

MCKINLEY ELEMENTARY SCHOOL

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

Ashley Benjamin, Ed.D., Principal
abenjamin@smmusd.org
www.mckinley.smmusd.org



2016-17 School Accountability Report Card Published During the 2017-18 School Year

Santa Monica-Malibu Unified School District

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

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Craig Foster
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**Asst. Superintendent, Educational
Services**
Dr. Mark Kelly
**Asst. Superintendent, Human
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Melody Canady
**Associate Superintendent, Business
& Fiscal Services/CFO**

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 beautiful mission-style public school in Santa Monica serving approximately 488 students in grades TK through 5, and 11 students in the special education preschool program. There are 3 life skills special education classrooms in addition to 20 general education classrooms. McKinley has been recognized by the California Department of Education for their achievement and commitment to excellence as a three-time recipient of the California Title I Academic Achievement Award (2006, 2007, 2011) and a California Distinguished School Award (2010).

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

McKinley teachers teach the California State Standards and utilize research-based instructional strategies and methodologies to meet all students' needs. Some strategies that the staff are extensively trained in and implement include Cognitively Guided Instruction, Thinking Maps, Blended Learning, and Responsive Classroom techniques. Staff participate in continuous professional development and growth in order to provide students with an innovative and rigorous learning experience. McKinley teachers are committed to analyzing data and differentiating their instruction so it is tailored to each individual child. The Literacy Coach, Literacy and Language Interventionist, 2 part-time Reading Teachers, and Instructional Assistants provide support to students and staff. In addition to the core curriculum McKinley is unique in that it provides supplementary science, visual arts, music, physical education, gardening, library, and performing arts theater to all students. It is McKinley’s goal to foster students’ talents and interests, engage students in learning, and to promote critical thinking and creativity.

McKinley also focuses on students' social-emotional development. Teachers teach behavioral skills with the goal of preparing the next generation of lifelong learners to be positive members of the community and the world. This is done through instruction, events, and activities related to the McKinley PRIDE Philosophy, Character Counts Pillars of Character, Five for Success school rules, and Olweus Anti-Bullying program.

About the SARC

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

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

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 121 |
| Grade 1 | 90 |
| Grade 2 | 58 |
| Grade 3 | 82 |
| Grade 4 | 88 |
| Grade 5 | 98 |
| Total Enrollment | 537 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 8.6 |
| American Indian or Alaska Native | 0 |
| Asian | 8.2 |
| Filipino | 0.7 |
| Hispanic or Latino | 36.5 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 40.4 |
| Two or More Races | 5.6 |
| Socioeconomically Disadvantaged | 37.1 |
| English Learners | 18.4 |
| Students with Disabilities | 11.5 |
| Foster Youth | 0.4 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials | | | |
|---|-------|-------|-------|
| MCKINLEY ELEMENTARY SCHOOL | 15-16 | 16-17 | 17-18 |
| With Full Credential | 32 | 30 | |
| Without Full Credential | 0 | 2 | |
| Teaching Outside Subject Area of Competence | 0 | 0 | |
| Santa Monica-Malibu Unified School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| MCKINLEY ELEMENTARY | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 1 | |
| Total Teacher Misassignments | 0 | 1 | |
| Vacant Teacher Positions | 0 | 0 | |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/2/2017

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|---|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | 202:00:00 109: carpey dirty, rats/mice, excessive artwork, HVAC closet/vent blocked |
| Interior: Interior Surfaces | | | X | 70:00:00 209:00:00 100: lights out, window broken carpet old 101: wall damage from tape 102: paint peeling, overhead storage, carpet old 103: wall damage from tape for art, overhead storage, carpet stained, floor tile old and cracked at door, 104 storage: electrical panel blocked, needs paint 105: carpet old, needs paint 106: light bulbs out, floor tile and carpet old 108: Wall damage from tape on wall, paint peeling @windows and walls, windows old 109: carpey dirty, rats/mice, excessive artwork, HVAC closet/vent blocked 109A: 110: carpet old and stained, excessive artwork, rats/mice, blinds old, wall damage 200A: unsecure shelves, paint peeling 203 workroom: 203: peeling paint, carpet old and stained, ceiling tiles unsecured shelves 204: lights out carpet old paint chipping, ceiling tile loose 205: carpet stained, paint needed 206: excessive wall coverings, stained carpet, base board paint chipped, paint needed 207 hallway stairs: wall damage, ceiling tiles loose, termites 207: carpet old and stained, paint and wall damage 208 209 hallway: peeling paint, wall damage light bulbs out 208: carpet stained, wall damage, laminate on sink counter missing 210: carpet old, wall damage, ceiling tile missing clutter 71 D: unsecure lockers 71 E Kitchen: counter delaminating 71: excessive hanging art 85 lounge: minor wall damage 94 custodial: peeling paint 96D: overhead storage, paint peeling 97A: Hole in wall @ clock area Auditorium: paint peeling B 6: excessive artwork, carpets old B10: B3 Special Ed: unsecure shelves, unmounted fire extinguisher B4 Crest: carpet old, |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/2/2017

