

McKinley Institute of Technology

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

| | |
|--|---|
| School Name | McKinley Institute of Technology |
| Street | 400 Duane Street |
| City, State, Zip | Redwood City, CA 94062 |
| Phone Number | 650-482-2410 |
| Principal | Susana García Fernández |
| Email Address | sgarciafernandez@rcsdk8.net |
| School Website | https://mit.rcsdk8.net |
| County-District-School (CDS) Code | 41-69005-6044556 |

2023-24 District Contact Information

| | |
|-------------------------|------------------------------|
| District Name | Redwood City School District |
| Phone Number | (650) 482-2200 |
| Superintendent | Dr. John Baker, Ed.D. |
| Email Address | jbaker@rcsdk8.net |
| District Website | www.rcsdk8.net |

2023-24 School Description and Mission Statement

MIT Vision Statement

We will cultivate an environment where technology is a part of the academic culture, empowering students to meet or exceed state academic standards in all content areas using traditional and innovative technologies. We will expand the school community beyond the physical campus, benefiting from local and global resources. We will develop independent, life-long critical thinkers and learners by setting high expectations and fostering an awareness of cultural diversity and gender equity.

School Profile

McKinley Institute of Technology (MIT) is a small traditional middle school housed in a beautiful historical building that has been transformed into a technology-learning hub for 6-8 students. We provide a safe and supportive learning environment where we identify and address each student's individual needs.

In the backyard of Google and Facebook—and in the midst of Silicon Valley—middle school students are experiencing hands-on learning with coding, keyboarding, and expanded uses of technology while also receiving instruction in core subjects, and offering a variety of elective choices. We also have the resources to provide the students with a Chromebook at the start of every year that they can use for instruction a home and at school.

Our school's smaller size facilitates a supportive learning community for students, whose teachers can take the time to get to know each of their students as individuals and work closely with their parents in order to best facilitate their child's success in school. We extend this consideration through McKinley's after school program, Citizens School, which provides a safe and caring place for students to complete homework, learn, and have fun.

McKinley thrives because of our strong committed staff members and parent groups that are focused on the success of every child. McKinley also recognizes the importance of giving students a voice in their education, through Student Council and their elective/explorative classes.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 5 | 1 |
| Grade 6 | 110 |
| Grade 7 | 108 |
| Grade 8 | 112 |
| Total Enrollment | 331 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 45.9% |
| Male | 54.1% |
| Asian | 0.6% |
| Black or African American | 1.2% |
| Filipino | 0.6% |
| Hispanic or Latino | 92.7% |
| Native Hawaiian or Pacific Islander | 1.5% |
| Two or More Races | 0.6% |
| White | 2.7% |
| English Learners | 43.5% |
| Homeless | 4.8% |
| Socioeconomically Disadvantaged | 89.4% |
| Students with Disabilities | 15.4% |

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.60 | 78.45 | 264.40 | 71.82 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 4.50 | 1.25 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 33.90 | 9.22 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.20 | 11.00 | 30.20 | 8.20 | 12115.80 | 4.41 |
| Unknown | 2.10 | 10.50 | 35.00 | 9.51 | 18854.30 | 6.86 |
| Total Teaching Positions | 20.00 | 100.00 | 368.20 | 100.00 | 274759.10 | 100.00 |

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 14.00 | 75.67 | 267.90 | 71.82 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 10.40 | 2.80 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.70 | 14.98 | 39.00 | 10.45 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.10 | 6.23 | 20.70 | 5.56 | 11953.10 | 4.28 |
| Unknown | 0.50 | 3.01 | 34.90 | 9.36 | 15831.90 | 5.67 |
| Total Teaching Positions | 18.60 | 100.00 | 373.10 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| Misassignments | 0.00 | 2.70 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 2.70 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| Local Assignment Options | 2.20 | 1.10 |
| Total Out-of-Field Teachers | 2.20 | 1.10 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 16.6 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Redwood City School District students have equal access to state adopted, standards-aligned textbooks, and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2023-2024 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level, and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the currently approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2023 District Textbook Audit, in regards to student editions in use at McKinley Institute of Technology during the current school year (2023-2024).

