McKinley Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 School Contact Information

School Name	McKinley Elementary School
Street	2150 E. 14th St.
City, State, Zip	San Leandro, CA 94577
Phone Number	(510)618-4320
Principal	Nicholas Easter
Email Address	neaster@slusd.us
School Website	https://www.slusd.us/mckinley/
County-District-School (CDS) Code	01-61291-6002422

2021-22 District Contact Information

District Name	San Leandro Unified School District
Phone Number	(510)895-4199
Superintendent	Dr. Michael McLaughlin
Email Address	mmclaughlin@slusd.us
District Website Address	https://www.slusd.us/

2021-22 School Overview

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 subgroups 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 (TK-5th grades) 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

2021-22 School Overview

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 associations.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	71
Grade 2	83
Grade 3	72
Grade 4	73
Grade 5	68
Total Enrollment	447

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	11
Black or African American	13.9
Filipino	4.5
Hispanic or Latino	52.1
Native Hawaiian or Pacific Islander	1.6
Two or More Races	6.9
White	4.9
English Learners	23.5
Homeless	2.2
Socioeconomically Disadvantaged	69.1
Students with Disabilities	6.7

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.3	97.8	380.4	89.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	0.9	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	4.6	1.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	2.2	9.9	2.3	12115.8	4.4
Unknown	0.0	0.0	25.0	5.9	18854.3	6.9
Total Teaching Positions	22.8	100.0	424.1	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.5
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.5

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 September 14, 2021, 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 August 2021 are illustrated in the chart.

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders Grades K-5 Adopted 2018 McGraw-Hill Maravillas Grades K-2 (ELD) Adopted 2018 McGraw-Hill	Yes	0
Mathematics	Eureka Math Adopted 2016 Great Minds	Yes	0
Science	Amplify Science Adopted 2020	Yes	0
History-Social Science	Inspiring Wonder and Facilitating Change: History for All District Developed Adopted Curriculum 2021	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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, 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.

Year and month of the most recent FIT report	08/01/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

Exemplary	Good	Fair	Poor
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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	213	NT	NT	NT	NT
Female	106	NT	NT	NT	NT
Male	107	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	25	NT	NT	NT	NT
Black or African American	22	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	119	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	23	NT	NT	NT	NT
White	11	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	213	NT	NT	NT	NT
Female	106	NT	NT	NT	NT
Male	107	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	25	NT	NT	NT	NT
Black or African American	22	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	119	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	23	NT	NT	NT	NT
White	11	NT	NT	NT	NT
English Learners	43	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Assessments Student Groups	STAR Assessments Total Enrollment	STAR Assessments Number Tested	STAR Assessments Percent Tested	STAR Assessments Percent Not Tested	STAR Assessments Percent At or Above Grade Level
All Students	220	184	83.64%	16.36%	31.82%
Female	108	90	83.33%	16.67%	35.19%
Male	112	94	83.93%	16.07%	28.57%
American Indian or Alaska Native	*	*	*	*	*

Asian	25	18	72%	28%	36%
Black or African American	24	19	79.17%	20.83%	25%
Filipino	0	0	0	0	0
Hispanic or Latino	122	108	88.52%	11.48%	26.23%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	17	14	82.35%	17.65%	52.94%
White	11	9	81.82%	18.18%	45.45%
English Learners	44	37	84.09%	15.91%	9.09%
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	165	140	85%	15%	23%
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	22	19	86.36%	13.64%	0

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Assessments Student Groups	STAR Assessments Total Enrollment	STAR Assessments Number Tested	STAR Assessments Percent Tested	STAR Assessments Percent Not Tested	STAR Assessments Percent At or Above Grade Level
All Students	220	185	84.09%	15.91%	22.27%
Female	108	90	83.33%	16.67%	19.44%
Male	112	95	84.82%	15.18%	25%
American Indian or Alaska Native	*	*	*	*	*
Asian	25	18	72%	28%	40%
Black or African American	24	19	79.17%	20.83%	8.33%
Filipino	*	*	*	*	*
Hispanic or Latino	122	109	89.34%	10.66%	16.39%
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or More Races	17	14	82.35%	17.65%	58.82%
White	11	9	81.82%	18.18%	27.27%
English Learners	44	38	86.36%	13.64%	11.36%
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	NA	NA	NA	NA	NA

Socioeconomically Disadvantaged	165	140	85%	15%	19%
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	22	19	86.36%	13.64%	0

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	NT	NT	NT	NT
Female	40	NT	NT		
Male	28	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	36	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents/guardians receive information and resources through virtual Parent-Teacher conferences, IEP meetings, SST meetings and our site based Parent Facilitator. Back to School Night, Teacher Office Hours, and Open House encourage parent participation, and help staff to learn about families, and to enable the staff to communicate standards and opportunities for assistance. Office, Teacher and Principal ParentSquare messages keep families informed.

Parent Learning Series : Health & Wellness, Social Emotional Learning, Supporting Students at Home
Virtual TK/K Orientation
Annual Title 1 Meeting
School Site Council
English Learner Advisory Committee
English Language Learner Parent Survey
Parent Needs Assessment
Virtual Question and Answers with the Principal
California Healthy Kids Survey

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!

