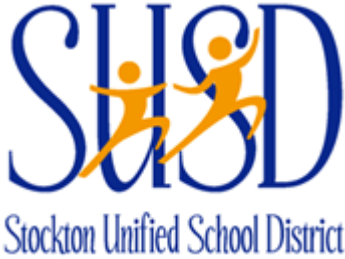


# McKinley Elementary

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

Sonia Ambriz, Principal  
sambriz@stocktonusd.net

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Stockton Unified School District**

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
www.stocktonusd.net

### **District Governing Board**

Gloria Allen  
Andrea Burrise  
Kathleen Garcia  
Colleen Keenan  
Maria Mendez  
Angela Phillips  
Steve Smith

### **District Administration**

Ms. Julie Penn  
**Superintendent**  
Ms. Julie Penn  
**Interim Superintendent**  
Dr. Mark Hagemann  
**Interim Deputy 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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- 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/guardians and community members should contact the school at (209) 933-7245 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	89
Grade 1	95
Grade 2	85
Grade 3	95
Grade 4	82
Grade 5	97
Grade 6	76
Grade 7	71
Grade 8	104
<b>Total Enrollment</b>	<b>794</b>

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.8
Asian	3.3
Filipino	11.3
Hispanic or Latino	76.1
White	2
Two or More Races	0.9
Socioeconomically Disadvantaged	86.3
English Learners	49.4
Students with Disabilities	9.1
Foster Youth	0.6

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	13-14	14-15	15-16
With Full Credential	32	29	30
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1437
Without Full Credential	♦	♦	133
Teaching Outside Subject Area of Competence	♦	♦	12

SOURCE: This information is provided by the school district.

♦ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
McKinley Elementary	13-14	14-15	15-16
Teachers of English Learners	1	1	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	2	0	1

\* "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

2014-15 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	92.7	7.3
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

\* 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 2015-16)

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	FOSS (Full Option Science System) Adopted in 2007  Earth Science Adopted in 2007  Life Science Adopted in 2007  Physical Science Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	K-5 Scott Foresman Adopted in 2006  6-8 Glencoe: Discovering Our Past Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### 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: 6/26/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	P-h: carpet has rips. P-n: rips on walls,missing outlet cover. rm 1: floor tile lifting by window. rm 24: paint peeling off wall.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		P-d: internet out hanging needs to be secured. P-n: rips on walls,missing outlet cover. P-q: phone pulled off wall.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	rm 8: tile floor by door lifting.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	22	23	44
Math	16	17	33

\* 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**

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	24	16	27	32	31	29	59	60	56

\* Results are for 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.00	21.10	7.40
7	23.50	25.00	20.60

\* 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

2014-15 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	29
All Student at the School	27
Male	27
Female	27
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	43
Hispanic or Latino	26
White	--
Socioeconomically Disadvantaged	--
English Learners	3
Students with Disabilities	25
Students Receiving Migrant Education Services	--
Foster Youth	--

\* 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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	100	97	97.0	69	19	10	2
	4	95	93	97.9	56	25	14	5
	5	97	95	97.9	57	22	17	3
	6	77	77	100.0	51	26	19	4
	7	70	64	91.4	56	20	20	3
	8	100	98	98.0	43	22	30	5
Male	3	100	66	66.0	73	21	6	0
	4	95	41	43.2	61	27	10	2
	5	97	44	45.4	73	14	9	2
	6	77	38	49.4	58	32	11	0
	7	70	36	51.4	72	8	19	0
	8	100	50	50.0	54	22	22	2

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Female</b>	<b>3</b>	100	31	31.0	61	13	19	6
	<b>4</b>	95	52	54.7	52	23	17	8
	<b>5</b>	97	51	52.6	43	29	24	4
	<b>6</b>	77	39	50.6	44	21	28	8
	<b>7</b>	70	28	40.0	36	36	21	7
	<b>8</b>	100	48	48.0	31	23	38	8
<b>Black or African American</b>	<b>3</b>	100	6	6.0	--	--	--	--
	<b>4</b>	95	8	8.4	--	--	--	--
	<b>5</b>	97	6	6.2	--	--	--	--
	<b>6</b>	77	5	6.5	--	--	--	--
	<b>7</b>	70	3	4.3	--	--	--	--
	<b>8</b>	100	3	3.0	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>6</b>	77	2	2.6	--	--	--	--
	<b>8</b>	100	3	3.0	--	--	--	--
<b>Asian</b>	<b>3</b>	100	2	2.0	--	--	--	--
	<b>4</b>	95	5	5.3	--	--	--	--
	<b>5</b>	97	1	1.0	--	--	--	--
	<b>6</b>	77	3	3.9	--	--	--	--
	<b>7</b>	70	1	1.4	--	--	--	--
	<b>8</b>	100	3	3.0	--	--	--	--
<b>Filipino</b>	<b>3</b>	100	10	10.0	--	--	--	--
	<b>4</b>	95	8	8.4	--	--	--	--
	<b>5</b>	97	17	17.5	29	35	29	6
	<b>6</b>	77	4	5.2	--	--	--	--
	<b>7</b>	70	9	12.9	--	--	--	--
	<b>8</b>	100	15	15.0	13	13	47	27
<b>Hispanic or Latino</b>	<b>3</b>	100	77	77.0	75	16	9	0
	<b>4</b>	95	68	71.6	57	25	13	4
	<b>5</b>	97	67	69.1	61	22	12	3
	<b>6</b>	77	58	75.3	52	26	21	2
	<b>7</b>	70	48	68.6	58	17	23	2
	<b>8</b>	100	70	70.0	46	23	30	1

