McKinley Elementary School

1425 Manley Drive • San Gabriel, CA 91776 • (626) 288-6681 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

San Gabriel
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Principal's Message:

McKinley Elementary School is the largest of the five elementary schools in San Gabriel Unified School District. Our experienced staff sets and maintains high expectations for ourselves and for our students. We are dedicated to providing every child with a positive, nurturing educational environment, strong in academics and rich in character. Our "McKinley Family" includes our students, staff, parents, extended family, and community. It is through our combined efforts that our children reach their highest potential.

The annual school report was established as an accountability component of Proposition 98, passed by the California voters in November, 1988. This report, which is to be issued by all elementary and secondary schools in the State, provides pertinent information about the programs. successes, resources, and the areas in which we need to make improvements at McKinley Elementary School. I hope that you find this report both informative and useful. Please contact me with your questions and comments at (626) 288-6681 or at nguyen_t@sgusd.k12.ca.us.

School Mission Statement:

The mission of McKinley School, in participation with our parents and community, is to provide a full, rich educational experience for all children. We empower our students for future success by promoting students' self-worth, appreciation of cultural diversity, social responsibility, and a life-long love for learning.

Community & School Profile

Located in Southern California's San Gabriel Valley, ten miles east of downtown Los Angeles, San Gabriel Unified School District educates more than 5,200 kindergarten through twelfth grade students on a traditional calendar schedule. Established in 1781, the San Gabriel Mission was the fourth California mission and is considered the birthplace of the Los Angeles region. San Gabriel Unified School District was founded in 1868 and is proud of its long tradition of academic excellence. The district is currently comprised of five elementary schools, one middle school, one traditional high school, and one continuation high school.

McKinley Elementary School is dedicated to ensuring the academic success of all students, and provides the most comprehensive educational experience possible. All programs at the school are founded on the principle that students come first.

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 the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	125
Grade 1	109
Grade 2	93
Grade 3	88
Grade 4	92
Grade 5	114
Total Enrollment	621

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	68.1
Filipino	1.1
Hispanic or Latino	25.9
Native Hawaiian or Pacific Islander	0.2
White	1.3
Two or More Races	1.6
Socioeconomically Disadvantaged	72.9
English Learners	32.2
Students with Disabilities	6.1
Foster Youth	0.5
Homeless	0.2

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 for McKinley Elementary	17-18	18-19	19-20
With Full Credential	32	35	35
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Gabriel	17-18	18-19	19-20
With Full Credential	♦	♦	245
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at McKinley Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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)

The school district held a public hearing on September 11, 2018 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or 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 and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials
Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill Wonders, adopted in 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Macmillian McGraw-Hill, My Math, adopted 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Pearson Scott Foresman, Adopted in 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresman History/Social Studies K-3, adopted 2007 Houghton Mifflin History/Social Studies 4-5, adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

McKinley Elementary School was originally constructed in 1938 with additions occurring between 1938 and 1950. Situated on 8.26 acres, the school is currently comprised of 31 classrooms, a multipurpose room, a staff lounge, an administrative office, a library, a computer lab, a STEM lab, a maker space, a music room, counseling offices, and two playgrounds. The campus was modernized in 1994 which included heating and air conditioning in all classrooms, handicap accessibility to restrooms, and new doors and handicap hardware. In 2006 construction was completed on a two story 15,000 square foot classroom building with restrooms and kindergarten classrooms. Site work included an additional parking area and new playground surfacing and equipment for the kindergarten area. Construction of the upper playground was completed in 2006-07. In 2016, all modernization construction was completed. The chart illustrates the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

McKinley Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by McKinley Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by San Gabriel Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following: Roofing, Plumbing, Heating, Air conditioning, Electrical systems, Floor systems, and Interior or exterior painting.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: November, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	55	58	58	60	50	50
Math	57	58	44	49	38	39

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.1	27.0	10.4

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	297	286	96.30	58.39
Male	152	146	96.05	55.48
Female	145	140	96.55	61.43
Asian	213	204	95.77	67.16
Filipino	--	--	--	--
Hispanic or Latino	70	68	97.14	33.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	238	230	96.64	55.22
English Learners	181	170	93.92	55.88
Students with Disabilities	20	20	100.00	10.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Professional Development focus is determined by McKinley's data and topics are generated by student areas of need and teacher surveys.

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice a year and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:
- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development day topics included reviewing testing data and differentiated instruction.

