



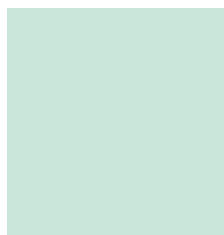
Morris Elementary School

Grades 3-5
CDS Code 12-62950-6008072

Tiffany Maher
Principal
tmaher@mckusd.org

2395 McKinleyville Avenue
McKinleyville, CA 95519
(707) 839-1529

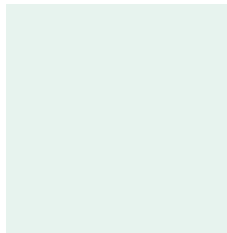
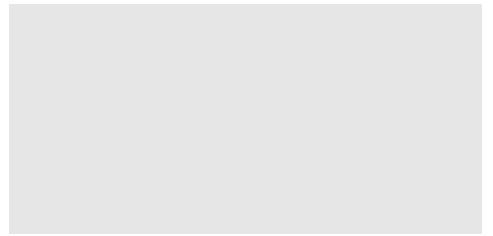
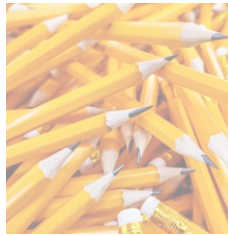
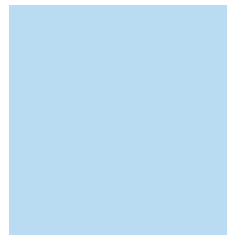
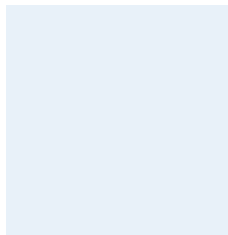
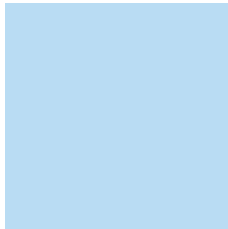
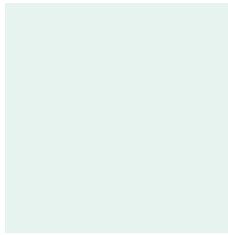
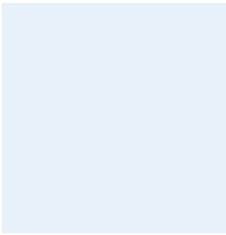
<https://sites.google.com/a/mckusd.org/morris-elementary>



McKinleyville Union School District

2275 Central Avenue McKinleyville, CA 95519 ▪ <https://mckusd.org>

Heidi Moore-Guynup, Superintendent ▪ hmoore@mckusd.org ▪ (707) 839-1549





Principal's Message

Morris Elementary School serves grades three through five and is located in the unincorporated town of McKinleyville in Humboldt County, with a population of approximately 15,000. Morris benefits from the nearby Humboldt State University, which provides access to cultural events, guest presenters, fieldwork students, and graduate-level student interns.

In 2000, the McKinleyville Union School District began a language immersion program at Morris School. Today, the school offers both traditional English-only, STEAM focused instruction and the language immersion program where students receive approximately 50 percent of instruction in Spanish. Thanks to a 21st Century Community Learning Center grant, we offer an Expanded Learning Program (ELP). ELP is a free after-school enrichment and child-care program for students in grades K-5. Before school care is also provided on the McKinleyville Middle School campus.

A Response to Intervention (RTI) model has been developed using a collaborative process that includes the teaching staff, a specialist, and support staff to provide additional services for students at risk of not meeting grade-level standards. In this model, students receive Tier II intervention utilizing highly trained specialists and paraprofessionals to allow for small group direct instruction. Specialists, intervention staff, and paraprofessionals also provide support in the general education classroom.

Our comprehensive academic program is further strengthened by a music program, Gifted and Talented Education (GATE), an art instructor, interscholastic sports, and before and after-school care. Students participate in many activities provided by the McKinleyville Schools Parent Teacher Organization (MSPTO). MSPTO is a nonprofit organization that funds annual activities such as the Oregon Museum of Science and Industry traveling science program, field trips, an art program, traveling musicians, and visits by children's book authors and storytellers.

The educational community at Morris School consists of highly qualified teachers, specialists, paraprofessionals, and support staff who serve a diverse student population. The partnership between school and home allows Morris School to offer outstanding academic and social-emotional support for all students as they become global citizens.

