



2023-2024

# **McKinley Elementary**

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

**Needs Assessment:**

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

**Accountability Measure I: Increase Achievement:**

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: [http://www.lbschools.net/Departments/Local\\_Control/](http://www.lbschools.net/Departments/Local_Control/). The LCAP Federal Addendum is presented at: [http://www.lbschools.net/Departments/EACCR/lea\\_plan.cfm](http://www.lbschools.net/Departments/EACCR/lea_plan.cfm).

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at [http://www.lbschools.net/Departments/Strategic\\_Planning/](http://www.lbschools.net/Departments/Strategic_Planning/), has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

**DCAC Recommendations:**

**Recommendation 1:** Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

**Recommendation 2:** Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

**Recommendation 3:** Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

**Recommendation 4:** Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

**Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

**Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

**Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

**Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

**Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

**Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

**Recommendation 11:** Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

**Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

**Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.

**Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

**Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

**DELAC Recommendations:**

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

**Comprehensive Needs Assessment**

**English-Language Arts**

**Written Analysis - ELA Findings**

**Written Analysis**

SBAC achievement findings include:

- 36.8% of McKinley students scored at the Met and Exceeded level on the SBAC ELA exam. This is a 0% decrease/increase from 2021-22. It is 11.2 % lower than the district elementary average.
- Grade 3 (6%) decreased/increase from 2021-22, and is 22 % lower than the district elementary average.
- Grade 4 (1%) decreased/increase from 2021-22. This is 10% lower than the district elementary average.
- Grade 5 (1%) decreased/increase from 2021-22, and is 4% lower than the district elementary average.

iReady Reading:

iREady Reading D1 to D3 Typical On-Track Growth (average annual growth for students at this grade and placement level).

Grade 1 increased from 33% to 57% from 2021-2022 to 2022-2023

Grade 2 increased from 37% to 82% from 2021-2022 to 2022-2023

Grade 3 increased from 39% to 72% from 2021-2022 to 2022-2023

Grade 4 increased from 43% to 56% from 2021-2022 to 2022-2023

Grade 5 increased from 45% to 63% from 2021-2022 to 2022-2023

**Comprehensive Needs Assessment**

**English-Language Arts**



<b>Written Analysis - ELA Goals</b>
<b>Written Analysis</b>
McKinley students will achieve one year of academic growth and development; students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By building meaningful relationships and intentionally and collaboratively planning standards aligned instruction driven by data (tracking FRSA/fluency progress on iReady, PSA, formative assessments) and adjusting instructional practices accordingly, students will achieve at least one year of academic growth and development.

**Comprehensive Needs Assessment**

**Mathematics**

<b>Written Analysis - Math Findings</b>
<b>Written Analysis</b>
<p>SBAC achievement findings include:</p> <ul style="list-style-type: none"> <li>- 27.3% of McKinley students scored at the Met and Exceeded level on the SBAC Math exam.</li> <li>- This is a 5.3% increase from 2021-22.</li> <li>- It is 12.6% lower than the district elementary average.</li> <li>- Grade 5 (6%) increased from 2021-22, and is 11% lower/higher than the district elementary average.</li> <li>-Grade 4 (12%) increased from 2021-22. This is 12% lower/higher than the district elementary average.</li> <li>-Grade 3 (3%) decreased from 2021-22, and is 18% lower than the district elementary average</li> </ul>

**Comprehensive Needs Assessment**

**Mathematics**

## Written Analysis - Math Goals

### Written Analysis

McKinley students will achieve one year of academic growth and development; students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By building meaningful relationships and intentionally and collaboratively planning standards-aligned instruction driven by data (tracking math progress on iReady and unit assessments) and adjusting instructional practices accordingly, students will achieve at least one year of academic growth and development.

## Comprehensive Needs Assessment

### English Learners

#### Written Analysis - English Learner Findings

##### Written Analysis

- The EL subgroup (0%) increased/decreased from 2021-22 (11%) and is 9% lower/higher than the district elementary average (20%) for this subgroup. SBAC Math
- The EL subgroup 11% (2%) increased/decreased in students from 2021-22 (11%). It is 4% lower/higher than the district elementary average (17%) for this subgroup.

## Comprehensive Needs Assessment

# English Learners

## Written Analysis - English Learner Goals

### Written Analysis

Multilingual students at McKinley will achieve one year of academic growth and development; students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By school staff building relationships and intentionally tracking students' Reading progress in ELLevation and adjusting instructional practices accordingly, multilingual students will achieve at least one year of academic growth and development.

## Comprehensive Needs Assessment

### Culture/Climate Domain

## Written Analysis - Culture/Climate Findings

### Written Analysis

- Safety - 9 % decrease of 71 % from 2021-22.
- Sense of Belonging - 4 % decrease of 72% from 2021-22.
- Growth Mindset - 6 % decrease of 74 % from 2021-22.
- Self-Efficacy - 2 % decrease of 57 % from 2021-22.
- Attendance - The average monthly attendance rate at McKinley was 89.5 % for the 2022-23 school year. The average monthly attendance rate at McKinley was 87.0% % from 2021-22.
- The chronic absenteeism rate at McKinley was 36.6 % for the 2022-23 school year. The average monthly attendance rate at McKinley was 29.0 % from 2021-2022.

## Comprehensive Needs Assessment

### Culture/Climate Domain

#### Written Analysis - Culture/Climate Goals

##### Written Analysis

School staff will build meaningful relationships with students, intentionally plan instruction that celebrates and values all students, and implement transformational social-emotional learning, students will feel a strong sense of belonging, resulting in a more positive outlook regarding their academic growth and progress. Attainment of this goal will be measured and monitored throughout the year by positive growth on the Pulse Surveys and CORE Survey, positive discipline and attendance data, and ongoing feedback from students, staff, and the community.

## Comprehensive Needs Assessment

### SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) Through teacher collaboration and small group instruction, students at McKinley will achieve one year of academic growth and	Goal Partially or Not Met	The data show that partial goal attainment has impacted the work. Professional development focusing on small group instruction	Core Quality Instruction training will be a source of many modifications. The McKinley team is engaging intentionally in PDSA cycles around site best practices: collaborative planning, Small

development and students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic.

To meet this goal:

Professional development focusing on small group instruction  
 Literacy Teachers working with students that are two grade levels below  
 Literacy Teachers pushing in to support Tier I instruction  
 After School and Saturday Tutoring  
 Progress Monitoring:  
 Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan, and Theory of action if necessary

Planned Data to Collect: African American Student Achievement Data, EL Student Achievement Data, Patterns/Trends from Walkthrough Notes/Agendas, QCI - (Pre) Whole School Walkthrough and sharing of data, Goal Conferences, Edulastic

Literacy Teachers working with students that are two grade levels below  
 Literacy Teachers pushing in to support Tier I instruction  
 After School and Saturday Tutoring  
 Progress Monitoring:  
 Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan, and Theory of action if necessary

Planned Data to Collect: African American Student Achievement Data, EL Student Achievement Data, Patterns/Trends from Walkthrough Notes/Agendas, QCI - (Pre) Whole School Walkthrough and sharing of data, Goal Conferences, Edulastic Assessments

Group Instruction, Student Engagement, Thinking Maps, High Expectations, Use of District Resources, Standards/Tasks Analysis, Decoding Routines, and Writing. The team will identify additional modifications planned for programs and services within the existing Professional Development, Small Group Instruction, Tutoring and Intervention Schedules based on the planned data to collect: African American Student Achievement Data, EL Student Achievement Data, Patterns/Trends from Walkthrough Notes/Agendas, QCI - (Pre) Whole School Walkthrough and sharing of data, Goal Conferences, Edulastic Assessments.

	Assessments			
Math	<p>1) Math goal(s): Through teacher collaboration and small group instruction, students at McKinley will achieve one year of academic growth and development, and students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic.</p> <p>To meet this goal:</p> <p>Professional development focusing on small group instruction  Math TOSA working with groups and pushing in to support Tier 1 instruction  Building Fact Fluency Intervention pilot</p> <p>Progress Monitoring:  Teachers/Administrator will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan, and Theory of action if necessary</p> <p>Planned Data to Collect: African American Student Achievement</p>	Goal Partially or Not Met	<p>The data show that the goal was partially met. After School and Saturday Tutoring  Progress Monitoring:  Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan, and Theory of action if necessary.</p> <p>Professional development focusing on small group instruction  Math TOSA working with groups and pushing in to support Tier 1 instruction  Building Fact Fluency Intervention pilot</p> <p>Planned Data to Collect: African American Student Achievement Data, EL Student Achievement Data, Patterns/Trends from Walkthrough Notes/Agendas, QCI - (Pre) Whole School Walkthrough and sharing of data, Goal Conferences, Edulastic Assessments</p>	<p>Core Quality Instruction training will be a source of many modifications. The McKinley team is engaging intentionally in PDSA cycles around site best practices: 5E lessons, collaborative planning, Small Group Instruction, Student Engagement, Thinking Maps, High Expectations, Use of District Resources, Standards/Tasks Analysis. The team will identify additional modifications planned for programs and services within the existing Professional Development, Small Group Instruction, Tutoring and Intervention Schedules based on the planned data to collect: African American Student Achievement Data, EL Student Achievement Data, Patterns/Trends from Walkthrough Notes/Agendas, QCI - (Pre) Whole School Walkthrough and sharing of data, Goal Conferences, Edulastic Assessments.</p>

	Data, EL Student Achievement Data, Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough, Goal Conferences, Edulastic Assessments			
English Learner	<p>1) EL students at McKinley will achieve one year of academic growth and development in reading and math and students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic.</p> <p>Increase the ELPAC Summative overall Well Developed + Moderately Developed by Spring 2023. To meet this goal:</p> <p>Teachers with RFEP students will continue to progress monitor those students to ensure that they are continuing to achieve. - Teachers will be introduced to the Ellevation platform and begin to implement provided lessons. Literacy Teachers working with groups and pushing in to support tier 1 instruction Math TOSA working with groups and pushing in to support tier 1 instruction Progress Monitoring:</p>	Goal Partially or Not Met	<p>The data show that the goal was partially met.</p> <p>Services that impacted progress included:</p> <p>Teachers with RFEP students will continue to progress monitor those students to ensure that they are continuing to achieve. - Teachers will be introduced to the Ellevation platform and begin to implement provided lessons. Literacy Teachers working with groups and pushing in to support tier 1 instruction Math TOSA working with groups and pushing in to support tier 1 instruction Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan, and Theory of action if necessary.</p> <p>Planned Data to Collect:</p>	Core Quality Instruction training will be a source of many modifications. The McKinley team is engaging intentionally in PDSA cycles around site best practices: collaborative planning, Small Group Instruction, Student Engagement, Thinking Maps, High Expectations, Use of District Resources, Standards/Tasks Analysis, Decoding Routines, and Writing. The team will identify additional modifications planned for programs and services within the existing Professional Development, Small Group Instruction, Tutoring and Intervention Schedules based on the planned data to collect: African American Student Achievement Data, EL Student Achievement Data, Patterns/Trends from Walkthrough Notes/Agendas, QCI - (Pre) Whole School Walkthrough and sharing of data, Goal Conferences, Edulastic Assessments.

	<p>Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan, and Theory of action if necessary.</p> <p>Planned Data to Collect:  Reclassification Rate EL Student Achievement Data (Math/ELA)  Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough &amp; Goal Conferences Edulastic Assessments</p>		<p>Reclassification Rate EL Student Achievement Data (Math/ELA)  Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough &amp; Goal Conferences Edulastic Assessments</p>	
Culture/Climate	<p>1) McKinley students' sense of (identity, agency, and) belonging will increase based on the implementation of transformational social-emotional learning.</p> <p>Culture/Climate goal(s):  Cultivating a culture where all students are they are safe and belong.</p> <p>To meet these goals:  Work with the district's attendance team (ALL In Attendance) to increase our attendance rate.</p>	Goal Partially or Not Met	<p>Counsellor and other services impacted this outcome. Other impacts included:</p> <p>Work with the district's attendance team (ALL In Attendance) to increase our attendance rate.  Continues with our monthly awards Cougar Cash incentives  Expectations assemblies throughout the year  Counselor and TOSA will pull SEL groups to support students  Planned Data to Collect:</p> <p>African American Student Data  Patterns/Trends from Walkthrough Notes/Agendas -Suspension rates</p>	<p>In the 2023-2024 year, the stie will continue the following:</p> <p>Work with the district's attendance team (ALL In Attendance) to increase our attendance rate.  Continues with our monthly awards Cougar Cash incentives  Expectations assemblies throughout the year  Counselor and TOSA will pull SEL groups to support students  Planned Data to Collect:</p> <p>African American Student Data  Patterns/Trends from Walkthrough Notes/Agendas -Suspension rates  Referral rates</p> <p>Progress Monitoring:</p>



<p>Continues with our monthly awards          Cougar Cash incentives          Expectations assemblies throughout the year          Counselor and TOSA will pull SEL groups to support students          Planned Data to Collect:</p> <p>African American Student Data          Patterns/Trends from Walkthrough Notes/Agendas -          Suspension rates          Referral rates</p> <p>Progress Monitoring:          Pulse          CORE          Informal surveys for students          Interview students to get their perspective on what we can do to increase their sense of belonging, agency, and identity.</p>	<p>Referral rates</p> <p>Progress Monitoring:          Pulse          CORE          Informal surveys for students          Interview students to get their perspective on what we can do to increase their sense of belonging, agency, and identity.</p>	<p>Pulse          CORE          Informal surveys for students          Interview students to get their perspective on what we can do to increase their sense of belonging, agency, and identity.</p>
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**Program Impact**

<b>Program</b>	<b>ELA Impact</b>	<b>Math Impact</b>	<b>EL Impact</b>	<b>Climate Impact</b>
Registration fee for counselor to attend ASCA Conference. The counselor will learn of new ways to support school and students with agency, creating data stories, closing the gap for EL students by blending SEL, positive behavior supports and strategies through workshops attended at the conference. (PD 2)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact

Bilingual IOA will provide supplemental support to families, particularly enhancing home-school communications that create a learning environment conducive to closing the achievement gap. The IOA will support families in understanding Title 1 documents, supplemental monitoring and contacting families regarding chronic attendance issues, assisting with intervention or supplemental materials. The IOA will also provide primary language support to assist in the home-school connection. (IN 2)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Supplemental materials to support instruction, intervention, and enrichment (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
TOSA will provide intervention support for students in mathematics and social emotional learning. (IN 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Teachers will be released each trimester for CCSS unit planning of standards driven collaboration on lessons using the core curriculum. The Planning will include the Plan Do Study Act collaborative cycle, include CCSS assessments, classroom visits and goal setting each trimester and discuss strategies to support students who are English learners. Professional development will also support PD provided by OCIPD specific to equity. Teachers will also be released for 30 minutes to meet with the principal for SSTs in response to the MTSS on a quarterly basis. Professional development and intentional planning will take place during the instructional day and after school. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
As a support team look at current systems and practices and align with data identify and any potential problems and inequities to streamline and refine systems and practices. (IN 9)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
McKinley's Counselor provides a number of important services to the students, families, and staff of the school. On a regular basis the counselor will work directly with students who are struggling both academically and with social emotional skill development. The counselor provide guidance and support that helps students minimize time out of the classroom and maximize time on task in the room. The counselor uses data to refer students for 1:1 counseling and/or provide counseling in small groups with students who have similar needs. Resources are provided to families that enhance support and enhance the home-school connection and meets families where they are with vital outside agencies. The counselor supports teachers by coordinating meetings, monitoring and extending outreach for chronically absent/tardy students, provide support to improve student civility, research community resources for families, targeted individual or group counseling sessions. (IN 1)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact

Recreation aides will support student safety and restorative practices and support student behaviors in the school learning environment through supervision of the common areas, in conjunction with the supplemental supports identified through the CORE Survey data.  (IN 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
College Aides to Support for RSP classrooms. (IN 4)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	(Does not apply to this goal)

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and</p>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p> <p>Thinking Maps</p>

<p>Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul>	<p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Core5</p> <p>ELLevation</p> <p>iReady</p>
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**Accountability Measure 1: Increase Achievement**

**Core Programs (ELA, Writing, Math)**

<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

## **Accountability Measure 1: Increase Achievement**

### **Core Programs (ELA, Writing, Math)**

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> </ul>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

## **Accountability Measure 1: Increase Achievement**

### **Interventions**

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Need to refine current systems and practices to ensure there is equity and plan next steps based on findings and data Culture-Climate Survey (Student-Staff) 20, Core Curriculum 20, Elective Curriculum 20, Basic Services 20, Other 20	Plan and prepare for the school year. As a support team look at current systems and practices and align with data identify and any potential problems and inequities to streamline and refine systems and practices and plan next steps	Targeted Staff	LCFF \$3,119 Hourly - Intermediate Office Assistant ( 1 ) for 8 hours annually - LCFF 100% Teacher Hourly PD Stipend ( 5 ) for 12 hours annually - LCFF 100%	07/01/2023 - 06/30/2024 Other	Principal Counselor IIC SEL TOSA Secretary IOA	data, agendas, meeting notes, school plans Culture-Climate Survey (Student-Staff) 20, Core Curriculum 20, Elective Curriculum 20, Basic Services 20, Other 20
28% of students are chronically absent from school. This is an increase from previous years. We will focus on decreasing this number by providing targeted interventions in the areas of need. Attendance/Chronic Absenteeism Rate 20, SEL Survey 20, Basic Services 40, Other 20	McKinley's Counselor provides a number of important services to the students, families, and staff of the school. On a regular basis the counselor will work directly with students who are struggling both academically and with social emotional skill development.	African-American, All Students, Asian, English Learners, Foster, Hispanic, Homeless, Identified At-Risk Students, Newcomers, Other Targeted Students, Pacific Islander, Special Education	Title 1 \$82,097 Counselor .5 FTE - Title 1 100%	08/14/2023 - 06/21/2024 Daily	Counselor, Principal	Regular meetings with the principal focused on reviewing: Attendance reports; ACT data; Progress Monitoring; and teacher contact data. Attendance/Chronic Absenteeism Rate 20, SEL Survey 20, Basic Services 40, Other 20

The counselor provide guidance and support that helps students minimize time out of the classroom and maximize time on task in the room. The counselor uses data to refer students for 1:1 counseling and/or provide counseling in small groups with students who have similar needs. Resources are provided to families that enhance support and enhance the home-school connection and meets families where they are with vital outside agencies. The counselor supports teachers by coordinating meetings, monitoring and extending outreach for chronically absent/tardy students, provide support to improve



	student civility, research community resources for families, targeted individual or group counseling sessions.					
The office needs support in order to provide excellent community service to parents and families. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50	Bilingual IOA will provide supplemental support to families, particularly enhancing home-school communications that create a learning environment conducive to closing the achievement gap. The IOA will support families in understanding Title 1 documents, supplemental monitoring and contacting families regarding chronic attendance issues, assisting with intervention or supplemental materials. The IOA will also provide primary language support to assist in the home-school connection.	All Staff, All Students, All Parents	Par Inv \$1,356 Title 1 \$43,830 Intermediate Office Assistant .5 FTE - Par Inv 3%; Title 1 97%	08/14/2023 - 06/21/2024 Daily	Bilingual IOA	The office supervisor and principal will monitor the IOA. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Parent) 50

Overwhelming need for assessments, there are students on the assessment list who have been waiting for assessment for over two years Culture-Climate Survey (Student-Staff) 20, Basic Services 40, Other 40	One additional day of a psychologist to support with: assessment plans, IEPs, SSTs, MTSS, data analysis, and social-emotional learning needs, and collaborating and supporting counselor.	Identified At-Risk Students, Other Targeted Students, Support Staff/Counselors, Targeted Staff	LCFF \$33,409 Psychologist .2 FTE - LCFF 100%	08/14/2023 - 06/23/2024 Other	Principal, counselor	SST, IEP, Support team, meeting attendance Culture-Climate Survey (Student-Staff) 20, Basic Services 40, Other 40
Students will benefit from smaller class size. Core Curriculum 60, Basic Services 40	One elementary teacher to provide intervention for 4th/5th grade students through targeted class size reduction.	All Staff, Other Targeted Students, All Students	Title 1 \$157,388 Teacher - Elementary 1 FTE - Title 1 100%	08/29/2023 - 06/14/2024 Daily	Principal	observations, feedback, staff professional development, meeting attendance Core Curriculum 60, Basic Services 40

### Accountability Measure 1: Increase Achievement

## Program Description for Transitions

### Accountability Measure 1: Increase Achievement

## Program Description for Transitions

### Program Description for Transitions

<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
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**Accountability Measure 2: Organizational Climate**

**Organizational Climate**

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
No supplemental budgeted items have been approved.					

**Accountability Measure 3: Professional Development**

**Professional Development**

<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
In CORE Survey agency decreased by 7 points. Being proactive in addressing behaviors with positive behavior support strategies Culture-Climate Survey (Student-Staff) 40, SEL Survey 40, Other 20	Registration fee for counselor to attend ASCA Conference. The counselor will learn of new ways to support school and students with agency, creating data stories, and closing the gap for EL students by blending SEL, positive behavior supports, and strategies through workshops attended at the conference.	Title 1 \$419 Materials - Title 1 100%	07/01/2023 - 06/30/2024 Annually	Principal Counselor	Counselor will share strategies with staff through PD-agendas, slide decks Support students-student support logs and data

### Accountability Measure 3: Professional Development

## Teacher Involvement

<b>Describe Teacher Involvement</b>
Written Analysis

**Accountability Measure 4: Parent & Community**

**Parent and Community**

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
Students will benefit from setting aside time to think ahead and plan. This will help studentst allocate time and prioritize tasks/activities. Core Curriculum  50, Other 50	Purchase student planners for 4th and 5th graders to help students with organization and help priotize time and activities and commincate with parents.	LCFF \$750 Materials - LCFF 100%	07/01/2023 - 06/30/2024 Annually	Principal	teachers will pass out planners, use to assign tasks, activities, and assignments. Parents will be able to monitor compketetion of school work,

### School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	357578
Title I Parent and Family Involvement (3008)	4011

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	61180

\* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

*During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.*

### **Title I Reservations**

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

### **Administrative Share & Reservations Title I Program Administration**

**Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP):** Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

### **Parent Involvement** (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

### **Homeless Education**

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

### **Social Worker: Foster Care**

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

### **Behavior Specialist**

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

### **Male and Female Leadership Academy**

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the



academies.

### **Research LROIX Development**

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

### **Centralized Services**

#### **Middle School Summer Bridge**

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

#### **Homework Helpline 562.437.2859**

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

#### **Travel/Conferences**

Enables staff to develop requisite knowledge about the program(s) they lead.

#### **Education Celebration**

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

#### **CORE**

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

#### **Data PD / Summer Admin PD**

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

#### **Supplemental Examinations**

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

**Kinder Festivals**

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

**Robotics**

These supplemental materials are designed to assist in research and special programs related to STEM.

