# MCKINLEY ELEMENTARY SCHOOL

**2401 Santa Monica Boulevard • Santa Monica, CA 90404 • (310) 828-5011 • Grades P-5**
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## 2017-18 School Accountability Report Card
## Published During the 2018-19 School Year

McKinley Elementary School

**Santa Monica-Malibu Unified School District**
1651 16th St.
Santa Monica, CA 90404-3891
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**District Governing Board**

Oscar de la Torre

Craig Foster

Maria Leon-Vazquez

Dr. Richard Tahvildaran-Jesswein, President

Ralph Mechur

Jon Kean, Vice President

Laurie Lieberman

**District Administration**

Ben Drati, Ed.D.
**Superintendent**

Dr. Jacqueline Mora
**Asst. Superintendent, Educational Services**

Dr. Mark Kelly
**Asst. Superintendent, Human Resources**

Melody Canady
**Asst. Superintendent, Business & Fiscal Services**

**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, life-long learners; effective, multilingual communicators and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

**McKinley Elementary School Mission Statement**

McKinley Elementary School has a culture where diversity is valued, developing the Whole Child is a focus, collaboration and teamwork are a norm, and a positive school community and student learning is a priority.

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

**School Description**

McKinley serves approximately 488 students in grades TK-5, and is home to a special education collaborative preschool program. There are 20 general education classrooms and 2 Life Skills classrooms. McKinley has been recognized by the California Department of Education for achievement and commitment to excellence as a three-time recipient of the California Title I Academic Achievement Award (2006, 2007, 2011) and a California Distinguished School Award (2010).

McKinley prides itself on its family feel which is created through the small school size, regular school-home communication, and school events and activities. The variety of community building events offered at McKinley connect students to school, bring families and staff together, and create a fun and positive environment for all.

McKinley teachers teach the California State Standards and utilize research-based instructional strategies and methodologies to meet all students' needs. Some strategies that the staff are extensively trained in and implement include Cognitively Guided Instruction, Thinking Maps, Blended Learning, Restorative Justice, and Responsive Classroom techniques. Staff participate in continuous professional development and growth in order to provide students with an innovative and rigorous learning experience. McKinley teachers are committed to analyzing data and differentiating their instruction so it is tailored to each individual child. The Literacy Coach, Literacy and Language Interventionist, part-time Reading Teacher, part time Math Co-Teacher, and Instructional Assistants provide support to students and staff. In addition to the core curriculum McKinley is unique in that it provides supplementary science, visual arts, music, physical education, gardening, library, and performing arts theater to all students. It is McKinley's goal to foster students' talents and interests, engage students in learning, and to promote critical thinking and creativity.

McKinley also focuses on students' social-emotional development. Teachers teach behavioral skills with the goal of preparing the next generation of lifelong learners to be positive members of the community and the world. McKinley has a Positive Behavior Intervention and Support system that includes instruction, events, and activities related to the McKinley PRIDE Philosophy, Character Counts Pillars of Character, Five for Success school rules, Restorative Justice, and Olweus Anti-Bullying program.

## 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

| 2017-18 Student Enrollment by Grade Level ||
|---|---|
| **Grade Level** | **Number of Students** |
| **Kindergarten** | 90 |
| **Grade 1** | 74 |
| **Grade 2** | 91 |
| **Grade 3** | 63 |
| **Grade 4** | 84 |
| **Grade 5** | 86 |
| **Total Enrollment** | 488 |

| 2017-18 Student Enrollment by Group ||
|---|---|
| **Group** | **Percent of Total Enrollment** |
| **Black or African American** | 9.8 |
| **American Indian or Alaska Native** | 0.2 |
| **Asian** | 8.4 |
| **Filipino** | 0.6 |
| **Hispanic or Latino** | 36.7 |
| **Native Hawaiian or Pacific Islander** | 0.2 |
| **White** | 38.3 |
| **Socioeconomically Disadvantaged** | 39.3 |
| **English Learners** | 16.0 |
| **Students with Disabilities** | 11.9 |
| **Foster Youth** | 0.6 |

