

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

McKinley Elementary

School Plan for Student Achievement
2024-2025

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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

ELA Findings

Grades K-2

85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 69% in June 2024.

Grades 3-5

1. All students will achieve at least one year of academic growth in literacy by June 2025.

ELA 45.1% of 3-5 students will score Met/Exceeded on SBAC, up from __39.1__%.

50% Grade 4-5 students who were Not Met or Nearly Met on the prior year's SBAC ELA will meet their accelerated growth target in June 2025

The 2023 Dashboard Report shows that ELA is an area of need for our students with disabilities (red level). Due to this need, we will focus on supporting this group of students by intentionally analyzing data and planning for the needs of this group.

ELA Goals

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. We will intentionally analyze at data for the following subgroups and come up with a plan of action at Grade Span and Grade Level Meetings as well as Grade Level Release days and at other PD and planning days:

- * English Learners
- * African American/Black Students
- * Students with Disabilities

Comprehensive Needs Assessment: Mathematics

Math Findings

Grades K-2

29% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 20% in March 2024.

Grades 3-5

1. All LBUUSD students will achieve at least one year of academic growth in literacy and math by June 2025.

Math: 41.4% of 3-5 students will score Met/Exceeded on SBAC, up from 34.4%.

The 2023 Dashboard Report shows that math is an area of need for our students with disabilities (red level). Due to this need, we will focus on supporting this group of students by intentionally analyzing data and planning for the needs of this group.

Math Goals

Grades K-2

29% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 20% in March 2024.

Grades 3-5

1. All LBUUSD students will achieve at least one year of academic growth in literacy and math by June 2025.

Math: 41.4% of 3-5 students will score Met/Exceeded on SBAC, up from 34.4%.

The 2023 Dashboard Report shows that math is an area of need for our students with disabilities (red level). Due to this need, we will focus on supporting this group of students by intentionally analyzing data and planning for the needs of this group.

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, 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. We will intentionally analyze at data for the following subgroups and come up with a plan of action at Grade Span and Grade Level Meetings as well as Grade Level Release days and at other PD and planning days:

- * English Learners
- * African American/Black Students
- * Students with Disabilities

Comprehensive Needs Assessment: English Learners

English Learner Findings

Grades K-5

50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024

English Learner Goals

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 creating equitable and inclusive spaces for students.

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 intentionally and collaboratively planning and tracking students' Reading progress in ELLevation and adjusting instructional practices accordingly, multilingual students will achieve at least one year of academic growth and development.

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 getting to know students and their assets and valuing background and interests.

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 analyze data 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

Culture/Climate Findings

By June 2025, an increase of 5% in Spring 2025 compared to Spring 2024 in the area of Belonging as measured by the CORE survey.

Black/African American students' sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2025 on the Pulse Survey.

Culture/Climate Goals

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.

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) 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.	Goal Partially or Not Met	<p>39.1 % of McKinley students scored at the Met and Exceeded level on the SBAC ELA exam. This is a 2.3% increase from 2022-23. It is 9.4% lower than the district elementary average.</p> <p>Grade 3 (12 %) increased from 2022-23, and is 10 % lower than the district elementary average.</p> <ul style="list-style-type: none"> • Grade 4 (6%) decreased from 2022-23. This is 18% lower than the district elementary average. • Grade 5 (0 %) increased from 2022-23, and is 3% lower than the district elementary average. <p>2023-2024 FRSA: 75% Met or Exceeded in K 61% Met or Exceeded in 1st grade, (prior year 43%), 75% Met or Exceeded in in 2nd grade, (prior year 55%) Although there was growth, we did not meet the 85% goal for FRSA.</p> <p>iReady Reading D1 to D3 TYPICAL ON-TRACK Growth (Typical Growth is the average annual growth for students at this grade</p>	<p>Funding 4 professional development and planning opportunities for staff to support quality core instruction and ensure students achieve one year of academic growth and have a strong sense of belonging, identity, and agency. Staff will be released for collaboration, analyzing data to plan next steps, CCSS unit planning, lesson studies within a collaborative PDSA cycle, CCSS and district assessments, classroom visits, goal setting, and discussing strategies to support multilingual learners and at promise students. Staff will participate in intentional planning to accelerate learning and address the needs of students. Substitutes will provide teachers with coverage for release time and teachers will also be paid to collaborate and plan using data outside of their duty day.</p> <p>Every staff meeting is PD to support the goals, at every grade span meeting staff analyze data and participate in a PDSA cycle (where they plan, study, act, and do). A portion of every grade level meeting is spent analyzing data and planning for the specific needs of students</p> <p>Data chats focusing on students and their progress</p>

			<p>and placement level.) 1st grade: 57% (22-23) 64% (23-24) 2nd grade: 82% (22-23), 53% (23-24) 3rd grade 72% (22-23), 46% (23-24) 4th grade 56% (22-23), 47% (23-24) 5th grade 63% (22-23), 58% (23-24)</p> <p>iReady Reading D1 to D3 STRETCH Growth 1st grade 25% (22-23), 23% (23-24) 2nd grade 51%(22-23), 26% (23-24) 3rd grade 19% (22-23), 17% (23-24) 4th grade 20% (22-23) 16% (23-24) 5th grade 30% (22-23), 33% (23-24)</p>	
Math	<p>1) 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</p>	Goal Partially or Not Met	<p>SBAC MATH Overall Met + Exceeded McKinley 27% (22-23), 34% (23-24) 34 % of McKinley students scored at the Met and Exceeded level on the SBAC Math exam. This is a 7 % increase from 2022-23. It is 10 % lower than the district elementary average.</p> <p>Math Overall Met + Exceeded</p>	<p>Funding 4 professional development and planning opportunities for staff to support quality core instruction and ensure students achieve one year of academic growth and have a strong sense of belonging, identity, and agency. Staff will be released for collaboration, analyzing data to plan next steps, CCSS unit planning, lesson studies within a collaborative PDSA cycle, CCSS and district assessments, classroom visits, goal setting, and discussing strategies to support multilingual learners and at promise students.</p>

(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.

Grade 3 30% (22-23), 38% (23-24)
4 28% (22-23), 30% (23-24)
5 24% (22-23), 34% (23-24)

- Grade 3 (8 %) increased from 2022-23, and is 11 % lower than the district elementary average.
- Grade 4 (2 %) increased from 2022-23. This is 15% /lower than the district elementary average.
- Grade 5 (10 %) /increased from 2022-23, and is 4 %lower than the district elementary average.

iReady Math D1 to D3 TYPICAL ON-TRACK Growth (Typical Growth is the average annual growth for students at this grade and placement level.)

1st 60% (22-23), 41% (23-24)
2nd 62% (22-23), 40% (23-24)
3rd 67% (22-23), 51% (23-24)
4th 43% (22-23), 41% (23-24)
5th 72% (22-23), 53% (23-24)

iReady Math D1 to D3 STRETCH Growth

1st 38% (22-23), 19% (23-24)
2nd 30% (22-23), 10% (23-24)
3rd 35% (22-23), 13% (23-24)
4th 13% (22-23), 10% (23-24)
5th 26% (22-23), 12% (23-24)

Staff will participate in intentional planning to accelerate learning and address the needs of students. Substitutes will provide teachers with coverage for release time and teachers will also be paid to collaborate and plan using data outside of their duty day.

Every staff meeting is PD to support the goals, at every grade span meeting staff analyze data and participate in a PDSA cycle (where they plan, study, act, and do). A portion of every grade level meeting is spent analyzing data and planning for the specific needs of students

Data chats focusing on students and their progress

English Learner	1) 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.	Goal Partially or Not Met	<p>Findings- EL 23-24 SBAC ELA</p> <ul style="list-style-type: none"> The EL subgroup (23%) increased 12% from 2022-2023 (11%) and is 4% higher than the district elementary average (19%) for this subgroup. <p>SBAC Math</p> <ul style="list-style-type: none"> The EL subgroup(24%) increased 11% from 2022-23 (13%). It is 5% higher than the district elementary average (19%) for this subgroup. <p>English Language Proficiency Assessment for California</p> <p>BEGINNING STAGE 17 % (22-23), 18% (23-24)</p> <p>SOMEWHAT DEVELOPED. 50 %, 41%</p> <p>MODERATELY DEVELOPED 27 %, 39%</p> <p>WELL DEVELOPED 5 %, 1%</p>	<p>Funding 4 professional development and planning opportunities for staff to support quality core instruction and ensure students achieve one year of academic growth and have a strong sense of belonging, identity, and agency. Staff will be released for collaboration, analyzing data to plan next steps, CCSS unit planning, lesson studies within a collaborative PDSA cycle, CCSS and district assessments, classroom visits, goal setting, and discussing strategies to support multilingual learners and at promise students. Staff will participate in intentional planning to accelerate learning and address the needs of students. Substitutes will provide teachers with coverage for release time and teachers will also be paid to collaborate and plan using data outside of their duty day. At each of these days ELs will be a focus for data analysis and planning.</p> <p>Every staff meeting is PD to support the goals, supporting ELs is a priority and staff meetings have intentionally planned PD focused on supporting teachers with ELs. At every grade span meeting staff analyze data and participate in a PDSA cycle (where they plan, study, act, and do). A portion of every grade level meeting is spent analyzing data and planning for the specific needs of students</p> <p>Data chats focusing on EL students and their progress and planning next steps.</p>
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<p>Culture/Climate</p>	<p>1) 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.</p>	<p>Goal Met</p>	<ul style="list-style-type: none"> • Safety - 4 % increase from 62% in 2022-23. • Sense of Belonging - 4% increase from 68% in 2022-23. • Growth Mindset - 2% increase from 68% in 2022-23. • Self-Efficacy - 1 % increase from 55% in 2022-23. • Attendance - The average monthly attendance rate at McKinley was 91.3 % for the 2023-24 school year. The average monthly attendance rate at McKinley was 89.5% from 2022-23. 	<p>We will strive to create a safe and equitable environment that celebrates and honors all members of the McKinley community, so they feel accepted, valued and included, then we will all have a more positive outlook regarding academic growth and progress. We will: Conduct SEL check-ins with students using Pulse and CORE Data Intentionally work with Family Resource Center to create various groupings to support students with SEL We will intentionally work with Guidance Center to create various individual support for students with SEL and other SBMH needs. We will intentionally work with Guidance Center to create various individual support for students with SEL and other SBMH needs (Shoes for Kids, Child Celebration, Bikes for Kids, Los Angeles Kings, Operation School Bell) Monthly character assembly and cougar store to intentional build relationships and community with all students, community and teachers. Work with students incorporating Restorative Justice practices that enable students to build community amongst each other. In class lessons will be provided for 5th grade students to prepare them for middle school around friendships, communication skills, empathy and understanding, conflict resolution, building healthy boundaries, and Identity, etc. Identify students in 4th and 5th grade using Pulse data and have students support with in-class lessons in preparation for Pulse Surveys</p>
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				<p>Provide PD around using Harmony SEL Curricular resource & routines to implement Buddy-Up, Meet-Up, Harmony Goals, and personal goals</p> <p>Teachers will analyze SEL Survey data to determine next steps and collaboratively plan standards aligned Harmony lessons that support student needs.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<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. (IN 1)</p>	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
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. (IN 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	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)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
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. (PD 1)	Limited or no impact	Limited or no impact	Somewhat Impactful	Strong Positive Impact
Purchase student planners for 4th and 5th graders to help students with organization and help prioritize time and activities and communicate with parents. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
SMORE Parent Newsletter (PI 2)	Strong Positive Impact	Strong Positive Impact	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	Strong Positive Impact

Accountability Measure 1: Increase Achievement

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"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <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 Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • 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. <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"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in 	<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>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) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</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>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>

Common Core aligned classroom instruction processes.

- 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.

