

# McKinley Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	McKinley Elementary School
<b>Street</b>	800 West Carlton Avenue
<b>City, State, Zip</b>	Tracy, CA 95376
<b>Phone Number</b>	(209) 830-3319
<b>Principal</b>	Shannon Bancroft
<b>Email Address</b>	sbancroft@tusd.net
<b>School Website</b>	<a href="https://mckinley.tracy.k12.ca.us/">https://mckinley.tracy.k12.ca.us/</a>
<b>Grade Span</b>	P-5
<b>County-District-School (CDS) Code</b>	39-75499-6042857

## 2024-25 District Contact Information

<b>District Name</b>	Tracy Unified School District
<b>Phone Number</b>	(209) 830-3200
<b>Superintendent</b>	Robert Pecot
<b>Email Address</b>	rpecot@tusd.net
<b>District Website</b>	<a href="http://www.tracy.k12.ca.us">www.tracy.k12.ca.us</a>

## 2024-25 School Description and Mission Statement

### Principal's Message

Dear Students and Parents,

Welcome to McKinley Elementary School! We are a TK-5 school and have been servicing families since 1954. We have gone through several modernizations through the years.

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, using data and the best instructional practices to assist students in

## 2024-25 School Description and Mission Statement

meeting or exceeding their academic potential. Our staff have high expectations that students will be successful as lifelong learners.

We provide a nurturing atmosphere for our students and welcome parents and the community to collaborate with us to support our students. We stress the importance of being a good citizen by focusing on the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. When you come onto our campus, you will see that we are proud to be the McKinley Tigers!!

Follow McKinley Elementary on Facebook at [www.facebook.com/MckinleyElementarySchoolTUSD](http://www.facebook.com/MckinleyElementarySchoolTUSD) for school updates, events around campus and special announcements.

Sincerely,  
Shannon Bancroft  
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.

### School Vision Statement

The ultimate goal of the McKinley School community is to provide a positive, safe environment, strive for academic excellence, build strong character, inspire a life-long love of learning and utilize research-based curriculum that effectively meets the needs of each child.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	69
Grade 2	51
Grade 3	65
Grade 4	76
Grade 5	77
<b>Total Enrollment</b>	<b>445</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.2
Asian	11.7
Black or African American	4.7
Filipino	3.8
Hispanic or Latino	63.8
Native Hawaiian or Pacific Islander	1.1
Two or More Races	4
White	10.6
English Learners	34.8
Foster Youth	0.4
Homeless	6.1
Socioeconomically Disadvantaged	83.6
Students with Disabilities	24.5

### 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>	16.60	84.01	549.40	79.15	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.06	31.00	4.48	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	27.00	3.90	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.81	29.40	4.25	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.00	10.12	57.10	8.22	18854.30	6.86
<b>Total Teaching Positions</b>	19.70	100.00	694.20	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.30	88.13	548.80	80.10	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	44.20	6.46	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	1.08	33.60	4.91	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	27.10	3.96	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	2.00	10.79	31.30	4.58	15831.90	5.67
<b>Total Teaching Positions</b>	18.50	100.00	685.10	100.00	279044.80	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.

## 2022-23 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>	12.90	72.11	563.30	81.85	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.58	44.90	6.53	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	11.15	36.50	5.31	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	19.20	2.79	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.00	11.15	24.20	3.52	14303.80	5.15
<b>Total Teaching Positions</b>	17.90	100.00	688.20	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	1
<b>Misassignments</b>	0.00	0.20	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.20	2

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.10	0.00	0
<b>Total Out-of-Field Teachers</b>	0.10	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	9.5
<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)	4.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other 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 includes some site administrators, reviews the recommendation and then recommends instructional materials (IM) to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2022. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12.

