

McKinley Elementary

30 W. Ninth St. • Stockton, CA 95206 • (209) 933-7245 • Grades K-8

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Stockton Unified School District

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District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

District Administration

Ms. Julie Penn
Superintendent

McKinley Mission Statement

We the dedicated staff of McKinley Elementary strongly believe that the journey to college and career readiness begins at our school. In order to achieve this we believe:

All children can develop academic knowledge, skills, and positive character traits That open communication and collaboration between staff, students, parents, and community is necessary

Every culture has value in our school community In having high expectations for oneself and others That students should experience the joy of learning in an environment of safety and respect It's the responsibility of all to empower students to achieve these goals The journey to college and career readiness begins at McKinley.

McKinley Vision Statement

We at McKinley empower students to meet high expectations for student achievement through a culture of positive collaboration, preparation, and organization in a dedicated learning environment.

Sonia Ambriz, PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (209) 933-7245.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	112
Gr. 1	89
Gr. 2	93
Gr. 3	90
Gr. 4	94
Gr. 5	87
Gr. 6	64
Gr. 7	99
Gr. 8	69
Total	797

SOURCE: California Department of Education

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	1.9
Asian	2.8
Filipino	11.4
Hispanic or Latino	76.7
Native Hawaiian/Pacific Islander	0.0
White	1.9
Two or More Races	0.3
Socioeconomically Disadvantaged	94.2
English Learners	53.1
Students with Disabilities	8.4

SOURCE: California Department of Education

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

McKinley Elementary	12-13	13-14	14-15
Fully Credentialed	34	32	29
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1472
Without Full Credential	◆	◆	65
Teaching Outside Subject Area of Competence	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School

McKinley Elementary	12-13	13-14	14-15
Teachers of English Learners	0	1	1
Total Teacher Misassignments	0	1	1
Vacant Teacher Positions	3	2	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	96.03	3.97
High-Poverty Schools	95.92	4.08
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	FOSS (Full Option Science System) Adopted in 2007 Earth Science Adopted in 2007 Life Science Adopted in 2007 Physical Science Adopted in 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

McKinley School was built in 1951 and it expanded though the years with the addition of portable classrooms.

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Several sites have portable class rooms to accommodate increased enrollment.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. McKinley School currently has two full time custodians. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. McKinley's custodian team conduct daily cleaning in selected classrooms (alternating schedule for some classrooms), restrooms, cafeteria, offices, library, and hallways. Our school grounds are kept up to federal and state safety regulations.

McKinley School is currently on the waiting list to implement the Entrance Modification Plan. The plan calls for electronic double doors in the main hallway to provide added security for our students and staff. Expected time of completion is slated for December 2013.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/22/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	Multi purpose/ kitchen: water stain on ceiling tile P-Q: rips on walls
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	26	25	17	35	34	34	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	34	32	32	36	38	37	54	56	55
Math	37	36	37	34	34	34	49	50	50
HSS	27	22	20	26	27	27	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	2	3	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.6	12.2	12.2
7	19.2	12.5	25.0

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	34	
All Student at the School	17	
Male	19	
Female	16	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino	40	
Hispanic or Latino	14	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	17	
English Learners	9	
Students with Disabilities	17	
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

SOURCE: California Department of Education

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-16	18	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-20	19	-6
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-16	18	-8
English Learners	-27	-5	39
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

McKinley School has an inclusive partnership with parents and community members as we provide opportunities for training and involvement through the following programs:

- School Site Council
- Volunteers in classrooms, student supervision, and special projects
- After School Programs
- Counseling services when available
- English Language Advisory Committee (ELAC)
- English Language Development Adult classes through School for Adults
- Parent Cafe Workshops (parent educational classes - 6 weeks)
- Parent/Student conferences
- Parent/Teacher Association (PTA)
- State Preschool Program
- Parent Coffee Hour workshops
- Nutritional Classes through Emergency Food Bank
- Student Assistance Program (SAP) & Student Study Team (SST)
- Parent Nights: Family functions with academic and extra-curricular emphasize

