McKinley Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	McKinley Elementary School
Street	110 Ellis Street
City, State, Zip	Petaluma, CA 94952
Phone Number	(707) 778-4650
Principal	Ani Larson
Email Address	alarson@Petk12.org
Website	https://www.petalumacityschools.org/mckinley
County-District-School (CDS) Code	49 70854 6051965

Entity	Contact Information
District Name	Petaluma City Elementary School District
Phone Number	(707) 778-4813
Superintendent	Gary Callahan
Email Address	gcallahan@petk12.org
Website	www.petalumacityschools.org

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

Founded in 1912, McKinley School is a TK - 8th-grade school. The TK - the 6th-grade program has approximately 380 students and the 7th and 8th-grade program has approximately 112 students, giving the campus a total of approximately 490 students.

McKinley has 4 core values:
- Compassion
- Diversity
- Rigor
- Student-centered Learning

The living vision says McKinley INSPIRES:
- Innovation: Looking at differentiation and the idea we can learn from Cross-ability groups
- Nurturing Spirit: Working with Social Emotional programs like Kelso's choices and assemblies working on character traits like Inclusivity, Grit, Compassion, and Responsibility.
- Stem Focus: Sonoma County robotics challenge champs, Multiple winners in Petaluma film festival and 3D printing.
- Project-Based: All teachers trained in Project-based learning by 2020-2021 school year and All teachers trained in Icons of Depth and Complexity.
- Inclusivity: We have begun to purchase curriculum and books that are a representation of all students that attend McKinley school.
- Responsibility: We are responsible for ourselves. Our behavior and our work.
- Engagement: Passion projects like Genius Hour and interacts
- Student-Centered Learning: Differentiation is a priority and we are able to do this through The icons of Depth and complexity. Meeting the needs of all students with Bilingual resource teachers and aides. We have Spanish for all students in grades TK- 8

McKinley's staff-school mission statement is as follows:
- McKinley scholars are caring, self-directed, and reflective learners who advocate making the world a better place. McKinley scholars take risks and think critically in a rigorous and student-centered 21st-century learning environment. McKinley scholars are global citizens who are active participants in their learning and celebrate
- their diversity.

McKinley has 18 classrooms and several specialists on campus:
- Bilingual resource teacher
- Garden coordinator
- Guidance specialist
- Library Coordinator
- Music teachers
- Reading specialist
- Resource specialist and assistants
- School psychologist
- Spanish-language teacher
- Speech and language specialist

McKinley offers an accelerated magnet program, starting in 4th grade and continuing through 8th grade, attracting students from across Petaluma and the surrounding areas who are interested in a rigorous and accelerated academic program with an instructional focus on Science, Technology, Engineering, Arts, and Mathematics.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	63
Grade 1	27
Grade 2	41
Grade 3	28
Grade 4	50
Grade 5	59
Grade 6	63
Total Enrollment	331

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.6
Asian	2.7
Filipino	0.9
Hispanic or Latino	42.9
Native Hawaiian or Pacific Islander	0.6
White	48
Two or More Races	2.7
Socioeconomically Disadvantaged	41.4
English Learners	29.9
Students with Disabilities	10.6
Homeless	0.6

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	18	19	274
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders / Study Sync	Yes	0
Mathematics	Everyday Math (EDM)	Yes	0
Science	FOSS/Amplify	Yes	0
History-Social Science	Scott-Foresman TCI	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

McKinley recently updated our front entrance with the addition of a new traffic circle in order to accommodate the expanding number of students at our school. We also upgraded our Kindergarten playground with a new turf field and play structure. We are currently working on upgrading our Multipurpose room to transform it into a better space for performing and visual arts program.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

System Inspected	Rating	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	63	71	56	56	50	50
Mathematics (grades 3-8 and 11)	56	68	50	52	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	198	98.51	1.49	71.21
Male	100	99	99.00	1.00	67.68
Female	101	99	98.02	1.98	74.75
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	74	73	98.65	1.35	38.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	109	108	99.08	0.92	92.59

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	73	71	97.26	2.74	32.39
English Learners	64	62	96.88	3.12	30.65
Students with Disabilities	24	24	100.00	0.00	25.00
Students Receiving Migrant Education Services	--	--	--	--	--
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	200	99.50	0.50	67.50
Male	100	99	99.00	1.00	68.69
Female	101	101	100.00	0.00	66.34
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	74	74	100.00	0.00	32.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	109	108	99.08	0.92	91.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	73	73	100.00	0.00	30.14
English Learners	64	64	100.00	0.00	28.13
Students with Disabilities	24	24	100.00	0.00	20.83
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.7	31.7	25.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

McKinley School strongly encourages parents to take an active role in their child's education. Teachers encourage parent participation in the classroom and at school events. PTA also supports our school with PTA-sponsored, after-school events.

