# McKinley Primary School
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 School Year)



## General Information about the School Accountability Report Card (SARC)

**SARC Overview**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| | |
|---|---|
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2023-24 School Contact Information

| | |
|---|---|
| **School Name** | McKinley Primary School |
| **Street** | 1045 Sycamore Street |
| **City, State, Zip** | Gridley, CA 95948 |
| **Phone Number** | (530) 846-5686 |
| **Principal** | Rhiannon Treat |
| **Email Address** | rtreat@gusd.org |
| **School Website** | http://mckinley.gusd.org/ |
| **County-District-School (CDS) Code** | 04-75507-6003156 |

## 2023-24 District Contact Information

| | |
|---|---|
| **District Name** | Gridley Unified School District |
| **Phone Number** | (530) 846-4721 |
| **Superintendent** | Justin Kern |
| **Email Address** | jkern@gusd.org |
| **District Website** | www.gusd.org |

## 2023-24 School Description and Mission Statement

McKinley Primary School is a long-standing institution built in 1937 located in Gridley, CA. Our school's MISSION is to provide a safe, nurturing, child-centered environment that ensures a developmentally appropriate education. In line with our mission statement, McKinley is committed to fostering a vibrant and positive school culture through Positive Behavior Interventions and Supports (PBIS), a district devleoped MTSS Framework, and various opportunities for parent involvement. Our staff focuses on cultivating a love for learning in every child through SEL (social-emotional learning) driven lessons, proactive lessons targeting

## 2023-24 School Description and Mission Statement

school-wide expectations, and implementation of a restorative vs. punitive approach to discipline. At McKinley, we believe in the power of professional learning communities, where teachers collaboratively engage in ongoing professional development to enhance their instructional practices. This collaborative spirit not only strengthens our educators' expertise but also contributes to a unified approach to student success.

One of our core strengths lies in our commitment to tiered intervention strategies, ensuring that every student receives differentiated support to meet their unique learning needs. Our inclusive approach allows us to identify and address academic challenges early on, promoting a culture of continuous improvement. Our tiered level of support ensures that all students gain access to the core curriculum, differentiated small group instruction and more intensive supports for students with idividualized education plans. Additionally, McKinley places a strong emphasis on early foundational reading and math proficiency. We recognize the critical role these skills play in a child's academic journey, and our dedicated faculty employs research-based strategies to ensure that each student develops a solid foundation for future learning.

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 178 |
| Grade 1 | 148 |
| Total Enrollment | 326 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 50.3% |
| Male | 49.7% |
| American Indian or Alaska Native | 0.3% |
| Asian | 2.5% |
| Black or African American | 0.6% |
| Hispanic or Latino | 57.1% |
| Two or More Races | 4.9% |
| White | 34.7% |
| English Learners | 22.4% |
| Foster Youth | 0.9% |
| Homeless | 1.5% |
| Migrant | 2.8% |
| Socioeconomically Disadvantaged | 75.5% |
| Students with Disabilities | 16.6% |

## 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.

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 12.80 | 89.70 | 87.50 | 86.86 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.80 | 0.82 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 0.50 | 0.53 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 5.10 | 5.12 | 12115.80 | 4.41 |
| Unknown | 1.40 | 10.30 | 6.70 | 6.65 | 18854.30 | 6.86 |
| Total Teaching Positions | 14.20 | 100.00 | 100.70 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.30 | 100.00 | 89.10 | 89.84 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.50 | 1.51 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 1.50 | 1.60 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 2.20 | 2.29 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 4.70 | 4.74 | 15831.90 | 5.67 |
| Total Teaching Positions | 15.30 | 100.00 | 99.20 | 100.00 | 279044.80 | 100.00 |

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

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

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

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

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 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 |

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

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

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

In the past two years McKinley staff have participated in a collaborative decision-making process along with Wilson Elementary to understand current curriculum resources and design a timeline for adoption decisions moving forward. Given the value they place on vertical and horizontal alignment, McKinley is committed to an adoption and implementation process that has already introduced a new science curriculum in the 2022-23 school year; a new math curriculum for the 2023-24 school year; and, likely a new ELA curriculum for the 2024-25 school year.