| Year and month in which the data were collected | | August 2022 | |
|---|--|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | Amplify Education Inc. ©2015, 6th grade through 8th grade – State Approved, Board Adopted 2015 Inside Language, Literacy and Content ©2006, (4th grade through 8th grade Intervention / English Language Development) – State Approved 2008 | Yes | 0% |
| Mathematics | CPM Educational Program, Core Connections, Courses 1-3 ©2013, 6th through 8th grade. – State Approved, Board Adopted in 2016 | Yes | 0% |
| Science | Amplify Science ©2018, 6th grade through 8th grade – State Approved, Board Adopted 2021 | Yes | 0% |
| History-Social Science | Full Option Science System (FOSS) Delta Education, Inc. ©2007, 3rd grade through 5th grade – State Approved, Board Adopted 2008 | Yes | 0% |

School Facility Conditions and Planned Improvements

MIT was originally constructed in 1927, with additions to the campus occurring in 1939 in the 1950s and again in 2005 . MIT is currently comprised of 24 classrooms, two computer labs, two science labs, one library, one multi-purpose room, one gymnasium, a television studio, one staff lounge, a playground, and an athletic field.

The school was completely modernized in 1998, and further renovated in 2002 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by August 2001 and included renovation of the administrative support area.

Measure B projects have been completed at variable times over the past three years and have included/will include: installation of energy-efficient lighting in all buildings, and new lighting in the auditorium; remodeling of the kitchen; construction of a 6,500 square foot dedicated gymnasium, and a maintenance and storage building; replacement of window coverings, the sidewalk in front of the library, areas behind play field backstops, fencing, and the auditorium; rebuilding of the play field and drainage system along the field; resurfacing of the playground areas and parking lot; fresh painting on all buildings; and campus-wide American Disabilities Act (ADA) improvements. The following chart displays the results of the most recent school facilities inspection.

Recently we completed an extensive upgrade of the auditorium including stage flooring, seating numbers, new curtains, light upgrades, sound upgrades as well as landscaping in the front of the school. This project was coordinated with Rebuilding Together and other local partners such as EA arts and Google.

Year and month of the most recent FIT report

6/1/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | Main: LIGHT OUT WO # 102993 Room 202: LIGHT OUT WO # 102995 Room 203: Blocked vent WO # 102996 Room 206: BLOCKED VENT WO # 102997 Room 207 / Staff Room: STACKED APPLIANCES WO # 102998 Room 208: Wall plate Wo # 102999 Room 213: CORD COVER Room 220: HIGH STORAGE |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | X | | Room 200: WALL PLATE WO # 102994 Room 203: cord cover WO # 103001 Room 218: Flickering light/wall plate broke WO# 103002 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | DF: Clean WO # 103000 Room 212: TIMING ON FAUCET |
| Safety: Fire Safety, Hazardous Materials | X | | | Room 207 / Staff Room: STACKED APPLIANCES |
| Structural: Structural Damage, Roofs | X | | | Gym: fix wood under faucet |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

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).

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.

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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 32 | 28 | 43 | 44 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 19 | 12 | 33 | 35 | 33 | 34 |

2022-23 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 328 | 311 | 94.82 | 5.18 | 28.30 |
| Female | 153 | 142 | 92.81 | 7.19 | 31.69 |
| Male | 175 | 169 | 96.57 | 3.43 | 25.44 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 309 | 292 | 94.50 | 5.50 | 26.37 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 133 | 118 | 88.72 | 11.28 | 2.54 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 16 | 7 | 43.75 | 56.25 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 293 | 276 | 94.20 | 5.80 | 28.62 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 55 | 54 | 98.18 | 1.82 | 7.41 |

2022-23 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 329 | 325 | 98.78 | 1.22 | 11.73 |
| Female | 154 | 153 | 99.35 | 0.65 | 7.84 |
| Male | 175 | 172 | 98.29 | 1.71 | 15.20 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 310 | 306 | 98.71 | 1.29 | 9.18 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 133 | 131 | 98.50 | 1.50 | 3.08 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 16 | 16 | 100.00 | 0.00 | 6.25 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 294 | 290 | 98.64 | 1.36 | 11.07 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 55 | 53 | 96.36 | 3.64 | 11.54 |

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.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 10.89 | 14.68 | 29.85 | 34.22 | 29.47 | 30.29 |

2022-23 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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 110 | 110 | 100.00 | 0.00 | 15.45 |
| Female | 58 | 58 | 100.00 | 0.00 | 15.52 |
| Male | 52 | 52 | 100.00 | 0.00 | 15.38 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 103 | 103 | 100.00 | 0.00 | 12.62 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 40 | 40 | 100.00 | 0.00 | 2.50 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 101 | 101 | 100.00 | 0.00 | 14.85 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 17 | 17 | 100.00 | 0.00 | 17.65 |

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 7 | 44% | 45% | 45% | 45% | 45% |

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.

