

# McKinley Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 School Contact Information

<b>School Name</b>	McKinley Elementary School
<b>Street</b>	2401 Santa Monica Boulevard
<b>City, State, Zip</b>	Santa Monica, CA 90404
<b>Phone Number</b>	(310) 828-5011
<b>Principal</b>	Daniela Wiener
<b>Email Address</b>	dwiener@smmusd.org
<b>School Website</b>	<a href="https://www.smmusd.org/mckinley">https://www.smmusd.org/mckinley</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	19-64980-6022594

## 2024-25 District Contact Information

<b>District Name</b>	Santa Monica-Malibu Unified School District
<b>Phone Number</b>	(310) 450-8338
<b>Superintendent</b>	Dr. Antonio Shelton, Superintendent
<b>Email Address</b>	p.miller@smmusd.org
<b>District Website</b>	<a href="http://www.smmusd.org">www.smmusd.org</a>

## 2024-25 School Description and Mission Statement

### 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 diverse community that values the contributions of all its members and strives to promote social justice. We support all students in their pursuit of academic achievement, strength of character, and personal growth, and support them in their exploration of the intellectual, artistic, technological, physical and social expression.

2024-25 School Description and Mission Statement

McKinley Elementary School Mission Statement:  
We are 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 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 375 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), a California Distinguished School Award (2010), and a California Pivotal Practice Award (2022) for innovate practices during Distance Learning.

We are 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, 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 Mutli-Tiered System of Support to ensure all students receive the support and interventions they need to be successful.

Our school site focus is Precise Academic Language. 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 academic language that requires effective use of general academic and domain-specific vocabulary, productive discourse connected to prompts, starters, frames and scaffolds appropriate to the domain of study meaning of academic terms and syntax solidified through conversation and applied in writing.

McKinley is unique in that we supplement the core curriculum with additional enrichment in science, maker space, 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. We are also an AVID elementary school, fostering students skills so they are prepared for college and career.

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, Restorative Justice, Morning/Community Meetings, Mindfulness, and explicit social skills instruction through the Second Step curriculum. 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. We have a robust mental health team, led by a full-time school counselor, 1 part time mental health counselor and 4 counseling interns.

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

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	62
Grade 1	53
Grade 2	63
Grade 3	57
Grade 4	81
Grade 5	77
Total Enrollment	393

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	44
Male	56
American Indian or Alaska Native	0.3
Asian	12.7
Black or African American	8.9
Filipino	1
Hispanic or Latino	34.9
Two or More Races	7.1
White	35.1
English Learners	13.7
Foster Youth	0.3
Homeless	0.5
Socioeconomically Disadvantaged	39.2
Students with Disabilities	18.6

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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.60	94.38	435.10	86.49	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.50	1.99	1.60	0.33	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	1.99	33.60	6.70	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.80	1.76	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.40	1.59	23.70	4.72	18854.30	6.86
<b>Total Teaching Positions</b>	25.10	100.00	503.10	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.00	85.00	413.90	85.71	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.34	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	5.00	16.10	3.35	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	13.90	2.89	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.00	10.00	37.10	7.70	15831.90	5.67
<b>Total Teaching Positions</b>	20.00	100.00	482.90	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.90	85.97	408.20	85.38	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.60	0.34	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	20.50	4.30	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	9.10	1.90	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	3.20	14.03	38.60	8.08	14303.80	5.15
<b>Total Teaching Positions</b>	23.10	100.00	478.10	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.50	1.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.50	1.00	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	5.2	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.40	0	0

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

## 2024-25 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
<b>Reading/Language Arts</b>	Benchmark Advance Reading, adopted 6/2017	Yes	0%
<b>Mathematics</b>	My Math, McGraw Hill, 2013, adopted 3/5/2015	Yes	0%
<b>Science</b>	Amplify Science, The Learning Design Group, adopted 2022	Yes	0%
<b>History-Social Science</b>	My World, Savvas, adopted 2022	Yes	0%

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

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 separate 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. We also have a STEAM lab where students receive science instruction and maker space/project based learning lessons on a weekly basis. 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. Currently, McKinley is undergoing a significant update to facilities with the addition of the McKinley Elementary School Administration & Early Education Building. This project kicked off in summer 2024 and entails the construction of a new two-story administration building and classrooms, spanning approximately 15,700 square feet. The project also includes a new campus pick-up and drop-off area, upgraded fencing, reconfigured accessible parking, and new entry gates and driveways. The project is scheduled for completion in early spring 2026.

Year and month of the most recent FIT report	September, 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials			X	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	65	59	72	72	46	47
Mathematics (grades 3-8 and 11)	59	59	57	59	34	35

## 2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	218	215	98.62	1.38	59.07
<b>Female</b>	101	99	98.02	1.98	62.63
<b>Male</b>	117	116	99.15	0.85	56.03
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	25	25	100.00	0.00	84.00
<b>Black or African American</b>	19	19	100.00	0.00	47.37
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	76	74	97.37	2.63	48.65
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	58.33
<b>White</b>	85	84	98.82	1.18	63.10
<b>English Learners</b>	19	18	94.74	5.26	22.22
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	91	90	98.90	1.10	44.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	47	100.00	0.00	21.28

## 2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	218	216	99.08	0.92	59.26
<b>Female</b>	101	99	98.02	1.98	60.61
<b>Male</b>	117	117	100.00	0.00	58.12
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	25	25	100.00	0.00	88.00
<b>Black or African American</b>	19	19	100.00	0.00	36.84
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	76	74	97.37	2.63	47.30
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	66.67
<b>White</b>	85	85	100.00	0.00	64.71
<b>English Learners</b>	19	19	100.00	0.00	31.58
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	91	90	98.90	1.10	46.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	47	100.00	0.00	19.15

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	60.00	50.70	57.29	57.44	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	75	96.15	3.85	50.67
Female	35	32	91.43	8.57	46.88
Male	43	43	100.00	0.00	53.49
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	27	96.43	3.57	18.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	28	93.33	6.67	75.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	28	90.32	9.68	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	21.43

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	97%	97%	97%	97%

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.

