William McKinley Elementary School

Grades TK through 6
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2021-22 School Accountability Report Card
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2022-23
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Contents

Principal's Message

Welcome to William McKinley Elementary School, Home of the Bulldogs!

Here at McKinley, our staff is dedicated to its students and community. In partnership with our parents and community partners, we strive to provide equitable opportunities for our students to prepare them to achieve academically, socially, and emotionally. Therefore, we foster positive working relationships among our parents, students, and staff to create a warm, caring, and supportive environment where all students will succeed.

The teaching staff at McKinley and our support personnel are focused on providing an academically rigorous and relevant educational program for each of our learners based on the Common Core Standards. We also focus on setting the foundation of preparing students to be College and Career Ready. Our curriculum is supported by a variety of instructional strategies, teacher-developed assessments, and enriched programs to meet our students' individual and diverse needs.

Along with success in academics, we also strive to instill a good moral character in our students. Ours is a community where Personal Best, Acting Responsibly, Working and Playing Safely, and Showing Respect are expectations of all students and staff alike. As a Positive Behavior Intervention Support (PBIS), we work at modeling, encouraging, and reinforcing these values throughout all aspects of the school.

At McKinley, we believe that parent participation is KEY to the success of our school. Parent involvement is desired and promoted. Currently, there are plenty of opportunities for parent involvement, such as participating in ELAC/SSC, PTA, field trip volunteer, Helping Hands, and classroom volunteers. We also provide community events to instill connectedness in our multi-generational school. Some of these include our Annual McKinley Dance, McKinley Picnic days, Family Nights for Reading, Math, and Science, Art & Distinguished Author Nights, PTA Carnivals, and Coffee with the Principal. As we work together to build partnerships, we are ensuring our students' and community's success.

Student voice and action is also a crucial part of our Bulldog's education. Our students enjoy many leadership opportunities throughout the school year, which are reviewed and adjusted based on need, as shown by SWISS data & student surveys. We offer student leadership groups such as ASB, Kindness Club, Bulldog News, Assembly Leaders, Student Book Clubs, and STEAM leaders. Our students lead whole school events, provide instruction and modeling to other students, and practice being leading peers. There are also plenty of opportunities for all students to participate in other activities, such as Mindfulness Club, Chess Club, and student focus groups.

I welcome you to visit our school and offer any suggestions, thoughts, ideas, or support. We strive to improve continually, and we encourage you to follow us on Twitter or Instagram to see what is happening at McKinley!

Respectfully,
Tabreshia Lang

Mission

The Mission of the Colton Joint Unified School District, a team of caring employees dedicated to the education of children, is to ensure each student learns the academic knowledge and skills necessary to thrive in college or in the workforce and be responsible, productive citizens by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students, families, and our diverse communities.

School Description

William McKinley Elementary School is located in the northern region of Colton and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2021-22 school year, 515 students were enrolled, including 6.6% in special education, 25.8% qualifying for English Language Learner support, and 65.6% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	51.30%	Transitional Kindergarten	0
Male	48.70%	Kindergarten	83
Non-Binary	0.00%	Grade 1	48
Amer. Indian or Alaska Native	0.20%	Grade 2	61
Asian	0.60%	Grade 3	73
Black or African-Amer.	2.50%	Grade 4	83
Filipino	0.20%	Grade 5	86
Hisp. or Latino	95.50%	Grade 6	81
Native Hawaiian or Pacific Islander	0.00%	Ungraded	0
Two or More Races	0.20%		
White	0.80%		
English Learners	25.80%		
Foster Youth	1.40%		
Homeless	1.90%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	65.60%		
Students with Disabilities	6.60%		
		Total Enrollment	515

Student Achievement

Physical Fitness

In the spring of each year, William McKinley Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2021-22					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress

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

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

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	30.0	N/A	31.0	49.0	47.0
Mathematics (grades 3-8 and 11)	N/A	18.0	N/A	17.0	33.8	33.0

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Percentages are not calculated when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 (2021-22)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	325	322	99.08	0.92	29.50
Female	174	173	99.43	0.57	35.84
Male	151	149	98.68	1.32	22.15
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	309	306	99.03	0.97	30.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	70	68	97.14	2.86	7.35
Foster Youth	--	--	--	--	--
Homeless	40	39	97.50	2.50	15.38
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	292	289	98.97	1.03	28.03
Students with Disabilities	27	26	96.30	3.70	3.85

CAASPP Test Results in Mathematics by Student Group (2021-22)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	325	321	98.77	1.23	17.76
Female	174	172	98.85	1.15	17.44
Male	151	149	98.68	1.32	18.12
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	309	305	98.71	1.29	17.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	70	68	97.14	2.86	2.94
Foster Youth	--	--	--	--	--
Homeless	40	39	97.50	2.50	15.38
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	292	288	98.63	1.37	17.71
Students with Disabilities	27	26	96.30	3.70	3.85

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.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (grades 5, 8, and 10)	N/A	13.6	N/A	13.8	28.7	29.5

Any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group (2021-22)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	90	88	97.78	2.22	13.64
Female	47	47	100.00	0.00	17.02
Male	43	41	95.35	4.65	9.76
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	87	85	97.70	2.30	14.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	14	13	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	7.69
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	78	76	97.44	2.56	10.53
Students with Disabilities	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement.*

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

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 simply attending school events.

