

McKinley
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address:	325 South Oak Knoll Ave. Pasadena, CA , 91101- 3418	Principal:	Dr. Maria Toliver, Principal
Phone:	(626) 396-5630	Grade Span:	K-8

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.

Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

About This School

Dr. Maria Toliver, Principal

📍 Principal, McKinley

About Our School



Dr. Toliver is a seasoned educational leader with 25 years of service in PUSD, including 10 years as an administrator. "It is an honor and privilege to serve as Principal of McKinley School of the Arts," says Dr. Toliver. "I look forward to continuing the great work begun by my colleagues who built a solid foundation of high expectations and excellence in student achievement. I am forever PUSD proud!"

Toliver has served as Director/Grant Manager of PUSD's Expanded Learning Programs and PasadenaLEARNs since 2016. She was the Program Coordinator III, of the PasadenaLEARNs after-school program from 2014-16. She began her career as an elementary school teacher in PUSD. In addition to administrative and teaching credentials, she has an Ed.D. in Educational Leadership from Concordia University, a Master's from Point Loma Nazarene University, and a Bachelor's degree from the University of California, Berkeley.

Contact

McKinley
325 South Oak Knoll Ave.
Pasadena, CA 91101-3418

Phone: [\(626\) 396-5630](tel:6263965630)

Email: blanco.elizabeth@pusd.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Blanco, Elizabeth
Email Address	blanco.elizabeth@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2025–26)

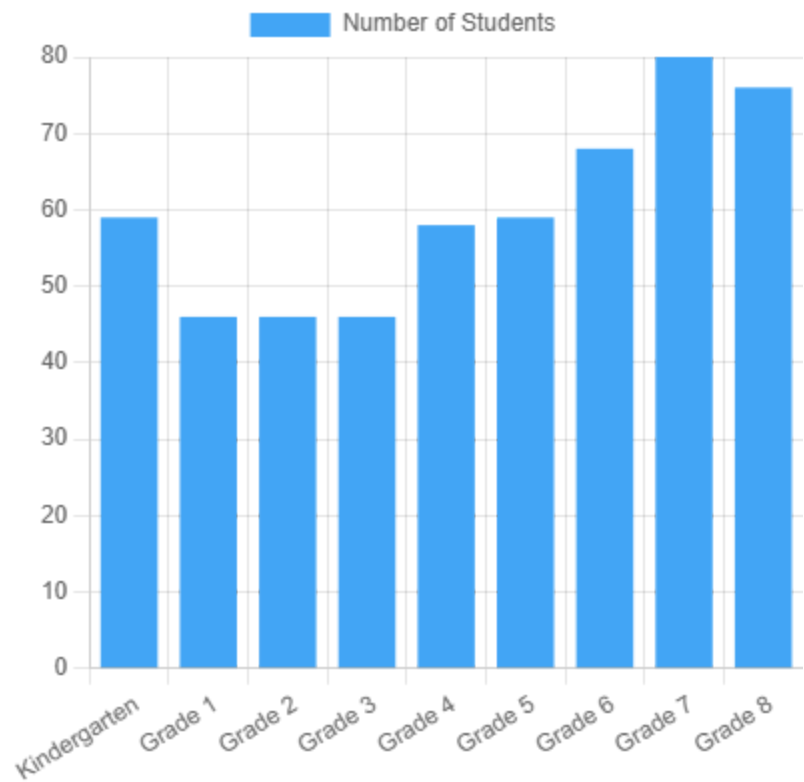
School Name	McKinley
Street	325 South Oak Knoll Ave.
City, State, Zip	Pasadena, CA , 91101-3418
Phone Number	(626) 396-5630
Principal	Dr. Maria Toliver, Principal
Email Address	toliver.maria@pusd.us
Website	http://mckinley.pusd.us
Grade Span	K-8
County-District-School (CDS) Code	19648816120265

School Description and Mission Statement (School Year 2025–26)

