

McKinley Elementary School

School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

McKinley Elementary School

350 Loma Alta Dr.
Santa Barbara, CA 93109
(805) 966-9926
www.sbceo.org/~mckinley
Mr. Emilio Handall, Principal
ehandall@sbsdk12.org

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

Santa Barbara School Districts

720 Santa Barbara St.
Santa Barbara, CA 93101
(805) 963-4338
www.sbsdk12.org
Dr. J. Brian Sarvis, Superintendent
bkeyani@sbsdk12.org

I. About This School

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

McKinley Elementary 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 21 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 21 teachers, a principal, and auxiliary personnel: two special education teachers, part-time speech therapist, library tech, child guidance counselor, school psychologist, instrumental music and art and physical education teachers and five reading support teachers.

The support staff includes 12 instructional assistants, six special education instructional assistants, one health assistant, one office manager and a part-time office assistant and two custodians.

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

Mission Statement

We believe all children can learn; therefore we will give them the opportunity to reach their maximum potential.

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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 (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Mr. Emilio Handall, principal

Contact Person Phone Number: (805) 966-5496

McKinley enjoys a high degree of community and parent involvement. Our Parent Teacher Association (PTA), English Learners Advisory Committee (ELAC) and School Site Council (SSC) sponsor food sales, McKinley Festival, and a jog-a-thon. Many hours are spent by committed parents to make these activities successful.

Parents volunteer in the classrooms to help individual students and small groups of students. Parent volunteers also help at school events and make food for school functions. Our Adopt-a-School partner, Santa Barbara City College, provides tutors for classroom 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.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	81
Grade 1	61
Grade 2	69
Grade 3	72
Grade 4	59
Grade 5	63
Grade 6	51
Total Enrollment	456

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.22 %
American Indian or Alaska Native	0.44 %
Filipino	0.22 %
Hispanic or Latino	96.27 %
White (not Hispanic)	2.41 %
Multiple or No Response	0.44 %
Socioeconomically Disadvantaged	97 %
English Learners	77 %
Students with Disabilities	20 %

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Average Class Size and Class Size Distribution

This table displays, by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	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	20.0	4			20.3	1	2		19.7	3		
1	17.5	4			17.0	3			19.3	4		
2	18.8	4			16.8	5			17.0	4		
3	20.3	2	1		20.0	3	1		18.0	3		
4	29.5		2		30.0		2		22.5		2	
5	24.3		3		26.0		2		24.0		2	
6	27.5		2		22.2		5		23.0		2	
K-3	17.0	1							15.0	1		
4-8									21.0		1	

II. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update: April 2008

Date Last Discussed with Staff: April 2008

In preparation for emergencies, each school has a plan for the supervision of children and for access to the local news media. First aid kits and fire extinguishers are in place. All emergency supplies (rations, tool kits, bedding, etc.) are reviewed each year.

Key elements of the school safety plan include:

- fire drills;
- earthquake drills;
- lock down drills;
- other, including chemical spills.

Copies of the safety plan may be requested from the school office.

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.

As part of our school's emergency preparedness, parents provide current phone numbers, addresses, and names of trusted adults who are authorized to pick up their children.

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Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.6	7.2	16.4	2.3	3.1	4.7
Expulsions	0.2	0	0	0	0	0

III. School Facilities

School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Supervision begins at 7:45 a.m. on the playground by a duty supervisor. An additional supervisor arrives at 8:00 a.m. 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. All toilets are in working order. 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.