**SEAL Summer Program**

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

**APEX Online**

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

**Youth Orchestra**

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Dulnari Edirisinghe-Aga	
Staff	Classroom Teacher	Kelly Davis	06-17-2024
Staff	Classroom Teacher	Jennifer Kirby	06-17-2025
Staff	Classroom Teacher	Marvin Venegas	06-17-2025
Staff	Non Classroom Teacher	Stephanie Paz	06-17-2025
Community	Parent	Andrea [REDACTED]	06-17-2025
Community	Parent	Esmeralda [REDACTED]	06-17-2025
Community	Parent	Luis [REDACTED]	06-17-2025
Community	Parent	Charlesetta [REDACTED]	06-17-2025
Community	Parent	Monica [REDACTED]	06-17-2025

## English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Maria [REDACTED]
DELAC Representative	Parent of EL Student (required)	Jessica [REDACTED]
Principal or Designee	Staff Member (required)	Dulnari Edirisinghe-Aga
Secretary	Parent of EL Student (required)	Rocio [REDACTED]

Name	Representing
Magaly [REDACTED]	Parent of EL Student

## ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/08/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	-Frequent ongoing communication from teachers about progress -Ongoing Parent Workshops -Consistent teacher attendance -Tutoring to start sooner in the school year
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students Reclassification Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	12/06/2023

<p>6. What was SSC's response to ELAC recommendations?</p>	<p>Thank you for your continued support.</p> <p>In addition to the conversations shared at our 11/15 SSC meeting, we will share these recommendations with the staff to engage in next steps in our process to continuously improve communication, student interventions, and parent engagement. We have contacted the Office of Equity, Engagement, and Partnerships to begin the parent workshops, which will begin on December 13, 2023.</p> <p>As of November 2023, we are engaging in planning for our next rounds tutoring. We will be looking for ways to better communicate student progress when tutoring begins in the coming weeks. Teachers have attended important district trainings in recent months requiring substitutes. In the rare event of the need for a long-term substitute, we will continue to communicate in impacted students and families.</p>
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## Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 12/06/2023
2. The SSC approved the **Home-School Compact** on 11/15/2023
3. The SSC approved the **Parent Involvement Guidelines** on 11/15/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/27/2023, 10/23/2023
5. SSC Participated in the Annual Evaluation of SPSA: 11/29/2023
6. The SPSA was approved at the following SSC Meeting: 12/06/2023

LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

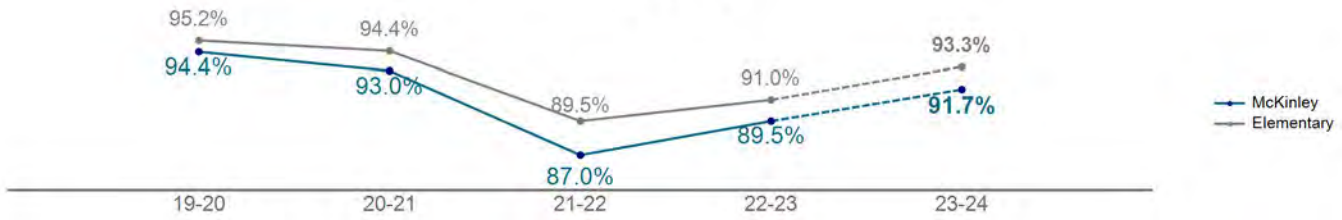
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

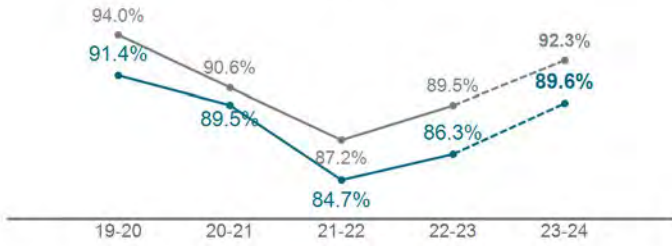
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# Attendance Rate

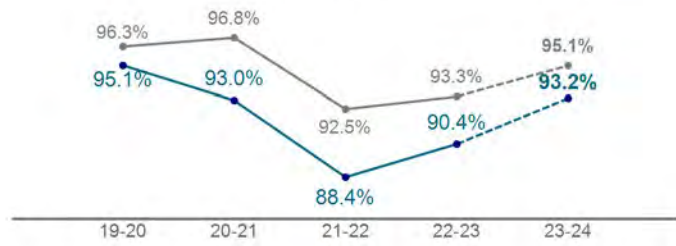
**McKinley  
All Students  
N = 514**



**African American  
N = 70**



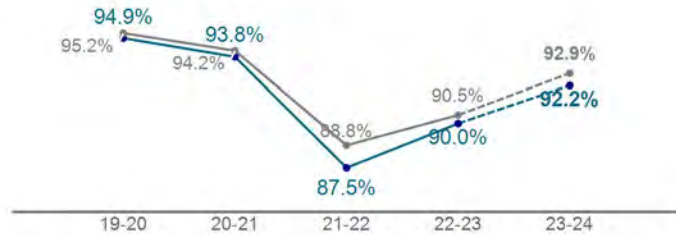
**Asian  
N = 35**



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic  
N = 367**



**Pacific Islander**

Subgroup with fewer than 20 students.

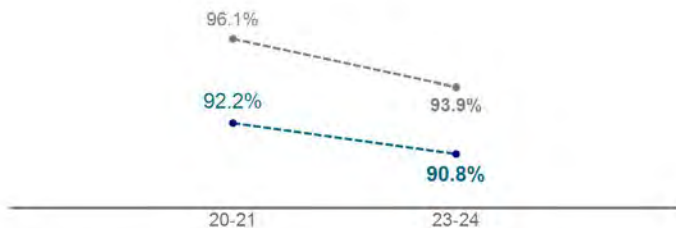
**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

**Other  
N = 20**

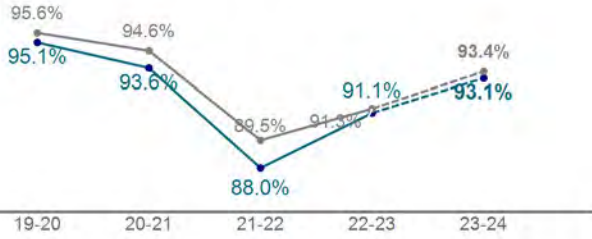


N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

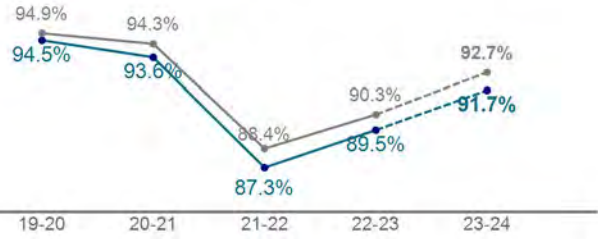


# Attendance Rate

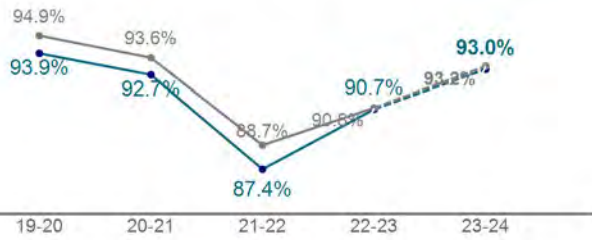
**EL + RFEP**  
N = 176



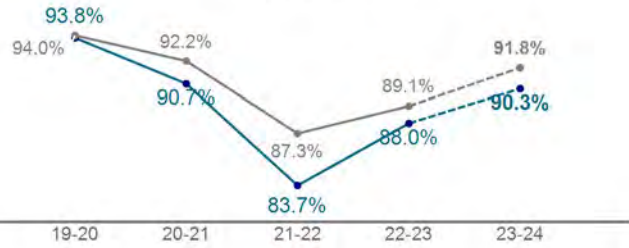
**Low SES**  
N = 509



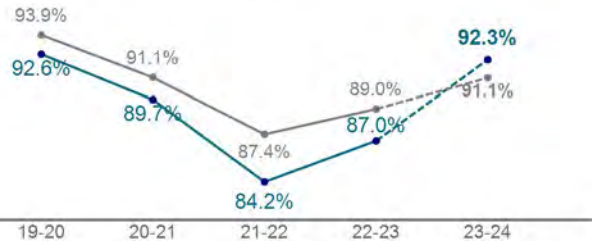
**English Learner**  
N = 168



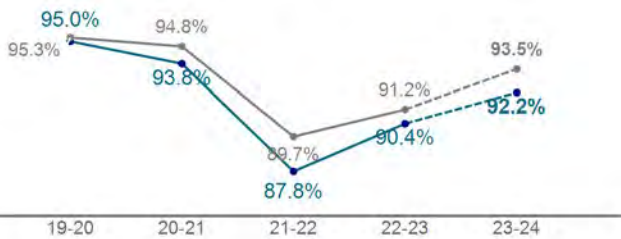
**Special Education**  
N = 70



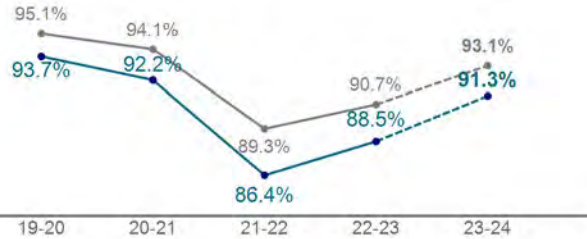
**Homeless or Foster Youth**  
N = 23



**Female**  
N = 251



**Male**  
N = 263



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Chronic Absence by Attendance Bands School Data by Subgroup McKinley 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
All Students	541	13	24	18	22	24	36.6%	29.0%	54.2%	32.2%	
Grade	Gr. TK	26	23	42	12	15	8	65.4%		76.9%	52.5%
	Gr. K	74	26	31	11	14	19	56.8%	27.0%	67.6%	43.8%
	Gr. 01	93	18	18	19	25	19	36.6%	35.0%	55.9%	35.2%
	Gr. 02	88	5	20	22	25	28	25.0%	28.8%	46.6%	29.4%
	Gr. 03	77	8	21	26	23	22	28.6%	26.0%	54.5%	27.7%
	Gr. 04	92	11	26	12	23	28	37.0%	28.1%	48.9%	27.1%
	Gr. 05	91	8	22	18	23	30	29.7%	28.8%	47.3%	25.6%
Ethnicity	African American	71	15	27	11	15	31	42.3%	34.7%	53.5%	41.6%
	Asian	42	19	19	14	12	36	38.1%	22.2%	52.4%	21.4%
	Cambodian	42	24	24	17	10	26	47.6%	25.0%	64.3%	24.5%
	Filipino	7	29	14	14	43		42.9%	0.0%	42.9%	18.9%
	Hispanic	386	11	24	18	24	22	35.5%	28.4%	53.6%	34.8%
	Pacific Islander	8	13	25	25	13	25	37.5%	50.0%	62.5%	43.8%
	White	7	14	43	14	29		14.3%	30.0%	57.1%	18.3%
	Other	20	15	25	30	30		40.0%	15.4%	70.0%	27.5%
Gender	Female	270	10	23	19	24	24	33.0%	27.1%	51.9%	31.0%
	Male	271	16	24	16	20	24	40.2%	30.8%	56.5%	33.3%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Data by Subgroup McKinley 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands					Attendance Rates			
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory
	Low SES	527	13	23	17	22	24	36.2%	29.0%	53.7%	36.0%
	ELL	172	12	21	16	22	30	32.6%	29.0%	48.8%	33.8%
	RFEP	28	4	11	32	32	21	14.3%	17.5%	46.4%	15.7%
	EL + RFEP	200	11	20	19	23	29	30.0%	26.7%	48.5%	31.0%
	Special Ed.	72	19	26	15	21	18	45.8%	35.1%	61.1%	41.4%
	Spec Ed. Speech/RSP	46	13	17	15	26	28	30.4%	34.6%	45.7%	31.8%
	Homeless/Foster	24	29	17	17	25	13	45.8%	30.2%	62.5%	43.2%
	Foster	8	13	38	13	38		50.0%	30.0%	62.5%	41.7%
	Homeless	16	38	6	19	19	19	43.8%	30.3%	62.5%	43.4%
	GATE/Excel	16		6	19	38	38	6.3%	17.6%	25.0%	13.4%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,753	9	23	19	22	27	32.2%	24.4%	51.1%
Addams	806	10	27	20	19	24	36.7%	30.5%	56.6%
Alvarado	412	8	32	19	17	24	40.0%	30.7%	58.7%
Barton	482	13	34	17	19	17	47.3%	34.8%	64.3%
Birney	510	7	25	18	27	24	31.6%	27.0%	49.2%
Bixby	546	6	19	24	23	29	25.1%	19.3%	48.9%
Bryant	339	12	23	19	19	27	35.1%	31.4%	54.6%
Burbank	616	9	28	21	21	22	36.7%	23.4%	57.5%
Burcham	362	4	20	20	27	30	23.8%	20.8%	43.6%
Carver	510	4	17	23	25	31	21.4%	14.6%	44.3%
Chavez	359	14	29	19	19	19	42.9%	34.3%	61.8%
Cleveland	460	4	20	20	26	30	23.9%	12.0%	43.5%
Dooley	784	9	30	18	22	22	38.5%	26.2%	56.1%
Edison	471	14	24	16	18	29	37.8%	31.4%	53.5%
Emerson	354	4	14	23	27	31	18.1%	4.7%	41.5%
Fremont	461	3	15	20	26	35	18.9%	9.8%	38.8%
Gant	670	5	14	22	24	34	19.4%	9.7%	41.8%
Garfield	602	11	24	18	23	24	35.0%	31.2%	53.2%
Gompers	351	8	23	23	25	21	30.5%	10.7%	53.6%
Grant	1,021	13	27	17	21	22	39.7%	33.4%	56.6%
Harte	851	10	28	21	17	23	38.2%	37.1%	59.2%
Henry	817		10	20	29	41	10.5%	8.3%	30.1%
Herrera	748	10	24	21	20	25	34.2%	26.1%	54.9%
Holmes	411	10	27	18	20	26	37.0%	23.5%	54.5%
Hudson	426	15	24	14	17	31	38.7%	22.0%	52.6%
Kettering	341	6	17	23	28	26	23.2%	8.7%	46.0%
King	666	12	24	19	21	25	35.6%	29.8%	54.4%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
Lafayette	898	11	26	20	22	21	36.5%	41.6%	56.1%
Lincoln	851	13	28	16	19	24	40.5%	24.1%	56.6%
Longfellow	994	6	18	17	24	36	23.5%	11.3%	40.6%
Los Cerritos	475	5	15	20	24	37	19.4%	5.7%	38.9%
Lowell	578	4	19	22	23	32	23.5%	15.8%	45.5%
Macarthur	307	3	27	21	20	29	30.3%	13.6%	51.5%
Madison	397	6	24	17	23	29	30.2%	25.5%	47.6%
Mann	372	7	26	20	20	27	32.8%	15.7%	53.0%
McKinley	541	13	24	18	22	24	36.6%	29.0%	54.2%
Naples	299	2	18	12	29	38	20.4%	14.5%	32.8%
Oropeza	638	14	25	20	19	23	38.2%	28.8%	58.2%
Prisk	497	3	16	17	27	36	19.7%	14.5%	36.6%
Riley	455	5	24	20	21	30	29.0%	18.3%	49.0%
Roosevelt	905	16	22	17	17	28	37.9%	27.7%	54.7%
Signal Hill	675	8	26	17	21	28	33.6%	31.0%	50.2%
Smith	717	10	22	19	22	26	32.9%	21.3%	51.6%
Stevenson	558	14	28	17	16	24	42.7%	41.8%	59.9%
Twain	440	5	22	23	22	29	26.1%	16.5%	48.6%
Webster	567	11	28	14	19	27	39.7%	37.2%	54.1%
Whittier	606	12	28	18	17	24	40.1%	32.7%	58.3%
Willard	607	11	23	20	19	27	33.9%	34.6%	54.0%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,991	9	17	14	20	39	26.3%	21.7%	40.6%
Bancroft	870	6	16	13	21	43	22.6%	21.7%	35.5%
Franklin	1,147	18	20	16	17	29	37.8%	29.8%	53.7%
Hamilton	860	12	22	15	19	32	33.7%	23.7%	48.5%
Hoover	546	4	15	16	23	42	19.2%	15.4%	34.8%
Hughes	1,344	5	13	13	21	48	18.0%	13.7%	31.1%
Jefferson	1,040	11	16	14	19	40	27.2%	30.5%	41.5%
Keller	458	2	7	12	27	51	9.2%	6.0%	21.6%
Lindbergh	437	13	21	16	19	31	33.2%	34.5%	49.7%
Lindsey	761	11	18	14	19	38	28.5%	18.7%	42.3%
Marshall	930	4	20	15	24	37	24.4%	17.0%	39.9%
Nelson	843	8	18	15	20	39	25.3%	21.0%	40.2%
Rogers	789	5	13	14	21	46	18.4%	10.1%	32.7%
Stanford	1,205	6	12	14	22	46	18.7%	15.0%	32.3%
Stephens	770	16	23	15	17	28	39.0%	34.1%	54.4%
Washington	991	16	20	12	19	33	36.1%	30.8%	48.3%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All K8	5,754	6	18	18	22	37	23.7%	19.8%	41.4%
Avalon	455	7	26	23	22	22	32.7%	28.5%	56.0%
Cubberley	970	3	10	16	23	48	13.4%	11.2%	29.6%
Muir	1,046	8	21	18	21	33	28.6%	24.8%	46.5%
Newcomb	817	3	15	18	24	41	17.6%	9.8%	35.4%
Powell	865	14	22	20	20	25	35.4%	32.6%	54.9%
Robinson	779	6	22	13	20	39	28.1%	21.6%	41.6%
Tincher	822	3	12	18	26	42	14.2%	11.5%	32.6%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	
All High	20,821	12	16	14	19	39	27.9%	26.2%	41.9%	
Browning	333	20	20	12	17	32	39.9%	29.4%	52.0%	
Cabrillo	1,845	16	18	14	17	35	34.3%	38.2%	48.0%	
CAMS	673			15	8	20	66	6.4%	4.6%	14.3%
Jordan	2,326	13	17	14	18	39	29.8%	35.7%	43.4%	
Lakewood	2,820	10	18	16	21	35	28.6%	32.3%	44.1%	
McBride	730	6	12	17	20	46	17.5%	13.8%	34.5%	
Millikan	3,346	5	12	14	21	47	17.8%	14.3%	32.0%	
PAAL	171	43	20	13	8	16	63.2%	72.1%	76.0%	
Polytechnic	3,873	16	17	15	20	32	32.9%	23.8%	48.4%	
Reid	195	68	17	7	5	3	84.6%	92.4%	91.8%	
Renaissance	443	14	17	14	19	36	30.5%	31.3%	44.5%	
Sato	483			15	10	16	69	5.8%	5.3%	15.3%
Wilson	3,583	14	15	14	18	39	29.6%	24.2%	43.3%	

The percentages may not equal 100% due to rounding.



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# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

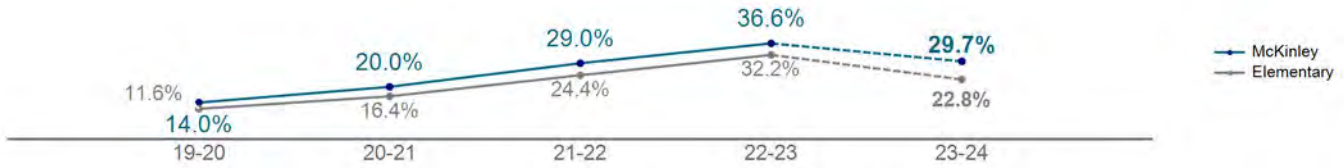
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
District	66,319	10	19	16	21	34	29.0%	25.3%	45.3%

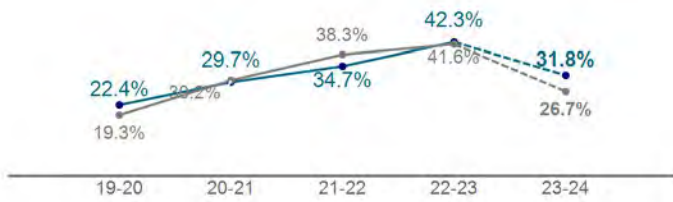
The percentages may not equal 100% due to rounding.

# Percent of Students in the Moderately or Severely Chronic Categories

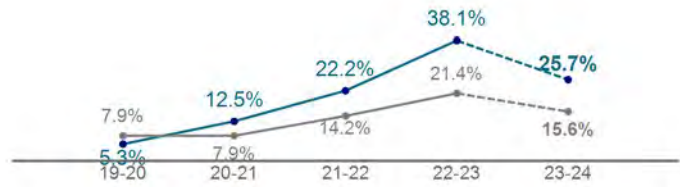
**McKinley  
All Students  
N = 491**



**African American  
N = 66**



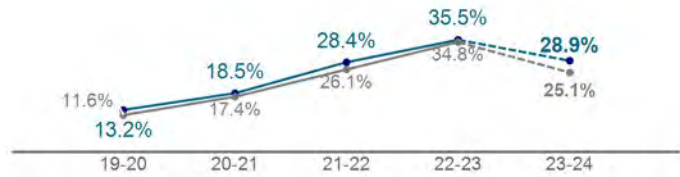
**Asian  
N = 35**



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic  
N = 350**



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**

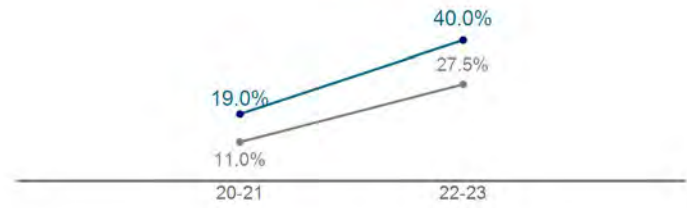
Subgroup with fewer than 20 students.