Our mission at McKinley School of the Arts is to provide a safe and supportive, arts-focused learning environment where students in TK-8th grades thrive academically, socially, and emotionally. Students leave McKinley prepared to be successful in high school, college, and beyond.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	59
Grade 1	46
Grade 2	46
Grade 3	46
Grade 4	58
Grade 5	59
Grade 6	68
Grade 7	80
Grade 8	76
Total Enrollment	538



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	45.50%	English Learners	21.40%
Male	54.50%	Foster Youth	2.00%
Non-Binary	0.00%	Homeless	2.60%
American Indian or Alaska Native	0.40%	Migrant	0.00%
Asian	4.80%	Socioeconomically Disadvantaged	79.60%
Black or African American	17.50%	Students with Disabilities	16.20%
Filipino	1.10%		
Hispanic or Latino	63.90%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	2.40%		
White	8.90%		

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 Preparation and Placement (School Year 2021–22)

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)	27.50	79.97%	633.30	82.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	7.90	1.05%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.10	9.01%	38.30	5.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	4.83%	17.90	2.34%	11953.10	4.28%
Unknown/Incomplete/NA	2.10	6.13%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	34.40	100.00%	763.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	24.50	78.57%	580.10	79.31%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.60	1.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.90	15.98%	52.00	7.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	2.11%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	3.27%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	31.20	100.00%	731.40	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	20.40	72.80%	547.50	73.41%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.70	1.85%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.60	27.16%	139.60	18.73%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	13.50	1.81%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	28.10	100.00%	745.90	100.00%	278927.10	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.

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

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	3.10	4.9	7.60
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.10	4.9	7.60

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

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.60	0.6	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.60	0.6	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.1%	22.4%	46.10%
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%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TCM Language Power	ENGLISH LANGUAGE DEVELOPMENT ~GRADES K-5	0
	Heggerty Bridge to Reading student READ book V1	Kinder- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2	Kinder- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3	Kinder- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1	1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2	1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3	1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1	2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2	2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3	2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1	3rd- Reading Foundations	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Heggerty Bridge to Reading student READ book V2	3rd- Reading Foundations
	Heggerty Bridge to Reading Oral Reading Fluency (ORF)	3rd- Reading Foundations
	Heggerty Phonological Awareness	ELA Grades 3-5
	Into Reading Student myBook softcover	ELA Grade K
	Into Reading Student myBook softcover	ELA Grade 1
	Into Reading Student myBook softcover	ELA Grade 2
	Into Reading Student myBook softcover	ELA Grade 3
	Into Reading Student myBook softcover	ELA Grade 4
	Into Reading Student myBook softcover	ELA Grade 5
	Middle School	
	StudySync ELA (2021) consumable workbook & digital	English - Grades 6
	StudySync ELA (2021) consumable workbook & digital	English - Grades 7
	StudySync ELA (2021) consumable workbook & digital	English - Grades 8
	Cahiers de saviors et d'activites A et B	French Language Arts - Grade 6
	Echos 1, Cahiers de saviors et d'activites	French Language Arts - Grade 7
	Echos 2, Cahiers de saviors et d'activites	French Language Arts - Grade 8