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School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	√			
Mechanical Systems	√			
Windows/Doors/Gates (interior and exterior)	√			
Interior Surfaces (walls, floors, and ceilings)	√			
Hazardous Materials (interior and exterior)	N/A			
Structural Damage		√		Exterior of kindergarten has some rot/termite damage and some peeling paint.
Fire Safety	√			
Electrical (interior and exterior)	√			
Pest/Vermin Infestation	√			
Drinking Fountains (inside and outside)	√			
Restrooms	√			
Sewer		√		Main sewer of kindergarten is cracked and separated in several locations.
Playground/School Grounds	N/A			
Roofs	√			
Overall Cleanliness	N/A			
Inspection date: September 2008				

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		√		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	26	25	24	298
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	--

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Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	97.9	2.1
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	90.0	10.0

V. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School
Library Media Services Staff (paraprofessional)	0.6
Psychologist	0.8
Health Assistant	1.0
Nurse	0.1
Speech/Language/Hearing Specialist	1.0
Counselor	0.8
Healthy Start Family Advocate	1.0

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VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
All textbooks were selected from the State Board of Education list of standards-based materials.		
Reading/Language Arts	Grades K-6: SRA/McGraw-Hill, <i>SRA Open Court 2002</i>	0%
Mathematics	Grades K-2: Scott Foresman, <i>Scott Foresman—CA Mathematics, 2001</i> Grades 3-6: Harcourt School Publishers, <i>Harcourt Math 2002</i> Grades 4 and 6: Houghton Mifflin Company, <i>Houghton Mifflin California Math, 2009</i>	0%
Science	Grades K-6: Houghton-Mifflin, <i>Houghton Mifflin California Science, 2007</i>	0%
History-Social Science	Grades K-6: Harcourt School Publishers, <i>Reflections: California Series, 2007</i>	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,152	\$2,000	\$5,152	\$61,832
District	---	---	\$4,932	\$59,964
Percent Difference School Site and District	---	---	+4%	+3%
State	---	---	\$5,300	\$63,458
Percent Difference School Site and State	---	---	-3%	-3%

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Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

McKinley Elementary School receives federal No Child Left Behind (Title I) monies along with state Limited English Proficient and School Improvement Program 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.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be on the Certificated Salaries and 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	\$44,875	\$39,708
Mid-Range Teacher Salary	\$58,734	\$63,805
Highest Teacher Salary	\$72,161	\$82,081
Average Principal Salary (Elementary)	\$98,054	\$102,166
Average Principal Salary (Middle)	\$108,891	\$107,816
Average Principal Salary (High)	\$113,498	\$116,474
Superintendent Salary	\$171,282	\$183,478
Percent of Budget for Teacher Salaries	38.0%	40.6%
Percent of Budget for Administrative Salaries	4.6%	5.2%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California Standards Tests Results for All Students – Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	22	24	27	43	43	45	42	43	46
Mathematics	31	33	31	50	50	52	40	40	43
Science	9	9	24	31	37	49	35	38	46

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California Standards Tests Results by Student Group – Three Year Comparison

English-Language Arts

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	English-Language Arts		
	2005-06	2006-07	2007-08
Hispanic or Latino	20	21	25
White (Not Hispanic)	*	82	82
Male	20	22	19
Female	25	25	31
Economically Disadvantaged	22	24	27
English Learners	15	14	18
Students with Disabilities	0	4	5

Mathematics

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	Mathematics		
	2005-06	2006-07	2007-08
Hispanic or Latino	30	31	29
White (Not Hispanic)	*	64	75
Male	32	34	32
Female	30	32	30
Economically Disadvantaged	31	33	31
English Learners	27	28	26
Students with Disabilities	8	20	18

Science

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	Science		
	2005-06	2006-07	2007-08
Hispanic or Latino	10	8	22
Male	9	4	29
Female	9	14	19
Economically Disadvantaged	9	9	24
English Learners	2	2	11
Students with Disabilities	0	*	*

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California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	17.2

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	2	2	2
Similar Schools	8	6	7

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	1	4	-6	685
Hispanic or Latino	2	1	-3	677
Socioeconomically Disadvantaged	1	4	-9	682
English Learners	16	-10	-2	659

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Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2004-05	2004-05
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	23.1

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

McKinley Elementary School participates in district-wide professional development initiatives scheduled throughout the year, including Saturday workshops, summer workshops, late-start days, and early release days. No school days are dedicated to school-wide professional development.

	2005-06	2006-07	2007-08
School days dedicated to school-wide professional development	0	0	0