Year and month in which the data were collected

11/14/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders (TK-5) 2017 Bilingual: Maravillas, McGraw-Hill (K-5) 2017 StudySync (6-8) 2017	Yes	0%
<b>Mathematics</b>	My Math, McGraw-Hill (K-5) 2014 Bilingual: Mis Matemáticas, McGraw-Hill (K-5) 2014 Digits, Pearson 2015 Bridge to Algebra, Carnegie Learning 2014 Algebra 1, Houghton Mifflin 2015 Geometry, Houghton Mifflin 2015 Algebra 2, Houghton Mifflin 2015	Yes	0%
<b>Science</b>	Science Dimensions, Houghton Mifflin (K-5) 2020 Science; Amplify (6-8) 2018	Yes	0%
<b>History-Social Science</b>	myWorld Interactive (K-5) 2019 Bilingual: miMundo Interactivo, Pearson (K-5) 2019 World History: Ancient Civilizations 2019 World History: Medieval and Modern Times 2019 World History: American Stories 2019 StudySync, McGraw Hill (6-8) 2017	Yes	0%

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

### 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 2024-2025 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 29 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. Two relocatable classrooms were added during summer of 2023, with two additional rooms added during the 2023-2024 school year.

### 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.

**Year and month of the most recent FIT report**

7/02/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Needs new door closure. Work order submitted.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Multiple lights out. Work order submitted.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			



## School Facility Conditions and Planned Improvements

### 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	26	32	41	40	46	47
<b>Mathematics</b> (grades 3-8 and 11)	21	20	26	26	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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>	222	215	96.85	3.15	32.24
<b>Female</b>	112	108	96.43	3.57	35.19
<b>Male</b>	110	107	97.27	2.73	29.25
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	19	95.00	5.00	31.58
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	12	12	100.00	0.00	50.00
<b>Hispanic or Latino</b>	147	143	97.28	2.72	26.57
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	22	21	95.45	4.55	55.00
<b>English Learners</b>	68	64	94.12	5.88	10.94
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	11	91.67	8.33	9.09
<b>Military</b>	20	20	100.00	0.00	25.00
<b>Socioeconomically Disadvantaged</b>	186	181	97.31	2.69	27.22
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	63	63	100.00	0.00	3.17

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	221	218	98.64	1.36	20.18
<b>Female</b>	112	110	98.21	1.79	19.09
<b>Male</b>	109	108	99.08	0.92	21.30
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	20	20	100.00	0.00	30.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	12	12	100.00	0.00	25.00
<b>Hispanic or Latino</b>	147	146	99.32	0.68	15.07
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	22	21	95.45	4.55	33.33
<b>English Learners</b>	68	68	100.00	0.00	4.41
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	12	100.00	0.00	8.33
<b>Military</b>	20	20	100.00	0.00	15.00

<b>Socioeconomically Disadvantaged</b>	185	183	98.92	1.08	16.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	63	62	98.41	1.59	1.61

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	14.08	22.37	24.54	25.82	30.29	30.73

## 2023-24 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>	78	76	97.44	2.56	22.37
<b>Female</b>	38	37	97.37	2.63	18.92
<b>Male</b>	40	39	97.50	2.50	25.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	50	50	100.00	0.00	18.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	25	25	100.00	0.00	4.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	64	62	96.88	3.12	17.74
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	19	95.00	5.00	0.00

## 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.

#### 2023-24 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 requires only participation results 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	93.8%	97.5%	96.3%	96.3%	96.3%
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

