

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

McKinley Elementary School

Address: 1045 Sycamore St. , Gridley CA 95948-3040
Phone: (530) 846-5686
Principal: Chris McIntire **Grade Span:** K - 1

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

McKinley Primary School is a kindergarten and first grade Reading Recovery Demonstration School. Currently 15 self contained classrooms serve the kindergarten and first grade students; each classroom has a maximum of 20 students. The goal of McKinley Primary School is to offer a high quality primary program. All students receive the core curriculum, which is driven by the California State Content Standards adopted by the district. With the flexibility of a School wide program, we are able to coordinate resources and implement a school program that meets the needs of all students at McKinley Primary School. Numerous multiple measure assessments are given to gather information/data about each student's progress. This information/data is used to guide teacher instruction and to provide feedback. This information/data is also shared with parents several times throughout the school year. McKinley Primary School implemented four full day first grade English Language Development classrooms devoted to language acquisition to serve limited English students. Students receive direct certificated instruction to achieve grade level and California State Content Standards. Also, six certificated teachers provide Reading Recovery to educationally disadvantaged students and/or students who are at risk of not meeting district/state standards. Students with exceptional needs receive additional services provided by the Resource Specialist Teacher and/or paraprofessionals through literacy groups and ability grouping. Our core academic focus is language arts and mathematics, but science and social studies are integrated through our non fiction Rigby books, along with our State adopted language arts and mathematics series.

Student Enrollment

Group	Enrollment
Number of students	312
African American	0.32 %
American Indian or Alaska Native	
Asian	11.86 %
Filipino	0.32 %
Hispanic or Latino	55.13 %
Pacific Islander	
White (not Hispanic)	31.73 %
Multiple or No Response	0.64 %
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	

Teachers

Indicator	Teachers
Teachers with full credential	18
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

McKinley Primary School built in the late 1930's is maintained in a clean and physically safe condition. The extremely limited playground and lawn space makes it difficult to maintain an acceptable sod condition to encourage growth of ground cover. 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 three new portables installed in 2001. 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 a new playground structure two primary basketball type games a slide bang ball courts 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.

Repairs Needed

None

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
District	\$5,845
State	\$4,943

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	McKinley Elementary	District Name	Gridley Unified
Street	1045 Sycamore St.	Phone Number	(530) 846-5686
City, State, Zip	Gridley , CA 95948-3040	Web Site	www.gridley.k12.ca.us
Phone Number	(530) 846-4721	Superintendent	Clark Redfield
Principal	Chris McIntire	E-mail Address	
E-mail Address		CDS Code	04-75507-6003156

School Description and Mission Statement

This section provides information about the school's goals and programs.

Mission Statement: Our mission is to provide a safe, nurturing, child centered environment that ensures a developmentally appropriate education to **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.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person	Chris McIntire	Contact Person Phone Number	(530) 846-5686
Parents are strongly encouraged to participate in their child's education by volunteering or observing in their child's classroom. 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.			

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	170
Grade 1	142

Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	312

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.32 %	White (not Hispanic)	31.73 %
American Indian or Alaska Native	%	Multiple or No Response	0.64 %
Asian	11.86 %	Socioeconomically Disadvantaged	%
Filipino	0.32 %	English Learners	%
Hispanic or Latino	55.13 %	Students with Disabilities	%
Pacific Islander	%		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1 - 20	21 - 32	33+		1 - 20	21 - 32	33+		1 - 20	21 - 32	33+
K	17.4	8			18.9	7			21.0	3	5	
1	20.6	3	4		19.8	7	1		20.3	4	3	
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

California Education Code 3524.6 requires that each school adopts a comprehensive safety plan and thereafter reviews that plan yearly. Such a Disaster Preparedness Plan is in place on the school campus. It is intended for the use of school employees to provide guidance and assistance in emergency situations and to insure that all conceivable actions, which can be taken, will be implemented to ensure the safety and welfare of all students and staff. Copies of the Disaster Preparedness Plan are placed in all classrooms and offices. The plan is available in the school's main office for parents and members of the community.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The positive learning atmosphere at McKinley School is reflected in the discipline plan. The emphasis in the discipline plan is to establish a safe, secure environment for all students. Rules, rewards, and consequences are established that support this philosophy. The development of a student's accountability for his/her actions and the development of a student's esteem are an integral part of the discipline plan. A well-defined reward system is in place for groups and individuals. These include positive yard behavior awards (for classrooms and individuals) and other special activities. Recognition at regular assemblies is given to these award winners. In addition to school wide awards, individual classrooms also have established positive reinforcement procedures.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0%	1.0%	0%	8.6	9.0	13.2
Expulsions	0%	0%	0%	0.7	0.6	0.4