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3	100	2	2.0	--	--	--	--
	4	95	3	3.2	--	--	--	--
	5	97	4	4.1	--	--	--	--
	6	77	4	5.2	--	--	--	--
	7	70	2	2.9	--	--	--	--
	8	100	4	4.0	--	--	--	--
Two or More Races	4	95	1	1.1	--	--	--	--
	6	77	1	1.3	--	--	--	--
	7	70	1	1.4	--	--	--	--
Socioeconomically Disadvantaged	3	100	84	84.0	70	15	12	2
	4	95	91	95.8	56	25	14	4
	5	97	84	86.6	58	23	14	4
	6	77	67	87.0	51	25	21	3
	7	70	57	81.4	58	21	19	2
	8	100	89	89.0	46	21	27	6
Students with Disabilities	3	100	8	8.0	--	--	--	--
	4	95	9	9.5	--	--	--	--
	5	97	8	8.2	--	--	--	--
	6	77	9	11.7	--	--	--	--
	7	70	12	17.1	100	0	0	0
	8	100	15	15.0	87	7	0	7
Students Receiving Migrant Education Services	3	100	6	6.0	--	--	--	--
	4	95	5	5.3	--	--	--	--
	5	97	2	2.1	--	--	--	--
	6	77	3	3.9	--	--	--	--
	7	70	2	2.9	--	--	--	--
	8	100	2	2.0	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**SOURCE: California Department of Education**

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>3</b>	100	94	94.0	56	29	14	0
	<b>4</b>	95	92	96.8	42	37	15	4
	<b>5</b>	97	95	97.9	59	29	11	1
	<b>6</b>	77	75	97.4	53	33	11	3
	<b>7</b>	70	68	97.1	63	15	15	7
	<b>8</b>	100	99	99.0	53	28	12	7
<b>Male</b>	<b>3</b>	100	64	64.0	56	30	14	0
	<b>4</b>	95	41	43.2	46	37	15	2
	<b>5</b>	97	44	45.4	68	25	7	0
	<b>6</b>	77	38	49.4	63	29	5	3
	<b>7</b>	70	39	55.7	77	8	10	5
	<b>8</b>	100	51	51.0	67	16	16	2
<b>Female</b>	<b>3</b>	100	30	30.0	57	27	13	0
	<b>4</b>	95	51	53.7	39	37	16	6
	<b>5</b>	97	51	52.6	51	33	14	2
	<b>6</b>	77	37	48.1	43	38	16	3
	<b>7</b>	70	29	41.4	45	24	21	10
	<b>8</b>	100	48	48.0	38	42	8	13
<b>Black or African American</b>	<b>3</b>	100	5	5.0	--	--	--	--
	<b>4</b>	95	8	8.4	--	--	--	--
	<b>5</b>	97	6	6.2	--	--	--	--
	<b>6</b>	77	5	6.5	--	--	--	--
	<b>7</b>	70	3	4.3	--	--	--	--
	<b>8</b>	100	3	3.0	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>6</b>	77	1	1.3	--	--	--	--
	<b>8</b>	100	3	3.0	--	--	--	--
<b>Asian</b>	<b>3</b>	100	2	2.0	--	--	--	--
	<b>4</b>	95	5	5.3	--	--	--	--
	<b>5</b>	97	1	1.0	--	--	--	--
	<b>6</b>	77	3	3.9	--	--	--	--
	<b>7</b>	70	3	4.3	--	--	--	--
	<b>8</b>	100	3	3.0	--	--	--	--



**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Filipino</b>	<b>3</b>	100	10	10.0	--	--	--	--
	<b>4</b>	95	8	8.4	--	--	--	--
	<b>5</b>	97	17	17.5	41	29	24	6
	<b>6</b>	77	4	5.2	--	--	--	--
	<b>7</b>	70	9	12.9	--	--	--	--
	<b>8</b>	100	15	15.0	27	13	40	20
<b>Hispanic or Latino</b>	<b>3</b>	100	75	75.0	56	28	15	0
	<b>4</b>	95	68	71.6	43	40	15	3
	<b>5</b>	97	67	69.1	61	31	7	0
	<b>6</b>	77	57	74.0	51	40	5	4
	<b>7</b>	70	50	71.4	64	14	14	8
	<b>8</b>	100	71	71.0	58	30	7	6
<b>White</b>	<b>3</b>	100	2	2.0	--	--	--	--
	<b>4</b>	95	2	2.1	--	--	--	--
	<b>5</b>	97	4	4.1	--	--	--	--
	<b>6</b>	77	4	5.2	--	--	--	--
	<b>7</b>	70	2	2.9	--	--	--	--
	<b>8</b>	100	4	4.0	--	--	--	--
<b>Two or More Races</b>	<b>4</b>	95	1	1.1	--	--	--	--
	<b>6</b>	77	1	1.3	--	--	--	--
	<b>7</b>	70	1	1.4	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	100	83	83.0	58	27	14	0
	<b>4</b>	95	91	95.8	43	37	15	3
	<b>5</b>	97	84	86.6	61	29	10	1
	<b>6</b>	77	65	84.4	54	34	9	3
	<b>7</b>	70	61	87.1	66	13	15	7
	<b>8</b>	100	90	90.0	53	27	13	7
<b>Students with Disabilities</b>	<b>3</b>	100	7	7.0	--	--	--	--
	<b>4</b>	95	9	9.5	--	--	--	--
	<b>5</b>	97	8	8.2	--	--	--	--
	<b>6</b>	77	9	11.7	--	--	--	--
	<b>7</b>	70	12	17.1	100	0	0	0
	<b>8</b>	100	15	15.0	93	0	7	0