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<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"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <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"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<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 & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</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>

Core Program - Math		
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 Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <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"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<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>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
The supplemental materials will support interventions and enrichment opportunities to help us with meeting our goals. Core Curriculum 40, Basic Services 40, Other 20	Supplemental materials to support instruction, intervention, and enrichment.	All Staff, All Students	LCFF \$2,000 Title 1 \$8,000 Materials - LCFF 20%; Title 1 80%	08/01/2024 - 06/01/2025 Other	Principal	instruction, interevntion, enrichment plans classroom observations Core Curriculum 40, Basic Services 40, Other 20
Need to refine current systems and practices to ensure there is equity and plan next steps based on findings and data Attendance/Chronic Absenteeism Rate 20, Core Curriculum 20, Basic Services 40, 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. Look at data and plan professional developement for teachers or intereventions for	Administration, All Staff, All Students, English Learners, Identified At-Risk Students, Other Targeted Students	LCFF Rec \$1,500 Title 1 \$28,500 Services - LCFF Rec 5%; Title 1 95%	07/01/2024 - 06/13/2025 Other	Principal Counselor IIC SEL TOSA SML ILT Secretary IOA	Need to refine current systems and practices to ensure there is equity and plan next steps based on findings and data Attendance/Chronic Absenteeism Rate 20, Core Curriculum 20, Basic Services 40, Other 20

<p>students. Paying for additional hourly for counselor, office staff, instructional leads to work outside of duty day to analyze data, plan, and prepare, including paying for substitutes for ILT teachers to plan. Support team members may include: principal, counselor, IIC, SLL, SML, SEL Facilitator, Office Supervisor, IOA, and recreation aides.</p>					
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Our transition programs with CDC & Kinder</p> <p>CDC/TK Head Start</p>	<p>Our transition out of 5th to middle school</p> <p>School of Choice Family Information Night Family Application Workshops Our Middle School comes on campus for students and families</p> <p>Middle Schools come to back to school night, Open House, STEAM Fair</p>	<p>not applicable</p>

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
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.	Harmony Lessons Meet Ups Buddy Ups SEL Classroom Lessons	No additional Funding Needed 3 Staff Release Days are paid for with CIE.	2024-25	No additional needed	Pulse and Core Survey

Accountability Measure 3: Professional Development

Professional Development

Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
<p>Provides an opportunity for teachers to collaborate and plan units using district resources and data, provides the structure for Professional Learning Communities to focus on collective efficacy, and implement the PDSA cycle to support the needs of all students and ensure one year of growth. Elementary Reading - FRSA 40, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 40</p>	<p>Professional development and planning opportunities for staff to support quality core instruction and ensure students achieve one year of academic growth and have a strong sense of belonging, identity, and agency. Staff will be released for collaboration, analyzing data to plan next steps, CCSS unit planning, lesson studies within a collaborative PDSA cycle, CCSS and district assessments, classroom visits, goal setting, and discussing strategies to support multilingual learners and at promise students. Staff will participate in intentional planning to accelerate learning and address the needs of students. Substitutes will provide teachers with coverage for release time and teachers will also be paid to collaborate and plan using data outside of their duty day.</p>	<p>Title 1 \$47,527 LCFF \$7,808 Substitute teacher full day (4) for 18 days - Title 1 100% Teacher Hourly P Schedule (23) for 4 hours annually - LCFF 100% Teacher Hourly Extra Comp (5) for 60 hours annually - Title 1 100%</p>	<p>08/01/2024 - 06/30/2025 Other</p>	<p>Principal Counselor IIC SML SLL SEL TOSA ILT Teachers</p>	<p>Agendas Surveys Exit Slip Completed PDSA Documents Assessment data</p>

Describe Teacher Involvement

Theory of Action:

If teachers build meaningful relationships and collaboratively plan standards-aligned instruction driven by data, then the achievement will increase.

*achieve at least one year of academic growth

*students achieving below grade level will demonstrate greater than one year growth

*increase student achievement in FRSA (L3 & L4) at 85% in K-Grade 2

*increase met/exceeded in ELA (59% to at least 66%) and Math (from 53% to 60%) as measured by the end year SBAC, Grades 3-5.

Shared Instructional Values

We will implement district / school-wide goals, lead, and model excellence and equity by committing to our school's Theory of Action (planning using district unit guides and resources, engaging high quality instruction, providing standards based differentiated lessons to support our diverse groups and using school / district resources to focus on social emotional competencies as a lever for equity).

Our shared instructional values include our clarity of the purpose in lessons, exposing students to increasingly rigorous instruction and text, and providing opportunities for students to collaborate and use one another as instructional resources. The work of the Instructional Leadership Team (ILT) and professional development provided to the staff will be grounded in the LBUSD Understandings and Expectations.

Equity Focus Inquiry Question: How are students actively engaged in their learning, especially our most at-risk students, high achieving students, ELLs, African American, and Special Education students?

Professional Development

Teachers will participate in regular staff meetings, Quality Core Instruction PD Days to discuss specific school and student needs. They will participate in on-going discussions with the principal to dialogue about the progress of students. They will also participate regularly in meetings and contribute in a professional manner to the implementation of the Common Core State Standards through planning and training meetings, grade level meetings, and staff meetings.

Implementation Goals

Teacher Implementation Goals:

Recognize, affirm and build on our student's knowledge, skills, and abilities as assets.

The belief that all students can learn at rigorous levels, and those expectations are evidenced by words and actions

Constant monitoring of instruction to ensure high expectations

Implement effective support and scaffolding that uses general, small group, and individual scaffolding strategies to ensure all students have high expectations.
Daily implementation of SEL Practices
Using the PDSA cycle when unit planning

Data Analysis & Targeted Intervention (Differentiation)

Teachers will understand that the continuous use of assessments (formative, interim, and summative) will impact instructional practices by providing differentiated support for all learners. Teachers use LBUSD's assessment matrix to provide common assessments to monitor student progress determine next steps for each child. Teachers will use current levels from iReady diagnostics, FRSA, and Edulastic Assessments to guide differentiated small group quality core instruction or activities during workshop. Small group instruction for all will result in meeting our progress goals each trimester. Teachers will monitor progress of all students, communicate student progress with students, using the LROIX Student Academic Summary (SAS) during parent conferences, and Achievement Reports (ARs) for the first and 2nd quarter, and track targeted group of students using LROIX Intervention Tracking.

Grade Level Meetings

Grade level meetings are structured around data so teachers can collaborate and plan the next instructional steps. Grade level minutes will be taken to document collaboration and grade level commitments.

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Students will benefit from setting aside time to think ahead and plan. This will help students 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 prioritize time and activities and communicate with parents.	Par Inv \$750 Materials - Par Inv 100%	08/01/2024 - 06/30/2025 Annually	Principal	teachers will use to assign tasks, activities, and assignments. Parents will be able to monitor completion of school work and will support two way communication between home and school.
Communication tool to share information with families, so that they can be partners in their child's education Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 60	SMORE Parent Newsletter	Par Inv \$170 Services - Par Inv 100%	08/01/2024 - 06/30/2025 Annually	Principal Office Supervisor	newsletters shared with staff and families, supporting two way communication between home and school

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)	324751
Title I Parent and Family Involvement (3008)	4131

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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	58660

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

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

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

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Dulnari Edirisinghe Aga	06-13-2025
Staff	Classroom Teacher	Ashley King	06-12-2026
Staff	Classroom Teacher	Jennifer Kirby	06-13-2025
Staff	Classroom Teacher	Marvin Venegas	06-13-2025
Staff	Other School Personnel	Stephanie Paz	06-13-2025
Community	Parent/Community Member	██████████ Alesna	06-13-2025
Community	Parent/Community Member	██████████ Maya	06-13-2025
Community	Parent/Community Member	██████████ Palacios	06-13-2025
Community	Parent/Community Member	██████████ Whatley	06-13-2025
Community	Parent/Community Member	██████████ Batrez	06-13-2025

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)	██████ Perez
DELAC Representative	Parent of EL Student (required)	██████ Covarrubias
Principal or Designee	Staff Member (required)	Dulnari Aga
Secretary	Parent of EL Student (required)	██████ Garcia

Name	Representing
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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?	10/24/2024

<p>3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:</p>	<p>Recommendations in order by priority Safety Concerns (ELAC would like Principal Aga to present current safety procedures here at McKinley and discuss improved systems when there is an incident.) Increased funds for additional recreation aids to ensure greater safety of students Chromebooks for EL Students in need (This is not for homework. It is for Khan Academy and other free applications that students can use to increase EL students' ELD, ELA, and Math skills.) Interventions for EL students (We would like the intervention specialist to attend our ELAC meeting on November 7th and present to us.) Additional Recommendations that are not a priority English Classes for adults Gardening to beautify McKinley (We will try to do this independently for now; if we need funds, we will add a recommendation in the future.) Workshops on Parenting (The district is currently paying for calm/Kind & Parenting Partners) Research why VIPS are not being approved and not being used at McKinley (Dr. Akin w</p>
<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades RFEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations</p>	<p>11/20/2024</p>

6. What was SSC's response to ELAC recommendations?	SSC responds to ELAC recommendations: Ms. Aga will be sharing safety concerns tomorrow. Ms. Aga mentioned that we will need to wait for district allocations. Suggestions for checking with home technology with these applications. There is no funding for home technology at this time. SSC will continue to try to see where we can secure technology. Checking site funds for interventions for ELs, but ELs are getting in-class support from teachers.
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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): 11/20/2024
2. The SSC approved the **Home-School Compact** on 10/02/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/02/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/12/2024, 09/17/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/20/2024
6. The SPSA was approved at the following SSC Meeting: 11/20/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

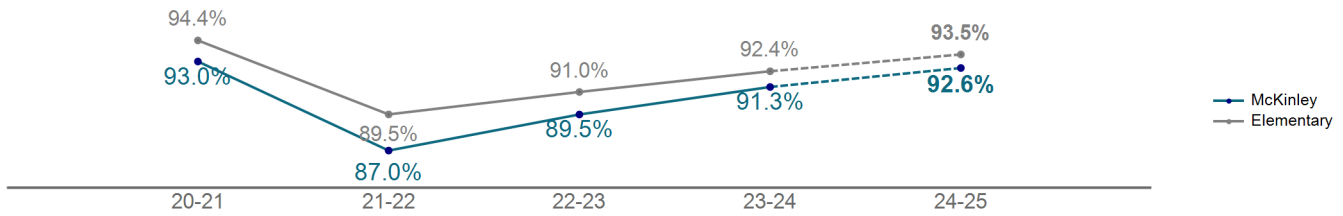
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ELAC Chair: _____

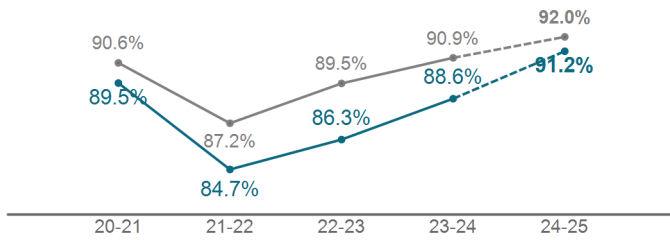
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Attendance Rate

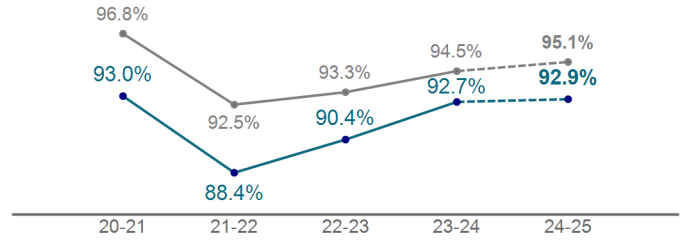
McKinley
All Students
N = 498



African American
N = 66



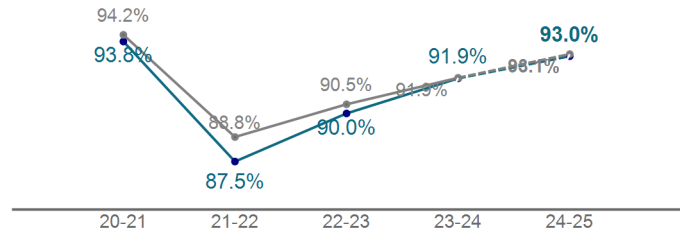
Asian
N = 37



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 355



Pacific Islander

Subgroup with fewer than 20 students.

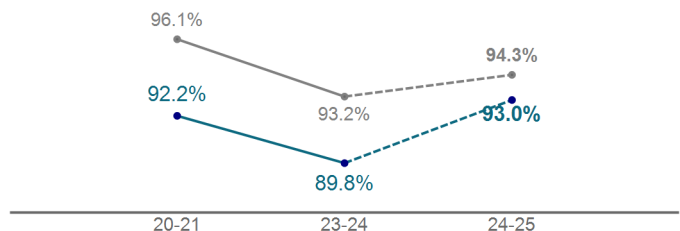
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

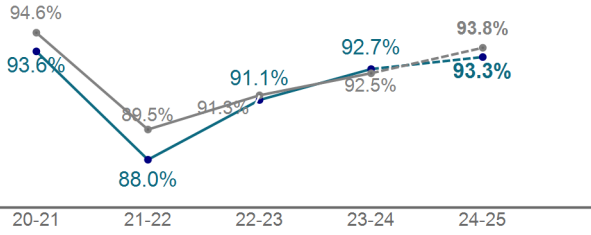
Other
N = 21



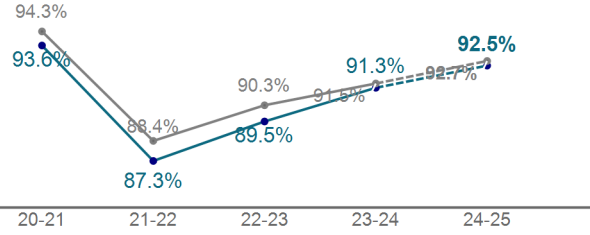
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