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Edge Introduction Course - Grammar and Writing Practice Book (2009) English Language Development Level A-D Edge Introduction Course - Grammar and Writing Practice Book (2014) English Language Development Level A-D Edge Introduction Course - Interactive Reader Workbook English 3D Course A Volume 2 English Language Development Level A-D ALD 6th - 12th English 3D Course A Volume 2 WORKBOOK ALD 6th - 12th English 3D Course B Volume 2 ALD 6th - 12th English 3D Course B Volume 2 WORKBOOK ALD 6th - 12th Gradient Platform McKinley 6-8	
Mathematics	Elementary iReady Classroom K Vol 1 (2024) Math K iReady Classroom K Vol 2 (2024) Math K iReady Classroom 1 Vol 1 (2024) Math 1 iReady Classroom 1 Vol 2 (2024) Math 1 iReady Classroom 2 Vol 1 (2024) Math 2 iReady Classroom 2 Vol 2 (2024) Math 2 iReady Classroom 3 Vol 1 (2024) Math 3 iReady Classroom 3 Vol 2 (2024) Math 3 iReady Classroom 4 Vol 1 (2024) Math 4 iReady Classroom 4 Vol 2 (2024) Math 4 iReady Classroom 5 Vol 1 (2024) Math 5 iReady Classroom 5 Vol 2 (2024) Math 5 Middle School iReady Classroom Math 6 and Math 6 6: Vol 1 (2024) Honors	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	iReady Classroom Math 6 and Math 6 6: Vol 2 (2024) Honors iReady Classroom Math 7 7: Vol 1 (2024) iReady Classroom Math 7 7: Vol 2 (2024) iReady Classroom 8th Grade/(8th 8: Vol 1 (2024) Marshall) and 7th Grade Honors Math iReady Classroom 8th Grade/(8th 8: Vol 2 (2024) Marshall) and 7th Grade Honors Math Reveal Integrated Math I (Digital Access) Integrated Math I/Math I Honors Math Academy Math Academy Grade 6 MathAcademy.us Integrated - Accelerated Math 1/2 Math Academy Grade 7 MathAcademy.us - Integrated Accelerated Math 2/3 AP Calculus BC Math Academy Grade 8 - AP Calculus BC	
Science	STEMscopes K-5 Science STEMScopes 6th-12th STEMScopes Licenses Grades 6-12 Access Science EL Science 6-12 Access Science Workbook EL Science 6-12 Openscienced.org McKinley 6-8	0
History-Social Science	Elementary TCI-ME AND MY WORLD Kinder Social (2016) Studies TCI-MY SCHOOL AND 1st Social FAMILY (2016) Studies TCI-MY COMMUNITY 2nd Social (2016) Studies	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	TCI-CALIFORNIA'S COMMUNITIES (2016)	3rd Social Studies
	TCI-CALIFORNIA PROMISE (2016)	4th Social Studies
	TCI-AMERICA'S PAST (2016)	5th Social Studies
	TCI-ME AND MY WORLD - Notebook	Kinder Social Studies
	TCI-MY SCHOOL AND FAMILY - Notebook	1st Social Studies
	TCI-MY COMMUNITY - Notebook	2nd Social Studies
	TCI-CALIFORNIA'S COMMUNITIES - Notebook	3rd Social Studies
	TCI-CALIFORNIA PROMISE - Notebook	4th Social Studies
	TCI-AMERICA'S PAST - Notebook	5th Social Studies
	TCI-ME AND MY WORLD - SPANISH (2016)	Kinder Social Studies - Spanish
	TCI-MY SCHOOL AND FAMILY - SPANISH (2016)	1st Social Studies - Spanish
	TCI-MY COMMUNITY - SPANISH (2016)	2nd Social Studies - Spanish
	TCI-CALIFORNIA'S COMMUNITIES - SPANISH (2016)	3rd Social Studies - Spanish
	TCI-CALIFORNIA PROMISE - SPANISH (2016)	4th Social Studies - Spanish
	TCI-AMERICA'S PAST - SPANISH (2016)	5th Social Studies - Spanish
	ME AND MY WORLD - SPANISH Notebook	Kinder Social Studies - Spanish

