

McKinley Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

DataQuest

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	McKinley Elementary School
Street	1045 Sycamore Street
City, State, Zip	Gridley, CA 95948
Phone Number	(530) 846-5686
Principal	Chris McIntire
E-mail Address	mcintire@gusd.org
Web Site	www.gusd.org
CDS Code	04-75507-6003156

District Contact Information	
District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Jordan Reeves
E-mail Address	jreeves@gusd.org
Web Site	www.gusd.org

School Description and Mission Statement (School Year 2017-18)

McKinley Primary School was built in 1937. The main building of McKinley Primary School contains eight classrooms, boys and girls restrooms, a staff restroom, a staff room, and various offices. In addition to this main building, there are seven relocatable classrooms which house students. In the summer of 2016, McKinley Primary School removed 3 portable classrooms and added 3 state of the art portables, including staff restrooms and a restroom attached to our Severely Handicapped classroom. The entire playground blacktop was refurbished and new sod was installed in the grass area.

Our mission is to provide a safe, nurturing, child centered environment that ensures a developmentally appropriate education for all children. We are committed to a partnership with parents that foster a curriculum, which prepares students to be responsible citizens in our changing world.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	164
Grade 1	162
Grade 2	1
Total Enrollment	327

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	2.8
Filipino	0
Hispanic or Latino	59
Native Hawaiian or Pacific Islander	0
White	35.5
Two or More Races	0
Socioeconomically Disadvantaged	41
English Learners	23.9
Students with Disabilities	4
Foster Youth	0.9

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	18	19	105
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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 2017-18)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders McGraw Hill (Kindergarten) / Benchmark Education (Grade 1)	Yes	0%
Mathematics	Engage New York	Yes	0%
Science	Macmillan/McGraw-Hill California Science, Grades K-5, Macmillan/McGraw-Hill (2008)	Yes	0%
History-Social Science	Reflections: California Series, Grades K-5, Harcourt School Publishers (2007)	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

McKinley Primary School built in the late 1930's is maintained in a clean and physically safe condition. A cafeteria is available, but it is located on the Sycamore campus (necessitating the crossing of Vermont Street to have lunch) and it requires a complex schedule to accommodate all McKinley and Sycamore students. The classrooms in the McKinley building are below state square footage standards. The only classrooms on the McKinley site that have running water are the seven portables installed in 2001, 2005 and 2016. In order to have student body assemblies and activities, students must meet outdoors or use the gym on the Sycamore campus when available. Adequate storage for the materials necessary to maintain a high quality primary education program is extremely limited. Playground equipment has been carefully selected to utilize the small space for maximum participation. Playground equipment includes two playground structures, two primary basketball type games, a slide and games painted on the blacktop. The closure of Vermont Street during school hours has been a major asset improving both the safety and orderliness of passage between campuses as noted.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2016				
Overall Rating	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, 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	48	47	48	48
Mathematics (grades 3-8 and 11)	N/A	N/A	34	30	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	N/A	N/A	58	52	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

McKinley Primary School invites parents to participate on our School Site Council and on our English Learner Advisory Committee. We encourage our parents to volunteer in our classrooms, to become Art Docent Volunteers, to assist teachers on certain field trips, and to support our annual Read-A-Thon fundraiser. Teachers and administration are in continuous contact with parents through parent / teacher conferences, monthly newsletters, and announcements which are sent home in Spanish and English.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.5	1.4	0.6	4.8	4.8	4.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

McKinley Primary School has an updated emergency plan for fire drills, earthquake safety, and basic procedures: fire and earthquake drills are conducted throughout the school year. In addition, the Gridley Unified School District has adopted a district-wide crisis plan. All staff members are knowledgeable of the safety rules for the classroom and playground, and the procedures are discussed regularly. There is an emphasis placed on bicycle, pedestrian, and train safety due to the school's proximity to a main thorough fare and railroad tracks.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2013-2014
Year in Program Improvement*	Year 2	Year 1
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	7	3		22	2	7		21	1	7	
1	21	2	4		20	3	4		23		7	
Other	22		1									

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.50 F.T.E.	N/A
Psychologist	.33 F.T.E.	N/A
Social Worker	0	N/A
Nurse	.33 F.T.E.	N/A
Speech/Language/Hearing Specialist	.70 F.T.E.	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,376	\$1,885	\$5,491	\$70,535
District	N/A	N/A	\$5,842	\$70,966
Percent Difference: School Site and District	N/A	N/A	-6.2	-0.6
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-18.0	1.3

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

Types of Services Funded (Fiscal Year 2016-17)

Services funded include: Special Education, School Improvement, Title 1, Transportation, Instructional Materials, Staff Development, Innovative Education, English Language Learners, LCAP.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,793	\$44,144
Mid-Range Teacher Salary	\$63,098	\$69,119
Highest Teacher Salary	\$90,191	\$86,005
Average Principal Salary (Elementary)	\$125,216	\$106,785
Average Principal Salary (Middle)	\$126,725	\$111,569
Average Principal Salary (High)	\$125,455	\$121,395
Superintendent Salary	\$167,392	\$178,104
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

For the 2015-16 school year, the faculty had three professional development days that focused on English Language Development, Technology and the newly adopted Common Core Standards. McKinley Primary School had early release days every Wednesday afternoon. This time was used for teachers to collaborate with each other and with other grade levels. Teachers discussed curriculum issues and other educational endeavors.

For the 2016-17 school year, the faculty had three professional development days focused on the newly adopted English Language Arts programs. Also, McKinley Primary School teachers had early release days every Wednesday afternoon to meet in their Professional Learning Communities to collaborate with each other and review student data.