McKinley Elementary School

1177 North 8th Street, El Centro, CA 92243
Phone: (760) 352-3225   Fax: (760) 353-2858
Jose Ureña, Principal

2018-19 School Accountability Report Card

Principal's Message

Published January 2020

McKinley Elementary School is a special place where every child is given the opportunity to succeed. Staff recognizes that educating children is about helping them discover their special talents and skills, as well as guiding their learning to attain high academic standards. We are cognizant that our interactions with students many times extend beyond that of an educator/ student relationship. At times, we assume the roles of mentors and counselors who assist children in resolving issues that affect their emotional wellbeing.

McKinley School continuously strives to maintain a site that is clean, aesthetically pleasing, and safe where children can learn, play, and interact cheerfully. We highly encourage and welcome parental and community involvement. Research indicates that when families, educators, and communities work collaboratively; schools improve and students receive the high-quality education they need to lead productive lives.

The staff at McKinley School is aware of the many challenges it will have to undertake to ensure that students meet the grade level standards at each grade level. Staff is committed and willing to work as a cohesive and focused educational team to make certain that students are provided with the best educational program possible.

School Mission
McKinley's mission is to:
• Teach a California Common Core standards-based curriculum.
• AVID: Prepare our students for pathway to college and career readiness.
• PBIS: Sustain a positive behavioral program and culture.
• Identify the distinct needs of students.
• Improve student achievement.
• Encourage student and parent accountability.
• Collaborate and work as a team.
• Encourage parental and community involvement.

District & School Description

The El Centro Elementary School District is located in Imperial County, and is surrounded by thousands of acres of California's most productive farming land. El Centro Elementary School District is comprised of nine elementary schools, two middle schools, and one home school academy which educates approximately 5,700 students in transitional kindergarten through eighth grade per school year. The district is committed to preparing its students for the future and dedicated to excellence in the realm of academics. All programs within the district are founded on the principle that "children come first."

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.4%	Kindergarten	50
American Indian or Alaskan Native		Grade 1	55
		Grade 2	77
Asian	0.6%	Grade 3	84
Filipino		Grade 4	79
Hawaiian or Pacific Islander		Grade 5	82
		Grade 6	75
Hispanic or Latino	97.8%		
White	0.8%		
Two or More Races	0.4%		
Socioeconomically Disadvantaged	89.0%		
English Learners	58.2%		
Students with Disabilities	12.9%		
Homeless	0.4%	Total Enrollment	502
Foster Youth	1.8%		

Contents

McKinley Elementary School serves students in kindergarten through sixth grade. During the 2018-19 school year, the school had an enrollment of 502 students including 12.9% in special education, 58.2% qualifying for English Language Learner support, 0.4% homeless youth, 1.8% foster youth, and 89% qualifying for free or reduced price lunch.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) that supports the priorities for the state of California. The following components of this SARC address some of the State's priorities:

State Priority 1: Basic (Conditions of Learning)
The SARC provides the following information relevant to the State priority:

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.
- Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.

State Priority 2: State Standards (Conditions of Learning)
The SARC does not cover any of the requirements of State Priority 2.

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

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

State Priority 4: Pupil Achievement (Pupil Outcomes)
The SARC provides the following information relevant to the State priority:

- 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).

- 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.

- 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.

State Priority 5: Pupil Engagement (Engagement)
The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

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

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

State Priority 7: Course Access (Conditions of Learning)
The SARC does not cover any of the requirements of State Priority 7.

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

- Pupil outcomes in the subject area of physical education.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed of upcoming events and school activities through the monthly calendar of events, newsletters, parent conferences, progress reports, the school website, and Blackboard Connect (automated telephone message delivery system). Contact any school office staff member or the classroom teacher at (760) 352-3225 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
Fundraising Activities
Parent Teacher Association
School Assemblies

Committees
AVID
English Learner Advisory Council
Parent Teacher Association
Positive Behavior Intervention & Support Teams
School Site Council

School Activities
ASB Activities
Academic Celebrations
Back to School Night
Coffee with the Principal
Field Day
Halloween Parade
Peace Builder Assemblies
Kindergarten Parent Training
Math Competition
Open House
Parenting Classes
Raising a Reader
Red Carpet Celebration
Spelling Bee
Student Recognition Assemblies
Talent Show

Curriculum & Instruction

School Leadership

The administrative team is comprised of the principal, who works closely with the leadership team, teachers, and school staff. Principal Jose Ureña is responsible for the day-to-day operations of the school and the overall instructional program. Coordinating efforts with the principal is the Leadership Team, comprised of the principal, the reading coach, and grade level representatives. The Leadership Team meets monthly throughout the year to discuss school operational systems and educational concerns.

