

McKinley Primary 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 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/
Grade Span	K-1
County-District-School (CDS) Code	04-75507-6003156

2025-26 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

2025-26 School Description and Mission Statement

McKinley Primary School is a long-standing institution that was built in 1937 and is located in Gridley, CA. Our school's MISSION is to ensure every child at McKinley will have the courage to approach life with confidence, curiosity, and a love of learning. 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-developed 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 school-wide expectations, and the 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

2025-26 School Description and Mission Statement

strengthens our educators' expertise and 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 support for students with individualized education plans. Additionally, McKinley strongly emphasizes 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	64
Kindergarten	133
Grade 1	147
Total Enrollment	344

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Asian	3.5
Black or African American	0.3
Hispanic or Latino	58.1
Two or More Races	2.9
White	35.2
English Learners	17.9
Homeless	4.4
Migrant	1.8
Socioeconomically Disadvantaged	80.9
Students with Disabilities	19.1

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)	15.3	100	89.1	89.84	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.5	1.51	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.5	1.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.2	2.29	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.7	4.74	15831.9	5.67
Total Teaching Positions	15.3	100	99.2	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)	13.9	82.3	86.7	85.83	231142.4	83.24
Intern Credential Holders Properly Assigned	3	17.76	4	3.96	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.9	3.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.1	3.14	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.2	3.21	14303.8	5.15
Total Teaching Positions	16.8	100	101.1	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)	16.6	100	90.2	90.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.8	0.8	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.5	3.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.4	4.48	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.8	0.8	13705.8	4.91
Total Teaching Positions	16.6	100	99.8	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	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	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	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

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 a new ELA curriculum for the 2024-25 school year. A new math review/adoption will take place in the spring of 2026 to select from newly state adopted curriculum.

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	HMH Into Reading (2024) plus Implementation of Science of Reading Strategies/SIPPs Intervention Materials/ Sonday Intervention Materials	0%
Mathematics	HMH GO Math (2022)	0%
Science	McGraw-Hill California Inspire Science, Grades K-6 (2022)	0%
History-Social Science	My World California Series, Grades K-5, Savvas Learning Company (2022)	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

McKinley Primary School, built in the late 1930s, 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. 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

School Facility Conditions and Planned Improvements

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 permanent closure of Vermont Street, including fencing prohibiting walking traffic through the designated area, has been a major asset in improving both the safety and orderliness of passage between campuses as noted. During the summer of 2024, repairs to the exterior of the main building were made and repainted. 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	September 2025
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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	Walls appear to have hazards from tears and holes. Walls appear to have hazards from tears and hole. Ceiling tiles have holes or stain. In serval areas walls appear to have holes and tears. Working with MOT to make repairs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A leak is evident(hall sink left from principals office on right. Leak was repaired in Oct. 2025.
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)					47	48
Mathematics (grades 3-8 and 11)					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					
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					

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					
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 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)			33.51	35.81	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					
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.

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

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

McKinley Primary School invites parents to participate in 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 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 the newly implemented Health and Wellness Fair. At McKinley, we believe in the importance of inclusivity of all family demographics, which is why we also host Dia Del Niño, an event recognizing a significant cultural holiday in the Hispanic community. McKinley is also dedicated to providing current updates and announcements to parents through parent/teacher conferences, weekly newsletters, and announcements on ParentSquare, which are sent home in Spanish and English.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	377	359	95	26.5
Female	177	171	44	25.7
Male	200	188	51	27.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	2	16.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	215	209	60	28.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	137	126	27	21.4
English Learners	66	64	14	21.9
Foster Youth	--	--	--	--
Homeless	22	20	12	60.0
Socioeconomically Disadvantaged	312	298	85	28.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	90	26	28.9

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
0.57	0.59	0.53	6.1	4.83	4.24	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	0.05	0.09	0.05	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	0.53	0.00
Female	0.00	0.00
Male	1.00	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	0.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.73	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.05	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

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 the School Site Council and Safety Team members on October 20, 2025. It will be reviewed annually by both the SSC and the 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. The School Safety plan is 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.

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

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	22	0	6	0
1	21	2	4	0
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	8	2	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
TK	21	1	2	
K	21	1	5	
1	22		6	
Other	10	2		

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

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	13,976	2,910	11,065	91,055
District	N/A	N/A	13,035	\$93,528
Percent Difference - School Site and District	N/A	N/A	-16.3	-2.7
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-0.7	-1.8

Fiscal Year 2024-25 Types of Services Funded

McKinley has made significant investments to support its students academically, socially, and emotionally. To enhance foundational literacy, the school has adopted the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) intervention program school-wide, providing a structured approach to reading success for all grade levels. Academic support extends beyond the traditional school day through before and after-school tutoring led by credentialed teachers.

Fiscal Year 2024-25 Types of Services Funded

Additionally, McKinley partners with the county to provide a comprehensive after-school program that balances enrichment activities with dedicated homework support, ensuring students have a productive environment after hours.

The school is also proud of its growing Transitional Kindergarten (TK) program, which utilizes a "learn through imaginative play" philosophy to foster early social and cognitive development. Every classroom continues to benefit from an instructional aide to provide personalized, small-group attention. To further prioritize student well-being, McKinley employs a full-time counselor and a wellness center aide in a dedicated space. These core services are complemented by rotation teachers specializing in physical education, art, SEL, and music, creating a vibrant, well-rounded educational experience that nurtures the whole child.

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	\$52,945	\$57,978
Mid-Range Teacher Salary	\$83,951	\$89,612
Highest Teacher Salary	\$119,997	\$117,194
Average Principal Salary (Elementary)	\$144,219	\$143,632
Average Principal Salary (Middle)	\$156,324	\$149,447
Average Principal Salary (High)	\$167,732	\$162,334
Superintendent Salary	\$199,305	\$234,076
Percent of Budget for Teacher Salaries	30.52%	27.81%
Percent of Budget for Administrative Salaries	5.14%	5.47%

Professional Development

Over recent years, the McKinley staff has engaged in intensive professional development to enhance foundational reading instruction and student support systems. Central to this effort is the school-wide adoption of the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) intervention program, which has replaced previous staffing models with a research-based, systematic approach. To ensure precise intervention, staff received training on the mCLASS reading difficulties screener to facilitate data-driven instructional planning. This academic focus is complemented by a robust Multi-Tiered System of Supports (MTSS) framework. In the summer of 2025, staff representatives attended the CA MTSS Conference, bringing back key insights for the school's MTSS Data Academy. Furthermore, the school has implemented MTSS and Social-Emotional Learning (SEL) through CharacterStrong in-person trainings and webinars.

McKinley also prioritizes the growth of its Transitional Kindergarten (TK) program through continued partnership with outside consultants and specialized coaching. Support for educators is further bolstered by District TOSAs who provide direct assistance to new teachers, alongside bi-weekly new teacher check-ins to ensure successful classroom integration. To maintain high standards of support across the campus, the school has implemented scheduled monthly training for instructional aides, focusing on the use of evidence-based practices and active supervision. These efforts are synthesized during weekly PLC time, where grade-level teams review student progress and make data-informed instructional plans to meet the diverse needs of all students

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

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	5	9	8
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