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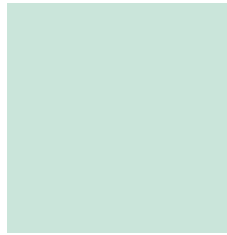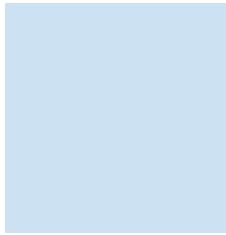
School Accountability Report Card 2018-19
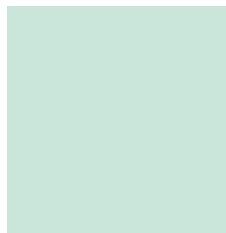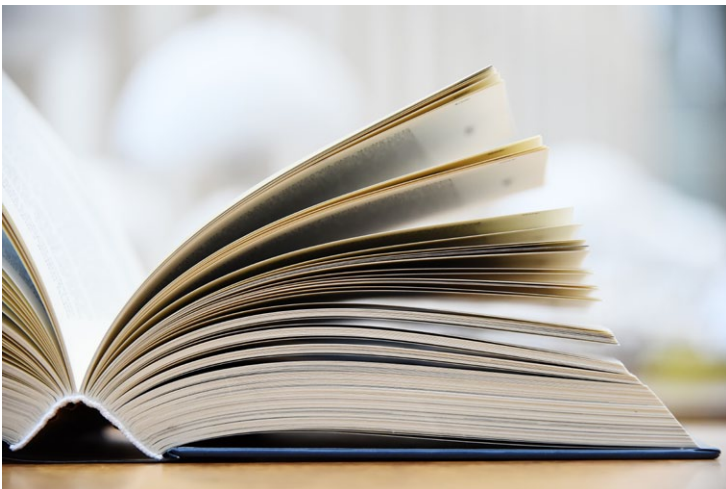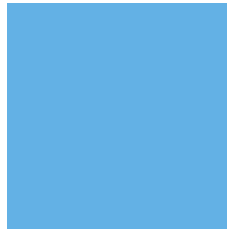Published in 2019-20

McKinleyville Middle School

Grades 6-8
CDS Code 12-62950-6008064

Elwira Salata
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2285 Central Avenue
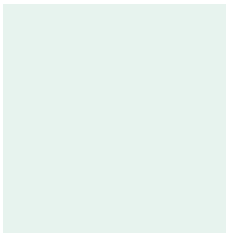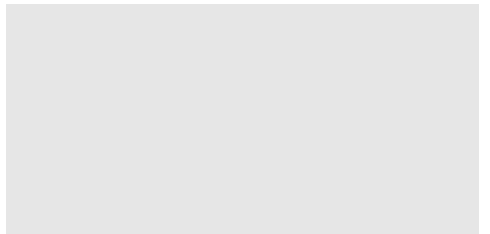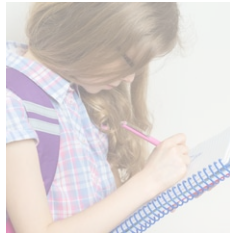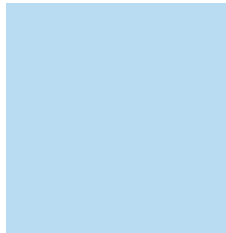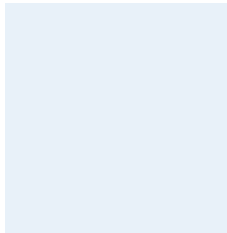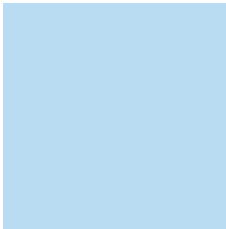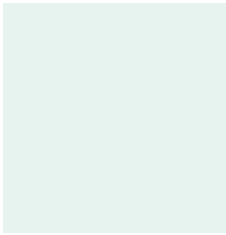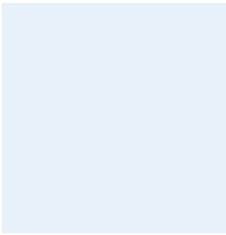McKinleyville, CA 95519
(707) 839-1508

https://www.mckusd.org/apps/pages/index.jsp?uREC_ID=1175325&type=d&pREC_ID=1423630

McKinleyville Union School District

Principal's Message

McKinleyville Middle School (MMS) is located in McKinleyville in a diverse, rural setting at the edge of the Pacific Ocean, surrounded by mountains and forests of towering redwoods. Our school has a proud history dating back to 1872. It is common to have students in our classrooms whose parents and grandparents also attended our school.

