MCKINLEY ELEMENTARY SCHOOL

2401 Santa Monica Boulevard • Santa Monica, CA 90404 • (310) 828-5011 • Grades P-5
Ashley Benjamin, Ed.D., Principal
abenjamin@smmusd.org
www.mckinley.smmusd.org

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Santa Monica-Malibu Unified School District
1651 16th St.
Santa Monica, CA 90404-3891
(310) 450-8338
www.smmusd.org

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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 460 students in grades TK-5, and is home to a special education collaborative preschool program. There are 19 general education classrooms and 1 Life Skills special education classroom. 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 Deep Learning, Cognitively Guided Instruction, Thinking Maps, Blended Learning, Restorative Justice, and Responsive Classroom techniques. Staff participate in continuous professional development in order to provide students with an innovative and rigorous learning experience. McKinley teachers are committed to analyzing data and differentiating their instruction so teaching and learning is tailored to each individual child. The Literacy Coach, Literacy and Language Interventionist, part-time Reading Teacher, part time Math Co-Teacher, special education specialists, and Instructional Assistants provide support to students and staff. In addition to the core curriculum McKinley is unique in that it provides supplemental enrichment in STEM, 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	67
Grade 2	70
Grade 3	92
Grade 4	62
Grade 5	89
Total Enrollment	475

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.5
American Indian or Alaska Native	0.2
Asian	8.6
Filipino	1.7
Hispanic or Latino	32.8
Native Hawaiian or Pacific Islander	0.2
White	41.9
Two or More Races	4.8
Socioeconomically Disadvantaged	33.7
English Learners	15.6
Students with Disabilities	10.9
Foster Youth	0.6
Homeless	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 for MCKINLEY	17-18	18-19	19-20
With Full Credential			
Without Full Credential			
Teaching Outside Subject Area of Competence			

Teacher Credentials for Santa Monica-Malibu	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at MCKINLEY ELEMENTARY SCHOOL

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

* 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 2019-20)

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: 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 spaces used for teaching and learning. The playground areas are ample, with a yard for preschool, TK, and K, and another yard for the 1st-5th grade students. The beautiful outside garden, courtyard, and grass areas are used for small group activities, special projects and events. The auditorium has a full AVT system for events and performances, and the large cafeteria offers space for meals and events. McKinley also has a library and break out spaces for music and other enrichment, learning, and events.

McKinley Elementary School has a full-time day custodian and two full-time night custodians. The custodians clean and maintain the school as needed; cleaning schedules are periodically reviewed to assure cleanliness. McKinley also receives the service of a gardener; 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 parent volunteers, school-beautification projects occur annually.