Parents stay informed on upcoming events and school activities through principal newsletters, the school marquee, the school website, Q-Communication (automated message delivery system), Facebook, Instagram, Twitter, ClassDojo, and the CJUSD App. Contact the school office at (909) 580-5028 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
Helping Hands
School Wide Events

Committees
English Learner Advisory Council
School Site Council

School Activities
Back to School Night
Student Assemblies
Dance Festival
Coffee with the Principal
Parent Workshops
Parent Computer Classes

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. William McKinley Elementary School's original facilities were built in 1953; 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.

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

• Office area cleaning
• Restroom cleaning
• Trash removal

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

• Classroom cleaning
• Office area cleaning
• Restroom cleaning

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

Campus Description	
Year Built	1953
Acreage	9.5
Square Footage	51678.7
	Quantity
Permanent Classrooms	21
Portable Classrooms	13
Restrooms (sets)	8
Staff Lounge(s)	1
Staff Work Room(s)	1
Multipurpose Room(s)	1
Resource Room(s)	1
Library	1
STEAM Lab	1

Facilities Inspection

The district's maintenance department inspects William McKinley Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). William McKinley Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, November 22, 2022. Deficiencies noted in the school inspection survey were corrected immediately by the district's

maintenance department. During fiscal year 2022-23, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Tuesday, November 22, 2022			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior		✔	
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety		✔	
G. Structural	✔		
H. External	✔		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Rm 1, Rm 2, Rm 3, Rm 4, Rm 5, Rm 9, Rm 8, Rm 7, Rm 6, Rm 11, Rm 12, Rm 13 - Dirty vents
(B)	Staff Lounge, Cafeteria, K-1, K-2, Rm 4, Rm 10, Rm 9, Rm 13, Rm 15, P Girls RR, P26, P25, P 23, P 22, Rm 18 - Water stain ceiling tiles
(F)	Admin, Rm 10 - Paint chipping on eaves
	Rm 1, Rm 2, Rm 3, Rm 4, Rm 5, Rm 9, Rm 8, Rm 7, Rm 6 - Paint chipping on window frames
	P 31, P 30 - Paint chipping on railing

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

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

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, administrators and noon aides are strategically assigned to designated entrance areas and the playground. During recess, administrators and teachers supervise playground activity. Administrators and noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, teachers, and noon aides monitor student behavior to ensure a safe and orderly departure.

William McKinley Elementary School 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 William McKinley Elementary School 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 most recent school safety plan was reviewed, updated, and discussed with school staff in February 2022.

Classroom Environment

Discipline & Climate for Learning

William McKinley Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

<table>
<tr><th colspan="4">Suspensions & Expulsions</th></tr>
<tr><td></td><td>19-20</td><td>20-21</td><td>21-22</td></tr>
<tr><td></td><td colspan="3">School</td></tr>
<tr><td>% Students Suspended</td><td>0.0</td><td>3.7</td><td></td></tr>
<tr><td>% Students Expelled</td><td>0.0</td><td>0.0</td><td></td></tr>
<tr><td></td><td colspan="3">District</td></tr>
<tr><td>% Students Suspended</td><td>0.0</td><td>5.3</td><td></td></tr>
<tr><td>% Students Expelled</td><td>0.0</td><td>0.1</td><td></td></tr>
<tr><td></td><td colspan="3">State</td></tr>
<tr><td>% Students Suspended</td><td>0.2</td><td>2.5</td><td>3.2</td></tr>
<tr><td>% Students Expelled</td><td>0.0</td><td>0.1</td><td>0.1</td></tr>
</table>

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic

Suspensions and Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	3.7	0.0
Female	0.9	0.0
Male	6.6	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	17.7	0.0
Filipino	0.0	0.0
Hisp. or Latino	3.2	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	3.9	0.0
Foster Youth	0.0	0.0
Homeless	2.5	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	3.9	0.0
Students with Disabilities	8.0	0.0

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. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
	2019-20			
	Avg. Class	Number of Classes		
Grade	Size	1-20	21-32	33+
K	21.0	1	2	
1	19.0	1	3	
2	22.0	1	3	
3	22.0		4	
4	19.0		3	
5	25.0		3	
6	27.0		3	
Other**	23.0		1	
	2020-21			
	Avg. Class	Number of Classes		
Grade	Size	1-20	21-32	33+
K	9.0	8		
1	12.0	5		
2	11.0	7		
3	10.0	8		
4	12.0	7		
5	14.0	7		
6	13.0	6		
	2021-22			
	Avg. Class	Number of Classes		
Grade	Size	1-20	21-32	33+
K	21.0	1	3	
1	24.0		2	
2	33.0		2	1
3	24.0		3	
4	24.0		3	
5	29.0		3	
6	27.0		2	