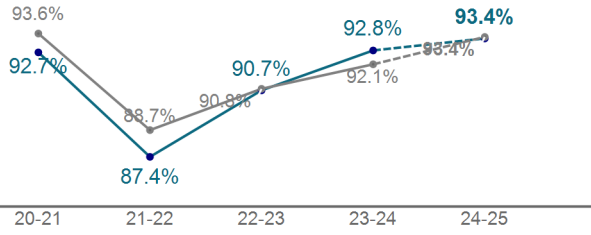
EL + RFEP
N = 162



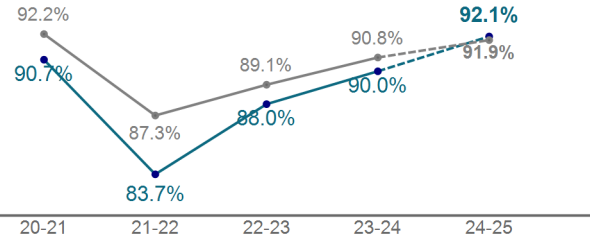
Low SES
N = 416



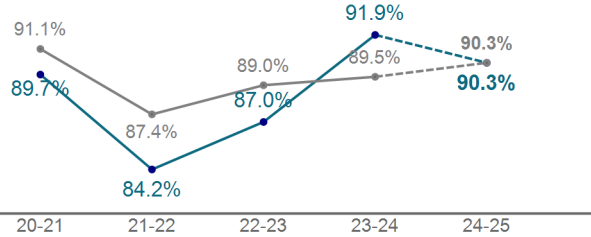
English Learner
N = 146



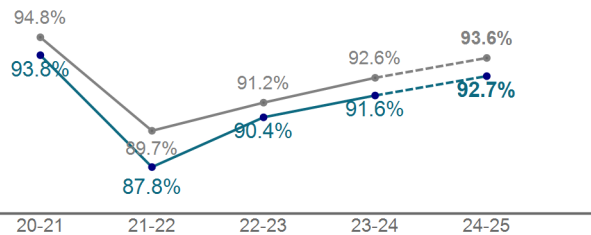
Special Education
N = 75



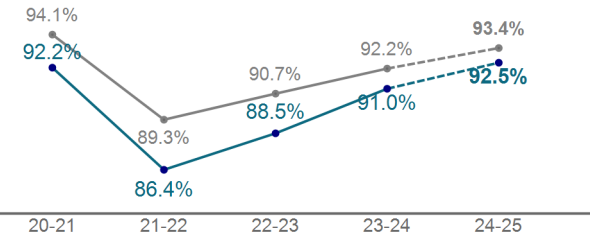
Homeless or Foster Youth
N = 28



Female
N = 246



Male
N = 252



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 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance				
All Students	522	522	8	25	17	21	30	32.2%	36.6%	49.2%	24.7%
Grade	Gr. TK	24	17	38	17	17	13	54.2%	65.4%	70.8%	38.0%
	Gr. K	75	9	35	19	21	16	44.0%	56.8%	62.7%	32.3%
	Gr. 01	76	13	29	13	18	26	42.1%	36.6%	55.3%	25.1%
	Gr. 02	87	2	26	17	22	32	28.7%	25.0%	46.0%	24.2%
	Gr. 03	93	8	17	17	22	37	24.7%	28.6%	41.9%	19.6%
	Gr. 04	77	5	18	17	26	34	23.4%	37.0%	40.3%	21.8%
	Gr. 05	90	7	20	19	20	34	26.7%	29.7%	45.6%	21.3%
Ethnicity	African American	75	12	29	23	16	20	41.3%	42.3%	64.0%	32.5%
	Asian	35	6	14	14	17	49	20.0%	38.1%	34.3%	14.2%
	Cambodian	34	6	24	18	18	35	29.4%	47.6%	47.1%	18.1%
	Filipino	7	14	29	14	14	29	42.9%	42.9%	57.1%	14.4%
	Hispanic	370	6	24	16	23	30	30.5%	35.5%	46.8%	27.2%
	Pacific Islander	7	14	29	14	29	14	42.9%	37.5%	57.1%	37.4%
	White	9	22	11	22	44		33.3%	14.3%	55.6%	11.9%
	Other	19	11	32	16	21	21	42.1%	40.0%	57.9%	20.5%
Gender	Female	251	6	24	18	22	31	29.9%	33.0%	47.4%	23.7%
	Male	271	9	25	17	21	28	34.3%	40.2%	50.9%	25.6%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup McKinley 2023-2024

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				Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance
	Low SES	421	7	25	18	21	30	31.8%	36.2%	49.4%	29.5%
	ELL	167	4	23	13	23	36	27.5%	32.4%	40.7%	27.0%
	RFEP	10	10	10	10	10	60	20.0%	16.7%	30.0%	12.1%
	EL + RFEP	177	5	23	13	23	37	27.1%	30.0%	40.1%	24.8%
	Special Ed.	82	10	30	15	23	22	40.2%	42.3%	54.9%	31.3%
	Spec Ed. Speech/RSP	36	6	19	14	31	31	25.0%	27.7%	38.9%	23.3%
	Homeless/Foster	20	40	20	20	20	20	40.0%	47.6%	60.0%	39.4%
	Foster	4	25	25	25	25	25	25.0%	71.4%	50.0%	31.7%
	Homeless	16	44	19	19	19	19	43.8%	35.7%	62.5%	40.7%
GATE/Excel	40	3	15	8	15	60	17.5%	6.3%	25.0%	10.1%	

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,319	6	18	17	23	36	24.7%	32.2%	41.7%
Addams	792	7	22	16	22	33	28.9%	36.7%	44.4%
Alvarado	420	6	21	21	20	32	27.6%	40.0%	48.6%
Barton	463	11	26	19	21	23	37.4%	47.3%	56.2%
Birney	513	6	22	17	20	35	27.7%	31.6%	44.4%
Bixby	554	3	14	19	27	37	17.0%	25.1%	35.9%
Bryant	360	9	21	18	22	30	29.4%	35.1%	47.8%
Burbank	599	8	21	20	24	28	28.2%	36.7%	47.7%
Burcham	352	1	13	17	26	44	13.6%	23.8%	30.4%
Carver	525	2	12	13	28	45	13.7%	21.4%	26.7%
Chavez	328	11	22	20	21	26	33.2%	42.9%	53.0%
Cleveland	464	4	10	17	29	41	14.0%	23.9%	30.6%
Dooley	772	8	25	20	21	25	33.3%	38.5%	53.4%
Edison	472	10	20	16	19	35	29.9%	37.8%	45.6%
Emerson	345	2	8	15	25	50	9.9%	18.1%	24.6%
Fremont	456	3	11	15	25	45	14.5%	18.9%	29.8%
Gant	675	2	11	16	21	50	13.0%	19.4%	28.6%
Garfield	580	6	16	16	26	36	21.4%	35.0%	37.8%
Gompers	377	4	14	18	28	36	18.3%	30.5%	35.8%
Grant	1,012	10	22	18	20	30	31.8%	39.7%	50.2%
Harte	800	8	24	17	21	30	32.1%	38.2%	49.5%
Henry	820	6	14	14	27	53	7.0%	10.5%	20.6%
Herrera	720	8	22	20	21	28	30.6%	34.2%	50.6%
Holmes	396	7	19	19	22	32	26.5%	37.0%	45.7%
Hudson	301	11	22	17	20	30	32.9%	38.7%	49.5%
Kettering	354	5	12	15	24	44	17.5%	23.2%	32.2%
King	612	8	22	16	20	34	29.9%	35.6%	45.8%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
Lafayette	898	7	20	16	25	33	26.7%	36.5%	42.5%
Lincoln	852	9	24	16	19	32	33.7%	40.5%	49.4%
Longfellow	978	2	14	16	25	42	16.6%	23.5%	32.9%
Los Cerritos	479	1	11	16	25	47	12.9%	19.4%	28.6%
Lowell	615	2	13	14	25	47	14.3%	23.5%	28.0%
Macarthur	319	3	20	21	26	30	22.6%	30.3%	43.6%
Madison	434	3	18	17	21	40	21.2%	30.2%	38.2%
Mann	361	6	23	17	22	32	28.3%	32.8%	45.4%
McKinley	522	8	25	17	21	30	32.2%	36.6%	49.2%
Naples	317	3	11	18	28	39	14.2%	20.4%	32.2%
Oropeza	591	11	25	16	18	30	36.0%	38.1%	52.5%
Prisk	480	3	11	16	25	45	13.5%	19.7%	29.4%
Riley	443	2	18	15	29	36	20.1%	29.0%	35.4%
Roosevelt	905	13	22	20	18	28	34.6%	37.9%	54.4%
Signal Hill	649	5	16	16	22	41	21.3%	33.6%	37.1%
Smith	699	9	18	17	20	36	26.3%	32.9%	43.8%
Stevenson	534	10	22	19	18	32	31.6%	42.7%	50.2%
Twain	475	4	19	16	27	34	22.9%	26.1%	39.2%
Webster	516	8	21	18	20	34	29.1%	39.7%	46.7%
Whittier	598	8	19	16	20	36	27.8%	40.1%	43.8%
Willard	592	6	24	19	21	29	30.1%	33.9%	49.5%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance			
All Middle	12,816	8	15	14	20	43	22.8%	26.3%	36.3%
Bancroft	845	4	13	13	21	49	17.3%	22.6%	30.5%
Franklin	1,090	14	20	13	18	35	34.3%	37.8%	47.0%
Hamilton	850	9	19	16	19	38	27.5%	33.7%	43.3%
Hoover	533	6	11	12	20	50	17.4%	19.2%	29.8%
Hughes	1,299	4	11	13	24	47	14.9%	18.0%	28.2%
Jefferson	1,034	9	13	13	22	44	21.5%	27.2%	34.1%
Keller	478	1	5	12	22	59	6.5%	9.2%	18.4%
Lindbergh	437	12	18	16	19	36	29.5%	33.2%	45.1%
Lindsey	753	11	16	15	20	37	27.0%	28.5%	42.2%
Marshall	980	4	13	15	19	49	16.5%	24.4%	31.9%
Nelson	866	9	18	13	19	40	27.8%	25.3%	40.5%
Rogers	805	4	11	12	18	54	15.4%	18.4%	27.8%
Stanford	1,178	4	12	11	23	50	16.1%	18.7%	27.3%
Stephens	725	14	19	15	17	34	33.4%	39.0%	48.8%
Washington	943	15	21	15	19	31	35.6%	36.1%	50.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate
All K8	5,844	6	14	14	23	42	20.2%	23.7%	34.6%
Avalon	473	8	24	19	25	24	31.5%	32.7%	51.0%
Cubberley	963	2	10	11	23	54	12.0%	13.4%	22.9%
Muir	1,086	7	16	18	23	37	22.7%	28.6%	40.2%
Newcomb	878	2	9	12	23	54	10.8%	17.6%	22.6%
Powell	808	13	21	16	21	29	33.9%	35.4%	49.8%
Robinson	803	9	17	13	19	42	26.3%	28.1%	39.1%
Tincher	833	1	10	14	27	48	11.0%	14.2%	25.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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	22-23 Chronic Rate	Chronic + At-Risk Rate	
All High	20,512	12	15	13	19	41	26.7%	27.9%	39.5%	
Browning	346	17	15	12	18	38	32.1%	39.9%	43.6%	
Cabrillo	1,805	22	20	13	18	26	42.0%	34.3%	55.3%	
CAMS	667			5	5	15	75	5.2%	6.4%	10.2%
Jordan	2,288	11	15	13	20	41	25.7%	29.8%	38.8%	
Lakewood	2,644	10	16	14	19	41	26.1%	28.6%	39.9%	
McBride	723	5	12	13	21	49	16.9%	17.5%	30.3%	
Millikan	3,395	5	12	13	22	48	16.3%	17.8%	29.5%	
PAAL	172	48	27	12	6	6	75.6%	63.2%	87.8%	
Polytechnic	3,823	13	15	13	19	41	27.3%	32.9%	40.0%	
Reid	168	73	18	7	2		91.1%	84.6%	97.6%	
Renaissance	411	11	11	13	19	46	21.7%	30.5%	35.0%	
Sato	502		2	5	10	19	64	6.8%	5.8%	17.1%
Wilson	3,568	16	17	13	18	36	33.0%	29.6%	46.1%	

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2023-2024

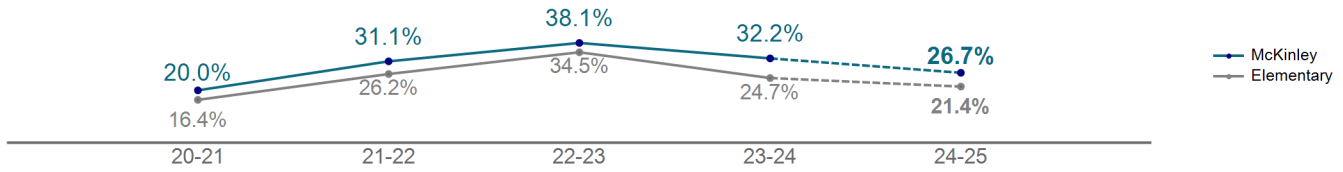
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate
District	65,491	8	16	15	21	40	24.6%	29.0%	39.3%

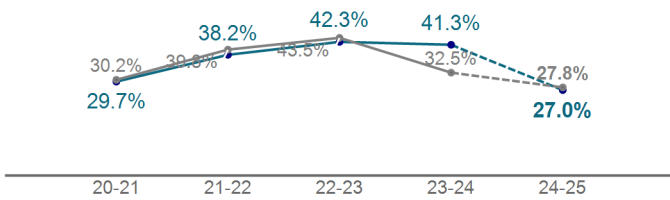
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

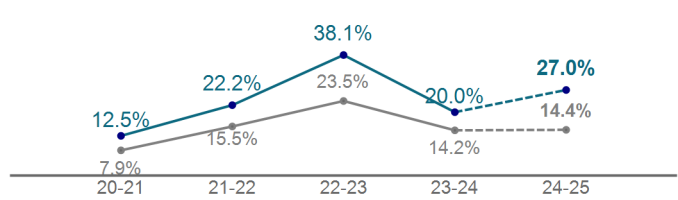
McKinley
All Students
N = 487



African American
N = 63



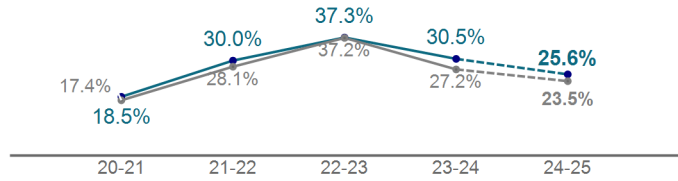
Asian
N = 37



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 351



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.