2023-24 Opportunities for Parental Involvement

Parents play an important role at McKinley Institute of Technology through active participation and involvement in the School Site Council, English Learner Advisory Committee (ELAC), and Parent/School Committee. During the school year, and every month, McKinley holds four meetings for parents to join: the SSC meets once a month to discuss the governance of the school, allocate resources based on our vision, and plan next steps; ELAC meets once a month as well to provide parents of English Learners the opportunity to participate in the school's needs assessments of students, parents and teachers, advise the principal and school staff on the school's program for English Learners, provide input on the most effective ways to ensure regular school attendance, advise the school on the annual language census, and advise the School Site Council on the development of the School Improvement Plan; and parents have the opportunity to join one or both Parent/School Committee meetings that are held every month to discuss fundraisers, organize school events and to discuss, in an open format, the culture of the school, current issues, etc.

In addition, MIT has a list of volunteers that support our leadership elective in their fundraisers, organizing dances, festivals, etc. Parents can join this group at any moment of the year through a google form posted in the parent newsletter or reaching out to our family center.

Finally, parents are also encouraged to attend the family workshops that MIT organizes where we bring topics we know are going to benefit them and their students, such as Social Emotional Learning, Social Media Awareness, How to Use Technology, etc.

Parents who wish to participate in McKinley's committees, school activities, or become a volunteer may contact the school at (650) 482-2410.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 346 | 340 | 46 | 13.5 |
| Female | 160 | 156 | 27 | 17.3 |
| Male | 186 | 184 | 19 | 10.3 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 2 | 2 | 0 | 0.0 |
| Black or African American | 4 | 4 | 2 | 50.0 |
| Filipino | 2 | 2 | 0 | 0.0 |
| Hispanic or Latino | 323 | 317 | 42 | 13.2 |
| Native Hawaiian or Pacific Islander | 5 | 5 | 0 | 0.0 |
| Two or More Races | 2 | 2 | 1 | 50.0 |
| White | 8 | 8 | 1 | 12.5 |
| English Learners | 175 | 172 | 23 | 13.4 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 27 | 25 | 3 | 12.0 |
| Socioeconomically Disadvantaged | 311 | 306 | 42 | 13.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 60 | 58 | 13 | 22.4 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 6.11 | 10.12 | 0.07 | 3.02 | 3.39 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 10.12 | 0 |
| Female | 8.75 | 0 |
| Male | 11.29 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 9.91 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 12 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 3.7 | 0 |
| Socioeconomically Disadvantaged | 10.93 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 11.67 | 0 |

2023-24 School Safety Plan

Safety of students and staff is a top priority for McKinley Institute of Technology. The School Site Safety Plan is evaluated and revised annually in the fall by school faculty and administrators in collaboration with facilities department. Revisions to the Safety Plan are communicated to all staff members annually. Key elements of the Safety Plan include: Security Procedures, Emergency and Medical Procedures, Disaster Preparedness and Campus Climate. We employ a Proactive School Wide Student Support Program to ensure a safe, effective, and meaningful academic and social environment.

The school is in compliant with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire drills are held each month; earthquake drills are held three times a year; and the school conducts two lockdown drills annually.

To ensure student safety, supervision is provided on campus at all times. Teachers and administrators monitor students before and after school, during breaks, while in the classroom, during changing periods, etc. All visitors to the school must sign in and out at the office, must have prior authorization for classroom visits, and can only enter the building through the main entrance. All school doors and gates remain locked during school hours to prevent intruders, and surveillance in all areas ensures that any hazard or threat is caught and address in a timely manner.

