

McKinley Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 School Contact Information

School Name	McKinley Elementary School
Street	645 W. Olive Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5570
Principal	Jennifer Sherman
Email Address	jennifer_sherman@redlands.k12.ca
School Website	https://www.redlandsusd.net/Domain/19
County-District-School (CDS) Code	36-67843-6036552

2023-24 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Juan Cabral
Email Address	juan_cabral@redlands.k12.ca.us
District Website	www.redlands.k12.ca.us

2023-24 School Description and Mission Statement

As the principal of McKinley School, I am pleased to present this Student Accountability Report Card (SARC) that demonstrates our commitment to a quality education for all of our students.

The staff, PTA, School Site Council, parent volunteers, and I direct all of our energies and resources to developing an educational environment where children will grow socially, emotionally, and academically. Our goal is to provide a well-rounded education for each student so that he/she may reach his/her fullest potential and become a successful, participating member of society.

School Summary

McKinley Elementary School is one of sixteen (16) elementary schools in the Redlands Unified School District. It is located on the southeast corner of Olive Avenue and Center Street in the central part of Redlands. McKinley has a current enrollment of 363 students in grades Preschool/Transitional Kindergarten through fifth. Originally, an eight-classroom, multi-story, brick school opened on the current site in April, 1904. The school was named in honor of President William McKinley who visited Redlands in 1903. The present school was constructed in the same location and has been in continuous operation since 1938. A new wing of classrooms was added in 1956 and portable classrooms in 1997.

McKinley School is dedicated to providing each student an opportunity to share in an educational environment conducive to creating a sense of pride, exploring his/her uniqueness and developing his/her capabilities to the fullest extent.

In addition, McKinley prescribes to the Character Counts! program and its six pillars of being trustworthy, responsible, respectful, fair, caring and demonstrating good citizenship. Through the Characters Count! program, we recognize student achievement through a positive rewards program. Students have a lanyard that they add beads and charms to throughout the school year. These charms and beads can be given by any adult staff member on campus. Once a student fills their lanyard they are recognized in the office and their picture is added to our "Wall of FAME"!

School interventions have included: an Early Reading/Literacy Intervention for primary grade level students, the Accelerated Reader Program, Lexia (Reading), Freckle(Math), and in school reading intervention for at-risk/struggling students. Enrollment in our intervention programs depends on the needs of our students, and prescribed accordingly based on the needs.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	50
Grade 2	53
Grade 3	48
Grade 4	62
Grade 5	66
Total Enrollment	340

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9%
Male	47.1%
Asian	3.2%
Black or African American	10%
Filipino	0.3%
Hispanic or Latino	58.5%
Two or More Races	6.2%
White	20.6%
English Learners	8.2%
Foster Youth	0.3%
Homeless	7.1%
Socioeconomically Disadvantaged	72.4%
Students with Disabilities	12.4%

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.

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)	18.00	100.00	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.80	3.08	12115.80	4.41
Unknown	0.00	0.00	65.10	6.72	18854.30	6.86
Total Teaching Positions	18.00	100.00	969.10	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.60	94.33	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	5.67	31.80	3.28	11953.10	4.28
Unknown	0.00	0.00	57.10	5.89	15831.90	5.67
Total Teaching Positions	19.70	100.00	970.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. All McKinley Elementary School students are provided with all state and district adopted materials. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2013)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	Yes	0%
Science	Inspire Science by McGraw-Hill (2021)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2019)	Yes	0%
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

School Facility Conditions and Planned Improvements

The school maintenance team has the primary responsibility for keeping the campus and the classrooms in a clean and orderly manner. Rooms are cleaned on a regular basis in the evening or prior to the start of the school day in order not to interrupt the education of the students. McKinley School is given a complete cleaning during the summer months. The district maintenance department assumes responsibility for completing improvement projects. All rooms are in excellent condition.

The school's risk management team has the responsibility for checking all areas of the campus to make sure that conditions are safe for students and staff. Representatives from the fire department and health department inspect the school on a regular basis. Any discrepancies are addressed as quickly as possible by the school.

