MCKINLEY ELEMENTARY SCHOOL
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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. |
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 School Contact Information

School Name	MCKINLEY ELEMENTARY SCHOOL
Street	2401 Santa Monica Boulevard
City, State, Zip	Santa Monica, CA 90404
Phone Number	(310) 828-5011
Principal	Ashley Benjamin, Ed.D.
Email Address	abenjamin@smmusd.org
School Website	https://www.smmusd.org/mckinley
County-District-School (CDS) Code	19-64980-6022594

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2021-22 School Overview

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 Elementary School is a Title I school with approximately 400 students in grades TK-5. 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 is a school where diversity is valued, we develop the Whole Child, collaboration and teamwork are the norm, and student learning is the top priority. Our core goal is extraordinary achievement for all students while simultaneously closing the achievement gap. Our PRIDE philosophy guides all aspects of life at McKinley and McKinley students, staff, and parents work together as a community in service of this core belief. We are: Peaceful, Respectful, Intelligent, Diverse, and Enthusiastic.

McKinley teachers teach the California State Standards and utilize research-based instructional strategies and methodologies to meet all students' needs. Some strategies include Cognitively Guided Instruction, Thinking Maps, Inquiry/Project Based Learning, and Blended Learning. Staff participate in continuous professional development in order to provide students with an innovative and rigorous learning experience. McKinley teachers are also committed to analyzing data to differentiate their instruction for each child. We utilize a Response to Intervention (RTI) system to ensure all students receive the support and interventions they need to be successful.

2021-22 School Overview

Our school site focus is Academic Discourse. We use a variety of protocols to provide students with opportunities to talk to the teacher and each other in pairs and groups to communicate their reasoning and deepen their understanding. You will see students using sentence frames and Thinking Maps to guide their thinking and apply academic vocabulary.

McKinley is unique in that we supplement the core curriculum with additional enrichment in science, visual arts, theater, music, physical education, library, and gardening for all students. It is McKinley's goal to engage students in learning, foster students' talents and interests, and to promote critical thinking and creativity.

Here at McKinley we also focus 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. Our Positive Behavior Intervention and Support Model (PBIS) incorporates Responsive Classroom techniques, Morning/Community Meetings, and Restorative Justice. McKinley behavior is guided by our PRIDE Philosophy, Character Counts Pillars of Character, Five for Success school rules, and Olweus Anti-Bullying rules and program.

McKinley believes that parent engagement positively impacts the success of the students and the school. Therefore, the school has a variety of family events that connect students to school, bring families and staff together, and create a fun and positive environment for all. McKinley also has numerous school-home communication methods, and offers a variety of volunteer, committee, and leadership opportunities for family members. McKinley parents are proud to model PRIDE for our students, and promote a positive school culture and climate for our children.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	71
Grade 2	70
Grade 3	61
Grade 4	64
Grade 5	83
Total Enrollment	417

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	0.2
Asian	9.8
Black or African American	8.4
Filipino	0.7
Hispanic or Latino	33.3
Two or More Races	4.8
White	42.4
English Learners	12.5
Socioeconomically Disadvantaged	29
Students with Disabilities	14.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.6	94.4	435.1	86.5	228366.1	83.1
Intern Credential Holders Properly Assigned	0.5	2.0	1.6	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	2.0	33.6	6.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	8.8	1.8	12115.8	4.4
Unknown	0.4	1.6	23.7	4.7	18854.3	6.9
Total Teaching Positions	25.1	100.0	503.1	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.5

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Reading, adopted 6/2017	Yes	0%
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015	Yes	0%
Science			
History-Social Science			
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

McKinley Elementary School has dedicated classroom spaces used for teaching and learning. The playground areas are ample, with a yard for preschool- 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.

