

MCKINLEY ELEMENTARY SCHOOL

2401 Santa Monica Boulevard • Santa Monica, CA 90404 • (310) 828-5011 • Grades P-5

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Santa Monica-Malibu Unified School District

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& Fiscal Services/CFO**

School Description

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, lifelong learners; effective, multilingual communicators; and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

McKinley Elementary School Mission Statement

"We are McKinley's P.R.I.D.E. (Peaceful, Respectful, Intelligent, Diverse, and Enthusiastic)!"

Principal's Message

At McKinley Elementary School, staff, parents and community members work together to create a peaceful and respectful learning environment. We believe that all students are intelligent and are capable of high levels of achievement. We celebrate and value our diversity. We promote an enthusiasm toward learning so that all students are successful throughout their years at McKinley School and beyond. McKinley Elementary is a beautiful, mission-style public school in Santa Monica serving approximately 500 students in grades K -5 and 11 students in our preschool program. We have 2 part time literacy coaches to support student learning and an ELD teacher. We also have 1 full time and 1 part time reading teacher to support students' diverse needs. With its small classes, outstanding educators, fine arts programs, lush gardens and large play areas, McKinley is one of SMMUSD's best-kept secrets.

At McKinley School, staff, parents and community members work together to create a peaceful and respectful learning environment. Our school uses the Cool Tools program and Character Counts! to invest in our children's personal and social development. We believe that all students are intelligent and are capable of high levels of achievement. Over the years, our student achievement and our staff commitments have been recognized by the California Department of Education. McKinley is a three-time recipient of the Title I Academic Achievement Award (2006, 2007, 2011) and was named a California Distinguished School in 2010.

We celebrate and value our diversity. Our McKinley community is diverse in every way, and we strive to meet the individual needs of our students. Our teachers invest in their own professional development so that they can provide students with an innovative and rigorous curriculum. For example, more than one-third of our teachers have earned National Board Certification, a certification held by only 5 percent of teachers in California and 1 percent in the United States. To further support classroom instruction, students identified as English language learners (ELL) and/or qualify for special education may receive additional support from our teaching specialists. We promote an enthusiasm toward learning so that all students are successful throughout their years at McKinley School and beyond.

In partnership with our Santa Monica Education Foundation, McKinley PTA and community support through P.S. Arts and VH1 Save the Music Foundation, our students receive a rich visual arts and music education in grades TK-5. General music is provided to

students in grades K-3, with students in fourth and fifth grade also receiving instrumental music instruction. Science personnel provide hands-on science experiences that build on classroom lessons. Our site also is supported by the District Child Development Program, which provides preschool and child-care programs before and after school. A range of enrichment classes and sports programs are also offered in partnership with the City of Santa Monica.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	134
Grade 1	52
Grade 2	83
Grade 3	90
Grade 4	88
Grade 5	65
Total Enrollment	512

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.1
American Indian or Alaska Native	0
Asian	8.4
Filipino	0.8
Hispanic or Latino	36.9
Native Hawaiian or Pacific Islander	0
White	36.7
Two or More Races	6.1
Socioeconomically Disadvantaged	37.3
English Learners	21.7
Students with Disabilities	10.7
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
MCKINLEY ELEMENTARY SCHOOL	14-15	15-16	16-17
With Full Credential	31	32	30
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Santa Monica-Malibu Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	565
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
MCKINLEY ELEMENTARY	14-15	15-16	16-17
Teachers of English Learners	1	0	1
Total Teacher Misassignments	1	0	1
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	87.7	12.4
Low-Poverty Schools	98.9	1.1

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All students at McKinley have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year and new math texts in 2008-09. With the textbook-adoption process frozen due to budget constraints at the state level, district personnel “refreshed” the English language arts curriculum, using the existing texts and provided all staff with a series of professional development sessions. All students, including English learners, have their own copy of textbooks, except in the case where “Big Books” are used for the entire classroom at the early primary level. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval.