2024-25 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 Family Association (AAFA), Special Ed Resource Group (SERG), Sustainability and Beautification Committee (SBC), and the School Site Governance Council (SSC). The principal holds regular Coffee with the Principal and the school counselor provides parent education workshops with the Bilingual Community Liaison who supports parent engagement and communication of information. The school has regular school-home communication methods such as the weekly principal's newsletter The Lion's Roar, social media, meetings, and eblasts and phone blasts. There are also approximately 50 family events each school year, with a large community event each month, so there are a variety of opportunities for families to connect with school and be involved.

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	415	410	48	11.7
Female	188	184	29	15.8
Male	227	226	19	8.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	53	53	3	5.7
Black or African American	41	39	4	10.3
Filipino	--	--	--	--
Hispanic or Latino	145	143	24	16.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	28	2	7.1
White	143	142	15	10.6
English Learners	61	61	8	13.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	175	171	33	19.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	83	83	14	16.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.52	0.23	0.00	2.34	2.12	1.85	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.07	0.08	0.07

## 2023-24 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
Non-Binary		
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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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 and playground play supervision. McKinley also provides in-school and/or after-school academic intervention programs for students needing assistance with reading and mathematics.

The Comprehensive School Safety Plan (CSSP), was revised and reviewed with staff on October 9, 2024 and with the School

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.

2021-22 Elementary Average Class Size and Class Size Distribution				
This table displays the 2021-22 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	19	4		
1	17	3		
2	20	3		
3	22		3	
4	28		2	
5	19	3		
Other	9	1		

2022-23 Elementary Average Class Size and Class Size Distribution				
This table displays the 2022-23 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	19	4		
1	20	3		
2	17	3		
3	23		3	
4	12	9	3	
5	11	9	2	
Other	13	6	2	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	14	4		
1	17	3		
2	20	3		
3	25		2	
4	26		3	
5	23		3	
Other	10	3		

## 2023-24 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	0

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	4.4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	\$8,917	\$780	\$8,137	\$90,650
District	N/A	N/A	\$7,242	\$95,359
Percent Difference - School Site and District	N/A	N/A	11.6	-5.1
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-27.9	-4.4

## Fiscal Year 2023-24 Types of Services Funded

The Santa Monica Education Foundation (SMEF) Stretch Grant in combination with Formula funds, fund some supplemental enrichment such as STEM instruction for all student and music instruction TK-2, as well as Theater instruction TK-5. SMEF also funds instructional assistant support, and visual arts instruction (15 sessions) for TK-5 students. Grant and local measure funding provides dance instruction for 4th and 5th graders. The district also funds music instruction for 3rd-5th graders. School Formula funds additional campus monitors to provide student supervision and promote a safe and positive school climate. Proposition 28 funds maker space education for students TK-5. Title 1 funds a full time school counselor who holds a pupil services credential and is a licensed social worker.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,079	\$58,855
Mid-Range Teacher Salary	\$83,731	\$92,519
Highest Teacher Salary	\$112,731	\$114,665
Average Principal Salary (Elementary)	\$145,586	\$142,791
Average Principal Salary (Middle)	\$151,118	\$151,078
Average Principal Salary (High)	\$159,108	\$167,094
Superintendent Salary	\$246,996	\$281,086
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	5%

## 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 are determined by a review of summative and formative data and the collection of input from teachers and administrators. Among the primary focus areas for professional development in

Professional Development

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
- Transformative Approaches: Project Based Learning, Restorative Justice and Social Emotional Learning

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 teacher leaders such as the Math Teacher Leader and Site Leadership Team. Additionally, professional development occurs through workshop series during banked time and/or lab site days at school.

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 2024-25 school year is project based learning, culturally responsive pedagogy and vocabulary instruction. We have also continued to situate this work within math instruction. The Site Leadership Team (SLT), composed of teachers and administrators, analyzed a variety of data to identify student needs (vocabulary and language use across content areas), determined the focus of Precise Academic Language, 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. The Site Leadership Team participates in 3 sub-out days during the year to meet to review data and participate in Learning Walks. It also meets once per month for 1.5 hours to plan for PLC work done by all staff.

This school year all teachers TK-5 participated 1 full day (prior to the beginning of school) and 3 sub-out half days to join lab sites culturally responsive pedagogy with Arlene Casimir, 3 sub-out half days to join lab site days on number sense routines with UCLA Math Project, 6 banked time sessions with the Coordinator of Innovation and Learning on Project Based Learning, and 2 sub-out half days to join to engage in English Language Development training with instructional coach, Rachel Mauck. TK/K/1, 2/3, and 4/5 Professional Learning Communities also participate in four Date Team Meetings, to review and analyze student assessment data to guide instruction. Additionally the 4th and 5th grade teachers are subbed out 2 times a year for an AVID team meeting with the AVID teachers from the middle and high school in order to collaborate to meet the needs of our students and to develop the AVID program at McKinley.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	8	7