

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	701 Paloma Avenue
City, State, Zip	Burlingame, CA 94010
Phone Number	(650) 259-3870
Principal	Dr. Carla Chávez Torres
Email Address	ctorres@burlingameschools.org
Website	https://mckinley.bsd.k12.ca.us/
County-District-School (CDS) Code	41-68882-6043574

Entity	Contact Information
District Name	Burlingame Elementary School District
Phone Number	(650) 259-3800
Superintendent	Dr. Maggie MacIsaac
Email Address	mmacisaac@burlingameschools.org
Website	www.bsd.k12.ca.us

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

McKinley Elementary School's Vision and Mission Statement:

Vision: McKinley Elementary School challenges the leaders, thinkers, and creators of tomorrow.

Mission: McKinley Elementary School engages our community to build resilient, curious, compassionate, problem-solvers who are prepared for their future.

School Profile:

McKinley Elementary School is an innovative TK-5th grade public school in the Burlingame School District that serves a diverse student population of approximately 565 students. Collaboratively, the McKinley community supports the learning in each of our classrooms to challenge the leaders, thinkers, and creators of tomorrow. McKinley offers two high-quality instructional programs, Structured English Immersion (SEI) and Spanish-English Dual Language Immersion (DLI) models. Both programs embrace multi-tiered systems of support (MTSS) and culturally relevant pedagogy to best serve all students.

In California, MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. As part of MTSS, McKinley uses Response to Instruction & Intervention (RTI²); and Positive Behavioral Intervention and Supports (PBIS) to serve the whole child. We are committed to redefining the perception of intervention. At McKinley we define intervention as personalized learning that encompasses students performing below grade level all the way to students who need greater academic challenge.

RTI² is an approach that focuses on student growth at all levels for all students and pulls together resources from the LEA, school, and community to promote students' success. It is systematic and data-driven with tiered levels of intervention to benefit every student. We strive to provide an individualized learning environment that teaches to all levels and meets every students' needs.

PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time.

McKinley is a strong, caring community that outpours time and energy to build resilient, curious, compassionate, problem-solvers who are prepared for their future. United, our community elevates opportunities for all students with the belief that their problem solving skills will positively affect our global society and allow our students to successfully respond to a rapidly changing world. We are committed to creating a learning environment that utilizes a variety of thoughtful and researched-based, pedagogical approaches designed to encourage critical reflection, collegial peer engagement, and perspective transformation for our school teaching staff and school leadership team. Culturally relevant pedagogy along with the implementation of the MTSS framework has the primary goal of creating a dynamic, active teaching that will ultimately support and meet the needs of all the diverse learners at McKinley. We believe this all-encompassing teaching and learning framework will have a positive impact on student achievement, school culture and school leadership capacity.

- Dr. Carla Chávez Torres, McKinley Elementary School Principal

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

Grade Level	Number of Students
Kindergarten	100
Grade 1	104
Grade 2	90
Grade 3	82
Grade 4	80
Grade 5	81
Total Enrollment	537

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
Asian	11.7
Filipino	1.1
Hispanic or Latino	27.4
Native Hawaiian or Pacific Islander	1.1
White	43.4
Two or More Races	10.4
Socioeconomically Disadvantaged	16.6
English Learners	23.3
Students with Disabilities	9.1
Homeless	0.4

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		28	29	
Without Full Credential		0	0	
Teaching Outside Subject Area of Competence (with full credential)		0	0	

Teacher Misassignments and Vacant Teacher Positions

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

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course whether those textbooks covered the California Common Core Standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading - Treasures - MacMillian / McGraw-Hill English/Language Arts 2010 2012	Yes	0
Mathematics	SWUN Math Program	Yes	0
Science	California Science - Scott Foresman Science 2006 2007	Yes	0
History-Social Science	California Vistas - MacMillian/McGraw-Hill Social Studies 2005 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our main historic building is over 104 years old and underwent a major remodeling in 2013 and maintained the historical architectural features of the original 1913 building. Since 2007 the Burlingame School District, supported with bond measure money from the community, matching funds from the state, developer's fees, deferred maintenance, Prop 39, and general funds has spent \$14 million on new construction and remodeling. The school now enjoys a new two-story addition of eight classrooms and support spaces, new roofs, fire alarm, modernization of all classrooms and the main office, playground and other outside areas were modernized. In addition, solar panels were added. 1.75 custodians work on varying shifts with two district gardeners and three district maintenance employees to maintain our facility. McKinley Elementary School is clean, maintained, and in good repair and has an overall FIT score of 99.48% which is EXEMPLARY.

