

# McKinley Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	McKinley Elementary School
<b>Street</b>	645 W. Olive Avenue
<b>City, State, Zip</b>	Redlands, CA 92373
<b>Phone Number</b>	(909) 307-5570
<b>Principal</b>	Jennifer Sherman
<b>Email Address</b>	jennifer_sherman@redlands.k12.ca
<b>School Website</b>	<a href="https://www.redlandsusd.net/Domain/19">https://www.redlandsusd.net/Domain/19</a>
<b>County-District-School (CDS) Code</b>	36-67843-6036552

## 2022-23 District Contact Information

<b>District Name</b>	Redlands Unified School District
<b>Phone Number</b>	(909) 307-5300
<b>Superintendent</b>	Mauricio Arellano
<b>Email Address</b>	mauricio_arellano@redlands.k12.ca.us
<b>District Website Address</b>	www.redlands.k12.ca.us

## 2022-23 School Overview

As the principal of McKinley School, I am pleased to present this Student Accountability Report Card (SARC) that demonstrates our commitment to a quality education for all of our students.

The staff, PTA, School Site Council, parent volunteers, and I direct all of our energies and resources to developing an educational environment where children will grow socially, emotionally, and academically. Our goal is to provide a well-rounded education for each student so that he/she may reach his/her fullest potential and become a successful, participating member of society.

### School Summary

McKinley Elementary School is one of sixteen (16) elementary schools in the Redlands Unified School District. It is located on the southeast corner of Olive Avenue and Center Street in the central part of Redlands. McKinley has a current enrollment of approximately 368 students in grades Transitions Kinder through fifth. Originally, an eight-classroom, multi-story, brick school opened on the current site in April, 1904. The school was named in honor of President William McKinley who visited Redlands in 1903. The present school was constructed in the same location and has been in continuous operation since 1938. A new wing of classrooms was added in 1956 and portable classrooms in 1997.

McKinley School is dedicated to providing each student an opportunity to share in an educational environment conducive to creating a sense of pride, exploring his/her uniqueness and developing his/her capabilities to the fullest extent.

In addition, McKinley prescribes to the Character Counts! program and its six pillars of being trustworthy, responsible, respectful, fair, caring and demonstrating good citizenship. Through the Characters Count! program, we recognize student achievement through a positive rewards program. Students have a lanyard that they add beads and charms to throughout the school year. These charms and beads can be given by any adult staff member on campus.

School interventions have included: an Early Reading/Literacy Intervention for primary grade level students, the Accelerated Reader Program, Lexia (Reading), Freckle(Math), and before/after intervention for all at-risk/struggling students. Enrollment in our intervention programs depends on the needs of our students, and prescribed accordingly based on the needs.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	54
Grade 2	52
Grade 3	60
Grade 4	59
Grade 5	60
Total Enrollment	339

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.6
Asian	2.9
Black or African American	10.9
Filipino	0.9
Hispanic or Latino	56.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	4.7
White	23.0
English Learners	9.7
Foster Youth	0.3
Homeless	10.0
Migrant	0.0
Socioeconomically Disadvantaged	68.1
Students with Disabilities	13.6

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.00	100.00	832.10	85.87	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.70	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	35.20	3.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	29.80	3.08	12115.80	4.41
<b>Unknown</b>	0.00	0.00	65.10	6.72	18854.30	6.86
<b>Total Teaching Positions</b>	18.00	100.00	969.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. All McKinley Elementary School students are provided with all state and district adopted materials. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

**Year and month in which the data were collected**

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Journeys Common Core Houghton Mifflin Harcourt (2014)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
<b>Mathematics</b>	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
<b>Science</b>	Inspire Science by McGraw-Hill (2022)	Yes	0%
<b>History-Social Science</b>	Social Studies Alive! TCI (2019)	Yes	0%
<b>Foreign Language</b>	NA		NA
<b>Health</b>	NA		NA
<b>Visual and Performing Arts</b>	N/A		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	NA		NA

### School Facility Conditions and Planned Improvements

The school maintenance team has the primary responsibility for keeping the campus and the classrooms in a clean and orderly manner. Rooms are cleaned on a regular basis in the evening or prior to the start of the school day in order not to interrupt the education of the students. McKinley School is given a complete cleaning during the summer months. The district maintenance department assumes responsibility for completing improvement projects. All rooms are in excellent condition.