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

McKinley Primary School built in the late 1930's is maintained in a clean and physically safe condition. The extremely limited playground and lawn space makes it difficult to maintain an acceptable sod condition to encourage growth of ground cover. 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 three new portables installed in 2001. 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 a new playground structure, two primary basketball type games, a slide bang ball courts, 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

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	18	18	18	109
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	96.3	3.7
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District		

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Gridley Unified School District has access to a substantial pool of qualified substitute teachers. Substitute teachers have daily lesson plans created by teachers for use during their absence, in addition to emergency lessons on file.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

The district contract with teachers includes an observation and evaluation process developed jointly by teachers and administration. All tenured teachers are formally evaluated at least every other year and probationary teachers are formally evaluated at a minimum of two times per year. Administrators have been trained and certified in the evaluation procedures. Teachers and the administration also engage in ongoing informal evaluations. Teachers and administrators frequently meet to discuss teaching techniques that will enhance a particular student's learning, new ideas for classroom management and/or curriculum improvements.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A

Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	100%	0%
Mathematics	100%	0%
Science	100%	0%
History-Social Science	100%	0%

VII. School Finances

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32330	\$36572
Mid-Range Teacher Salary	\$50015	\$55815
Highest Teacher Salary	\$69780	\$70985
Average Principal Salary (Elementary)	\$86689	\$86995
Average Principal Salary (Middle)	\$99863	\$90820
Average Principal Salary (High)	\$96026	\$96447
Superintendent Salary	\$110000	\$128495
Percent of Budget for Teacher Salaries	39.7 %	39.3 %
Percent of Budget for Administrative Salaries	5.9 %	5.8 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
K	70%	78%	71%	N/A	N/A	N/A	73%	69%	73%
1	91%	87%	85%	65%	62%	63%	85%	72%	77%
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

IX. Accountability

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	N/A	Yes
Participation Rate - Mathematics	N/A	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	28.6

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The goal of the entire staff at McKinley School is to offer a high quality primary program. In order to do this, every effort is made to remain current with state standards, state frameworks, and guidelines as they become available. The Mathematics Continuum has been revised to incorporate the theory and practice as presented in the California State Frameworks for Mathematics, which follow the Mathematics State Standards. Saxon Math, Touch Math, and Houghton Mifflin are major elements of the math program at McKinley School. The language arts program is based on a language experience/basic skills approach. All kindergarten and first grade students are assessed a minimum of four times throughout the year using the California Reading & Literature Project "Results" Assessments. This assessment data of each individual student is used to assist the teachers in his/her instruction. The Rigby Leveled Books and the Houghton Mifflin Series continues to be used as an integral part of the language arts instruction. The Scholastic Phonemic Awareness Kit, the Riggs Program, and Wright Group Books were also purchased to supplement the language arts program. These curriculum changes emphasize the strengths of the individual student and allow all students to participate and succeed in the instruction. All school staff has the opportunity to participate in leadership roles based on personal and individual strengths and interests. School administration encourages universal participation in the development of curriculum and positive school climate. The administration also reinforces the direction of the faculty and provides meaningful support for staff and students.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

For the 2005-06 school year, the faculty had nine professional development days presented by WestEd, a non profit research, development, and service agency that works with schools and districts to promote excellence, achieve equity, and improve student learning. The nine days were separated into three modules: 1) Building a Local Accountability System/Essential Content Standards, 2) Building An Assessment System, and 3) Standards based Instruction using Data. Also, teachers spent time discussing and implementing the California Reading and Literature Project "Results" assessments, which are aligned with the newly adopted California State Standards. Migrant Education also provided several workshops addressing current research pertaining to literacy and training in Reading Recovery. Regular staff meetings also provided a setting for both formal and informal staff development activities. Ideas and suggestions were shared informally among staff members on a continuous basis. McKinley 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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	50,600	50,400

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

McKinley Primary School first graders had twelve minimum days and early release days every Wednesday afternoon. This time was used for teachers to collaborate with each other and with other grade levels. Kindergarten has no minimum days.