Year and month of the most recent FIT report	10/12/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	71:00:00 100:00:00 : 102 CLASSROOM:

School Facility Conditions and Planned Improvements

103: CEILING TILE HAS HOLE, CEILING TILE IS LOOSE, LIGHT IS OUT

104: CEILING LOOSE, ACCESS TO ELECTRICAL PANEL IS BLOCKED, LIGHT DIFFUSER IS LOSE

105: PAINT IS PEELING

106: CEILING TILE HAS HOLE, PAINT IS PEELING

107: CEILING TILE MISSING, LIGHTS MISSING

201: CEILING TILE IS LOOSE AND STAINED

202: CABINET IS DAMAGED. PAINT IS PEELING

203: CEILING TILE IS LOOSE, LIGHT IS OUT, LIGHT DIFFUSER BROKEN, PAINT PEELING

205: CEILING TILE HAS STAINS, LIGHS OUT, PAINT PEELING

206: CEILING TILE IS BROKEN, LIGHTS ARE OUT, LIGHT DIFFISUER IS LOOSEE, PAINT IS PEELING

70: CEILING TILE HAS STAIN AND IS LOOSE

71C:

71D: CELING TILE IS LOOSE, UNSECURE ITEMS STORED TO HIGH

71E: CEILING TILES HAVE STAINS

83 NURSE: CEILING TILE HAS HOLE, LIGHT IS OUT

83B: CEILING TILE HAS STAIN

84 TECHER ROOM ADMIN: CEILING HAS HOLE, LIGHT IS OUT

96 AUDITORIUM: CEILING TILE HAS HOLE, PAINT IS PEELING

96A: PAINT IS PEELING

97 CAFETERIA: WALL PANEL IS MISSING, ELECTRICAL BOX COVER IS MISSING, PAINT IS PEELING

98: CEILING TILE HAS HOLE

98D: CEILING TILE IS MISSING, HOLE IN SEALING NOT SEALED

98G: CEILING TILE IS MISSING

B1: CEILING TILE IS BROKEN, PAINT IS PEELING ON WALKWAY

B10: CEILING TILE IS LOOSE, WALL HAS HOLE, PAINT IS PEELING

B11: CEILING TILE HAS HOLE AND IS LOOSE, WALL HAS HOLE, PAINT PEELING

B2: CEILING TILE IS LOOSE, CEILING TILE IS STAINED, CEILING TILE IS BROKEN, ENTRANCE FLOOR IS DAMAGED, PAINT IS PEELING

B4: CEILING TILE IS STAINED AND BROKEN, FAUCET IS LOOSE, PAINT IS PEELING

B5: CEILING TILE IS STAINED, CABINET NEEDS REPAIR

School Facility Conditions and Planned Improvements

			B7: CEILING TILE IS DAMAGED AND LOOSE, TERMITE DROPPINGS PRESENT B8: CABINET IS DAMAGED, CEILING TILE IS LOOSE HC ENTRANCE: FLOOR IS DAMAGED AT ENTRANCE LIBRARY: CEILING TILE IS LOOSE AND SOME ARE MISSING, LIGHT DIFFUSER IS MISSING, LIGHS ARE OUT, PAINT IS PEELING MENS RESTROOM: CEILING TILE HAS HOLE, PAINT IS PEELING RESTROOM: TILE IS CRACKED, PAINT IS PEELING TEACHERS LOUNGE: CEILING TILE IS LOOSE, FLOOR IS DAMAGED, LIGHT IS OUT, PAINT PEELING WOMENS RESTROOM: CEILING TILE IS STAINED
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		204: UNSECURE ITEMS ARE STORED TO HIGH 207: TERMITE DAMAGE IS PRESENT, LIGHTS ARE OUT 71D: CELING TILE IS LOOSE, UNSECURE ITEMS STORED TO HIGH 83C RESTROOM: RESTROOM FLOOR IS EXCESSIVELY DIRTY B7: CEILING TILE IS DAMAGED AND LOOSE, TERMITE DROPPINGS PRESENT CONFERENCE ROOM: UNSECURE ITEMS ARE STORED TO HIGH, PAINT IS PEELING
Electrical		X	102 CLASSROOM: 103: CEILING TILE HAS HOLE, CEILING TILE IS LOOSE, LIGHT IS OUT 104: CEILING LOOSE, ACCESS TO ELECTRICAL PANEL IS BLOCKED, LIGHT DIFFUSER IS LOSE 107: CEILING TILE MISSING, LIGHTS MISSING 109A: LIGHTS ARE OUT 110: LIGHTS ARE OUT 205: CEILING TILE HAS STAINS, LIGHS OUT, PAINT PEELING 206: CEILING TILE IS BROKEN, LIGHTS ARE OUT, LIGHT DIFFISUER IS LOOSEE, PAINT IS PEELING 207: TERMITE DAMAGE IS PRESENT, LIGHTS ARE OUT 210: LIGHTS ARE OUT 211: LIGHTS ARE OUT 72 CUSTODIAN: 83 NURSE: CEILING TILE HAS HOLE, LIGHT IS OUT