The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. When maintenance and repairs are needed, the site custodians are notified and work orders are submitted. If site custodians are not able to do the repairs, the District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Our district's service center can easily track work requests to address repairs more efficiently through a work order system.

Year and month of the most recent FIT report

July 2023

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			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	45	44	51	50	47	46
Mathematics (grades 3-8 and 11)	33	38	35	37	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
All Students	172	172	100.00	0.00	44.19
Female	87	87	100.00	0.00	55.17
Male	85	85	100.00	0.00	32.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	94	94	100.00	0.00	37.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	54.55
White	39	39	100.00	0.00	69.23
English Learners	12	12	100.00	0.00	8.33

Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	38.46
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	90	100.00	0.00	37.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	3.13

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
All Students	172	172	100.00	0.00	37.79
Female	87	87	100.00	0.00	36.78
Male	85	85	100.00	0.00	38.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	15.00
Filipino	--	--	--	--	--
Hispanic or Latino	94	94	100.00	0.00	30.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	54.55
White	39	39	100.00	0.00	64.10
English Learners	12	12	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	23.08
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	90	100.00	0.00	24.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	3.13

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.00	25.76	32.27	31.39	29.47	30.29

2022-23 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	66	66	100.00	0.00	25.76
Female	35	35	100.00	0.00	25.71
Male	31	31	100.00	0.00	25.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	44	44	100.00	0.00	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	47.06
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.00	0.00	20.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	0.00

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	89%	88%	95%	92%	92%

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.

2023-24 Opportunities for Parental Involvement

We encourage all parents to become active volunteers at our school. Parents are encouraged to access the school website in order to fulfill the necessary requirements to become a Redlands Unified School District-approved school volunteer. We also encourage all parents to become active members of the McKinley PTA, ELAC, SSC, and McKinley Safety Committee. We currently have parent positions on each of these school committees.

The PTA plans and organizes many activities to enhance the learning opportunities for all of our students. The McKinley School PTA also helps to facilitate community and business partnerships. Any correspondence for the PTA officers may be left with any school office staff member. Our ELAC/SSC parent groups help revise our school plan and offer input on how funding should be utilized for student interventions/programs. All parent groups are well-supported by our community.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	373	366	79	21.6
Female	194	192	39	20.3
Male	179	174	40	23.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	13	13	1	7.7

Black or African American	38	37	9	24.3
Filipino	1	1	0	0.0
Hispanic or Latino	214	211	51	24.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	23	22	6	27.3
White	79	77	11	14.3
English Learners	31	30	10	33.3
Foster Youth	2	1	0	0.0
Homeless	28	28	11	39.3
Socioeconomically Disadvantaged	271	268	71	26.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	54	54	20	37.0

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.43	1.61	0.22	3.67	4.39	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.61	0
Female	0	0
Male	3.35	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.26	0
Filipino	0	0

Hispanic or Latino	1.4	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.27	0
English Learners	0	0
Foster Youth	0	0
Homeless	7.14	0
Socioeconomically Disadvantaged	1.85	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.7	0

2023-24 School Safety Plan

A Comprehensive School Safety Plan has been adopted during this current school year and is reflective of the school's safety needs. The adopted date of this plan is October 6, 2023. The key components of McKinley's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. The services of a Redlands Police Department School Resource Officer is available to provide counseling, education, and law enforcement support for students.

To ensure student safety before school: teachers, ancillary staff, and administrators supervise the school grounds and Entry Gates. During the school day, all entry/exit gates are locked. All visitors must enter through the school office and gain clearance through the Raptor system and office personnel. In addition, we have Campus Monitors that supervise the cafeteria and playgrounds during lunches and recess. Additionally, a crossing guard ensures students cross the street at the corner of Olive Ave. and Center St. safely before and after school. At dismissal, the gates are also monitored by school employees. Safety has been a central focus over the past few years, and our safety committee helps guide and propose new suggestions for ensuring improved safety on campus. Parents are encouraged to provide any suggestions to the Safety Committee by way of the office or their child's teacher.

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.

