McKinley Institute of Technology

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 Institute of Technology
Street	400 Duane Street
City, State, Zip	Redwood City, CA 94062
Phone Number	650-482-2410
Principal	Luis Arreola
Email Address	larreola@rcsdk8.net
School Website	https://mit.rcsdk8.net
Grade Span	6-8
County-District-School (CDS) Code	41-69005-6044556

2025-26 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

2025-26 School Description and Mission Statement

McKinley Institute of Technology (MIT) is a comprehensive middle school serving students in grades 6-8, dedicated to preparing them to be high school ready and beyond. Housed in a beautiful historic building that has been a cornerstone of education for Redwood City children for more than a century, MIT blends its rich legacy with forward-thinking education. The centrally located campus sits in the heart of the tree-lined Mt. Carmel neighborhood, providing a welcoming and vibrant environment where students can thrive both academically and socially.

MIT's rigorous core courses lay a strong foundation for academic success, empowering students with essential skills in English language arts, mathematics, science, and social studies. With dedicated veteran teachers and a focus on inquiry-based

2025-26 School Description and Mission Statement

learning, MIT students engage deeply with their studies, developing critical thinking, collaboration, and problem-solving skills. The school's programs are thoughtfully designed to challenge and inspire students, ensuring they leave middle school confident and ready for the next step in their academic careers.

Beyond the classroom, MIT offers robust wrap-around services at its Family Center to support the diverse needs of students and families. From resources that promote well-being to opportunities for parent engagement, the Family Center is a hub of connection and support.

The MIT Bulldogs also have the opportunity to participate in an array of enriching elective classes and after-school programs, including technology, arts, sports, and leadership opportunities, ensuring every student can explore their interests, discover new talents, and cultivate a love for learning.

At MIT, every student is seen, supported, and inspired to reach their full potential.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	135
Grade 7	163
Grade 8	178
Total Enrollment	476

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
Black or African American	0.4
Filipino	0.6
Hispanic or Latino	96
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.2
White	2.1
English Learners	44.7
Foster Youth	0.2
Homeless	13.2
Migrant	0.8
Socioeconomically Disadvantaged	93.3
Students with Disabilities	18.5

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.

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	75.67	267.9	71.82	234405.2	84
Intern Credential Holders Properly Assigned	0	0	10.4	2.8	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.7	14.98	39	10.45	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	6.23	20.7	5.56	11953.1	4.28
Unknown/Incomplete/NA	0.5	3.01	34.9	9.36	15831.9	5.67
Total Teaching Positions	18.6	100	373.1	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)	8.8	49.47	217.6	63.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.2	1.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	22.59	67.7	19.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	17.12	14.7	4.31	11746.9	4.23
Unknown/Incomplete/NA	1.9	10.76	35	10.27	14303.8	5.15
Total Teaching Positions	17.9	100	341.4	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)	13.3	57.86	223	60	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5.9	1.61	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.9	30.34	100	26.91	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.2	5.56	23.5	6.35	12112.8	4.34
Unknown/Incomplete/NA	1.4	6.16	19	5.13	13705.8	4.91
Total Teaching Positions	23	100	371.7	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	0	0
Misassignments	2.70	4	6.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.70	4	6.9

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	0.4	0.8
Local Assignment Options	1.10	2.6	0.4
Total Out-of-Field Teachers	1.10	3	1.2

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)	16.6	22.3	29.5
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	12.5

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

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 2025-2026 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 2025 District Textbook Audit, in regards to student editions in use at McKinley Institute of Technology during the current school year (2025-2026).

Year and month in which the data were collected	August 2025

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	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	0%
Mathematics	Imagine Learning, Illustrative Mathematics 6th, 7th, 8th, Accelerated 6th, Accelerated 7th, Algebra ©2024 – Board Adopted in 2025	0%
Science	Amplify Science ©2018, 6th grade through 8th grade – State Approved, Board Adopted 2021	0%
History-Social Science	Full Option Science System (FOSS) Delta Education, Inc. ©2007, 3rd grade through 5th grade – State Approved, Board Adopted 2008	0%

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

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	12/04/2025

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		WO # 116776 Spots on carpet or vinyl floor in rooms 113, 115, 116, 200, 201, 202, 203, 204, 206, 208, 212, 214, 215, 216, 217, 218 ,and 219
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			WO # 116775 Smal cracks on wall near window in the right corner
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			WO # 116777 Visible cracks on blacktop needing general attention to prevent trip hazard

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)	20	27	42	46	47	48
Mathematics (grades 3-8 and 11)	7	11	35	38	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	497	474	95.37	4.63	26.79
Female	254	243	95.67	4.33	27.57
Male	243	231	95.06	4.94	25.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	471	449	95.33	4.67	26.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	228	208	91.23	8.77	1.92
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	350	332	94.86	5.14	25.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	91	84	92.31	7.69	5.95

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	496	484	97.58	2.42	10.97
Female	254	250	98.43	1.57	8.40
Male	242	234	96.69	3.31	13.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	470	458	97.45	2.55	10.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	227	219	96.48	3.52	1.83
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	349	339	97.13	2.87	8.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	91	84	92.31	7.69	5.95