School Facility Conditions and Planned Improvements

			84 TECHER ROOM ADMIN: CEILING HAS HOLE, LIGHT IS OUT 97 CAFETERIA: WALL PANEL IS MISSING, ELECTRICAL BOX COVER IS MISSING, PAINT IS PEELING B11: CEILING TILE HAS HOLE AND IS LOOSE, WALL HAS HOLE, PAINT PEELING BOYS RESTROOM: LIGHT IS OUT LIBRARY: CEILING TILE IS LOOSE AND SOME ARE MISSING, LIGHT DIFFUSER IS MISSING, LIGHS ARE OUT, PAINT IS PEELING TEACHERS LOUNGE: CEILING TILE IS LOOSE, FLOOR IS DAMAGED, LIGHT IS OUT, PAINT PEELING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		B4: CEILING TILE IS STAINED AND BROKEN, FAUCET IS LOOSE, PAINT IS PEELING PLAYGROUND: FAUCET LACKS WATER PRESSURE
Safety: Fire Safety, Hazardous Materials		X	102 CLASSROOM: 105: PAINT IS PEELING 106: CEILING TILE HAS HOLE, PAINT IS PEELING 200A: PAINT IS PEELING 202: CABINET IS DAMAGED. PAINT IS PEELING 205: CEILING TILE HAS STAINS, LIGHS OUT, PAINT PEELING 206: CEILING TILE IS BROKEN, LIGHTS ARE OUT, LIGHT DIFFISUER IS LOOSEE, PAINT IS PEELING 96 AUDITORIUM: CEILING TILE HAS HOLE, PAINT IS PEELING 96A: PAINT IS PEELING 97 CAFETERIA: WALL PANEL IS MISSING, ELECTRICAL BOX COVER IS MISSING, PAINT IS PEELING 98D: CEILING TILE IS MISSING, HOLE IN SEALING NOT SEALED B1: CEILING TILE IS BROKEN, PAINT IS PEELING ON WALKWAY B10: CEILING TILE IS LOOSE, WALL HAS HOLE, PAINT IS PEELING B2: CEILING TILE IS LOOSE, CEILING TILE IS STAINED, CEILING TILE IS BROKEN, ENTRANCE FLOOR IS DAMAGED, PAINT IS PEELING B4: CEILING TILE IS STAINED AND BROKEN, FAUCET IS LOOSE, PAINT IS PEELING