In order to foster parent and community involvement, McKinley has partnered with local service organizations and the high schools to bring a rich after-school tutoring program to our campus. Furthermore, McKinley hosts many parent and community events such as:
- Teacher Meet and Greet before the school year starts
- Back to School Night and community barbecue
- English Language Advisory Committee (ELAC) meetings
- Parent-Teacher Association (PTA) meetings
- School Site Council meetings
- Coffee and Tea with the Principal/ PTA meetings (intercultural Cafe)
- Student of the Month Award Assemblies
- Winter and Spring Music Concerts
- Book Fair
- Enrichment Classes
- Family Literacy and Math Nights
- Winter Festival
- Spelling Bee
- Sonoma County Robotics competition
- Art in the garden Night
- McKinley Film festival
- Makers Space
- Mckinley TIDE group working on Inclusivity and Diversity
- Open House

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.9	3.2	2.3	4.1	3.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety is our number one priority at McKinley School.

Our teachers ensure that each student is part of our school community through bi-monthly, school-wide Caring Schools assemblies. Teachers follow up with weekly classroom meetings to give students time to discuss that month's positive character trait and reflect on our three universal expectations, (1) Be Safe, (2) Be Respectful, and (3) Be Responsible. The staff at McKinley believes that having students who are engaged in their learning and invested in their school will result in a safe school.

McKinley has a clearly defined Emergency Response Plan. We have a school nurse on staff to assist with health and safety issues and staff members are trained in First Aid and CPR. Active shooters. Staff and students practice simulated emergency response drills. McKinley holds monthly emergency drills (fire, earthquake, and lockdown) to ensure that we are prepared in case of an actual emergency.

McKinley complies with California Education Code and all District discipline policies to maintain a bully-free and safe campus. McKinley has a school-wide dress code to ensure that clothing and footwear support student safety and academic success.

Visitors to McKinley must sign in and get a guest pass in the school office. The Petaluma Police Department is responsive to calls and provides consultation in the areas of safety and violence prevention. Our custodial staff does an excellent job of maintaining a clean and safe facility. McKinley students and staff take pride in keeping our school clean.

The Comprehensive School Safety Plan for McKinley is reviewed annually and amended as needed with the approval of the School Site Council.

For more information, please contact the principal of McKinley School, Ani Larson, alarson@Petk12.org

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 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	1	1		21	1	1		21	2	1	
1					27		1		27		1	
2									21	1	1	
3									28		1	
4	30		2		26	1	1		25	1	1	
5	23		3		31		2		30		2	
6	25		3		28		3		32		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.2
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	2.3

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,526.77	$3,978.68	$4,548.09	$65,801
District	N/A	N/A	$1,053.38	$71,087
Percent Difference - School Site and District	N/A	N/A	124.8	-7.7
State	N/A	N/A	$7,506.64	$80,680
Percent Difference - School Site and State	N/A	N/A	-49.1	-20.3

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

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

Types of Services Funded (Fiscal Year 2018-19)

- After-school intervention
- After-school enrichment
- Summer School
- Spanish-language program
- Art Docent program
- Garden NGSS program
- Teacher Professional Development
- Learning Center model to support all students who have specific gaps in their learning

- RSP teacher
- Speech and Language teacher
- School psychologist
- Reading Specialist
- Bilingual Resource Teacher
- School Counselor
- Instructional Assistants
- Pull-out and push-in reading and math support

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,289	$49,084
Mid-Range Teacher Salary	$58,449	$76,091
Highest Teacher Salary	$83,968	$95,728
Average Principal Salary (Elementary)	$106,400	$118,990
Average Principal Salary (Middle)	$103,789	$125,674
Average Principal Salary (High)	$111,062	$137,589
Superintendent Salary	$197,667	$230,096
Percent of Budget for Teacher Salaries	34.1%	34.62%
Percent of Budget for Administrative Salaries	5.6%	5.61%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

Four (4) professional development days were built into the work year calendar. In addition to training on the new ELA/ELD curriculum, district staff was surveyed to collect teacher professional development interest/need. The area of highest interest/need was selected as topics for the remaining professional development days. The four (4) professional development days were divided into elementary and secondary topics, and the PD was delivered in a workshop model with a variety of sessions offered. Some of the workshop sessions offered included, math implementation, site-level collaboration, technology support, Maker/3-D printing, inquiry, and project-based learning, effective influences on student learning, classroom management, accessing/discerning reliable information, and environmental literacy. Teachers also attended workshops, training, and conferences provided by the Sonoma County Office of Education, among other outside providers. To support implementation, several committees have been formed and meet regularly to plan for continued teacher support. The K-12 Curriculum/Staff Development committee met and planned the four (4) professional development days. All teachers participated as members of Professional Learning Networks (PLNs) and met monthly to further their collaborative work. Teachers also are provided time on early-release Wednesdays district-wide for teachers to participate in collaboration, professional development, and staff meetings.