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

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

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for William McKinley Elementary School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	622	547	282	51.6
Female	318	275	136	49.5
Male	304	272	146	53.7
Amer. Indian or Alaska Native	1	1	0	0.0
Asian	3	3	2	66.7
Black or African-Amer.	17	13	5	38.5
Filipino	2	1	0	0.0
Hisp. or Latino	591	523	272	52.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	2	1	50.0
White	5	4	2	50.0
English Learners	154	142	81	57.0
Foster Youth	8	7	3	42.9
Homeless	79	74	38	51.4
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	544	494	254	51.4
Students with Disabilities	50	46	26	56.5

Curriculum & Instruction

Staff Development

All training and curriculum development activities at William McKinley Elementary School revolve around the California State Content Standards and Frameworks. During the 2021-22 school year, William McKinley Elementary School held staff development training devoted to:

• Differentiated Instruction
• English Language Arts
• i-Ready Training
• Mathematics
• Technology Training

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. William McKinley Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2020-21, 2021-22, and 2022-23 school years, William McKinley Elementary School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

2020-21 Training:
• Alludi (Online, Self-Paced PD for All Staff)
• CA Induction Program
• Colton Cohort (Orenda Data Review Sessions)
• Distance Learning Strategies (including Technology Tools)
  Equity
• Instructional Leadership Teams (Focused on Strategies to Support English Learners)
• Quality Teaching for English Learners (QTEL)

2021-22 Training:
• SBSS Standards for Math Practices
• Cognitive Coaching
• HSS Alive
• TEL
• Trauma Resource Institute
• Web Training

2022-23 Training:
• Educational Technology
• Parent Project

• Science Training
• Dual Immersion CABE
• Positive Behavior Interventions and Supports (PBIS)
• Restorative Practices
• Differentiating Instruction
• LETRS Training
• DIBELS Training
• Professional Learning Group

William 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. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2020-21	2021-22	2022-23
3	2	3

Instructional Materials

All textbooks used in the core curriculum at William McKinley Elementary School are aligned to the California Content Standards and Frameworks. 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 eight-year adoption cycle for core content materials (English/language arts, math, science, and social science). The TK materials are from the district's most recent local adoption as there is no state board adoption list for these materials.

On Thursday, September 15, 2022, the Colton Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 23-10 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.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Colton Joint Unified 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		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2022	Benchmark Education, *Ready to Advance*	0 %
2017	McGraw Hill, *Reading Wonders*	0 %
History-Social Science		
2022	Benchmark Education, *Ready to Advance*	0 %
2021	Teachers' Curriculum Institute, *Social Studies Alive! California Series*	0 %
Mathematics		
2022	Benchmark Education, *Ready to Advance*	0 %
2016	Houghton Mifflin Harcourt, *Go Math!*	0 %
Science		
2020	Accelerate Learning, *STEMScopes*	0 %
2020	Amplify Education, Inc., *Amplify Science*	0 %
2022	Benchmark Education, *Ready to Advance*	0 %

Professional Staff

Counseling & Support Staff

William McKinley Elementary School provides professional, highly qualified staff that 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 William McKinley Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis.

For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2021-22	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
Health Assistant	1	0.8
Library Media Technician	1	0.5
Nurse	1	0.2
Psychologist	1	0.5
Speech Therapist	1	0.2

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% of full time.

Teacher Preparation and Placement

The charts below identify the number of teachers at William McKinley Elementary School, Colton Joint Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report William McKinley Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.3	100.0	888.7	92.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	14.3	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	23.3	2.4	12115.8	4.4
Unknown	0.0	0.0	32.4	3.4	18854.3	6.9
Total Teaching Positions	23.3	100.0	965.0	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff memeber working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An Authorization is defined as the services that an educator in authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assigment Options	
Total Out-of-Field Teachers	

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

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: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2020-21		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	$52,385	$51,081
Mid-Range Teacher Salary	$83,107	$77,514
Highest Teacher Salary	$107,291	$105,764
Superintendent Salary	$240,465	$298,377
Average Principal Salaries:		
Elementary School	$133,775	$133,421
Middle School	$142,721	$138,594
High School	$156,144	$153,392
Percentage of Budget:		
Teacher Salaries	32.64%	31.6%
Administrative Salaries	5.28%	4.97%

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

Expenditures Per Student

For the 2020-21 school year, Colton Joint Unified School District spent an average of $13,891 of total general funds to educate each student (based on 2020-21 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/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

• After School Education & Safety (ASES)
• After School Kids Code Grant Pilot Program
• California Clean Energy Jobs Act
• Career and Technical Education Programs
• Career Technical Education Incentive Grant Program
• COVID Relief Funding
• Education Protection Account
• Lottery: Instructional Materials
• Mental Health-Related Services
• On-Behalf Pension Contributions
• Other Federal Funds
• Other Local: Locally defined
• Special Education
• State COVID Relief Funding
• State Lottery
• Strong Workforce Program
• Title I
• Title II
• Title III
• Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2020-21					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$6,087	N/A	N/A	N/A	N/A
Restricted	$372	N/A	N/A	N/A	N/A
Unrestricted	$5,715	$6,268	91.18	$6,594	86.68
Average Teacher Salary	$85,188	$87,236	97.65	$85,368	99.79

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

SARC Data

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 William McKinley Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet
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.

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified 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 January 2023.