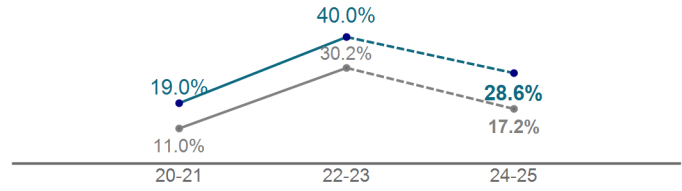
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

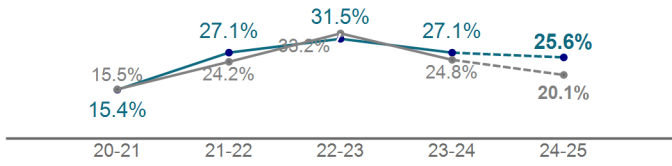
Other

N = 21

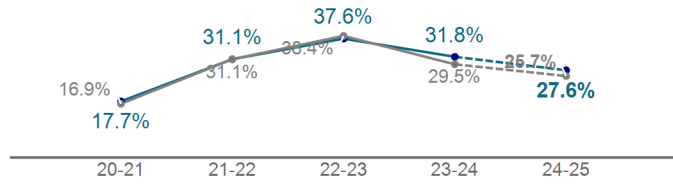


Percent of Students in the Moderately or Severely Chronic Categories

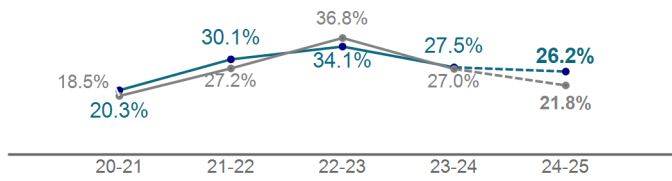
EL + RFEP
N = 160



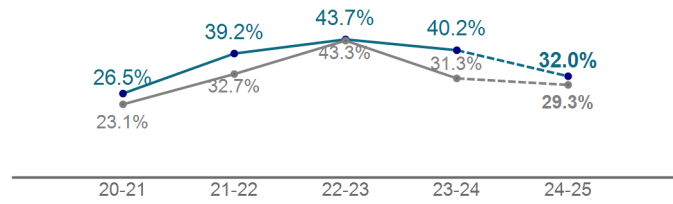
Low SES
N = 417



English Learner
N = 145



Special Education
N = 75



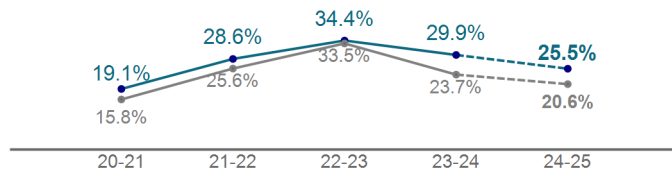
Homeless or Foster Youth

Subgroup with fewer than 20 students.

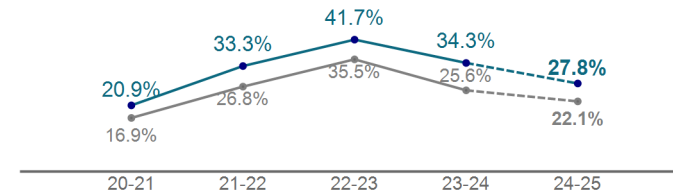
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 239



Male
N = 248



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.

SBAC ELA 2024 :: 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	
All Students	238	61%	34	27	24	16	39%	↑2		↑9	
	All Elementary	51%	31	20	23	26	49%	↑1		↑4	
	District	51%	29	22	27	23	49%	↑1		↑2	
Grade	Gr. 03	84	63%	39	24	19	18	37%	↑12		-
		All Elementary	53%	30	23	20	27	47%	↑-		-
		District	52%	30	23	20	28	48%	↑-		-
	Gr. 04	69	70%	46	23	17	13	30%	↓5		↑3
		All Elementary	52%	33	19	21	27	48%	↑3		↑2
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	85	52%	19	33	33	15	48%	↑-		↑13
		All Elementary	49%	30	20	27	24	51%	↓1		↑6
		District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	Hispanic	173	62%	34	28	24	14	38%	↑3		↑9
		All Elementary	58%	36	23	23	19	42%	↑1		↑5
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	33	73%	48	24	15	12	27%	↓23		-
		All Elementary	67%	46	21	19	14	33%	↓-		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	Asian	18*	33%	11	22	28	39	67%	↑27		-
		All Elementary	35%	17	18	23	42	65%	↑3		↑6
		District	32%	15	18	29	38	68%	↑2		↑4
	Cambodian	13*	31%	15	15	23	46	69%	↑34		-
		All Elementary	39%	19	20	24	37	61%	↑1		↑5
		District	37%	18	20	30	33	63%	↑2		↑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 2024 :: 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	Pacific Islander	4*	75%	50	25	25	25%	-		-	
		All Elementary	66%	37	29	25	9	34%	↑3		↓2
		District	57%	28	29	31	11	43%	↑5		↑2
	White	4*	100%	50	50		0%	↓25		-	
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
	Filipino	3*	0%			100	100%	↑100		-	
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
Other	3*	33%	33	33	33	67%	↑38		-		
	All Elementary	32%	18	13	22	46	68%	↓2		↑1	
	District	32%	16	15	28	41	68%	↑1		↑-	
Gender	Female	120	59%	33	27	28	13	41%	↓4		↑7
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	118	63%	36	27	19	18	37%	↑10		↑10
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
Nonbinary	All Elementary*	100%	100			0%	↓50		-		
	District	46%	24	22	34	20	54%	↓6		↑3	
Special Populations	EL + RFEP	86	73%	40	34	20	7	27%	↓3		↑6
		All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	79	77%	42	35	19	4	23%	↑12		↑6

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SBAC ELA 2024 :: 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	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	7*	29%	14	14	29	43	71%	↓19		-
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	3*	100%	100				0%	↓40		-
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	31	6%		6	23	71	94%	↓6		↓10
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	8*	75%	50	25	25		25%	↓32		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	11*	82%	64	18	18		18%	↓32		-
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
	District	70%	46	24	21	9	30%	↓5		↑1	
Low SES	195	62%	34	28	21	17	38%	↑2		↑7	
	All Elementary	61%	38	23	22	18	39%	↓1		↑4	
	District	60%	35	25	25	15	40%	↓1		↑2	
Special Ed.	36	86%	64	22	11	3	14%	↑8		↑4	
	All Elementary	82%	64	17	11	8	18%	↓-		↑3	
	District	83%	64	19	11	6	17%	↑-		↑2	
Spec Ed. Speech/RSP	35	86%	63	23	11	3	14%	↑8		↑4	

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SBAC ELA 2024 :: 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. Speech/RSP	All Elementary	77%	58	20	13	10	23%	↓-		↑4
		District	79%	57	22	14	7	21%	↑-		↑2

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 Students without scores are not included in the graphical comparison of these results.
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SBAC Math 2024 :: 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	
All Students	241	66%	42	23	24	10	34%	↑7		↑6	
	All Elementary	56%	30	26	23	21	44%	↑4		↓1	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 03	86	62%	43	19	27	12	38%	↑8		-
	All Elementary	51%	28	24	27	22	49%	↑3		-	
	District	51%	27	23	27	23	49%	↑2		-	
	Gr. 04	70	70%	40	30	20	10	30%	↑2		-
	All Elementary	55%	26	29	25	20	45%	↑5		↓-	
	District	54%	25	29	25	21	46%	↑5		↓1	
	Gr. 05	85	66%	44	22	25	9	34%	↑11		↑10
	All Elementary	62%	37	26	18	20	38%	↑3		↓2	
	District	62%	36	26	18	20	38%	↑3		↓3	
Ethnicity	Hispanic	176	65%	43	23	26	9	35%	↑9		↑6
	All Elementary	63%	34	29	22	14	37%	↑3		↓2	
	District	71%	43	27	18	12	29%	↑2		↓2	
	African American	33	79%	48	30	15	6	21%	↓11		-
	All Elementary	73%	45	29	17	9	27%	↑3		↓1	
	District	80%	55	25	13	7	20%	↑2		↓2	
	Asian	18*	33%	28	6	28	39	67%	↑20		-
	All Elementary	38%	16	22	24	38	62%	↑7		↑4	
	District	45%	24	22	21	33	55%	↑3		↓2	
Cambodian	13*	38%	31	8	23	38	62%	↑33		-	
All Elementary	43%	19	25	25	32	57%	↑7		↑4		
District	50%	26	24	23	28	50%	↑5		↓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.

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SBAC Math 2024 :: 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	Pacific Islander	4*	75%	25	50	25		25%	↑25		-	
		All Elementary	64%	30	34	26	10	36%	↑9		↓6	
		District	70%	43	28	21	9	30%	↑5		↓2	
	White	4*	100%	100				0%	-		-	
		All Elementary	27%	10	17	28		44	73%	↑4		↓3
		District	38%	17	21	25		37	62%	↓-		↓4
	Other	3*	33%		33		67		67%	↑38		-
		All Elementary	37%	18	19	25		38	63%	↑2		↓2
		District	43%	22	21	23		34	57%	↑2		↓2
	Filipino	3*	100%	33				67	0%	↓33		-
All Elementary		30%	12	18	33		37	70%	↑4		↑4	
District		38%	18	20	27		35	62%	↑6		↑4	
Gender	Female	120	71%	47	24	25	4	29%	↑6		↑10	
		All Elementary	59%	31	28	23	18	41%	↑3		↓2	
		District	66%	39	27	19	16	34%	↑1		↓3	
	Male	121	60%	38	22	23	17	40%	↑8		↑1	
		All Elementary	54%	29	25	23	23	46%	↑4		↓1	
		District	62%	38	24	19	19	38%	↑2		↓2	
Nonbinary	All Elementary*	100%	100				0%	↓25		-		
	District	76%	40	36	14	10	24%	↓14		↑3		
Special Populations	EL + RFEP	89	72%	49	22	21	7	28%	↑5		↑4	
		All Elementary	70%	41	28	19	12	30%	↑3		↑1	
		District	76%	50	26	15	9	24%	↑1		↓2	
	ELL	82	76%	51	24	21	4	24%	↑11		↑2	

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

SBAC Math 2024 :: 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	
Special Populations	ELL	All Elementary	81%	52	30	14	5	19%	↑2		↑2
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	7*	29%	29	29	43	71%	↑17		-	
		All Elementary	32%	8	24	35	33	68%	↑11		↓-
	Foster	District	64%	35	29	21	15	36%	↑2		↓4
		3*	100%	33	67	0%	↓40		-		
	GATE/Excel	All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	Homeless	31	6%	33	42	52	94%	↓6		↓5	
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
	Homeless/Foster	District	21%	6	16	28	51	79%	↑5		↓4
		8*	75%	50	25	25	25%	↓4		-	
	Low SES	All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
	Special Ed.	11*	82%	45	36	18	18%	↓15		-	
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
Spec Ed. Speech/RSP	District	82%	57	25	11	7	18%	↓4		↓2	
	195	66%	43	23	24	11	34%	↑7		↑8	
Special Ed.	All Elementary	65%	36	29	21	13	35%	↑2		↓1	
	District	72%	45	27	17	11	28%	↑-		↓2	
Special Ed.	36	89%	83	6	8	3	11%	↑8		↑4	
	All Elementary	80%	58	22	12	9	20%	↑2		↑-	
Spec Ed. Speech/RSP	District	86%	70	17	8	6	14%	↑1		↓-	
	35	89%	83	6	9	3	11%	↑8		↑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.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: 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
Special Populations	Spec Ed.	All Elementary	76%	51	25	13	11	24%	↑2	↓-
	Speech/RSP	District	83%	63	20	10	7	17%	↑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 Science 2024 :: 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
All Students	85	78%	13	65	18	5	22%	↓2	-	
	All Elementary	70%	17	53	20	10	30%	↓-	-	
	District	73%	17	57	19	7	27%	↑1	-	
Grade	Gr. 05	78%	13	65	18	5	22%	↓2	-	
	All Elementary	70%	17	53	20	10	30%	↓-	-	
	District	69%	17	52	21	10	31%	↑1	-	
Ethnicity	Hispanic	68	78%	12	66	19	3	22%	↓5	-
		All Elementary	77%	19	58	17	6	23%	↓1	-
		District	80%	20	60	16	4	20%	↑1	-
	Asian	6*	50%	17	33	17	33	50%	↑17	-
		All Elementary	51%	6	44	27	22	49%	↑6	-
		District	55%	7	48	30	15	45%	↑2	-
	Cambodian	5*	60%	20	40	20	20	40%	↑20	-
		All Elementary	60%	5	55	27	13	40%	↑1	-
		District	63%	8	55	26	11	37%	↑3	-
	African American	5*	80%	40	40	20		20%	↓6	-
		All Elementary	81%	26	55	16	3	19%	↓-	-
		District	86%	24	62	12	2	14%	↑1	-
	Filipino	3*	100%	100				0%	-	-
		All Elementary	52%	4	47	24	24	48%	↓3	-
		District	55%	6	49	32	13	45%	↓1	-
White	2*	100%	100				0%	-	-	
	All Elementary	41%	5	36	32	26	59%	↑-	-	
	District	50%	6	44	30	19	50%	↑1	-	

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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 Science 2024 :: 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	Pacific Islander	1*	100%	100			0%	-		-	
		All Elementary	83%	10	72	10	7	17%	↓-		-
		District	91%	14	76	6	4	9%	↓2		-
Gender	Female	41	78%	12	66	20	2	22%	↓11		-
		All Elementary	70%	16	55	20	10	30%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	44	77%	14	64	16	7	23%	↑11		-
		All Elementary	70%	18	52	20	11	30%	↓1		-
		District	73%	18	55	19	8	27%	↑-		-
Nonbinary	District	61%	9	52	26	13	39%	↑7		-	
Special Populations	EL + RFEP	34	91%	21	71	6	3	9%	↓19		-
		All Elementary	84%	25	58	12	4	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	30	100%	23	77			0%	↓5		-
		All Elementary	97%	35	62	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	4*	25%		25	50	25	75%	↑19		-
		All Elementary	55%	3	51	32	13	45%	↑7		-
		District	76%	12	64	20	5	24%	↓-		-
	Foster	1*	100%	100			0%	↓33		-	
		All Elementary	84%	39	45	13	3	16%	↓3		-
		District	89%	32	57	8	2	11%	↓1		-
GATE/Excel	7*	14%		14	43	43	86%	↓14		-	
	All Elementary	21%		20	40	39	79%	↑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.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: 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	GATE/Excel	District	35%	3	33	39	25	65%	↑8		-
	Homeless	1*	100%	100				0%	-		-
		All Elementary	85%	30	56	13	2	15%	↓2		-
		District	86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	2*	100%	100				0%	↓20		-
		All Elementary	85%	30	54	13	2	15%	↓2		-
		District	87%	28	59	12	1	13%	↓-		-
	Low SES	74	76%	15	61	19	5	24%	↓1		-
		All Elementary	79%	20	58	16	6	21%	↓2		-
		District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	14*	100%	50	50			0%	-		-
		All Elementary	89%	44	45	8	3	11%	↓-		-
		District	92%	41	51	6	2	8%	↑1		-
	Spec Ed. Speech/RSP	13*	100%	46	54			0%	-		-
		All Elementary	86%	35	51	10	4	14%	↓-		-
District		89%	34	55	8	3	11%	↑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 2024 School Growth Data by Subgroup

McKinley

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	All Students	145	66	17	19	21	43	
		All ES	44	25	22	25	29	
		District	30	33	15	16	36	
	Grade	Gr. 04 (Minimum Growth Target: 44)	65	48	23	25	23	29
			All ES	43	25	24	27	24
			District	42	26	24	27	24
		Gr. 05 (Minimum Growth Target: 35)	80	80	13	15	19	54
			All ES	44	24	19	23	34
			District	42	25	20	22	33
	Ethnicity	Hispanic	110	66	16	20	21	43
			All ES	44	25	22	24	29
			District	29	34	15	16	36
African American		15^	-	20	20	27	33	
		All ES	42	25	21	23	31	
		District	28	34	15	15	37	
Asian		12^	-	8	17	25	50	
		All ES	52	23	20	23	34	
		District	35	31	14	15	40	
Cambodian	8^	-	25	25	50			
	All ES	53	20	22	25	34		
	District	34	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 2024 School Growth Data by Subgroup

McKinley

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	Ethnicity	White	3^	-	33			67
			All ES	41	26	22	26	27
			District	28	33	15	18	34
	Ethnicity	Filipino	2^	-	50			50
			All ES	40	24	24	25	27
			District	35	29	16	17	38
	Ethnicity	Pacific Islander	2^	-	50			50
			All ES	34	29	16	39	16
			District	30	34	13	17	37
	Ethnicity	Other	1^	-				100
			All ES	45	22	21	29	28
			District	32	30	16	19	35
G e n d e r	Female	73	56	21	23	21	36	
		All ES	45	24	22	25	29	
		District	32	31	15	17	36	
	Male	72	75	14	15	21	50	
		All ES	43	25	21	24	29	
		District	27	35	15	15	35	
Nonbinary	All ES^	-23	100			0		
	District	5	53	6	12	29		
Special Populations	EL + RFEP	56	62	16	21	18	45	

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 2024 School Growth Data by Subgroup

McKinley

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)			
ELA	Special Populations	N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	EL + RFEP	All ES	43	25	22	23	30
		District	29	34	14	14	38
	ELL	50	64	16	24	12	48
		All ES	43	25	22	23	30
		District	33	32	17	16	35
	RFEP	6^	-	17		67	17
		All ES	44	25	24	22	29
		District	26	35	12	13	40
	Foster	2^	-	50		50	
		All ES	32	32	31	15	22
		District	9	40	19	13	28
	GATE/Excel	22	37	32	18	18	32
		All ES	41	26	21	28	25
		District	31	31	16	18	35
	Homeless	1^	-			100	
		All ES	47	25	20	21	33
		District	27	35	14	14	37
	Homeless/Foster	3^	-	33		67	
All ES		45	26	22	20	32	
	District	25	35	15	14	36	
	Low SES	126	67	17	18	21	43

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 2024 School Growth Data by Subgroup

McKinley

12/20/24

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	44	25	22	24	30
			District	29	33	15	16	35
	Special Ed.		28	79	11	25	18	46
		All ES	38		30	18	21	30
		District	28		35	15	15	35
	Spec Ed. Speech/RSP		27	79	11	22	19	48
		All ES	43		28	19	20	32
		District	31		34	15	15	36

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 2024 School Growth Data by Subgroup

McKinley

12/20/24

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	All Students	146	42	21	23	37	19	
		All ES	39	22	28	29	21	
		District	22	35	19	19	27	
	Grade	Gr. 04 (Minimum Growth Target: 42)	65	42	22	26	35	17
			All ES	48	17	28	32	23
			District	47	17	29	32	23
		Gr. 05 (Minimum Growth Target: 39)	81	43	21	20	38	21
			All ES	31	28	28	25	19
			District	30	29	28	25	18
	Ethnicity	Hispanic	111	43	22	23	35	21
			All ES	38	23	28	28	20
			District	20	36	20	18	26
		African American	15^	-	13	27	40	20
			All ES	38	25	26	26	23
			District	18	38	18	17	26
Asian		12^	-	25	17	58	0	
		All ES	46	18	25	31	25	
		District	25	32	18	21	28	
Cambodian	8^	-	50	50	0	0		
	All ES	42	20	27	30	24		
	District	24	33	19	21	27		

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 2024 School Growth Data by Subgroup

McKinley

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)				
M	a	t	h	N	Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Ethnicity	White	3^	-		33	67	0	
		All ES	43	20	28	33	20	
		District	27	31	20	21	28	
	Pacific Islander	2^	-		50	50		
		All ES	49	20	35	24	22	
		District	24	34	19	20	28	
	Filipino	2^	-		50	50		
		All ES	45	14	32	32	21	
		District	37	25	19	22	35	
	Other	1^	-	100	0			
		All ES	40	22	27	29	22	
		District	27	32	18	20	30	
Gender	Female	73	45	18	27	32	23	
		All ES	38	23	28	29	20	
		District	21	35	19	19	26	
	Male	73	38	25	18	42	15	
		All ES	40	22	28	28	22	
		District	23	34	19	19	28	
Nonbinary	All ES^	30		100	0			
	District	11	45	15	6	33		
Special Populations		EL + RFEP	57	38	25	26	32	18

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 2024 School Growth Data by Subgroup

McKinley

12/20/24

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	40	21	29	27	22
		District	20	37	19	16	27
	ELL	51	36	25	25	33	16
		All ES	40	23	27	26	23
	RFEP	District	24	34	20	18	27
		6^	-	17	33	17	33
	Foster	All ES	40	18	33	30	20
		District	15	40	18	15	28
	GATE/Excel	2^	-	50	50	0	
		All ES	32	31	21	21	28
	Homeless	District	11	39	20	14	27
		22	36	23	27	32	18
	Homeless/Foster	All ES	41	19	30	32	19
		District	28	29	21	22	29
	Low SES	1^	-			100	0
		All ES	42	22	30	26	23
	Homeless/Foster	District	20	37	19	17	27
		3^	-	33	67	0	
Low SES	All ES	41	23	29	25	23	
	District	19	37	19	16	27	
Low SES		127	44	22	20	35	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 2024 School Growth Data by Subgroup

McKinley

12/20/24

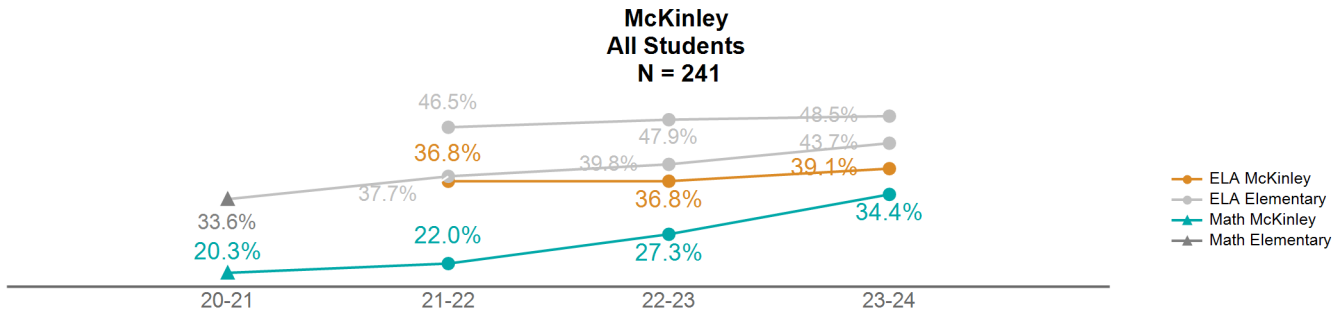
Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	Low SES	All ES	39	23	28	28	21	
		District	21	36	19	18	27	
	Special Ed.		28	35	29	25	29	18
		All ES	39	26	25	23	27	
		District	20	38	18	17	28	
	Spec Ed. Speech/RSP		27	35	26	26	30	19
		All ES	40	25	26	24	26	
		District	20	37	18	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.

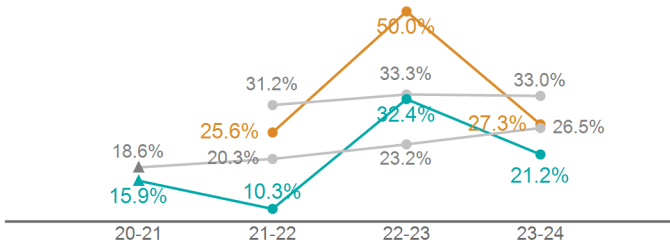
^Not currently a significant subgroup.

*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



African American N = 33



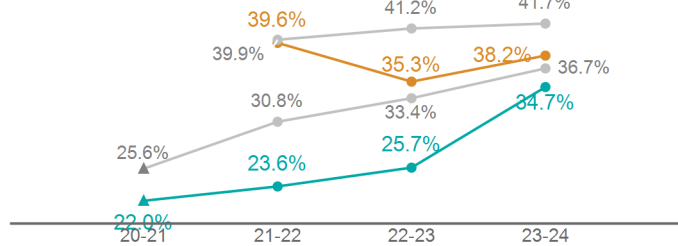
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic N = 176



Pacific Islander

Subgroup with fewer than 20 students.

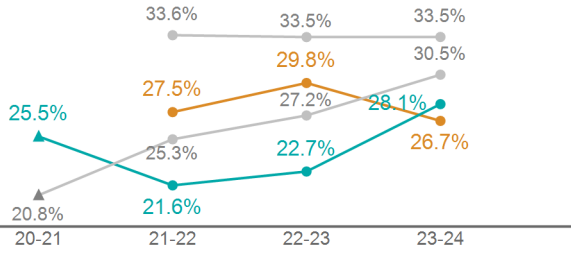
White

Subgroup with fewer than 20 students.

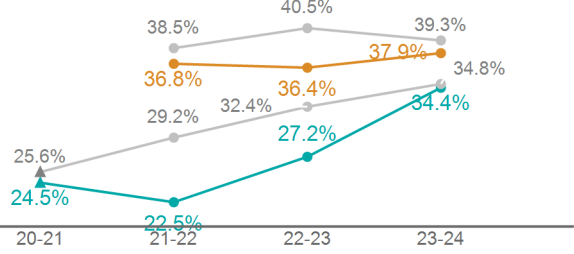
N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

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

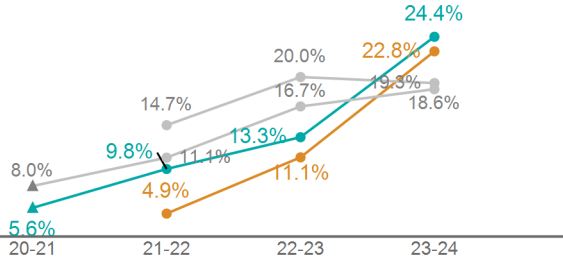
EL + RFEP
N = 89



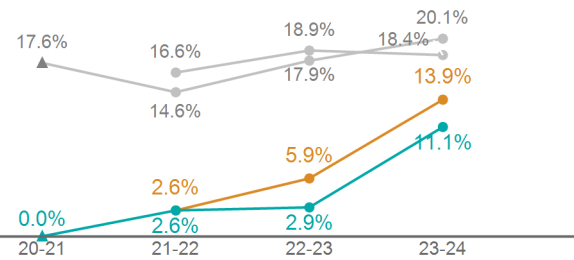
Low SES
N = 195



English Learner
N = 82



Special Education
N = 36



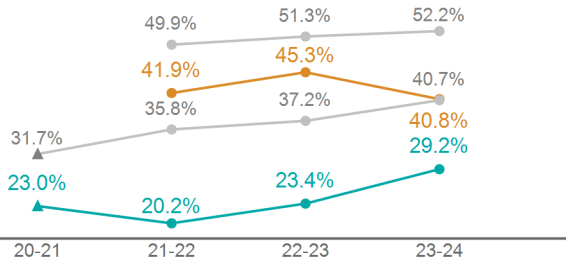
Homeless

Subgroup with fewer than 20 students.

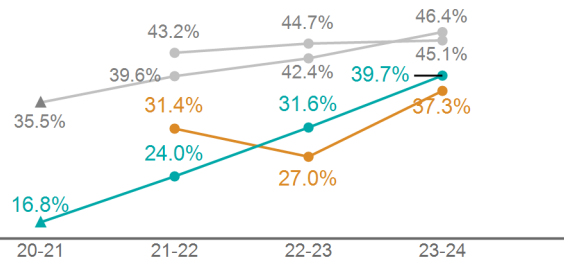
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 120



Male
N = 121



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 2023-2024 :: School Comparison by Subgroup

12/20/24

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	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑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 2023-2024 :: School Comparison by Subgroup

12/20/24

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	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

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	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑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 2023-2024 :: School Comparison by Subgroup

12/20/24

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	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓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 Science 2023-2024 :: School Comparison by Subgroup

12/20/24

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	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

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 2023-2024 :: School Comparison by Subgroup

12/20/24

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	63	87%	32	56	10	3	13%	↓1	-
Kettering	42	48%	48	40	12	52%	↓7	-	
King	96	85%	18	68	10	4	15%	↓9	-
Lafayette	130	85%	26	59	12	2	15%	↑4	-
Lincoln	141	79%	17	62	18	3	21%	↑-	-
Longfellow	165	50%	6	44	25	25	50%	↑7	-
Los Cerritos	88	56%	6	50	32	13	44%	↓11	-
Lowell	85	39%	12	27	38	24	61%	↑12	-
Macarthur	44	64%	9	55	30	7	36%	↓2	-
Madison	61	61%	8	52	23	16	39%	↓5	-
Mann	49	78%	39	39	22	22%	↑2	-	
McKinley	85	78%	13	65	18	5	22%	↓2	-
Naples	42	36%	2	33	26	38	64%	↓1	-
Oropeza	95	74%	16	58	22	4	26%	↑15	-
Prisk	89	30%	2	28	25	45	70%	↓2	-
Riley	48	65%	8	56	23	13	35%	↑7	-
Roosevelt	170	89%	28	61	7	4	11%	↓6	-
Signal Hill	104	62%	14	47	23	15	38%	↑10	-
Smith	125	82%	25	57	16	2	18%	↓8	-
Stevenson	94	84%	24	60	12	4	16%	↓6	-
Twain	75	77%	25	52	15	8	23%	↓17	-
Webster	61	84%	20	64	13	3	16%	↓7	-
Whittier	107	88%	31	57	7	6	12%	↓4	-
Willard	89	80%	15	65	16	4	20%	↑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 ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

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	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑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 2023-2024 :: School Comparison by Subgroup

12/20/24

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	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	16%	↑2		↑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 Science 2023-2024 :: School Comparison by Subgroup

12/20/24

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	4,011	75%	18	57	19	6	25%	↑3		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		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.

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

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	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑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 2023-2024 :: School Comparison by Subgroup

12/20/24

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 K-8	3,691	58%	33	25	20	22	42%	↑-	↓3
Avalon	227	87%	57	30	10	3	13%	↓7	↓12
Cubberley	647	45%	24	21	22	33	55%	↑-	↓4
Muir	654	66%	36	30	20	14	34%	↑-	↓1
Newcomb	549	30%	10	20	27	43	70%	↓4	↓5
Powell	549	74%	49	26	16	10	26%	↑4	↑-
Robinson	532	81%	52	29	14	5	19%	↓2	↓2
Tincher	530	39%	15	24	25	36	61%	↓-	↓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 Science 2023-2024 :: School Comparison by Subgroup

12/20/24

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	1,285	68%	17	51	22	10	32%	↑2		-
Avalon	114	89%	27	62	10		11%	↓4		-
Cubberley	218	52%	10	43	28	20	48%	↑3		-
Muir	238	78%	17	61	17	5	22%	↑3		-
Newcomb	177	34%	2	32	40	26	66%	↓5		-
Powell	183	84%	33	51	14	2	16%	↑5		-
Robinson	182	87%	24	64	10	2	13%	↓1		-
Tincher	173	56%	10	46	32	12	44%	↑8		-

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 2023-2024 :: School Comparison by Subgroup

12/20/24

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	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2	15	82	98%	98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8	8%	8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6	28	66	94%	94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓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 2023-2024 :: School Comparison by Subgroup

12/20/24

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	4,629	76%	55	22	14	10	24%	↓2		↓11	
Browning	46	87%	76	11	13		13%	↑11		↓10	
Cabrillo	334	91%	76	15	8		9%	↑1		↓5	
CAMS	170	6%		15	18		76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2	
Jordan	495	92%	75	17	6	2	8%	↑1		↓10	
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12	
McBride	178	55%	26	29	26	19	45%	↑10		↓8	
Millikan	788	68%	41	27	21	11	32%	↓3		↓13	
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10	
Reid	37	100%	92	8			0%	-		↓5	
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20	
Sato	123	29%	9	20	33	38	71%	↓6		↓8	
Wilson	753	84%	61	23	12	4	16%	↓9		↓15	

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 2023-2024 :: School Comparison by Subgroup

12/20/24

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	4,561	76%	15	61	19	5	24%	↓1		-	
Browning	64	94%	27	67	6		6%	↓2		-	
Cabrillo	383	92%	24	69	8		8%	↓5		-	
CAMS	162			16%	15	53	31	84%	↑5		-
EPHS	144	92%	24	68	8		8%	↑4		-	
Jordan	413	93%	22	72	6		7%	↓3		-	
Lakewood	596	85%	17	68	14	1	15%	↓-		-	
McBride	155	72%	13	59	24	4	28%	↓3		-	
Millikan	755	67%	9	58	27	6	33%	↑5		-	
Polytechnic	873	73%	14	59	19	7	27%	↓3		-	
Reid	90	97%	42	54	3		3%	↑2		-	
Renaissance	73	88%	12	75	11	1	12%	↓2		-	
Sato	96	55%	4	51	32	13	45%	↓35		-	
Wilson	757	75%	13	62	21	5	25%	↑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 ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

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	33%	33	33	33	67%	↑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 2023-2024 :: School Comparison by Subgroup

12/20/24

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 ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

All

School	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg
District	31,977	51%	29	22	27	23	49%	↑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.

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

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			
District	32,113	64%	38	25	19	17	36%	↑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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/20/24

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	13,994	73%	17	57	19	7	27%	↑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 2024

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	30.8%	-4.8%	27.6%	0.4%	26.2%	-0.4%	38.3%	-15.9%	African American	27.0%	4.2%
Alvarado	64.0%	6.8%	55.1%	-0.3%	67.9%	16.1%	67.9%	3.9%	African American	42.9%	15.6%
Avalon	23.7%	-2.4%	40.7%	14.8%	17.9%	4.5%	31.3%	-2.1%	Hispanic	20.2%	-0.1%
Barton	27.9%	4.6%	41.1%	15.4%	18.8%	0.7%	26.3%	-0.2%	African American	19.6%	10.4%
Birney	41.2%	-6.5%	31.2%	-16.7%	52.9%	4.5%	40.8%	-6.1%	African American	32.4%	-7.6%
Bixby	64.4%	-1.0%	47.9%	-14.9%	74.4%	12.4%	74.0%	1.6%	African American	50.0%	2.0%
Bryant	47.4%	4.0%	46.2%	14.1%	46.8%	-1.3%	49.1%	-0.9%	African American	23.8%	-8.2%
Burbank	47.6%	10.2%	42.9%	11.5%	43.4%	1.9%	54.9%	17.0%	Hispanic	42.4%	8.9%
Burcham	61.2%	-10.6%	57.9%	-1.0%	57.9%	-17.6%	68.6%	-12.4%	Hispanic	53.2%	-9.6%
Carver	68.2%	-2.6%	60.3%	-6.8%	69.1%	-4.9%	75.0%	3.6%	Hispanic	55.1%	-4.0%
Chavez	32.6%	1.1%	26.1%	-9.3%	36.7%	6.7%	34.8%	4.9%	Hispanic	31.0%	5.3%
Cleveland	81.2%	3.8%	88.1%	12.3%	78.7%	-7.4%	78.0%	8.3%	Hispanic	77.4%	4.9%
Cubberley	68.9%	1.3%	76.7%	-3.6%	66.3%	-14.4%	75.6%	4.8%	African American	43.2%	-2.1%
Dooley	42.6%	1.2%	35.3%	-10.9%	47.2%	0.6%	44.9%	12.5%	African American	32.2%	-0.6%
Edison	23.8%	-11.4%	15.2%	-9.8%	26.8%	-0.6%	30.7%	-19.3%	African American	23.3%	-3.6%
Emerson	74.4%	3.5%	72.2%	1.3%	74.1%	3.9%	77.1%	5.7%	Hispanic	65.2%	1.6%
Fremont	80.6%	0.3%	77.8%	-2.0%	81.0%	-3.4%	84.3%	6.2%	Hispanic	75.6%	8.5%
Gant	80.6%	1.6%	83.2%	7.7%	78.3%	1.8%	80.2%	-5.8%	Hispanic	75.0%	6.0%
Garfield	37.5%	-6.0%	40.0%	-3.3%	39.4%	3.5%	34.0%	-18.8%	Hispanic	31.9%	-7.2%
Gompers	48.6%	-10.9%	48.4%	-5.9%	42.1%	-10.8%	55.2%	-15.4%	African American	31.8%	-11.9%
Grant	32.2%	-4.9%	25.0%	-18.9%	37.9%	7.5%	33.3%	-3.5%	African American	15.2%	-18.9%
Harte	39.9%	3.9%	39.3%	2.8%	32.7%	3.7%	47.1%	5.1%	African American	20.9%	4.3%
Henry	69.4%	3.2%	63.4%	0.7%	67.5%	0.1%	77.3%	9.2%	Hispanic	68.7%	5.8%
Herrera	33.1%	-7.2%	28.6%	0.3%	25.9%	-5.8%	42.2%	-15.0%	African American	18.6%	-6.9%
Holmes	64.0%	6.4%	66.1%	6.1%	78.7%	17.2%	51.5%	0.6%	African American	52.0%	5.4%
Hudson	28.7%	-8.1%	30.8%	-14.8%	26.9%	-1.3%	28.6%	-9.4%	African American	24.3%	4.3%
Kettering	69.9%	-0.4%	68.1%	0.0%	76.6%	4.1%	64.3%	-6.2%	Hispanic	46.3%	-7.9%
King	30.1%	-2.9%	29.1%	-1.9%	24.5%	-2.9%	36.5%	-3.2%	African American	20.7%	-5.4%
Lafayette	37.7%	2.5%	40.0%	1.5%	33.6%	7.7%	39.5%	-2.2%	African American	34.8%	4.8%
Lincoln	41.9%	1.8%	42.6%	4.8%	38.8%	2.2%	44.6%	-2.5%	Hispanic	40.1%	2.9%
Longfellow	62.7%	2.0%	64.2%	8.7%	54.0%	-7.5%	68.5%	4.4%	African American	35.2%	-8.6%
Los Cerritos	63.3%	-9.3%	60.7%	-9.3%	70.7%	0.4%	58.0%	-19.5%	African American	41.7%	-12.9%
Lowell	81.3%	6.3%	84.6%	5.4%	81.5%	9.9%	77.6%	3.3%	Hispanic	69.0%	7.8%
Macarthur	59.7%	0.0%	67.4%	-5.2%	57.4%	3.9%	54.5%	1.8%	Hispanic	59.7%	3.6%
Madison	55.7%	-1.5%	56.7%	6.7%	45.3%	-17.9%	63.9%	5.8%	African American	40.0%	0.0%
Mann	38.8%	3.4%	40.7%	7.4%	28.9%	-6.3%	45.8%	8.5%	African American	36.0%	5.0%
McKinley	39.1%	2.3%	36.9%	12.3%	30.4%	-5.2%	48.2%	0.0%	African American	27.3%	-22.7%
Muir	40.7%	-0.6%	38.2%	-1.8%	34.3%	1.2%	37.5%	-1.3%	Hispanic	36.2%	-2.6%
Naples	84.1%	-2.4%	74.4%	-13.8%	92.5%	7.7%	83.3%	-2.7%	Hispanic	71.8%	-3.2%
Newcomb	79.2%	-1.9%	78.9%	7.3%	69.1%	-4.7%	77.6%	-7.4%	African American	62.5%	-12.5%
Oropeza	41.6%	9.2%	40.9%	-1.8%	39.7%	9.5%	43.6%	16.9%	African American	20.0%	2.5%
Powell	32.4%	-3.6%	29.4%	-16.3%	49.5%	11.9%	32.2%	-5.6%	Other	18.2%	0.0%
Prisk	77.4%	-1.0%	77.2%	2.2%	77.4%	3.0%	77.5%	-8.2%	African American	47.8%	0.2%
Riley	61.0%	15.6%	61.8%	27.0%	55.4%	4.5%	66.7%	16.0%	African American	48.0%	24.0%
Robinson	28.8%	-2.6%	18.8%	0.5%	15.0%	-11.1%	34.1%	-1.8%	African American	25.5%	2.7%