School Facility Conditions and Planned Improvements

				CONFERENCE ROOM: UNSECURE ITEMS ARE STORED TO HIGH, PAINT IS PEELING MENS RESTROOM: CEILING TILE HAS HOLE, PAINT IS PEELING RESTROOM: PAINT PEELING RESTROOM: TILE IS CRACKED, PAINT IS PEELING STORAGE: PAINT PEELING TEACHERS LOUNGE: CEILING TILE IS LOOSE, FLOOR IS DAMAGED, LIGHT IS OUT, PAINT PEELING
Structural: Structural Damage, Roofs	X			WALKWAYS: GUTTER RUSTED
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	201	1	0.5	99.5	--
Female	97	1	1.03	98.97	--
Male	104	0	0	100	--
American Indian or Alaska Native	--	--	--	--	--
Asian	16	0	0	100	--
Black or African American	21	0	0	100	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	0	0	100	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	77	1	1.3	98.7	--
English Learners	26	0	0	100	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	0	0	100	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	1	4.17	95.83	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	201	1	0.50	99.50	--
Female	97	1	1.03	98.97	--
Male	104	0	0.00	100.00	--
American Indian or Alaska Native	--	--	--	--	--
Asian	16	0	0.00	100.00	--
Black or African American	21	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	75	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	77	1	1.30	98.70	--
English Learners	26	0	0.00	100.00	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	1	4.17	95.83	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge Student Groups	FastBridge Total Enrollment	FastBridge Number Tested	FastBridge Percent Tested	FastBridge Percent Not Tested	FastBridge Percent At or Above Grade Level
All Students	207	192	93%	7%	73%
Female	99	92	93%	7%	78%
Male	107	99	93%	7%	68%
American Indian or Alaska Native	1		0%	100%	0%
Asian	17	15	88%	12%	59%

Black or African American	21	18	86%	14%	52%
Filipino	<11	<11	100%	0%	100%
Hispanic or Latino	77	74	96%	4%	66%
Two or More Races	11	11	100%	0%	100%
White	79	73	92%	8%	85%
English Learners	26	24	92%	8%	42%
Socioeconomically Disadvantaged	104	96	92%	8%	65%
Students with Disabilities	24	20	83%	17%	25%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge Student Groups	FastBridge Total Enrollment	FastBridge Number Tested	FastBridge Percent Tested	FastBridge Percent Not Tested	FastBridge Percent At or Above Grade Level
All Students	207	191	92%	8%	65%
Female	99	91	92%	8%	67%
Male	107	99	7%	63%	67
American Indian or Alaska Native	<11		0%	100%	0%
Asian	17	15	88%	12%	59%
Black or African American	21	18	86%	14%	48%
Filipino	<11	<11	100%	0%	100%
Hispanic or Latino	77	73	95%	5%	49%
Two or More Races	17%	21%	<11	<11	79%
White	100%	0%	73	79	100%
English Learners	26	23	88%	12%	27%
Socioeconomically Disadvantaged			101	104	
Students Receiving Migrant Education Services	93%				
Students with Disabilities	51%	3%	19	24	97%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	54.70	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	NT	NT	NT	NT
Female	41	NT	NT	NT	NT
Male	41	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	27	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 weekly Mini-Messenger, social media, meetings, 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
and
McKinleyPTA.com

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	430	420	20	4.8
Female	201	198	13	6.6
Male	229	222	7	3.2
American Indian or Alaska Native	1	1	0	0.0
Asian	49	45	3	6.7
Black or African American	36	35	4	11.4
Filipino	3	3	0	0.0
Hispanic or Latino	142	140	10	7.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	17	17	1	5.9
White	181	178	2	1.1
English Learners	64	62	3	4.8
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	133	133	11	8.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	62	2	3.2

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.81	0.00	1.98	0.20	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.43	1.55	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

McKinley staff and the School Site Governance Council revises and reviews the Comprehensive Safety School Plan (CSSP) annually, and the CSSP is approved by the School Site Site Governance Council each fall. 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. School safety policies and protocols are detailed on the school website and in the school handbook.

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 teaches students behavioral skills so students can be positive members of the school community, larger community, and the world. Our Positive Behavior Intervention and Support Model (PBIS) incorporates Responsive Classroom techniques, Morning/Community Meetings, and Restorative Justice. McKinley behavior is guided by our PRIDE Philosophy, Character Counts Pillars of Character, Five for Success school rules, and Olweus Anti-Bullying rules and program.

