



# McKinley Elementary School

## 2016-2017 School Accountability Report Card

### Principal

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### Executive Cabinet Members

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Associate Superintendent,  
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Colleen Hawkins  
Assistant Superintendent,  
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### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

### Community & School Profile (School Year 2017-18)

Compton Unified School District serves grades pre-kindergarten through twelve in the Compton area as well as the neighboring communities of Carson, Enterprise, South Los Angeles and Willowbrook. The district is comprised of twenty-two elementary schools, nine middle schools and four comprehensive high schools, as well as one continuation high school, one pregnant minors program, one independent study program, two community day schools, an adult school and a Regional Occupation Program (ROP).

Located in West Compton, McKinley Elementary School provides students in grades kindergarten through five with differentiated instruction through research-based standards in order to develop each child's abilities, while meeting California Content Standards. Teachers and staff work together to make the curriculum culturally relevant to students. Cultural celebrations are centered around holiday observances.

## School Enrollment & Attendance (School Year 2016-17)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. An automated system contacts the home of an absent student. The attendance clerk and the school's counselor make phone calls to the homes of students to verify excessive absences and encourage parents to see that their children are in attendance each day.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and/or behavioral problems in school, and when the normal avenues of classroom, school and district counseling are not effective.

The charts display school enrollment broken down by grade student group and grade level.

### Enrollment Trend by Grade Level

	2014-15	2015-16	2016-17
K	39	56	56
1st	61	66	73
2nd	63	73	71
3rd	66	70	81
4th	61	75	73
5th	61	64	70

### Enrollment by Student Group

2016-17	Percentage
Black or African American	34.7%
American Indian or Alaska Native	0.2%
Filipino	0.5%
Hispanic or Latino	60.4%
Native Hawaiian or Pacific Islander	0.5%
White	1.4%
Two or More Races	0.9%
EL Students	32.3%
Socioeconomically Disadvantaged	86.6%
Students with Disabilities	22.6%
Foster Youth	6.8%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
- School facilities are maintained in good repair

### Instructional Materials (School Year 2017-18)

The Los Angeles County Office of Education inspects all school sites in the district at the start of the each school year, pursuant to the settlement of Williams vs. the State of California. This thorough investigation was conducted to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent resolution on the sufficiency of textbooks is October 12, 2017.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The chart displays data collected in November 2017 in regard to the textbooks in use at the school during the current school year (2017-18).

### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
K-6	English Language Development	McGraw-Hill	2017	Yes	0.0%
K-6	English/Language Arts	McGraw-Hill	2017	Yes	0.0%
K-6	Health	MacMillan/ McGraw Hill	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin/Harcourt	2015	Yes	0.0%
K-6	Science	Pearson Scott Foresman	2008	Yes	0.0%
K-6	Social Science/History	Scott Foresman	2006	Yes	0.0%
K-6	Visual and Performing Arts	MacMillan/ McGraw Hill	2008	Yes	0.0%
K-6	Visual and Performing Arts	SRA/McGraw-Hill	2007	Yes	0.0%

## School Facilities (School Year 2017-18)

McKinley Elementary School, originally constructed in 1927, and is currently comprised of 28 classrooms, a multi-purpose room, a library, one staff lounge, one playground, and two computer labs. Facilities information was collected in September 2017.

School Facility Conditions				
Date of Last Inspection: 11/30/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			K-11: Ceiling tile at window area missing. 14, 41, 45, 46, 55, 5 Parent Center, Computer Lab: Stained ceiling tiles. 42: Damaged ceiling tiles. 37: Floor tiles missing.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			13: Clutter. Boys & Girls Restroom: Needs to be cleaned.
Electrical	X			
Restrooms/Fountains	X			36: Faucet loose at sink
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

### Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district's Board of Education has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Compton Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. The chart displays the results of the most recent facilities inspection at the school.

### Teacher Assignment

The district recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

	Teacher Credential Status			
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	17	20	20	963
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	82

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## 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.

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	26	29	--	29	31	--	48	48
Mathematics (Grades 3-8 and 11)	--	24	35	--	20	24	--	36	37
Science (Grades 5, 8, and 10)	16	32	--	37	38	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	Total Enrollment	Number Tested	English-Language Arts		Number Tested	Mathematics	
			Percent Tested	% Met or Exceeded CA Standard		Percent Tested	% Met or Exceeded CA Standard
All Students	223	221	99.10	28.96	220	98.65	34.55
Male	116	114	98.28	24.56	113	97.41	33.63
Female	107	107	100.00	33.64	107	100.00	35.51
Black or African American	70	69	98.57	17.39	68	97.14	25
Hispanic or Latino	141	141	100.00	34.75	141	100.00	39.01
Socioeconomically Disadvantaged	208	206	99.04	28.16	206	99.04	34.95
English Learners	96	95	98.96	37.89	95	98.96	44.21
Students with Disabilities	61	60	98.36	3.33	59	96.72	8.47
Foster Youth	12	12	100.00	0	12	100.00	8.33

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

## State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

### Physical Fitness (School Year 2016-17)

In the spring of each year, the schools of Compton Unified School District are required by the state to administer a physical fitness test to all students in grades five, seven and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Percentage of Students in Healthy Fitness Zone			
2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31.3%	22.4%	7.5%