## A. Conditions of Learning

**State Priority: Basic**
The SARC provides the following information relevant to the State priority: Basic (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** | **16-17** | **17-18** | **18-19** |
| **With Full Credential** | 30 | | |
| **Without Full Credential** | 2 | | |
| **Teaching Outside Subject Area of Competence** | 0 | | |
| **Santa Monica-Malibu Unified School District** | **16-17** | **17-18** | **18-19** |
| **With Full Credential** | ♦ | ♦ | |
| **Without Full Credential** | ♦ | ♦ | |
| **Teaching Outside Subject Area of Competence** | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School ||||
|---|---|---|---|
| **MCKINLEY ELEMENTARY** | **16-17** | **17-18** | **18-19** |
| **Teachers of English Learners** | 1 | | |
| **Total Teacher Misassignments** | 1 | | |
| **Vacant Teacher Positions** | 0 | | |

\* 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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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<br>Year and month in which data were collected: October 2018 | |
| --- | --- |
| **Core Curriculum Area** | **Textbooks and Instructional Materials/Year of Adoption** |
| **Reading/Language Arts** | Benchmark Advance Reading, adopted 6/2017 |
| | **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% |

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

## 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.

2018 saw the beginning of a 2 summer new window paint and floor project. We were also able to replace the surfacing of the playgrounds to prevent injuries. With the infusion of operational dollars we will continue to address deferred maintenance issues.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: 11/7/2018 | | |
| --- | --- | --- |
| **System Inspected** | **Repair Status** | **Repair Needed and<br>Action Taken or Planned** |
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:**<br>Interior Surfaces | Poor | 100: 4. WALL HAS HOLE<br>102 CLASSROOM: 4. CEILING TILE IS<br>LOOSE 7. LIGHT DIFFUSER IS BROKEN 11.<br>PAINT IS PEELING |

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/7/2018 | | |
|---|---|---|
| **System Inspected** | **Repair Status** | **Repair Needed and Action Taken or Planned** |
| | | 103: 4. CEILING TILE HAS HOLE 4. CEILING TILE IS LOOSE 7. LIGHT IS OUT |
| | | 104: 4. CEILING LOOSE 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED 7. LIGHT DIFFUSER IS LOOSE |
| | | 106: 4. CEILING TILE HAS HOLE 11. PAINT IS PEELING |
| | | 107: 4. CEILING TILE IS MISSING 7. LIGHTS ARE MISSING |
| | | 201: 4. CEILING TILE IS LOOSE AND STAINED |
| | | 202: 4. CABINET IS DAMAGED 11. PAINT IS PEELING |
| | | 203: 4. CEILING TILE IS LOOSE 7. LIGHT IS OUT 7. LIGHT DIFFUSER IS BROKEN 11. PAINT IS PEELING |
| | | 205: 4 CEILING TILES HAVE STAINS 7. LIGHTS ARE OUT 11. PAINT IS PEELING |
| | | 206: 4. CEILING TILE IS BROKEN 7. LIGHTS ARE OUT 7. LIGHT DIFFUSER IS LOOSE 11. PAINT IS PEELING |
| | | 70: 4. CEILING TILE HAS STAIN AND IS LOOSE |
| | | 71: 4.CEILING TILE HAS HOLE |
| | | 71C: 4. CEILING TILE HAS HOLE |
| | | 71D: 4. CEILING TILE IS LOOSE 5. UNSECURE ITEMS STORED TOO HIGH |
| | | 71E: 4. CEILING TILES HAVE STAINS |
| | | 83 NURSE: 4. CEILING TILE HAS HOLE 7. LIGHT IS OUT |
| | | 83B: 4. CEILING TILE HAS STAIN |
| | | 84 TEACHER ROOM ADMIN: 4. CEILING HAS HOLE 7. LIGHT IS OUT |
| | | 96 AUDITORIUM: 4. CEILING HAS HOLE 11. PAINT IS PEELING |
| | | 97 CAFETERIA: 4. WALL PANEL IS MISSING 7. ELECTRICAL BOX COVER IS MISSING 11. PAINT IS PEELING |
| | | 98C: 4. CEILING TILE IS MISSING |
| | | 98D: 4. CEILING TILE IS MISSING 10. HOLE IN CEILING NOT SEALED |
| | | 98G: 4. CEILING TILE IS MISSING |
| | | B1: 4. CEILING TILE IS BROKEN 11. PAINT IS PEELING ON WALKWAY |
| | | B10: 4. CEILING TILE HAS HOLE AND IS LOOSE 4. WALL HAS HOLE 11. PAINT IS PEELING |
| | | B11: 4. CEILING TILE IS LOOSE 4. CEILING TILE IS MISSING 7. LIGHT IS OUT |
| | | B2: 4. CEILING TILE IS LOOSE 4. CEILING TILE IS STAINED 4. CEILING TILE IS BROKEN 4. ENTRANCE FLOOR IS DAMAGED 11. PAINT IS PEELING |
| | | B4: 4. CEILING TILE IS STAINED AND BROKEN 9. FAUCET IS LOOSE 11. PAINT IS PEELING |
| | | B5: 4. CEILING TILE IS STAINED 4. CABINET NEEDS REPAIR |
| | | B7: 4. CEILING TILE IS DAMAGED AND LOOSE 6. TERMITE DROPPINGS PRESENT |