McKinleyville Middle School continues to incorporate evidence-based best practices at all levels. MMS is in the midst of its implementation of Positive Behavioral Intervention and Supports (PBIS). A nine-member leadership team works monthly with staff to develop robust tiered supports and common language. The staff works with instructional coaches funded by the Cowell Foundation to implement the Common Core State Standards and to increase academic engagement and rigor in all areas.

With an enrollment of 382 students, MMS is large enough to offer an exceptional educational program, but small enough that each student is known on an individual basis. MMS has a dynamic and experienced staff who provides programs for all the sixth-, seventh- and eighth-grade students in the community of McKinleyville. The school embraces a true middle school philosophy, reflecting the recommendations of "Caught in the Middle" and "Taking Center Stage." Grade-level academies allow for flexible scheduling within the core curricular areas, which are supported by an extensive array of student support services. The curriculum is enhanced by a wide variety of enrichment classes as well as daily physical education and interscholastic sports.

McKinleyville Middle School is a dynamic educational community. Our focus is to develop socially and academically responsible individuals. We provide an environment in which all members can succeed. We are a 2018 redesignated "School to Watch." McKinleyville Middle School is the smallest, most rural school to receive this award from the California League of Middle Schools.

School Mission Statement

At McKinleyville Middle School, the only choice is success. Our innovative, research-based programs are rigorous, exciting and student-focused. Our faculty is caring, competent and enthusiastic. Community involvement, including that of families and businesses, is an integral part of everything we do. We are a five-time nationally recognized "School to Watch." Students, staff and community at MMS are justifiably proud of our school.

At MMS, learning and instruction time are priorities. Decisions about academics are data-driven and based on reflection and analysis of student success as well as best educational practices. We honor and respect diversity, challenging all students to realize their individual potential as they become lifelong learners, adept problems solvers and critical thinkers.

School Vision Statement

MMS is an extended family. All students feel safe and welcome in all aspects of our program. We respect the unique challenges faced in adolescence and provide multiple opportunities for personal growth. We have developed a culture of creativity, challenge and hope for all students who grace our hallways.

Parental Involvement

The middle school years are a unique period of time in which adolescents experience the transition into young adulthood. The principal, teaching and support staff of MMS understand the importance of family involvement in the activities of students during this time. Even though verbal messages from students at the middle school level may differ, research has shown that they appreciate the guidance of parents during this time, either during private, one-on-one time at home, or through volunteering and working with a group of students at school.

Multiple events and activities take place at MMS in which parents can participate including student-led parent conferences; orientation and open-house evenings; a community-student Thanksgiving luncheon; Science Fair Evening and judging; athletic activities; Family Fitness Nights; lunchtime classes and competitions; academic theme presentations, graduation preparations, musical and drama presentations; gifted programs; or volunteering in the library or classrooms.

MMS is proud to be a part of the McKinleyville Schools Parent Teacher Organization. This group represents all three schools in our district and brings families together to plan community-building events and fundraising to support our schools. Anyone with an interest in improving our school is welcome to join us on the first Tuesday of the month to plan and coordinate these activities.

More formal family involvement takes place through the School Site Council (SSC). Our secondary SSC model includes three elected parents and three elected students who team with six school staff to determine the school plan as well as the focus and goals for future programs. The council is additionally responsible for overseeing the expenditure of site funds to support student achievement.

For more information on how to become involved, visit our school website or contact Elwira Salata at (707) 839-1508, extension 6000, or esalata@mckusd.org.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The Mission of the McKinleyville Union School District, a student-centered community on the Redwood Coast, is to develop ethical citizens and lifelong learners successfully engaged in a changing global society.