Principal Ureña has been in the educational field for 20 years and serving McKinley Elementary School for his third year in the 2019-20 school year. Previous positions held in other schools include: classroom teacher, counselor, special education director, and principal. Principal Ureña holds a bachelor's degree in Spanish, a master's degree in leadership, a master's degree in counseling, a master's degree in special education, and an educational specialist degree in school psychology.

Specialized Instruction

All curriculum and instruction is being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, McKinley Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. All classrooms are Structured English Immersion (SEI) and English learners may be clustered during ELD instruction. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular Language Arts instruction. Student provided ELD instruction are regrouped based on language fluency and receive targeted instruction at their proficiency level. McKinley Elementary School's teachers utilize the Journeys and/or Wonders series, state-approved reading intervention programs (iRead) and textbook adoption. English Learners are assessed annually using the ELPAC exam (English Language Proficiency Assessment for California); results are used to evaluate student progress, intervention programs, and teaching strategies.

McKinley Elementary School's special education program is staffed by special education teachers and instructional aides. Instruction is provided in the least restrictive environment based on each student's Individual Education Program (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with in-class support in both small group and individual settings. A portion of instruction may be provided in one of the special day classes. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. McKinley Elementary School takes advantage of the district's participation in the Imperial County Office of Education's Special Education Local Plan Area (SELPA), which provides a pool of professional resources and expertise in the field of special education.

McKinley Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Through data teams, using Interim Assessment Blocks (IAB), district benchmark assessments, CAASPP, and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

• After School ELA & Math Tutoring
• After school program for migrant and English Language Learners
• New Comers Class/Imagine Learning
• Think Central Personal Math Trainer

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Enrichment Programs

McKinley Elementary School offers an all day kindergarten program, a band program to all fourth grade students, and a strings program to all fifth grade students who wish to participate. ASB is offered to fourth, fifth, and sixth grade students. All kinder through sixth grade students can participate in the After School Education & Safety (ASES) Program which offers enrichment programs in science, visual/ performing arts, STEM, AVID, Zumba, yearbook, and physical education. Cheer, soccer, and music is offered to all students who would like to participate.

Staff Development

All training and curriculum development activities in the El Centro Elementary School District are aligned to the California State Standards.

During the 2018-19 school year, McKinley Elementary School held site-based professional development devoted to:

• AVID Strategies
• Classroom Management & Discipline
• Common Core State Standards
• Co-Teaching (3rd Grade)
• Curriculum Planning
• Data Analysis & Data Teams
• English Language Arts Grade Level Planning
• English Language Arts Program Resources
• iRead Training (Grades K-2)
• Language Arts Training
• Math Lesson Study (5th Grade)
• Professional Learning Communities
• Read 180
• SPARKS Training
• Student Engagement
• System 44
• Universal Design for Learning (UDL)

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. McKinley Elementary School supports ongoing professional growth throughout the year on minimum days and early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

During the 2017-18, 2018-19 and 2019-20 school years, El Centro Elementary School District provided districtwide staff development training on the following topics:

2017-18 & 2018-19 Trainings:
• Curriculum Embedded Technology Training
• Next Generation Science Standards Training
• Math Lesson Studies
• Intro to New Financial System, AED Training, Technology Updates
• iRead Training
• Synergy Grade Book
• WonderWorks Intervention Curriculum
• Wonders ELA/ELD Curriculum
• Journeys ELA/ELD Curriculum
• StudySync ELA Curriculum
• Positive Behavior Intervention & Support
• Co-Teaching Training
• Illuminate Data and Assessment
• Synergy Online Report Cards
• ELPAC
• Schoolwide AVID
• California School Dashboard
• Dual Immersion Team Training
• CAASPP Training
• History-Social Studies Framework
• Art Workshops
• English Learner Institute
• System 44 Intervention Training for Special Education Teachers
• Read 180 Universal Intervention Training
• Data Teams Training
• Universal Design for Learning (UDL) Site Team Training
• Renaissance Star Reading, Math, and Early Literacy Training