The school's risk management team has the responsibility for checking all areas of the campus to make sure that conditions are safe for students and staff. Representatives from the fire department and health department inspect the school on a regular basis. Any discrepancies are addressed as quickly as possible by the school.

A school disaster preparedness plan is in place and is updated on an annual basis.

#### Maintenance and Repairs

The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at [www.redlands.k12.ca.us](http://www.redlands.k12.ca.us). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. When maintenance and repairs are needed, the site custodians are notified and work or repair is made if possible. If site custodians are not able to do the repairs, the District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning process and schedule

School site custodians clean each classroom daily and the school district provides a grounds crew who work at McKinley on a rotating basis.

Our district's service center can easily track work requests to address repairs more efficiently through a work order system.

<b>Year and month of the most recent FIT report</b>	July 2022
---	-----------

## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	45	N/A	51	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	33	N/A	35	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	183	182	99.45	0.55	44.51
<b>Female</b>	91	91	100.00	0.00	49.45
<b>Male</b>	92	91	98.91	1.09	39.56
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	19	19	100.00	0.00	31.58
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	110	109	99.09	0.91	38.53
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	36	36	100.00	0.00	66.67
<b>English Learners</b>	13	12	92.31	7.69	25.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	29	29	100.00	0.00	27.59
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	137	137	100.00	0.00	37.96
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	38	38	100.00	0.00	13.16

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	183	183	100.00	0.00	33.33
<b>Female</b>	91	91	100.00	0.00	30.77
<b>Male</b>	92	92	100.00	0.00	35.87
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	19	19	100.00	0.00	26.32
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	110	110	100.00	0.00	23.64
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	36	36	100.00	0.00	63.89
<b>English Learners</b>	13	13	100.00	0.00	15.38
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	29	29	100.00	0.00	17.24
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	137	137	100.00	0.00	26.28
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	38	38	100.00	0.00	10.53

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	30	NT	32.27	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	60	60	100	0	30
<b>Female</b>	31	31	100	0	22.58
<b>Male</b>	29	29	100	0	37.93
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	36	36	100	0	25
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	14	100	0	42.86
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	44	44	100	0	22.73
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	12	100	0	25

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	85%	88%	92%	90%	88%

## 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.

#### 2022-23 Opportunities for Parental Involvement

We encourage all parents to become active volunteers at our school. Parents are urged to call the school office to find out about the requirements necessary to become a Redlands Unified School District-approved school volunteer. We also encourage all parents to become active members in the McKinley PTA, ELAC, SSC, and McKinley Safety Committee. The PTA plans and organizes many activities to enhance the learning opportunities for all of our students. The McKinley School PTA also helps to facilitate community and business partnerships. Any correspondence for the PTA officers may be left with any school office staff member. Our ELAC/SSC parent groups help revise our school plan and offer input on how funding should be utilized for student interventions/programs. All parent groups are well-supported by our community.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	379	367	91	24.8
Female	185	179	45	25.1
Male	194	188	46	24.5
American Indian or Alaska Native	2	2	0	0.0
Asian	11	10	0	0.0
Black or African American	42	39	13	33.3
Filipino	3	3	0	0.0
Hispanic or Latino	221	215	58	27.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	16	16	3	18.8
White	83	81	16	19.8
English Learners	37	36	5	13.9
Foster Youth	4	4	3	75.0
Homeless	37	36	8	22.2
Socioeconomically Disadvantaged	289	284	85	29.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	59	19	32.2

### 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.13	2.61	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.43	0.22	3.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.43	0.00
Female	3.24	0.00
Male	3.61	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.07	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.20	0.00
English Learners	5.41	0.00
Foster Youth	0.00	0.00
Homeless	2.70	0.00
Socioeconomically Disadvantaged	4.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.45	0.00

## 2022-23 School Safety Plan

McKinley School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan has been adopted during this current school year and is reflective of the school's safety needs. The key components of McKinley's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. The services of a Redlands Police Department School Resource Officer is available to provide counseling, education, and law enforcement support for students.