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	20	1	2	
1	24	2		1
2	18	2	1	
3	19	2	1	
4	29		2	
5	32		2	
Other	10	1		

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	18	1	2	
1	18	3		
2	17	3		
3	28		2	
4	28		2	
5	28		2	
Other	16	2		

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	20	1	2	0
1	17	3	0	0
2	18	3	0	0
3	23	0	2	0
4	29	0	2	0
5	30	0	2	0
6	0	0	0	0
Other	12	1	0	0

2022-23 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

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$13,304.92	\$3,626.61	\$9,678.30	\$88,038.31
District	N/A	N/A	\$8,465.02	\$91,547
Percent Difference - School Site and District	N/A	N/A	13.4	-3.9
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	24.0	-2.9

Fiscal Year 2022-23 Types of Services Funded

McKinley School is fortunate to have a highly dedicated and professional staff. Teachers at McKinley School believe that all students can learn irrespective of ethnic, cultural, linguistic, or socio-economic background. In order to address the educational needs of an ever-changing, diverse student population, the staff at McKinley follows a state and district-adopted curriculum and scope and sequence, which will nurture the intellectual, physical, emotional, and moral attributes of each child.

Students at McKinley School have access to a number of different programs. The Accelerated Reader Program allows us to identify the instructional as well as the independent reading level of each of our students. This program helps teachers and students monitor their reading comprehension when reading non-fiction and fiction books. McKinley School has also funded an extra Reading Intervention teacher to work with students in small groups. These small groups are targeted toward the specific reading skills that students need to improve their learning. These groups are kept very small and have no more than 4 students working with the teacher at a time. Students will improve their academic abilities through a variety of teaching strategies and programs such as the Journeys curriculum, Accelerated Reader, Freckle Math, STAR Reading & Math, STAR Early Literacy, Lexia Core 5, MyOn, and PebbleGo.

Technology continues to be a focus at McKinley School. The use of computers in the classrooms provides students with the opportunity to receive computer-assisted instruction throughout the curriculum. All students have a district-issued laptop and can access the internet while in the classroom. All teachers have a district-issued computer, document camera, and a projector and/or Newline board which can be used to project video streaming clips or other integrated technology. All McKinley students use elements of Google Classroom.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,693	\$55,550
Mid-Range Teacher Salary	\$86,952	\$84,645
Highest Teacher Salary	\$114,801	\$111,284
Average Principal Salary (Elementary)	\$141,031	\$139,860
Average Principal Salary (Middle)	\$150,733	\$146,440
Average Principal Salary (High)	\$163,648	\$158,447
Superintendent Salary	\$280,000	\$278,268
Percent of Budget for Teacher Salaries	33.8%	32.21%
Percent of Budget for Administrative Salaries	4.27%	4.89%

Professional Development

McKinley teachers regularly engage in professional development sessions at the school site and district level. Each year one full day and five partial days are dedicated to professional development on-site, at a minimum, on topics such as reading, math, writing, classroom management, curriculum, intervention, technology/innovation, or data analysis. In addition, the district office provides numerous full-day and partial-day trainings/workshops during the school year and during breaks. McKinley School adopted "AVID Elementary" as a site-based initiative in the 2019-2020 school year. For the 2023-2024 school year 11 out of 17 of our Full Time Staff have been AVID trained.

Select grade levels at McKinley School have also implemented Technology Innovation programs in their classes. 1st grade is beginning the "Kodable" program as well as "Ozobots". Third grade and fourth grade is continuing with the Lego WeDo curriculum. Third grade and Fifth Grade are beginning the DASH robot program with the 23-24 school year. These teachers are continuing their training with District TOAs as these programs progress.

All district and school training is aligned with California Standards for the Teaching Profession, Common Core State Standards, Next Generation Science Standards, History-Social Science Framework, STEAM/innovation, or other pertinent policies and topics. In addition to staff development days mentioned above, weekly after-school meetings are used to analyze student data, collaborate on grade-level goals, conduct staff meetings, support professional learning communities, score student writing samples, or host presentations by district personnel.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6