



# McKinley Elementary School

1177 North 8th Street, El Centro, CA 92243  
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Patti Weeks, Principal

## 2014-15 School Accountability Report Card

### Principal's Message

Published January 2016

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 according to 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, and where children can learn, play, and interact cheerfully. We are advocates of involvement in the school with the parents of our students. We welcome parent and community involvement because it is well known that when families, educators, and communities all work collaboratively, schools get better 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.
- 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 Profile

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 and two middle schools, and educates almost 6,100 students in 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."

McKinley Elementary School serves students in kindergarten through sixth grade. During the 2014-15 school year, the school had an enrollment of 399 students including 8.8% in

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	0.5%	Kindergarten	49
American Indian or Alaskan Native		Grade 1	50
Asian	0.5%	Grade 2	45
Filipino		Grade 3	52
Hawaiian or Pacific Islander		Grade 4	59
Hispanic or Latino	97.5%	Grade 5	73
White (not Hispanic)	1.3%	Grade 6	71
Two or More Races	0.3%	Grade 7	
Socioeconomically Disadvantaged	87.7%	Grade 8	
English Learners	64.7%		
Students with Disabilities	8.8%		
Migrant Education		Total	
Foster Youth		Enrollment	399



## El Centro Elementary School District

1256 Broadway  
El Centro, CA 92243  
(760) 352-5712  
www.ecesd.org

### Board of Trustees

George McFaddin, President  
Frances Terrazas, Clerk  
Patricia Dunnam, Member  
Charles Fisher, Member  
Michael Minnix, Member

### District Administration

**Jon K. LeDoux**  
Superintendent

**Ruben Castro**  
Associate Superintendent  
Educational Services/  
Human Resources

**Kristy Curry**  
Assistant Superintendent  
Administrative Services

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special education, 64.7% qualifying for English Language Learner support, and 87.7% 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). The following components of this SARC address some of the priorities identified in the District's LCAP:

**Conditions of Learning – State Priority 1:** Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

**Pupil Achievement – State Priority 4:** Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

**Other Pupil Outcomes – State Priority 8:** Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

**Parental Involvement – State Priority 3:** Covered in Parent Involvement.

**Pupil Engagement – State Priority 5:** Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

**School Climate – State Priority 6:** Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

## 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 marquee, 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 Organization  
Reading is Fundamental Book Distribution  
School Assemblies

### Committees

English Learner Advisory Council  
Parent Teacher Organization  
School Site Council

### School Activities

ASB Activities  
Academic Celebrations  
Back to School Night  
Halloween Parade  
Peace Builder Assemblies  
Kindergarten Parent Training  
Math Competition  
Open House  
Parenting Classes  
Raising a Reader  
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 Patti Weeks 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 Weeks has been in the educational field for 25 years and serving McKinley Elementary School for her first year in the 2013-14 school year. Previous positions held in other schools include: classroom teacher, reading coach, and counselor. Principal Weeks holds a bachelor's degree in child development and psychology, a master's degree in educational services, and a academic credential.

### Specialized Instruction

All curriculum and instruction is being aligned to the Common Core 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. English Learners receive small group and/or individualized instructional support in the classroom from bilingual aides who collaborate with the student's teacher to provide support in areas of need. 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. Students provided ELD instruction are regrouped based on language fluency and receive targeted instruction at their proficiency level. McKinley Elementary School's teachers utilize the Treasures series, a state-approved reading intervention program and textbook adoption. Students are monitored through the CELDT exam given throughout the year; results are used to evaluate and adjust individualized learning strategies. English Learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

McKinley Elementary School's special education program is staffed by a special education teachers and instructional aides. Instruction is provided in the least restrictive environment based on each student's Individual Education Plan (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. Using district benchmark

assessments 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 Problem Solving Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Linda Mood Bell Instruction
- Before/After School ELA & Math Tutoring
- After school program for migrant and English Language Learners
- New Comers Class/Rosetta Stone
- 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, 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 at McKinley Elementary School are being aligned to the Common Core State Standards.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
2	2	4

During the 2014-15 school year, McKinley Elementary School held staff development devoted to:

- Professional Learning Communities
- Language Arts Training
- Explicit Direct Instruction
- Student Engagement
- Classroom Management & Discipline
- Data Analysis
- English Language Arts Program Resources
- SPARKS Training
- Unit Planning
- Common Core State Standards
- English Language Arts Grade Level Planning

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.