| Year and month in which the data were collected | November 2023 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent | Percent Students Lacking Own |
|---|---|---|---|

| | | Adoption? | Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Wonders McGraw Hill (Kindergarten) / Benchmark Education (Grade 1) / Rigby Levelled Readers / Various Decodable Readers | Yes | 0% |
| **Mathematics** | HMH GO Math | Yes | 0% |
| **Science** | McGraw-Hill California Inspire Science, Grades K-6 | Yes | 0% |
| **History-Social Science** | My World  California Series, Grades K-5, Savvas Learning Company | Yes | 0% |
| **Foreign Language** | N/A | | |
| **Health** | N/A | | |
| **Visual and Performing Arts** | N/A | | |

## School Facility Conditions and Planned Improvements

McKinley Primary School, built in the late 1930's, is maintained in a clean and physically safe condition.  A cafeteria is available, but it is located on the Sycamore campus (necessitating the crossing of Vermont Street to have breakfast and lunch) and it requires a complex schedule to accommodate all McKinley and Sycamore students. The classrooms in the McKinley building are below state square footage standards. The only classrooms on the McKinley site that have running water are the seven portables installed in 2001, 2005 and 2016.  In order to have student body assemblies and activities, students must meet outdoors or use the gym or cafeteria on the Sycamore campus when available. Adequate storage for the materials necessary to maintain a high quality primary education program is extremely limited. Playground equipment has been carefully selected to utilize the small space for maximum participation. Playground equipment includes two playground structures, two primary basketball type games, a slide and games painted on the blacktop. The closure of Vermont Street during school hours has been a major asset improving both the safety and orderliness of passage between campuses as noted.
Although the school has been added on to and well maintained it is in need of painting and some repairs, especially the south facing wall of the original building. The current state of the facility and grounds is a testament to all of the staff members at McKinley Primary School.

| **Year and month of the most recent FIT report** | December 2023 |
|---|---|

| 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 | water damage to south wall (lounge & media center) & east wall (room 9); window casings on south wall rotting and peeling; cracks in surrounding wall |
| **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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---------|----------------|----------------|------------------|------------------|---------------|---------------|
| **English Language Arts/Literacy** (grades 3-8 and 11) |  |  |  |  | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) |  |  |  |  | 33 | 34 |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | 28.45 | 31.31 | 29.47 | 30.29 |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | | | | | |
| **Female** | | | | | |
| **Male** | | | | | |
| **American Indian or Alaska Native** | | | | | |
| **Asian** | | | | | |
| **Black or African American** | | | | | |
| **Filipino** | | | | | |
| **Hispanic or Latino** | | | | | |
| **Native Hawaiian or Pacific Islander** | | | | | |
| **Two or More Races** | | | | | |
| **White** | | | | | |
| **English Learners** | | | | | |
| **Foster Youth** | | | | | |
| **Homeless** | | | | | |
| **Military** | | | | | |
| **Socioeconomically Disadvantaged** | | | | | |
| **Students Receiving Migrant Education Services** | | | | | |
| **Students with Disabilities** | | | | | |

| B. Pupil Outcomes | State Priority: Other Pupil Outcomes |
|---|---|
| | The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education. |

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.  Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|

| C. Engagement | State Priority: Parental Involvement |
|---|---|
| | The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site. |

## 2023-24 Opportunities for Parental Involvement

McKinley Primary School invites parents to participate on our School Site Council and our English Learner Advisory Committee. We encourage our parents to volunteer in our classrooms, assist teachers on field trips, and to support our annual Read-A-Thon fundraiser.  Parents are invited to attend various informational events with the Principal and the Counselor, as well as various parent/family nights hosted in conjunction with Wilson Elementary School including a Literacy Night, STEM Night, and in the upcoming school year, McKinley will host its first Health and Wellness Fair. Teachers and administration are in continuous contact with parents through parent/teacher conferences, weekly newsletters, and announcements on ParentSquare which are sent home in Spanish and English.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 353 | 347 | 120 | 34.6 |
| Female | 179 | 175 | 56 | 32.0 |
| Male | 174 | 172 | 64 | 37.2 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 1 | 100.0 |
| Asian | 10 | 10 | 3 | 30.0 |
| Black or African American | 2 | 2 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 199 | 195 | 72 | 36.9 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 18 | 17 | 7 | 41.2 |
| White | 123 | 122 | 37 | 30.3 |
| English Learners | 75 | 75 | 26 | 34.7 |
| Foster Youth | 6 | 6 | 2 | 33.3 |
| Homeless | 9 | 8 | 6 | 75.0 |
| Socioeconomically Disadvantaged | 297 | 291 | 110 | 37.8 |
| Students Receiving Migrant Education Services | 9 | 9 | 3 | 33.3 |
| Students with Disabilities | 97 | 95 | 32 | 33.7 |