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	MY SCHOOL AND FAMILY - SPANISH Notebook 1st Social Studies - Spanish MY COMMUNITY - SPANISH Notebook 2nd Social Studies - Spanish CALIFORNIA'S COMMUNITIES - SPANISH Notebook 3rd Social Studies - Spanish CALIFORNIA PROMISE - SPANISH - Notebook 4th Social Studies - Spanish AMERICA'S PAST - SPANISH - Notebook 5th Social Studies - Spanish	
	Middle School	
	The Ancient World 6th Grade History The Medieval World 7th Grade History The US through Industrialiation 8th Grade History The Ancient World Interactive Workbook 6th Grade History The Medieval World Interactive Workbook 7th Grade History The US Through Industrialiation Interactive Workbook 8th Grade History HA! Ancient World: Interactive Student Notebook 6th Grade History HA! Medieval World & Beyond: Interactive Student Notebook 7th Grade History HA! US through Industrialism: Interactive Student Notebook 8th Grade History	
	Gradient Platform or TCI McKinley 6-8	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Foreign Language	Exploring Spanish 6th - 8th Introduction to Spanish (3rd Edition)	0
Health	Health (Health Curriculum developed in Secondary alignment with California Healthy Kids Act (CHYA) Health Curriculum File	0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

A scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD 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.

PUSD has adopted cleaning standards for all schools in the District.

The PUSD Facilities Master Plan provides an outline of modernization plans for school sites based upon input from educational partners and identified student needs. More information can be found at: <https://www.pusdplan.org/>

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

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

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	27%	27%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	18%	15%	35%	36%	35%	37%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	390	376	96.41%	3.59%	26.86%
Female	168	162	96.43%	3.57%	31.48%
Male	221	213	96.38%	3.62%	23.47%
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12%	5.88%	75.00%
Black or African American	67	67	100.00%	0.00%	17.91%
Filipino	--	--	--	--	--
Hispanic or Latino	261	253	96.93%	3.07%	23.32%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	30	26	86.67%	13.33%	53.85%
English Learners	73	64	87.67%	12.33%	4.69%
Foster Youth	11	9	81.82%	18.18%	--
Homeless	14	9	64.29%	35.71%	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	230	222	96.52%	3.48%	21.62%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	69	64	92.75%	7.25%	6.25%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	391	385	98.47%	1.53%	14.81%
Female	168	165	98.21%	1.79%	10.91%
Male	222	220	99.10%	0.90%	17.73%
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00%	0.00%	52.94%
Black or African American	67	67	100.00%	0.00%	4.48%
Filipino	--	--	--	--	--
Hispanic or Latino	262	258	98.47%	1.53%	10.47%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	30	30	100.00%	0.00%	50.00%
English Learners	73	73	100.00%	0.00%	5.48%
Foster Youth	11	8	72.73%	27.27%	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	14	13	92.86%	7.14%	0.00%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	230	227	98.70%	1.30%	9.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	70	64	91.43%	8.57%	6.25%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	18.06%	14.07%	31.97%	31.36%	30.73%	32.33%

Note: 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.

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.

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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	136	135	99.26%	0.74%	14.07%
Female	58	57	98.28%	1.72%	14.04%
Male	78	78	100.00%	0.00%	14.10%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	18	100.00%	0.00%	5.56%
Filipino	--	--	--	--	--
Hispanic or Latino	102	102	100.00%	0.00%	11.76%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	27	27	100.00%	0.00%	3.70%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	88	100.00%	0.00%	10.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	23	22	95.65%	4.35%	4.55%

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.

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

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	94.3%	97.1%	97.1%	97.1%	94.3%
7	98.8%	96.3%	92.6%	98.8%	95.1%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2025–26)

McKinley has active parent groups such as McKinley PTA and ELAC that work closely with the school to support our students. Parents assist with fundraising, volunteer in classrooms, donate materials/supplies, chaperone field trips, and spearhead school-wide events. For more information on how to get involved, contact our Community Assistant, Ms. Laura Aguilar (aguilar.antonio@pusd.us), to connect with our parent organizations.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

