Colton Joint Unified School District
William McKinley Elementary School

Grades TK through 6
Judith Servin, Principal
judith_servin@cjusd.net

600 West Johnston Street
Colton, CA 92324
PH: (909) 580-5028   FAX: (909) 876-6305
www.cjusd.net/mckinley
CDS #: 36676866035661

2017-18 School Accountability Report Card
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Colton Joint Unified School District
1212 Valencia Drive
Colton, CA 92324-1798
(909) 580-5000

Website Address

www.cjusd.net

2018-19
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Principal's Message

Welcome Back! Last year, our staff, families, and students truly exemplified the goals & values of our McKinley Bulldogs. It is an honor to see the collaboration between students, teachers, parents, administration and community as we continue to strive for the success of our students.

This new school year brings us new opportunities to continue along the same path to success. For me and my staff, every conversation and every challenge is an opportunity to learn and grow. My hope is that with each new challenge, we can celebrate in the learning experience that it brings and that we continue to bring forth all the wonderful successes that we have already achieved.

Looking back at our 2017-2018 school year, I am proud to continue to celebrate alongside all of you all of our accomplishments. We can proudly share that our testing grade levels continued to show growth in both ELA and Math. This marks four years of improvement in a row! Our Early Bird/Later Gator Kinder program, which allows a maximum of 12 students in the morning & afternoon hours, allows for more focused interventions. Our PBIS program continues to grow and has now lead to school wide
positive interventions. Furthermore, our facilities improvement this year focused on providing our students and families a new 21st century library that includes 10,000 new books, a new interactive electronic library, flexible seating, a Promethean board for instruction, and the addition of robotics. These has allowed us to push forward our focus on Literacy. Finally, our Social Media platforms continued to thrive and we added Remind101 to facilitate home/school communication.

This year, we are extremely excited to continue and multiplying our success. As we move forward with our new vision this year of improving reading proficiency, we are excited to share every step of the way in our social media platforms. Look for the hashtag #McKinleyReads as we share our story.

I want you to know that I am motivated by our shared belief that we can improve the quality of life of our students. We will do this ensuring they're reading at grade level and the vision that our McKinley students will NEVER have to take a remedial course in middle school or high school that prohibits them from graduating on time. I KNOW that we can do this with the INHERIT belief that it is essential that we see our students as WHO THEY ARE MEANT TO BE, versus who they are now. To see their potential is to build towards what can be accomplished and teach beyond our basics. With the support of the entire staff and with our implementation of our WIN (What I Need) Time, I am confident that we can accomplish this.

As always, I believe that communication is KEY to our school success and I encourage our community to continue to come to me, my office staff, and your student's teacher with any questions and/or concern. I am not only proud of the dedicated staff that works in the best interest of our McKinley students and of our community as well. Please know that as the Principal of McKinley, I will continue to work tirelessly to make sure that our student's interest is and continues to be on the forefront at all times.

In partnership,
Judith Servin
Principal

Mission Statement

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 modified traditional calendar. At the beginning of the 2017-18 school year, 652 students were enrolled, including 5.8% in special education, 33.1% qualifying for English Language Learner support, and 92.6% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2017-18			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	2.80%	Transitional Kindergarten	0
Amer. Indian or Alaska Native	0.00%	Kindergarten	106
Asian	0.60%	Grade 1	95
Filipino	0.20%	Grade 2	82
Hisp. or Latino	94.90%	Grade 3	84
Native Hawaiian or Pacific Islander	0.00%	Grade 4	85
White	0.90%	Grade 5	110
Two or More Races	0.60%	Grade 6	90
Students with Disabilities	5.80%	Ungraded	0
Socioeconomically Disadvantaged	92.60%		
English Learners	33.10%		
Foster Youth	0.30%		
		Total Enrollment	652

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 measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2017-18			
	Percentage of Students Meeting Standards		
Grade Level Tested	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	26.9%	10.2%	4.6%

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 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 Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	William McKinley Elementary School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy (grades 3-8 and 11)	31	38	36	40	48.0	50.0
Mathematics (grades 3-8 and 11)	23	23	23	25	37.0	38.0