SBAC ELA 2024

	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
63	3.6%	Hispanic	275	30.7%	-3.5%	23.1%	-11.0%	6.8%	-4.9%	6.0%	-1.2%
21	33.7%	Cambodian	47	61.4%	10.4%	33.3%	7.0%	0.0%	-5.3%	0.0%	-5.3%
178	13.9%	White	41	14.4%	-4.2%	0.0%	0.0%	6.5%	3.4%	6.5%	3.4%
56	8.1%	Hispanic	108	15.6%	4.7%	22.2%	-5.6%	6.7%	1.0%	6.4%	0.4%
37	44.0%	Filipino	34	31.0%	-5.4%	23.1%	-12.1%	3.6%	-6.1%	2.0%	-4.9%
28	37.9%	White	33	60.7%	6.9%	57.1%	-12.1%	20.7%	-1.0%	20.7%	-1.0%
21	28.8%	Hispanic	95	36.4%	8.2%	36.4%	-38.6%	23.5%	-5.0%	9.5%	-1.6%
198	22.6%	African American	40	39.8%	5.9%	38.5%	11.4%	17.5%	9.8%	17.5%	10.0%
77	16.5%	White	43	28.6%	0.0%	33.3%	-26.7%	25.0%	-22.8%	23.5%	-24.3%
78	30.6%	Other	42	44.4%	-30.6%	80.0%	25.5%	23.3%	1.6%	23.3%	2.5%
100	0.0%	Hispanic	100	24.4%	-4.2%	0.0%	-17.6%	13.3%	-13.0%	7.5%	-4.4%
84	6.8%	White	82	100.0%	40.0%	100.0%	50.0%	70.0%	2.6%	65.6%	2.6%
44	44.8%	Asian	25	44.2%	2.7%	52.0%	-4.4%	50.8%	12.2%	31.4%	8.7%
59	10.2%	Hispanic	269	34.7%	1.1%	29.0%	-1.7%	3.4%	-5.9%	3.0%	-4.7%
30	0.7%	Hispanic	162	22.1%	-12.7%	25.0%	3.9%	3.2%	-24.8%	3.6%	-11.6%
46	13.7%	White	71	37.5%	-12.5%	66.7%	46.7%	50.0%	3.8%	34.1%	-4.3%
78	13.8%	White	85	66.7%	29.2%	75.0%	8.3%	48.1%	-1.9%	48.1%	-1.9%
92	25.0%	Asian	25	78.3%	11.6%	25.0%	-50.0%	59.4%	-12.1%	59.4%	-12.1%
207	30.2%	Filipino	29	24.8%	-7.6%	30.0%	11.8%	4.2%	-20.8%	4.2%	-20.8%
22	47.3%	Other	24	33.3%	14.6%	43.8%	-19.4%	28.6%	-15.9%	17.5%	-17.8%
33	34.8%	Cambodian	26	23.2%	-5.9%	7.4%	-13.0%	3.4%	-10.3%	3.4%	-9.9%
43	38.0%	Asian	39	34.3%	0.5%	20.7%	-14.4%	7.4%	-5.1%	4.4%	-2.5%
249	9.1%	Other	27	54.7%	3.2%	80.0%	-1.8%	35.7%	-4.3%	35.7%	-4.3%
43	17.1%	Asian	42	25.2%	-15.7%	30.8%	-7.5%	6.5%	-1.0%	5.9%	-1.5%
50	4.2%	Hispanic	73	44.4%	-15.6%	43.8%	13.8%	28.0%	10.4%	26.9%	9.3%
37	34.0%	Filipino	24	26.8%	-6.5%	6.7%	-21.3%	8.3%	-6.0%	2.6%	-6.1%
41	36.3%	Other	23	70.6%	-0.8%	66.7%	22.2%	20.0%	-2.7%	20.0%	-2.7%
29	9.7%	Hispanic	227	25.0%	-2.0%	10.0%	-12.9%	7.1%	-7.6%	6.7%	-9.1%
46	1.3%	Hispanic	338	31.3%	3.6%	26.5%	6.0%	13.9%	8.8%	13.9%	8.8%
342	22.4%	Asian	24	42.2%	4.8%	25.0%	-7.3%	27.7%	11.8%	29.9%	14.5%
71	52.4%	White	89	41.3%	-6.2%	50.0%	7.1%	35.0%	9.4%	34.1%	8.6%
36	33.3%	White	36	60.0%	-9.6%	42.1%	-7.9%	30.0%	-0.8%	30.0%	0.4%
58	18.4%	White	135	76.9%	6.3%	0.0%	-57.1%	60.7%	6.2%	38.8%	4.6%
77	8.0%	White	31	44.4%	-22.2%	33.3%	-21.2%	45.8%	-2.0%	48.0%	0.2%
25	29.6%	Asian	23	42.9%	-23.8%	16.7%	-27.1%	25.0%	15.9%	25.0%	15.9%
25	2.6%	Hispanic	83	19.4%	-0.6%	28.6%	-1.4%	0.0%	-13.3%	0.0%	-6.1%
33	10.9%	Hispanic	173	26.7%	-3.0%	18.2%	-31.8%	14.3%	8.2%	13.9%	8.0%
453	26.8%	Filipino	73	34.6%	-4.3%	35.3%	1.2%	4.7%	-2.6%	2.9%	-1.2%
39	17.1%	White	72	60.0%	-20.0%	33.3%	-66.7%	53.3%	3.3%	53.3%	3.3%
32	25.5%	Other	75	64.0%	-5.6%	90.9%	15.9%	32.8%	-12.1%	32.8%	-12.1%
30	19.2%	Hispanic	186	37.4%	10.7%	31.6%	3.0%	15.4%	9.5%	13.3%	7.6%
22	16.4%	Hispanic	344	29.5%	-4.8%	20.4%	-15.2%	10.6%	-10.2%	12.0%	-6.9%
23	39.1%	White	69	53.3%	-21.7%	45.5%	-23.3%	55.3%	-8.6%	53.8%	-10.0%
25	27.0%	Cambodian	24	54.2%	22.7%	40.0%	-8.0%	15.0%	-9.1%	15.0%	2.3%
110	3.8%	Hispanic	372	26.1%	-5.9%	31.6%	-7.3%	9.8%	3.2%	9.8%	3.3%

SBAC ELA 2024

Gender Diff
10.2%
11.5%
3.4%
0.7%
9.3%
21.4%
8.4%
8.0%
12.7%
4.8%
16.5%
8.8%
10.9%
0.0%
18.0%
5.6%
2.9%
1.1%
16.1%
17.3%
0.4%
8.0%
9.8%
6.0%
8.3%
3.9%
10.9%
9.6%
4.5%
1.5%
8.6%
2.8%
12.3%
8.4%
5.5%
8.3%
3.5%
13.0%
2.0%
15.6%
17.3%
7.4%
5.7%
4.0%
11.0%

SBAC ELA 2024

Roosevelt	32.3%	2.3%	27.9%	-0.6%	27.1%	2.6%	40.0%	2.8%	African American	21.6%
Signal Hill	53.3%	1.3%	51.4%	10.3%	44.4%	-8.9%	64.4%	2.7%	African American	43.1%
Smith	31.1%	-3.8%	32.3%	1.4%	27.0%	-4.1%	33.9%	-8.6%	Hispanic	27.5%
Stevenson	38.3%	6.3%	45.3%	13.7%	33.8%	5.3%	34.8%	-0.6%	Hispanic	34.7%
Tincher	72.3%	3.5%	68.6%	-5.8%	80.2%	14.4%	75.0%	7.4%	African American	51.2%
Twain	52.1%	-3.7%	58.6%	-2.2%	53.3%	1.9%	45.9%	-10.4%	African American	28.0%
Webster	31.5%	2.1%	31.9%	-0.5%	40.3%	14.5%	21.3%	-8.2%	African American	16.7%
Whittier	24.9%	2.3%	20.0%	-2.0%	25.3%	5.6%	28.4%	2.2%	African American	12.9%
Willard	33.6%	1.4%	35.9%	3.6%	36.0%	5.8%	29.2%	-4.9%	African American	15.6%

SBAC ELA 2024

-2.0%	51	19.2%	Asian	27	28.4%	1.5%	26.0%	6.6%	11.5%	-0.5%	11.3%
0.0%	58	31.0%	Asian	58	46.4%	-2.1%	35.7%	-14.3%	19.0%	-0.2%	8.3%
-5.3%	240	24.0%	Asian	33	31.9%	4.6%	26.8%	-8.2%	11.1%	6.9%	6.8%
5.8%	173	1.9%	African American	41	27.3%	2.8%	50.0%	18.4%	14.7%	3.6%	14.7%
1.2%	41	33.6%	Asian	46	53.1%	11.2%	58.3%	6.8%	25.9%	-2.9%	25.5%
-9.5%	25	41.2%	White	26	66.7%	19.6%	58.3%	3.8%	36.0%	1.0%	22.0%
5.3%	42	13.3%	Hispanic	130	34.6%	7.7%	0.0%	-20.8%	27.6%	15.5%	25.0%
1.4%	31	38.2%	Cambodian	47	17.6%	-1.0%	11.1%	-2.7%	4.0%	-4.6%	4.7%
-14.4%	32	29.4%	Cambodian	20	25.5%	-0.8%	18.8%	-14.6%	20.0%	15.0%	20.0%

SBAC ELA 2024

-0.3%	6.5%
-1.9%	9.4%
4.1%	9.9%
3.6%	2.4%
-2.8%	13.7%
-0.6%	3.2%
13.6%	1.5%
-1.2%	3.4%
15.0%	8.4%

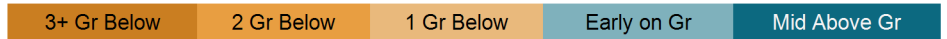


i-Ready Math Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	65	20	80			
			2	63	10	83	8		
			3	68	6	76	10	7	
	Teacher	Kirby, J		1	20	25	75		
				2	21	10	76	14	
				3	23	13	65	13	9
		Madrigal, G		1	19	16	84		
				2	17	12	82	6	
				3	20		85	10	5
		Sam, S		1	23	22	78		
				2	23	9	87	4	
				3	24	4	79	8	8
	Ethnicity	African American		1	9	44	56		
				2	10	20	80		
				3	9	11	78	11	
		Asian		1	4	25	75		
				2	4		100		
				3	4		100		
		Filipino		1	1		100		
				2	1		100		
				3	1				100
		Hispanic		1	50	16	84		
				2	47	9	81	11	
				3	54	6	76	9	9
		White		1	1		100		
				2	1		100		
		Gender	Female		1	39	21	79	
2	39				8	87	5		
3	39				3	79	10	8	
Male			1	26	19	81			
			2	24	13	75	13		
			3	29	10	72	10	7	

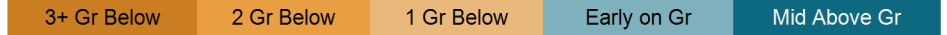


i-Ready Math Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	Low SES	1	57	19	81			
			2	54	9	83			7
			3	56	5	75		13	7
		ELL	1	16	19	81			
			2	13	8	92			
			3	18	6	83			6
		RFEP	1	1	100				
			2	1	100				
			3	1	100				
		EL + RFEP	1	17	18	82			
			2	14	7	93			
			3	19	5	84			5
		Special Ed.	1	3	33	67			
			2	4	50		25	25	
			3	4	50	50			
		Spec Ed. Speech/RSP	1	2	100				
			2	2	50			50	
			3	2	100				
		Foster	1	1	100				
			2	1	100				
			3	1	100				
Homeless	1	3	33	67					
	2	3	33	67					
	3	4	100						

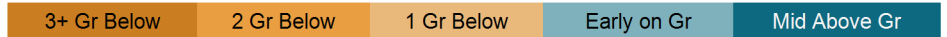


i-Ready Math Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	73	37	60	3		
			2	76	24	68	3	5	
			3	74	19	58	14	9	
	Teacher	OCA, M	1	23	39	61			
			2	23	13	87			
			3	23	13	61	22	4	
		Robles, E	1	23	43	52	4		
			2	25	44	48	4	4	
			3	26	31	54	8	8	
		Suh, M	1	1	100				
			2	1	100				
		Zargarnian, P	1	23	39	57	4		
			2	23	13	70	4	13	
			3	23	13	57	13	17	
		Ethnicity	African American	1	10	40	60		
	2			9	33	56	11		
	3			9	22	44	22	11	
	Asian		1	9	33	67			
			2	9	33	56	11		
			3	9	22	56	11	11	
	Hispanic		1	48	38	60	2		
			2	52	23	71	4	2	
			3	51	20	59	14	8	
	Pacific Islander		1	1	100				
			2	1	100				
			3	1	100				
	White		1	1	100				
2			1	100					
3			1	100					
Other	1	4	25	50	25				
	2	4	75		25				
	3	3	67		33				