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

**Native American**  
Subgroup with fewer than 20 students.

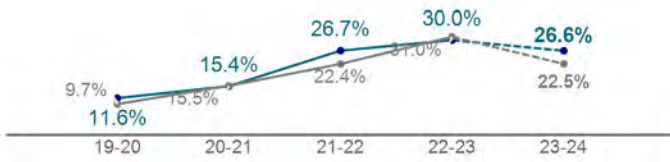
**Other**



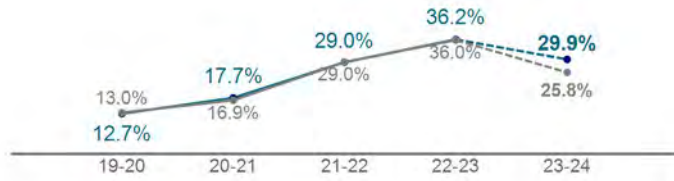
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

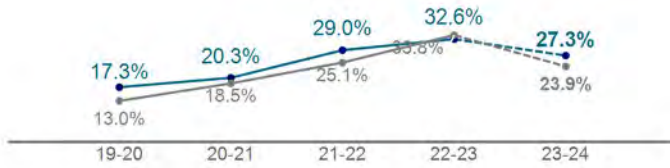
**EL + RFEP**  
N = 169



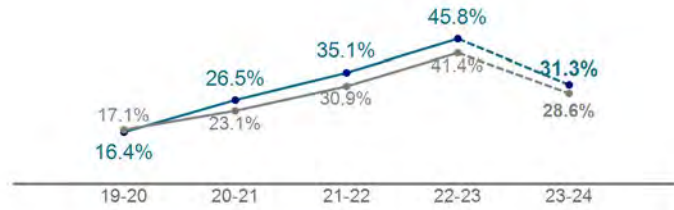
**Low SES**  
N = 488



**English Learner**  
N = 161



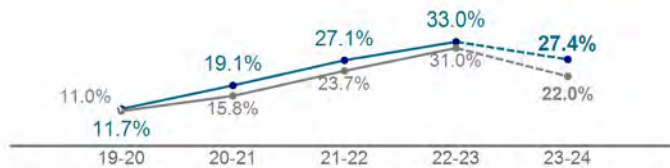
**Special Education**  
N = 67



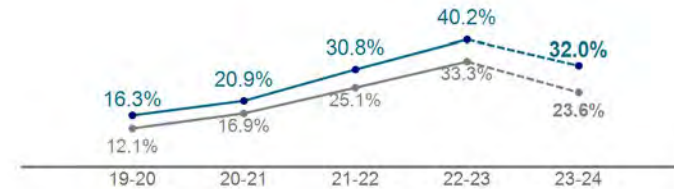
**Homeless or Foster Youth**  
Subgroup with fewer than 20 students.

**Homeless or Foster Youth**  
Subgroup with fewer than 20 students.

**Female**  
N = 241



**Male**  
N = 250



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

McKinley

Category	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Students	239	63%	43	20	23	14	37%	↑-		↑13
	All Elementary	52%	31	21	23	25	48%	↑1		↑6
	District	52%	29	23	26	22	48%	↑-		↓1
Grade	69	75%	52	23	14	10	25%	↓6		-
	All Elementary	53%	30	23	21	26	47%	↑4		-
	District	52%	30	22	21	27	48%	↑4		-
	87	64%	49	15	23	13	36%	↑1		↑5
	All Elementary	55%	35	20	19	26	45%	↑-		↑3
	District	54%	35	19	19	27	46%	↑1		↑2
Gr. 05	83	52%	29	23	30	18	48%	↑2		↑22
	All Elementary	48%	27	21	28	24	52%	↓1		↑8
	District	48%	27	21	28	24	52%	↓1		↑8
Ethnicity	173	65%	43	21	24	11	35%	↓4		↑11
	All Elementary	59%	36	23	23	19	41%	↑1		↑6
	District	58%	33	25	26	16	42%	↓-		↓1
	34	50%	38	12	26	24	50%	↑24		-
	All Elementary	67%	44	23	18	15	33%	↑2		↑6
	District	67%	42	25	21	12	33%	↓-		↓1
	15*	60%	40	20	13	27	40%	↓2		-
	All Elementary	38%	19	19	23	39	62%	↑1		↑6
	District	34%	17	18	30	36	66%	↑-		↑1
14*	64%	50	14	7	29	36%	↑14		-	
All Elementary	40%	20	19	27	33	60%	↑1		↑7	
District	39%	19	20	32	29	61%	↑1		↑2	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA 2023 :: School Data by Subgroup

## McKinley

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Other	7*	71%	43	29	29	29%	↑29		-	
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
	Pacific Islander	4*	75%	25	50	25	25%	↓15		-	
		All Elementary	69%	33	36	19	12	31%	↓4		↑3
		District	63%	31	32	28	9	38%	↓2		↓3
	White	4*	75%	75	25	25%	↓18		-		
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
	Filipino	2*	100%	100	0%	-	-		-		
All Elementary		24%	12	11	27	49	76%	↑2		↑7	
District		28%	11	17	31	41	72%	↑2		↑2	
Gender	Female	128	55%	35	20	30	16	45%	↑3		↑17
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	111	73%	52	21	15	12	27%	↓4		↑8
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6
All Elementary*		50%	13	38	38	13	50%	↑25		-	
Special Populations	EL + RFEP	94	70%	50	20	18	12	30%	↑2		↑21
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	72	89%	64	25	10	11%	↑6		↑9	

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 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

McKinley

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	ELL	All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	22	9%	5	5	45	45	91%	↑30		↑45
		All Elementary	29%	11	18	33	38	71%	↑9		↑7
	Foster	District	44%	17	27	35	21	56%	↑-		↓4
		5*	60%	20	40	20	20	40%	↑7		-
	GATE/Excel	All Elementary	75%	50	25	16	9	25%	↓3		↓4
		District	75%	53	22	11	14	25%	↑-		↑7
	Homeless	13*	0%			15	85	100%	↑25		-
		All Elementary	10%	2	8	23	67	90%	↑2		↓-
	Homeless/Foster	District	14%	3	11	32	54	86%	↓-		↓3
		7*	43%	43	29	29	57%	↑37		-	
	Low SES	All Elementary	63%	40	23	20	16	37%	↑2		↑6
		District	64%	40	24	24	12	36%	↓1		↓1
	Special Ed.	12*	50%	33	17	25	25	50%	↑26		-
		All Elementary	64%	41	23	20	16	36%	↑2		↑6
Spec Ed. Speech/RSP	District	65%	41	24	23	12	35%	↓1		↓1	
	236	64%	43	20	22	14	36%	↓-		↑13	
Special Ed.	All Elementary	59%	36	23	22	18	41%	↑2		↑6	
	District	59%	34	25	25	16	41%	↑1		↓1	
Special Ed.	34	94%	82	12	33	6%	↑3		↑10		
	All Elementary	81%	64	17	10	9	19%	↑2		↑4	
Spec Ed. Speech/RSP	District	84%	65	19	11	5	16%	↑1		↑1	
	33	94%	82	12	33	6%	↑3		-		

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA 2023 :: School Data by Subgroup

## McKinley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed.	All Elementary	77%	57	19	13	11	23%	↑2		↑5
	Speech/RSP	District	79%	56	23	14	7	21%	↑2		↑2

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

\*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.



# SBAC Math 2023 :: School Data by Subgroup

## McKinley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
All Students	242	73%	42	31	20	7	27%	↑5		↑2	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	16	34%	↑1		↓5	
Grade	Gr. 03	69	70%	46	23	25	6	30%	↓2		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	88	72%	39	33	25	3	28%	↑13		↓2
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	85	76%	41	35	11	13	24%	↑5		↑7
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	175	74%	41	33	20	6	26%	↑2		↑2
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	34	68%	44	24	24	9	32%	↑22		↑10
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Asian	15*	53%	33	20	27	20	47%	↑5		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
	Cambodian	14*	71%	43	29	7	21	29%	↑7		-
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5

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 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Math 2023 :: School Data by Subgroup

## McKinley

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Other	7*	71%	43	29	14	14	29%	↑29		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	Pacific Islander	4*	100%	50	50			0%	↓20		-
		All Elementary	73%	41	32	18	9	27%	↓3		↓3
		District	76%	46	30	17	8	24%	↓-		↓6
	White	4*	100%	75	25			0%	↓29		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Filipino	3*	67%	33	33	33		33%	↑33		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
Gender	Female	128	77%	38	39	16	7	23%	↑3		↑2
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	114	68%	46	22	24	8	32%	↑8		↑3
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
	District	64%	39	25	19	17	36%	↑2		↓5	
Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-	
	District	62%	42	20	22	16	38%	↑4		↓3	
Special Populations	EL + RFEP	97	77%	48	29	14	8	23%	↑1		↑5
		All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	75	87%	59	28	12		13%	↑3		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Math 2023 :: School Data by Subgroup

## McKinley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	ELL	All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	22	45%	14	32	23	32	55%	↑16		↑15
		All Elementary	43%	16	27	28	29	57%	↑10		↓2
	Foster	District	66%	36	30	20	14	34%	↑1		↓9
		5*	60%	40	20	40		40%	↓10		-
	GATE/Excel	All Elementary	80%	53	26	19	2	20%	↑5		-
		District	85%	62	23	13	2	15%	↑2		↓2
	Homeless	13*	0%			46	54	100%	↑8		-
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
	Homeless/Foster	District	26%	8	18	28	47	74%	↑2		↓9
		7*	71%	29	43	29		29%	↑15		-
	Low SES	All Elementary	72%	44	27	18	11	28%	↑2		-
		District	78%	52	26	14	8	22%	↑-		↓5
	Special Ed.	12*	67%	33	33	33		33%	↑10		-
		All Elementary	72%	45	27	18	10	28%	↑2		-
Spec Ed. Speech/RSP	District	79%	53	25	14	7	21%	↑1		↓4	
	239	73%	42	31	20	8	27%	↑5		↑2	
Special Ed.	All Elementary	68%	39	29	20	12	32%	↑3		↓1	
	District	73%	46	27	17	11	27%	↑2		↓5	
Spec Ed. Speech/RSP	34	97%	94	33			3%	↑-		-	
	All Elementary	82%	63	20	10	8	18%	↑3		↓-	
Spec Ed. Speech/RSP	District	88%	72	16	8	5	12%	↑2		↓1	
	33	97%	94	33			3%	↑-		-	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

McKinley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Spec Ed.	All Elementary	78%	55	23	12	10	22%	↑3		↓1
	Speech/RSP	District	84%	64	20	10	6	16%	↑2		↓2

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2023 :: School Data by Subgroup

## McKinley

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
All Students	85	75%	16	59	21	4	25%	↑6		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	74%	17	57	18	8	26%	↑1		-	
Grade	Gr. 05	75%	16	59	21	4	25%	↑6		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	70%	16	54	20	10	30%	↑1		-	
Ethnicity	Hispanic	55	73%	18	55	24	4	27%	↑6		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	African American	19*	74%	11	63	26		26%	↑26		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Cambodian	5*	80%	20	60	20		20%	↑20		-
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-
	Other	4*	100%	100				0%	-		-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
	Asian	3*	67%	33	33	33		33%	-		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
Pacific Islander	2*	100%	50	50			0%	-		-	
	All Elementary	83%	22	61	17		17%	↓14		-	
	District	88%	20	69	10	2	12%	↓4		-	

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 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

McKinley

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Filipino	2*	100%	100				0%	-		-
		All Elementary	49%	4	45	27	25	51%	↓1		-
		District	54%	5	49	29	18	46%	↑2		-
Gender	Female	51	67%	10	57	29	4	33%	↑17		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	34	88%	26	62	9	3	12%	↓9		-
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
	Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-
District		68%	18	50	14	18	32%	↑11		-	
Special Populations	EL + RFEP	36	72%	22	50	22	6	28%	↓3		-
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	20	95%	35	60	5		5%	↓6		-
		All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	16*	44%	6	38	44	13	56%	↑15		-
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
	Foster	3*	67%		67	33		33%	↑33		-
All Elementary		81%	30	51	11	8	19%	↑1		-	
District		88%	31	58	8	4	12%	↓3		-	
GATE/Excel	4*		0%		50		50	100%	↑20		-

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 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

McKinley

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	GATE/Excel	All Elementary	32%	1	31	36	32	68%	↑-		-
		District	43%	3	41	34	23	57%	↓2		-
	Homeless	2*	100%	50	50			0%	-		-
		All Elementary	83%	20	63	13	4	17%	↑1		-
	Homeless/Foster	District	86%	24	62	10	3	14%	↓1		-
		5*	80%	20	60	20		20%	↑20		-
	Low SES	All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Special Ed.	84	75%	17	58	21	4	25%	↑8		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
	Spec Ed. Speech/RSP	District	81%	20	61	15	4	19%	↑2		-
		11*	100%	64	36			0%	-		-
	Spec Ed. Speech/RSP	All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
Spec Ed. Speech/RSP	10*	100%	60	40			0%	-		-	
	All Elementary	86%	34	52	9	5	14%	↑4		-	
Spec Ed. Speech/RSP	District	90%	37	53	7	3	10%	↑1		-	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## McKinley

12/12/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
All Students	167	167	56	21	16	33	31	
		All ES	49	22	22	24	32	
		District	27	34	15	16	34	
Grade	Gr. 04 (Minimum Growth Target: 44)	84	42	24	20	36	20	
		All ES	49	21	24	27	28	
		District	48	22	24	27	27	
	Gr. 05 (Minimum Growth Target: 35)	83	71	18	11	30	41	
		All ES	50	22	20	22	36	
		District	49	22	20	22	36	
ELA	Hispanic	125	53	22	16	32	30	
		All ES	49	23	22	24	31	
		District	26	35	15	16	34	
	African American	21	-	19		38	43	
		All ES	50	22	22	22	34	
		District	25	36	16	15	33	
	Ethnicity	Cambodian	11^	-	18	45	9	27
			All ES	53	20	22	25	33
			District	34	30	16	17	37
		Asian	9^	-	11	44	22	22
			All ES	53	21	23	23	34
			District	33	30	16	16	38

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.



# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## McKinley

12/12/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Other	5 <sup>^</sup>	-	20	40	20	20
		All ES	49	19	23	27	31
		District	30	32	16	17	35
	Pacific Islander	3 <sup>^</sup>	-	33		67	0
		All ES	41	23	26	25	26
		District	26	32	17	18	33
	White	3 <sup>^</sup>	-	33		33	33
		All ES	53	19	22	27	33
		District	29	33	16	16	35
	Filipino	1 <sup>^</sup>	-			100	0
		All ES	50	21	21	24	34
		District	31	32	14	16	37
Gender	Female	90	61	21	12	30	37
		All ES	50	21	22	25	32
		District	28	34	15	16	34
	Male	77	48	21	19	36	23
		All ES	50	22	22	24	32
		District	26	35	15	16	34
Nonbinary	All ES <sup>^</sup>	72	17	17	33	33	
	District	28	33	15	8	44	
Special Populations	EL + RFEP	68	69	15	19	28	38

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

<sup>^</sup>Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## McKinley

12/12/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	EL + RFEP	All ES	50	24	21	23	33
		District	25	36	13	15	36
	ELL	48	57	15	27	27	31
		All ES	50	24	21	23	32
	RFEP	District	34	31	16	18	35
		20	96	15	30	55	
	Foster	All ES	50	22	21	23	34
		District	18	39	12	14	36
	GATE/Excel	3^	-	33	33	33	
		All ES	55	25	10	31	33
	Homeless	District	23	40	12	20	29
		11^	-	18	27	27	27
	Homeless/Foster	All ES	49	21	22	27	30
		District	27	34	15	18	33
	Low SES	5^	-	20	40	40	
		All ES	55	21	21	25	34
	Special Populations	District	28	33	16	17	34
		8^	-	25	38	38	
Special Populations	All ES	55	21	20	25	34	
	District	28	34	16	17	33	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## McKinley

12/12/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Low SES	All ES	50	22	22	24	32
			District	26	35	15	16	34
	Special Ed.		23	41	26	17	35	22
		All ES	43		27	20	23	31
		District	27		35	15	15	35
	Spec Ed. Speech/RSP		22	-	27	18	32	23
		All ES	47		24	21	24	31
		District	28		35	15	16	34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## McKinley

12/12/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
All Students	168	168	41	20	31	27	21	
		All ES	38	23	28	28	20	
		District	16	38	19	18	24	
Grade	Gr. 04 (Minimum Growth Target: 42)	84	32	26	37	24	13	
		All ES	45	18	29	31	22	
		District	44	18	29	31	21	
	Gr. 05 (Minimum Growth Target: 39)	83	50	13	25	31	30	
		All ES	32	28	27	26	19	
		District	32	28	27	26	19	
Math	Hispanic	126	46	18	33	27	22	
		All ES	39	23	28	28	21	
		District	14	39	19	18	24	
	African American	21	40	19	29	24	29	
		All ES	35	26	27	28	20	
		District	14	40	19	17	24	
	Ethnicity	Cambodian	11^	-	27	27	27	18
			All ES	42	21	26	31	22
			District	19	36	19	20	25
		Asian	9^	-	22	22	33	22
			All ES	42	21	26	30	23
			District	19	36	19	20	26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## McKinley

12/12/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math	Other	5^	-	20	40	40	0
		All ES	40	21	29	29	21
		District	22	34	22	19	26
	Pacific Islander	3^	-	67	33	0	
		All ES	30	29	29	26	15
		District	14	42	17	18	24
	White	3^	-	67	33	0	
		All ES	36	22	33	28	18
		District	19	34	22	19	24
	Filipino	1^	-			100	0
		All ES	36	24	27	29	20
		District	22	36	17	22	26
Gender	Female	90	50	14	31	26	29
		All ES	38	23	28	29	20
		District	15	38	19	19	24
	Male	78	32	27	31	29	13
		All ES	39	24	28	27	21
		District	16	38	20	18	25
Nonbinary	All ES^	59		33	50	17	
	District	5	38	20	18	25	
Special Populations	EL + RFEP	69	46	20	30	28	22

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## McKinley

12/12/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	EL + RFEP	All ES	41	23	26	28	23	
		District	12	41	18	17	24	
	ELL	All ES	49	38	27	35	24	14
		District	42	23	35	19	19	26
	RFEP	All ES	20	68	5	20	35	40
		District	40	4	24	27	26	23
	Foster	All ES	3 <sup>^</sup>	-	33	33	33	
		District	41	21	39	16	19	25
	GATE/Excel	All ES	11 <sup>^</sup>	-	9	55	27	9
		District	35	19	24	30	28	18
	Homeless	All ES	5 <sup>^</sup>	-	80			20
		District	37	13	26	27	26	21
	Homeless/Foster	All ES	8 <sup>^</sup>	-	63		13	25
		District	38	14	40	19	17	24
	Low SES	All ES	38	42	26	27	26	21
		District	166	14	40	19	17	24
				20	31	28	21	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

<sup>^</sup>Not currently a significant subgroup.

\*Accelerated Growth = At least double the minimum growth target for the grade level.

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

## McKinley

12/12/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations h	Low SES	All ES	38	24	28	28	21	
		District	14	39	19	18	24	
	Special Ed.		24	28	25	46	21	8
		All ES	37	26	25	25	24	
		District	20	36	19	16	29	
	Spec Ed. Speech/RSP		23	39	22	48	22	8
		All ES	39	24	26	26	24	
		District	19	36	19	17	28	

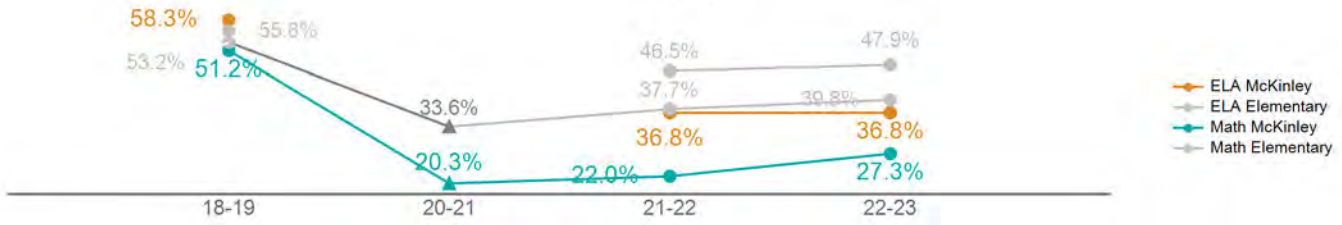
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

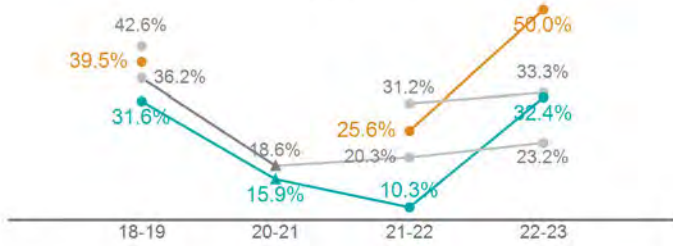
\*Accelerated Growth = At least double the minimum growth target for the grade level.

# Percent of Students with Achievement Level of Met or Exceeded in SBAC

**McKinley  
All Students  
N = 242**



**African American  
N = 34**



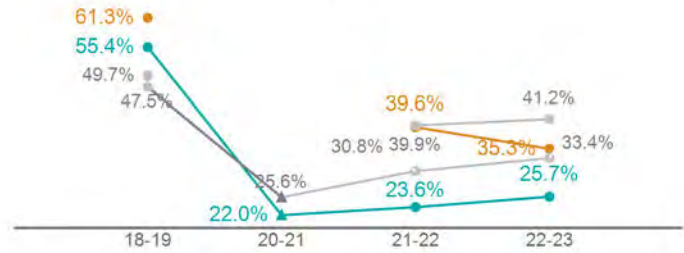
**Asian**

Subgroup with fewer than 20 students.

**Filipino**

Subgroup with fewer than 20 students.

**Hispanic  
N = 175**



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**

Subgroup with fewer than 20 students.

N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.



## Percent of Students with Achievement Level of Met or Exceeded in SBAC

### Native American

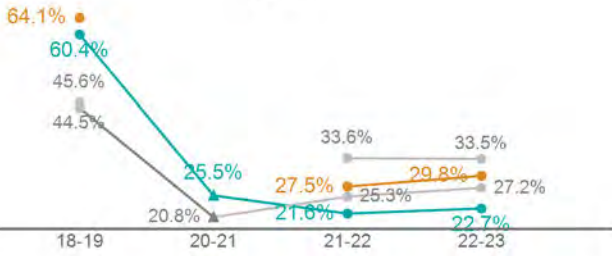
Subgroup with fewer than 20 students.

### Other

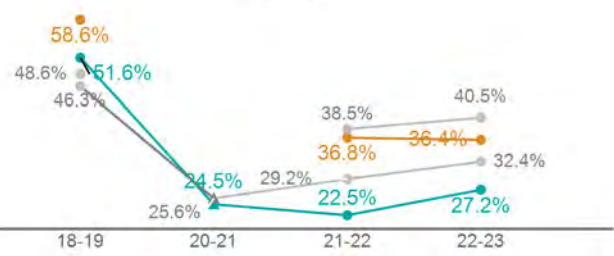
Subgroup with fewer than 20 students.

