

McKinley Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

School Name	McKinley Elementary School
Street	2401 Santa Monica Boulevard
City, State, Zip	Santa Monica, CA 90404
Phone Number	(310) 828-5011
Principal	Daniela Wiener
Email Address	dwiener@smmusd.org
School Website	https://www.smmusd.org/mckinley
Grade Span	P-5
County-District-School (CDS) Code	19-64980-6022594

2025-26 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Antonio Shelton, Superintendent
Email Address	aograde@smmusd.org
District Website	www.smmusd.org

2025-26 School Description and Mission Statement

District Vision:

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary versatile thinkers, resourceful life-long learners, effective multilingual communicators, and global citizens. We are a diverse community that values the contributions of all its members and strives to promote social justice. We support all students in their pursuit of academic achievement, strength of character, and personal growth, and support them in their exploration of the intellectual, artistic, technological, physical and social expression.

McKinley Elementary School Mission Statement:

2025-26 School Description and Mission Statement

We are a school where diversity is valued, we develop the Whole Child, collaboration and teamwork are the norm, and student learning is the top priority. Our core goal is extraordinary achievement for all students while simultaneously closing the achievement gap. Our PRIDE philosophy guides all aspects of life at McKinley and McKinley students, staff, and parents work together as a community in service of this core belief.

"We are McKinley's P.R.I.D.E. (Peaceful, Respectful, Intelligent, Diverse, and Enthusiastic)!"

School Description:

McKinley Elementary School is a Title I school with approximately 350 students in grades TK-5. McKinley has been recognized by the California Department of Education for achievement and commitment to excellence as a three-time recipient of the California Title I Academic Achievement Award (2006, 2007, 2011), a California Distinguished School Award (2010), and a California Pivotal Practice Award (2022) for innovative practices during Distance Learning.

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

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

This year, our site focus is on collaborative conversations—structured opportunities for students to talk with each other and their teachers to explain thinking, justify reasoning, use evidence, and make connections. We chose this focus both to address assessment data showing a need in listening and speaking, and to respond to a growing trend: more behind-the-screen communication and fewer face-to-face interactions. In an age of "text-talk" and multitasking, students need explicit practice in active listening, building on others' ideas, and speaking with clarity and respect—skills that today's college- and career-ready standards require. When you walk through our classrooms, you'll see students leaning in to talk with a partner, building on each other's ideas, and making connections as they work together. Teachers use a variety of protocols to guide these conversations, helping students strengthen relationships, communicate their reasoning, and deepen their understanding.

McKinley is unique in that we supplement the core curriculum with additional enrichment in science, makerspace, visual arts, theater, music, physical education, dance, library, and gardening for all students. It is McKinley's goal to engage students in learning, foster students' talents and interests, and to promote critical thinking and creativity. We are also an AVID elementary school, fostering students skills so they are prepared for college and career.

Here at McKinley we also focus on students' social-emotional development. Teachers teach behavioral skills with the goal of preparing the next generation of lifelong learners to be positive members of the community and the world. Our Positive Behavior Intervention and Support Model (PBIS) incorporates Responsive Classroom techniques, Restorative Justice, Morning/Community Meetings, Mindfulness, and explicit social skills instruction through the Second Step curriculum. McKinley's behavior is guided by our PRIDE Philosophy, Character Counts Pillars of Character, Behavior Expectations to be safe, responsible and respectful, and Olweus Anti-Bullying rules and program.

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

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	71
Grade 1	41
Grade 2	49
Grade 3	65
Grade 4	57
Grade 5	79
Total Enrollment	362

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.3
Asian	11.9
Black or African American	10.5
Filipino	1.1
Hispanic or Latino	33.1
Two or More Races	10.2
White	32.9
English Learners	9.9
Foster Youth	0.3
Homeless	0.3
Socioeconomically Disadvantaged	42.3
Students with Disabilities	18

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.

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)	17	85	413.9	85.71	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5	16.1	3.35	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.9	2.89	11953.1	4.28
Unknown/Incomplete/NA	2	10	37.1	7.7	15831.9	5.67
Total Teaching Positions	20	100	482.9	100	279044.8	100

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

2022-23 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)	19.9	85.97	408.2	85.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	20.5	4.3	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.1	1.9	11746.9	4.23
Unknown/Incomplete/NA	3.2	14.03	38.6	8.08	14303.8	5.15
Total Teaching Positions	23.1	100	478.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	85.71	380.8	84.12	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.9	0.43	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	23.8	5.26	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	10.7	2.38	12112.8	4.34
Unknown/Incomplete/NA	3	14.29	35.3	7.8	13705.8	4.91
Total Teaching Positions	21	100	452.7	100	278927.1	100

Note: The data in this table is based on 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	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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	Benchmark Advance Reading, adopted 6/2017	0%
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015	0%
Science	Amplify Science, The Learning Design Group, adopted 2022	0%
History-Social Science	My World, Savvas, adopted 2022	0%

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

School Facility Conditions and Planned Improvements

McKinley Elementary School has dedicated classroom spaces used for teaching and learning. The playground areas are ample, with a separate yard for preschool, TK and K, and another yard for the 1st-5th grade students. The beautiful outside garden, courtyard, and grass areas are used for small group activities, special projects and events. The auditorium has a full AVT system for events and performances, and the large cafeteria offers space for meals and events. We also have a STEAM lab where students receive science instruction and maker space/project based learning lessons on a weekly basis. McKinley also has a library and break out spaces for music and other enrichment, learning, and events.