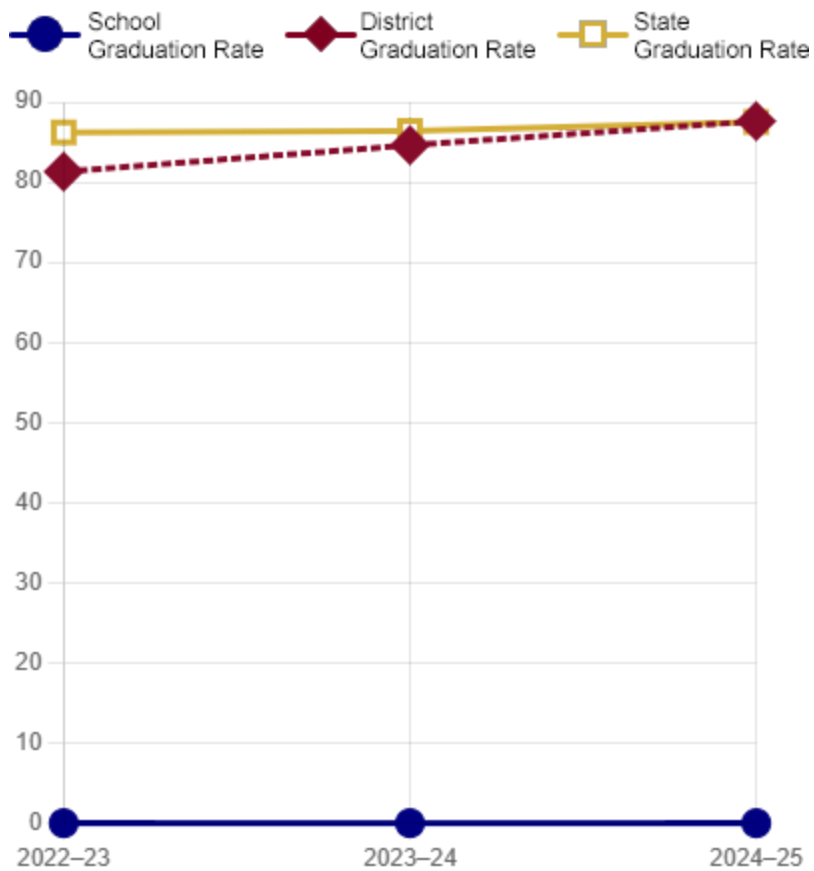
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

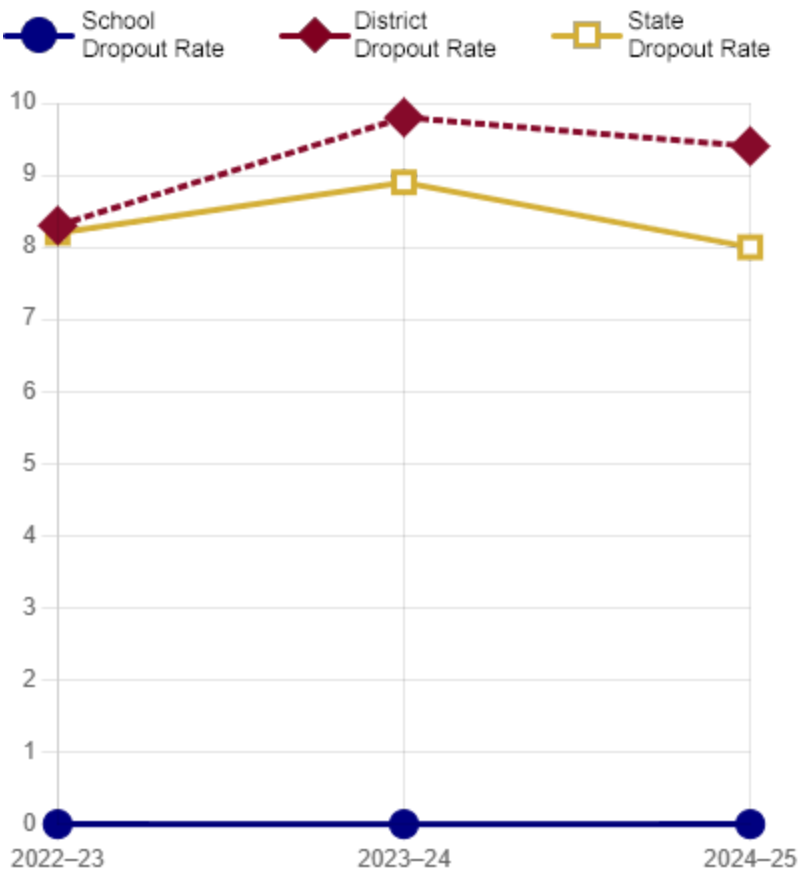
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate				81.3%	84.6%	87.6%	86.2%	86.4%	87.5%
Dropout Rate				8.3%	9.8%	9.4%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	621	592	185	31.3%
Female	281	271	87	32.1%
Male	339	321	98	30.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	30	6	20.0%
Black or African American	111	104	48	46.2%
Filipino	--	--	--	--
Hispanic or Latino	392	377	109	28.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	14	6	42.9%
White	56	53	13	24.5%
English Learners	135	133	29	21.8%
Foster Youth	24	20	13	65.0%
Homeless	27	22	12	54.5%
Socioeconomically Disadvantaged	551	529	171	32.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	115	108	47	43.5%