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 Common Core 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 13, 2015, 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 #101315-1064 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.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 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.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2009	Yes	McMillan/McGraw Hill: <i>California Treasures</i>	0%	TK-6
Math				
2014	Yes	Houghton Mifflin Harcourt: <i>California Go Math!</i>	0%	K-6
Science				
2007	Yes	Harcourt School Publishers: <i>California Science</i>	0%	K-6
2006	Yes	Holt, Rinehart & Winston: <i>Earth Science</i>	0%	6-8
Social Science				
2006	Yes	McMillan/McGraw Hill: <i>California Vistas</i>	0%	K-6
2006	Yes	McDougal Littell: <i>World History Ancient Civilizations</i>	0%	6

Textbook information was obtained from district office personnel in December 2015.



# 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 School employs a Peacebuilders character education program.

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

Suspensions and Expulsions									
	McKinley			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	10	12	15	224	196	291	329,370	279,383	243,603
Expulsions (#)	0	0	0	4	8	7	8,266	6,611	5,692

*This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.*

## 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.

## Student Achievement

### Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Class Size Distribution Self-Contained Classrooms 2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	25.0	1	1	
1	16.0	2	2	
2	19.0	1	2	
3	27.0		2	
4	31.0		2	
5	21.0	1	2	
6	23.0	1	2	
2013-14				
K	23.0	1	1	
1	29.0		2	
2	32.0		2	
3	27.0		2	
4	29.0		2	
5	23.0	1	2	
6	22.0	1	2	
2014-15				
K	25.0		2	
1	25.0		2	
2	23.0		2	
3	26.0		2	
4	30.0		2	
5	34.0			2
6	26.0	1	2	

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

### Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15

Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?

AYP Criteria	McKinley	ECESD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	N/A
Attendance Rates	Yes	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	9/9	12/13
Number of Criteria Possible		

## 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/](http://www.cde.ca.gov/ta/tg/pf/).

### Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15

Number of Standards Met:  
4 of 6    5 of 6    6 of 6

Grade(s) Tested			
Fifth	48%	27%	6%

*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.*

## California Standards Test (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/sr/cstsciref.asp](http://www.cde.ca.gov/ta/tg/sr/cstsciref.asp).

## California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include

### California Standards Test (CST)

#### All Students

#### Percentage of Students Scoring at Proficient and Advanced Levels

	McKinley			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	16	39	30	62	60	53	59	60	56

### California Standards Test (CST)

#### Results by Student Subgroup

2014-15

#### Percentage of Students Scoring at Proficient and Advanced Levels

ECESD	53
McKinley	30
Male	34
Female	23
Hispanic or Latino	31
English Learners	15
Students with Disabilities	30

*Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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 Assessment Results Disaggregated by Student Groups 2014-15