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/7/2018 | | |
|---|---|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| | | B8: 4. CABINET IS DAMAGED 4. CEILING TILE IS LOOSE<br>HC ENTRANCE: 4. FLOOR IS DAMAGED AT ENTRANCE<br>LIBRARY: 4. CEILING TILE IS LOOSE AND CEILING TILES ARE MISSING 7. LIGHT DIFFUSER IS MISSING 7. LIGHTS ARE OUT 11. PAINT IS PEELING<br>MEN: 4. CEILING TILE HAS HOLE 11. PAINT IS PEELING<br>RESTROO: 4. TILE IS CRACKED 11. PAINT IS PEELING<br>TEACHERS LOUNGE: 4. CEILING TILE IS LOOSE. 4. FLOOR IS DAMAGED 7. LIGHT IS OUT 11. PAINT IS PEELING<br>WOMEN: 4. CEILING TILE STAINED |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | Good | 204: 5. UNSECURE ITEMS ARE STORED TOO HIGH<br>207: 6. TERMITE DAMAGE IS PRESENT 7. LIGHTS ARE OUT<br>71D: 4. CEILING TILE IS LOOSE 5. UNSECURE ITEMS STORED TOO HIGH<br>83C RESTROOM: 5. RESTROOM FLOOR IS EXCESSIVELY DIRTY<br>B7: 4. CEILING TILE IS DAMAGED AND LOOSE 6. TERMITE DROPPINGS PRESENT<br>BOYS: 5. FLOOR IS EXCESSIVELY DIRTY<br>CONFERENCE ROOM: 5. UNSECURE ITEMS ARE STORED TOO HIGH 11. PAINT IS PEELING |
| **Electrical:**<br>Electrical | Fair | 102 CLASSROOM: 4. CEILING TILE IS LOOSE 7. LIGHT DIFFUSER IS BROKEN 11. PAINT IS PEELING<br>103: 4. CEILING TILE HAS HOLE 4. CEILING TILE IS LOOSE 7. LIGHT IS OUT<br>104: 4. CEILING LOOSE 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED 7. LIGHT DIFFUSER IS LOOSE<br>107: 4. CEILING TILE IS MISSING 7. LIGHTS ARE MISSING<br>109A: 7. LIGHTS ARE OUT<br>110: 7. LIGHTS ARE OUT<br>203: 4. CEILING TILE IS LOOSE 7. LIGHT IS OUT 7. LIGHT DIFFUSER IS BROKEN 11. PAINT IS PEELING<br>205: 4 CEILING TILES HAVE STAINS 7. LIGHTS ARE OUT 11. PAINT IS PEELING<br>206: 4. CEILING TILE IS BROKEN 7. LIGHTS ARE OUT 7. LIGHT DIFFUSER IS LOOSE 11. PAINT IS PEELING<br>207: 6. TERMITE DAMAGE IS PRESENT 7. LIGHTS ARE OUT<br>210: 7. LIGHTS ARE OUT<br>211: 7. LIGHTS ARE OUT<br>72 CUSTODIAN: 7. ACCESS TO ELECTRICAL PANEL BLOCKED<br>83 NURSE: 4. CEILING TILE HAS HOLE 7. LIGHT IS OUT |