McKinley Elementary School has a full-time day custodian and two full-time night custodians. The custodians clean and maintain the school as needed; cleaning schedules are periodically reviewed to assure cleanliness. McKinley also receives the service of a gardener; lawns are mowed and edged, plants are pruned, trimmed and maintained as needed. This facility is well maintained and in well-functioning condition. In partnership with parent volunteers, school-beautification projects occur annually.

In the 18-19 and 19-20 school years extensive updates and renovations occurred at McKinley including but not limited to new flooring, paint, windows, fire alarm, and HVAC in all buildings. Currently, McKinley is undergoing a significant update to facilities with the addition of the McKinley Elementary School Administration & Education Building. This project kicked off in summer 2024 and entails the construction of a new two-story administration building and classrooms, spanning approximately 15,700 square feet. The project also includes a new campus pick-up and drop-off area, upgraded fencing, reconfigured accessible parking, and new entry gates and driveways. The project is scheduled for completion in early spring 2026.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				8/28/2025
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		
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.

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

ELA and mathematics test results include the Smarter Balanced Summative 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.

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)	59	59	72	72	47	48
Mathematics (grades 3-8 and 11)	59	60	59	59	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	202	199	98.51	1.49	58.59
Female	92	91	98.91	1.09	57.14
Male	110	108	98.18	1.82	59.81
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	78.57
Black or African American	23	23	100.00	0.00	30.43
Filipino	--	--	--	--	--
Hispanic or Latino	68	68	100.00	0.00	45.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	72.73
White	67	64	95.52	4.48	68.75
English Learners	17	16	94.12	5.88	33.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	65	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	41	97.62	2.38	17.07

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	202	201	99.50	0.50	59.70
Female	92	92	100.00	0.00	55.43
Male	110	109	99.09	0.91	63.30
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	82.76
Black or African American	23	23	100.00	0.00	30.43
Filipino	--	--	--	--	--
Hispanic or Latino	68	68	100.00	0.00	44.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	72.73
White	67	66	98.51	1.49	71.21
English Learners	17	17	100.00	0.00	41.18
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	65	65	100.00	0.00	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	42	100.00	0.00	14.29

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	50.7	49.37	57.44	54.74	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	79	100.00	0.00	49.37
Female	39	39	100.00	0.00	48.72
Male	40	40	100.00	0.00	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	25	25	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	59.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100.00	0.00	37.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	15.00

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95	96	95	96	96

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.

2025-26 Opportunities for Parental Involvement

McKinley has the philosophy that parent involvement positively impacts the success of the students and the school. Therefore, McKinley actively promotes volunteer, committee, and leadership opportunities for family members. Opportunities for involvement include volunteering in the classroom and at events, becoming involved in the Parent Teacher Association (PTA), and joining a school committee such as the English Language Advisory Committee (ELAC), African American Family Association (AAFA), Special Ed Resource Group (SERG), Sustainability and Beautification Committee (SBC), and the School Site Governance Council (SSC). The principal holds regular Coffee with the Principal and the school counselor provides parent education workshops with the Bilingual Community Liaison who supports parent engagement and communication of information. The school has regular school-home communication methods such as the weekly principal's newsletter The Lion's Roar, social media, meetings, and eblasts and phone blasts. There are also approximately 50 family events each school year, with a large community event each month, so there are a variety of opportunities for families to connect with school and be involved.

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

www.mckinley.smmusd.org
and
McKinleyPTA.com

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	382	376	48	12.8
Female	179	176	23	13.1
Male	203	200	25	12.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	46	3	6.5
Black or African American	38	38	5	13.2
Filipino	--	--	--	--
Hispanic or Latino	127	126	24	19.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	36	5	13.9
White	129	125	11	8.8
English Learners	43	43	6	14.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	180	176	35	19.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	75	20	26.7

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
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
0.23	0	0.79	2.12	1.85	1.47	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0	0	0	0	0.01	0	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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.79	0.00
Female	0.00	0.00
Male	1.48	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.78	0.00
English Learners	2.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.90	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.

2025-26 School Safety Plan

McKinley staff and the School Site Governance Council revises and reviews the Comprehensive Safety School Plan (CSSP) annually, and the CSSP is approved by the School Site Site Governance Council each fall. As indicated in the plan, McKinley staff and students regularly participate in fire, earthquake, shelter-in-place, and lockdown drills. School safety information from the plan is provided via school administration to staff, parents, and students throughout the school year. School safety policies and protocols are detailed on the school website and in the school handbook.