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
				1	2	3	4				1	2	3	4
	Total Enrollment	Number Tested	Percent Tested					Total Enrollment	Number Tested	Percent Tested				
Grade 3								Grade 3						
All Students Tested	52	50	96.2%	62.0%	20.0%	10.0%	8.0%	52	52	100.0%	50.0%	31.0%	15.0%	4.0%
Male	52	17	32.7%	65.0%	24.0%	6.0%	6.0%	52	17	32.7%	53.0%	24.0%	18.0%	6.0%
Female	52	33	63.5%	61.0%	18.0%	12.0%	9.0%	52	35	67.3%	49.0%	34.0%	14.0%	3.0%
Hispanic or Latino	52	49	94.2%	61.0%	20.0%	10.0%	8.0%	52	51	98.1%	49.0%	31.0%	16.0%	4.0%
White (not Hispanic)	52	1	1.9%	*	*	*	*	52	1	1.9%	*	*	*	*
Socioeconomically Disadvantaged	52	43	82.7%	63.0%	21.0%	12.0%	5.0%	52	45	86.5%	51.0%	31.0%	18.0%	0.0%
English Learners	52	32	61.5%	63.0%	25.0%	13.0%	0.0%	52	34	65.4%	50.0%	35.0%	15.0%	0.0%
Students with Disabilities	52	3	5.8%	*	*	*	*	52	3	5.8%	*	*	*	*
Migrant Education	52	6	11.5%	*	*	*	*	52	6	11.5%	*	*	*	*
Grade 4								Grade 4						
All Students Tested	60	53	88.3%	68.0%	21.0%	11.0%	0.0%	60	57	95.0%	67.0%	28.0%	5.0%	0.0%
Male	60	22	36.7%	73.0%	23.0%	5.0%	0.0%	60	23	38.3%	70.0%	30.0%	0.0%	0.0%
Female	60	31	51.7%	65.0%	19.0%	16.0%	0.0%	60	34	56.7%	65.0%	26.0%	9.0%	0.0%
Hispanic or Latino	60	52	86.7%	67.0%	21.0%	12.0%	0.0%	60	56	93.3%	66.0%	29.0%	5.0%	0.0%
White (not Hispanic)	60	1	1.7%	*	*	*	*	60	1	1.7%	*	*	*	*
Socioeconomically Disadvantaged	60	42	70.0%	71.0%	9.0%	10.0%	0.0%	60	45	75.0%	71.0%	24.0%	4.0%	0.0%
English Learners	60	35	58.3%	74.0%	20.0%	6.0%	0.0%	60	38	63.3%	71.0%	26.0%	3.0%	0.0%
Students with Disabilities	60	5	8.3%	*	*	*	*	60	5	8.3%	*	*	*	*
Migrant Education	60	3	5.0%	*	*	*	*	60	3	5.0%	*	*	*	*
Grade 5								Grade 5						
All Students Tested	70	63	90.0%	62.0%	22.0%	13.0%	2.0%	70	65	92.9%	72.0%	18.0%	8.0%	2.0%
Male	70	39	55.7%	62.0%	21.0%	13.0%	3.0%	70	40	57.1%	68.0%	23.0%	8.0%	3.0%
Female	70	24	34.3%	63.0%	25.0%	13.0%	0.0%	70	25	35.7%	80.0%	12.0%	8.0%	0.0%
Asian	70	1	1.4%	*	*	*	*	70	1	1.4%	*	*	*	*
Hispanic or Latino	70	62	88.6%	61.0%	23.0%	13.0%	2.0%	70	64	91.4%	73.0%	17.0%	8.0%	2.0%
Socioeconomically Disadvantaged	70	48	68.6%	58.0%	27.0%	10.0%	2.0%	70	50	71.4%	74.0%	16.0%	8.0%	2.0%
English Learners	70	36	51.4%	81.0%	14.0%	3.0%	0.0%	70	38	54.3%	84.0%	13.0%	0.0%	3.0%
Students with Disabilities	70	6	8.6%	*	*	*	*	70	6	8.6%	*	*	*	*
Migrant Education	70	10	14.3%	*	*	*	*	70	10	14.3%	*	*	*	*
Grade 6								Grade 6						
All Students Tested	71	67	94.4%	57.0%	25.0%	16.0%	1.0%	71	69	97.2%	55.0%	30.0%	13.0%	1.0%
Male	71	36	50.7%	64.0%	22.0%	11.0%	3.0%	71	37	52.1%	57.0%	24.0%	16.0%	3.0%
Female	71	31	43.7%	48.0%	29.0%	23.0%	0.0%	71	32	51.1%	53.0%	38.0%	9.0%	0.0%
African American	71	1	1.4%	*	*	*	*	71	1	1.4%	*	*	*	*
Hispanic or Latino	71	64	90.1%	55.0%	27.0%	17.0%	2.0%	71	66	93.0%	53.0%	32.0%	14.0%	2.0%
White (not Hispanic)	71	1	1.4%	*	*	*	*	71	1	1.4%	*	*	*	*
Two or More Races	71	1	1.4%	*	*	*	*	71	1	1.4%	*	*	*	*
Socioeconomically Disadvantaged	71	55	7.5%	64.0%	24.0%	11.0%	2.0%	71	56	78.9%	57.0%	32.0%	9.0%	2.0%
English Learners	71	36	50.7%	69.0%	25.0%	6.0%	0.0%	71	38	53.5%	63.0%	29.0%	8.0%	0.0%
Students with Disabilities	71	9	12.7%	*	*	*	*	71	9	12.7%	*	*	*	*
Migrant Education	71	7	9.9%	*	*	*	*	71	7	9.9%	*	*	*	*

*Note: The number of students tested includes students that did not receive a score; 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 students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded*

overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

California Assessment of Student Performance and Progress			
All Students			
Percentage of Students Meeting or Exceeding the State Standards			
2014-15			
	McKinley	ECESD	CA
English-Language Arts/Literacy	15	31	44
Mathematics	12	21	33