There are many opportunities for parents and community members to participate at Morris Elementary School. Volunteering is one way in which parents may participate. Many of our parents have valuable skills to share with our students. Fieldwork students from Humboldt State University and students from McKinleyville High School also volunteer in our classrooms to enhance services. Our school garden was created entirely through the support of parents, students, and community members. MSPTO supports students and teachers with fundraising activities and community events that attract families in the Morris attendance area and beyond.

School Mission Statement

For all students, we are committed to:

- ensuring a safe, healthy and supportive environment
- providing challenging and innovative educational programs
- embracing diversity and a small community as strengths
- promoting critical thinking, digital literacy, multilingualism and creative expression
- developing confident, self-directed, productive, responsible citizens
- supporting a caring, well-trained staff

School Vision Statement

A community committed to maximizing every student's success.

School Safety

In 2010, the McKinleyville Union School District was awarded a grant for Readiness and Emergency Management for Schools (REMS). This grant enabled our school district to significantly improve our response planning and preparation for emergencies. Through the REMS grant, the staff in our district has participated in various aspects of emergency response. At Morris, we have identified key personnel who share in the leadership under an Incident Command System (ICS). The Morris School Safety Plan is annually reviewed, revised and approved by the School Site Council. Key elements of the plan include a monthly drill schedule, a comprehensive ICS structure that includes school site personnel duties and responsibilities, school climate strategies, and emergency response procedures for a variety of different disaster scenarios.

Many school safety features were included in a \$2.5 million modernization project that took place at Morris in 2009. These features include:

- New security gates that allow for a closed campus during school hours
- New digital emergency alarm system

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2019. Staff reviews safety protocols in monthly staff meetings as well.



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.

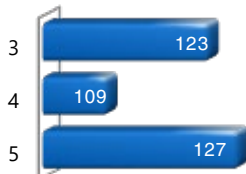
Governing Board

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

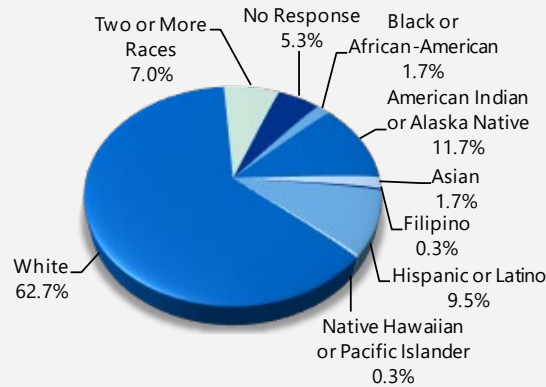


Enrollment by Student Group

The total enrollment at the school was 359 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



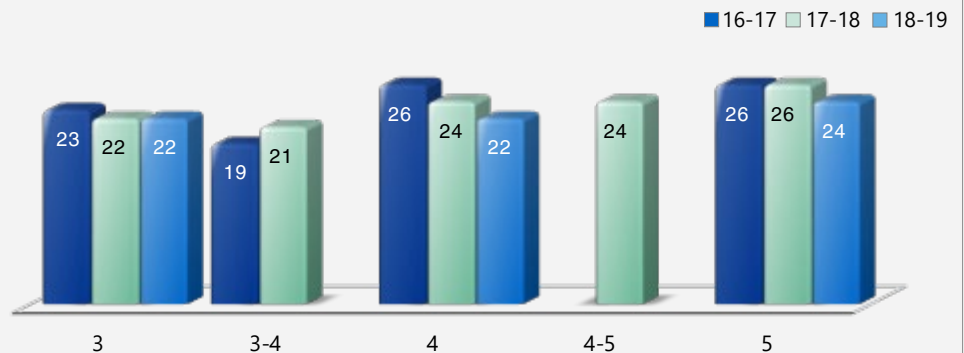
Socioeconomically disadvantaged	61.00%
English learners	3.60%
Students with disabilities	16.40%
Foster youth	0.80%
Homeless	6.10%

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



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

Morris ES

	16-17	17-18	18-19
Suspension rates	6.1%	5.6%	4.1%
Expulsion rates	0.0%	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%

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+
3		5			5			5	
3-4	1				1				
4		4			3			5	
4-5					1				
5		4			4			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	
	Morris ES		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	
	Morris ES		McKinleyville USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	40%	43%	39%	42%	50%	51%
Mathematics	36%	41%	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		Morris ES
		Grade 5
Four of six standards		13.2%
Five of six standards		18.6%
Six of six standards		15.5%

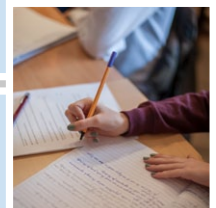
California Assessment of Student Performance and Progress (CAASPP)

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 3–5.