2019-20 Trainings:
• Building Positive School and Classroom Culture
• CPR and First Aid - PE Teachers
• Department Collaboration Meetings
• District Writing Buckets
• District Curriculum Guide Updates (ELA, ELD and Math)
• Support for New Teachers in ELA Curriculums, Math Curriculums, Online Gradebook and Report Cards, Science Kits
• PEAKing English language Arts and Math Instruction
• Reading and Math Intervention Program Trainings

- Reading Foundations Including Phonics and Phonemic Awareness
- Technology Integration with District Initiatives and Curriculum
- Trauma Informed Practices
- Digital Badging Trainings in District Curriculum and STAR Assessments
- Reading Foundations
- New Social Studies Curriculum
- Math Lesson Studies
- Math 180 Training
- Math 180, Read 180, System 44, and Do the Math Coaching Support
- iRead Site Team Trainings
- Schoolwide AVID
- Universal Design for Learning (UDL)
- Co-Teaching

McKinley Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at McKinley Elementary School are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On Tuesday, October 8, 2019, the El Centro Elementary School District held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board adopted Resolution No. 100819-3003 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/ Language Arts, including the English Language Development component of an adopted program, and 3) each pupil enrolled in a foreign language has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board for those subjects.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	Houghton Mifflin Harcourt/Scholastic: *Big Day*	0%
2017	Yes	Houghton Mifflin Harcourt: *California Journeys*	0%
2017	Yes	McGraw-Hill: *California Wonders*	0%
Math			
2017	Yes	Houghton Mifflin Harcourt/Scholastic: *Big Day*	0%
2014	Yes	Houghton Mifflin Harcourt; *California Go Math!*	0%
Science			
2018	Yes	ECESD NGSS Science Kits	0%
Social Science			
2019	Yes	DBA American Legacy Publishing: *Studies Weekly*	0%

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, El Centro Elementary School District provided each student, including English Learners, enrolled in a visual/ performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Classroom Environment

Discipline & Climate for Learning

McKinley Elementary School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom.

McKinley Elementary implements the positive behavior support system (PBIS). The positive behavior support system provides intentional structures for student success through positive behavior expectations.

Expectations:
P - Prepared
R - Respectful
I - Integrity
D - Dependable
E - Everyone Safe

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution			
2016-17			
Grade Level	Average Class Size	Number of Classes*	
		1-20	21-32	33+
K	25.0		2	
1	23.0	1	2	
2	24.0		3	
3	25.0		2	
4	27.0		2	
5	31.0		2	
6	25.0	1	2	
2017-18			
K	25.0		2	
1	27.0		2	
2	22.0		3	
3	23.0		3	
4	29.0		2	
5	27.0		2	
6	26.0	1	2	
2018-19			
K	25.0		2	
1	28.0		2	
2	26.0		3	
3	25.0		3	
4	29.0	1		2
5	35.0			2
6	29.0	1		2

*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.

Student Achievement

Physical Fitness

In the spring of each year, McKinley Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results
2018-19
% of Standards Met:

	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	31.2%	11.2%	6.2%

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.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science
All Students
Percentage of Students Meeting or Exceeding the State Standards

	McKinley		ECESD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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.

California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8
Percentage of Students Meeting or Exceeding the State Standards

	McKinley		ECESD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	41	36	43	45	50	51
Mathematics	32	34	30	33	39	40

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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2018-19

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	307	300	97.7%	2.3%	36.3%	308	308	100.0%	0.0%	34.1%
Male	168	163	97.0%	3.0%	33.1%	169	169	100.0%	0.0%	31.4%
Female	139	137	98.6%	1.4%	40.2%	139	139	100.0%	0.0%	37.4%
African American	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	299	293	98.0%	2.0%	35.8%	300	300	100.0%	0.0%	34.0%
White	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	279	274	98.2%	1.8%	33.6%	280	280	100.0%	0.0%	32.2%
English Learners	166	160	96.4%	3.6%	20.6%	167	167	100.0%	0.0%	21.0%
Students with Disabilities	43	43	100.0%	0.0%	9.3%	44	44	100.0%	0.0%	6.8%
Students Receiving Migrant Services	4	4	100.0%	0.0%		4	4	100.0%	0.0%	

Note: ELA & Mathematics test results include the Smarter Balanced 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.

