

McKinley Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2022-23 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 | McKinley |
| Email Address | mcampbell@slusd.us |
| School Website | https://www.slusd.us/mckinley/ |
| County-District-School (CDS) Code | 01-61291-6002422 |

2022-23 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/ |

2022-23 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

2022-23 School Overview

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 associations.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 96 |
| Grade 1 | 68 |
| Grade 2 | 73 |
| Grade 3 | 81 |
| Grade 4 | 71 |
| Grade 5 | 79 |
| Total Enrollment | 468 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 55.6 |
| Male | 44.4 |
| American Indian or Alaska Native | 1.5 |
| Asian | 9.6 |
| Black or African American | 16.5 |
| Filipino | 3.8 |
| Hispanic or Latino | 50.6 |
| Native Hawaiian or Pacific Islander | 1.5 |
| Two or More Races | 5.6 |
| White | 6.4 |
| English Learners | 26.5 |
| Foster Youth | 0.2 |
| Homeless | 1.3 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 76.5 |
| Students with Disabilities | 7.9 |

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

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) | 22.30 | 97.81 | 380.40 | 89.70 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 4.00 | 0.94 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 4.60 | 1.10 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.50 | 2.19 | 9.90 | 2.35 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 25.00 | 5.91 | 18854.30 | 6.86 |
| Total Teaching Positions | 22.80 | 100.00 | 424.10 | 100.00 | 274759.10 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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) | 21.40 | 98.26 | 363.50 | 84.95 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 5.00 | 1.19 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.20 | 1.10 | 20.90 | 4.89 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 10.00 | 2.36 | 11953.10 | 4.28 |
| Unknown | 0.10 | 0.64 | 28.30 | 6.61 | 15831.90 | 5.67 |
| Total Teaching Positions | 21.70 | 100.00 | 427.90 | 100.00 | 279044.80 | 100.00 |

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.20 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.20 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.50 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.50 | 0.00 |

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 5.00 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0.00 |

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

2022-23 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 | Percent Students Lacking Own |
|---------|--|------------------|------------------------------|
|---------|--|------------------|------------------------------|

| | | Adoption ? | 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 |

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 and 12 newly built classrooms, a library, staff work and break room, a multipurpose room, and one playground. The library was renovated in the 2017-18 school year. 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. All classrooms have been newly painted and new flooring has been installed in many areas. A new shade structure with 12 new tables create outdoor multi-use space.

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. A new drop-off area is expected in summer 2023.

Year and month of the most recent FIT report

10/24/2022

| 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: | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|--|
| Fire Safety, Hazardous Materials | | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 38 | N/A | 37 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 29 | N/A | 25 | N/A | 33 |

2021-22 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.

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.

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 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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 235 | 226 | 96.17 | 3.83 | 37.61 |
| Female | 112 | 109 | 97.32 | 2.68 | 39.45 |
| Male | 123 | 117 | 95.12 | 4.88 | 35.90 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 26 | 26 | 100.00 | 0.00 | 50.00 |
| Black or African American | 31 | 29 | 93.55 | 6.45 | 27.59 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 129 | 123 | 95.35 | 4.65 | 30.08 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 24 | 23 | 95.83 | 4.17 | 52.17 |
| White | 13 | 13 | 100.00 | 0.00 | 46.15 |
| English Learners | 67 | 62 | 92.54 | 7.46 | 9.68 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 183 | 178 | 97.27 | 2.73 | 33.71 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 16.00 |

2021-22 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.

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.