## 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.

#### 2024-25 Opportunities for 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 nights, Cafecito, classroom volunteers, book-fair helpers, field trip chaperones, and many other opportunities. 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 us at (209) 830-3319.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	490	471	124	26.3
Female	238	229	55	24.0
Male	252	242	69	28.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	54	53	9	17.0
Black or African American	23	23	8	34.8
Filipino	18	18	3	16.7
Hispanic or Latino	317	302	83	27.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	20	4	20.0
White	52	49	14	28.6
English Learners	176	169	41	24.3
Foster Youth	--	--	--	--
Homeless	37	34	15	44.1
Socioeconomically Disadvantaged	416	399	112	28.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	133	132	39	29.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.51	1.77	6.33	6.6	8.1	7.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.41	0.55	0.36	0.42	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.33	0.41
Female	1.26	0.00
Male	11.11	0.79
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.70	0.00
Black or African American	17.39	0.00
Filipino	5.56	0.00
Hispanic or Latino	5.68	0.32
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	15.00	5.00
White	5.77	0.00
English Learners	5.68	0.57
Foster Youth	0.00	0.00
Homeless	13.51	0.00
Socioeconomically Disadvantaged	6.97	0.48
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.53	0.75

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

At McKinley Elementary School, student safety is our priority, and for this reason we are a closed campus. This means that only students are allowed to come onto campus in the morning as school personnel usher them through the school gates. Parents are welcomed on campus once they have passed clearance through the Department of Justice and the district office.



## 2024-25 School Safety Plan

All visitors must check in to the office.

We provide clear expectations for student behavior at the beginning of each school year. The principal conducts classroom and grade-level meetings to emphasize school rules in a positive, respectful way. We also promote a positive and safe school environment by teaching our students Character Counts! Staff members reward positive behavior on campus with Tiger Bucks, which can be redeemed at our student store each month. McKinley has a comprehensive safety plan that includes annual preparation and planning. Teachers are updated on the school plan annually, and it is revisited throughout the school year. Each year, the fire marshal inspects the school, and monthly safety drills prepare students and staff in the event of a fire, earthquake, etc. In addition, each classroom is equipped with an emergency bucket that contains various supplies. Evacuation routes are posted in each classroom.

The safety plan addresses fire drills; shelter-in-place, lockdown and earthquake procedures; student evacuation; emergency student release; and emergency communication.

The school safety plan was last reviewed, updated and discussed with school staff as well as our School Site Council in February 2024.

## 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.

## 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	24		3	
1	20	3		
2	22		3	
3	21		3	
4	30		2	
5	16	2	2	
Other	16	3		

## 2022-23 Elementary 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 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	21	2	2	
1	18	1	2	
2	17	4		
3	19	1	3	
4	25	1	2	
5	35	1	2	1

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	1	3	
1	17	3	1	
2	17	1	2	
3	16	4		
4	25	3	5	1
5	29	2	5	1

## 2023-24 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

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	0.5
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$9,369	\$2,620	\$6,749	\$91,412
<b>District</b>	N/A	N/A	\$2,368	\$90,817
<b>Percent Difference - School Site and District</b>	N/A	N/A	96.1	0.7
<b>State</b>	N/A	N/A	\$10,771	\$97,756
<b>Percent Difference - School Site and State</b>	N/A	N/A	-45.9	-6.7

## Fiscal Year 2023-24 Types of Services Funded

About 55% of the district's income is spent on employee salaries, and 22% is spent on employee benefits. Books and supplies account for 9% of the district's spending, an additional 9% is dedicated to services and operating costs, 1% is used for capital outlay, and 2% is spent on another district outgo. Expenditures are expected to exceed revenues by approximately 8%.

All our K-3 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.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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>	\$58,538	\$59,551
<b>Mid-Range Teacher Salary</b>	\$86,280	\$93,855
<b>Highest Teacher Salary</b>	\$113,439	\$120,219
<b>Average Principal Salary (Elementary)</b>	\$146,803	\$151,525
<b>Average Principal Salary (Middle)</b>	\$158,398	\$158,215
<b>Average Principal Salary (High)</b>	\$171,097	\$171,087
<b>Superintendent Salary</b>	\$234,038	\$300,043
<b>Percent of Budget for Teacher Salaries</b>	31%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

### School

Here at McKinley Elementary School, we feel professional development for our staff is vital. Lifelong learning is a goal for all stakeholders at McKinley. We provide a variety of opportunities for staff development. We have fully implemented the California State Standards. Teachers meet regularly to plan, evaluate and collaborate on content.

