School Contact Information (School Year 2020-21)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	McKinley Primary School
Street	1045 Sycamore Street
City, State, Zip	Gridley, CA 95948
Phone Number	(530) 846-5686
Principal	Kimberley Kemmis
E-mail Address	kkemmis@gusd.org
School Website	http://mckinley.gusd.org/
CDS Code	04-75507-6003156

District Contact Information (School Year 2020-21)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Gridley Unified School District
Street	429 Magnolia Street
City, State, Zip	Gridley, CA 95948
Phone Number	(530) 846-4721
Superintendent	Jordan Reeves
Web Site	www.gusd.org
E-mail Address	jreeves@gusd.org

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

McKinley Primary School was built in 1937. The main building of McKinley Primary School contains eight classrooms, boys and girls restrooms, a staff restroom, a staff room, and various offices. In addition to this main building, there are seven relocatable classrooms which house students. In the summer of 2016, McKinley Primary School removed 3 portable classrooms and added 3 state of the art portables, including staff restrooms and a restroom attached to our Severely Handicapped classroom. The entire playground blacktop was refurbished and new sod was installed in the grass area.

Our mission is to provide a safe, nurturing, child centered environment that ensures a developmentally appropriate education for all children. We are committed to partnering with parents to prepare students to be responsible and productive citizens in our changing world.

[Opportunities for Parental Involvement (School Year 2020-21)](#)
Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

McKinley Primary School invites parents to participate on our School Site Council and on our English Learner Advisory Committee. As soon as the easing of the pandemic restrictions allow, we will encourage our parents to volunteer in our classrooms, to become Art Docent Volunteers, to assist teachers on certain field trips, and to support our annual Read-A-Thon fundraiser. Teachers and administration are in continuous contact with parents through parent / teacher conferences, weekly newsletters, and announcements which are sent home in Spanish and English.

[School Safety Plan (School Year 2020-21)](#)
Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

McKinley Primary School has an updated emergency plan for fire drills, earthquake safety, and basic procedures: fire and earthquake drills are conducted throughout the school year. In addition , the Gridley Unified School District has adopted a district-wide crisis plan. All staff members are knowledgeable of the safety rules for the classroom and playground, and the procedures are discussed regularly. There is an emphasis placed on bicycle, pedestrian, and train safety due to the school's proximity to a main thorough fare and railroad tracks. School Safety plan on file in the office. Teachers and staff members are trained annually

[School Facility Conditions and Planned Improvements (School Year 2020-21)](#)
Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: January 2021

This section should be kept to 1-2 paragraphs.

McKinley Primary School, built in the late 1930's, is maintained in a clean and physically safe condition. A cafeteria is available, but it is located on the Sycamore campus (necessitating the crossing of Vermont Street to have breakfast and lunch) and it requires a complex schedule to accommodate all McKinley and Sycamore students. The classrooms in the McKinley building are below state square footage standards. The only classrooms on the McKinley site that have running water are the seven portables installed in 2001, 2005 and 2016. In order to have student body assemblies and activities, students must meet outdoors or use the gym on the Sycamore campus when available (cafeteria is unavailable during the 20/21 school year due to COVID

restrictions). Adequate storage for the materials necessary to maintain a high quality primary education program is extremely limited. Playground equipment has been carefully selected to utilize the small space for maximum participation. Playground equipment includes two playground structures, two primary basketball type games, a slide and games painted on the blacktop. The closure of Vermont Street during school hours has been a major asset improving both the safety and orderliness of passage between campuses as noted.

This school was built in the 1930's and is well maintained but could use painting and some minor repairs. The upkeep of the facility and grounds is a testament to all of the staff members at McKinley Primary School!

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	**Good**	
Interior: Interior Surfaces	**Fair**	Buildings are neat, well organized, and clean. Water damage to walls need repairs and interior needs to be painted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	Neat, well organized, and very clean. The entire main building, 8 classrooms and 3 offices, installed new carpet over the summer of 2019.
Electrical: Electrical	**Good**	Wall receptacles within 6' of the sinks need to be changed to GFCI receptacles per NEC 210.8 A6
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Good**	Water fountains are disabled due to COVID 19
Safety: Fire Safety, Hazardous Materials	**Good**	
Structural: Structural Damage, Roofs	**Fair**	Overall little damage, exterior walls have some water damage and need new paint and there is damage to rain gutter on room 12.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Fair**	Overall kept neat, green, and clean. Window casings in original building need to be replaced (rotting),
Overall Rating:	**Good**	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	19	20	109
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	1
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments '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.	0	4	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	1

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: October 2020

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders McGraw Hill (Kindergarten) / Benchmark Education (Grade 1)	Yes	0%
Mathematics	Engage New York	Yes	0%
Science	Macmillan/McGraw-Hill California Science, Grades K-5, Macmillan/McGraw-Hill (2008)	Yes	0%
History-Social Science	Reflections: California Series, Grades K-5, Harcourt School Publishers (2007)	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12 schools only)	N/A		

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,844	$1,352	$7,493	$79,630
District	♦	♦	$9,558	$77,020
Percent Difference: School Site and District	♦	♦	-24.2	3.3
State	♦	♦	$7,750	$75,706
Percent Difference: School Site and State	♦	♦	-3.4	5.1

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

Services funded include: Special Education, School Improvement, Title 1, Transportation, Instructional Materials, Staff Development, Innovative Education, English Language Learners, LCAP.

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21. Questions that may be answered include:

• What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
• What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
• How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

For the 2018-19 school year, the faculty had three professional development days focused on students with trauma, Google Classroom, Illuminate and Catapult.   Also, McKinley Primary School teachers had early release days every Wednesday afternoon to meet in their Professional Learning Communities to collaborate with each other to review student data and discuss researched-based instructional strategies.

For the 2019-2020 school year, the faculty had three professional development days focused on best practices for instructional protocols, .   Also, McKinley Primary School teachers had early release days every Wednesday afternoon to meet in their Professional Learning Communities to collaborate with each other to review student data and discuss researched-based instructional strategies.

For the current year of 2020-2021, we have had to pivot to Distance Learning and educational technology to begin the school year. Teachers received and additional day of professional development to prepare for distance learning. In October, the district was able to return to in person instruction. At that time, teachers were given an additional day to prepare for the students' return. Wednesdays continue to be utilized for PLCs. Current Professional Development topics for the 2020-2021 school year include Distance Learning strategies for engagement and student success, Thinking Maps (visual learning strategies), Daily 5 (developing independent readers).

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

• A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and

• A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and

• A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

N/D

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.3	3.2	5.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.58	5.1	2.5
Expulsions	0	.12	0.1

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 prior years.