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

McKinley teaches behavioral skills with the goal of preparing the next generation of lifelong learners to be positive members of the community and the world. Our Positive Behavior Intervention and Support Model (PBIS) incorporates Responsive Classroom techniques, Restorative Justice, Morning/Community Meetings, Mindfulness, and explicit social skills instruction through the Second Step curriculum. McKinley behavior is guided by our PRIDE Philosophy, Character Counts Pillars of Character, and Olweus Anti-Bullying rules and program.

McKinley provides before and after-school childcare and enrichment opportunities for students. School Age Programs (SAP) is provided by SMMUSD and offers childcare for TK-3 students. CREST is provided by the City of Santa Monica and offers childcare for 4-5 grade students. CREST also offers enrichment classes for TK-5. Boys and Girls Club offers sports programs after school and playground play supervision. McKinley also provides in-school and/or after-school academic intervention programs for students needing assistance with reading and mathematics.

The Comprehensive School Safety Plan (CSSP), will be revised and reviewed with staff on January 7, 2026 and with the School Site Council by January 19, 2026.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	0	0
1	20	3	0	0
2	17	3	0	0
3	23	0	3	0
4	12	9	3	0
5	11	9	2	0
6	0	0	0	0
Other	13	6	2	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	0	0
1	17	3	0	0
2	20	3	0	0
3	25	0	2	0
4	26	0	3	0
5	23	0	3	0
6	0	0	0	0
Other	10	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	26	2		1
2	32		2	1
3	23	3	4	1
4	13	9	2	1
5	18	9	3	1
Other	12	4	1	

2024-25 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

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	4.9

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,917	\$780	\$8,137	\$90,650
District	N/A	N/A	\$7,242	\$100,861
Percent Difference - School Site and District	N/A	N/A	11.6	-5.1
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-27.9	-4.4

Fiscal Year 2024-25 Types of Services Funded

The Santa Monica Education Foundation (SMEF) Stretch Grant in combination with Formula funds, fund some supplemental enrichment such as STEM instruction for all student and music instruction TK-2, as well as Theater instruction TK-5. SMEF also funds instructional assistant support, and visual arts instruction (15 sessions) for TK-5 students. Grant and local measure funding provides dance instruction for 4th and 5th graders. The district also funds music instruction for 3rd-5th graders. School Formula funds additional campus monitors to provide student supervision and promote a safe and positive school climate. Arts and Music (AMS) funds maker space education for students TK-5. Title 1 funds a full time school counselor who holds a pupil services credential and is a licensed social worker as well as 50% of an instructional coach's salary.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,883	\$62,145
Mid-Range Teacher Salary	\$87,918	\$97,088
Highest Teacher Salary	\$118,368	\$120,436
Average Principal Salary (Elementary)	\$151,771	\$151,343
Average Principal Salary (Middle)	\$155,740	\$159,514
Average Principal Salary (High)	\$181,381	\$177,261
Superintendent Salary	\$275,000	\$294,805
Percent of Budget for Teacher Salaries	28.47%	29.95%
Percent of Budget for Administrative Salaries	5.18%	5.4%

Professional Development

All teachers and staff in SMMUSD participate in ongoing professional development through districtwide banked-time sessions and school-based learning structures. District focus areas are identified through a review of summative and formative student data and through input from teachers and administrators. Current priorities include developing Professional Learning Communities (PLCs); implementing the California ELA, Math, and Next Generation Science Standards; using data to inform instruction; supporting Tier III students, Multilingual Learners, and students with special needs; differentiating instruction; and deepening transformative practices such as Project-Based Learning, Restorative Justice, and Social Emotional Learning. To support this work, the district provides professional development through a PD Wheel that includes coaching, workshop series, and lab site learning. New teachers also participate in an annual Teacher Academy, with additional support available through BTSA and National Board cohorts.

At McKinley, the professional development focus for the 2025–26 school year is Collaborative Conversations, a practice rooted in strengthening social-emotional learning, project-based learning, and English Language Development. This focus was identified through the Site Leadership Team's (SLT) analysis of schoolwide data, leading to the development of a comprehensive implementation plan. Professional learning is supported through weekly PLCs facilitated by the instructional coach, structured sub-out days for data meetings, targeted trainings, and lesson study. The SLT also engages in a full-day summer retreat, three release days, and monthly planning meetings to guide cycles of inquiry and plan for sitewide implementation.

Throughout the year, all TK–5 teachers participate in a robust set of professional learning experiences aligned to school and district priorities. This includes a full-day Responsive Classroom training on The Language of Learning; lab site math sessions with UCLA Math Project; data meetings to determine Tier II and III supports; banked-time professional development on PBL, SEL, early childhood education, special education, AI integration, Benchmark's Designated ELD curriculum, and the Early Reading Risk Screener; and grade-span data team meetings. Additional targeted learning included a site visit to High Tech High to observe project-based learning in action and a half-day training on the UFLI phonics curriculum for K–3 teachers. Collectively, these structures ensure that professional learning is continuous, responsive to student needs, and aligned with McKinley's vision for instruction.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	7	7