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.

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

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	6.32%	5.20%	5.48%	3.19%	2.76%	1.96%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.15%	0.00%	0.01%	0.03%	0.01%	0.08%	0.07%	0.06%

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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.48%	0.00%
Female	2.85%	0.00%
Male	7.67%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	9.91%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	4.85%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	5.36%	0.00%
English Learners	5.19%	0.00%
Foster Youth	33.33%	0.00%
Homeless	11.11%	0.00%
Socioeconomically Disadvantaged	5.81%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	13.04%	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.

School Safety Plan (School Year 2025–26)

The safety of students and staff is a primary concern of the Pasadena Unified School District. All visitors to the campus must sign in at the office and wear a visitor’s pass at all times. Students are monitored before, during, and after school by supervision aides, resource teachers, and the principal. Teachers help supervise students during recess. There are designated areas for student drop-off and pick-up.

The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in February of 2024. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The schools comply with the laws, rules, and regulations about hazardous materials and state earthquake standards.

The school’s disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills, etc are conducted on a regular basis throughout the school year. Our staff is trained on the emergency procedures and we practice these protocols often.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	0	3	0
1	27.00	0	2	0
2	17.00	3	0	0
3	21.00	1	2	0
4	29.00	0	2	0
5	27.00	0	2	0
6	16.00	22	15	2
Other**	3.00	1	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	1	0
1	23.00	0	2	0
2	25.00	0	2	0
3	27.00	0	2	0
4	21.00	1	2	0
5	21.00	1	1	1
6	16.00	19	15	2
Other**	0.00	0	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	2		
1	23.00		2	
2	23.00		2	
3	15.00	1	2	
4	19.00	1	2	
5	15.00	2	2	
6	12.00	32	5	1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	5	6	0
Mathematics	15.00	6	8	0
Science	24.00	1	8	0
Social Science	20.00	2	6	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	7	6	
Mathematics	16.00	6	6	
Science	28.00	1	4	2
Social Science	24.00	2	4	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	2	6	
Mathematics	17.00	3	6	
Science	22.00	1	6	
Social Science	20.00	2	6	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	1

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	1.00
Other**	1.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$101551.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$103743.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

McKinley School provides a broad range of funded services aimed at supporting the academic, behavioral, and personal development of its students. Through school site funds, McKinley employs a dedicated **School Community Liaison** to foster strong connections between the school, families, and the community. Additionally, we have an **ELD Coach** who works with both elementary and middle school students, focusing on supporting English Language Development (ELD) to ensure students' language acquisition and academic success.

To support our youngest learners, McKinley funds **Project Aides** who work directly with early education students, providing them with essential support during critical stages of their academic journey. In addition, McKinley invests in **reading tutoring intervention programs**, such as **Reading Partners**, **Paper**, and **Harambee**, which provide targeted assistance to students in need of additional literacy support, ensuring they develop strong reading skills that lay the foundation for future success.

