McKinley Elementary School

2150 E. 14th St. • San Leandro, CA 94577 • (510) 618-4320 • Grades K-5
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

San Leandro Unified School District
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Principal's Message

McKinley Elementary School is a community of learners who share a committed focus on ensuring that every child who comes to our school receives an equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgeable, thoughtful, conscientious, and who share the belief that all students can learn and embrace the skills that will make them lifelong learners. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching rigorous core academic curriculum based on the Common Core State Standards and the Next Generation Science Standards that ensure access for all of our student subgroups. Educators at McKinley Elementary School collaborate and analyze data regularly to produce deeper learning opportunities for our students that include an analysis of academic performance and language development to determine English Learner program needs as well as other student subgroup needs. Our goal is to make continuous year to year growth for each individual student so that all are prepared for middle school, high school, college and career and beyond. Education requires collaboration. The McKinley staff, teachers, families, community members, and students will continue to communicate clearly and work effectively to enable our students to succeed academically and to achieve our school-wide site plan goals and objectives.

McKinley Elementary School is made up of a diverse student body. The school serves students in grades TK-5. Additional resources are allocated to serve students in need of math and reading intervention support services. Also support services are offered in Speech and Language, Special Education Resource Program, Adaptive Physical Education, Occupational Therapy, and Counseling. In addition, students receive instruction in Music, Art, and Physical Education.

The McKinley staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of students. Our teachers strive to provide students with explicit direct instruction lessons and project-based learning (PBL) opportunities that are combined with blended learning opportunities in our 1:1 (1st-5th grades) and 2:1 (TK/Kindergarten) digital learning environments. It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized and appropriately challenging for all students.

Instruction is focused on Common Core State Standards in English Language Arts and Mathematics, English Language Development Standards, and Next Generation Science Standards. Teachers at McKinley Elementary School differentiate their instruction by regularly assessing and grouping students within and/or outside of the classroom for instruction in a variety of core academic content areas. Through this process, teachers are able to work together to meet the needs of all students by sharing resources and best instructional practices.

School Mission Statement

At McKinley Elementary School, we have a unified focus: to nurture the unique strengths of each student so that she or he builds personal responsibility, reaches high levels of academic achievement and contributes positively to society. Supporting all students in meeting these aspirations takes all of us: students, parents, staff and community members. This requires our collective commitment to a common road-map, consistent follow-through, and a continuous improvement mindset.

By working in partnership with parents and community, McKinley Elementary School will nurture confident, responsible and capable learners.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

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 and 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	91
Grade 1	81
Grade 2	78
Grade 3	79
Grade 4	91
Grade 5	64
Total Enrollment	484

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	13.8
American Indian or Alaska Native	0.0
Asian	11.8
Filipino	3.9
Hispanic or Latino	57.2
Native Hawaiian or Pacific Islander	2.1
White	5.6
Socioeconomically Disadvantaged	74.0
English Learners	43.4
Students with Disabilities	6.0
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (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 School	**16-17**	**17-18**	**18-19**
With Full Credential	20	23	21.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	418.8
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
McKinley Elementary School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on August 21, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2019 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Wonders K-5 Adopted 2018 McGraw-Hill Maravillas K-2 Adopted 2018 McGraw-Hill **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Eureka Math Adopted April 2016 Great Minds **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science	MacMillan/ McGraw Hill Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	K- Learn and Work 1st - Time and Place 2nd- Then and Now 3rd - Our Communities 4th - Our California 5th - Our Nation Scott Foresman Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

McKinley Elementary School was originally constructed in 1917 and is currently comprised of 23 permanent classrooms, twelve portable classrooms, a library, a staff work and break room, a multipurpose room, and one playground. Recent renovations include the installation of new exterior fencing and exterior paint, and connection to the city's fiber loop for high speed internet access. The library was renovated in the 2017-18 school year.

Cleaning Process

The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school recently received new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables will be replaced with newer classroom structures.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/13/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Some rooms are warm. The handicapped lift permit has an expiration date of 12/5/17.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	There is a large data box attached in the middle of the east wall. This box protrudes into the classroom approximately two feet, with the bottom being approximately four feet off the ground (bump potential).
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/13/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students 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

2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	21.0	25.0	38.0	38.0	48.0	50.0
Math	18.0	18.0	25.0	26.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	15.6	28.1	4.7

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	241	237	98.34	24.89
Male	129	127	98.45	22.05
Female	112	110	98.21	28.18
Black or African American	38	37	97.37	13.51
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.00	28.57
Filipino	11	10	90.91	70.00
Hispanic or Latino	144	142	98.61	23.94
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.00	18.18
Two or More Races	11	11	100.00	36.36
Socioeconomically Disadvantaged	177	176	99.44	19.32
English Learners	127	126	99.21	16.67
Students with Disabilities	17	16	94.12	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

- Note: 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.

- Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	241	239	99.17	17.57
Male	129	128	99.22	17.97
Female	112	111	99.11	17.12
Black or African American	38	37	97.37	8.11
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100	47.62
Filipino	11	11	100	45.45
Hispanic or Latino	144	143	99.31	13.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	9.09
Two or More Races	11	11	100	36.36
Socioeconomically Disadvantaged	177	176	99.44	15.34
English Learners	127	127	100	14.17
Students with Disabilities	17	16	94.12	0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

- Note: 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.

- Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the education program at McKinley Elementary School. Parents may participate in many committees and activities, McKinley School provided these parent involvement events throughout the year:

- PTO membership and volunteering for ongoing school-wide events such as Book Fairs, Walking Club, Movie Nights, Family Dances, Field Trips, Outdoor Education, Beautification Day, Talent Showcase, Game Room, VIP Recess, End of the Year Bash, Pajama and Pancake Breakfast, etc..
- School Smarts Academy
- Family Technology Night
- Annual Title 1 Meeting
- School Site Council
- English Language AdvisoryCommittee
- English Language Learner Parent Survey
- Parent Needs Assessment
- School/Parent Compact
- School/Parent Compact Survey
- Monthly Coffee and Conversation with the Principal
- Wednesday Morning Messages - school wide
- Welcome Back Event
- Anti-Bullying Club (ABC)

Contact Information
Parents who wish to participate in McKinley Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (510) 618-4320. Thank you!

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a priority at McKinley Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The McKinley School Site Safety plan was last updated December 13, 2018 at which time the Safety Plan was reviewed, updated and discussed with our School Site Council and faculty. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire, earthquake, shelter in place and lockdown drills are conducted on a regular basis throughout the school year.

To ensure student safety, staff members supervise students from 7:45 to 3:10pm. All gates are locked at 8:30 each morning and any visitors are required to sign in at the McKinley Office. All adults on campus are required to wear ID while on campus. Volunteers are required to complete and have an approved Volunteer Packet located in the McKinley Office, prior to providing volunteer services for our learning community.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.9	1.6	0.6
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	6.4	6.5	5.6
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1
Other	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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	25	25	23				4	4	4			
1	27	26	27				3	3	3			
2	27	27	26				3	3	3			
3	27	27	26				2	3	3			
4	32	32	30				2	1	3			
5	32	32	32				3	3	2			

*   Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The McKinley staff love their school and continually work together to help our McKinley Eagles soar to success. This group of dedicated professional believe in working together to continuously improve our ability to meet the varied academic and social emotional needs of our students. For the past two years, McKinley teachers have had focused professional development in the areas of the Common Core Standards, Next Generation Science Standards, Project Based Learning, Social Emotional Learning, Eureka Math, and Designated and Integrated ELD. This training has resulted in school-wide teaching and learning practices that have supported the transition to implementing the Common Core Standards that have allowed for deeper learning opportunities for students at each grade level. Grade level professional learning communities meet to plan instruction, analyze assessment results, and determine intervention and enrichment activities, and an instructional leadership team meets monthly to guide the school in a process of continual growth. There are weekly collaboration meetings where teachers meet in their collaborative groups and 13 after school staff meetings per year focused on school-wide instructional initiatives. Furthermore, teachers are provided with opportunities to observe each other and get additional hourly pay for planning, and learning. Coaching and individualized support is provided for teachers through District Coaches, Site Based Interventionist, and the New Teacher Induction. The principal engages in regular classroom visits and learning conversations around instruction.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$60,112	$47,547
Mid-Range Teacher Salary	$83,002	$74,775
Highest Teacher Salary	$109,742	$93,651
Average Principal Salary (ES)	$126,537	$116,377
Average Principal Salary (MS)	$138,070	$122,978
Average Principal Salary (HS)	$160,007	$135,565
Superintendent Salary	$305,851	$222,853
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	6.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,154.00	$427.00	$4,727.00	$78,370.00
District	◆	◆	$5,423.00	$88,515
State	◆	◆	$7,125	$76,522
Percent Difference: School Site/District			-13.7	-12.2
Percent Difference: School Site/ State			-83.8	2.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- Special Education Services (state and federal)

- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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.