# Percent of Students with Achievement Level of Met or Exceeded in SBAC

**EL + RFEP**  
N = 97



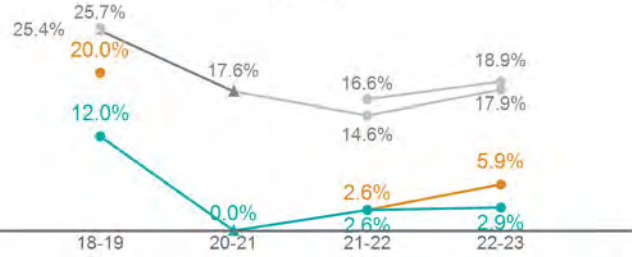
**Low SES**  
N = 239



**English Learner**  
N = 75



**Special Education**  
N = 34



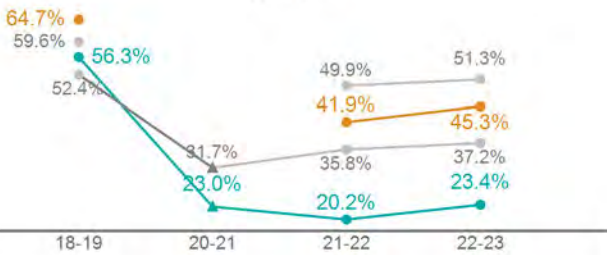
**Homeless**

Subgroup with fewer than 20 students.

**Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 128



**Male**  
N = 114



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑6
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		-
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑13
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑2
Cleveland	217	23%	6	16	30	47	77%	↑-		↑2
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑17
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑12
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑12
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑7
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑9

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	225	63%	45	18	23	14	37%	↑5		↑3
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑1
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑9
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓3
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		-
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑5
Prisk	273	22%	7	15	26	52	78%	↓2		↑9
Riley	196	55%	34	20	22	23	45%	↓2		↑8
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑7
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑16
Smith	352	65%	39	26	19	16	35%	↓2		↑-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑4
Willard	273	68%	41	27	18	14	32%	↑4		↑3

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓6
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓5
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	225	73%	49	24	17	10	27%	↑6		↓9
Kettering	131	37%	11	25	34	29	63%	↓11		↓9
King	308	73%	40	33	20	7	27%	↑6		-
Lafayette	403	65%	36	29	25	10	35%	↑6		↑-
Lincoln	411	67%	35	32	21	12	33%	↑-		↓-
Longfellow	468	50%	20	30	21	29	50%	↓1		↓2
Los Cerritos	241	40%	17	24	26	34	60%	↓6		↓8
Lowell	240	33%	14	19	23	44	67%	↑6		↓9
Macarthur	149	50%	17	33	28	23	50%	↓3		↓10
Madison	153	47%	22	25	28	25	53%	↑4		↑3
Mann	163	62%	34	28	25	13	38%	↑9		↑5
McKinley	242	73%	42	31	20	7	27%	↑5		↑2
Naples	140	19%	6	13	25	56	81%	↑2		↓8
Oropeza	276	77%	49	29	12	11	23%	↑4		↑3
Prisk	274	29%	11	18	28	43	71%	↓3		↓1
Riley	197	65%	36	30	21	14	35%	↓4		↓7
Roosevelt	456	70%	43	27	19	11	30%	↑4		↑3
Signal Hill	320	59%	29	30	22	19	41%	↓1		-
Smith	357	75%	44	31	16	9	25%	↓4		↓5
Stevenson	252	73%	46	27	16	11	27%	↑5		↑3
Twain	193	54%	26	27	26	20	46%	↑2		↑2
Webster	224	74%	47	27	18	8	26%	↑1		↓5
Whittier	295	81%	61	20	12	7	19%	↑4		↑1
Willard	281	73%	41	32	18	9	27%	↑2		↓7

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	4,183	70%	16	54	20	10	30%	↑-	-
Addams	119	76%	18	58	20	4	24%	↑6	-
Alvarado	61	66%	8	57	25	10	34%	↓-	-
Barton	64	88%	27	61	8	5	13%	↓4	-
Birney	79	70%	20	49	22	9	30%	↑6	-
Bixby	69	61%	4	57	30	9	39%	↑3	-
Bryant	55	65%	15	51	25	9	35%	↑17	-
Burbank	88	75%	15	60	16	9	25%	↑3	-
Burcham	58	55%	9	47	21	24	45%	↑4	-
Carver	77	47%	3	44	32	21	53%	↑4	-
Chavez	67	85%	28	57	10	4	15%	↑2	-
Cleveland	76	51%	5	46	36	13	49%	↑7	-
Dooley	137	85%	18	68	12	2	15%	↓6	-
Edison	74	82%	27	55	15	3	18%	↓1	-
Emerson	49	45%	8	37	37	18	55%	↑4	-
Fremont	73	42%	3	40	34	23	58%	↓9	-
Gant	86	38%	3	35	31	30	62%	↑1	-
Garfield	88	78%	14	65	15	7	22%	↑2	-
Gompers	52	54%	15	38	37	10	46%	↑21	-
Grant	158	85%	20	65	10	5	15%	↓4	-
Harte	149	83%	22	60	13	4	17%	↑3	-
Henry	135	59%	9	50	27	15	41%	↓1	-
Herrera	130	68%	12	55	25	7	32%	↑5	-
Holmes	57	86%	16	70	9	5	14%	↓11	-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/12/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	78	86%	23	63	10	4	14%	↑8	-
Kettering	44	41%	2	39	41	18	59%	↓2	-
King	111	77%	13	64	16	7	23%	↑5	-
Lafayette	116	90%	15	75	9		10%	↓8	-
Lincoln	118	79%	13	66	18	3	21%	↓3	-
Longfellow	170	57%	5	52	20	23	43%	↓6	-
Los Cerritos	80	45%	8	38	30	25	55%	↓4	-
Lowell	82	51%	2	49	29	20	49%	↓1	-
Macarthur	55	62%	4	58	18	20	38%	↓-	-
Madison	43	56%	12	44	26	19	44%	↑6	-
Mann	60	80%	45	35	12	8	20%	↑13	-
McKinley	85	75%	16	59	21	4	25%	↑6	-
Naples	43	35%	2	33	30	35	65%	↓15	-
Oropeza	104	88%	33	56	10	2	12%	↓11	-
Prisk	91	29%	1	27	43	29	71%	↓6	-
Riley	73	71%	16	55	21	8	29%	↑2	-
Roosevelt	149	84%	20	64	11	5	16%	↓5	-
Signal Hill	107	72%	16	56	19	9	28%	↓4	-
Smith	123	74%	25	49	20	7	26%	↑8	-
Stevenson	97	78%	27	52	19	3	22%	↑3	-
Twain	71	61%	20	41	25	14	39%	↓6	-
Webster	89	76%	11	65	19	4	24%	↑10	-
Whittier	100	84%	35	49	12	4	16%	↑3	-
Willard	93	87%	24	63	11	2	13%	↓9	-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/12/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓3
Bancroft	829	45%	20	25	35	20	55%	↑2		↑2
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓9
Hoover	512	66%	35	31	25	9	34%	↓7		↓8
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100	100%	100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑8
Keller	448	37%	11	25	41	22	63%	↓5		↓5
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓1
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓3
Rogers	746	29%	14	15	33	38	71%	↓1		↓2
Stanford	1,124	33%	15	19	36	31	67%	↑7		↑-
Stephens	700	63%	34	29	27	10	37%	↑10		↑5
Washington	909	74%	43	31	20	6	26%	↓3		↓5

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%				100	100%	↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Middle	3,987	78%	22	57	16	8	22%	↓1	-
Bancroft	299	75%	17	58	16	9	25%	↓4	-
Franklin	331	85%	29	56	12	3	15%	↓-	-
Hamilton	239	88%	26	62	11		12%	↓7	-
Hoover	167	92%	30	62	8		8%	↓9	-
Hughes	416	69%	14	55	20	11	31%	↑2	-
IVA	1	0%			100	100%	100%	↑41	-
Jefferson	299	81%	17	64	15	4	19%	↑2	-
Keller	135	65%	7	59	24	11	35%	↓2	-
Lindbergh	137	88%	23	64	10	2	12%	↑3	-
Lindsey	239	89%	22	67	10		11%	↑1	-
Marshall	294	74%	20	54	21	4	26%	↓9	-
Nelson	276	93%	37	56	5		7%	↑1	-
Rogers	246	46%	9	38	33	21	54%	↑9	-
Stanford	365	62%	13	48	25	13	38%	↑3	-
Stephens	250	86%	29	57	11	3	14%	↓2	-
Washington	294	91%	32	59	6	3	9%	↑4	-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓-
Avalon	249	74%	44	30	19	7	26%	↓6		↓4
Cubberley	635	32%	17	16	29	39	68%	↑2		↑1
Muir	644	59%	33	26	25	16	41%	↓5		↓1
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		↓-
Robinson	541	69%	40	28	22	9	31%	↓7		↓2
Tincher	529	31%	13	18	32	37	69%	↑-		↓-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓6
Cubberley	638	45%	24	21	23	32	55%	↑2		↓7
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,211	70%	16	53	19	11	30%	↑1		-
Avalon	109	85%	30	55	10	5	15%	↑2		-
Cubberley	198	55%	13	42	23	22	45%	↑6		-
Muir	201	81%	22	59	16	3	19%	↑1		-
Newcomb	163	29%	1	28	43	28	71%	↑7		-
Powell	202	88%	24	64	10	2	12%	↓5		-
Robinson	175	87%	17	70	12	1	13%	↓5		-
Tincher	162	64%	10	53	21	15	36%	↓1		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All High	4,776	48%	27	21	28	24	52%	↑2		↓9	
Browning	58	78%	62	16	19	3	22%	↓20		↓29	
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1	
CAMS	162	1%			16		83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8	
Jordan	422	71%	44	27	21	9	29%	↓2		↓7	
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11	
McBride	165	31%	9	22	40	29	69%	↓4		-	
Millikan	755	35%	16	18	34	32	65%	↑10		↓11	
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7	
Reid	53	98%	77	21	2		2%	↓2		↓11	
Renaissance	91	47%	21	26	29	24	53%	↑19		↓23	
Sato	120	4%		3	2	39	57	96%	↓1		↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓13	

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,737	75%	53	21	15	11	25%	↑3		↓25
Browning	59	98%	83	15	2		2%	↓5		↓33
Cabrillo	410	92%	69	23	7	2	8%	↓2		↓26
CAMS	162		6%		5	20	74	94%	↑4	↓10
EPHS	225	97%	85	12	3		3%	↑1		↓23
Jordan	420	93%	75	18	7		7%	↑1		↓28
Lakewood	603	85%	62	23	12	3	15%	↑2		↓22
McBride	168	65%	36	29	28	7	35%	↑3		↓31
Millikan	756	66%	35	30	21	13	34%	↑4		↓30
Polytechnic	902	69%	54	15	17	13	31%	↑2		↓19
Reid	53	100%	96	4			0%	-		↓16
Renaissance	92	86%	64	22	10	4	14%	↑8		↓27
Sato	118		23%	6	17	25	52	77%	↓1	↓12
Wilson	769	75%	49	26	16	9	25%	↑5		↓29

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.



# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/12/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,432	75%	14	62	19	6	25%	↑3		-
Browning	59	92%	29	63	8		8%	↑1		-
Cabrillo	375	87%	14	73	13		13%	↑4		-
CAMS	163			21%	20	47	33	79%	↓-	
EPHS	88	95%	19	76	5		5%	↓8		-
Jordan	454	91%	20	71	9		9%	↑2		-
Lakewood	635	85%	12	72	14	2	15%	↓4		-
McBride	152	69%	7	62	19	12	31%	↑15		-
Millikan	657	72%	12	59	23	6	28%	↑2		-
Polytechnic	852	70%	14	56	23	8	30%	↑2		-
Reid	60	98%	43	55	2		2%	↑2		-
Renaissance	88	85%	16	69	15		15%	-		-
Sato	93			20%	20	45	34	80%	↑19	
Wilson	756	76%	14	62	20	4	24%	↑11		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/12/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	1	100%	100			0%	-		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,799	52%	29	23	26	22	48%	↑-		↓1

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,805	66%	40	26	19	16	34%	↑1		↓5

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/12/23

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,813	74%	17	57	18	8	26%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.

# SBAC ELA 2023

School Name	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Addams	35.5%	1.1%	27.2%	2.8%	26.6%	-7.6%	54.2%	10.6%	African American	22.8%	3.2%
Alvarado	57.1%	6.8%	55.4%	15.0%	51.7%	-5.4%	63.9%	9.5%	African American	27.3%	-0.5%
Avalon	26.1%	-5.6%	25.9%	6.6%	13.3%	-23.5%	33.3%	-5.4%	Hispanic	20.3%	-5.9%
Barton	23.3%	-0.2%	25.7%	9.0%	18.2%	-8.1%	26.6%	-1.6%	African American	9.2%	-5.9%
Birney	47.7%	-1.1%	47.8%	3.0%	48.4%	-6.2%	46.8%	-1.3%	African American	40.0%	7.4%
Bixby	65.4%	7.2%	62.8%	6.0%	62.0%	11.3%	72.5%	3.5%	African American	48.0%	14.7%
Bryant	43.4%	3.1%	32.1%	-5.4%	48.1%	-3.8%	50.0%	17.8%	Other	30.0%	-1.3%
Burbank	37.4%	-1.7%	31.3%	-2.0%	41.4%	8.5%	37.9%	-12.1%	Hispanic	33.5%	-1.7%
Burcham	71.9%	-1.8%	58.9%	-15.1%	75.5%	4.3%	81.0%	5.1%	Hispanic	62.9%	5.5%
Carver	70.8%	1.1%	67.1%	-2.8%	74.0%	9.9%	71.4%	-3.6%	Hispanic	59.1%	2.1%
Chavez	31.5%	2.0%	35.4%	10.9%	30.0%	-2.8%	29.9%	-0.6%	Hispanic	25.7%	-1.2%
Cleveland	77.4%	0.2%	75.8%	-6.7%	86.1%	13.0%	69.7%	-5.7%	Hispanic	72.5%	-3.6%
Cubberley	67.6%	2.3%	80.2%	-1.7%	80.6%	20.2%	70.8%	-0.5%	African American	45.2%	-7.3%
Dooley	41.4%	6.1%	46.2%	8.4%	46.5%	14.7%	32.4%	-3.9%	African American	32.8%	8.8%
Edison	35.2%	5.8%	25.0%	10.3%	27.4%	0.7%	50.0%	5.1%	African American	26.9%	2.8%
Emerson	70.9%	-0.3%	71.0%	-0.2%	70.2%	-0.9%	71.4%	0.2%	Hispanic	63.6%	-10.9%
Fremont	80.3%	6.9%	79.7%	-3.3%	84.3%	23.3%	78.1%	-1.1%	Hispanic	67.2%	1.0%
Gant	79.1%	-3.9%	75.5%	-10.4%	76.5%	0.4%	86.0%	-0.9%	Hispanic	69.0%	-3.6%
Garfield	43.5%	4.3%	43.3%	10.6%	35.8%	-0.2%	52.8%	3.3%	Hispanic	39.1%	3.6%
Gompers	59.5%	7.0%	54.3%	7.1%	52.9%	-3.4%	70.6%	17.0%	Hispanic	56.0%	1.4%
Grant	37.1%	0.4%	43.9%	16.4%	30.4%	-7.8%	36.9%	-7.3%	African American	34.1%	-7.2%
Harte	36.0%	3.6%	36.5%	4.9%	29.1%	-0.8%	42.0%	6.1%	African American	16.7%	-9.1%
Henry	66.2%	0.3%	62.7%	-8.5%	67.4%	12.7%	68.1%	-4.2%	Hispanic	62.9%	-1.0%
Herrera	40.4%	-1.8%	28.2%	-5.4%	31.7%	-11.1%	57.1%	7.1%	African American	25.5%	5.1%
Holmes	57.6%	5.8%	60.0%	9.2%	61.5%	10.6%	50.9%	-2.6%	African American	46.6%	3.7%
Hudson	36.9%	5.4%	45.6%	18.1%	28.2%	-3.9%	38.0%	3.4%	African American	20.0%	5.7%
Kettering	70.2%	-8.0%	68.1%	6.5%	72.5%	-4.6%	70.5%	-23.0%	Hispanic	54.3%	-10.9%
King	33.0%	-0.5%	31.0%	3.8%	27.4%	-2.7%	39.6%	-4.7%	African American	26.1%	-3.5%
Lafayette	35.2%	-1.9%	38.5%	1.2%	25.9%	1.7%	41.7%	-6.5%	African American	30.0%	0.7%
Lincoln	40.1%	-1.0%	37.8%	5.3%	36.6%	-3.2%	47.1%	-3.6%	Hispanic	37.1%	-1.4%
Longfellow	60.7%	4.2%	55.5%	4.5%	61.5%	4.3%	64.1%	2.4%	African American	43.8%	10.5%
Los Cerritos	72.6%	-1.3%	70.0%	0.5%	70.4%	-4.0%	77.5%	-0.9%	African American	54.5%	-5.9%
Lowell	75.0%	7.3%	79.2%	13.4%	71.6%	3.7%	74.4%	5.4%	Hispanic	61.2%	6.6%
Macarthur	59.7%	0.6%	72.5%	10.8%	53.5%	-6.5%	52.7%	-3.0%	Hispanic	56.1%	1.0%
Madison	57.2%	-3.7%	50.0%	-10.0%	63.2%	-3.5%	58.1%	1.3%	African American	40.0%	0.7%
Mann	35.4%	1.0%	33.3%	2.9%	35.2%	-8.2%	37.3%	8.0%	African American	31.0%	-12.3%
McKinley	36.8%	0.0%	24.6%	-6.3%	35.6%	1.2%	48.2%	2.1%	Hispanic	35.3%	-4.3%
Muir	41.3%	-4.7%	40.0%	3.6%	33.1%	-5.1%	38.8%	-4.1%	African American	30.4%	0.4%
Naples	86.4%	-1.3%	88.2%	3.8%	84.8%	-6.5%	86.0%	-1.2%	Hispanic	75.0%	5.3%
Newcomb	81.1%	-2.6%	71.6%	-1.5%	73.9%	-4.6%	85.1%	-1.1%	African American	75.0%	-0.8%
Oropeza	32.4%	-0.7%	42.7%	7.1%	30.2%	16.3%	26.7%	-26.1%	African American	17.5%	-0.7%
Powell	36.0%	1.1%	45.7%	6.8%	37.6%	8.3%	37.8%	-5.1%	Other	18.2%	-20.3%
Prisk	78.4%	-2.0%	75.0%	9.9%	74.5%	-10.6%	85.7%	-5.5%	African American	47.6%	-21.1%
Riley	45.4%	-2.3%	34.8%	-3.3%	50.9%	-3.0%	50.7%	0.7%	African American	24.0%	6.6%
Robinson	31.4%	-7.2%	18.3%	-12.2%	26.1%	-11.1%	35.9%	-5.3%	African American	22.8%	-5.9%



# SBAC ELA 2023

	Difference	Highest Performing		ELL + RFEF		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
57	14.4%	Hispanic	282	34.2%	-2.6%	34.0%	7.3%	11.8%	11.8%	7.1%	7.1%
22	38.7%	Cambodian	50	50.9%	8.4%	26.3%	-11.2%	5.3%	-11.4%	5.3%	-11.4%
197	27.4%	White	44	18.6%	-5.9%	0.0%	-11.1%	3.0%	-8.5%	3.0%	-8.5%
65	15.8%	Hispanic	112	10.9%	-8.4%	27.8%	9.6%	5.7%	1.4%	6.0%	3.0%
35	36.0%	Filipino	25	36.4%	-13.6%	35.1%	-20.2%	9.7%	-2.8%	6.8%	-4.8%
25	25.9%	Other	23	53.8%	-0.3%	69.2%	14.7%	21.7%	-3.3%	21.7%	-2.3%
20	14.2%	Hispanic	86	28.1%	1.5%	75.0%	35.0%	28.6%	14.3%	11.1%	6.1%
212	12.5%	African American	37	33.9%	3.7%	27.0%	-13.0%	7.7%	-3.1%	7.5%	-3.0%
70	21.8%	White	52	28.6%	-4.8%	60.0%	-15.0%	47.8%	4.3%	47.8%	4.3%
88	30.7%	Other	39	75.0%	30.6%	54.5%	12.9%	21.7%	-6.8%	20.8%	-7.7%
109	4.9%	African American	36	28.6%	9.0%	17.6%	-9.6%	26.3%	20.1%	11.9%	6.6%
91	8.7%	White	80	60.0%	-28.9%	50.0%	-22.2%	67.4%	8.5%	63.0%	4.1%
42	40.5%	Asian	28	41.5%	-6.0%	56.4%	9.7%	38.6%	10.3%	22.7%	5.4%
64	7.1%	Hispanic	283	33.6%	0.6%	30.8%	2.8%	9.4%	4.2%	7.7%	3.0%
26	8.7%	Hispanic	160	34.9%	5.8%	21.1%	8.6%	28.0%	17.5%	15.2%	9.8%
55	16.1%	White	69	50.0%	-25.0%	20.0%	-17.5%	46.2%	20.1%	38.5%	12.4%
67	19.7%	White	84	37.5%	4.2%	66.7%	20.5%	50.0%	16.7%	50.0%	18.4%
87	26.0%	Asian	20	66.7%	-3.3%	75.0%	25.0%	71.4%	17.3%	71.4%	17.3%
225	21.8%	Filipino	23	32.4%	0.6%	18.2%	-0.3%	25.0%	-0.9%	25.0%	-0.9%
84	0.0%	Hispanic	84	18.8%	-16.3%	63.2%	13.2%	44.4%	8.7%	35.3%	9.4%
44	24.2%	Cambodian	24	29.1%	-1.8%	20.5%	-8.7%	13.8%	3.4%	13.3%	3.3%
54	43.3%	Asian	45	33.8%	8.6%	35.1%	18.4%	12.5%	4.5%	6.9%	2.9%
272	13.7%	White	64	51.5%	-8.0%	81.8%	-1.5%	40.0%	4.3%	40.0%	4.3%
47	36.4%	Cambodian	42	41.0%	3.4%	38.3%	4.3%	7.4%	-3.7%	7.4%	-3.7%
58	8.5%	Hispanic	69	60.0%	19.3%	30.0%	0.6%	17.6%	-4.6%	17.6%	-3.4%
45	40.0%	Filipino	30	33.3%	0.0%	28.0%	6.6%	14.3%	4.3%	8.7%	3.8%
35	28.3%	White	46	71.4%	7.8%	44.4%	-25.6%	22.7%	1.3%	22.7%	1.3%
23	6.5%	Hispanic	267	27.0%	-4.4%	22.9%	-11.8%	14.7%	-6.7%	15.8%	-6.1%
40	4.3%	Hispanic	329	27.7%	-10.7%	20.5%	2.3%	5.1%	2.0%	5.1%	2.2%
334	22.2%	Cambodian	32	37.4%	-1.8%	32.3%	4.8%	15.9%	-7.3%	15.4%	-6.8%
73	39.9%	Cambodian	37	47.5%	12.9%	42.9%	4.4%	25.6%	7.4%	25.6%	8.2%
44	33.5%	Cambodian	25	69.6%	2.9%	50.0%	-5.6%	30.8%	-12.1%	29.6%	-11.3%
67	26.3%	Other	24	70.6%	18.0%	57.1%	23.8%	54.5%	24.5%	34.2%	16.0%
82	10.6%	White	36	66.7%	10.4%	54.5%	-12.1%	47.8%	16.0%	47.8%	17.4%
30	6.5%	Hispanic	71	66.7%	12.1%	43.8%	-17.4%	9.1%	9.1%	9.1%	9.1%
29	0.6%	Hispanic	98	20.0%	10.6%	30.0%	-9.1%	13.3%	0.0%	6.1%	-0.6%
173	14.7%	African American	34	29.8%	2.3%	50.0%	26.2%	6.1%	3.4%	5.9%	3.3%
69	33.9%	Filipino	70	38.9%	-3.9%	34.1%	-10.9%	7.3%	-7.0%	4.2%	-3.2%
36	16.9%	White	74	80.0%	13.3%	100.0%		50.0%	-10.0%	50.0%	-4.5%
32	10.7%	Asian	21	69.6%	8.9%	75.0%	0.0%	44.9%	1.0%	44.9%	1.0%
40	14.5%	Hispanic	203	26.7%	-5.9%	28.6%	9.7%	5.9%	-11.2%	5.7%	-9.8%
22	41.8%	Pacific Islander	20	34.3%	1.4%	35.6%	0.0%	20.8%	5.9%	18.9%	4.1%
21	44.3%	Other	37	75.0%	37.5%	68.8%	8.8%	63.8%	-3.7%	63.8%	-3.7%
25	41.0%	Cambodian	20	31.4%	-10.0%	48.0%	1.6%	24.1%	-6.3%	12.7%	-7.3%
123	10.7%	Hispanic	379	32.0%	-7.7%	38.9%	-10.2%	6.7%	-5.6%	6.6%	-5.7%