An asterisk (*) appears 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Professional Staff

Teacher Assignment

During the 2018-19 school year, McKinley Elementary School had 20 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	McKinley			ECESD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	20	20	19	229	231	245
Teachers with Full Credential	19	20	19	224	225	213
Teachers without Full Credential	1	0	0	5	6	32
Teaching Outside Subject Area (with full credential)	0	0	0	0	2	3
Misassignments of Teachers of English Learners	0	0	0	2	0	0
Total Teacher Misassignments*	0	0	0	2	0	0
Teacher Vacancies	1	0	0	2	6	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.*

Counseling & Support Staff

McKinley Elementary School provides professional, highly qualified staff who provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to McKinley Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Librarian	1	1.0
Migrant Counselor	As Needed	
Nurse	As Needed	
Psychologist	1	0.5
Speech/Language/Hearing Therapist	1	0.8
Counselor	1	0.5
Pupil Services, Attendance & Truancy Prevention Specialist	As Needed	

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

Facilities & Safety

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. McKinley Elementary School's original facilities were built in 1956, and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2018-19 Campus Improvements:
• Asbestos abatement
• Installation of new carpet in Rooms 1 & 3
• Installation of new LED lighting

2019-20 Campus Improvements:
• Asbestos abatement
• Creation of a parent welcome center by the front entrance
• Installation of water bottle filling stations
• Installation of new carpet in Rooms 10 & 13

Every morning before school begins, the principal and the custodian inspect facilities for safety hazards or conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to McKinley Elementary School. The day custodian is responsible for:

• Cafeteria setup/cleanup
• General grounds maintenance
• Classroom cleaning
• Office area cleaning
• Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

• Classroom cleaning
• Common use area cleaning
• Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1972
	Quantity
# of Permanent Classrooms	15
# of Portable Classrooms	13
# of Restrooms (student use)	6
Computer Lab	1
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	4

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the custodian, cafeteria staff, and student supervisors are strategically assigned to designated entrance areas, the breakfast area and the playground. Breakfast is served every day in the classroom from 8-8:10 a.m. During recess, teachers supervise playground activity. The principal and student supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers, and student supervisors monitor student behavior to ensure a safe and orderly departure.

McKinley Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for McKinley Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's safety plan is reviewed, updated, and discussed with school staff in October 2019.

Facilities Inspection

The district's maintenance department inspects McKinley Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). McKinley Elementary uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on May 4, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use.

Item Inspected	School Facility Good Repair Status			Repair Status
Inspection Date: May 4, 2019	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			RR Next to Room 12 - Repair the water fountain next to room 12. Maintenance staff said parts have been ordered; however, it is likely that a new water fountain system will be installed.
Safety	✓			
Structural	✓			
External	✓			

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about McKinley Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access McKinley Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to McKinley Elementary School is the El Centro Public Library.

El Centro Public Library
539 W. State Street, El Centro
Phone Number: (760) 337-4565
Website: http://www.cityofelcentro.org/library
Hours: Mon-Thurs: 9am-7pm
        Fri: 9am- 5pm
        Sat: 9am-1pm
        Sun: Closed
Number of Computers Available: 5

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2017-18 school year, El Centro Elementary School District spent an average of $12,338 of total general funds to educate each student (based on 2017-18 audited

Teacher and Administrative Salaries 2017-18		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	55,141	49,378
Mid-Range Teacher Salary	83,508	77,190
Highest Teacher Salary	107,594	96,607
Average Principal Salaries:		
Elementary School	129,815	122,074
Middle School	-	126,560
Superintendent Salary	206,835	189,346
Percentage of Budget For:		
Teacher Salaries	36	36
Administrative Salaries	7	6

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

financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
Dollars Spent Per Student					
Expenditures Per Pupil	McKinley	ECESD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,455	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,768	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,687	6,317	90.0%	507	1121.7%
Average Teacher Salary	92,387	88,426	104.5%	77,619	119.0%

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

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the District received categorical, special education, and support programs funds for:

• After School Education & Safety (ASES)
• California Clean Energy Jobs Act
• Education Protection Account
• Lottery: Instructional Materials
• Medi-Cal Billing Option
• Other Local: Locally Defined
• Special Education
• State Lottery
• STRS On-Behalf Pension Contributions
• Title I, II, III

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the El Centro Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials was acquired in October 2019 and school facilities sections were acquired in November 2019.