For additional support in their profession, teachers can request support from the District's instructional coaches and attend additional trainings. New teachers may enlist the services of the district's Induction facilitator and/or their induction mentor.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	297	295	99.33	58.31
Male	152	151	99.34	62.91
Female	145	144	99.31	53.47
Asian	213	211	99.06	70.62
Filipino	--	--	--	--
Hispanic or Latino	70	70	100.00	22.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	238	236	99.16	55.08
English Learners	181	179	98.90	60.89
Students with Disabilities	20	20	100.00	15.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

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 parents are encouraged to be partners in their child's educational journey. Parents engage in School Site Council (SSC) and the English Learner Advisory Committee (ELAC) and work together to develop and monitor the school's growth and continuous improvement.

Parents and the community are very supportive of the educational program at McKinley Elementary School. ConnectEd, flyers, the school's website, news letters, and social media such as Facebook are used to communicate with parents regarding school site information, such as emergencies, attendance, and school-wide events. Parents are encouraged to volunteer in classrooms, the library, field trips, and the computer lab. Parents may also participate in Parents as Educational Partners (PEP), English Leaner Advisory Committee and on the School Site Council.

Parent Education classes offered include information to assist students with math, reading, writing, and internet safety; supporting students academic and social development, and giving parents strategies on raising their children. All classes are offered in English, Chinese, and Spanish. To assist with the integration of English Learner Parents, the district provides community liaisons who speak Chinese and Spanish, allowing open communication among all the members of the school community. In addition to English, all major correspondence from the school is also provided in Chinese and Spanish. The school has parent involvement opportunities throughout the school year. Over 200 parents volunteer their time and resources every year.

Contact Information:
Parents who wish to participate in McKinley Elementary School's leadership teams, school committees, school activities, or become volunteers may contact the school office at (626) 288-6681. The school's website (http://www.mckinley.sgusd.k12.ca.us/home.aspx) also provides a variety of resources and helpful information for parents, students, and the community.

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.

School Safety Plan

School Safety is a high priority at McKinley Elementary School. The School Safety Plan is updated and reviewed each year by the School Site Council and faculty. The School Safety Plan was last updated in March of 2019. The School Safety Plan is a comprehensive plan that outlines the procedures for Staff, Parents and Students in the event of an emergency or disaster. Each month McKinley Elementary practices a different drill from the plan: earthquake, fire and lockdown drill. McKinley Elementary participates in the Great California Shakeout Drill each year in October. The School Safety Plan outlines duties for each member of the School Crisis Team in the event of an emergency. Parents are informed of procedures in an emergency situation and where to pick up their child from school in the event of a disaster. The full School Safety Plan for McKinley Elementary can be accessed on the San Gabriel Unified School District Website at www.sgusd.k12.ca.us.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.5	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.1	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	621.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	4.3

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	3	2		21	2	2	1	24	1	4	
1	21	1	3		22	1	3		26		4	
2	24	1	3		23	1	3		23		4	
3	25		4		22	1	3		22	1	3	
4	26		3		29		4		23	1	3	
5	27	1	4		22	1	3		24	1	4	
Other**									10	1		

*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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,252	$49,084
Mid-Range Teacher Salary	$74,562	$76,091
Highest Teacher Salary	$92,119	$95,728
Average Principal Salary (ES)	$121,737	$118,990
Average Principal Salary (MS)	$132,996	$125,674
Average Principal Salary (HS)	$132,318	$137,589
Superintendent Salary	$230,592	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7702.13	1244.09	6458.03	70956
District	N/A	N/A	6199.07	$77,895.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.1	-2.4
School Site/ State	-1.8	-4.8

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

McKinley offers a variety of services to support student achievement. These services include the following:

- California State Standards Implementation
- Special Education
- Gifted and Talented Education (GATE)
- Local Control Funding Formula (Base, Supplemental, and Concentration Funds)
- Title I Programs and Interventions
- Spanish Dual Language Immersion
- STEM Education
- Math and ELA Intervention Programs
- iReady Intervention Program ELA/Math
- ALEKS Math Intervention Program
- Newcomer Program
- Coding and Robotics
- After school Programs (Including: Mandarin Immersion Program, Big Brothers Big Sisters, After School Sports, Options Enrichment, Chess Masters, Lift Enrichment, Professor Egghead Enrichment, Cooking Classes, iReady and ALEKS Intervention Programs).