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 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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 235 | 225 | 95.74 | 4.26 | 28.89 |
| Female | 112 | 107 | 95.54 | 4.46 | 29.91 |
| Male | 123 | 118 | 95.93 | 4.07 | 27.97 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 26 | 26 | 100.00 | 0.00 | 65.38 |
| Black or African American | 31 | 28 | 90.32 | 9.68 | 25.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 129 | 123 | 95.35 | 4.65 | 17.07 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 24 | 23 | 95.83 | 4.17 | 39.13 |
| White | 13 | 13 | 100.00 | 0.00 | 46.15 |
| English Learners | 67 | 64 | 95.52 | 4.48 | 15.63 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 183 | 176 | 96.17 | 3.83 | 26.70 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 20.00 |

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 21.33 | NT | 24.07 | 28.5 | 29.47 |

2021-22 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. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 79 | 75 | 94.94 | 5.06 | 21.33 |
| Female | 34 | 31 | 91.18 | 8.82 | 22.58 |
| Male | 45 | 44 | 97.78 | 2.22 | 20.45 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 47 | 45 | 95.74 | 4.26 | 11.11 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 21 | 20 | 95.24 | 4.76 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 61 | 59 | 96.72 | 3.28 | 16.95 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 100.00% | 97.37% | 100.00% | 75.00% | 100.00% |

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.

2022-23 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
TK/K Orientation
Annual Title 1 Meeting
School Site Council
English Learner Advisory Committee
English Language Learner Parent Survey
Parent Needs Assessment
Coffee and Conversation 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!

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 510 | 495 | 219 | 44.2 |
| Female | 277 | 270 | 128 | 47.4 |
| Male | 233 | 225 | 91 | 40.4 |
| American Indian or Alaska Native | 7 | 7 | 3 | 42.9 |
| Asian | 47 | 47 | 13 | 27.7 |
| Black or African American | 81 | 79 | 31 | 39.2 |
| Filipino | 19 | 18 | 6 | 33.3 |
| Hispanic or Latino | 265 | 256 | 125 | 48.8 |
| Native Hawaiian or Pacific Islander | 9 | 9 | 5 | 55.6 |
| Two or More Races | 27 | 26 | 10 | 38.5 |
| White | 31 | 30 | 16 | 53.3 |
| English Learners | 160 | 157 | 77 | 49.0 |
| Foster Youth | 2 | 2 | 1 | 50.0 |
| Homeless | 10 | 9 | 7 | 77.8 |
| Socioeconomically Disadvantaged | 396 | 387 | 172 | 44.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 47 | 45 | 20 | 44.4 |

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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 |

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 0.98 | 0.03 | 4.32 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.01 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.98 | 0.00 |
| Female | 0.72 | 0.00 |
| Male | 1.29 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 2.13 | 0.00 |
| Black or African American | 1.23 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.75 | 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 | 1.25 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.01 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.13 | 0.00 |

2022-23 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.

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 | |
| 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 | |
| Other | 26 | | 1 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 19 | 1 | 4 | |
| 1 | 17 | 1 | 3 | |
| 2 | 23 | | 3 | |
| 3 | 20 | 4 | | |
| 4 | 20 | 1 | 2 | |
| 5 | 21 | 1 | 2 | |
| Other | 12 | 2 | 1 | |

2021-22 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 | 0 |

2021-22 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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.6 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.4 |
| Resource Specialist (non-teaching) | |
| Other | 2.0 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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 | \$7,001.00 | \$962.00 | \$6,039.00 | \$96,105.55 |
| District | N/A | N/A | \$6,001.00 | \$102,465.90 |
| Percent Difference - School Site and District | N/A | N/A | 0.6 | -6.4 |
| State | N/A | N/A | \$6,594 | \$83,102 |
| Percent Difference - School Site and State | N/A | N/A | -8.8 | 14.5 |

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | \$52,478 |
| Mid-Range Teacher Salary | \$87,439 | \$80,810 |
| Highest Teacher Salary | \$119,620 | \$101,276 |
| Average Principal Salary (Elementary) | \$141,739 | \$127,080 |
| Average Principal Salary (Middle) | \$150,497 | \$134,264 |
| Average Principal Salary (High) | \$174,409 | \$147,200 |
| Superintendent Salary | \$371,764 | \$242,351 |
| Percent of Budget for Teacher Salaries | 39% | 33% |
| 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 | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |