

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/datasources.asp>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02.

School Information		District Information	
School Name	McKinley Elementary	District Name	Santa Barbara Elementary
Principal	Dr. Juanita Carney	Superintendent	Dr. Deborah Flores
Street	350 Loma Alta Dr.	Street	720 Santa Barbara Street
City, State, Zip	Santa Barbara, CA 93109-2359	City, State, Zip	Santa Barbara, CA 93101
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School Description and Mission Statement

McKinley School, spectacularly situated overlooking the Santa Barbara coast, was refurbished and reopened in September, 1986. The school, built in 1932, was the focal point for the Santa Barbara mesa for many years and now serves the lower westside of the city.

There are twenty-four regular classrooms, a beautiful library overlooking the harbor, a cafeteria, and an auditorium. Small conference rooms are used for group work. Three Santa Barbara Preschool classes for four year old children are also on campus.

The enthusiastic and creative faculty consists of twenty-four teachers, a principal, and auxiliary personnel: two special education teachers, one part-time speech therapist, librarian, Child Guidance counselor, school psychologist, a part-time instrumental music teacher and five part-time reading support teachers.

The support staff includes fifteen instructional assistants, two special education instructional assistants, one health assistant, three office workers (full and part time), and two custodians.

McKinley is a K-6 school. Students feed into La Cumbre Middle School. The high minority enrollment reflects the school community.

We believe all children can learn; therefore we will give them the opportunity to reach their maximum potential. We will clearly state expectations, will be open to share ideas, will provide a consistent curriculum, and will promote cultural awareness. Positive reinforcement will enhance school pride, spirit, and self-concept. We will work with the community to be a neighborhood focal point. We will have a stimulating learning environment for children, staff, and parents.

Opportunities for Parental Involvement

Contact Person Name	Dr. Juanita Carney - principal	Contact Person Phone Number	805-966-5496
<p>McKinley enjoys a high degree of community and parent involvement. Our Parent Teacher Association, English Learners Advisory Committee and School Site Council (PTA/ ELAC/SSC) sponsor food sales, International May Festival, and a jog-a-thon. Many hours are spent by committed parents to make these activities successful.</p> <p>Parents volunteer in the classrooms to help small groups or individual students, during school events, and at home, making food, etc. Our Adopt-a-School partner, Santa Barbara City College (SBCC), provides tutors for during and after school programs. The college welcomes field trip excursions and willingly furnishes speakers. Several departments and clubs sponsor our Student of the Month lunches.</p>			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	82
Grade 1	76
Grade 2	74
Grade 3	79
Grade 4	89
Grade 5	70
Grade 6	101
Total Enrollment	571

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	7	1.2	Hispanic or Latino	538	94.2
American Indian or Alaska Native	8	1.4	Pacific Islander	0	0.0
Asian	1	0.2	White (Not Hispanic)	17	3.0
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	March 2003	Date Last Discussed with Staff	March 2004
<p>In preparation for emergencies, each school has a plan for the supervision of children and for access to outside systems of communication (KIST, KRUZ, KTMS). First aid kits and fire extinguishers are in place. All emergency stores (rations, tool kits, bedding, etc.) are reviewed each year.</p> <p>Key elements of the school safety plan include:</p> <ul style="list-style-type: none">• Fire drills• Earthquake drills• Lock down drills• Other - Chemical Spills <p>Copies of the safety plan may be requested in the school office.</p> <p>In emergencies, students must remain on the school site until a designated person signs for their release. If children are on their way home, they should continue to their homes.</p> <p>We appreciate cooperation in providing current phone numbers, addresses, and names of trusted people to care for children.</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>McKinley Pride is important to us, as each individual is important. Students of the Week and the Month are honored in their classrooms and at special luncheons. Super Star kindergarten students are recognized each week. "I Caught You Being Good" blue tickets are prized. Our McKinley Beautiful campaign promotes a clean campus.</p> <p>We are a Character Counts! school. Every two months a Character Counts pillar is highlighted in the classroom. Children are encouraged to write what the specific character means to them. Each morning a student's writing is read over the intercom. During the year cultural groups are invited to perform for school assemblies. Classes and/or groups of students also have the opportunity to perform on stage.</p> <p>Our discipline program is continually refined and is supported by our parents. School-wide rules uphold classroom and school behavior. Parent/teacher/principal meetings are required when students have not followed school behavior.</p>

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	2001	2002	2003
Number of Suspensions	0	0	0
Rate of Suspensions	0%	0%	0%
Number of Expulsions	0	0	0
Rate of Expulsions	0%	0%	0%

McKinley School does not suspend students from school. Students are assigned to in-school suspension in other classrooms for the day and given their homeroom's class work to complete.