The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring attendance including being punctual
- Making sure homework is completed
- Making sure your child wears uniform to school daily
- Notify the school if child is absent
- Monitoring amount of television/video games my child watches
- Volunteering in my child's classroom
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district either received by my child, by phone or by mail and responding as appropriate
- Participating in, to the extent possible, on school advisory groups and committees
- Make all Doctor's and other appointments after school hours and not pick up students early from school

Parents and community members who wish to become a part of the school community and participate should call the school's office and contact Mrs. Ambriz and Miss Nyberg.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. McKinley School has a full time Principal and a full time Assistant Principal who equally share the responsibilities of providing a safe and positive campus by supervising students, monitoring the campus for potentially unsafe situations, enforcing safety policies, and overseeing the implementation of safety procedures. McKinley School also has a full time Counselor, and a full time Program Specialist who are actively involved in redirecting students and assisting in the enforcement and monitoring of safety procedures.

McKinley School has 5 noon-duty supervisors for the 2014-2015 school year. In addition, the site employs a full time Campus Security Assistant (CSA). In conjunction, the CSA and the noon-duty supervisors help enforce school rules, ensure safety procedures are being followed, and supervise students during meal times, recess, and passing periods. The noon-duty supervisors enforce school safety rules and procedures. The Assistant Principal has weekly meetings in order to review data, review expectations, celebrate success, and find solutions for challenges.

Yard supervisors, teachers, site administrators and school staff provide supervision for students before, during, and after school. The playground is safe for all students. The school's custodial team ensures the facility is in compliance with all federal and state health and safety regulations. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

McKinley's comprehensive School Safety and Procedures Handbook was revised on November 2014. The handbook is based on Positive Behavior Interventions & Support (PBIS) and the Six Pillars of Character. Safety, Organization, Accountability, and Respect (SOAR) are the basis of positive behavior at McKinley Elementary. It is our goal to provide quality instruction in a safe, positive environment for all students. McKinley School will implement a comprehensive school safety plan assuring all members of McKinley's staff are aware of safety expectations and procedures. The school's Readiness and Emergency Management (revised 8/2014) identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. Parent training workshops are conducted each year to share the emergency plan procedures, responsibilities, and expectations. Tabletop trainings for faculty and staff are conducted yearly, and teachers train the students on proper procedures in case of emergencies. In the event of a school emergency, the principal notifies appropriate site and district personnel. School and district safety protocol based on the Readiness and Emergency Management (REMS) plan are followed.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.1	14.9	22.6
Expulsions Rate	0.0	0.0	0.1
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

SOURCE: California Department of Education

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	51	
Percent of Schools Currently in Program Improvement	87.9	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	.43
Psychologist	.33
Social Worker	.10
Nurse	.20
Speech/Language/Hearing Specialist	.50
Resource Specialist	1.0
Other	2.0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

SOURCE: This information is provided by the school district.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	31.7	19	18	0	6	9	3		2	0		
Gr. 1	31.3	32	25	0		1	3	3	5	0		
Gr. 2	29.7	32	25	0		2	3	1	4	0	2	
Gr. 3	27.7	29	25	0		2	3	3	4	0		
Gr. 4	33	29	24	0		2	0	3	3	2		
Gr. 5	31	29	30	0			3	2	3	0		1
Gr. 6	28.5	23	28	0	1	1	2	3	1	0		1
Other	0			2			0			0		
English	25.6	29	31	4			10	6	2	0		
Math	28.8	32	33	2			8	3		0	2	1
Science	21	28		1			2	4		0	1	
SS	31	30		0			2	4		0	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

SOURCE: California Department of Education

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,560	\$1,525	\$4,035	\$59,225
District	◆	◆	\$5,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			-32.5	-3.2
Percent Difference: School Site/ State			-14.0	-16.3

SOURCE: Information is provided by the school district and California Department of Education.

◆ no data required.

Types of Services Funded at McKinley Elementary

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

Professional Development provided for Teachers at McKinley Elementary

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.