# SBAC ELA 2023

Gender Diff
4.7%
2.3%
7.7%
4.1%
13.5%
10.0%
10.0%
7.2%
5.4%
7.3%
8.1%
10.6%
14.1%
0.4%
19.9%
17.4%
6.1%
3.2%
14.8%
9.2%
5.0%
9.5%
8.8%
7.6%
7.2%
4.9%
0.1%
8.9%
0.4%
8.7%
4.5%
2.8%
14.6%
3.7%
1.3%
7.2%
18.3%
13.3%
5.7%
13.6%
7.8%
5.4%
0.4%
5.5%
13.8%

## SBAC ELA 2023

Roosevelt	29.9%	1.2%	28.5%	5.4%	24.5%	4.0%	37.2%	-5.0%	African American	23.5%
Signal Hill	52.0%	0.2%	41.1%	-4.2%	53.3%	6.1%	61.7%	0.0%	African American	43.1%
Smith	34.9%	-1.9%	30.9%	-5.6%	31.1%	-6.7%	42.5%	6.3%	African American	26.3%
Stevenson	32.0%	-3.7%	31.7%	6.4%	28.6%	-12.7%	35.4%	-6.0%	Hispanic	28.9%
Tincher	68.8%	0.2%	74.4%	8.6%	65.9%	-3.8%	67.6%	-1.4%	African American	50.0%
Twain	55.8%	4.0%	60.8%	7.3%	51.5%	9.2%	56.3%	-2.0%	African American	37.5%
Webster	29.3%	-4.8%	32.4%	12.7%	25.8%	-13.1%	29.5%	-12.6%	African American	11.4%
Whittier	22.6%	5.1%	22.0%	5.5%	19.6%	0.8%	26.3%	8.9%	African American	11.5%
Willard	32.2%	4.1%	32.3%	9.4%	30.2%	6.0%	34.1%	-5.2%	African American	30.0%

## SBAC ELA 2023

1.8%	51	6.7%	Hispanic	367	27.0%	-1.7%	19.4%	-0.3%	12.1%	4.1%	11.7%
2.4%	58	21.9%	Other	20	48.4%	5.2%	50.0%	0.0%	19.2%	3.4%	10.2%
-1.6%	38	26.3%	Cambodian	38	27.3%	-3.0%	35.0%	6.7%	4.3%	-11.3%	2.8%
-6.6%	180	2.8%	African American	41	24.5%	-8.8%	31.6%	13.9%	11.1%	-9.5%	11.1%
-8.2%	56	36.8%	Asian	38	41.8%	-2.4%	51.5%	-9.8%	28.8%	11.8%	28.3%
11.8%	24	19.2%	White	30	47.1%	21.0%	54.5%	6.3%	35.0%	4.6%	22.6%
-2.0%	44	16.6%	Hispanic	143	26.9%	-6.5%	20.8%	-11.3%	12.1%	12.1%	11.4%
-3.6%	26	23.5%	Cambodian	40	18.6%	1.2%	13.8%	8.9%	8.6%	5.7%	5.9%
10.0%	40	10.0%	Asian	20	26.3%	-0.2%	33.3%	3.7%	5.0%	-6.1%	5.0%

# SBAC ELA 2023

4.1%	1.4%
2.9%	11.0%
-7.5%	10.4%
-8.3%	1.9%
11.2%	8.9%
5.9%	7.2%
11.4%	5.8%
4.0%	6.0%
-5.7%	11.2%

# McKinley

## 2022-2023

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All		4		
		Grade	Gr. 05		4		
		Ethnicity	African American		2		
			Hispanic		1		
			Other		1		
		Gender	Female		2		
			Male		2		
		Fluency	EL + RFEP		1		
			ELL		1		
		LowSES	Low SES		4		
		SPED	Special Ed.		2		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1		

# McKinley

2021-2022

## Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	3	5	15	2
		Grade	Gr. 01		1	1	
			Gr. 02			1	1
			Gr. 03			1	1
			Gr. 04			10	
			Gr. 05		3	3	2
		Ethnicity	African American	3	2	4	
			Hispanic		3	11	2
		Gender	Female	1		5	1
			Male	2	5	10	1
		Fluency	EL + RFEP		1	7	1
			ELL		1	6	1
			RFEP			1	
		Foster	Foster	1		1	
		GATE/Excel	GATE/Excel			1	
		Homeless	Homeless	1	1		
		LowSES	Low SES	2	5	11	1
		SPED	Special Ed.	1		1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1		1	

# McKinley

## 2019-2020

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		3	38	
		Grade	Gr. 01			2	
			Gr. 02		1	23	
			Gr. 03		1	5	
			Gr. 04			2	
			Gr. 05		1	6	
		Ethnicity	African American		1	10	
			Hispanic		2	28	
		Gender	Female			4	
			Male		3	34	
		Fluency	EL + RFEP		2	6	
			ELL			3	
			RFEP		2	3	
		GATE/Excel	GATE/Excel			1	
		LowSES	Low SES		2	35	
		SPED	Special Ed.		1	4	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1	4	



# McKinley

## 2018-2019

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		27	50	
		Grade	Gr. 01		2	7	
			Gr. 02		14	18	
			Gr. 03		1	10	
			Gr. 04		1	5	
			Gr. 05		9	10	
		Ethnicity	African American		20	32	
			Hispanic		7	13	
			Pacific Islander			1	
			White			4	
		Gender	Female		2	6	
			Male		25	44	
		Fluency	EL + RFEP		2	4	
			ELL			2	
			RFEP		2	2	
		GATE/Excel	GATE/Excel			1	
		Homeless	Homeless			2	
		LowSES	Low SES		24	45	
		SPED	Special Ed.		16	28	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		15	21	

# McKinley

## 2017-2018

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken	
2017-2018	YR	All	All		16	13		
		Grade	Gr. 01		3			
			Gr. 02		1	1		
			Gr. 03		2	2		
			Gr. 05		10	10		
		Ethnicity	African American		2	4		
			Hispanic		10	9		
			Other		3			
			White		1			
		Gender	Male		16	13		
		Fluency	EL + RFEP		8	7		
			ELL		2			
			RFEP		6	7		
		Foster	Foster		1			
		GATE/Excel	GATE/Excel		1			
		LowSES	Low SES		16	12		
		SPED	Special Ed.		5	6		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		3	4		

# McKinley

22-23

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type). Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

subgroup		YR	
Category		# Records	Percent by Category
All Students	All	4	100
Grade	Gr. 05	4	100
Ethnicity	African American	2	100
	Hispanic	1	100
	Other	1	100
Gender	Female	2	100
	Male	2	100
Special Populations	EL + RFEP	1	100
	ELL	1	100
	Low SES	4	100
	Spec Ed. Speech/RSP	1	100
	Special Ed.	2	100

# McKinley

## 22-23

### Students by Subgroup Categorized by 1 or more than 1 incident

subgroup		YR	
		# Students	Percent by Category
<b>Category</b>			
<b>All Students</b>	All	4	100
<b>Grade</b>	Gr. 05	4	100
<b>Ethnicity</b>	African American	2	100
	Hispanic	1	100
	Other	1	100
<b>Gender</b>	Female	2	100
	Male	2	100
<b>Special Populations</b>	EL + RFEP	1	100
	ELL	1	100
	Low SES	4	100
	Spec Ed. Speech/RSP	1	100
	Special Ed.	2	100

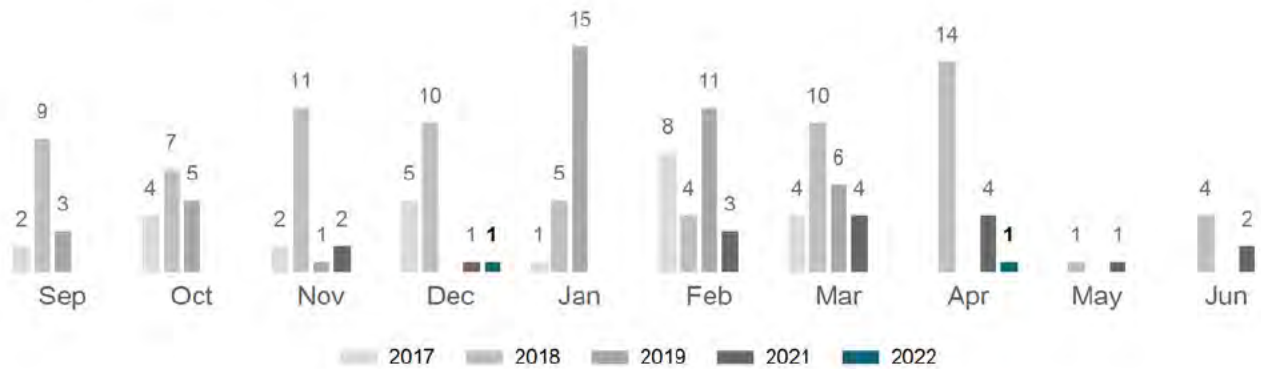
# McKinley

## 22-23

### By Month for 22-23



### By Month- 5-year comparison



	17-18	18-19	19-20	21-22	22-23
Sep		2	9	3	
Oct		4	7	5	
Nov		2	11	1	2
Dec		5	10		1
Jan		1	5	15	
Feb		8	4	11	3
Mar		4	10	6	4
Apr			14		4
May			1		1
Jun			4		2

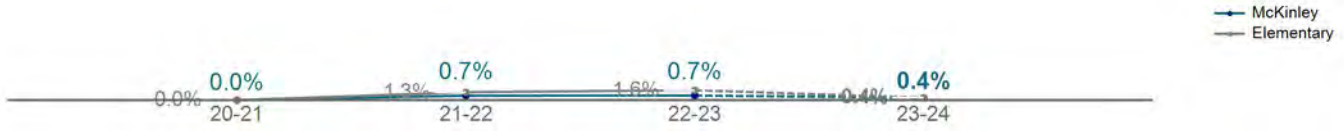
[Submit Feedback](#)

**McKinley**

**22-23**

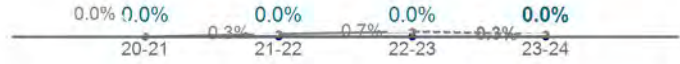
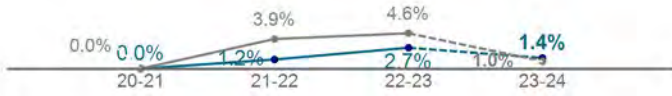
# Suspension Rate

McKinley  
All Students  
N = 528



**African American**  
N = 71

**Asian**  
N = 35



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 380



**Pacific Islander**

Subgroup with fewer than 20 students.

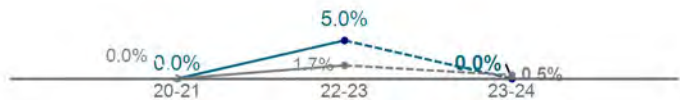
**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

**Other**  
N = 20



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

**EL + RFEP**  
N = 178



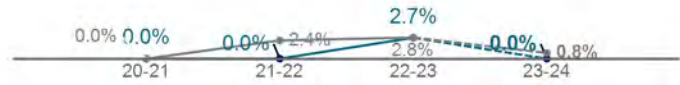
**Low SES**  
N = 521



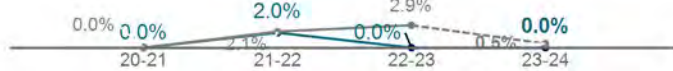
**English Learner**  
N = 170



**Special Education**  
N = 72



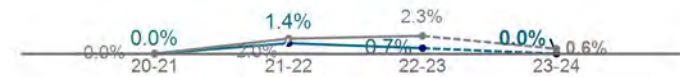
**Homeless or Foster Youth**  
N = 25



**Female**  
N = 257



**Male**  
N = 271



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

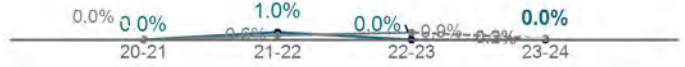


# Suspension Rate

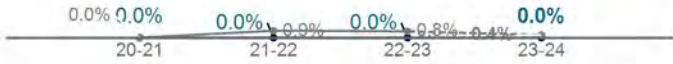
**Gr. K**  
N = 79



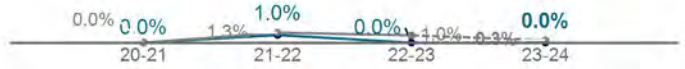
**Gr. 01**  
N = 75



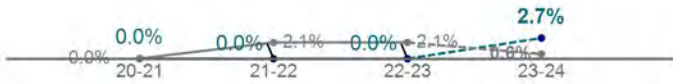
**Gr. 02**  
N = 86



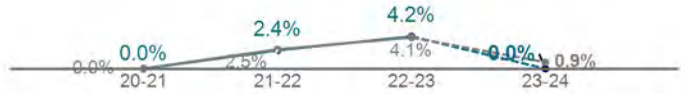
**Gr. 03**  
N = 94



**Gr. 04**  
N = 74



**Gr. 05**  
N = 93



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

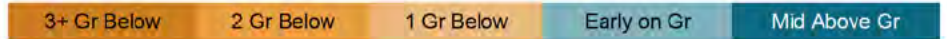


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 1

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	74	30	69	1		
			2	82	5	83	7	5	
			3	80	3	63	18	18	
	Teacher	Colacion, P	1	24	38	63			
			2	25	8	80	12		
			3	25	4	56	20	20	
		Kirby, J	1	28	46	54			
			2	28	7	82	7	4	
			3	28	4	75	11	11	
		Sam, S	1	26	27	65	4	4	
			2	26		85	4	12	
			3	27		52	26	22	
		Suh, M	1	1		100			
			2	1		100			
			3	1		100			
	Ethnicity	African American	1	12	33	67			
			2	10	10	80	10		
			3	11		55	27	18	
		Asian	1	7	29	71			
			2	10	20	70	10		
			3	10		10	30	30	30
		Hispanic	1	50	32	68			
			2	57	2	86	9	4	
			3	54	2	70	13	15	
		Pacific Islander	1	1		100			
			2	1		100			
			3	1		100			
White	1	1		100					
	2	1		100					
	3	1		100					
Other	1	3		67	33				
	2	3		67	33				
	3	3		33	33	33			

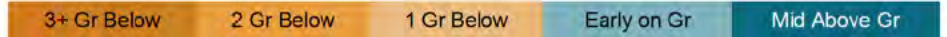


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 1

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	37	30	70			
			2	37	8	86	33		
			3	34	3	71	15	12	
		Male	1	37	30	68	3		
			2	45	2	80	11	7	
			3	46	2	57	20	22	
	Special Populations	Low SES	1	71	31	68	1		
			2	80	5	84	6	5	
			3	78	3	64	17	17	
		ELL	1	28	50	50			
			2	32	6	91	3		
			3	32		84	9	6	
		RFEP	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		EL + RFEP	1	30	47	50	3		
			2	34	6	88	33		
			3	34		82	9	9	
		Special Ed.	1	4	50	50			
			2	5		100			
			3	5		80		20	
		Spec Ed. Speech/RSP	1	3	33	67			
			2	4		100			
			3	4		75		25	
Homeless	1	3		100					
	2	3		100					
	3	1					100		

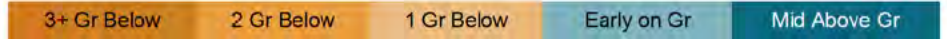


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 2

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	82	61	37	2		
			2	84	19	68	12		
			3	81	11	58	14	17	
	Teacher	Davis, K	1	21	43	57			
			2	21	10	67	24		
			3	21	19	38	29	14	
		Montague, M	1	22	59	41			
			2	21	33	43	19	5	
			3	22	5	59	5	32	
		Robles, E	1	19	84	16			
			2	19	21	79			
			3	18	17	78	6		
	Zargamian, P	1	19	58	32	11			
		2	19	11	84	5			
		3	19	5	58	16	21		
Suh, M	2	1	100						
	3	1	100						

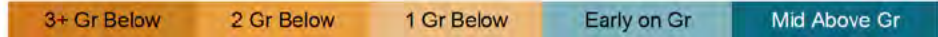


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 2

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	African American	1	6	100				
			2	7	43	57			
			3	6	17	83			
		Asian	1	7	29	57	14		
			2	6	50	33	17		
			3	6	17	33	50		
		Hispanic	1	64	63	36	2		
			2	65	20	68	12		
			3	63	11	56	16	17	
		Pacific Islander	1	3	33	67			
			2	3	100				
			3	3	67	33			
		White	1	1	100				
			2	1	100				
			3	1	100				
		Other	1	1	100				
			2	2	100				
			3	2	100				
	Gender	Female	1	42	74	26			
			2	41	20	78	2		
			3	40	18	63	10	10	
		Male	1	40	48	48		5	
			2	43	19	58	21	2	
			3	41	5	54	17	24	
	Special Populations	Low SES	1	80	60	38	3		
			2	82	20	67	12		
			3	79	11	58	14	16	
ELL		1	28	75	25				
		2	29	28	59	10	3		
		3	30	20	63	7	10		
RFEP		1	1	100					
		2	1	100					
		3	1	100					

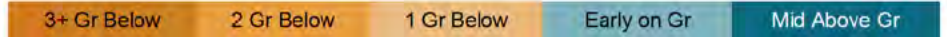
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category			
2	Special Populations	EL + RFEP	1	29	72	28		
			2	30	27	57	13	3
			3	31	19	61	10	10
		Special Ed.	1	2	100			
			2	3	100			
			3	3	67	33		
		Spec Ed. Speech/RSP	1	2	100			
			2	2	100			
			3	2	50	50		
		Homeless	1	1	100			
			2	1	100			
			3	1	100			
		GATE/Excel	1	3	67	33		
			2	3		100		
			3	3		100		

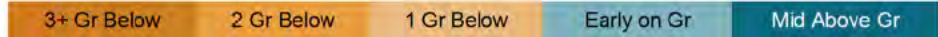


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 3

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	70	30	37	31	1		
			2	69	13	26	49	9	3	
			3	67		4	10	54	16	15
	Teacher	Gonzalo-Wolovich, C	1	21	19	48	29	5		
			2	22	14	23	55	9		
			3	22		9	59	14	18	
		Taing, H	1	23	43	30	26			
			2	23	17	26	52	4		
			3	23		9	9	43	26	13
		Valenzuela, M	1	24	29	33	38			
			2	24		8	29	42	21	
			3	24		4	13	63	8	13
	Ethnicity	African American	1	11	27	36	36			
			2	12	25	17	50	8		
			3	12		17	58	8	17	
		Asian	1	7	43	14	29	14		
			2	6	17	17	50	17		
			3	6		17	33	17	33	
		Hispanic	1	48	29	42	29			
			2	47	9	32	51	9		
			3	45		7	9	56	18	11
		Pacific Islander	1	1		100				
			2	1					100	
			3	1		100				
		White	1	1		100				
			2	1		100				
			3	1		100				
Other	1	2	50	50						
	2	2			50	50				
	3	2				50	50			

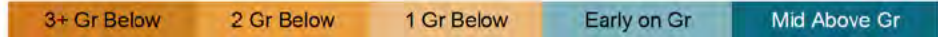


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 3

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Gender	Female	1	35	29	40	31		
			2	36	17	33	39	8	3
			3	36	6	11	56	11	17
		Male	1	35	31	34	31	3	
			2	33	9	18	61	9	3
			3	31	3	10	52	23	13
	Special Populations	Low SES	1	69	30	36	32	1	
			2	68	13	25	50	9	3
			3	66	5	11	55	15	15
		ELL	1	24	38	50	13		
			2	23	13	43	39	4	
			3	23	13	9	52	17	9
		RFEP	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		EL + RFEP	1	26	38	46	12	4	
			2	25	16	40	36	4	4
			3	25	12	12	48	16	12
		Special Ed.	1	11	45	45	9		
			2	11	36	27	36		
			3	11	18	27	45	9	
		Spec Ed. Speech/RSP	1	11	45	45	9		
			2	11	36	27	36		
			3	11	18	27	45	9	
	Foster	1	2		50		50		
		2	2		50		50		
		3	2			50		50	
Homeless	1	2		100					
	2	2		100					
	3	2		100					
GATE/Excel	1	2			50		50		
	2	2				50	50		
	3	2					100		



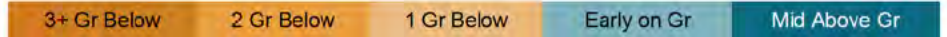


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 4

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	85	26	20	46	7	1	
			2	84	17	12	50	17	5	
			3	84	13	12	37	19	19	
	Teacher	King, A	1	28	25	21	43	7	4	
			2	27	11	19	52	11	7	
			3	28	4	11	39	18	29	
		Madrigal, G	1	29	34	14	48	3		
			2	27	19	11	48	22		
			3	28	14	14	21	32	18	
		Smith, L	1	28	18	21	50	11		
			2	30	20	7	50	17	7	
			3	29	21	10	52	7	10	
	Ethnicity	African American	1	3	33		67			
			2	2			50		50	
			3	2			50		50	
		Asian	1	5			40		40	20
			2	6			50		17	33
			3	5					40	60
		Hispanic	1	72	29	21	44	6		
			2	70	20	13	47	19	1	
			3	71	15	13	35	20	17	
Pacific Islander		1	1			100				
		2	1			100				
		3	1			100				
White		1	3	33		67				
		2	3			100				
		3	3	33		67				
Other	1	1			100					
	2	1			100					
	3	1			100					
Filipino	2	1			100					
	3	1			100					