School Facilities

Supervision begins at 7:45 am on the playground by a duty supervisor. An additional supervisor arrives at 8:00 am. Parents are sent reminders throughout the year that students are not to come to school before 7:45. There is an after school program for students whose parents pay a small monthly fee to have them in activities from 2:20 to 6:00. The program is a State funded program locally named the A-OK program. The no fee Homework Center is open four days a week to all students from 2:30 to 3:30. Students may also by teacher selection attend teacher tutorials after school. Students who do not participate in any of these programs are required to go home directly after school.

All visitors are asked to sign in at the school office. Parents are requested to sign out their children for medical appointments, etc.

McKinley School has adequate space for regular and special education classrooms. The school has small office space for support personnel. McKinley's school's buildings and classrooms were modernized in 1986.

The McKinley school site is maintained by the district. Gardeners come once a week and facilities staff come every three to four months to complete small work orders. A day and a night custodian manage the day to day cleaning tasks.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards

in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	13	12	18	32	33	37	30	32	35
Mathematics		12	13		32	39		31	35

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Hispanic or Latino	White (not Hispanic)
English Language Arts	17	27
Mathematics	13	36

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged	Students With Disabilities	
					Yes	No
English Language Arts	13	22	7	18	0	21
Mathematics	11	15	7	13	0	16

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	30	31	24	51	53	43	44	45	43
Mathematics	32	34	27	57	59	49	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Hispanic or Latino	White (not Hispanic)
Reading	23	27
Mathematics	26	45

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged	Students With Disabilities	
					Yes	No
Reading	16	31	13	24	2	28
Mathematics	23	30	19	27	10	30

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	7.1	0.0	14.7	29.5	34.1	24.8	23.8	25.2	22.3

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of

their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	99	99	99	Percent Tested	99	99	100
API Base Score	515	560	583	API Growth Score	565	586	612
Growth Target	14	12	11	Actual Growth	50	26	29
Statewide Rank	2	2	2				
Similar Schools Rank	6	7	7				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Hispanic or Latino				Hispanic or Latino			
API Base Score	506	560	583	API Growth Score	564	584	608
Growth Target	11	10	9	Actual Growth	58	24	25

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	491	546	574	API Growth Score	549	576	611
Growth Target	11	10	9	Actual Growth	58	30	37

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	Yes	Yes				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	NO	---	---	YES
African American	---	---	N/A	---	---	YES
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	N/A
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	NO	---	---	YES
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	N/A	---	---	YES
Socioeconomically Disadvantaged	---	---	NO	---	---	YES
English Learners	---	---	NO	---	---	YES
Students with Disabilities	---	---	NO	---	---	NO

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001			2002			2003					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.00	4			20.00	4			20.00	4		
1	18.25	4			19.50	4			19.00	4		
2	19.86	7			19.50	6			18.17	6		
3	19.75	4			19.20	5			19.00	4		
4	26.33		3		27.50		2		29.00		3	
5	26.33		3		28.75		4		26.00		3	
6					24.00		1		29.00		3	
4-8	24.00		1		27.00		1		25.00		1	

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	29	29	29
Teachers with Full Credential (full credential and teaching in subject area)	27	29	29
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	2	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Evaluations

Teacher evaluation procedures and criteria are defined in the agreement between the districts and the Santa Barbara Teachers Association. Temporary and probationary teachers receive three formal observations and an evaluation the first year, and two formal observations and an evaluation the second year. Permanent teachers are observed and evaluated once every other year. Copies of all evaluations are kept in the Personnel file. The school principal and the teacher also retain a copy. There are no unscheduled evaluations. Recommended areas for improvement are noted in the evaluation and teachers' performance is determined to be either satisfactory or unsatisfactory.