The annual staff buyback days, two pre-service days, as well as our early release Mondays have allowed for ongoing staff development to assist with student success in the classroom. Training takes place in staff meetings where teachers share best practices and strategies and collectively engage in their Professional Learning Communities. Our weekly Early Release Mondays (ERMs) support our teachers' professional development as we systematically design coherent, standards-aligned and meaningful learning experiences for all our students. Once a month the Instructional Leadership Team (ILT) provides STEM training to the staff during an ERM. The McKinley staff is committed to using the Relationships, Rigor and Relevance Instructional Framework as we delve into student data to focus on meeting our students' needs while supporting instructional effectiveness. Together, we are building effective rigorous and relevant expectations to create and implement an effective learning environment that is engaging and aligned to learner needs.

Highlights we are focusing on this year include:

- Working regularly in our Professional Learning Communities to answer four critical questions to identify students for targeted interventions, assess their progress, and share key information with staff and stakeholders. Our four driving questions behind everything we do for our students include: What is it we expect our students to learn? How will we know when they have learned it? How will we respond when some students do not learn? And, how can we extend and enrich learning for students who have demonstrated proficiency?
- Teachers receive multiple professional development release days during the school year to be released from class to analyze data and plan instruction as a grade level. Multi-Tiered System of Support (MTSS) is designed to continually focus on the individual student and their needs.
- We have district professional learning department staff and our site Instructional Leadership Team provides staff development throughout the year at our staff meetings. We receive continued support from our district ELD coordinator and our site coordinator.
- We build coherent STEM instruction and bring to life its vision of student learning across grade levels. The ILT meets monthly and work with teachers on STEM Unit Implementation.
- We have two technology teacher leaders who attend district meetings and receive ongoing staff development on embedding technology into instruction. These technology leads share their knowledge with their colleagues at staff meetings and as needed on an individual basis.
- We have staff development on the district FastBridge and DnA assessment systems to deepen teachers' understanding of how to use assessment data to make instruction accessible for all students..

## Professional Development

- Students in grades K-5 use the MyPath Reading or Math intervention program. MyPath is a digital foundational program designed to close the achievement gap and place all students on a path to reading and math proficiency. Teachers work with a consultant for continued coaching and monitoring of student progress.

Tracy Unified also provides training for staff on the use of achievement data to drive instruction, Rigorous Curriculum Design, English language learner strategies and a variety of other topics through designated ERM professional development and voluntary participation in staff buyback days.

### LEA

Tracy Unified School District requires new teachers to Tracy Unified to participate in the Tracy Teacher Induction Program (TTIP). This professional learning involves six full days of pre-service and three follow-up days during the year. At this time, teachers are introduced to the district departments, their site administrators, and receive professional learning that highlights the California Standards for the Teaching Profession. Teachers experience strategies that support classroom management, curriculum supports, and universal lesson design components. Throughout the year in TTIP, teachers are also able to contact Curriculum Specialists for just-in-time support.

New teachers who come to Tracy Unified with their Preliminary credentials qualify for the California Commission on Teaching Credentialing accredited Teacher Induction Program with Tracy Unified. This program supports new teachers in growing through the California Standards for the Teaching Profession (CSTPs) and clearing their preliminary credentials. During this process an Induction mentor will be assigned to the new teacher to facilitate their learning through the Individualized Learning Plan and growth in the CSTPs.

The district offers professional-development opportunities for all staff members throughout the school year. Four full days are provided before the school year starts. Every Monday, students are released early from school to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, and teacher collaboration time.

The district office is helping to fund professional development for our teachers and administration, both through sending teachers to Professional Learning Community (PLC) conferences, STEM conferences, and through work with The Center for Model Schools (CMS). The work with CMS focuses on building Relationships, Rigor, Relevance, and Engagement in the classroom.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	4	4