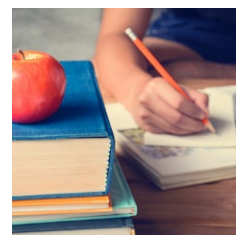
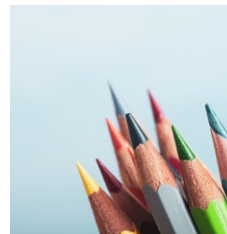
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Results by Student Group: English Language Arts (grades 3-5)

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	370	361	97.57%	2.43%	43.06%
Male	201	196	97.51%	2.49%	38.46%
Female	169	165	97.63%	2.37%	48.48%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	36	35	97.22%	2.78%	23.53%
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	47	46	97.87%	2.13%	39.13%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	230	224	97.39%	2.61%	45.54%
Two or more races	38	37	97.37%	2.63%	40.54%
Socioeconomically disadvantaged	244	238	97.54%	2.46%	34.60%
English learners	16	16	100.00%	0.00%	50.00%
Students with disabilities	76	73	96.05%	3.95%	16.67%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	24	24	100.00%	0.00%	34.78%

❖ 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.

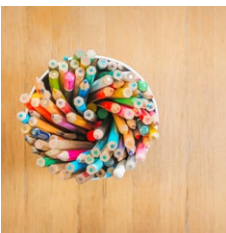
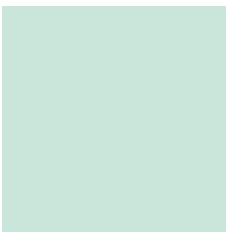




CAASPP Results by Student Group: Mathematics (grades 3-5)

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	370	362	97.84%	2.16%	40.72%
Male	201	196	97.51%	2.49%	40.82%
Female	169	166	98.22%	1.78%	40.61%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	36	35	97.22%	2.78%	25.71%
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	47	46	97.87%	2.13%	28.26%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	230	225	97.83%	2.17%	45.54%
Two or more races	38	37	97.37%	2.63%	43.24%
Socioeconomically disadvantaged	244	239	97.95%	2.05%	31.09%
English learners	16	16	100.00%	0.00%	18.75%
Students with disabilities	76	74	97.37%	2.63%	16.44%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	24	24	100.00%	0.00%	41.67%

❖ 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	✧
Foreign language	✧
Health	✧

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

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	<i>Reach for Reading</i> , National Geographic (3-5)	2016-17
Mathematics	Bridges (3-5)	2016-17
Mathematics	Bridges Math, Math Learning Center (3-5)	2015-16
Science	Science, Macmillan/McGraw-Hill	2007
History/social science	Pearson Scott Foresman	2006

School Facilities

At Morris Elementary School, student safety is a priority. Our school day begins at 8:45 a.m. for grades 3-5. The office opens at 7:30 a.m. At 7:40 a.m., students begin to arrive on campus. Classified employees who supervise the playground and loading zone greet them. At 7:40 a.m., the cafeteria is open to our students for supervised breakfast. Playgrounds open at 8:00 a.m. All employees supervising students outside the classroom setting wear brightly colored reflective vests and use handheld radios for communicating.

When students are on the playground, they keep to areas that are open and easily monitored. Playground equipment used by students is well-maintained and annually inspected.

During the school day, access to the school is limited to one entrance—a staffed school office. Large, clearly marked signs direct visitors to register at the office. All visitors must sign in and wear a visitor's badge while on school grounds. Volunteers at the school are required to complete a comprehensive application packet, and must be fingerprinted if they are working with students without the presence of a certificated employee. The school drills for emergency situations (fire, lockdown and earthquake) are practiced on a monthly basis, and staff members are regularly updated about emergency procedures. Students may only leave the classrooms with the knowledge of the classroom teacher, and their whereabouts are closely monitored at all times.