1. Ensuring a safe, healthy and supportive environment.
2. Providing challenging and innovative educational programs.
3. Embracing diversity and a small community as strengths.
4. Promoting critical thinking, digital literacy, multilingualism and creative expression.
5. Developing confident, self-directed, positive, responsible citizens.
6. Supporting a caring, well-trained staff.

District Vision Statement

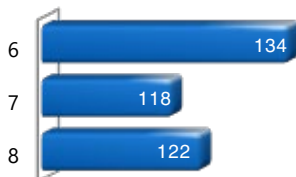A Community Committed to Maximizing Every Student's Success.

Governing Board

Sara Alto

Nicholas Som

Tracy Helard-Shumard

Amber Flowers

Alvin Sager

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.
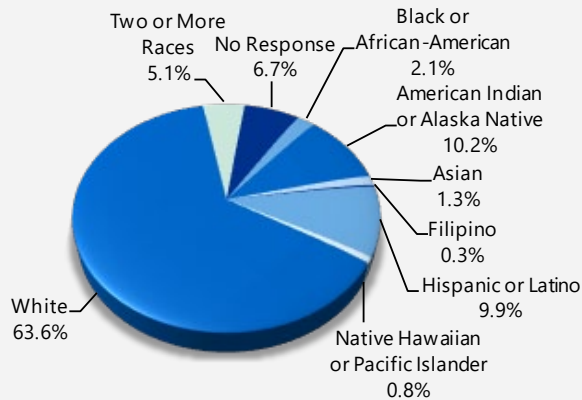
2018-19 Enrollment by Grade

Grade	Enrollment
6	134
7	118
8	122

You Belong Here!!

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

McKinleyville MS

	16-17	17-18	18-19
Suspension rates	4.9%	13.1%	8.3%
Expulsion rates	0.3%	0.0%	0.0%

McKinleyville USD

	16-17	17-18	18-19
Suspension rates	3.8%	6.4%	4.4%
Expulsion rates	0.1%	0.0%	0.0%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 374 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.
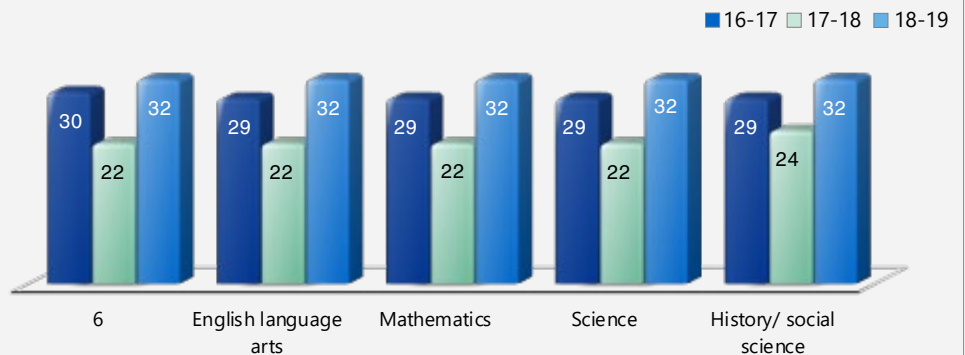
Demographics — 2018-19 School Year

Two or More Races 5.1%
No Response 6.7%
Black or African-American 2.1%
American Indian or Alaska Native 10.2%
Asian 1.3%
Filipino 0.3%
Hispanic or Latino 9.9%
Native Hawaiian or Pacific Islander 0.8%
White 63.6%

Group	Percentage
Socioeconomically disadvantaged	59.10%
English learners	3.20%
Students with disabilities	12.60%
Foster youth	2.10%
Homeless	5.10%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size — Three-Year Data

Legend: 16-17, 17-18, 18-19

Category	16-17	17-18	18-19
6	30	22	32
English language arts	29	22	32
Mathematics	29	22	32
Science	29	22	32
History/ social science	29	24	32

Number of Classrooms by Size — Three-Year Data

	2016-17			2017-18			2018-19		
Grade	**Number of Students**								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6		16		7	20	2		4	
Subject	**Number of Students**								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		9		4	8			4	
Mathematics		9		3	9			4	
Science		9		4	8			4	
History/social science		9		3	8			4	