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/7/2018 | | |
|---|---|---|
| **System Inspected** | **Repair Status** | **Repair Needed and Action Taken or Planned** |
| | | 84 TEACHER ROOM ADMIN: 4. CEILING HAS HOLE 7. LIGHT IS OUT<br>97 CAFETERIA: 4. WALL PANEL IS MISSING 7. ELECTRICAL BOX COVER IS MISSING 11. PAINT IS PEELING<br>B11: 4. CEILING TILE IS LOOSE 4. CEILING TILE IS MISSING 7. LIGHT IS OUT<br>BOYS: 7. LIGHT IS OUT<br>LIBRARY: 4. CEILING TILE IS LOOSE AND CEILING TILES ARE MISSING 7. LIGHT DIFFUSER IS MISSING 7. LIGHTS ARE OUT 11. PAINT IS PEELING<br>TEACHERS LOUNGE: 4. CEILING TILE IS LOOSE. 4. FLOOR IS DAMAGED 7. LIGHT IS OUT 11. PAINT IS PEELING |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | Fair | B4: 4. CEILING TILE IS STAINED AND BROKEN 9. FAUCET IS LOOSE 11. PAINT IS PEELING<br>BOYS: 5. FLOOR IS EXCESSIVELY DIRTY<br>PLAYGOUND: 9. FAUCET LACKS WATER PRESSURE |
| **Safety:**<br>Fire Safety, Hazardous Materials | Fair | 102 CLASSROOM: 4. CEILING TILE IS LOOSE 7. LIGHT DIFFUSER IS BROKEN 11. PAINT IS PEELING<br>105: 11. PAINT IS PEELING<br>106: 4. CEILING TILE HAS HOLE 11. PAINT IS PEELING<br>200A: 11. PAINT IS PEELING<br>202: 4. CABINET IS DAMAGED 11. PAINT IS PEELING<br>203: 4. CEILING TILE IS LOOSE 7. LIGHT IS OUT 7. LIGHT DIFFUSER IS BROKEN 11. PAINT IS PEELING<br>205: 4 CEILING TILES HAVE STAINS 7. LIGHTS ARE OUT 11. PAINT IS PEELING<br>206: 4. CEILING TILE IS BROKEN 7. LIGHTS ARE OUT 7. LIGHT DIFFUSER IS LOOSE 11. PAINT IS PEELING<br>96 AUDITORIUM: 4. CEILING HAS HOLE 11. PAINT IS PEELING<br>96A: 11. PAINT IS PEELING<br>97 CAFETERIA: 4. WALL PANEL IS MISSING 7. ELECTRICAL BOX COVER IS MISSING 11. PAINT IS PEELING<br>98D: 4. CEILING TILE IS MISSING 10. HOLE IN CEILING NOT SEALED<br>B1: 4. CEILING TILE IS BROKEN 11. PAINT IS PEELING ON WALKWAY<br>B10: 4. CEILING TILE HAS HOLE AND IS LOOSE 4. WALL HAS HOLE 11. PAINT IS PEELING<br>B2: 4. CEILING TILE IS LOOSE 4. CEILING TILE IS STAINED 4. CEILING TILE IS BROKEN 4. ENTRANCE FLOOR IS DAMAGED 11. PAINT IS PEELING<br>B4: 4. CEILING TILE IS STAINED AND BROKEN 9. FAUCET IS LOOSE 11. PAINT IS PEELING |