In the 18-19 and 19-20 school years extensive updates and renovations occurred at McKinley including but not limited to new flooring, paint, windows, fire alarm, and HVAC in all buildings.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/19/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	200:00:00 203: 4. RUBBER MOLDING IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 206: 4. RUBBER MOLDING IS MISSING. 208: 4. WALL PAPER IS TORN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW LOCKS ARE BROKEN (HALLWAY), 71E: 4. WATER DWMAGE TO SINK COUNTERTOP.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		73: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 85/ LOUNGE: 4. DRAWER IS BROKEN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. B1: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 9. DRINKING FOUNTAIN HAS A DRIP. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/23/2018). B10: 4. CEILING TILE HAS A HOLE. THREE INTERIOR BACK PACK HOOKS ARE BROKEN. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. B11: 4. CEILING TILES ARE MISSING. 10. PLUG IN AIR FRESHENER. B2: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. RUBBER MOLDING IS MISSING IN RR. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/23/2018). B3: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/23/2018). B4: 4. CEILING TILES HAVE WATER STAINS. 14. EIGHT EXTERIOR BACK PACK HOOKS ARE BROKEN. 15. DOOR HANDLE IS LOOSE. B5: 4. CEILING TILE HAS A WATER STAIN. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN HAS A DRIP. 15. WINDOW SCREENS ARE TORN. B6: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN AIR FRESHENER. B7: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 11. PAINT IS PEELING ON INTERIOR WALL. B8: 4. CEILING TILES HAVE WATER STAINS. B9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. WALL PAPER IS TORN. THREE BACK PACK HOOKS ARE BROKEN. GIRLS REST ROOM: 4. HOLE IN CEILING. 7. ONE HAND DRYER HAS NO POWER. 9. TWO FAUCETS ARE LOOSE AT THE BASE.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	107: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. PAINT IS PEELING ON THE INTERIOR WALL. 95: 5. FRIDGE IS LEAKING ONTO FLOOR CREATING A SLIP HAZARD.
Electrical: Electrical	Fair	103: 7. OUTLET COVER IS MISSING. 203A: 7. ONE LIGHT PANEL IS OUT (STAIRWELL/FOYER). 89: 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/23/2018). 91/ LIBRARY: 7. ELECTRICAL COVER IS MISSING.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		94: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANEL. 11. PAINT IS PEELING ON INTERIOR WALL. ADMIN: 7. TWO OUTLETS HAVE NO POWER. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. CRACKS IN WALL. B5: 4. CEILING TILE HAS A WATER STAIN. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN HAS A DRIP. 15. WINDOW SCREENS ARE TORN. GIRLS REST ROOM: 4. HOLE IN CEILING. 7. ONE HAND DRYER HAS NO POWER. 9. TWO FAUCETS ARE LOOSE AT THE BASE. MENS REST ROOM: 7. TWO LIGHT PANELS ARE OUT (HALLWAY). ELECTRICAL COVER IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	100: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 102: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 106: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 107: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. PAINT IS PEELING ON THE INTERIOR WALL. 109: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 203: 4. RUBBER MOLDING IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 209: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 210: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. PLUG IN AIR FRESHENER. 83/ NURSE: 9. SINK CAP IS MISSING. 12. LARGE CRACK IN WALL OF RR. B1: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 9. DRINKING FOUNTAIN HAS A DRIP. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/23/2018). B10: 4. CEILING TILE HAS A HOLE. THREE INTERIOR BACK PACK HOOKS ARE BROKEN. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. B5: 4. CEILING TILE HAS A WATER STAIN. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN HAS A DRIP. 15. WINDOW SCREENS ARE TORN. GIRLS REST ROOM: 4. HOLE IN CEILING. 7. ONE HAND DRYER HAS NO POWER. 9. TWO FAUCETS ARE LOOSE AT THE BASE.
Safety: Fire Safety, Hazardous Materials	Fair	100: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		107: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 11. PAINT IS PEELING ON THE INTERIOR WALL. 108: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 109: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 109A: 11. THERMOSTAT COVER IS MISSING EXPOSING MERCURY SWITCH. 110: 11. PAINT IS PEELING ON THE INTERIOR WALL. 202: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 203: 4. RUBBER MOLDING IS MISSING. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 206A: 208: 4. WALL PAPER IS TORN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW LOCKS ARE BROKEN (HALLWAY), 210: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. PLUG IN AIR FRESHENER. 89: 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/23/2018). 94: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANEL. 11. PAINT IS PEELING ON INTERIOR WALL. ADMIN: 7. TWO OUTLETS HAVE NO POWER. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. CRACKS IN WALL. B1: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 9. DRINKING FOUNTAIN HAS A DRIP. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/23/2018). B11: 4. CEILING TILES ARE MISSING. 10. PLUG IN AIR FRESHENER. B2: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. RUBBER MOLDING IS MISSING IN RR. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/23/2018). B3: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/23/2018). B6: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN AIR FRESHENER. B7: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 11. PAINT IS PEELING ON INTERIOR WALL. UNISEX REST ROOM: 11. PAINT IS PEELING ON THE INTERIOR WALL.
Structural: Structural Damage, Roofs	Good	83/ NURSE: 9. SINK CAP IS MISSING. 12. LARGE CRACK IN WALL OF RR.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		ADMIN: 7. TWO OUTLETS HAVE NO POWER. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 12. CRACKS IN WALL.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	208: 4. WALL PAPER IS TORN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. WINDOW LOCKS ARE BROKEN (HALLWAY), B4: 4. CEILING TILES HAVE WATER STAINS. 14. EIGHT EXTERIOR BACK PACK HOOKS ARE BROKEN. 15. DOOR HANDLE IS LOOSE. B5: 4. CEILING TILE HAS A WATER STAIN. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN HAS A DRIP. 15. WINDOW SCREENS ARE TORN.
Overall Rating	**Good**	

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	68	74	75	74	50	50
Math	59	62	61	61	38	39

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.7	31.0	36.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	237	228	96.20	73.68
Male	131	128	97.71	71.09
Female	106	100	94.34	77.00
Black or African American	29	29	100.00	68.97
Asian	26	22	84.62	77.27
Filipino	--	--	--	--
Hispanic or Latino	79	78	98.73	64.10
White	91	89	97.80	82.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	97	97.00	62.89
English Learners	50	44	88.00	59.09
Students with Disabilities	22	22	100.00	40.91
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	237	233	98.31	62.23
Male	131	131	100.00	63.36
Female	106	102	96.23	60.78
Black or African American	29	29	100.00	51.72
Asian	26	24	92.31	66.67
Filipino	--	--	--	--
Hispanic or Latino	79	79	100.00	44.30
White	91	90	98.90	81.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	99	99.00	40.40
English Learners	50	49	98.00	36.73
Students with Disabilities	22	22	100.00	40.91
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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 (SSC). 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. This year's CSSP was approved by School Site Site Governance Council in October 2019. 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/or after-school academic intervention programs for students needing assistance with reading and mathematics.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	1.8	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.4	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	.4

*   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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		22		4		20	1	4	
1	22		4		24		3		22		3	
2	23		2		22		4		23		3	
3	22		4		20	2	1		23		4	
4	25		3		26		3		20	2	1	
5	23	1	4		28		3		23	1	3	
Other**	5	1			7	2						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 2019-20 school year is predominantly Academic Discourse in Math, effective instructional strategies to close the achievement gap, and social emotional learning. 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,859	$51,374
Mid-Range Teacher Salary	$74,444	$80,151
Highest Teacher Salary	$100,278	$100,143
Average Principal Salary (ES)	$124,840	$126,896
Average Principal Salary (MS)	$138,074	$133,668
Average Principal Salary (HS)	$150,077	$143,746
Superintendent Salary	$240,000	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6965	549	6416	76287
District	N/A	N/A	$8,432	$82,621.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-27.2	-8.0
School Site/ State	-15.7	-7.3

Note: Cells with N/A values 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 literacy support delivered by a reading teacher, additional math support from a math co-teacher, additional instructional aide support, supplemental enrichment STEM instruction for all students, support via supplemental instructional materials, professional development costs for staff, and parent support so they can be partners in their children's learning.

The Santa Monica Education Foundation Stretch Grant funds supplemental enrichment in TK-2 music and TK-5 theater, as well as additional instructional aide support.

School Formula funds additional campus supervision monitors.

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.