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	McKinleyville MS		McKinleyville USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	McKinleyville MS		McKinleyville USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	38%	40%	39%	42%	50%	51%
Mathematics	27%	27%	32%	34%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	McKinleyville MS
	Grade 7
Four of six standards	21.1%
Five of six standards	17.5%
Six of six standards	30.7%

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.
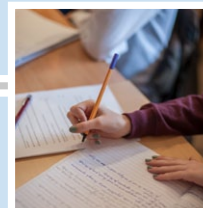
CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6-8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.

✧ Not applicable.

CAASPP Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	376	360	95.74%	4.26%	40.00%
Male	187	178	95.19%	4.81%	32.58%
Female	189	182	96.30%	3.70%	47.25%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	39	38	97.44%	2.56%	23.68%
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	41	39	95.12%	4.88%	23.08%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	233	224	96.14%	3.86%	45.54%
Two or more races	22	21	95.45%	4.55%	33.33%
Socioeconomically disadvantaged	234	223	95.30%	4.70%	32.29%
English learners	13	11	84.62%	15.38%	0.00%
Students with disabilities	79	75	94.94%	5.06%	13.33%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	19	17	89.47%	10.53%	23.53%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
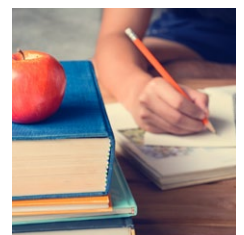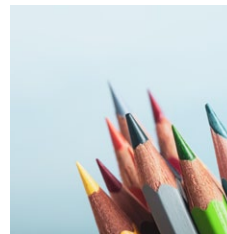
CAASPP Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards

2018-19 School Year

Mathematics					
Group	**Total Enrollment**	**Number Tested**	**Percentage Tested**	**Percentage Not Tested**	**Percentage Met or Exceeded**
All students	375	361	96.27%	3.73%	26.87%
Male	186	179	96.24%	3.76%	25.14%
Female	189	182	96.30%	3.70%	28.57%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	38	38	100.00%	0.00%	18.42%
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	41	40	97.56%	2.44%	25.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	233	224	96.14%	3.86%	27.68%
Two or more races	22	21	95.45%	4.55%	38.10%
Socioeconomically disadvantaged	233	224	96.14%	3.86%	22.32%
English learners	13	12	92.31%	7.69%	8.33%
Students with disabilities	79	74	93.67%	6.33%	5.41%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	19	18	94.74%	5.26%	16.67%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
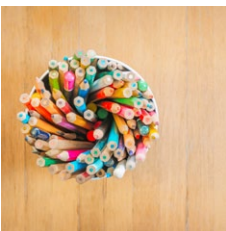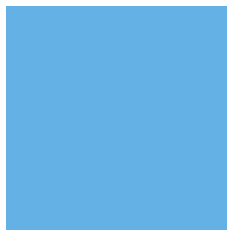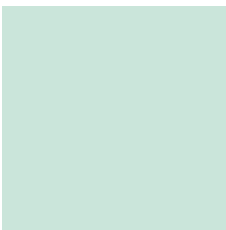
Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

Textbooks and instructional materials are approved by the governing board on the recommendation of district teams in each curricular area. Material is previewed by these representative teams who follow district guidelines for the purchase of standards-based material, which will provide consistency in instruction from grade to grade. Prior to recommendation, material is reviewed at the County Resource Center and, in some cases, piloted in the previous year.

Material is reviewed for consideration based on the schedule for curriculum framework development and material adoption provided by the State Board of Education. In some cases, district teams have determined that material available is insufficient or requires additional review prior to the approval of a recommendation for a major expenditure. All current materials are adopted from the state-approved list and cycles of the curriculum framework with the exception of language arts. The district chose to skip the most current adoption cycle due to the flexibility option allowed by the California Department of Education. In the case of each major academic area, students are provided the most current and sufficient material to meet performance expectations. The district has affirmed that each student has his or her own textbook to use in class and to take home.

