McKinley Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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/.

2025-26 School Contact Information

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

2025-26 District Contact Information

District Name	Tracy Unified School District
Phone Number	(209) 830-3200
Superintendent	Robert Pecot
Email Address	rpecot@tusd.net
District Website	www.tracy.k12.ca.us

2025-26 School Description and Mission Statement

Principal's Message
Dear Students and Parents, and Community Members,
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 meeting or exceeding their academic potential. Our staff have high expectations that students will be successful as lifelong

2025-26 School Description and Mission Statement

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 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	74
Grade 2	68
Grade 3	57
Grade 4	60
Grade 5	69
Total Enrollment	436

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.5
Asian	14.7
Black or African American	5.7
Filipino	2.3
Hispanic or Latino	61.9
Native Hawaiian or Pacific Islander	1.1
Two or More Races	4.1
White	9.6
English Learners	33.5
Homeless	6.9
Socioeconomically Disadvantaged	84.2
Students with Disabilities	23.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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)	16.3	88.13	548.8	80.1	234405.2	84
Intern Credential Holders Properly Assigned	0	0	44.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	1.08	33.6	4.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	27.1	3.96	11953.1	4.28
Unknown/Incomplete/NA	2	10.79	31.3	4.58	15831.9	5.67
Total Teaching Positions	18.5	100	685.1	100	279044.8	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.

2022-23 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)	12.9	72.11	563.3	81.85	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5.58	44.9	6.53	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	11.15	36.5	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	19.2	2.79	11746.9	4.23
Unknown/Incomplete/NA	2	11.15	24.2	3.52	14303.8	5.15
Total Teaching Positions	17.9	100	688.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	14.7	69.43	561.4	78.45	230039.4	100
Intern Credential Holders Properly Assigned	1	4.7	45.4	6.35	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	14.11	54	7.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	24.3	3.4	12112.8	4.34
Unknown/Incomplete/NA	2.4	11.71	30.3	4.24	13705.8	4.91
Total Teaching Positions	21.2	100	715.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	3
Misassignments	0.20	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	2	3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	9.5	0
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	0

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (TK-5) 2017 Bilingual: Maravillas, McGraw-Hill (K-5) 2017 StudySync (6-8) 2017	0%
Mathematics	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	0%
Science	Science Dimensions, Houghton Mifflin (K-5) 2020 Science; Amplify (6-8) 2018	0%
History-Social Science	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	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 2025-2026 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	7/16/2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	32	25	40	42	47	48
Mathematics (grades 3-8 and 11)	20	20	26	29	35	37

2024-25 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
All Students	192	190	98.96	1.04	25.26
Female	95	93	97.89	2.11	24.73
Male	97	97	100.00	0.00	25.77
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	31.82
Black or African American	12	11	91.67	8.33	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	122	122	100.00	0.00	21.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	40.00
English Learners	52	52	100.00	0.00	9.62
Foster Youth	--	--	--	--	--
Homeless	21	20	95.24	4.76	20.00
Military	26	26	100.00	0.00	19.23
Socioeconomically Disadvantaged	162	160	98.77	1.23	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	52	98.11	1.89	3.85

2024-25 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	189	98.44	1.56	20.11
Female	95	93	97.89	2.11	15.05
Male	97	96	98.97	1.03	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	18.18
Black or African American	12	11	91.67	8.33	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	122	121	99.18	0.82	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	30.00
English Learners	52	52	100.00	0.00	3.85
Foster Youth	--	--	--	--	--
Homeless	21	19	90.48	9.52	21.05
Military	26	25	96.15	3.85	8.00
Socioeconomically Disadvantaged	162	159	98.15	1.85	17.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	51	96.23	3.77	7.84

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.37	15.15	25.82	26.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	66	97.06	2.94	15.15
Female	33	32	96.97	3.03	12.50
Male	35	34	97.14	2.86	17.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	47	97.92	2.08	12.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	12	92.31	7.69	8.33
Socioeconomically Disadvantaged	60	58	96.67	3.33	13.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	5.26

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.

2024-25 California Physical Fitness Test Participation Rates

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	95.7%	98.6%	100%	98.6%	100%
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.

2025-26 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	509	486	125	25.7
Female	249	234	59	25.2
Male	260	252	66	26.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	78	74	16	21.6
Black or African American	35	32	12	37.5
Filipino	11	11	2	18.2
Hispanic or Latino	297	292	80	27.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	20	3	15.0
White	58	49	10	20.4
English Learners	164	157	34	21.7
Foster Youth	--	--	--	--
Homeless	46	44	15	34.1
Socioeconomically Disadvantaged	439	420	108	25.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	152	143	50	35.0

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.77	6.33	7.27	8.1	7.88	7.3	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.41	0	0.36	0.42	0.33	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.27	0.00
Female	3.61	0.00
Male	10.77	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.56	0.00
Black or African American	8.57	0.00
Filipino	18.18	0.00
Hispanic or Latino	8.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	6.90	0.00
English Learners	6.10	0.00
Foster Youth	0.00	0.00
Homeless	6.52	0.00
Socioeconomically Disadvantaged	7.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.18	0.00

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.

2025-26 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. 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 2025.

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.

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	0
1	18	1	2	0
2	17	4	0	0
3	19	1	3	0
4	25	1	2	0
5	35	1	2	1
6	0	0	0	0
Other	0	0	0	0

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	0
1	17	3	1	0
2	17	1	2	0
3	16	4	0	0
4	25	3	5	1
5	29	2	5	1
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	16	4		
1	19	1	3	
2	17	4		
3	19	1	2	
4	26	2	4	1
5	29	2	4	1

2024-25 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

2024-25 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
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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$9,369	$2,620	$6,749	$91,412
District	N/A	N/A	$2,368	$95,360
Percent Difference - School Site and District	N/A	N/A	96.1	0.7
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-45.9	-6.7

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$62,197	$62,783
Mid-Range Teacher Salary	$91,673	$97,783
Highest Teacher Salary	$120,529	$128,020
Average Principal Salary (Elementary)	$153,120	$160,224
Average Principal Salary (Middle)	$172,445	$166,992
Average Principal Salary (High)	$186,999	$180,971
Superintendent Salary	$277,056	$313,465
Percent of Budget for Teacher Salaries	30.85%	30.05%
Percent of Budget for Administrative Salaries	5.1%	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. 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, Dibels, and DnA assessment systems to deepen teachers' understanding of how to use assessment data to make instruction accessible for all students.
- 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.

Professional Development

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, as well as professional development opportunities through the Professional Learning Department.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4