

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	2005 Fourth Street
City, State, Zip	Susanville, CA 96130
Phone Number	(530) 257-5161
Principal	Lynn Parker
Email Address	lparker@susanvillesd.org
Website	www.mckinley-school.org
County-District-School (CDS) Code	18-64196-6010821

Entity	Contact Information
District Name	Susanville Elementary School District
Phone Number	(530) 257-8200
Superintendent	Jason Waddell
Email Address	jwaddell@susanvillesd.org
Website	www.susanvillesd.org

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

McKinley School is a K-2 school serving a population of approximately 420 students. McKinley is located in northeastern California, and is one of three schools in the Susanville School District. Our goal is to provide a quality education in a safe, secure, and accepting environment. We want our students to develop the academic, social, and emotional skills necessary to succeed here and on the academic and social road ahead. We work with our students to help them increase their skills as learners, as members of our community, and as dependable citizens who understand the importance of doing that which is right. The McKinley Staff will utilize community, State, and Federal guidelines to provide programs that fulfill our obligation. Our staff is committed to presenting an academically rigorous instructional program that promotes student achievement in all curricular areas. We will provide appropriate and varied enrichment activities as well as support/remediation activities for our children.

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

Grade Level	Number of Students
Kindergarten	172
Grade 1	124
Grade 2	122
Total Enrollment	418

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	5.7
Asian	1.2
Filipino	0.7
Hispanic or Latino	21.5
Native Hawaiian or Pacific Islander	3.3
White	60
Two or More Races	6
Socioeconomically Disadvantaged	58.1
English Learners	6.7
Students with Disabilities	8.6
Foster Youth	1.2
Homeless	4.5

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	22	23	19	45
Without Full Credential	2	2	4	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: January 2020

The Susanville School District Board of Trustees holds a Public Hearing annually. At the annual meeting, the Board of Trustees determined that the students in the Susanville School District, grades K- 8, have sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the Curriculum Framework adopted by the State Board of Education. In addition, the Board by resolution determined that every pupil, including English learners, has sufficient textbooks or instructional materials consistent with the content and cycles of the Curriculum Framework adopted by the State Board of Education in the following subject areas: mathematics, science, history-social science, and English/language arts, pursuant to settlement the of Williams vs. the State of California (Education Code Section 60119). All students, including English learners, are given their own individual Standards-aligned textbooks and instructional materials in the core subjects for use in the classroom and to take home. The most current adoptions contain specific curriculum for technology use where teachers and students can take advantage of our computer lab and high-speed internet access.

Textbooks used in all schools in the Susanville School District are purchased from the State-adopted list. Teachers in the District form textbook adoption committees to decide which series best meets the learning needs of our students. All students are provided texts for classroom and homework practices with support in online tutoring opportunities. Next Generation Science Standards (NGSS) Textbook pilots are being done during the Spring of 2020 and new textbooks will be purchased for Science during the summer of 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance CA Edition (K-5) McGraw Hill (TK)	Yes	0
Mathematics	Houghton Mifflin Harcourt Math Expressions CC CA Edition (K-5) Houghton Mifflin Harcourt Go Math! (TK)	Yes	0
Science	Houghton Mifflin (K-5)	No	0
History-Social Science	Pearson myWorld Interactive (2019) (K-5)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

McKinley School was built in 1949, with an additional wing added in 1964. The original portion of the building was also remodeled in 1994. Plans currently exist for a modernization project, should funding become available in the future. Including our portables, we currently have 28 classrooms, one computer lab, one learning center, and a trailer used by our school psychologist and some county employees.

Owing to its age, the facility requires a great deal of custodial and maintenance attention to keep it operating in a way that supports student learning, comfort, and safety. Among the interior improvements over the past several years are changes to the library, including the purchase of additional books and materials to support students in their reading and research activities.

All classrooms have Internet capable computers and the computer lab was recently relocated and expanded so that it could accommodate a whole class of students at one time. Wireless access points allow connectivity throughout the campus as well. Chromebook carts have been added for use in classrooms as needed by teaching staff. The school has two large grass ball fields and playground sets to provide recreational activities for our students and for the community during non-school hours.

The school is in good repair and has one full-time and one part-time custodian. The day custodian works from 6:00 A.M. to 1:30 P.M. and the evening custodian works from 2:00 P.M. to 10:30 P.M. The school receives an in-depth cleaning during the summer.

Our students are supervised on the playground or in the Multipurpose Room starting at 7:45 A.M. Staff members have assigned duty times throughout the day including during dismissal. Teachers are asked to use a buddy system and passes during the day. All visitors to our campus are asked to register with our new electronic sign-in process. VIP Pass helps the school track visitors/volunteers and improves the overall safety of the campus. This new program began operation in the fall of 2018.

Through passage of a bond by the community, extensive work was completed during the summer of 2013 as the playgrounds were redesigned and new asphalt was installed. Additionally, security cameras and a new bell/intercom system was installed replacing the old, inadequate devices. Drainage was improved on the back of the school and new play equipment was installed. District Administration worked with an Architect to develop a Master Plan for the campus and several priorities were identified for work in the near future. In the summer of 2016, the District completed a maintenance project to repair the parking lot areas and make pick-up/drop-off more safe for students. Additionally, a new boiler was installed to better control the heat throughout the campus during the cold winter months.