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

CAASPP Test Results in ELA by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	359	356	99.16	37.64
Male	171	170	99.42	30.00
Female	188	186	98.94	44.62
Black or African-Amer.	11	9	81.82	22.22
Amer. Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hisp. or Latino	341	340	99.71	37.65
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--	--	--
English Learners	156	155	99.36	34.19
Socioeconomically Disadvantaged	337	335	99.41	37.61
Students with Disabilities	20	20	100.00	0.00
Students Receiving Migrant Ed. Services				
Foster Youth				

CAASPP Test Results in Mathematics by Student Group (2017-18)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	358	355	99.16	23.38
Male	170	169	99.41	23.67
Female	188	186	98.94	23.12
Black or African-Amer.	11	9	81.82	11.11
Amer. Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hisp. or Latino	340	339	99.71	23.60
Native Hawaiian or Pacific Islander				
White	--	--	--	--
Two or More Races	--	--		
English Learners	155	154	99.35	22.73
Socioeconomically Disadvantaged	336	333	99.11	24.02
Students with Disabilities	20	20	100.00	0.00
Students Receiving Migrant Ed. Services				
Foster Youth				

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3 – Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	William McKinley Elementary School		District		California	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered optionally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 Assignment*, 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 *Dropouts*, 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, Blackboard Connect (automated telephone message delivery system), Facebook, Instagram, Twitter, Remind 101, 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
PTA

Committees
English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities
Back to School Night
Student Assemblies
Fall Carnival
Spring Carnival
Dance Festival
Coffee with the Principal
Parent Workshops
Parent Lexia Classes
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. In the last 12 months, the following improvements have been completed:

• Relocation & upgrades to the new 21st century library that includes 10,000 new books, a new interactive electronic library, flexible seating, a Promethean board for instruction, and the addition of robotics

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	15
Portable Classrooms	10
Restrooms (sets)	4
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, December 18, 2018. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Tuesday, December 18, 2018			
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
(B)	K1 & K2 Office - Holes in wall (RR); Rooms 3,4, 5, 7, 8 & 13 & RR by Room 21, Staff - Stained ceiling tiles
(D)	Admin Offices - Light out (lounge); Cafeteria/MPR - Light out; K2 - Light switch not working; K1 & k2 Office - Light out; RR by Room 11, Boys - Light out; Rooms 16, 18, 20, 22, 23, 26, 30 & 31 - Lights out
(E)	Admin Offices - Leaking faucet (staff RR), low water pressure (conference room); K2 - Low water pressure, beauty ring, loose toilet seats; RR by Room 1, Girls - Loose toilet seat; RR by Room 1, Boys - Loose toilet seat, loose faucet, no water on faucet; Rooms 1 & 2 - High water pressure; Room 3 - Adjust drinking fountain; Rooms 5, 13 & 14 - Low water pressure; RR by Room 6, Girls - Toilet seat loose; RR by Room 6, Boys - Vent cover, beauty ring; Room 7 - High water pressure; Room 8 - Low water pressure, high water pressure drinking fountain; Rooms 10, 17 & 18 - High water pressure; RR by Room 11, Girls - Loose toilet seat; RR by Room 21, Girls - Spud leaks toilet

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

Rating Description
Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

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 2018.

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.

Suspensions & Expulsions			
	15-16	16-17	17-18
WMES			
% Students Suspended	1.1	2.3	3.1
% Students Expelled	0.0	0.0	0.0
CJUSD			
% Students Suspended	4.0	4.6	4.6
% Students Expelled	0.2	0.1	0.1
California			
% Students Suspended	3.7	3.6	3.5
% Students Expelled	0.1	0.1	0.1

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				
	2015-16			
	Avg. Class Size	**Number of Classes**		
Grade		1-20	21-32	33+
K	23.0		5	
1	24.0	1	3	
2	24.0		3	
3	23.0		5	
4	30.0		3	
5	27.0		4	
6	29.0		3	
	2016-17			
	Avg. Class Size	**Number of Classes**		
Grade		1-20	21-32	33+
K	16.0	4	3	
1	21.0	2	2	
2	24.0		3	
3	24.0		4	
4	21.0		4	
5	30.0		3	
6	29.0		2	
	2017-18			
	Avg. Class Size	**Number of Classes**		
Grade		1-20	21-32	33+
K	18.0	3	3	
1	24.0		4	
2	21.0	3	1	
3	21.0	1	3	
4	24.0		3	
5	28.0		4	
6	31.0		4	