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Students Receiving Migrant Education Services</b>	<b>3</b>	100	6	6.0	--	--	--	--
	<b>4</b>	95	5	5.3	--	--	--	--
	<b>5</b>	97	2	2.1	--	--	--	--
	<b>6</b>	77	3	3.9	--	--	--	--
	<b>7</b>	70	2	2.9	--	--	--	--
	<b>8</b>	100	2	2.0	--	--	--	--
<b>Foster Youth</b>	<b>3</b>	--	--	--	--	--	--	--
	<b>4</b>	--	--	--	--	--	--	--
	<b>5</b>	--	--	--	--	--	--	--
	<b>6</b>	--	--	--	--	--	--	--
	<b>7</b>	--	--	--	--	--	--	--
	<b>8</b>	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**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 through Valley Community Counseling Services (VCCS)
- English Learner Parent Involvement Committee (ELPIC)
- Parent/Student conferences
- Parent/Teacher Association (PTA)
- State Preschool Program
- Parent Coffee Hour workshops
- Nutritional Classes through Emergency Food Bank
- Student Assistance Program (SAP) / CARE Meetings & 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 the child wears uniform to school daily
- Notify the school if child is absent
- Monitoring amount of television/video games the child watches
- Volunteering in the child's classroom
- Promoting positive use of the child's extracurricular time
- Staying informed about the 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. In addition, in the efforts to help students embrace our acronym of SOAR (Safe, Organized, Accountable, Respectful) and make responsible choices; the In-School Suspension (ISS) Teachers provides an effective Self-Reflection program for students who for are placed in ISS.

McKinley School has 5 noon-duty supervisors for the 2015-16 school year and two (2) full time Campus Security Assistants (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 with the two CSAs 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 August 2015. 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 8/2015) 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 training 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.

<b>Suspensions and Expulsions</b>			
<b>School</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Suspensions Rate</b>	14.90	22.55	21.41
<b>Expulsions Rate</b>	0.00	0.11	0.00
<b>District</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Suspensions Rate</b>	10.96	10.09	9.39
<b>Expulsions Rate</b>	0.02	0.08	0.08
<b>State</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Suspensions Rate</b>	5.07	4.36	3.80
<b>Expulsions Rate</b>	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

SOURCE: California Department of Education

2015-16 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	50	
Percent of Schools Currently in Program Improvement	86.2	

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	19	18	21	6	9	2		2	6			
1	32	25	25		1	2	3	5	4			
2	32	25	22		2	2	1	4	4	2		
3	29	25	25		2	2	3	4	4			
4	29	24	25		2		3	3	5			
5	29	30	26			2	2	3	2		1	1
6	23	28	18	1	1	3	3	1	3		1	

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	29	31	30				6	2	2			
Math	32	33	33				3			2	1	1
Science	28						4			1		
SS	30						4			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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	0.5
Social Worker	0.08
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.6
Other	1.5
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.

### Professional Development provided for Teachers

1) 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. 2) In addition, training and support is on-going for teachers by our district and school on Professional Learning Communities (PLCs) as we move forward with full implementation of PLCs. PLC process is essential as we focus on learning, collaboration, and results. 3) AVID is a focus of implementation at McKinley School. McKinley is in the second year of certification. The AVID process will help students be college and career ready. 4) Executive Functions is being implemented school-wide as we focus on methods to improve student achievement and active learning. McKinley School is one of the three pilot schools. The decision to implement was based on the number of students who are referred for Student Study Team meetings.

1) 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. 2) PLCs is supported by teachers attending conferences and professional development either out of district, within the district, or school-based. 3) Teachers and support staff are trained through conferences out of district, training within the county, and school-based. 4) Teachers and support staff are trained through out of district conferences and school-based training.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings, out of district training and conferences, and training within our district for all concepts mentioned above.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**SOURCE:** California Department of Education

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5447.58	1048.56	4399.02	62097.47
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-11.7	1.5
Percent Difference: School Site/ State			-6.2	-12.2

\* Cells with ◆ do not require data.

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

◆ no data required.

**Types of Services Funded**

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)

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.