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	460	454	37	8.1
Female	242	236	21	8.9
Male	218	218	16	7.3
American Indian or Alaska Native	3	3	1	33.3
Asian	49	49	1	2.0
Black or African American	67	66	7	10.6
Filipino	21	20	0	0.0
Hispanic or Latino	236	234	19	8.1
Native Hawaiian or Pacific Islander	8	7	1	14.3
Two or More Races	31	31	3	9.7
White	24	23	2	8.7
English Learners	118	118	11	9.3
Foster Youth	2	1	1	100.0
Homeless	13	13	9	69.2
Socioeconomically Disadvantaged	324	321	34	10.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	45	7	15.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.18	0.00	5.17	0.03	3.47	0.20
Expulsions	0.00	0.00	0.10	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.39	3.85	2.45
Expulsions	0.00	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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 on February 3, 2020, 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 3:10 pm. 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.

All SLUSD schools have uniform emergency procedures for an intruder on campus, unsafe situations in the surrounding community, chemical spills, or environmental and natural disasters. All procedures were created in collaboration with local law enforcement and are based upon nationwide best practices. Procedures are kept confidential to the community to protect students and staff. In response to COVID-19, SLUSD will report all confirmed positive cases among personnel and students physically present at district schools and facilities during their infectious period for COVID-19. The infectious period begins two days before the onset of symptoms. If the case did not have symptoms, the infectious period is considered to be two days prior to the testing date. Note that personnel includes contractors, substitutes, and others working at SLUSD schools and facilities. for the most up-to-date emergency and safety information and the district COVID-19 Resources and information visit https://www.slusd.us/families-community/.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	25		3	
2	25		3	
3	25		3	
4	28		3	
5	32		1	2
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	26	2	1	1
2	25		3	
3	25		3	
4	31		2	
5	31		2	
6				
Other	32		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	24		3	
2	21	1	3	
3	24		3	
4	29		2	
5	29		2	
6				
Other	26		1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,524.24	$776.63	$5,747.61	$89,894.55
District	N/A	N/A	$5,950.42	$94,805
Percent Difference - School Site and District	N/A	N/A	-3.5	-5.3
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-38.0	10.4

2020-21 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
- Behavioral Health
- Coordination of Services (COST)
- Learning Communities for School Success (LCSSP Grant)
- Title IV, Part A, Student Support and Academic Enrichment

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$65,522	$51,029
Mid-Range Teacher Salary	$87,439	$78,583
Highest Teacher Salary	$119,620	$99,506
Average Principal Salary (Elementary)	$141,739	$124,576
Average Principal Salary (Middle)	$150,497	$131,395
Average Principal Salary (High)	$174,409	$144,697
Superintendent Salary	$354,061	$240,194
Percent of Budget for Teacher Salaries	41%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The McKinley staff love their school and continually work together to help our McKinley Eagles soar to success. This group of dedicated professionals believes in working together to continuously improve our ability to meet the varied academic and social-emotional needs of our students. The McKinley teachers have had focused professional development in the areas of Racial Healing & Equity, Common Core Standards, Next Generation Science Standards, Social Emotional Learning, Positive Behavioral Interventions & Supports. Social Justice Standards, Inclusion Strategies 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. Also 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. Coaching and individualized support are provided for teachers through District Coaches and coordinators. The principal engages in regular classroom visits and learning conversations around instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

San Leandro Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Leandro Unified School District
Phone Number	(510)895-4199
Superintendent	Dr. Michael McLaughlin
Email Address	mmclaughlin@slusd.us
District Website Address	https://www.slusd.us/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4626	2	0.04	99.96	--
Female	2265	0	0.00	100.00	--
Male	2361	2	0.08	99.92	--
American Indian or Alaska Native	--	--	--	--	--
Asian	751	0	0.00	100.00	--
Black or African American	549	0	0.00	100.00	--
Filipino	279	0	0.00	100.00	--
Hispanic or Latino	2304	1	0.04	99.96	--
Native Hawaiian or Pacific Islander	53	0	0.00	100.00	--
Two or More Races	315	0	0.00	100.00	--
White	367	1	0.27	99.73	--
English Learners	1099	0	0.00	100.00	--
Foster Youth	20	0	0.00	100.00	--
Homeless	122	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	3009	1	0.03	99.97	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	701	2	0.29	99.71	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4626	2	0.04	99.96	--
Female	2265	0	0.00	100.00	--
Male	2361	2	0.08	99.92	--
American Indian or Alaska Native	--	--	--	--	--
Asian	751	0	0.00	100.00	--
Black or African American	549	0	0.00	100.00	--
Filipino	279	0	0.00	100.00	--
Hispanic or Latino	2304	1	0.04	99.96	--
Native Hawaiian or Pacific Islander	53	0	0.00	100.00	--
Two or More Races	315	0	0.00	100.00	--
White	367	1	0.27		--
English Learners	1099	0	0.00	100.00	--
Foster Youth	20	0	0.00	100.00	--
Homeless	122	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	3009	1	0.03	99.97	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	701	2	0.29	99.71	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.