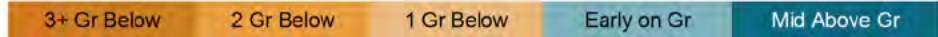


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 4

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	39	31	15	49	5	
			2	40	20	15	55	10	
			3	38	13	13	45	18	11
		Male	1	46	22	24	43	9	2
			2	44	14	9	45	23	9
			3	46	13	11	30	20	26
	Special Populations	Low SES	1	85	26	20	46	7	1
			2	84	17	12	50	17	5
			3	84	13	12	37	19	19
		ELL	1	32	44	28	28		
			2	31	32	19	45	3	
			3	31	23	19	35	16	6
		RFEP	1	4	100				
			2	4	75			25	
			3	4			25	25	50
		EL + RFEP	1	36	39	25	36		
			2	35	29	17	49	6	
			3	35	20	20	31	17	11
		Special Ed.	1	12	75	17	8		
			2	12	67	17	8	8	
			3	12	58	25	17		
		Spec Ed. Speech/RSP	1	12	75	17	8		
			2	12	67	17	8	8	
			3	12	58	25	17		
	Foster	1	1	100					
	Homeless	1	3	33	67				
		2	3	33	67				
3		3			33	33	33		
GATE/Excel	1	7		57	29	14			
	2	7		29	43	29			
	3	7			29	71			

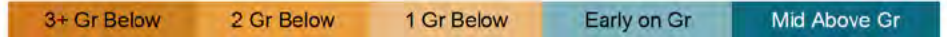
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	86	28	16	48	2	6
			2	85	20	15	41	15	8
			3	83	13	8	33	28	18
	Teacher	Herrera, J	1	26	23	27	50		
			2	26	12	19	35	35	
			3	27	11	7	33	37	11
		Lourenco, S	1	29	34	17	41	7	
			2	29	24	14	41	10	10
			3	27	7	15	48	19	11
		Venegas Chargoy, M	1	27	33	7	48	4	7
			2	29	24	14	45	3	14
			3	29		21	3	17	28
	Ethnicity	African American	1	18	28	22	44	6	
			2	19	16	16	37	26	5
			3	19	16		42	26	16
		Asian	1	3	33		33	33	
			2	3	33		33	33	
			3	3			33	33	33
		Filipino	1	1	100				
			2	2	100				
			3	2				50	50
		Hispanic	1	59	29	14	49	3	5
			2	55	24	15	38	15	9
			3	54	13	13	31	24	19
Pacific Islander		1	2	50		50			
		2	2	100					
		3	2				100		
Other	1	3	33		67				
	2	4	25	25	50				
	3	3		33	33	33			

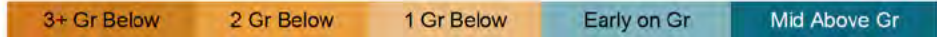


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 5

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	54	22	17	52	2	7
			2	51	18	18	37	18	10
			3	49	12	6	33	29	20
		Male	1	32	38	16	41	3	3
			2	34	24	12	47	12	6
			3	34	15	12	32	26	15
	Special Populations	Low SES	1	84	29	17	48	2	5
			2	84	20	15	42	14	8
			3	82	13	9	33	27	18
		ELL	1	19	53	16	32		
			2	20	40	25	30	5	
			3	19	21	21	37	16	5
		RFEP	1	19	11	63	11	16	
			2	15	7	7	40	13	33
			3	16	6	6	19	19	50
		EL + RFEP	1	38	32	8	47	5	8
			2	35	26	17	34	9	14
			3	35	14	14	29	17	26
		Special Ed.	1	10	80	20			
			2	11	73	18	9		
			3	11	55	9	36		
	Spec Ed. Speech/RSP	1	10	80	20				
		2	10	70	20	10			
		3	10	50	10	40			
	Foster	1	4	50	25	25			
		2	3	33	67				
		3	3	67	33				
Homeless	1	2	50	50					
	2	2	50	50					
	3	2	50	50					
GATE/Excel	1	5	20	20	60				
	2	4			100				
	3	4			100				

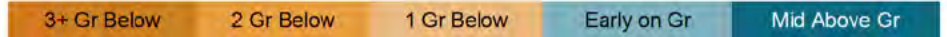
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	76	22	74	1		
			2	81	4	69	14	14	
			3	77		3	53	18	26
	Teacher	Colacion, P	1	24	25	71	4		
			2	25	4	80	12	4	
			3	25		4	52	16	28
		Kirby, J	1	28	21	75	4		
			2	28	4	71	11	14	
			3	28		4	50	32	14
		Sam, S	1	26	19	73	4	4	
			2	26		4	58	15	23
			3	27			52	7	41
		Suh, M	1	1					100
			2	1					100
			3	1					100
	Ethnicity	African American	1	11	18	73	9		
			2	11		64	27	9	
			3	10		70	30		
		Asian	1	9	33	67			
			2	10	20	60	10	10	
			3	10		10	60	10	20
		Hispanic	1	51	24	75	2		
			2	55		2	75	13	11
			3	52		2	52	21	25
		Pacific Islander	1	1		100			
			2	1		100			
			3	1		100			
		White	1	1		100			
			2	1				100	
			3	1				100	
Other	1	3		67	33				
	2	3		33	67				
	3	3			67	33			

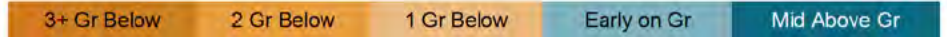
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 1



**Legend**

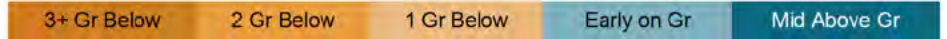


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	37	14	81	3		
			2	36	3	69	8	19	
			3	33	3	52	15	30	
		Male	1	39	31	67	3		
			2	45	4	69	18	9	
			3	44	2	55	20	23	
	Special Populations	Low SES	1	73	23	73	1		
			2	79	4	70	14	13	
			3	75	3	55	19	24	
		ELL	1	31	35	65			
			2	31	3	84	10	3	
			3	32	3	56	25	16	
		RFEP	1	2		50		50	
			2	2				100	
			3	2				100	
		EL + RFEP	1	33	33	64	3		
			2	33	3	79	9	9	
			3	34	3	53	24	21	
		Special Ed.	1	4		50	25	25	
			2	5	20	60	20		
			3	5		60		40	
		Spec Ed. Speech/RSP	1	3	67	33			
			2	4	25	75			
			3	4		75		25	
Homeless	1	3		100					
	2	3		100					
	3	1				100			

**i-Ready Reading Overall Relative Placement**  
**School Data by Subgroup**  
**McKinley 2022-2023 Grade 2**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	78	46	41	9	4	
			2	85	24	42	12	22	
			3	81	9	44	15	32	
	Teacher	Davis, K	1	21	38	62			
			2	21	10	48	29	14	
			3	21	10	38	19	33	
		Montague, M	1	22	41	41	14	5	
			2	22	27	32	9	32	
			3	22	9	41	14	36	
		Robles, E	1	19	58	42			
			2	19	37	53	5	5	
			3	19	5	58	16	21	
	Zargamian, P	1	19	47	21	21	11		
		2	19	16	42	5	37		
		3	19	5	42	16	37		
Suh, M	2	1	100						
	3	1	100						

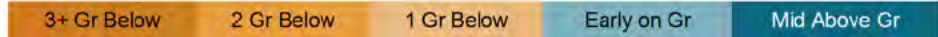
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
2	Ethnicity	African American	1	6	50	50				
			2	7	14	71	14			
			3	6	17	50	17	17		
		Asian	1	6		50	50			
			2	6	17	33	50			
			3	6		50	50			
		Hispanic	1	62	45	44	6	5		
			2	66	24	42	14	20		
			3	63	8	44	17	30		
		Pacific Islander	1	2	50	50				
			2	3		33	67			
			3	3		33	67			
		White	1	1	100					
			2	1	100					
			3	1	100					
		Other	1	1	100					
			2	2		50	50			
			3	2		50	50			
		Gender	Female	1	39	49	38	10	3	
				2	42	21	50	10	19	
				3	40	10	50	13	28	
			Male	1	39	44	44	8	5	
				2	43	26	35	14	26	
				3	41	7	39	17	37	
Special Populations	Low SES	1	77	47	40	9	4			
		2	83	23	42	12	23			
		3	79	8	44	15	33			
	ELL	1	27	59	37	4				
		2	30	27	60	10	3			
		3	29	14	45	21	21			
	RFEP	1	1	100						
		2	1				100			
		3	1				100			



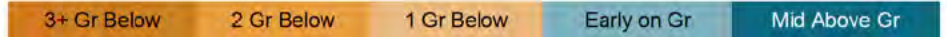
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	EL + RFEP	1	28	57 39 4				
			2	31	26 58 10 6				
			3	30	13 43 20 23				
		Special Ed.	1	2	50 50				
			2	3	33 67				
			3	3	33 67				
		Spec Ed. Speech/RSP	1	2	50 50				
			2	2	100				
			3	2	100				
		Homeless	1	1	100				
			2	1	100				
			3	1	100				
		GATE/Excel	1	3	67 33				
			2	3	100				
			3	3	100				

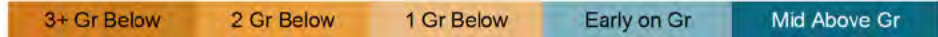
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	68	21	32	22	21	4	
			2	68	12	29	25	26	7	
			3	69	9	9	38	29	16	
	Teacher	Gonzalo-Wolovich, C	1	21	14	38	24	19	5	
			2	22	5	27	41	18	9	
			3	22	5	9	32	41	14	
		Taing, H	1	23	30	22	26	17	4	
			2	23	17	35	9	30	9	
			3	23	13	9	30	30	17	
		Valenzuela, M	1	24	25	33	17	21	4	
			2	24	13	21	33	29	4	
			3	24	8	8	50	17	17	
	Ethnicity	African American	1	11	9	18	45	18	9	
			2	12		25	17	42	17	
			3	12	8	8	25	33	25	
		Asian	1	7	14	29	14	29	14	
			2	6	17	33		33	17	
			3	6	17	33		33	17	
		Hispanic	1	46	24	35	20	22		
			2	46	13	33	28	24	2	
			3	47	6	11	40	30	13	
		Pacific Islander	1	1	100					
			2	1	100					
			3	1	100					
White	1	1	100							
	2	1	100							
	3	1	100							
Other	1	2		50			50			
	2	2		50			50			
	3	2		50			50			

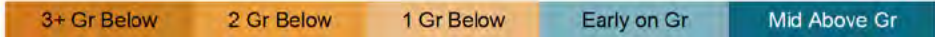
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Gender	Female	1	35	26	29	14	26	6
			2	36	11	28	25	28	8
			3	36	11	8	28	33	19
		Male	1	33	15	36	30	15	3
			2	32	13	31	25	25	6
			3	33	6	9	48	24	12
	Special Populations	Low SES	1	68	21	32	22	21	4
			2	67	12	28	25	27	7
			3	68	9	9	37	29	16
		ELL	1	22	41	36	9	14	
			2	24	21	38	25	17	
			3	23	9	13	48	26	4
		RFEP	1	2		50		50	
			2	2		50		50	
			3	2				50	50
		EL + RFEP	1	24	38	38	8	13	4
			2	26	19	38	23	15	4
			3	25	8	12	44	28	8
		Special Ed.	1	10	60	30	10		
			2	11	36	36	18	9	
			3	11	36	9	45	9	
	Spec Ed. Speech/RSP	1	10	60	30	10			
		2	11	36	36	18	9		
		3	11	36	9	45	9		
	Foster	1	2		100				
		2	1		100				
		3	2		100				
Homeless	1	2		100					
	2	2	50	50					
	3	2		50		50			
GATE/Excel	1	2					100		
	2	2					100		
	3	2					100		

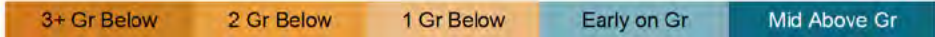
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	84	26	10	46	8	10	
			2	85	9	12	56	12	11	
			3	81	14	9	42	20	16	
	Teacher	King, A	King, A	1	28	18	7	57	4	14
				2	28	4	14	61	11	11
				3	28	7	7	50	18	18
		Madrigal, G	Madrigal, G	1	29	28	10	41	7	14
				2	27	19	4	56	7	15
				3	28	18	7	32	21	21
		Smith, L	Smith, L	1	28	32	11	43	14	
				2	30	7	17	53	17	7
				3	29	17	10	45	17	10
	Ethnicity	African American	African American	1	3	33		33		33
				2	2			50		50
				3	2			50		50
		Asian	Asian	1	6	17	17	33		33
				2	6			50	17	33
				3	5			20	20	20
		Hispanic	Hispanic	1	70	27	10	46	10	7
				2	71	11	13	56	10	10
				3	69	16	7	42	20	14
Pacific Islander		Pacific Islander	1	1			100			
			2	1			100			
White		White	1	3	33		67			
	2		3			67		33		
	3		3			33	33	33		
Other	Other	1	1			100				
		2	1			100				
		3	1			100				
Filipino	Filipino	2	1			100				
		3	1			100				

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	38	18	13	50	13	5
			2	40	10	8	60	13	10
			3	39	10	10	49	18	13
		Male	1	46	33	7	43	4	13
			2	45	9	16	53	11	11
			3	42	17	7	36	21	19
	Special Populations	Low SES	1	84	26	10	46	8	10
			2	84	10	12	57	12	10
			3	81	14	9	42	20	16
		ELL	1	32	47	16	38		
			2	32	22	25	53		
			3	31	23	16	55	6	
		RFEP	1	4			25		75
			2	4			25		75
			3	3			33		67
		EL + RFEP	1	36	42	17	33	8	
			2	36	19	22	50	8	
			3	34	21	15	53	6	6
		Special Ed.	1	12	83		8	8	
			2	12	50		25	25	
			3	11	45		36	18	
		Spec Ed. Speech/RSP	1	12	83		8	8	
			2	12	50		25	25	
			3	11	45		36	18	
		Foster	1	1	100				
		Homeless	1	3			33		67
			2	3			33		67
3	2				50		50		
GATE/Excel	1	7			29	14	57		
	2	7			14	29	57		
	3	6			17	17	67		

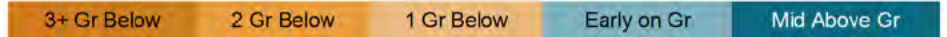
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	86	21	29	26	15	9
			2	85	7	31	22	25	15
			3	83	8	24	29	24	14
	Teacher	Herrera, J	1	26	12	38	35	15	
			2	27	7	19	33	26	15
			3	27	19		44	26	11
		Lourenco, S	1	29	28	31	24	7	10
			2	29	3	45	21	17	14
			3	28	7	29	36	18	11
		Venegas Chargoy, M	1	27	26	26	19	15	15
			2	28	11	29	14	29	18
			3	29	17	24	10	28	21
	Ethnicity	African American	1	17	18	18	41	18	6
			2	19	5	21	26	26	21
			3	18	28		28	33	11
		Asian	1	3	33		33		33
			2	3	33		33		33
			3	3	33		33		33
		Filipino	1	1	100				
			2	2	50		50		
			3	2		50		50	
		Hispanic	1	60	23	30	22	15	10
			2	55	7	33	18	27	15
			3	54	13	20	28	22	17
		Pacific Islander	1	2	50		50		
			2	2	100				
			3	2	50		50		
Other	1	3		33	33		33		
	2	4		50	25		25		
	3	4		25	50		25		

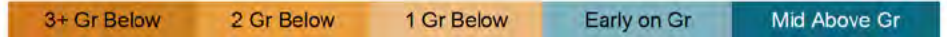
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### McKinley 2022-2023 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	53	13	28	25	23	11
			2	52	4	25	23	27	21
			3	50	6	18	26	32	18
		Male	1	33	33	30	27	3	6
			2	33	12	39	21	21	6
			3	33	12	33	33	12	9
	Special Populations	Low SES	1	83	22	29	25	14	10
			2	84	7	31	23	24	15
			3	82	9	24	29	23	15
		ELL	1	20	55	30	10	5	
			2	19	21	58	21		
			3	19	26	42	26	5	
		RFEP	1	19	26	26	21	26	
			2	16	13	50	38		
			3	16	6	25	31	38	
		EL + RFEP	1	39	28	28	18	13	13
			2	35	11	37	11	23	17
			3	35	14	26	26	17	17
		Special Ed.	1	11	73	18	9		
			2	11	36	55	9		
			3	11	36	45	18		
		Spec Ed. Speech/RSP	1	10	80	10	10		
			2	10	40	50	10		
			3	10	40	40	20		
	Foster	1	4	25	25	25	25		
		2	3	33	67				
		3	3	67	33				
	Homeless	1	2	50	50				
		2	2	50	50				
		3	2	50	50				
GATE/Excel	1	5	20	80					
	2	4	25	75					
	3	4	100						

**i-Ready Overall Relative Placement  
School Data by Subgroup  
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady\_Overall\_Relative\_Placement\_Teacher\_Level - ARC Report #1218



# i-Ready Math Overall Relative Placement School Data by Subgroup McKinley 2022-2023



**Legend**



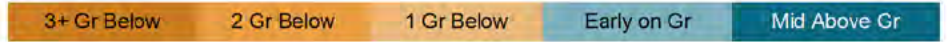
Category		Diagnostic Window	# Students	Percent by Category					
<b>All Students</b>	399	3	399	6	9	49	19	17	
<b>Grade</b>	Gr. 01	3	81	2		62	19	17	
	Gr. 02	3	81	11		58	14	17	
	Gr. 03	3	69	4	10	55	16	14	
	Gr. 04	3	85	13	12	38	19	19	
	Gr. 05	3	83	13	8	33	28	18	
<b>Ethnicity</b>	African American	3	50	6	6	54	18	16	
	Asian	3	31		10	29	23	39	
	Hispanic	3	290	7	10	49	18	16	
<b>Gender</b>	Female	3	199	7	10	52	18	14	
	Male	3	200	6	8	46	21	21	
<b>Special Populations</b>	Low SES	3	393	6	9	49	19	17	
	ELL	3	136	10	13	57	13	7	
	RFEP	3	25		4	12	16	20	48
	EL + RFEP	3	161	9	13	50	14	14	
	Special Ed.	3	40	35	18	40	5	3	
	Spec Ed. Soeech/RSP	3	38	37	18	37	5	3	

The percentages may not equal 100% due to rounding.

# i-Ready Reading Overall Relative Placement School Data by Subgroup McKinley 2022-2023



**Legend**



Category		Diagnostic Window	# Students	Percent by Category					
<b>All Students</b>	401	3	401	6	10	41	21	21	
<b>Grade</b>	Gr. 01	3	81	2	51	19	28		
	Gr. 02	3	82	9	44	16	32		
	Gr. 03	3	69	9	9	38	29	16	
	Gr. 04	3	85	14	8	42	19	16	
	Gr. 05	3	84	8	24	30	24	14	
<b>Ethnicity</b>	African American	3	50	2	14	40	22	22	
	Asian	3	31	3	10	45	13	29	
	Hispanic	3	291	8	9	41	22	21	
<b>Gender</b>	Female	3	201	5	10	39	23	21	
	Male	3	200	7	11	43	19	22	
<b>Special Populations</b>	Low SES	3	395	6	10	41	21	21	
	ELL	3	136	11	15	47	18	9	
	RFEP	3	25			4	20	24	52
	EL + RFEP	3	161	9	14	43	19	16	
	Special Ed.	3	40	35	23	35	3	5	
	Spec Ed. Soeech/RSP	3	38	37	21	37	3	3	

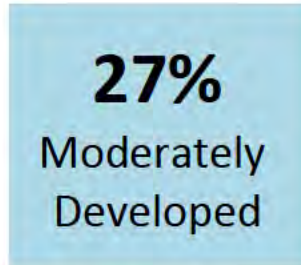
The percentages may not equal 100% due to rounding.