Continued on page 9



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)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Fair
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Fair
External: Windows/doors/gates/fences, playgrounds/school grounds		Fair
Overall summary of facility conditions		Good
Date of the most recent school site inspection		10/25/2019
Date of the most recent completion of the inspection form		10/25/2019

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
Restrooms/fountains	Drinking fountains need some repairs.	No current plans for replacement
Structural	Some classrooms need new roofs, and the siding on the gymnasium south facing wall needs replaced.	No current plans for replacement
External	Updating older playground structures and in some areas the asphalt needs resealing.	No current plans for replacement

Parental Involvement

There are many opportunities for parents and community members to participate at Morris Elementary School. Volunteering is one way in which parents may participate. Many of our parents have valuable skills to share with our students.

We have a very active McKinleyville Schools Parent Teacher Organization (MSPTO) that supports students and teachers with fundraising activities and community events that attract families in the Morris attendance area—our largest being the Fall Carnival, which draws hundreds of parents and community members to our school. Through its fundraising efforts, the MSPTO funds our art instructor, class field trips and playground improvements. Our school garden was created entirely through the support of parents, students and community members.

Our Expanded Learning Program is a free after-school enrichment and child-care program for students in grades K-5. Before-school care is also provided on the McKinleyville Middle School campus. Fieldwork students from Humboldt State University and students from McKinleyville High School volunteer in our classrooms and on our playgrounds to enhance services. Local doctors volunteer at our school to do student dental and vision screening exams.

Each spring, the Oregon Museum of Science and Industry returns to provide our students with hands-on lessons in science and schoolwide assemblies.

Musicians, theater and dance companies, and storytellers from around the world round out an exceptionally rich cultural experience for students at Morris Elementary School.

For more information on how to become involved, please contact MSPTO president Natalie Giannini at (707) 839-1529.

School Facilities

Continued from page 8

Adults who request to sign out students from school must be identified in our school database as having authorization by the child's legal parent or guardian.

School activities that promote student safety include PBIS, the Second Step program and school-bus evacuation drills. Our classrooms are well-lit and climate controlled for optimal comfort and safety.

During rainy days, classified employees supervise students in the classrooms, the library, and our maker's lab, keeping them warm, dry and safe.

At the end of the school day, students who ride our district's buses are escorted to the correct bus in the loading zone. Parents and guardians picking up their children do so in the supervised exit area. Teachers escort students who walk home across the crosswalk.

Morris school was built in 1955 on a large campus. The campus currently houses 18 permanent classrooms and eight portable classrooms. In addition, the school has a large multipurpose gymnasium, a well-stocked library and five portable Chromebook carts. The expansive athletic field boasts two baseball fields, regulation sized soccer goals, three playground structures and four basketball courts.

Morris Elementary School has clean, spacious and well-maintained classrooms with modern furniture arranged to create an optimal learning environment.

Each classroom is supplied with a large dry-erase board, digital projector and a document camera. Most classrooms have TVs and DVD players.

Teachers are supported by district and site funds for the purchasing of materials and supplies. The playground area is close to each classroom so that transition times are kept to a minimum.

District schools are recognized by the public as being clean and well maintained. Corridors and bathrooms are monitored, and school grounds are supervised by qualified personnel. All classrooms and office areas 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 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 addresses areas of concern as soon as they become apparent through their inspections.

Energy efficient lighting upgrades were completed in 2018.



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	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.74
Psychologist	0.90
Social worker	0.00
Nurse	0.20
Speech/language/hearing specialist	0.60
Resource specialist (nonteaching)	1.00
◇ Not applicable.	

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	Morris ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	66	20	19	19
Without a full credential	1	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	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		
	Morris ES			
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 co-operatively 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%	

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.

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	
Morris ES	\$8,318	\$61,274	
McKinleyville USD	\$7,981	\$61,632	
California	\$7,507	\$77,619	
School and district: percentage difference	+4.2%	-0.6%	
School and California: percentage difference	+10.8%	-21.1%	

◇ Information is not available at this time.

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 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	\$11,545
Expenditures per pupil from restricted sources	\$3,228
Expenditures per pupil from unrestricted sources	\$8,318
Annual average teacher salary	\$61,274

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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