Evaluation criteria include:

- Engaging and supporting all students in learning
- Understanding and organizing subject matter knowledge for student learning
- Assessing student learning
- Creating and maintaining an effective environment for students
- Planning instruction and designing learning experiences for all students
- Developing as a professional educator

Three days per year are dedicated to staff development.

Substitute Teachers

On rare occasions it has been difficult to secure qualified substitute teachers. At these times, resource personnel or other teachers have filled in. This has not had an impact upon the instructional program.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	.9
Librarian	1
Psychologist	.4
Social Worker	.5
Nurse	.1
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Family Advocate	1
Health Assistant	1

VII. Curriculum and Instruction

School Instruction and Leadership

The principal of the school, Dr. Juanita Carney, has been at McKinley since its reopening in 1986. Since the reopening the faculty has operated as a team engaged in participatory decision-making. The faculty is totally involved in school budget decisions. Leadership is delegated through grade level team and curriculum leaders.

Through the PTA, School Site Council, and English Learners Advisory Committee, the views of the parent community are heard and appreciated. We make an effort to expand the leadership base of our parents each year. Our parent meetings are conducted in English and Spanish.

The instructional focus at McKinley School is standards-based. Each classroom teacher teaches to the grade level CA standards. The core curriculum has been adopted by the district and is implemented at McKinley School- Open Court for language arts along with High Point and Scott-Foresman and Harcourt-Brace for math.

McKinley offers a variety of support services:

GATE- Selected students participate in four six week sessions that meet twice a week for two hours after school. Each session has an enrichment theme and is taught by a credentialed teacher.

At risk and EL students- Students participate in reading support teacher groups, are in leveled instructional groups, participate in tutorials after school, attend ELD computer lab sessions, and participate in the Homework Center.

After school- A-OK program, Homework Center, and teacher tutorials

Tutoring- Teachers provide tutorial schedules for selected students.

McKinley offers both resource and special day programs for students with disabilities. Services also may include speech, adaptive PE, and vision and hearing specialists.

The students' progress is monitored through regular assessments provided in the core curricula. Teachers also do assessments based on the district's critical standards. Two times a year parents/teachers/students meet during conference week to review the students' report cards and supporting class work. A final report card is handed out the last day of school. Parents and teachers can request interim conferences during the year, if necessary. The progress of the school and state test results are reported annually to the board of education.

Professional Development

The district provides a three day staff development program for all teachers that focuses on the implementation of State content standards, State curriculum frameworks and adopted instructional materials, and methods for assessing student progress. At the school site grade level teachers are given release days to plan their curriculum yearly plans and share instructional practices. On the third Tuesdays of each month interested teachers are given training on site to reach Level 1 computer technology proficiency. Project monies are available for any teacher to attend nearby conferences/workshops. Classified staff have opportunities to attend district inservices when available and on site training as needed.

Quality and Currency of Textbooks and Other Instructional Materials

All students have access to textbooks and other instructional materials in each core subject that are current and in good condition. Textbooks are reviewed periodically and new books and materials are purchased about every seven years. Teachers and subject area coordinators work with the assistant superintendent for curriculum to determine new adoptions. All textbook requests must align with content standards and courses of study.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	45,340	36,000
1	51,600	50,400
2	51,600	50,400
3	51,600	50,400
4	55,080	54,000
5	55,080	54,000
6	55,080	54,000

Total Number of Minimum Days

The total number of minimum days during the school year is 12. Ten minimum days are used for parent-teacher conferences and two are used at the end of each semester.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,396	\$37,036
Mid-Range Teacher Salary	\$59,163	\$60,113
Highest Teacher Salary	\$67,040	\$74,006
Average Principal Salary (Elementary)	\$93,690	\$92,289
Average Principal Salary (Middle)	\$103,614	
Average Principal Salary (High)	\$107,277	
Superintendent Salary	\$132,413	\$138,150
Percent of Budget for Teacher Salaries	43.85	45.72
Percent of Budget for Administrative Salaries	3.65	5.57

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$40040830	\$6577	\$6444	\$6719

Types of Services Funded

McKinley School receives federal No Child Left Behind (Title I) monies along with state Limited English Proficient (LEP) and School Improvement Program (SIP) monies. The combined monies are spent on personnel, materials and services that support the learning of all students at McKinley School. Programs and services provided by government monies have been explained in other sections of this report.