SARC
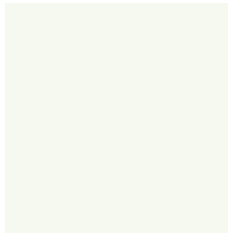## School Accountability Report Card 2018-19
Published in 2019-20

McKinley Elementary School

Excellence in Education.

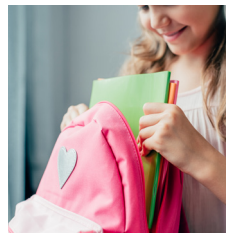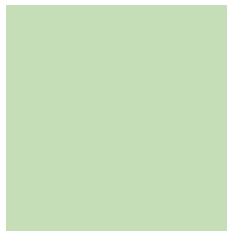Grades K-5
CDS Code 39-75499-6042857

Carla Washington
Principal
cwashington@tusd.net

800 West Carlton Avenue
Tracy, CA 95376
(209) 830-3319

www.tracy.k12.ca.us/sites/mes
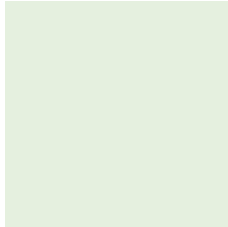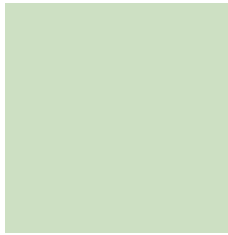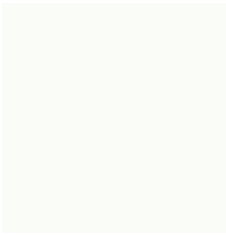
Para español, visita www.tracy.k12.ca.us.

Tracy Unified School District

1875 West Lowell Avenue   Tracy, CA 95376   ▪   www.tracy.k12.ca.us
Brian Stephens, Superintendent   ▪   bstephens@tusd.net   ▪   (209) 830-3200
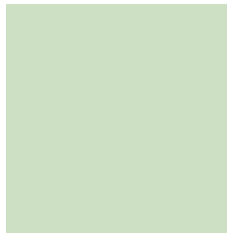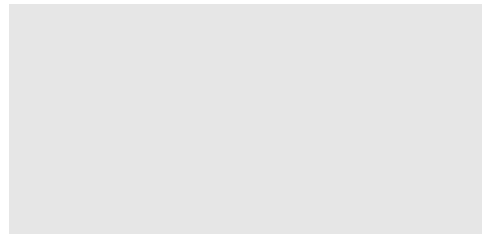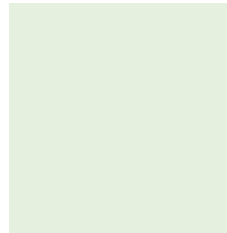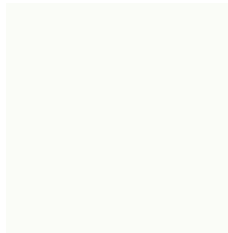
Principal's Message

To the families of McKinley Elementary School,

I have had the pleasure of being the principal for the past ten years. During my time here at McKinley, I have enjoyed the relationships I have built with our students and families.

At McKinley, the teachers and staff focus on instructional strategies that meet the students' diverse learning needs to achieve academic excellence. The teachers work collaboratively to establish student goals and identify appropriate strategies. We provide a nurturing atmosphere for our students and welcome parents and the community to collaborate with us to support our students.

Follow McKinley Elementary on Facebook at www.facebook.com/MckinleyElementarySchoolTUSD for school updates, events around campus and special announcements.

Sincerely,

Carla Washington

Principal

School Mission Statement

The success and achievement of our students are a priority at McKinley School. We believe that all students can learn. We are committed to educating all students so that they have the knowledge, skills and frame of mind to be effective communicators and complex thinkers. We are also committed to addressing their physical and social-emotional wellbeing. Our students will ultimately become college and career ready.