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/7/2018 | | |
|---|---|---|
| **System Inspected** | **Repair Status** | **Repair Needed and Action Taken or Planned** |
| | | CONFERENCE ROOM: 5. UNSECURE ITEMS ARE STORED TOO HIGH 11. PAINT IS PEELING<br>LIBRARY: 4. CEILING TILE IS LOOSE AND CEILING TILES ARE MISSING 7. LIGHT DIFFUSER IS MISSING 7. LIGHTS ARE OUT 11. PAINT IS PEELING<br>MEN: 4. CEILING TILE HAS HOLE 11. PAINT IS PEELING<br>RESTROO: 4. TILE IS CRACKED 11. PAINT IS PEELING<br>RESTROOM: 11. PAINT IS PEELING<br>STORAGE: 11. PAINT IS PEELING<br>TEACHERS LOUNGE: 4. CEILING TILE IS LOOSE. 4. FLOOR IS DAMAGED 7. LIGHT IS OUT 11. PAINT IS PEELING |
| **Structural:**<br>Structural Damage, Roofs | Good | WALKWAY: 13. GUTTER RUSTED |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **Overall Rating** | **Fair** | |

## B. Pupil Outcomes

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| Subject | 2017-18 CAASPP Results for All Students | | | | | |
|---|---|---|---|---|---|---|
| | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| ELA | 57.0 | 68.0 | 74.0 | 75.0 | 48.0 | 50.0 |
| Math | 53.0 | 59.0 | 61.0 | 61.0 | 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.

Note: 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.

| Subject | CAASPP Test Results in Science for All Students | | | | | |
|---|---|---|---|---|---|---|
| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | 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 operationally 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.

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

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 13.1 | 20.2 | 60.7 |

\* 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 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|---|---|---|---|
| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Met or Exceeded** |
| **All Students** | 223 | 219 | 98.21 | 68.49 |
| **Male** | 126 | 124 | 98.41 | 66.13 |
| **Female** | 97 | 95 | 97.94 | 71.58 |
| **Black or African American** | 29 | 27 | 93.10 | 59.26 |
| **Asian** | 23 | 23 | 100.00 | 82.61 |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 88 | 88 | 100.00 | 55.68 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **White** | 68 | 66 | 97.06 | 78.79 |
| **Two or More Races** | 12 | 12 | 100.00 | 100.00 |
| **Socioeconomically Disadvantaged** | 105 | 102 | 97.14 | 53.92 |
| **English Learners** | 48 | 46 | 95.83 | 50.00 |
| **Students with Disabilities** | 22 | 22 | 100.00 | 31.82 |
| **Foster Youth** | -- | -- | -- | -- |

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.

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.

| School Year 2017-18 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|---|---|---|---|
| **Student Group** | **Total Enrollment** | **Number Tested** | **Percent Tested** | **Percent Met or Exceeded** |
| **All Students** | 222 | 221 | 99.55 | 59.28 |
| **Male** | 126 | 125 | 99.21 | 60.8 |
| **Female** | 96 | 96 | 100 | 57.29 |
| **Black or African American** | 28 | 27 | 96.43 | 48.15 |
| **Asian** | 23 | 23 | 100 | 82.61 |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 88 | 88 | 100 | 42.05 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **White** | 68 | 68 | 100 | 73.53 |
| **Two or More Races** | 12 | 12 | 100 | 91.67 |
| **Socioeconomically Disadvantaged** | 104 | 103 | 99.04 | 40.78 |
| **English Learners** | 48 | 48 | 100 | 47.92 |
| **Students with Disabilities** | 22 | 22 | 100 | 22.73 |
| **Foster Youth** | -- | -- | -- | -- |

Note: 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.

## C. Engagement

**State Priority: Parental Involvement**
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2018-19)**

McKinley has the philosophy that parent involvement positively impacts the success of the students and the school. Therefore, McKinley actively promotes volunteer, committee, and leadership opportunities for family members. Opportunities for involvement include volunteering in the classroom and at events, becoming involved in the Parent Teacher Association (PTA), and joining a school committee such as the English Language Advisory Committee (ELAC), African American Support Group (AASG), Special Ed Resource Group, Sustainability and Beautification Committee (SBC) and the School Site Governance Council. The Bilingual Community Liaison provides access and information to parents. The school has regular school-home communication methods such as the newsletter "The Lion's Roar," weekly Mini-Messenger and Wednesday Folder, and eblasts and phone blasts. There are also a variety of parent workshops offered, and events like Literacy Night, Back-to-School Night, and Open House offer helpful information to parents.