*Note: Students in grades 3-8 and 11 are given this test. 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.*

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, McKinley Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I PI Status		
2015-16		
	McKinley	ECESD
PI Status	In PI	In PI
First Year of PI Implementation	2008-2009	2004-2005
Year in PI	Year 5	Year 3
# Schools Currently In PI		9
% Schools Currently In PI		82%

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

## Professional Staff

### Teacher Assignment

During the 2014-15 school year, McKinley Elementary School had 17 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments						
	McKinley			ECESD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	17	17	18	211	221	217
Teachers with Full Credential	17	17	18	209	219	212
Teachers without Full Credential	0	0	0	2	2	5
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	1	0	0	2
Total Teacher Misassignments*	0	0	1	0	0	2
Teacher Vacancies	0	0	1	2	6	5

*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.*

In the following table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

NCLB Compliance		
Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2014-15		
McKinley	100.0%	0.0%
District Totals		
All Schools	94.0%	6.0%
High-Poverty Schools	94.0%	6.0%
Low-Poverty Schools	100.0%	-

*Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.*

## 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.

Counselors and Support Personnel (Nonteaching Professional Staff)		
2014-15		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Librarian	1	1.0
Migrant Counselor	As Needed	
Nurse	As Needed	
Psychologist	1	0.2
Speech/Language/Hearing Therapist	1	0.2

*\*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.

### 2014-15 Campus Improvements:

- Campus beautification with the addition of trees and flowers on the playground
- Installation of a new phone system
- Upgrades to WiFi
- Installation of a mosaic mural in the quad area

### 2015-16 Planned Campus Improvements:

- Installation of new carpet in three classrooms
- Asbestos abatement
- Painting of the exterior of buildings

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
- 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
- Office area cleaning
- Restroom cleaning

Campus Description	
Year Built	1972
	Quantity
# of Permanent Classrooms	14
# of Portable Classrooms	13
# of Restrooms (student use)	6
Computer Lab	1
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	4

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

## 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 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 January 2016.

## 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 September 9, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

Item Inspected		School Facility Good Repair Status			
		Repair Status			Repair Needed and Action Taken or Planned
		Good	Fair	Poor	
Inspection Date: September 9, 2015					
Systems		✓			
Interior Surfaces				✓	Restrooms Next to Room 4 - Boys restroom has cracks on north and east wall; Restrooms Next to Room 12 - Wall is peeling at ceiling; Library - Stain on southeast ceiling; Kitchen - Paint doorway in freezer as it is peeling; Multipurpose Room - Clean the electric panel room, clean water heater room
Cleanliness		✓			
Electrical			✓		Room 7 3rd - Need moulding on IT cable on west side of room; Multipurpose Room - Cracked faceplate by door to kitchen
Restrooms/Fountains			✓		Lounge - Drinking fountain has low pressure, sink is dirty; Room B K - Low pressure, east sink; Restrooms Next to Room 12 - Fountains are leaking and have low pressure; Kinder Playground - East fountain has low pressure
Safety		✓			
Structural		✓			Room 10 SDC - Cracks in outside overhang
External		✓			Playground - Replace north and south basketball court cement as it is cracked badly and creates a tripping hazard, replace cement in south entry to playground, paint over graffiti equipment
Overall Summary of School Facility Good Repair Status					
		Exemplary	Good	Fair	Poor
Overall Summary			✓		

### Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.



## 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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2013-14 school year, El Centro Elementary School District spent an average of \$8,568 of total general funds to educate each student (based on 2013-14 audited 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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.)

Salary Comparison 2013-14		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	-	42,723
Mid-Range Teacher Salary	70,729	65,936
Highest Teacher Salary	88,921	84,545
Average Principal Salaries:		
Elementary School	108,612	106,864
Middle School	109,206	110,494
Superintendent Salary	168,558	15,933
Percentage of Budget For:		
Teacher Salaries	42	40
Administrative Salaries	6	6

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

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool location 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 AYP, CST, CAASPP, enrollment, and staffing.

### 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

### Current Expense of Education Per Pupil 2013-14

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	5,082	N/A	N/A	N/A	N/A
Restricted (Supplemental)	643	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,439	4,445	99.9%	5,348	83.0%
Average Teacher Salary	71,081	76,291	93.2%	69,086	102.9%

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 2013-14 school year, the District received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- 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 and school facilities sections were acquired in December 2015.