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

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 2017-18 school year, William McKinley Elementary School held staff development training devoted to:

• English Language Arts
• Next Generation Science Standards (NGSS)
• LETRS Training
• ILT Training
• Differentiated Instruction

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 session 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 2016-17, 2017-18 and 2018-19 school years, William McKinley Elementary School's teachers had the opportunity to

attend some of the following trainings or workshops hosted by the Colton Joint Unified School District:

- EdTech
- English Language Arts Adopting
- English Language Development
- Illuminate Training
- Mathematics
- Next Generation Science Standards (NGSS)
- Positive Behavioral Intervention Supports (PBIS)
- Social Studies Adoption Training
- Technology Training
- Writing

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.

Staff Development Days Three-Year Trend		
2016-17	2017-18	2018-19
0	3	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 six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, September 06, 2018, 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. 19-11 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 2018-19 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.

* Curriculum noted is not from the most current state-board adopted list of materials.

History/Social Science - (California Vistas) The materials in use are aligned to state standards. The district will be reviewing options for new history/social science materials in 2020/21 with implementation in 2021/22.

Science - (California Science) The materials in use are still aligned to state standards. In 2019/20, the district will be reviewing options for new science materials with implementation planned for 2020/21.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	McGraw Hill, *California Wonders*	0 %
2017	McGraw Hill Education, *World of Wonders Developing Early Learners*	0 %
History-Social Science		
* 2006	Macmillan/McGraw-Hill, *California Vistas*	0 %
2017	McGraw Hill Education, *World of Wonders Developing Early Learners*	0 %
Mathematics		
2016	Houghton Mifflin Harcourt, *Go Math!*	0 %
2017	McGraw Hill Education, *World of Wonders Developing Early Learners*	0 %
Science		
* 2007	Macmillan/McGraw-Hill, *California Science*	0 %
2017	McGraw Hill Education, *World of Wonders Developing Early Learners*	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) 2017-18		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	0.5
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 Assignment

During the 2017-18 school year, William McKinley Elementary School had 29 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	WMES			CJUSD
	16-17	17-18	18-19	18-19
Total Teachers	29	29	29	1061
Teachers With Full Credentials	29	29	29	1059
Teachers Without Full Credentials	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	3
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	0	3

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.

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: 2016-17 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2016-17		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	$48,646	$47,903
Mid-Range Teacher Salary	$77,175	$74,481
Highest Teacher Salary	$99,632	$98,269
Superintendent Salary	$231,260	$271,429
Average Principal Salaries:		
High School	$147,280	$142,414
Elementary School	$123,809	$123,495
Middle School	$125,468	$129,482
Percentage of Budget:		
Teacher Salaries	36%	35%
Administrative Salaries	5%	5%

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 2016-17 school year, Colton Joint Unified School District spent an average of $11,686 of total general funds to educate each student (based on 2016-17 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 2016-17 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, Title II, Title III
- Vocational Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Expenditures Per Pupil and School Site Teacher Salaries 2016-17					
	Dollars Spent per Student				
	WMES	CJUSD	% Diff. School & Dist.	State	% Diff. School & State
Total**	$6,222	N/A	N/A	N/A	N/A
Restricted	$282	N/A	N/A	N/A	N/A
Unrestricted	$5,940	$6,373	93.20	$7,125	83.37
Average Teacher Salary	$84,623	$80,901	104.60	$80,764	104.78

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

SARC Data

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

Public Internet Access Location
Parents may access William McKinley Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to William McKinley Elementary School is Colton Public Library - Main Library, a branch of Colton Public Library.

Address: 656 N. Ninth St., Colton
Phone Number: (909) 370-5084
WebSite: http://www.ci.colton.ca.us/Pages/librarywelcome.htm
Number of Computers Available: 12

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 section were acquired in August 2018. Data to prepare the school facilities section were acquired in January 2019.