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## C. Engagement

### State Priority: Parental Involvement

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

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

### Parent & Community Involvement (School Year 2017-18)

Parents are encouraged to become involved with McKinley Elementary's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the following areas:

- Library volunteers
  - Parent Center
  - Chaperoning field trips
  - Campus beautification
- Parents are also encouraged to attend the following events:
- Back-to-School Night
  - Literacy Parade
  - Parent Education Workshops
  - Read Across America
  - Monthly Assemblies
  - Career Day
  - Open House
  - Parent-Teacher Conferences
  - Student Recognition Assemblies
  - Grade Level Assemblies

Parent representation is an integral component of the School Site Council, English Learner Advisory Council. Each of these groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Parents seeking more information about becoming an active member in the school community may contact the community relations assistant at (310) 898-6320.

### Contact Information

Parents or community members who wish to participate in the school's leadership teams, committees, activities, or become a volunteer may contact the school's main office. The district website ([www.compton.k12.ca.us](http://www.compton.k12.ca.us)) also provides a variety of resources and helpful information for parents, students, and the community.

### State Priority: School Climate

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

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

### School Safety (School Year 2016-17)

The safety of students and staff is a primary concern of all Compton Unified schools and staff. All visitors to the campus must sign in at the school office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among volunteers, teachers, and administrators.

To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council. The Safety Plan is annually updated in the fall; the last review was performed in September, 2017. Any revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Current status of school crime
- Child abuse reporting procedures
- Policies related to suspension/expulsion
- Safe ingress & egress of pupils, parents/guardians, & school employees
- Disaster procedures/routine & emergency drills
- Notification to teachers
- School-wide dress code
- Sexual harassment policy

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and lock-down, are held on a rotating basis throughout the year.

## Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	0.00	1.22	0.63	0.00	0.00	0.00
District	2.62	3.45	4.31	0.00	0.02	0.00
State	3.79	3.65	3.65	0.09	0.09	0.09

## 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.

## Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2003-2004	2004-2005
Year in PI	Year 5	Year 3
# of Title I Schools Currently In PI	-	27
% of Title I Schools Currently In PI	-	0.0%

## Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the last three school years, there were three district-wide staff development days. Teachers also participate in staff development during minimum days. Topics have included: Common Core Shifts, Asking and Creating Text Dependent Questions, Academic Vocabulary, Guided reading, Close Reading, Academic Conversations, Writing Articulations, Cooperative Learning, Explicit Direct Instruction, RACER to tackle Constructive responses.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Compton Public Library, which contains numerous computer workstations.

## Class Size

The table indicates the average class size by grade level and/or by subject area, as well as the number of classrooms that fall into each size category.

### Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	15	16	17	15	16	17	15	16	17	15	16	17
By Grade Level												
K	19	21	22	6	1	1	-	3	2	-	-	-
1	20	24	24	1	-	-	-	2	2	-	-	-
2	19	24	24	3	-	-	-	3	3	-	-	-
3	19	20	24	4	2	1	-	2	3	-	-	-
4	25	32	29	-	-	-	2	2	2	-	-	-
5	21	25	29	1	1	-	3	2	3	-	-	-
Other	20	-	-	1	-	-	-	-	-	-	-	-

## Counseling and Support Staff (School Year 2016-17)

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

The school does not have an academic counselor. The chart displays a list of support services that are offered to students at the school. *Note: 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.*

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Computer Lab Aide	1	1.0
Curriculum Specialist	1	1.0
Health Aide	1	1.0
Library Aide	1	1.0
Psychologist	1	0.2
SDC Assistant	5	5.0
Special Day Class (SDC) Teacher	5	5.0
Speech and Language Specialist	1	1.0

## District Revenue Sources (Fiscal Year 2016-17)

In addition to general state funding, Compton Unified School District received state and federal funding for the following categorical, special education, and support programs:

- Peer Assistance & Review
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)
- Title I, Part A: Basic Grant
- Title II, Parts A & D: Teacher Quality & Technology
- Title IV, Part A: Safe & Drug Free Schools & Communities
- Title V, Part A: Innovative Programs



## District Expenditures (Fiscal Year 2015-16)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 school year. The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$3,976
From Supplemental/Restricted Sources	\$296
From Basic/Unrestricted Sources	\$3,680
District	
From Basic/Unrestricted Sources	\$3,854
Percentage of Variation between School & District	-4.5%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-44.0%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## Teacher & Administrative Salaries (Fiscal Year 2015-16)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2015-16		
	District	State
Beginning Teachers	\$40,552	\$47,808
Mid-Range Teachers	\$69,870	\$73,555
Highest Teachers	\$91,379	\$95,850
Elementary School Principals	\$112,139	\$120,448
Middle School Principals	\$121,146	\$125,592
High School Principals	\$131,612	\$138,175
Superintendent	\$245,000	\$264,457
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.0%	35.0%
Administrative Salaries	6.0%	5.0%

## School Site Teacher Salaries (Fiscal Year 2015-16)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$85,000
District	\$77,054
Percentage of Variation	10.3%
School & State	
All Unified School Districts	\$79,228
Percentage of Variation	7.3%