Collective agreements:

- Teach the basic skills of reading, writing, listening, speaking and solving mathematical problems.
- Differentiate our instruction to provide students more opportunities to demonstrate and apply the basic skills to think critically, communicate effectively and produce quality work.
- Use research and standards-based curriculum that enhances our instruction and is more connected to real-life situations.
- Integrate technology, science, engineering and other subjects to increase their academic knowledge.
- Assess how well our students are doing and use the results to facilitate learning and improve achievement.
- Maintain a safe and positive learning environment where students, staff, parents and community members are respected, appreciated, encouraged and supported.

About Our School

McKinley Elementary School is a neighborhood school that has been part of the community for more than 60 years. The teachers and staff focus on instructional strategies that meet the students' diverse learning needs to achieve academic excellence.

The teachers work collaboratively to establish student goals and identify appropriate strategies. We provide a nurturing atmosphere for our students and welcome parents and the community to partner with us to support our students. Teachers and staff encourage students to grow personally by teaching and emphasizing the pillars of character in the classroom and around the campus.

At McKinley Elementary School, our motto is "Excellence in Education." We will achieve this by implementing programs to meet the needs of all our students.

Parental Involvement

We believe that a partnership must exist between our parents and our school. We promote positive communication between the school and our students' homes. Our school provides a variety of opportunities for parents to be involved in activities supporting our school. Our school engages parents in the following types of activities to increase their involvement and support for student learning: family science night, parent education workshops, book-fair helpers and many other opportunities. We also have a Parent Volunteer Committee (MPV) that meets several times during the school year.

We believe teachers have a responsibility to provide the needed framework for parents to nurture their child's formal instruction at home. We provide materials that can support children at home to reinforce their academic success.

For more information on how to become involved at the school, please contact Principal Carla Washington at (209) 830-3319.

"The future belongs to the educated."

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

District Vision Statement

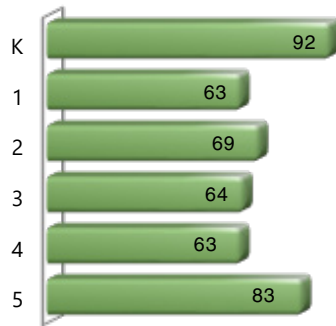All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

Board of Trustees

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

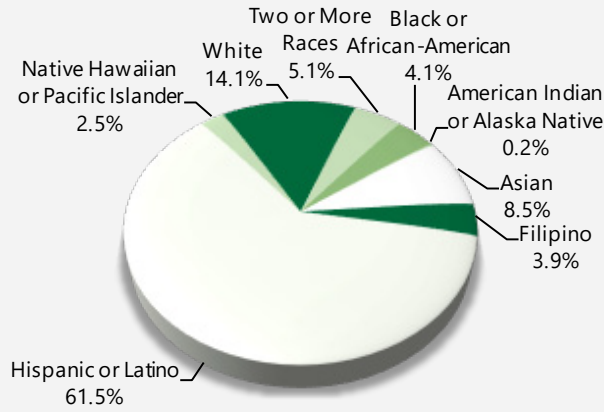| Grade	Enrollment
K	92
1	63
2	69
3	64
4	63
5	83

Enrollment by Student Group

The total enrollment at the school was 434 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.
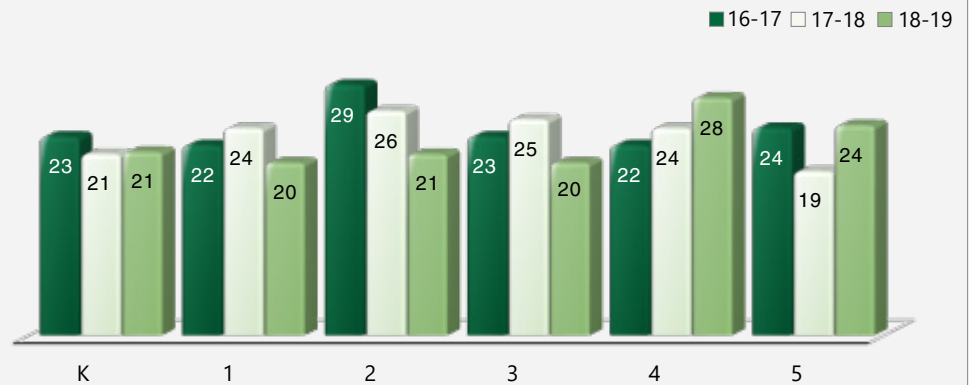
Demographics — 2018-19 School Year