Through the Local Control Accountability Plan (LCAP), the District prioritizes facility and maintenance needs for the school each year and provides budgetary resources to keep McKinley in top condition for student learning.

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: 8/2019

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	Multipurpose/Kitchen area received new roof covering during the 2019 summer.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Maintenance project to repair the parking lot area was completed in 2016.
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)						
Mathematics (grades 3-8 and 11)						

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					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
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			

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)

There are many opportunities for parents to become involved at McKinley ranging from school-wide leadership roles such as School Site Council to volunteering in our classrooms or library. McKinley has an active Parent Teacher Association (PTA). Participating in evening events focusing on math, literature, and/or fine arts is another important way for parents to become involved. The most valuable parent involvement happens when you join your child's teacher in regular conversations and/or conferences about the progress your child is making and ways that we can work as a team to support each individual child's academic, social, and behavioral needs. Parents who talk with their child every day about what happened at school—in class and outside of class—are involved in a way that clearly tells your child how important their job of being a student is. Annually, parents are invited to be a part of the District's LCAP committee to help prioritize the District's goals and actions.

McKinley School utilizes a parent-dialing service (Schoolwise) to communicate with parents regarding important events at the school and about student activities.

For more information on how to become involved, contact Lynn Parker, Principal, at (530) 257-5161.

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	1.9	1.1	1.6	7.0	5.2	5.7	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)

The safety of students, staff, and visitors is of primary importance at this school. The School Safety Plan was most recently reviewed, updated, and approved by the School Site Council in February 2019. The plan was reviewed with school faculty in September 2019 at the beginning of the school year. The School Safety Plan covers safety procedures for natural disasters and other emergency situations and includes the various emergency drills, lock-down procedures, intruder procedures, and other emergency actions in response to safety threats. To keep students prepared, the school implements at least one fire evacuation drill per month, an annual lock-down drill, and an earthquake drill. All visitors to the school are required to sign in at the office and wear a visitor's tag at all times. A very important part of our overall efforts to maintain a safe school is based on our partnership with parents and individual staff members. Staff members contact the school office when they observe practices, situations, or equipment conditions that could threaten the safety of our students. Our school custodians and groundskeeper help us monitor and correct any physical safety concerns on the campus. We have a part-time nurse's aide to assist with first aid.

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	28		6	1	22	2	6	1	17	4	6	
1	22	2	4		19	2	5		21	1	5	
2	22		6		20	1	5		20	5	1	
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

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

*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	\$6,665	\$781	\$5,884	\$56,727
District	N/A	N/A	\$7,091	\$55,977
Percent Difference - School Site and District	N/A	N/A	-18.6	1.3
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-24.2	-31.1

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)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I
- After-School Program
- Grade Span Adjustment (formerly class size reduction)
- English Language Learners (ELLs)
- Title VI (Indian Education)
- Education Technology
- Special Education

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,777	\$49,378
Mid-Range Teacher Salary	\$58,139	\$77,190
Highest Teacher Salary	\$80,477	\$96,607
Average Principal Salary (Elementary)	\$98,460	\$122,074
Average Principal Salary (Middle)	\$84,933	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$141,809	\$189,346
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

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

The major area of focus this year in the Susanville School District is on improving student instruction using the Common Core State Standards adopted for the core subjects. New Mathematics materials were adopted in 2014 and staff have been engaged in a variety of professional development activities related to the new program. Additionally, staff has continued to advance their understanding of peer collaboration/observation and implementation of new technology into their daily curriculum. New English Language Arts (ELA) materials were adopted in 2016 and the ELA staff have been immersed in professional development to master the new program. New Social Studies materials were introduced at the beginning of the 2019-20 school year with training to follow.

Certificated staff members in the Susanville School District have opportunities to learn both from outside sources and from each other. These opportunities may include, but are not limited to:

- Visits to other classrooms and other schools to observe and analyze teaching
- Attendance at professional education conferences or committee meetings
- Classes/workshops offered by the District, County Office of Education, State projects, private organizations, or other appropriate agencies
- Courses in regionally accredited institutions of higher education, including courses delivered through online technologies
- Participation in professional development networks that promote inquiry and allow staff to analyze and evaluate each other's work
- Peer conferences and/or joint staff preparation time
- Participation in curriculum development projects
- Participation in educational research or innovation efforts
- Assistance from or service as a mentor teacher or consulting teacher
- Service in a leadership role in a professional organization
- Discussions and/or internships with business and community agencies for the purpose of identifying the skills, knowledge, and aptitudes necessary for specific career paths and developing meaningful career-related, work-based learning experiences
- Travel, study, and research in subject-matter content and effective educational practices

- Follow-up activities that help staff to implement newly acquired skills

Three additional staff development days were added to the annual teacher contract beginning in the 2014-2015 school year in an effort to provide more time for teachers to work together and learn new material during the school year. Staff will continue to effectively use these training days to familiarize themselves with new practices and new materials as future program adoptions are implemented at the District.