In 2015-16, McKinleyville USD adopted math textbooks in grades 3-8 for use beginning in the 2016- 17 school year. Grades TK-2 also piloted math materials during the 2016-17 school year, and the district adopted math textbooks for use beginning in the 2017-18 school year. Two different English language arts curriculum were approved for piloting in 2016-17, one for grades TK-2 and a second one for grades 3-5, with the exception of our language immersion students. McKinleyville USD did adopt language arts textbooks for students in grades TK-5 for use beginning in the 2017-18 school year for all grades except for our kindergarten immersion program. Materials are being piloted for kindergarten students in the Immersion Program during the 2017-18 school year. English learners are provided supplemental materials which best meet their instructional level and needs.

Classroom music is offered to students in the primary grades. The instrumental music program is offered to students in grades 5-8. Beginning and intermediate music instruction on brass, woodwind and percussion instruments is offered beginning the second week of school. Our music students perform not only at our schools but at other schools in the area and in various music competitions. Art, ceramics, woodworking, Spanish and gardening are offered as elective courses to students in grades 7-8. Each spring, students in grades 4-8 may present a musical performance in a real theater setting.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Board approved district developed curriculum	2018
Mathematics	Connections, California Preparatory Mathematics (CPM)	2016
Science	Science, Pearson/Prentice Hall	2007
History/social science	*History Alive!*, Teachers' Curriculum Institute	2006

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	2019-20 School Year
Data collection date	10/24/2019

Types of Services Funded

Programs and services in the McKinleyville Union School District are measured by the question, "What does this have to do with student achievement?" General services of the district include staffing, materials, operations, facilities and the application of resources in these areas. The structures of our schools are continually reviewed for the purpose of serving students.

Beyond regular services, schools of the district offer intervention classes; special education, including speech and language services; Title I support for students; a Gifted and Talented Education (GATE) program involving classroom differentiation; instructional programs for English language learners; a language immersion program; counseling support; student attendance and safety program; anti-drug, anti- alcohol and anti-tobacco programs; before- and after-school recreation program; extracurricular athletics; performing arts; and positive behavior interventions. Parent clubs are strong advocates for student achievement and provide resources to augment classroom materials and equipment, as well as support special programs such as the visual arts, field trips and technology support.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Fair
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	10/23/2019
Date of the most recent completion of the inspection form	10/23/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Window coverings are in poor condition	No current plans for replacement
Structural	Roofs on the portable classrooms need repairs	No current plans for repair

School Safety

A priority of McKinleyville Union School District is to ensure personal and environmental safety so that students will achieve.

On an annual basis, elements of the school and District Comprehensive School Safety Plan are reviewed and discussed with staff at teacher pre-service days. The review includes monthly fire and earthquake drills, lockdown drills, and state or national alerts. Our school safety plan was last reviewed, updated and discussed with the school faculty in February 2020.

The school is a member of the Humboldt County Schools' Joint Power Authority and receives regular inspections by a certified safety analyst as well as monthly safety bulletins. MMS has many staff trained in Crisis Prevention Intervention, first aid and CPR, and is prepared to deal with hazardous and dangerous conditions and respond to emergencies as necessary. A site Crisis Response Committee has been reactivated to address updating the protocols for disaster situations as prescribed in the Comprehensive School Safety Plan.

School Facilities

The McKinleyville Middle School campus consists of 23 classrooms and includes one 32-station computer lab, three portable Chromebook labs, two athletic fields, a fully equipped library, a new gymnasium, a multipurpose room, woodshop, botanical garden, art studio and fitness room. District schools are recognized by the public as being clean and well maintained. Corridors and bathrooms are monitored, and qualified personnel supervise school grounds. All classrooms and office areas have been modernized within the past 10 years and receive regular cleaning and maintenance. The district has taken a proactive approach to recent legislation in order to maintain our environment and ensure the safety of children under the California Healthy Schools Act. The district operates supervised before-school and after-school child care as well as academic and extracurricular programs.

The McKinleyville Union School District is fully compliant with requirements of the Williams case settlement. Reports are filed on a quarterly basis with no complaints on facilities received over the past year. Maintenance staff members address areas of concern as soon as they are reported or become apparent through regular inspections.