# ELPAC Summative Assessment Grade Level Summary 2022-2023

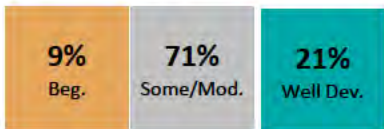
Site :: McKinley

## Site Level Overall Performance Level Summary

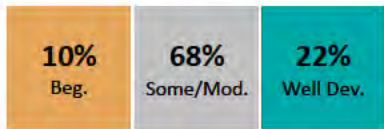


## Site Level Domain Performance Level Summary

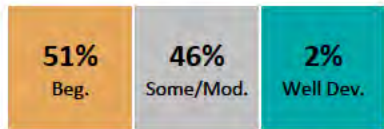
### Listening



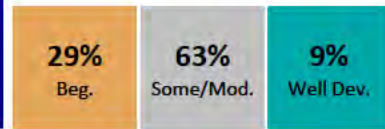
### Speaking



### Reading



### Writing



## Grade Level Performance Summary (Overall and by Domain)

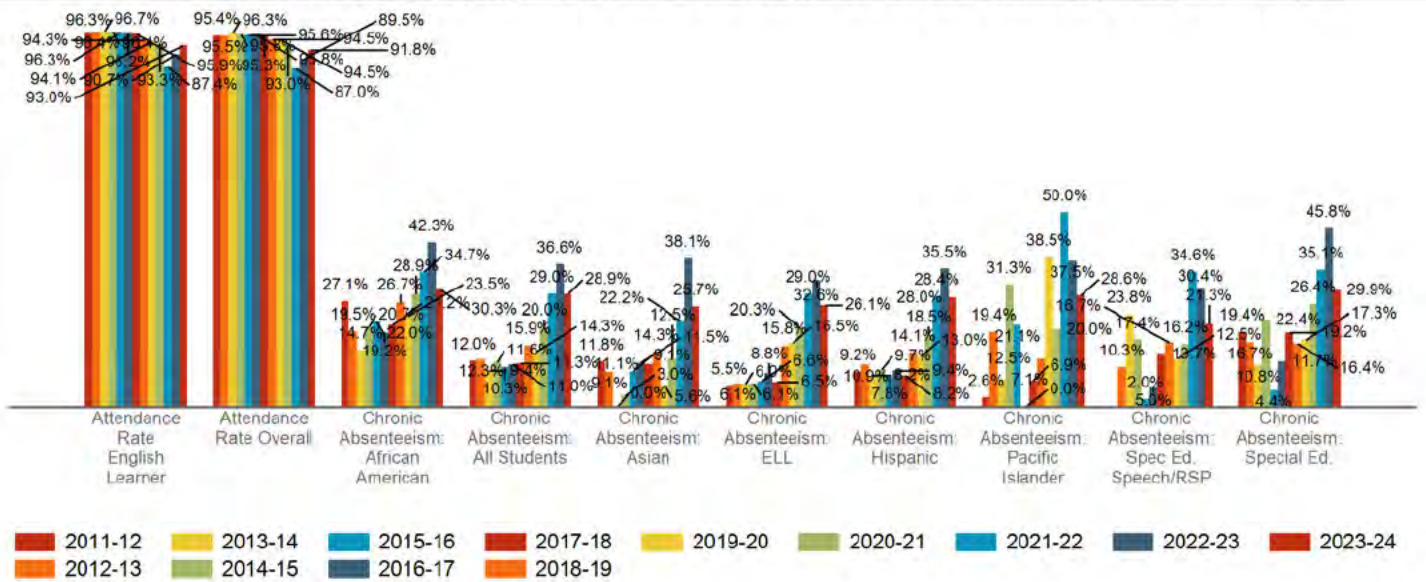
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
01	19%	45%	26%	10%	3%	74%	16%	19%	58%	16%	16%	71%	6%	35%	39%	19%
02	23%	53%	23%	0%	0%	73%	27%	7%	83%	10%	73%	27%	0%	30%	70%	0%
03	22%	57%	22%	0%	17%	74%	9%	4%	78%	17%	48%	52%	0%	39%	57%	4%
04	6%	61%	32%	0%	16%	71%	13%	10%	52%	39%	68%	32%	0%	19%	74%	6%
05	17%	33%	33%	17%	8%	50%	38%	4%	67%	25%	46%	46%	4%	17%	67%	13%

<b>School Demographics</b>			
	<b>School</b>	<b>District</b>	<b>State</b>
African American	13.4%	11.6%	
Am. Indian	0%	.1%	
Asian	7.1%	6.1%	
Filipino	1%	2%	
Hispanic/Latino	71.5%	60.9%	
Multiple	3.8%	7.1%	
Pacific Islander	1.4%	.7%	
White	1.8%	11.3%	
English Learner	32.8%	21.2%	
Reclassified Fluent English Proficient	1.6%	2.1%	
Students w/Disabilities	13%	13.2%	
Free/Reduced Lunch	#Error	#Error	

# Attendance/Chronic Absenteeism Rate

School Year: 22-23

Area	Description
Culture/Climate Goals	<p>McKinley students' sense of (identity, agency, and) belonging will increase based on the implementation of transformational social-emotional learning.</p> <p>Culture/Climate goal(s):</p> <p>Cultivating a culture where all students are they are safe and belong.</p> <p>To meet these goals:</p> <ul style="list-style-type: none"> <li>Work with the district's attendance team (ALL In Attendance) to increase our attendance rate.</li> <li>Continues with our monthly awards</li> <li>Cougar Cash incentives</li> <li>Expectations assemblies throughout the year</li> <li>Counselor and TOSA will pull SEL groups to support students</li> </ul> <p>Planned Data to Collect:</p> <ul style="list-style-type: none"> <li>African American Student Data</li> <li>Patterns/Trends from Walkthrough Notes/Agendas -Suspension rates</li> <li>Referral rates</li> </ul> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> <li>Pulse</li> <li>CORE</li> <li>Informal surveys for students</li> <li>Interview students to get their perspective on what we can do to increase their sense of belonging, agency, and identity.</li> </ul>



Line Number	Description	Cost	Personnel Summary
1	<p>McKinley's Counselor provides a number of important services to the students, families, and staff of the school. On a regular basis the counselor will work directly with students who are struggling both academically and with social emotional skill development. The counselor provide guidance and support that helps students minimize time out of the classroom and maximize time on task in the room. The counselor uses data to refer students for 1:1 counseling and/or provide counseling in small groups with students who have similar needs. Resources are provided to families that enhance support and enhance the home-school connection and meets families where they are with vital outside agencies. The counselor supports teachers by coordinating meetings, monitoring and extending outreach for chronically absent/tardy students, provide support to improve student civility, research community resources for families, targeted individual or group counseling sessions.</p>		Counselor

## Attendance/Chronic Absenteeism Rate

School Year: 22-23

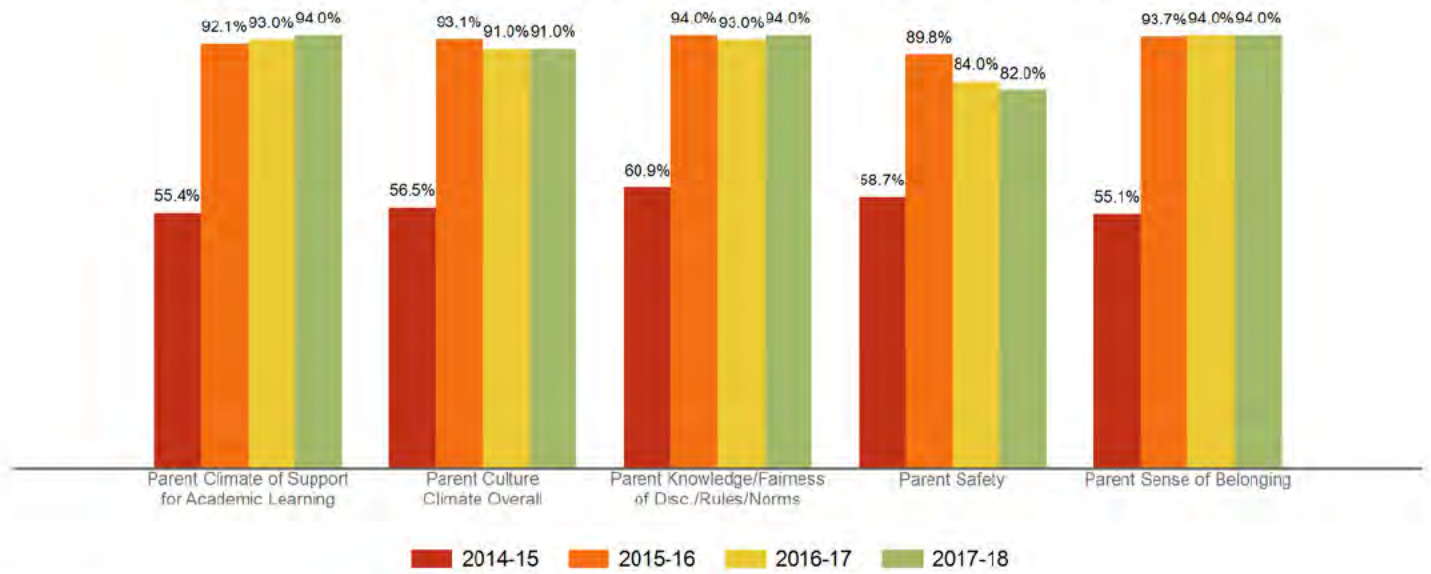
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Teachers will be released each trimester for CCSS unit planning of standards driven collaboration on lessons using the core curriculum. The Planning will include the Plan Do Study Act collaborative cycle, include CCSS assessments, classroom visits and goal setting each trimester and discuss strategies to support students who are English learners. Professional development will also support PD provided by OCIPD specific to equity. Teachers will also be released for 30 minutes to meet with the principal for SSTs in response to the MTSS on a quarterly basis. Professional development and intentional planning will take place during the instructional day and after school.		Substitute teacher full day
Total			

Attendance/Chronic Absenteeism Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15226	136	2/1/23	6/16/23	2	0.33	0.66
	<b>136</b>					<b>0.66</b>

# Culture-Climate Survey (Parent)

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	<p>McKinley students' sense of (identity, agency, and) belonging will increase based on the implementation of transformational social-emotional learning.</p> <p>Culture/Climate goal(s):</p> <p>Cultivating a culture where all students are they are safe and belong.</p> <p>To meet these goals:</p> <p>Work with the district's attendance team (ALL In Attendance) to increase our attendance rate.</p> <p>Continues with our monthly awards</p> <p>Cougar Cash incentives</p> <p>Expectations assemblies throughout the year</p> <p>Counselor and TOSA will pull SEL groups to support students</p> <p>Planned Data to Collect:</p> <p>African American Student Data</p> <p>Patterns/Trends from Walkthrough Notes/Agendas -Suspension rates</p> <p>Referral rates</p> <p>Progress Monitoring:</p> <p>Pulse</p> <p>CORE</p> <p>Informal surveys for students</p> <p>Interview students to get their perspective on what we can do to increase their sense of belonging, agency, and identity.</p>

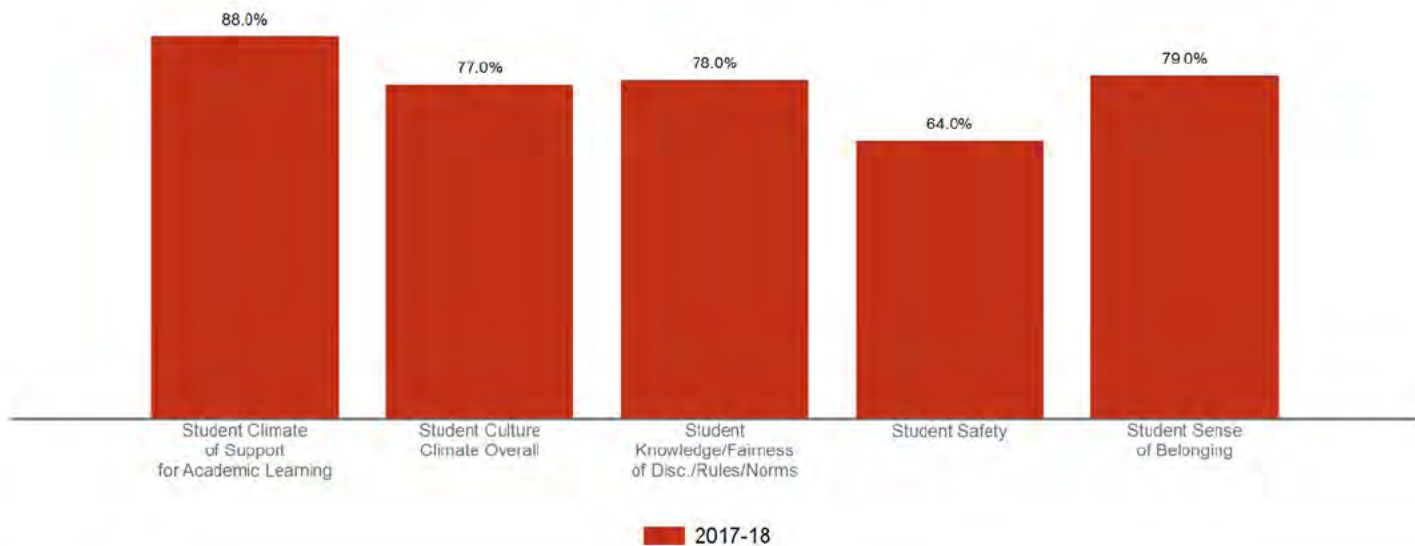


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Bilingual IOA will provide supplemental support to families, particularly enhancing home-school communications that create a learning environment conducive to closing the achievement gap. The IOA will support families in understanding Title 1 documents, supplemental monitoring and contacting families regarding chronic attendance issues, assisting with intervention or supplemental materials. The IOA will also provide primary language support to assist in the home-school connection.		Intermediate Office Assistant
Total			

# Culture-Climate Survey (Student-Staff)

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	<p>McKinley students' sense of (identity, agency, and) belonging will increase based on the implementation of transformational social-emotional learning.</p> <p>Culture/Climate goal(s):</p> <p>Cultivating a culture where all students are they are safe and belong.</p> <p>To meet these goals:</p> <p>Work with the district's attendance team (ALL In Attendance) to increase our attendance rate.</p> <p>Continues with our monthly awards</p> <p>Cougar Cash incentives</p> <p>Expectations assemblies throughout the year</p> <p>Counselor and TOSA will pull SEL groups to support students</p> <p>Planned Data to Collect:</p> <p>African American Student Data</p> <p>Patterns/Trends from Walkthrough Notes/Agendas -Suspension rates</p> <p>Referral rates</p> <p>Progress Monitoring:</p> <p>Pulse</p> <p>CORE</p> <p>Informal surveys for students</p> <p>Interview students to get their perspective on what we can do to increase their sense of belonging, agency, and identity.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	TOSA will provide intervention support for students in mathematics and social emotional learning.		Teacher on Special Assignment (TOSA)
6	Recreation aides will support student safety and restorative practices and support student behaviors in the school learning environment through supervision of the common areas, in conjunction with the supplemental supports identified through the CORE Survey data.		Hourly - Recreation Aide
8	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas, in conjunction with the supplemental supports identified through the CORE Survey data.		Hourly - Recreation Aide
9	As a support team look at current systems and practices and align with data identify and any potential problems and inequities to streamline and refine systems and practices.		Teacher Hourly Extra Comp
Total			



# Culture-Climate Survey (Student-Staff)

School Year: 22-23

**Goals**

Area	Description
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**Math Goals**

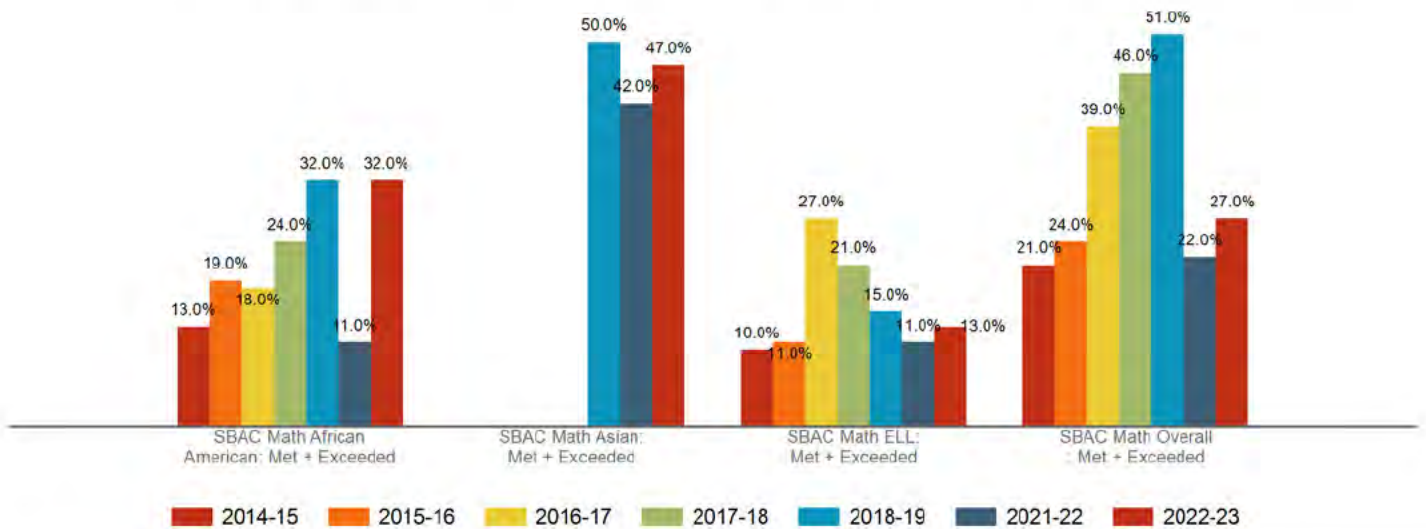
Math goal(s): Through teacher collaboration and small group instruction, students at McKinley will achieve one year of academic growth and development, and students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic.

To meet this goal:

Professional development focusing on small group instruction  
 Math TOSA working with groups and pushing in to support Tier 1 instruction  
 Building Fact Fluency Intervention pilot

Progress Monitoring: Teachers/Administrator will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan, and Theory of action if necessary

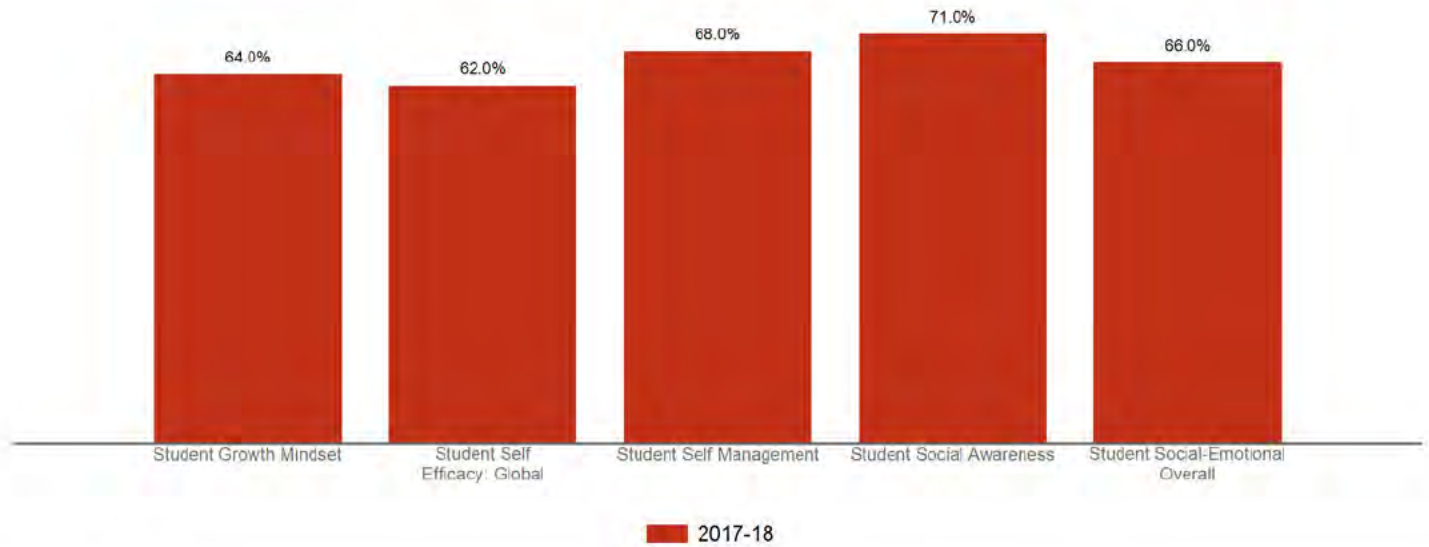
Planned Data to Collect: African American Student Achievement Data, EL Student Achievement Data, Patterns/Trends from Wa kthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough, Goal Conferences, Edulastic Assessments



**Budgeted Items**

Line Number	Description	Cost	Personnel Summary
3	TOSA will provide intervention support for students in mathematics and social emotional learning.		Teacher on Special Assignment (TOSA)
Total			

Goals	
Area	Description
Culture/Climate Goals	<p>McKinley students' sense of (identity, agency, and) belonging will increase based on the implementation of transformational social-emotional learning.</p> <p>Culture/Climate goal(s):</p> <p>Cultivating a culture where all students are they are safe and belong.</p> <p>To meet these goals:</p> <p>Work with the district's attendance team (ALL In Attendance) to increase our attendance rate.                      Continues with our monthly awards                      Cougar Cash incentives                      Expectations assemblies throughout the year                      Counselor and TOSA will pull SEL groups to support students                      Planned Data to Collect:</p> <p>African American Student Data                      Patterns/Trends from Walkthrough Notes/Agendas -Suspension rates                      Referral rates</p> <p>Progress Monitoring:                      Pulse                      CORE                      Informal surveys for students                      Interview students to get their perspective on what we can do to increase their sense of belonging, agency, and identity.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Teachers will be released each trimester for CCSS unit planning of standards driven collaboration on lessons using the core curriculum. The Planning will include the Plan Do Study Act collaborative cycle, include CCSS assessments, classroom visits and goal setting each trimester and discuss strategies to support students who are English learners. Professional development will also support PD provided by OCIPD specific to equity. Teachers will also be released for 30 minutes to meet with the principal for SSTs in response to the MTSS on a quarterly basis. Professional development and intentional planning will take place during the instructional day and after school.		Substitute teacher full day
Total			

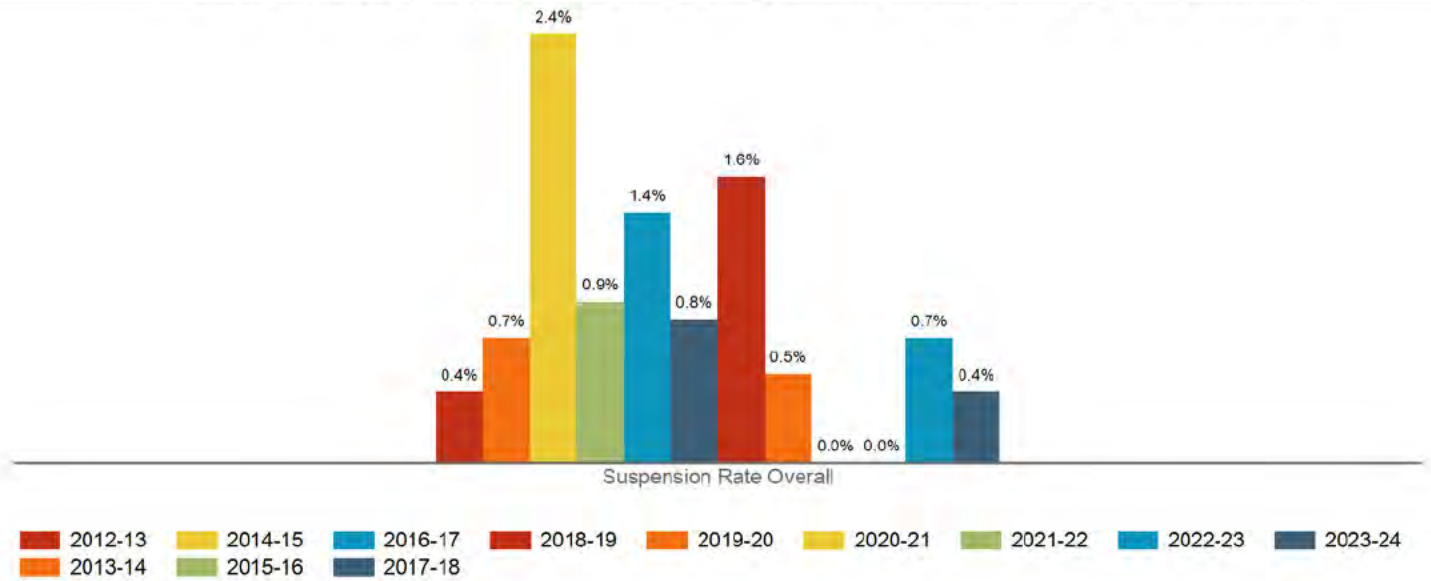
**SEL Survey**  
 School Year: 22-23

Social/Emotional Learning Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
14844	2	1/10/23	2/24/23	8	0.5	4
14845	3	1/10/23	2/28/23	8	0.5	4
14846	2	12/19/22	1/13/23	8	0.5	4
14847	3	12/19/22	1/14/23	8	0.5	4
15312	7	1/17/23	4/3/23	8	0.5	4
	<b>17</b>					<b>20</b>