- Two or More Races 5.1%
- Black or African-American 4.1%
- White 14.1%
- Native Hawaiian or Pacific Islander 2.5%
- American Indian or Alaska Native 0.2%
- Asian 8.5%
- Filipino 3.9%
- Hispanic or Latino 61.5%

	2018-19
Socioeconomically disadvantaged	69.80%
English learners	40.60%
Students with disabilities	18.00%
Foster youth	0.50%
Homeless	1.20%

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

McKinley ES

	16-17	17-18	18-19
Suspension rates	2.0%	1.2%	1.2%
Expulsion rates	0.0%	0.0%	0.0%

Tracy USD

	16-17	17-18	18-19
Suspension rates	10.5%	8.3%	9.3%
Expulsion rates	0.6%	0.7%	0.5%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size — Three-Year Data (16-17, 17-18, 18-19)

Grade	16-17	17-18	18-19
K	23	21	21
1	22	24	20
2	29	26	21
3	23	25	20
4	22	24	28
5	24	19	24

Number of Classrooms by Size — Three-Year Data

Grade	2016-17 1-20	21-32	33+	2017-18 1-20	21-32	33+	2018-19 1-20	21-32	33+
K	1	3		2	2		3	1	
1		3			3		3		
2		2		1	2		2	1	
3		3			2		3		
4		3			3			2	
5		3		3				3	

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	McKinley ES		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	McKinley ES		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	39%	33%	42%	44%	50%	51%
Mathematics	31%	26%	30%	31%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	McKinley ES
	Grade 5
Four of six standards	15.1%
Five of six standards	15.1%
Six of six standards	3.5%

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-5.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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

✧ Not applicable.

CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	223	218	97.76%	2.24%	32.57%
Male	117	115	98.29%	1.71%	26.96%
Female	106	103	97.17%	2.83%	38.83%
Black or African-American	11	10	90.91%	9.09%	40.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	22	20	90.91%	9.09%	40.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	142	140	98.59%	1.41%	29.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	25	25	100.00%	0.00%	32.00%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	171	170	99.42%	0.58%	27.65%
English learners	114	112	98.25%	1.75%	32.14%
Students with disabilities	48	48	100.00%	0.00%	8.33%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
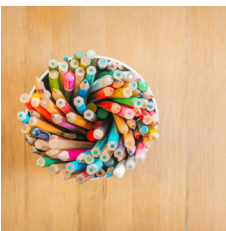
CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	222	217	97.75%	2.25%	26.27%
Male	116	113	97.41%	2.59%	26.55%
Female	106	104	98.11%	1.89%	25.96%
Black or African-American	11	10	90.91%	9.09%	30.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	22	21	95.45%	4.55%	61.90%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	142	139	97.89%	2.11%	22.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	25	25	100.00%	0.00%	24.00%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	171	169	98.83%	1.17%	21.89%
English learners	114	112	98.25%	1.75%	27.68%
Students with disabilities	48	47	97.92%	2.08%	6.38%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
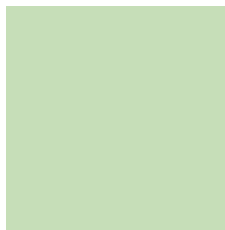
Textbooks and Instructional Materials

Textbook-selection committee members are volunteers from each school site, balanced by grade band (K-2, 3-5, 6-8 and 9-12). They receive ongoing training in standards related to that content area before an adoption cycle begins. After extensive review and piloting, the textbook-selection committee members vote to recommend one text to the district's Curriculum Council. The council, which consists of members from each school site and including some site administrators, reviews the recommendation and then recommends a textbook to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2018.

The district chose its most recently adopted textbooks (English language arts) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). The district is in the process of evaluating and selecting history-social studies instructional materials for grades 6-8 using the state-approved list for grades 6-8.