Textbooks and Instructional Materials Year and month in which data were collected: March 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading 2003, adopted 6/27/2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Science, Harcourt 2007, adopted 4/19/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Reflections, California Series; Harcourt 2006, adopted 6/1/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

McKinley Elementary School has dedicated classroom space used for teaching and learning. Our playground areas are ample, with a separate playground for our youngest students. The beautiful outside garden area is used for small group activities, special projects and events. The auditorium was recently upgraded with a mounted LCD projector and sound system. Our school office was renovated as a result of the district Measure BB Safety and Security Project Team. An electronic marquee was installed near the school entrance and provides instant updates to families.

McKinley Elementary School has a full-time day custodian and a full-time night custodian. Both custodians have ample time to clean and maintain the school as needed; cleaning schedules are periodically reviewed to assure cleanliness. We receive additional assistance to deep clean areas during the summer break. McKinley also receives the service of two gardeners one day per week: Lawns are mowed and edged, plants are pruned, trimmed and maintained as needed. This facility is well maintained and in well-functioning condition.

In partnership with Viacom, school-beautification projects occur annually. Projects have included murals, tile projects and the installation of an irrigation system in our garden.

In the 2011-12 school year, reconfiguration of the school’s main entrance, main office and front entry restroom was completed. The modernization enables staff to improve supervision at the main entry, and make it easier to welcome guests at the main office. Outdoor improvements consisted of a new welcoming and inviting courtyard filled with planters and built-in bench seating at the front entry. The restrooms were also reconfigured to allow student use from the interior courtyard. Our district Maintenance and Operations department seeks out grant and other funding opportunities to improve our facility. For example, solar panels were installed in two locations on our school site this year. In the 2013-14 school year, our site’s Sustainability and Beautification committee will continue to design improvements to our garden and outdoor areas.

With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7//29/20116

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			202:00:00 109: carpey dirty, rats/mice, excessive artwork, HVAC closet/vent blocked

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7//29/20116

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces			X	70:00:00 209:00:00 100: lights out, window broken carpet old 101: wall damage from tape 102: paint peeling, overhead storage, carpet old 103: wall damage from tape for art, overhead storage, carpet stained, floor tile old and cracked at door, 104 storage: lights out clutter extinguisher not mounted, electrical panel blocked, needs paint 105: carpet old, needs paint 106: light bulbs out, floor tile and carpet old 108: Wall damage from tape on wall, paint peeling @windows and walls, windows old 109: carpey dirty, rats/mice, excessive artwork, HVAC closet/vent blocked 109A: 110: carpet old and stained, excessive artwork, rats/mice, blinds old, wall damage 200A: unsecure shelves, paint peeling 203 workroom: difuser loose, lights out 203: peeling paint, light bulbs out carpet old and stained, ceiling tiles o 204: lights out carpet old paint chipping, ceiling tile loose 205: carpet stained, wiremold loose from wall, unsecure cabinet, paint needed 206: excessive wall coverings, stained carpet, base board paint chipped, unsecure shelves, paint needed 207 hallway stairs: wall damage, ceiling tiles loose, termites 207: lights out, carpet old and stained, paint and wall damage 208 209 hallway: peeling paint, wall damage light bulbs out 208: carpet stained, wall damage, laminate on sink counter missing 210: carpet old, wall damage, ceiling tile missing clutter 71 D: unsecure lockers 71 E Kitchen: counter delaminating, no gfci 71: excessive hanging art 85 lounge: minor wall damage 94 custodial: peeling paint 96D: overhead storage, paint peeling 97A: Hole in wall @ clock area Auditorium: paint peeling B 6: excessive artwork, carpets old B10: carpet old B3 Special Ed: unsecure shelves, unmounted fire extinguisher B4 Crest: carpet old, lights out B5 Art: floor tile old