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 enrichment classes for TK-5. Boys and Girls Club offers sports programs after school. McKinley also provides in-school and/or after-school academic intervention programs for students needing assistance with reading and mathematics.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	4	
1	22		3	
2	23		3	
3	23		4	
4	20	2	1	
5	23	1	3	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	24		3	
2	20	1	2	
3	22		3	
4	30		3	
5	21	1	2	
6				
Other	9	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4		
1	17	2	2	
2	23		3	
3	19	3		
4	20	2	1	
5	27		3	
6				
Other	4	1		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6965	549	6416	76287
District	N/A	N/A	$8,432	$86,443
Percent Difference - School Site and District	N/A	N/A	-27.2	-12.5
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-27.3	-6.0

2020-21 Types of Services Funded

Services provided through Title I include funding of a part-time Intervention teacher to provide Tier III literacy and math intervention, and supplemental enrichment instruction for all students in areas such as theater and STEM, 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 also funds some supplemental enrichment, as well as additional instructional aide support.

School Formula funds additional campus supervision monitors.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,980	$51,029
Mid-Range Teacher Salary	$76,119	$78,583
Highest Teacher Salary	$102,483	$99,506
Average Principal Salary (Elementary)	$124,753	$124,576
Average Principal Salary (Middle)	$130,846	$131,395
Average Principal Salary (High)	$153,122	$144,697
Superintendent Salary	$240,000	$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

All teachers and staff in SMMUSD participate in ongoing professional development through banked time. 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 2021-22 school year is predominantly Academic Discourse, 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 and communicating reasoning in math), determined the focus of Academic Discourse, and determined supports for staff in that focus area. In addition to the weekly banked time, teachers are supported in this area via sub out days for data meetings, trainings, and learning walks.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	

Santa Monica-Malibu Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	139	2.66	97.34	65.22
Female	2569	62	2.41	97.59	77.42
Male	2660	77	2.89	97.11	55.26
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	25	1.58	98.42	52.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	45.45
White	2515	92	3.66	96.34	74.73
English Learners	403	13	3.23	96.77	23.08
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	29	2.20	97.80	46.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	22.86

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	134	2.56	97.44	44.03
Female	2569	61	2.37	97.63	49.18
Male	2660	73	2.74	97.26	39.73
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	26	1.64	98.36	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	27.27
White	2515	86	3.42		55.81
English Learners	403	13	3.23	96.77	15.38
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	27	2.05	97.95	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	8.57

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4812	87%	13%	65%
Female	2685	2384	89%	11%	68%
Male	2810	2421	86%	14%	63%

American Indian or Alaska Native	9	5	56%	44%	44%
Asian	313	281	90%	10%	75%
Black or African American	350	283	81%	19%	43%
Filipino	29	26	90%	10%	72%
Hispanic or Latino	1672	1482	89%	11%	51%
Native Hawaiian or Pacific Islander	<11	<11	86%	14%	43%
Two or More Races	438	390	89%	11%	78%
White	2664	2318	87%	13%	74%
English Learners	364	311	85%	15%	26%
Foster Youth	<11	<11	83%	17%	83%
Homeless	<11		0%	100%	0%
Socioeconomically Disadvantaged	2001	1711	86%	14%	48%
Students with Disabilities	793	618	78%	22%	32%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4529	82%	18%	51%
Female	2685	2232	83%	17%	51%
Male	2810	2289	19%	52%	1449
American Indian or Alaska Native	<11	<11	67%	33%	33%
Asian	313	259	83%	17%	69%
Black or African American	350	278	79%	21%	36%
Filipino	29	29	100%	0%	59%
Hispanic or Latino	1672	1409	84%	16%	39%
Native Hawaiian or Pacific Islander			<11	<11	
Two or More Races	25%	31%	364	438	69%
White	61%	17%	2160	2664	83%
English Learners	364	295	81%	19%	26%
Foster Youth	<11	<11	83%	17%	33%
Homeless	<11	<11	60%	40%	0%
Socioeconomically Disadvantaged	0%	29%	1718	2001	71%

Students Receiving Migrant Education Services	81%				
Students with Disabilities	36%	14%	548	793	86%

*At or above the grade-level standard in the context of the local assessment administered.