

McKinley Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Email Address	mcintire@gusd.org
Website	www.gusd.org
County-District-School (CDS) Code	04-75507-6003156

Entity	Contact Information
District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Jordan Reeves
Email Address	jreeves@gusd.org
Website	www.gusd.org

School Description and Mission Statement (School Year 2019-20)

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 2018-19)

Grade Level	Number of Students
Kindergarten	176
Grade 1	158
Total Enrollment	334

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	3
Hispanic or Latino	57.5
White	33.5
Two or More Races	2.7
Socioeconomically Disadvantaged	74.3
English Learners	38.3
Students with Disabilities	7.5
Foster Youth	1.5
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	19	19	114
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: September 2016

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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%

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 breakfast and 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.

This school was built in the 1930's and is the best maintained school with the best grounds inspected in the district. The upkeep of the facility and grounds is a testament to all of the staff members at McKinley Primary School!

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

Year and month of the most recent FIT report: July 5, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Neat, well organized, and very clean.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Neat, well organized, and very clean. The entire main building, 8 classrooms and 3 offices, installed new carpet over the summer of 2019.
Electrical: Electrical	Good Fair	Wall receptacles within 6' of the sinks need to be changed to GFCI receptacles per NEC 210.8 A6
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Speech room needed a lock block installed on the door.
Structural: Structural Damage, Roofs	Good Fair	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Overall kept neat, green, and clean.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	NA	NA	NA	NA	NA	NA
Mathematics (grades 3-8 and 11)	NA	NA	NA	NA	NA	NA

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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
5			

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.0	0.3	4.5	3.2	5.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	7		21	2	7		20	2	7	
1	23		7		24		5		26		6	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.40
Psychologist	.33
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.5

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,802	\$1,439	\$7,363	\$77,882
District	N/A	N/A	\$8,490	\$75,807.00
Percent Difference - School Site and District	N/A	N/A	-14.2	2.7
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-1.9	6.5

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

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

Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,807	\$46,208
Mid-Range Teacher Salary	\$66,291	\$72,218
Highest Teacher Salary	\$94,755	\$92,742
Average Principal Salary (Elementary)	\$137,374	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$138,366	\$127,356
Superintendent Salary	\$177,036	\$186,823
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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.

For the 2017-18 school year, the faculty had three professional development days focused on developing Multiple Assessments and Benchmark Tests for English Language Arts and Mathematics. 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.

For the 2018-19 school year, the faculty had three professional development days focused on students with trauma, Google Classroom, Illuminate and Catapult. Also, McKinley Primary School teachers had early release days every Wednesday afternoon to meet in their Professional Learning Communities to collaborate with each other to review student data and discuss researched-based instructional strategies.