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7//29/20116

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				B7 Special Ed: unsecure shelves, carpet stained B8: sink counter delaminating, ramp skirts worn, extinguisher not mounted, unsecure cabinets. B9: ceiling tiles loose, extinguisher not mounted, ramp skirts damaged hallway to 2nd floor: peeling paint, wall damage, termite damage hallway: floor tile damage Library: carpet old, fire extinguisher not mounted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			102: paint peeling, overhead storage, carpet old 104 storage: lights out clutter extinguisher not mounted, electrical panel blocked, needs paint 107: mice 109: carpey dirty, rats/mice, excessive artwork, HVAC closet/vent blocked 110: carpet old and stained, excessive artwork, rats/mice, blinds old, wall damage 207 hallway stairs: wall damage, ceiling tiles loose, termites 207: lights out, carpet old and stained, paint and wall damage 208A: rat hole in ceiling droppings on counter, excessive clutter in front of heater 210: carpet old, wall damage, ceiling tile missing clutter 72: storage in front of electrical panels 89 Storage: hallway to 2nd floor: peeling paint, wall damage, termite damage
Electrical: Electrical	X			208 209 hallway: peeling paint, wall damage light bulbs out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7//29/20116

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			209:00:00 103: wall damage from tape for art, overhead storage, carpet stained, floor tile old and cracked at door, 104 storage: lights out clutter extinguisher not mounted, electrical panel blocked, needs paint 201 resource room: ,extinguisher not mounted 208A: rat hole in ceiling droppings on counter, excessive clutter in front of heater B 6: excessive artwork, carpets old B1 Crest: extinguisher not mounted B112: extinguisher expired B3 Special Ed: unsecure shelves, unmounted fire extinguisher B8: sink counter delaminatring, ramp skirts worn, extinguisher not mounted, unsecure cabinets. B9: ceiling tiles loose, extinguisher not mounted, ramp skirts damaged Library: carpet old, fire extinguisher not mounted
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100: lights out, window broken carpet old 108: Wall damage from tape on wall, paint peeling @windows and walls, windows old Kitchen: window screens missing
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	59	61	68	71	44	48
Math	54	54	57	60	34	36

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	67	61	91.0	52.5
Male	32	27	84.4	63.0
Female	35	34	97.1	44.1
Black or African American	13	12	92.3	33.3
Hispanic or Latino	25	22	88.0	27.3
White	20	18	90.0	83.3
Socioeconomically Disadvantaged	36	34	94.4	38.2
English Learners	15	14	93.3	7.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	64	62	52	77	78	77	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.1	9.4	64.1

* 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	92	88	95.7	59.1
	4	93	91	97.8	58.2
	5	67	62	92.5	66.1
Male	3	48	47	97.9	48.9
	4	41	40	97.6	50.0
	5	32	28	87.5	60.7
Female	3	44	41	93.2	70.7
	4	52	51	98.1	64.7
	5	35	34	97.1	70.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	13	12	92.3	58.3
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	39	39	100.0	38.5
	4	39	38	97.4	42.1
	5	25	24	96.0	50.0
White	3	23	22	95.7	81.8
	4	38	37	97.4	81.1
	5	20	17	85.0	82.3
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	37	37	100.0	35.1
	4	38	38	100.0	26.3
	5	36	34	94.4	58.8
English Learners	3	17	17	100.0	47.1
	4	27	26	96.3	34.6
	5	15	14	93.3	28.6
Students with Disabilities	3	14	14	100.0	14.3
	4	16	16	100.0	31.3
	5	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	92	88	95.7	58.0
	4	93	92	98.9	59.8
	5	67	64	95.5	39.1
Male	3	48	47	97.9	57.5
	4	41	40	97.6	57.5
	5	32	29	90.6	58.6
Female	3	44	41	93.2	58.5
	4	52	52	100.0	61.5
	5	35	35	100.0	22.9
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	13	12	92.3	25.0
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	39	39	100.0	33.3
	4	39	38	97.4	42.1
	5	25	25	100.0	8.0
White	3	23	22	95.7	86.4
	4	38	38	100.0	81.6
	5	20	18	90.0	77.8