To ensure student safety before school, teachers, ancillary staff and administrators supervise the school grounds and Entry Gates. During the school day, all entry/exit gates are locked. All visitors must enter the school office and gain clearance through the Raptor system and office personnel. In addition, we have Campus Monitors that supervise the cafeteria and playgrounds during lunches and recesses. Additionally, a crossing guard ensures students cross the street at the corner of Olive Ave. and Center St. safely before and after school. At dismissal, the gates are also monitored by school employees. Finally, although supervision is limited after school, the administrator/designee supervises the campus at dismissal until all students have left the campus for home. Safety has been a central focus over the past few years, and our safety committee helps guide and propose new suggestions for ensuring improved safety on campus. Parents are encouraged to provide any suggestions to the Safety Committee by way of the office or their child's teacher.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	15	3	1	
1	27	1	1	1
2	21	2	1	
3	21	1	2	
4	21	1	1	
5	26	1		2
6				
Other	14	1		



## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	20	1	2	
1	24	2		1
2	18	2	1	
3	19	2	1	
4	29		2	
5	32		2	
6				
Other	10	1		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	18	1	2	
1	18	3		
2	17	3		
3	28		2	
4	28		2	
5	28		2	
6				
Other	16	2		

## 2021-22 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

## 2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$10195.95	\$2693.41	\$7502.54	\$92,339.36
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	4.0	3.9
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	12.9	4.4

## 2021-22 Types of Services Funded

### Summary of Strengths

McKinley School is fortunate to have a highly dedicated and professional staff. Teachers at McKinley School believe that all students can learn irrespective of ethnic, cultural, linguistic, or socio-economic background. In order to address the educational needs of an ever-changing, diverse student population, the staff at McKinley follows a state and district-adopted curriculum, which will nurture the intellectual, physical, emotional, and moral attributes of each child.

Students at McKinley School have access to a number of different programs. The Accelerated Reader Program allows us to identify the instructional as well as the independent reading level of each of our students. This program helps teachers and students monitor their reading comprehension when reading non-fiction and fiction books. Students receive points and incentives for their accomplishments.

McKinley School has also funded an extra Reading Intervention teacher to work with student in small groups. These small groups are targeted towards the specific reading skills that students need to improve their learning. These groups are kept very small and have no more than 6 students working with the teacher at a time.

Parent involvement and support is another strength at McKinley. Parents are active as classroom volunteers and are members of the School Site Council and Parent/Teacher Association.

Technology continues to be a focus at McKinley School. The use of computers in the classrooms provides students the opportunity to receive computer-assisted instruction throughout the curriculum. All students have a district issues laptop and can access the internet while in the classroom. All teachers have a district-issued computer, document camera, and LCD projectors and/or Newline boards which can be used to project video streaming clips or other integrated technology. All McKinley students use elements of Google Classroom.

### Critical Needs

In order to support a strong literacy program at McKinley, it is important that we continue to build out the reading material that students have access to at school as well as from home. We continue to add new titles to our School Library. We have also funded web-based programs that give students access to reading material online.

Students will improve their reading ability through a variety of teaching strategies and programs such as the Journeys curriculum, Accelerated Reader, STAR Reading, STAR Early Literacy, Lexia Core 5, MyOn, and PebbleGo.

Students will improve their math skills through a variety of teaching strategies and the support of Freckle Math and the Math Intervention Program.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$51,965	\$54,370
<b>Mid-Range Teacher Salary</b>	\$82,615	\$82,681
<b>Highest Teacher Salary</b>	\$109,075	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$133,996	\$135,283
<b>Average Principal Salary (Middle)</b>	\$143,214	\$141,244
<b>Average Principal Salary (High)</b>	\$155,485	\$152,955
<b>Superintendent Salary</b>	\$260,000	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

Teachers at McKinley School are participating in the district-wide professional development initiatives including Universal Design for Learning and Equity within our Schools.

McKinley School adopted "AVID Elementary" as a site-based initiative in the 2019-2020 school year. During the 2020-2021 school year, the training of faculty was put on pause due to the worldwide pandemic. Additional Staff Members attended the AVID Summer Institute in June 2022. For the 2022-2023 school year 12 out of 18 of our Full Time Staff have been AVID trained.

Select teachers at McKinley School have also implemented the Lego program in their classes. These teachers are continuing their training with District TOAs as this school progresses. throughout the school year, the staff has designated 6 "Collaboration Days" for further staff development in the following areas: CAASPP Data Analysis, AVID Implementation, District Benchmark Analysis, SEB Implementation/SWIS, and AVID & SEB Implementation Evaluation

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	6