For students needing more intensive support, McKinley provides **Tier III behavioral interventions** to help students overcome personal and social challenges. We also offer **student leadership pathways** in both elementary and middle school through the use of **Thrively**, an online platform designed to foster social-emotional learning, leadership skills, and personal growth. This program provides students with the tools to identify their strengths, set goals, and navigate challenges, empowering them to take leadership roles within their school community.

In middle school, McKinley offers funding for **College Readiness Coaching**, helping students prepare for future educational opportunities by developing skills in time management, goal setting, and academic planning. This proactive support helps ensure that our middle school students are well-prepared for high school and beyond.

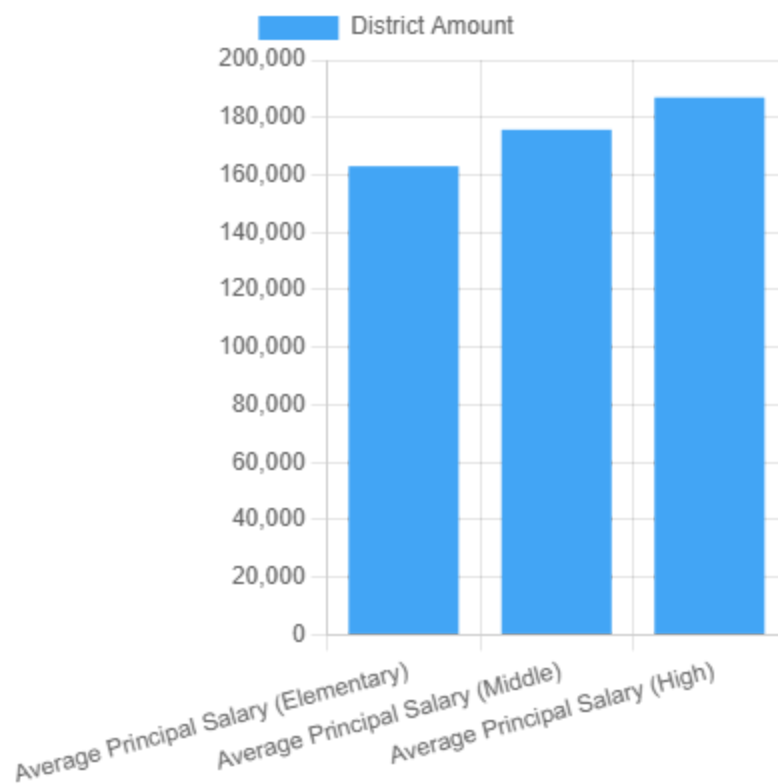
Through the **Art Council's Annual Fund**, McKinley also offers a variety of **arts enrichment programs**. These funds allow the school to provide a **part-time music teacher**, ensuring that all students have access to high-quality music instruction. In addition, the school funds the production of **two plays or musicals each year**, giving students the opportunity to engage in performing arts and showcase their talents. The funding also supports a range of other **enrichment programs**, including coding, arts, and various other topics that contribute to a well-rounded educational experience.

Through these funded programs, McKinley School strives to provide comprehensive support to all students, ensuring they have the resources, skills, and opportunities to succeed academically, socially, and emotionally.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57464.00	\$62783.30
Mid-Range Teacher Salary	\$85129.00	\$97783.34
Highest Teacher Salary	\$127842.00	\$128020.33
Average Principal Salary (Elementary)	\$163032.00	\$160224.36
Average Principal Salary (Middle)	\$175740.00	\$166991.85
Average Principal Salary (High)	\$186960.00	\$180970.82
Superintendent Salary	\$315257.00	\$313465.36
Percent of Budget for Teacher Salaries	24.07%	30.05%
Percent of Budget for Administrative Salaries	4.93%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6