For more information on how to become involved at the school please view the school and PTA websites:

www.mckinley.smmusd.org

https://mckinleypta.membershiptoolkit.com

**State Priority: School Climate**
The SARC provides the following information relevant to the State priority: School Climate (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. The 2018-19 CSSP was approved by Site Governance in October 2018. As indicated in the plan, McKinley staff and students regularly participate in fire, earthquake, shelter-in-place, and lockdown drills. School safety information from the plan is provided via school administration to staff, parents, and students throughout the school year.

The perimeter gates are locked during the regular school day, and 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 before and after-school childcare and enrichment opportunities for students. School Age Programs (SAP) is provided by SMMUSD and offers childcare for TK-3 students. CREST is provided by the city of Santa Monica and offers childcare for 4-5 grade students. CREST also offers Playground Access for 1-5 grades, Homework Club, and enrichment classes for TK-5. McKinley also provides in-school and after-school academic intervention programs for students needing assistance with reading and mathematics.

| Suspensions and Expulsions | | | |
|---|---|---|---|
| **School** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 0.0 | 0.0 | 1.8 |
| **Expulsions Rate** | 0.0 | 0.0 | 0.0 |
| **District** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 1.9 | 2.1 | 2.4 |
| **Expulsions Rate** | 0.0 | 0.0 | 0.0 |
| **State** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 3.7 | 3.7 | 3.5 |
| **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.

| 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)** | 0.00 |
| **Library Media Teacher (Librarian)** | 1.00 |
| **Library Media Services Staff (Paraprofessional)** | 0.00 |
| **Psychologist** | 0.80 |
| **Social Worker** | 0.00 |
| **Nurse** | 0.33 |
| **Speech/Language/Hearing Specialist** | 1.00 |
| **Resource Specialist (non-teaching)** | 2.00 |
| **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+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K | 22 | 24 | 22 | 1 | | | 5 | 5 | 4 | | | |
| 1 | 25 | 22 | 24 | | | | 2 | 4 | 3 | | | |
| 2 | 24 | 23 | 22 | | | | 3 | 2 | 4 | | | |
| 3 | 24 | 22 | 20 | | | 2 | 4 | 4 | 1 | | | |
| 4 | 21 | 25 | 26 | 1 | | | 3 | 3 | 3 | | | |
| 5 | 25 | 23 | 28 | | 1 | | 3 | 4 | 3 | | | |
| Other | 4 | 5 | 7 | 2 | 1 | 2 | | | | | | |

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

**Professional Development provided for Teachers**

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 75 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 State Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Using data to improve classroom instruction
- Supporting Tier III students, English Learners, and students with special needs
- Differentiated instruction for all students

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.

The focus of professional development at McKinley for the 2018-19 school year is predominantly Academic Discourse, with some additional trainings on Restorative Justice and PBIS techniques. The Site Leadership Team (SLT), composed of teachers and administrators, analyzed a variety of data to identify student needs (listening and speaking skills), determined a focus (Academic Discourse), and determined supports for staff in that focus area. In addition to the weekly 75 minute banked time, teachers are supported in this area via sub out days for data meetings, trainings, and learning walks.

| FY 2016-17 Teacher and Administrative Salaries | | |
|---|---|---|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | $49,859 | $49,512 |
| Mid-Range Teacher Salary | $74,444 | $77,880 |
| Highest Teacher Salary | $100,278 | $96,387 |
| Average Principal Salary (ES) | $124,840 | $123,139 |
| Average Principal Salary (MS) | $138,074 | $129,919 |
| Average Principal Salary (HS) | $150,077 | $140,111 |
| Superintendent Salary | $200,000 | $238,324 |
| Percent of District Budget | | |
| Teacher Salaries | 34.0 | 36.0 |
| Administrative Salaries | 6.0 | 5.0 |

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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|---|---|---|---|---|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | $6,596 | $571 | $6,025 | $75,993 |
| District | ♦ | ♦ | | $82,581 |
| State | ♦ | ♦ | $7,125 | $79,665 |
| Percent Difference: School Site/District | | | | -8.3 |
| Percent Difference: School Site/ State | -16.7 | | | -4.7 |

\* Cells with ♦ do not require data.

**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.**

**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.Furthermore, SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:

- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at https://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.