

# McKinley Elementary School

## School Accountability Report Card

### Reported for School Year 2010-11

Published During 2011-12

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#### McKinley Elementary School

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Santa Barbara, CA 93109  
(805) 966-9926  
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#### Santa Barbara Unified School District

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) 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.

#### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page 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.

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## About This School

### School Description and Mission Statement (School Year 2010-11)

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.

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The enthusiastic and creative faculty consists of 22 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 10 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. 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 2010-11)**

**Contact Person Name:** Mr. Emilio Handall, principal

**Contact Person Phone Number:** (805) 966-9926

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 2010-11)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	59
<b>Grade 1</b>	73
<b>Grade 2</b>	41
<b>Grade 3</b>	61
<b>Grade 4</b>	59
<b>Grade 5</b>	60
<b>Grade 6</b>	56
<b>Total Enrollment</b>	409

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### Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.2%
Asian	0.2%
Filipino	0.0%
Hispanic or Latino	98.3%
Native Hawaiian/Pacific Islander	0.0%
White	1.0%
Two or More Races	0.2%
Socioeconomically Disadvantaged	100.0%
English Learners	86.3%
Students with Disabilities	12.7%

### Average Class Size and Class Size Distribution

Grade Level	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+
K	19.3	3	0	0	19.3	3	0	0
1	18.5	4	0	0	18.2	5	0	0
2	19.5	4	0	0	19.5	2	0	0
3	20.7	3	0	0	19.7	3	0	0
4	21.7	3	0	0	19.7	3	0	0
5	23.0	1	1	0	16.8	4	0	0
6	24.5	0	2	0	18.0	3	0	0

## School Climate

### School Safety Plan (School Year 2010-11)

Date of Last Review/Update: March 2011

Date Last Discussed with Staff: March 2011

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.

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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.

### 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	4.2	5.9	1.5	4.1	4.0	1.9
<b>Expulsions</b>	0	0	0	0	0	0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## School Facilities

### School Facility Conditions and Planned Improvement (School Year 2011-12)

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.

### School Facility Good Repair Status (2011-12)

Repairs will be done with the existing Routine Restricted Maintenance funds currently budgeted for this fiscal year.

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	√			
<b>Interior:</b> Interior Surfaces			√	Moisture in workroom area of room 7.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	√			
<b>Electrical:</b> Electrical		√		Ceiling lights out in computer lab and library.

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<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	√			
<b>Safety:</b> Fire Safety, Hazardous Materials	√			
<b>Structural:</b> Structural Damage, Roofs	√			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	√			
Date of inspection: September 2011				

## Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	24	23	24	281
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at:

<http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100%	0%
<b>All Schools in District</b>	100%	0%
<b>High-Poverty Schools in District</b>	100%	0%
<b>Low-Poverty Schools in District</b>	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

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### Support Staff

#### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School
Library Media Teacher (librarian)	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

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.

### Curriculum and Instructional Materials

#### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
	All textbooks were selected from the State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.
Reading/Language Arts	SRA/McGraw-Hill, <i>SRA Open Court 2002</i> <b>Intervention:</b> Scholastic <i>READ 180 California Enterprise Edition, 2009</i>
Mathematics	Pearson Scott Foresman, Scott Foresman–Addison Wesley <i>enVision Math California, 2009</i>
Science	Houghton-Mifflin Harcourt, <i>California Science, 2007</i>
History-Social Science	Houghton-Mifflin Harcourt, <i>Reflections: California Series, 2007</i>

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### School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,858	\$4,256	\$5,602	\$65,554
District			\$5,611	\$67,787
Percent Difference Between School Site and District			0%	-3%
State			\$5,455	\$69,419
Percent Difference Between School Site and State			3%	-6%

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

#### Types of Services Funded (Fiscal Year 2010-11)

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 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217
Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

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

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### Student Performance

#### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

**California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

**California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

**California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students – Three Year Comparison

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	33%	39%	48%	51%	52%	54%	49%	52%	54%
Mathematics	39%	45%	59%	56%	58%	61%	46%	48%	50%
Science	26%	31%	32%	49%	58%	59%	50%	54%	57%

Note: Scores are not shown 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.

#### Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
All Students in the LEA	54%	61%	59%
All Students at the School	48%	59%	32%
Male	48%	59%	36%
Female	48%	59%	28%
Hispanic or Latino	47%	59%	31%
Socioeconomically Disadvantaged	48%	59%	32%
English Learners	45%	59%	28%

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<b>Students with Disabilities</b>	42%	65%	
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Note: Scores are not shown 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.

### California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.00%	30.50%	20.30%

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.

## 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. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	1	2	3
Similar Schools	4	4	8

### Academic Performance Index Growth by Student Group -- Three Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	28	48	26
Hispanic or Latino	30	50	27
Socioeconomically Disadvantaged	27	52	26
English Learners	30	59	32

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
<b>All Students at the School</b>	259	774	3,104	793	4,683,676	778
<b>Black or African American</b>	0		32	815	317,856	696
<b>American Indian or Alaska Native</b>	1		24	797	33,774	733
<b>Asian</b>	1		39	924	398,869	898
<b>Filipino</b>	0		9		123,245	859
<b>Hispanic or Latino</b>	255	771	2,202	749	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	0		3		26,953	764
<b>White</b>	2		730	909	1,258,831	845
<b>Two or More Races</b>	0		54	872	76,766	836
<b>Socioeconomically Disadvantaged</b>	259	774	1,938	743	2,731,843	726
<b>English Learners</b>	226	770	1,715	734	1,521,844	707
<b>Students with Disabilities</b>	44	684	485	676	521,815	595

### Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
<b>Made AYP Overall</b>	Yes	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	Yes	Yes

### Federal Intervention Program (School Year 2011-12)

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

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additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5%

## Instructional Planning and Scheduling

### Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.