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	37	37	100.0	43.2
	4	38	38	100.0	26.3
	5	36	34	94.4	32.4
English Learners	3	17	17	100.0	52.9
	4	27	27	100.0	33.3
	5	15	15	100.0	13.3
Students with Disabilities	3	14	14	100.0	14.3
	4	16	16	100.0	31.3
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parent and family involvement is promoted and positively impacts the success of our school. There are numerous volunteer, committee and leadership opportunities. These include our volunteering in the classroom and becoming involved in our Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), African American Support Group (AASG), Sustainability and Beautification Committee (SBC) and our School Site Governance Council. Our community liaison provides access and information to our parents, enabling them to become partners in their children's education. Coffee with the Principal and a variety of Family Literacy Nights & Family Math Night offer parents opportunities to share thoughts and ideas and to learn more about McKinley. Our extensive parent email list and weekly Wednesday Folder allows for regular communication on the website and by telephone communications. McKinley staff and families collaborate in goal-setting, securing additional funding sources, and providing support to our teachers and students.

For more information on how to become involved at the school, contact Teague Weybright, PTA President, at (310) 828- 5011.

State Priority: School Climate

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

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

School Safety Plan

McKinley staff revises and reviews the Comprehensive Safety School Plan (CSSP) annually. As indicated in the plan, McKinley staff and students regularly participate in fire, earthquake and lockdown drills. Administrative staff collaborates with the Santa Monica Police Department school resource officer (SRO) to revise the plan and provide educational sessions for staff, families and students.

The perimeter gates are locked during the regular school day with one rear gate and the main gate to the office area being the only gates open at the end of the school day. During the school day, all visitors on campus must sign in at the main office and receive a visitor's badge that must be worn while they are on campus. Volunteers submit an application and are processed through the school and district office prior to volunteering in the classroom.

McKinley provides a variety of before- and after-school programs for our parents and their students. The Santa Monica-Malibu Unified School District, in a joint venture with the City of Santa Monica, provides child care for our students. Lower CREST Program (grades K-3) is operated and funded by SMMUSD. Upper CREST Program (grades 4-5) and Homework Club is operated and funded by the City of Santa Monica. Both programs provide for before- and after-school programs, homework assistance, playground access, arts-enrichment programs, activities, and presenters. McKinley also provides in-school and after-school academic-intervention programs for students needing assistance with reading and mathematics.

The school safety plan was last reviewed and discussed with the school faculty in December 2016. McKinley's Emergency Safety Plan is updated each year at the end of January and revisions for 2016-2017 are currently underway.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.4	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.4	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.80
Social Worker	0.00
Nurse	0.33
Speech/Language/Hearing Specialist	2.00
Resource Specialist	1.00
Other	0.80
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	20	25		2		5	4	3			
1	23	23	22			1	3	3	3			
2	24	25	19			1	3	3	2			
3	24	23	19.5			1	3	4	3			
4	24	26	21.5			1	3	2	3			
5	25	19	24		2	1	3	3	3			
Other	7		4	3					3			

Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs
- Differentiated instruction for all students, including English Learners

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and Math Coaches. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,115	\$44,958
Mid-Range Teacher Salary	\$68,853	\$70,581
Highest Teacher Salary	\$92,701	\$91,469
Average Principal Salary (ES)	\$116,790	\$113,994
Average Principal Salary (MS)	\$127,261	\$120,075
Average Principal Salary (HS)	\$136,956	\$130,249
Superintendent Salary	\$239,200	\$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				
District	♦	♦		\$75,968
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

Services provided through Title I include additional reading support delivered by a reading teacher and instructional assistants, supplemental instructional materials, professional development costs for staff and parent support from our community liaison. School Improvement and Equity Funds provide

support for students and families by funding Family Forums, after-school support for students, Student Council coordination and further support our reading program.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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.