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|---|
| | Good | Fair | Poor | |
| | | | | B5 Art: floor tile old B7 Special Ed: unsecure shelves, carpet stained B8: unsecure cabinets. B9: hallway to 2nd floor: peeling paint, wall damage, termite damage hallway: floor tile damage Library: carpet old, fire extinguisher not mounted |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | 109: carpey dirty, rats/mice, excessive artwork, HVAC closet/vent blocked 110: carpet old and stained, excessive artwork, rats/mice, blinds old, wall damage 207 hallway stairs: wall damage, ceiling tiles loose, termites 72: storage in front of electrical panels 89 Storage: hallway to 2nd floor: peeling paint, wall damage, termite damage |
| Electrical: Electrical | X | | | 208 209 hallway: peeling paint, wall damage light bulbs out |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | 209:00:00 103: wall damage from tape for art, overhead storage, carpet stained, floor tile old and cracked at door, 201 resource room: 208A: excessive clutter in front of heater B 6: excessive artwork, carpets old B112: extinguisher expired B3 Special Ed: unsecure shelves, unmounted fire extinguisher Library: carpet old, fire extinguisher not mounted |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | 100: lights out, window broken carpet old 108: Wall damage from tape on wall, paint peeling @windows and walls, windows old Kitchen: |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 61 | 57 | 71 | 74 | 48 | 48 |
| Math | 54 | 53 | 60 | 61 | 36 | 37 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 62 | 52 | 78 | 77 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 11.6 | 25.3 | 47.4 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 264 | 258 | 97.73 | 57.36 |
| Male | 133 | 130 | 97.74 | 56.15 |
| Female | 131 | 128 | 97.71 | 58.59 |
| Black or African American | 24 | 23 | 95.83 | 43.48 |
| Asian | 21 | 17 | 80.95 | 82.35 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 117 | 117 | 100 | 39.32 |
| White | 81 | 80 | 98.77 | 76.25 |
| Two or More Races | 17 | 17 | 100 | 82.35 |
| Socioeconomically Disadvantaged | 123 | 122 | 99.19 | 37.7 |
| English Learners | 74 | 70 | 94.59 | 34.29 |
| Students with Disabilities | 39 | 39 | 100 | 30.77 |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 264 | 261 | 98.86 | 52.87 |
| Male | 133 | 132 | 99.25 | 55.3 |
| Female | 131 | 129 | 98.47 | 50.39 |
| Black or African American | 24 | 23 | 95.83 | 39.13 |
| Asian | 21 | 19 | 90.48 | 84.21 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 117 | 117 | 100 | 39.32 |
| White | 81 | 81 | 100 | 64.2 |
| Two or More Races | 17 | 17 | 100 | 88.24 |
| Socioeconomically Disadvantaged | 123 | 123 | 100 | 38.21 |
| English Learners | 74 | 73 | 98.65 | 38.36 |
| Students with Disabilities | 39 | 39 | 100 | 23.08 |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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

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

www.mckinley.smmusd.org

<https://mckinleypta.membershiptoolkit.com>

State Priority: School Climate

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

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

School Safety Plan

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

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

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

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

Suspensions and Expulsions

| School | 2014-15 | 2015-16 | 2016-17 |
|------------------|---------|---------|---------|
| Suspensions Rate | 0.0 | 0.0 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 1.8 | 1.8 | 2.1 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

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

| 2017-18 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2012-2013 | 2011-2012 |
| Year in Program Improvement | Year 2 | Year 3 |
| Number of Schools Currently in Program Improvement | 4 | |
| Percent of Schools Currently in Program Improvement | 100 | |

Academic Counselors and Other Support Staff at this School

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

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

Average Class Size and Class Size Distribution (Elementary)

| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|-------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K | 20 | 22 | 24 | 2 | 1 | | 4 | 5 | 5 | | | |
| 1 | 23 | 25 | 22 | | | | 3 | 2 | 4 | | | |
| 2 | 25 | 24 | 23 | | | | 3 | 3 | 2 | | | |
| 3 | 23 | 24 | 22 | | | | 4 | 4 | 4 | | | |
| 4 | 26 | 21 | 25 | | 1 | | 2 | 3 | 3 | | | |
| 5 | 19 | 25 | 23 | 2 | | 1 | 3 | 3 | 4 | | | |
| Other | | 4 | 5 | | 2 | 1 | | | | | | |

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

Professional Development provided for Teachers

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

- Developing Professional Learning Communities
- California 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 2017-18 school year is predominantly Academic Discourse, with some additional trainings on Thinking Maps, Blended Learning, and Responsive Classroom. The Site Leadership Team (SLT), composed of teachers and administrators, analyzed a variety of data to identify student needs (listening and speaking skills), determined a focus (Academic Discourse), and determined supports for staff in that focus area. In addition to the weekly 90 minute banked time, teachers are supported in this area via sub out days for data meetings, trainings, and learning walks.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$48,881 | \$48,522 |
| Mid-Range Teacher Salary | \$68,853 | \$75,065 |
| Highest Teacher Salary | \$98,263 | \$94,688 |
| Average Principal Salary (ES) | \$122,032 | \$119,876 |
| Average Principal Salary (MS) | \$133,390 | \$126,749 |
| Average Principal Salary (HS) | \$134,747 | \$135,830 |
| Superintendent Salary | \$255,460 | \$232,390 |
| Percent of District Budget | | |
| Teacher Salaries | 35% | 37% |
| Administrative Salaries | 6% | 5% |

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

Types of Services Funded

Services provided through Title I include additional reading support delivered by a reading teacher and instructional assistants, supplemental instructional materials, professional development costs for staff and parent support from our community liaison. School Improvement and Equity Funds provide support for students and families by funding Family Forums, after-school support for students, Student Council coordination and further support our reading program.

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | | | | |
| District | ♦ | ♦ | | \$80,428 |
| State | ♦ | ♦ | \$6,574 | \$77,824 |
| Percent Difference: School Site/District | | | | |
| Percent Difference: School Site/ State | | | | |

* Cells with ♦ do not require data.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.