The district takes pride in well-maintained and attractive school facilities and grounds. However, state funding cannot keep up with necessary repairs. The district must find other funding sources to make repairs that will need to take place in order to keep the facilities upgraded.

The district called for a general obligation bond election in June 2008 to help finance modernization of all three school sites. McKinleyville Middle School underwent a $3 million modernization project in 2010-11. The new gymnasium was completed in August 2015.

Our site was remodeled within the past five years using funds from Measure C, the obligation bond passed in 2008. Having our schools freshly remodeled brings a heightened sense of pride to the staff, students, families and the overall community of McKinleyville.

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	1:374
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.74
Psychologist	1.00
Social worker	0.00
Nurse	0.20
Speech/language/hearing specialist	0.60
Resource specialist (nonteaching)	1.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	McKinleyville USD	**McKinleyville MS**		
Teachers	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	66	24	23	23
Without a full credential	1	1	0	0
Teaching outside subject area of competence (with full credential)	0	0	1	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	McKinleyville MS		
Teachers	**17-18**	**18-19**	**19-20**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

Selected professional development (PD) activities are inclusive of the district's three schools as well as cooperatively developed by each site. Two PD days were held before the start of the school year and two days occur during the year; one in September and one in April. The two elementary sites, Morris and Dow's Prairie, and McKinleyville Middle School collaborate on some activities with training across grade levels and curricular areas.

In 2018-19, the following professional development activities were held:

- Active Assailant Training
- Special Education training from SELPA Director
- Learning Target Development and Understanding
- Collaborative tuning protocols
- Common Core State Standards planning
- CAASPP Data Analysis
- Curriculum Testing
- Physical Fitness Testing
- California Native American Day
- Positive Behavioral Interventions and Supports (PBIS) strategies
- Mandated reporter training
- Blood-borne pathogen training
- Equity and Diversity Training
- Lesson study with staff from McKinleyville High School
- Crisis Prevention and Intervention (CPI)

In 2018-19, teachers in their first two years of teaching participated in the North Coast Teacher Induction Program (NCTIP). This is a required two-year induction program for teachers new to the profession. Each new teacher teams with an experienced teacher who acts as a mentor in developing skills from the California Standards for the Teaching Profession.

Professional Development Days	Three-Year Data		
	2017-18	**2018-19**	**2019-20**
Number of school days dedicated to staff development and continuous improvement	4	4	4

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	McKinleyville USD	Similar Sized District
Beginning teacher salary	◈	$49,378
Midrange teacher salary	◈	$77,190
Highest teacher salary	◈	$96,607
Average elementary school principal salary	◈	$122,074
Average middle school principal salary	◈	$126,560
Superintendent salary	◈	$189,346
Teacher salaries: percentage of budget	33%	36%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
McKinleyville MS	$7,990	$62,615
McKinleyville USD	$7,981	$61,632
California	$7,507	$77,619
School and district: percentage difference	+0.1%	+1.6%
School and California: percentage difference	+6.4%	-19.3%

◈ Information is not available at this time.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	$11,217
Expenditures per pupil from restricted sources	$3,227
Expenditures per pupil from unrestricted sources	$7,990
Annual average teacher salary	$62,615
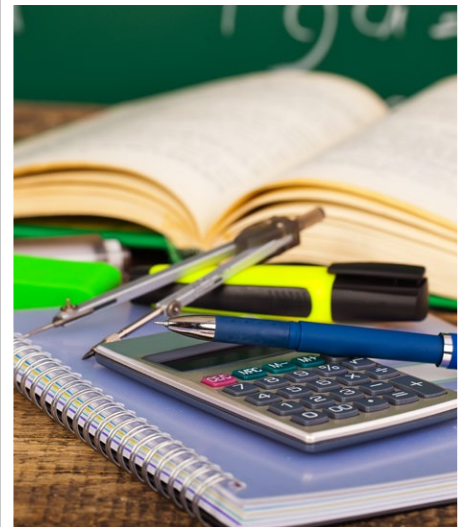
Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

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