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)	11.61	12.5	31.17	33.12	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	183	176	96.17	3.83	12.50
Female	89	88	98.88	1.12	9.09
Male	94	88	93.62	6.38	15.91
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	174	167	95.98	4.02	11.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	76	72	94.74	5.26	2.78
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	126	95.45	4.55	11.90
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	24	82.76	17.24	12.50

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 7	92%	94%	92%	93%	65%

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

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 festivals and community events, 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	526	509	145	28.5
Female	267	259	75	29.0
Male	259	250	70	28.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	496	483	135	28.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	11	4	36.4
English Learners	247	237	79	33.3
Foster Youth	--	--	--	--
Homeless	89	86	28	32.6
Socioeconomically Disadvantaged	491	474	137	28.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	104	102	45	44.1

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
10.12	10.78	3.99	3.39	2.52	1.27	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	0	0	0	0	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	3.99	0.00
Female	3.37	0.00
Male	4.63	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.67	0.00
English Learners	5.26	0.00
Foster Youth	0.00	0.00
Homeless	4.49	0.00
Socioeconomically Disadvantaged	4.28	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.77	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

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 the Department of Maintenance, Operations, and Transportation (MOT). 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 compliance 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 and surveillance in all areas ensures that any hazard or threat is caught and address in a timely manner.

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 Course Size and Course Size Distribution

This table displays the 2022-23 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per class). The "Other" category is for multi-grade level Courses.

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	14	31	18	0
Other	22	2	6	0

2023-24 Elementary Average Course Size and Course Size Distribution

This table displays the 2023-24 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per class). The "Other" category is for multi-grade level Courses.

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	21	21	40	0
Other	0	0	0	0

2024-25 Elementary Average Course Size and Course Size Distribution

This table displays the 2024-25 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses fall into each size category (a range of total students per class). The "Other" category is for multi-grade level Courses.

Grade Level	Average Course Size	Number of Courses with 1-20 Students	Number of Courses with 21-32 Students	Number of Courses with 33+ Students
6	16	31	20	2

2022-23 Secondary Average Course Size and Course Size Distribution

This table displays the 2022-23 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses 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 Course Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses 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

2023-24 Secondary Average Course Size and Course Size Distribution

This table displays the 2023-24 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses 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 Course Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses with 33+ Students
English Language Arts	18	13	10	
Mathematics	24	2	10	
Science	22	3	10	
Social Science	24	2	10	

2024-25 Secondary Average Course Size and Course Size Distribution

This table displays the 2024-25 average course size and course size distribution. The columns titled "Number of Courses" indicates how many Courses 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 Course Size	Number of Courses with 1-22 Students	Number of Courses with 23-32 Students	Number of Courses with 33+ Students
English Language Arts	22	14	11	5
Mathematics	21	14	8	
Science	24	4	3	
Social Science	24	3	3	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	

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	$23,463	$10,017	$13,446	$91,045
District	N/A	N/A	$12,840	$98,083
Percent Difference - School Site and District	N/A	N/A	4.6	-5.1
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	22.1	-5.6

Fiscal Year 2024-25 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 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	$64,041	$61,597
Mid-Range Teacher Salary	$97,976	$98,902
Highest Teacher Salary	$124,633	$126,340
Average Principal Salary (Elementary)	$160,238	$158,383
Average Principal Salary (Middle)	$160,238	$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$275,000	$288,332
Percent of Budget for Teacher Salaries	26.06%	31.29%
Percent of Budget for Administrative Salaries	8.11%	5.38%

Professional Development

2025-26
During the 2025–26 school year, the district implemented a comprehensive professional development plan aligned to instructional priorities and adopted curricula. Middle school teachers (grades 6–8) received training on the newly adopted Illustrative Mathematics curriculum, while K–2 teachers participated in professional development focused on implementing math centers and using math assessments to better support student learning. Teachers in grades 3–5, as well as 6–8 Social Studies and Science teachers, engaged in training through the California Reading and Literature Project (CRLP). Additionally, 6–8 English Language Arts teachers received training in ECRW. New teachers across grades K–8 were provided professional development on the Language Power curriculum.

School leaders engaged in ongoing professional development through Solution Tree, with an emphasis on establishing and leading effective Professional Learning Communities (PLCs) at their sites. Six school sites also participated in PBIS training provided through a partnership between Santa Clara County and San Mateo County Offices of Education. Administrators received training on best practices from the California English Learner Roadmap and the ELD Framework through Komir Minds. This training also supported targeted professional development at selected school sites to enhance instructional practices for English learners.

2024-25
The focus for our districtwide Professional Development for this year continues to be training staff on adopted K-5 mathematics curriculum of Illustrative Math as well as the new Supplemental English Learning Development Curriculum from Language Power for K-8. In addition, professional development for grades 3-8 is focused on Integrated English Learner Development strategies. All TK-8 teachers participated in professional development in Student Goal-Setting Conferences. Administrators, Reading Intervention Teachers, and Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSA) have received training through the California Reading and Literacy Project to implement Professional Learning Cycles at the school sites.

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. The MTSS focus is to 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 MTSS work. MTSS TOSAs continue to work at the site level with administration and staff to strengthen lesson planning to address Tier 1 practices.

The district continues to focus on RCSD Student Learner Profile which began in 2021-22. We continue to focus on developing the teaches lens of Universal Design for Learning (UDL) for all teachers.

2023-24

Professional Development

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.

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	5	5	5