## C. Engagement

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.29 | 0.00 | 0.57 | 5.89 | 5.12 | 6.10 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.14 | 0.19 | 0.05 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.57 | 0 |
| Female | 0.56 | 0 |
| Male | 0.57 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0.5 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 5.56 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0.34 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 1.03 | 0 |

## 2023-24 School Safety Plan

McKinley Primary School has an updated emergency plan for fire drills, earthquake safety, and basic procedures. These drills are conducted throughout the school year to ensure all staff and students are prepared in case of an emergency. The plan was reviewed and adopted by School Site Council and Safety Team members on October 20, 2022. It will be reviewed annually by both the SSC and Safety Team before December. In addition, the Gridley Unified School District has adopted a district-wide crisis plan. All staff members are knowledgeable of the safety rules for the classroom and playground, and the procedures are reviewed in a beginning-of-the-year staff meeting and discussed regularly. There is an emphasis placed on bicycle, pedestrian, and train safety due to the school's proximity to a main thoroughfare and railroad tracks. School Safety plan on file in the office. Teachers and staff members are trained annually on planned responses to many possible emergencies.

## 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.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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 | 22 | 3 | 6 | |
| 1 | 27 | | 4 | 1 |
| Other | 10 | 2 | | |

## 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 | 19 | 4 | 5 | |
| 1 | 22 | 4 | 3 | 1 |
| Other | 10 | 1 | | |

## 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 | 6 | 1 |
| 1 | 28 | 0 | 5 | 1 |
| 2 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 11 | 1 | 0 | 0 |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor.  One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | 0 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 2.5 |

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school.  Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | 9907 | 2273 | 7634 | 71315 |
| District | N/A | N/A | 10383 | $80,128 |
| Percent Difference - School Site and District | N/A | N/A | -30.5 | -11.6 |
| State | N/A | N/A | $7,607 | $81,984 |
| Percent Difference - School Site and State | N/A | N/A | 0.4 | -13.9 |

## Fiscal Year 2022-23 Types of Services Funded

To support the diverse academic needs of all of our students, McKinley has funded 2 full-time intervention teachers who provide explicit, targeted ELA instruction in the following areas foundational reading skills. Students are selected based on assessment data and progress is monitored weekly using formative assessments.  These groups are fluid which allows for students to exit the intervention once mastery has been made.
Instructional aides are also part of our McKinley staff and support students of all grade levels, including special education students. Our instructional aides are highly qualified and are provided ongoing training to work with students providing support in the five foundational reading skills. Other supports include a full-time counselor, ongoing staff training, and instructional materials, specifically for English Language Learners.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $46,141 | $50,875 |
| Mid-Range Teacher Salary | $73,163 | $79,761 |
| Highest Teacher Salary | $104,577 | $103,045 |
| Average Principal Salary (Elementary) | $144,276 | $128,154 |
| Average Principal Salary (Middle) | $148,746 | $131,774 |
| Average Principal Salary (High) | $153,217 | $142,676 |
| Superintendent Salary | $193,500 | $211,462 |
| Percent of Budget for Teacher Salaries | 31.9% | 30.11% |
| Percent of Budget for Administrative Salaries | 5.87% | 5.49% |

## Professional Development

Over the past 3 years, the McKinley staff has participated in ongoing training in the area of foundational reading skills. During the summer of 2022 and 2023, a team of teachers was selected to attend a multi-day professional development focused on the Science of Reading and how to implement its strategies using the currently adopted curriculum. Follow-up coaching was provided to all staff with the support of an external trainer. As McKinley makes a shift in how they approach reading instruction the following ongoing professional development has been offered with full teacher participation:

- Science of Reading Webinars
- Coaching w/ district TOSAs
- Modeling by an outside SOR representative
- Fast for Success courses developed by the University of Minnesota

Collaboration and the development of teacher efficacy are fostered through weekly PLC time when students are released early and grade-level teams meet to review the student progress and make data-based decisions on how to further plan instruction.

With recent new curriculum adoptions in the areas of math, science, and social studies, teachers have been provided with ongoing professional development and coaching as they familiarize themselves with the new curriculum. In an effort to promote a positive school climate, optional SEL trainings are provided monthly by the school counselor. Topics include: How to support students of trauma, PBIS, and the Nurtured Heart Approach.

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

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