Textbooks and Instructional Materials List	2019-20 School Year	
Subject	**Textbook**	**Adopted**
Reading/language arts	Wonders (TK-5 tradition)	2017
Mathematics	*My Math*, McGraw-Hill (K-5 traditional)	2014
Science	California Science (K-5)	2008
History/social science	Scott Foresman History-Social Science for California (K-5) (undergoing pilot 2019-2020)	2007

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	2019-20 School Year
McKinley ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2019-20 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/24/2019

Public 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 at a workstation, and the ability to print documents.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	7/2/2019
Date of the most recent completion of the inspection form	7/2/2019

School Facilities

General

The Tracy Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility-survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California.

Below is more specific information on the condition of McKinley Elementary School for the 2019-20 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

This school has 20 classrooms, a multipurpose room, kitchen and administration building. The main campus was built in 1954 and underwent major renovations in 2011-12. Additions were constructed in 1959 (two new classrooms), 1970 (three relocatable classrooms, which were removed in 2011-12), 1982 (one relocatable classroom, which was removed in 2011-12), 1986 (six relocatable classrooms, which were also removed in 2011-12), 1993-94 (modernization on eight classrooms, the multipurpose room and a workroom) and 2011-12 (11 relocatable classrooms were replaced as part of modernization and modernization of all remaining classrooms).

Maintenance and Repair

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

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state-deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district has elected to commit deferred maintenance funding to cover general fund expenditures.

About Our School

McKinley Elementary School is a neighborhood school that has been part of the community for more than 60 years. The teachers and staff focus on instructional strategies that meet the students' diverse learning needs to achieve academic excellence.

The teachers work collaboratively to establish student goals and identify appropriate strategies. We provide a nurturing atmosphere for our students and welcome parents and the community to partner with us to support our students. Teachers and staff encourage students to grow personally by teaching and emphasizing the pillars of character in the classroom and around the campus.

At McKinley Elementary School, our motto is "Excellence in Education." We will achieve this by implementing programs to meet the needs of all our students.

Types of Services Funded

About 58 percent of the district's income is spent on employee salaries, and 23 percent is spent on employee benefits. Books and supplies account for 10 percent of the district's spending, an additional 10 percent is dedicated to services and operating costs, three percent is used for capital outlay, and two percent is spent on other district outgo. Expenditures are expected to exceed revenues by approximately five percent.

All of our Kindergarten through third grade classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical And Health Services Academy.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Tracy USD	**McKinley ES**		
Teachers	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	672	22	22	23
Without a full credential	20	2	2	0
Teaching outside subject area of competence (with full credential)	57	0	0	0

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	2.0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data	
	McKinley ES		
Teachers	**17-18**	**18-19**	**19-20**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0
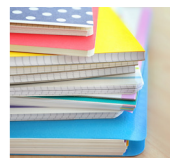
"We provide a nurturing atmosphere for our students and welcome parents and the community to collaborate with us to support our students."

Professional Development

Professional Development Days			Three-Year Data
	2017-18	**2018-19**	**2019-20**
Number of school days dedicated to staff development and continuous improvement	5	5	5

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.
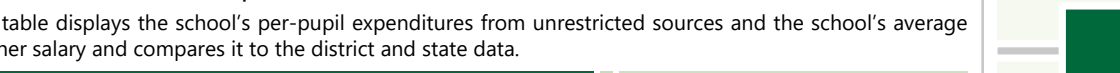
Salary Data		2017-18 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	$48,137	$51,374
Midrange teacher salary	$70,952	$80,151
Highest teacher salary	$93,286	$100,143
Average elementary school principal salary	$127,236	$126,896
Average middle school principal salary	$128,903	$133,668
Average high school principal salary	$143,734	$143,746
Superintendent salary	$221,917	$245,810
Teacher salaries: percentage of budget	36%	35%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
McKinley ES	$6,227	$73,657
Tracy USD	$8,184	$70,046
California	$7,507	$82,031
School and district: percentage difference	-23.9%	+5.2%
School and California: percentage difference	-17.1%	-10.2%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	$8,299
Expenditures per pupil from restricted sources	$2,072
Expenditures per pupil from unrestricted sources	$6,227
Annual average teacher salary	$73,657

Expenditures Per Pupil

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.

McKinley Elementary School