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: December 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)	71	73	78	79	50	50
Mathematics (grades 3-8 and 11)	74	71	76	78	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	246	236	95.93	4.07	72.88
Male	132	126	95.45	4.55	61.11
Female	114	110	96.49	3.51	86.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	23	21	91.30	8.70	90.48
Filipino	--	--	--	--	--
Hispanic or Latino	59	55	93.22	6.78	65.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	134	130	97.01	2.99	72.31

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	21	21	100.00	0.00	80.95
Socioeconomically Disadvantaged	46	45	97.83	2.17	51.11
English Learners	68	61	89.71	10.29	57.38
Students with Disabilities	29	28	96.55	3.45	39.29
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	246	242	98.37	1.63	71.07
Male	132	130	98.48	1.52	66.92
Female	114	112	98.25	1.75	75.89
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	23	23	100.00	0.00	91.30
Filipino	--	--	--	--	--
Hispanic or Latino	59	57	96.61	3.39	64.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	134	132	98.51	1.49	68.94
Two or More Races	21	21	100.00	0.00	85.71
Socioeconomically Disadvantaged	46	46	100.00	0.00	36.96
English Learners	68	67	98.53	1.47	53.73
Students with Disabilities	29	28	96.55	3.45	46.43
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	17.9	26.9	43.6

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 is extremely proud of our parents' commitment to our dynamic educational program. Parents participate in all aspects of the school setting, including volunteering in the classrooms, helping in the library and with technology integration, VAPA - Visual and Performing Arts lessons, providing yard supervision, facilitating Junior Great Book discussions, coordinating grade level B.U.G.S (Better Understanding through Garden Science) - organic school garden program, science lab days, and cultural enrichment for our school community. Classroom parents assume the responsibility for organizing school parties and field trips, as well as, assisting the teachers in many aspects of our rich educational program. We have a very active Parent Teacher Association and Dads' Club that supports the school in building community. The PTA supports numerous needs of the school, including assemblies, art supplies, field trips, scholarships, teacher classroom enrichment, and books for the library.

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	0.0	0.7	0.2	0.6	1.2	0.5	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)

Student safety is one of our highest priorities at McKinley School since students learn best when they are in a safe and orderly environment. Staff and parent volunteers monitor the school grounds before school, at recesses, and at lunchtime. Teachers regularly review the guidelines for safe, responsible behavior. We have a fully fenced, closed campus, and visitors must enter the school through the main door and sign in at the office, where they receive a visitor's badge. Our staff dismisses all students to their proper guardian and wait with them until they are picked up. We work continually with parents to ensure the students are dropped off and picked up in a safe orderly system.

We revise our School Safety Plan annually; it was last revised in November 2018. The plan includes procedures for The Big Five drills that include secure campus, drop, cover, and hold on, lockdown, evacuation, and shelter in place, as well as locations of exit routes. We share the Comprehensive School Safety Plan with all staff during a school wide staff meeting at the start of the school year. We practice fire drills monthly and hold trainings for staff on emergency preparedness annually.

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	21	2	5		22	1	5		23		5	
1	23		3		23		4		23		4	
2	22	2	2		23		3		23		4	
3	21	2	2		22	2	3		21	2	2	
4	29		3		30		2		31		2	
5	29		2		31		2	1	25	2	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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	.8
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	\$9,984	\$2,743	\$7,241	\$78,571
District	N/A	N/A	\$7,319	\$78,513.00
Percent Difference - School Site and District	N/A	N/A	-1.1	2.4

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	0.5	3.6

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)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,595	\$49,378
Mid-Range Teacher Salary	\$82,616	\$77,190
Highest Teacher Salary	\$100,000	\$96,607
Average Principal Salary (Elementary)	\$141,858	\$122,074
Average Principal Salary (Middle)	\$157,470	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$279,702	\$189,346
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	7%	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	3	3	3

We believe that ongoing professional development is the hallmark of our educational system in Burlingame. Teachers and administrators review student achievement data and choose topics relating to the most pressing issues from the previous year. Our teachers attend conferences outside the district and workshops within the district. Faculty meetings include professional development activities, and the staff collaborates on a regular basis. The following professional development opportunities were made available to staff.

- BSD Professional Development Days focused on a balanced literacy approach with a focus on reader's and writer's workshop delivery
- BSD NGSS Professional Development 1/2 release days on Wednesdays with support from SMCOE
- PBIS Tier 1 and Tier 2 Professional Development by SMCOE
- MTSS Leadership Training by SMCOE
- Professional Learning Communities as professional development and collaboration
- Data chats with principal and coaches/mentors
- Professional development by peer staff on literacy instruction and PBIS
- Visual and Performing Arts Professional Development Days
- SWUN Monthly Coaching Days
- SWUN Weekly Specialist Coaching