# Suspension/Expulsion Rate

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	<p>McKinley students' sense of (identity, agency, and) belonging will increase based on the implementation of transformational social-emotional learning.</p> <p>Culture/Climate goal(s):</p> <p>Cultivating a culture where all students are they are safe and belong.</p> <p>To meet these goals:</p> <p>Work with the district's attendance team (ALL In Attendance) to increase our attendance rate.</p> <p>Continues with our monthly awards</p> <p>Cougar Cash incentives</p> <p>Expectations assemblies throughout the year</p> <p>Counselor and TOSA will pull SEL groups to support students</p> <p>Planned Data to Collect:</p> <p>African American Student Data</p> <p>Patterns/Trends from Walkthrough Notes/Agendas -Suspension rates</p> <p>Referral rates</p> <p>Progress Monitoring:</p> <p>Pulse</p> <p>CORE</p> <p>Informal surveys for students</p> <p>Interview students to get their perspective on what we can do to increase their sense of belonging, agency, and identity.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas, in conjunction with the supplemental supports identified through the CORE Survey data.		Hourly - Recreation Aide
Total			

<b>Budgeted Items</b>			
<b>Line Number</b>	<b>Description</b>	<b>Cost</b>	<b>Personnel Summary</b>
1	McKinley's Counselor provides a number of important services to the students, families, and staff of the school. On a regular basis the counselor will work directly with students who are struggling both academically and with social emotional skill development. The counselor provide guidance and support that helps students minimize time out of the classroom and maximize time on task in the room. The counselor uses data to refer students for 1:1 counseling and/or provide counseling in small groups with students who have similar needs. Resources are provided to families that enhance support and enhance the home-school connection and meets families where they are with vital outside agencies. The counselor supports teachers by coordinating meetings, monitoring and extending outreach for chronically absent/tardy students, provide support to improve student civility, research community resources for families, targeted individual or group counseling sessions.	\$91,383	
	Supplemental materials to support instruction, intervention, and enrichment	\$13,000	
	Teachers will be released each trimester for CCSS unit planning of standards driven collaboration on lessons using the core curriculum. The Planning will include the Plan Do Study Act collaborative cycle, include CCSS assessments, classroom visits and goal setting each trimester and discuss strategies to support students who are English learners. Professional development will also support PD provided by OCIPD specific to equity. Teachers will also be released for 30 minutes to meet with the principal for SSTs in response to the MTSS on a quarterly basis. Professional development and intentional planning will take place during the instructional day and after school.	\$11,090	
2	Bilingual IOA will provide supplemental support to families, particularly enhancing home-school communications that create a learning environment conducive to closing the achievement gap. The IOA will support families in understanding Title 1 documents, supplemental monitoring and contacting families regarding chronic attendance issues, assisting with intervention or supplemental materials. The IOA will also provide primary language support to assist in the home-school connection.	\$41,639	
3	TOSA will provide intervention support for students in mathematics and social emotional learning.	\$153,602	
4	College Aides to Support for RSP classrooms.	\$2,392	
6	Recreation aides will support student safety and restorative practices and support student behaviors in the school learning environment through supervision of the common areas, in conjunction with the supplemental supports identified through the CORE Survey data.	\$20,168	
8	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas, in conjunction with the supplemental supports identified through the CORE Survey data.	\$56,369	
9	As a support team look at current systems and practices and align with data identify and any potential problems and inequities to streamline and refine systems and practices.	\$3,225	
<b>Total</b>		<b>\$392,868</b>	

**All Parents**  
**School Year: 22-23**

<b>Budgeted Items</b>			
<b>Line Number</b>	<b>Description</b>	<b>Cost</b>	<b>Personnel Summary</b>
1	McKinley's Counselor provides a number of important services to the students, families, and staff of the school. On a regular basis the counselor will work directly with students who are struggling both academically and with social emotional skill development. The counselor provide guidance and support that helps students minimize time out of the classroom and maximize time on task in the room. The counselor uses data to refer students for 1:1 counseling and/or provide counseling in small groups with students who have similar needs. Resources are provided to families that enhance support and enhance the home-school connection and meets families where they are with vital outside agencies. The counselor supports teachers by coordinating meetings, monitoring and extending outreach for chronically absent/tardy students, provide support to improve student civility, research community resources for families, targeted individual or group counseling sessions.	\$91,383	
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<b>Total</b>		<b>\$392,868</b>	

## All Staff

School Year: 22-23

Budgeted Items			
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Total		\$392,868	



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**Hispanic**  
School Year: 22-23

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# Special Education

School Year: 22-23

Budgeted Items			
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# School Plan for Student Achievement Addendum 2023-2024

Select Designation ▾

Select School Name ▾

If ATSI, identify subgroups:

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> African-American          | <input type="checkbox"/> Foster Youth        | <input type="checkbox"/> Socioeconomically Disadvantaged       |
| <input type="checkbox"/> American Indian           | <input type="checkbox"/> Hispanic            | <input checked="" type="checkbox"/> Students with Disabilities |
| <input checked="" type="checkbox"/> Asian-American | <input checked="" type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races                     |
| <input type="checkbox"/> English Learner           | <input type="checkbox"/> Pacific Islander    | <input type="checkbox"/> White                                 |
| <input type="checkbox"/> Filipino                  |  |  |

## Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District’s LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD’s CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date

08/29/23

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]



## Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

**Comments about Resource Inequities** *(optional)*

## Support for Schools as identified in LBUSD's LCAP

### Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, i-Ready diagnostic and growth data, common assessment performance, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation and University of California A-G requirements. Non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents as well as Social Emotional Learning (SEL) indicators such as student agency, identity, and sense of belonging. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help their principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related to school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, distance learning participation, learning loss, and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information so that programs can be sustainably developed
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- For the two CSI middle schools, a block schedule will be used to provide 3 electives for every student that will include: 1) targeted intervention electives for all students requiring intervention in ELA and/or math and 2) expanded enrichment electives aligned to the school's signature program and the pre-pathway industries of the feeder high school. The block schedule will also include built-in collaboration for department-level teams in one of the five conference periods per week to dedicate time for department-level planning and collaboration. Finally, the staff will participate in a week-long summer training and month professional development that support teachers with the shift in pedagogy required for the block schedule, including strategies that promote engagement, inquiry and rigor.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

## Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. The monitoring and evaluation activities will be conducted in-person following appropriate public-health guidelines.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

# **McKinley Elementary School**

2023-2024

## **HOME SCHOOL COMPACT/ COMPACTO ESCUELA EN CASA**

### **McKinley School**

The staff and parents/guardians at McKinley Elementary School have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of McKinley Elementary School agree to implement the following activities:

#### **THE SCHOOL**

- School will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- School staff will be positive role models for students.
- School will provide tutoring/interventions when resources are available.
- School will involve parents/guardians in the governance of the school.
- School will keep parents informed of their child's progress.
- Students will be responsible to meet their weekly goals in St Math puzzles and Core5 units.

#### **THE HOME**

- Parents/Guardians will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- Parents/Guardians will provide a quiet place for their children to study and check his/her work.
- Parents/Guardians will talk, read or write to/with their children at least 20 minutes each night.
- Parents/Guardians will attend all teacher-requested conferences to discuss the academic progress of their children.
- Parents/Guardians will reach out to the school for support when needed if students will be absent for extended periods of time.

#### **THE STUDENT**

- Students will come to school prepared to learn by being on time, with necessary materials and coming well-rested.
- Students will be responsible learners by paying attention in class, reading every day, and doing their best in school.
- Students will strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner.
- Students will interact with teachers and peers in a positive manner.

# McKinley Elementary School

2023-2024

## HOME SCHOOL COMPACT/ COMPACTO ESCUELA EN CASA

### Escuela McKinley

El personal y los padres/tutores de la Escuela Primaria McKinley tienen altas expectativas de los estudiantes de la escuela y de ellos mismos. En un esfuerzo por brindar un programa instructivo de la más alta calidad a los estudiantes, el personal y los padres/tutores de la Escuela Primaria McKinley acuerdan implementar las siguientes actividades:

#### **LA ESCUELA**

- La escuela proporcionará un programa instructivo riguroso y desafiante basado en los Estándares del Estado de California para cada nivel de grado.
- El personal de la escuela será un modelo a seguir positivo para los estudiantes.
- La escuela proporcionará tutoría/intervenciones cuando haya recursos disponibles.
- La escuela involucrará a los padres/tutores en el gobierno de la escuela.
- La escuela mantendrá informados a los padres sobre el progreso de sus hijos.
- Los estudiantes serán responsables de cumplir con sus objetivos semanales en los rompecabezas de St Math y las unidades Core5.

#### **EL HOGAR**

- Los padres/tutores enviarán a sus hijos a la escuela bien descansados, teniendo la oportunidad de desayunar o haber desayunado ya tiempo todos los días.
- Los padres/tutores proporcionarán un lugar tranquilo para que sus hijos estudien y revisen su trabajo.
- Los padres/tutores hablarán, leerán o escribirán a/con sus hijos por lo menos 20 minutos cada noche.
- Los padres/tutores asistirán a todas las conferencias solicitadas por los maestros para discutir el progreso académico de sus hijos.
- Los padres/tutores se comunicarán con la escuela para obtener apoyo cuando sea necesario si los estudiantes estarán ausentes por períodos prolongados de tiempo.

#### **EL ESTUDIANTE**

- Los estudiantes vendrán a la escuela preparados para aprender llegando a tiempo, con los materiales necesarios y bien descansados.
- Los estudiantes serán aprendices responsables prestando atención en clase, leyendo todos los días y dando lo mejor de sí en la escuela.
- Los estudiantes se esforzarán por creer en sus habilidades, mantener una actitud positiva y ser un aprendiz cooperativo y comprometido.
- Los estudiantes interactuarán con los maestros y compañeros de una manera positiva.

**William McKinley Elementary**  
6822 Paramount Blvd  
Long Beach, CA 90805  
Dulnari Edirisinghe Aga, Principal



## 2023-2024 Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, McKinley Elementary has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, which contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish McKinley Elementary's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

### PART I

McKinley Elementary agrees to implement the following requirements:

- Jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- Notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- Make the School Family Involvement Guidelines available to the local community.
- Periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- Adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- Agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities, and procedures in accordance with this definition:

### PART II.

#### DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. McKinley Elementary will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Attendance at one of the district trainings or school site training. Topics include:
  - i. Responsibilities & Roles of SSC and its members
  - ii. Composition of SSCs
  - iii. Budgetary considerations
  - iv. Single Plan for Student Achievement
  - v. Role of ELAC and other advisory committees
- Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement

- i. Invite other families and stakeholders to attend the meeting
- ii. Advertise on Marquee, at Back-to-School night, through teleparent, etc.
- At Meeting
  - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
  - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
  - iii. Oral and written translations be made available for Spanish families to allow for discussions

2. McKinley Elementary will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:

- At a SSC & ELAC meeting
- Section of Newsletter
- Annual Title I Meeting
- Main Office Counter
- Back to School Night

3. McKinley Elementary will update periodically its Family Involvement Guidelines to meet the changing needs of families and the school:

- At SSC and ELAC meetings
- Family information meetings
- School site council must vote to approve the guidelines

4. McKinley Elementary will convene an Annual Title I Public Meeting to inform families of the following:

- The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
- Hold a flexible number of meetings at varying times
- Notifications/fliers sent home in language families can understand
- Announcement made on school marquee, and teleparent

5. McKinley Elementary will provide updated information to families about Title I programs throughout the school year:

- Notifications via Flyer/marquee
- On Main Office Counter
- At SSC, ELAC meetings and other family meetings (PTO)

6. McKinley Elementary will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. McKinley Elementary will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- Family workshops; Family surveys
- Principal chats

- In school newsletters
- Back-to-School night
- At SSC & ELAC meetings
- Via website

7. McKinley Elementary will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:

- Promotion/advertisement of the District's Kindergarten festivals
- At various parent meetings such as:
  - i. Back to School Night
  - ii. Parent Teacher Conferences
  - iii. Parent Resource Center Workshops
  - iv. Open House
  - v. WRAP Parent Education
- Home communication

8. McKinley Elementary will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:

- At School site council meetings

### PART III

#### SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. McKinley Elementary will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:

- District trainings offered for families and staff
- Family education workshops on site (postponed due to CDC guidelines)
- Family-Teacher Conferences
- Family Workshops posted on district website
- DCAC, DELAC and other district family forums/meetings
- District website resources: click "P" for Parent University

2. McKinley Elementary will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:

- Outlines shared responsibility of home, school and student in academic achievement
- Developed, discussed and reviewed at SSC and ELAC meetings
- School site council must vote to approve compact
- Distributed to parents
  - i. Via teachers' Canvas Page student in appropriate language
  - ii. Via the Cougar's Pride Parent Newsletter.

3. McKinley Elementary will, with the assistance of its district, provide assistance to families of



children served by the school in understanding topics such as the following

- the state's academic content standards
- the state and local academic assessments including alternate assessments

4. McKinley Elementary will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:

- Family Workshops via Parent University

5. McKinley Elementary will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:

- Teacher/Staff In-services (Class Dojo, Google Drive)
- The LBUSD Understandings

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:

- Office will work with the community and teaching staff to complete translations of written materials/notifications that are sent to families.

#### PART IV.

#### DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Provide necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district-wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;

- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- Provide other reasonable support for family involvement activities under section 1118 as families may request.

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PART V.

ADOPTION

McKinley Elementary Family Involvement Guidelines have been developed jointly with and agreed upon by families of children participating in Title I and Part A programs. The Guidelines were adopted by the site's School Site Council members on 11/15/23 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before November 2023. McKinley Elementary, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

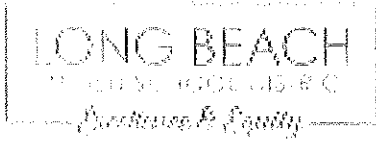


Signature of Principal

November 17, 2023

Date

For Elementary, K-8, and Middle Schools, revised 7/2017



**Escuela Primaria William McKinley**  
6822 Paramount Blvd.  
Long Beach, CA 90805  
Dulnari Edirisinghe Aga, Directora

Pautas de participación familiar 2023-2024

Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Primaria McKinley se ha desarrollado conjuntamente con los miembros del Consejo Escolar y se ha distribuido a las familias de los niños participantes.

Pautas de participación, que contienen información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de la Escuela Primaria McKinley para la participación familiar y describen cómo la escuela implementará una serie de actividades específicas de participación familiar. El Pacto Hogar-Escuela está incorporado a las Pautas de participación escolar y familiar.

**PARTE I**

La Primaria McKinley acepta implementar los siguientes requisitos:

- Desarrollar y distribuir conjuntamente con las familias de los niños participantes, Pautas de participación escolar y familiar que la escuela y las familias de los niños participantes acuerden.
- Notificar a las familias sobre las Pautas de participación familiar en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a las familias en un idioma que la familia pueda entender.
- Poner a disposición de la comunidad local las Directrices de Participación Escolar y Familiar.
- Actualizar periódicamente las Pautas de participación escolar y familiar para satisfacer las necesidades cambiantes de familias y la escuela.
- Adoptar el pacto entre el hogar y la escuela como componente de su Participación Escolar y Familiar.  
Pautas.
- Acepta regirse por la siguiente definición legal de participación familiar y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

**PARTE II.**

**DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR ESCOLAR**

1. La Primaria McKinley tomará las siguientes acciones para involucrar a las familias en el desarrollo conjunto y acuerdo conjunto de sus Pautas de participación escolar y familiar y su plan para toda la escuela, si aplicable, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA: • Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar. Los temas incluyen:

- i. Responsabilidades y funciones del SSC y sus miembros
  - ii. Composición de las SSC
  - III. Consideraciones presupuestarias
  - IV. Plan Único para el Rendimiento Estudiantil
  - v. Papel del ELAC y otros comités asesores
- Planifique una reunión con los miembros del SSC y ELAC para revisar las pautas y el involucramiento, actividades de participación descritas en el Plan Único para el Rendimiento Estudiantil del año anterior.

- i. Invite a otras familias y partes interesadas a asistir a la reunión.
  - ii. Publicidad en Marquee, en la noche de regreso a clases, a través de teleparent, etc.
- En la reunión
    - i. Revise el Plan Único para el Rendimiento Estudiantil y, como grupo, observe los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario
    - ii. Redactar o actualizar las pautas de participación familiar y los pactos entre el hogar y la escuela
    - III. Se pondrán a disposición de las familias españolas traducciones orales y escritas para permitir discusiones

2. La Primaria McKinley tomará las siguientes medidas para distribuir a las familias y a la comunidad local

comunidad, las Pautas de participación familiar de la escuela:

- En una reunión del SSC y ELAC
- Sección de Newsletter
- Reunión Anual de Título I
- Mostrador de la oficina principal
- Noche de regreso a la escuela

3. La Primaria McKinley actualizará periódicamente sus Pautas de participación familiar para cumplir con las necesidades cambiantes de las familias y de la escuela:

- En las reuniones del SSC y ELAC
- Reuniones informativas familiares
- El consejo escolar debe votar para aprobar las pautas.

4. La Primaria McKinley convocará una reunión pública anual de Título I para informar a las familias sobre la siguiente:

- Los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela y el derecho de las familias a ser involucrado
- Tener un número flexible de reuniones en diferentes horarios
- Notificaciones/folletos enviados a casa en un idioma que las familias puedan entender.
- Anuncio realizado en la marquesina de la escuela y teleparental.

5. La Primaria McKinley proporcionará información actualizada a las familias sobre los programas de Título I durante todo el año escolar:

- Notificaciones a través de folleto/marquesina
- En el mostrador de la oficina principal
- En las reuniones del SSC, ELAC y otras reuniones familiares (PTO)

6. La Primaria McKinley proporcionará a las familias una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. La Primaria McKinley también proporcionará oportunidades de celebrar reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relativas a la educación de sus hijos:

- Talleres familiares; Encuestas familiares
- Charlas con la directora
- En los boletines escolares
- Noche de regreso a clases
- En las reuniones del SSC y ELAC
- A través del sitio web

7. La Primaria McKinley coordinará e integrará programas y actividades de participación familiar con Head Start, Early Reading First, preescolares públicos y otros programas que fomentan y apoyan que las familias participen más plenamente en la educación temprana de sus hijos mediante: • Promoción/publicidad de los festivales de Kindergarten del Distrito

- En varias reuniones de padres como:
  - i. Noche de regreso a clases
  - ii. Conferencias de padres y profesores
  - III. Talleres del Centro de recursos para padres
  - IV. Open House
  - v. Educación para padres de WRAP
- Comunicación en el hogar

8. La Primaria McKinley presentará al distrito cualquier comentario familiar si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para las familias de los niños participantes: • En las reuniones del consejo escolar

### PARTE III

#### RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. La Primaria McKinley desarrollará la capacidad de las escuelas y las familias para una fuerte participación familiar, en fin de garantizar la participación efectiva de las familias y apoyar una asociación entre la escuela involucrados, las familias y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de la siguientes actividades que se describen específicamente a continuación:

- Capacitaciones del distrito ofrecidas para familias y personal.
- Talleres de educación familiar en el sitio (pospuestos debido a las pautas de los CDC)
- Conferencias de familia y maestros

- Talleres familiares publicados en el sitio web del distrito
- DCAC, DELAC y otros foros/reuniones familiares del distrito
- Recursos del sitio web del distrito: haga clic en "P" para Universidad de padres

2. La Primaria McKinley incorporará el Pacto Hogar-Escuela como un componente de su Programa Escolar Pautas de participación familiar:

- Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico.
- Desarrollado, discutido y revisado en las reuniones del SSC y ELAC.
- El consejo escolar debe votar para aprobar el pacto
- Distribuido a los padres
  - i. A través de la página Canvas de los profesores, estudiante en el lenguaje apropiado.
  - ii. A través del boletín informativo para padres de Cougar's Pride.

3. La Primaria McKinley, con la ayuda de su distrito, brindará asistencia a las familias de niños atendidos por la escuela en la comprensión de temas como los siguientes • los estándares de contenido académico del estado

- las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas

4. La Primaria McKinley, con la ayuda del distrito, proporcionará materiales y capacitación para ayudar las familias trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, según corresponda, fomentar la implicación familiar, mediante:

- Talleres familiares a través de la Universidad para padres

5. La Primaria McKinley, con la ayuda del distrito y las familias, educará a sus maestros y otro personal, sobre cómo llegar a las familias, comunicarse con ellas y trabajar con ellas como socios iguales, por:

- Servicios internos para maestros/personal (Class Dojo, Google Drive)
- Los entendimientos del LBUSD

6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con los programas, reuniones y otras actividades escolares y familiares se envía a las familias de los niños participantes en un formato comprensible y en un idioma que las familias puedan entender:

- La oficina trabajará con la comunidad y el personal docente para completar las traducciones de los escritos materiales/notificaciones que se envían a las familias.

#### PARTE IV.

#### COMPONENTES DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR DE LA ESCUELA DISCRECIONAL

Las Pautas para la participación escolar y familiar pueden incluir párrafos adicionales que enumeran y describan otras actividades discrecionales que la escuela, en consulta con sus familias, decida realizar para desarrollar la capacidad de participación de las familias en la escuela para apoyar el

rendimiento académico de sus hijos, como las siguientes actividades discrecionales actividades enumeradas en la sección 1118(e) de ESEA:

- involucrar a las familias en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;
- Proporcionar capacitación en literatura necesaria para familias con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación familiar, incluidos los costos de transporte y cuidado infantil, para permitir que las familias participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- Entrenamiento para las familias para mejorar la participación de otras familias;
- con el fin de maximizar la participación y la participación de la familia en la educación de sus hijos, organizando reuniones escolares en una variedad de horarios o realizando conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños participantes, con familias que no pueden asistir a esas conferencias en la escuela;
- adoptar e implementar enfoques modelo para mejorar la participación familiar;
- establecer un consejo asesor familiar (DCAC) para todo el distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación familiar en los programas del Título I, Parte A;
- desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación familiar; y
- Proporcionar otro apoyo razonable para actividades de participación familiar según la sección 1118 que las familias puedan solicitar.

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#### PARTE V.

#### ADOPCIÓN

Las pautas de participación familiar de la escuela primaria McKinley se han desarrollado y acordado conjuntamente con las familias de los niños que participan en el Título I y Programas de la Parte A. Las pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el 15/11/23 y estarán vigentes por el período de un año escolar. La escuela distribuirá las Pautas a todas las familias a más tardar en noviembre de 2023. Escuela McKinley, cuando sea posible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.

  
Firma de la directora

11/27/23

Fecha

Date distributed: 11/29/23