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 21 | 9 | 7 | 1 |
| Mathematics | 18 | 9 | 4 | |
| Science | 24 | 4 | 5 | 1 |
| Social Science | 24 | 4 | 4 | 2 |

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 15 | 16 | 4 | |
| Mathematics | 19 | 9 | 3 | |
| Science | 21 | 4 | 5 | |
| Social Science | 21 | 5 | 4 | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 17 | 13 | 8 | 0 |
| Mathematics | 17 | 10 | 6 | 0 |
| Science | 20 | 3 | 8 | 0 |
| Social Science | 21 | 3 | 7 | 0 |

2022-23 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 |

2022-23 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 | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.5 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$21,482 | \$8,622 | \$12,860 | \$87,412 |
| District | N/A | N/A | \$10,477 | |
| Percent Difference - School Site and District | N/A | N/A | 20.4 | -0.1 |
| State | N/A | N/A | \$7,607 | \$89,574 |
| Percent Difference - School Site and State | N/A | N/A | 64.4 | 0.2 |

Fiscal Year 2022-23 Types of Services Funded

Federal Funding:

Title I: Basic Grants Low Income
 Title I: Migrant Education
 Special Education
 Title II: Part A Teacher Quality
 Title III: Limited English Proficiency
 Medi-Cal Billing Option

State Funding:

After School Education and Safety ("ASES")
 Lottery: Instructional Materials
 Special Education

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 |
|--|-----------------|--|
| Beginning Teacher Salary | | \$54,215 |
| Mid-Range Teacher Salary | | \$86,843 |
| Highest Teacher Salary | | \$111,440 |
| Average Principal Salary (Elementary) | | \$140,851 |
| Average Principal Salary (Middle) | | \$147,065 |
| Average Principal Salary (High) | | \$142,189 |
| Superintendent Salary | | \$252,466 |
| Percent of Budget for Teacher Salaries | 28.02% | 33.16% |
| Percent of Budget for Administrative Salaries | 8.18% | 5.15% |

Professional Development

2023-2024

The focus for our districtwide Professional Development for this year is training staff on adopted new Math curriculum of Illustrative Math for K-5, new reading initiative based on Science of Reading and working with California Reading and Literacy Project and assessments for all TK-5th as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, the middle school professional development is focused on Universal Design for Learning (UDL). All TK-8 teachers participated in professional development in Student Goal-Setting Conferences, which took place in October.

We continue to build our RCSD Student Learner profile, with the addition of "creative communicators" to the profile, which began in 2021-22. This school year's focus for Empowered Learner is Universal Design for Learning (UDL). STEAM professional development continues to build a focus on creating next generation innovators through our STEAM initiative and collaboration with Stanford.

District staff and administrators continue to have monthly meetings to align the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. MTSS focus is create alignment for Tier 1 practices as well as Tier 2 interventions. District Teachers on Special Assignment (TOSAs) collaborate with administrators and district instructional coaches to support the MTTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

2022-23

The focus for our districtwide Professional Development continues to be the RCSD "Student Learner" profile, with the addition of "creative communicators" to the profile begun in 2021-22. District staff had the opportunity for trainings in August that aligned the RCSD Student Learner Profile with our district commitment to the implementation of the Multi-Tiered System of Support (MTSS) through trainings focused on inclusive practices, welcoming environments, and establishing an equity stance. The alignment of the Learner Profile with engaging, inclusive instructional practices was the focus of the January Professional Development Day, and is supported by the districts' Teachers on Special Assignment (TOSAs) in their 1-1 and small group work with district teachers.

Professional Development

In addition to this MTSS and Student Learner profile work, District TOSAs work 1-1 and with grade level teacher teams to strengthen lesson planning in each subject area that is inclusive of all students, including those with special needs and those who are multilingual learners. Encouraging students to make their thinking visible and construct knowledge together in small groups is a focus of many of these coaching sessions.

2021-22

The focus for districtwide Professional Development (PD) has been the connection of teaching strategies to our evolving “Student Learner” profile: Students as knowledge constructors, effective communicators, and empowered learners. Three days of PD were offered to all teachers prior to the beginning of the school year, and each topic was explicitly linked to one of these attributes.

In addition, with close to 95% of our students returning to in-person instruction, the social emotional health and wellbeing of our students, staff and community have been a focus in engaging outside resources for training and workshops.

The development of teacher leadership is highlighted this year through “Lead Learner” structures, bringing together teachers from across the district to delve deeply into subject areas with an equity lens.

Underlying and fortifying all of this work continues to be our commitment to equitable practices and our systemic approach to analyzing our current system for biases and inequities. This work is currently being undertaken by the Multi Tiered Systems of Support (MTSS) District Leadership Team (DLT).

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 5 | 5 |