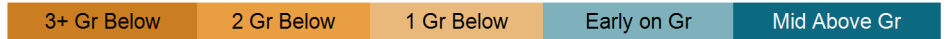
i-Ready Math Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	Gender	Female	1	33	39	58	3		
			2	33	27	70	3		
			3	30	20	57	20	3	
		Male	1	40	35	63	3		
			2	43	21	67	5	7	
			3	44	18	59	9	14	
	Special Populations	Low SES	1	56	43	55	2		
			2	58	28	67	2	3	
			3	54	24	57	11	7	
		ELL	1	26	42	58			
			2	28	32	68			
			3	27	22	67	4	7	
		RFEP	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		EL + RFEP	1	28	39	57	4		
			2	30	30	67	3		
			3	29	21	66	3	10	
		Special Ed.	1	5	80	20			
			2	6	33	67			
			3	6		67		33	
Spec Ed. Speech/RSP	1	3	67	33					
	2	3	33	67					
	3	4		75		25			
GATE/Excel	1	8	13	63		25			
	2	9		44	11	44			
	3	9			11	33	56		

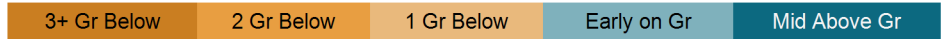


i-Ready Math Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	83	17	43	37	1	4
			2	83	7	25	54	6	7
			3	84	6	21	44	17	12
	Teacher	Colacion, P	1	24	17	50	29	4	
			2	26	8	27	54	4	8
			3	27	11	30	30	7	22
		Gonzalo-Wolovich, C	1	29	10	45	45		
			2	29	3	24	62	7	3
			3	29		21	55	14	10
		Taing, H	1	27	26	33	37	4	
			2	26	8	27	50	4	12
			3	29	7	14	48	28	3
		Thompson, P	2	1	100				
		Ethnicity	African American	1	11	45	45	9	
				2	12	17	33	50	
	3			13	23	23	38	15	
	Asian		1	6		33	33	17	17
			2	5			40	60	
			3	6			33	33	33
	Hispanic		1	60	15	45	40		
			2	59	5	29	54	7	5
			3	60	3	23	45	15	13
	Pacific Islander		1	3	100				
			2	3		67	33		
			3	2		50	50		
	White		1	1	100				
			2	1	100				
			3	1	100				
	Other	1	2	50	50				
		2	3	33	67				
3		2	100						

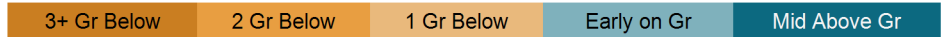


i-Ready Math Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Gender	Female	1	40	20	55	25		
			2	39	3	31	62	5	
			3	39	5	28	44	21	3
		Male	1	43	14	33	49	2	
			2	44	11	20	48	11	9
			3	45	7	16	44	13	20
	Special Populations	Low SES	1	70	16	43	39	1	
			2	68	4	26	54	7	7
			3	67	3	21	45	18	13
		ELL	1	29	24	48	24	3	
			2	30	10	37	43	7	3
			3	30	3	30	47	7	13
		RFEP	1	1		100			
			2	1		100			
			3	1					100
		EL + RFEP	1	30	23	47	27	3	
			2	31	10	35	45	6	3
			3	31	3	29	45	10	13
		Special Ed.	1	7	43	43	14		
			2	8	25	38	38		
			3	7	43	57			
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3		100			
			3	3	67	33			
		Foster	1	1		100			
			2	1		100			
		Homeless	1	5	20	60	20		
			2	5	40	60			
			3	5	40	60			
		GATE/Excel	1	9		78	11	11	
2	8				25	13	63		
3	9				11	22	67		

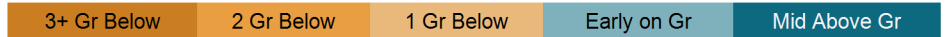


i-Ready Math Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	71	24	32	41	1	
			2	68	15	19	51	10	4
			3	69		13	19	33	25
	Teacher	Chao, A	1	22	36	27	32	5	
			2	23	13	26	48	4	9
			3	23		17	22	26	26
		Smith, L	1	21	24	19	57		
			2	22	18	14	55	9	5
			3	23		17	17	30	30
		Valenzuela, M	1	22	14	45	36	5	
			2	23	13	17	52	17	
			3	23		9	13	43	17
	Ethnicity	African American	1	14	14	57	29		
			2	13	15	8	69	8	
			3	14		14	21	29	29
		Asian	1	6	17	33	33	17	
			2	6		33	17	33	17
			3	6		17	17	50	17
		Hispanic	1	47	28	28	43	2	
			2	45	13	24	51	7	4
			3	46		13	20	37	22
		Pacific Islander	1	1		100			
			2	1		100			
			3	1		100			
White		1	1		100				
		2	1		100				
		3	1		100				
Other	1	2		100					
	2	2			50		50		
	3	1					100		

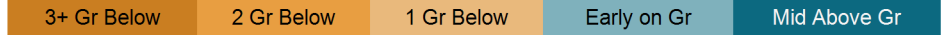


i-Ready Math Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Gender	Female	1	37	27	32	38	3		
			2	38	16	24	47	13		
			3	40	15	25	28	25	8	
		Male	1	34	21	32	44	3		
			2	30	13	13	57	7	10	
			3	29	10	10	41	24	14	
	Special Populations	Low SES	1	58	29	33	36	2		
			2	53	17	21	47	11	4	
			3	53	15	21	36	19	9	
		ELL	1	22	41	23	36			
			2	21	14	29	52	5		
			3	21	14	29	29	29		
		RFEP	1	2			50		50	
			2	2			50		50	
			3	2			50		50	
		EL + RFEP	1	24	42	21	33	4		
			2	23	17	26	48	4	4	
			3	23	17	26	26	26	4	
		Special Ed.	1	14	64	14	21			
			2	15	40	27	20	7	7	
			3	15	40	27	20	7	7	
		Spec Ed. Speech/RSP	1	12	58	17	25			
			2	13	38	23	23	8	8	
			3	13	38	23	23	8	8	
		Foster	1	1	100					
			2	1	100					
			3	1	100					
		Homeless	1	2	50	50				
			2	1	100					
			3	1	100					
GATE/Excel	1	15	13	73	7	7				
	2	15		7	40	40	13			
	3	15			7	53	40			

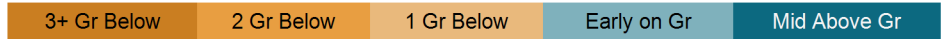
i-Ready Math Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	81	26	20	43	9	2
			2	81	19	15	44	16	6
			3	84	17	10	39	25	10
	Teacher	DORIA, A	1	28	21	14	46	14	4
			2	27	19	19	48	11	4
			3	29	17	10	41	21	10
		Lourenco, S	1	26	31	15	42	8	4
			2	27	19	7	37	30	7
			3	27	15	7	30	37	11
		Venegas Chargoy, M	1	27	22	30	44	4	
			2	28	18	18	46	11	7
			3	28	14	11	50	18	7
		Thompson, P	3	1	100				
		Ethnicity	African American	1	3	33	33	33	
	2			5	20	20	60		
	3			5	20	20	60		
	Asian		1	5	40	20	40		
			2	6	33	17	50		
			3	6	50	50			
	Filipino		1	2	50	50			
			2	2	100				
			3	3	33	67			
	Hispanic		1	68	29	19	44	7	
			2	65	22	14	43	18	3
			3	66	18	8	42	24	8
	Pacific Islander		1	1	100				
		2	1	100					
3		1	100						
White	1	2	50	50					
	2	2	100						
	3	2	100						
Other	3	1	100						

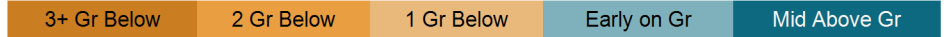
i-Ready Math Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Gender	Female	1	38	24	26	42	8	
			2	38	18	13	53	13	3
			3	40	18	8	43	25	8
		Male	1	43	28	14	44	9	5
			2	43	19	16	37	19	9
			3	44	16	11	36	25	11
	Special Populations	Low SES	1	72	25	19	44	8	3
			2	73	19	12	47	15	7
			3	74	18	7	42	26	8
		ELL	1	30	43	17	37	3	
			2	29	31	28	34	7	
			3	30	23	13	50	13	
		RFEP	1	4	25		75		
			2	4			50		50
			3	4			50	25	25
		EL + RFEP	1	34	38	18	41	3	
			2	33	27	24	36	12	
			3	34	21	12	50	15	3
		Special Ed.	1	13	92		8		
			2	14	64		21	7	7
			3	14	64	7	29		
	Spec Ed. Speech/RSP	1	12	92		8			
		2	12	67		25	8		
		3	12	58	8	33			
	Foster	1	1	100					
		2	1	100					
		3	1	100					
GATE/Excel	1	7		14	29	29	29		
	2	7			29	29	43		
	3	7				29	71		
Homeless	2	1	100						
	3	1				100			

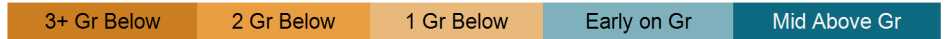
i-Ready Reading Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	65	15	80	5		
			2	62	5	76	11	8	
			3	65	3	45	26	26	
	Teacher	Kirby, J		1	21	24	71	5	
				2	21	5	76	5	14
				3	23	9	39	30	22
		Madrigal, G		1	19	11	79	11	
				2	17	6	65	6	24
				3	20		40	35	25
		Sam, S		1	23	13	87		
				2	22	5	73	23	
				3	24		46	21	33
	Ethnicity	African American		1	10	30	70		
				2	9	11	89		
				3	9		56	22	22
		Asian		1	3	33	67		
				2	4		100		
				3	4		50	50	
		Filipino		1	1		100		
				2	1				100
				3	1				100
		Hispanic		1	50	12	82	6	
				2	47	4	72	15	9
				3	51		43	25	27
	White		1	1		100			
			2	1		100			
	Gender	Female		1	40	13	80	8	
2				38	5	74	11	11	
3				38	3	53	21	24	
Male			1	25	20	80			
			2	24	4	79	13	4	
			3	27		33	33	30	

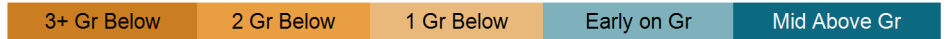
i-Ready Reading Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	Special Populations	Low SES	1	58	16	79	5		
			2	53	4	79	11	6	
			3	53		2	47	23	28
		ELL	1	16	13	88			
			2	15		80	13	7	
			3	15	7	60	13	20	
		RFEP	1	1		100			
			2	1		100			
			3	1		100			
		EL + RFEP	1	17	12	88			
			2	16		81	13	6	
			3	16	6	63	13	19	
		Special Ed.	1	4		50	50		
			2	4	25	75			
			3	4		25	50	25	
		Spec Ed. Speech/RSP	1	2		100			
			2	2		100			
			3	2		50		50	
		Foster	1	1		100			
			2	1		100			
			3	1		100			
Homeless	1	3		100					
	2	3		100					
	3	4			25	25	50		

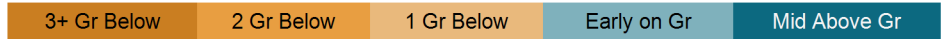
i-Ready Reading Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	72	31	50	11	8	
			2	71	18	41	21	20	
			3	72	15	36	13	36	
	Teacher	OCA, M	1	23	39	43	17		
			2	23	17	35	30	17	
			3	23	17	30	13	39	
		Robles, E	1	23	26	57	9	9	
			2	25	24	40	16	20	
			3	26	19	50	4	27	
		Suh, M	1	1	100				
			2	1	100				
		Zargarnian, P	1	23	26	39	13	22	
			2	23	13	39	17	30	
			3	23	9	26	17	48	
		Ethnicity	African American	1	9	56	33	11	
	2			9	11	56	22	11	
	3			9	11	44	11	33	
	Asian		1	8	38	50	13		
			2	8	13	75	13		
			3	9	11	56	22	11	
	Hispanic		1	49	29	51	14	6	
			2	48	23	33	21	23	
			3	49	16	35	10	39	
	Pacific Islander		1	1	100				
			2	1	100				
			3	1	100				
	White		1	1				100	
			2	1				100	
			3	1				100	
	Other	1	4	75		25			
2		4		25	50	25			
3		3			33	67			

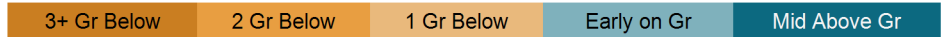
i-Ready Reading Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	Gender	Female	1	33	27	55	9	9		
			2	31	16	45	16	23		
			3	30	10	37	10	43		
		Male	1	39	33	46	13	8		
			2	40	20	38	25	18		
			3	42	19	36	14	31		
	Special Populations	Low SES	1	57	35	49	9	7		
			2	54	20	46	19	15		
			3	52	15	37	17	31		
		ELL	1	26	42	50	8			
			2	24	38	33	21	8		
			3	26	19	42	15	23		
		RFEP	1	2				50	50	
			2	2				50	50	
			3	2					100	
		EL + RFEP	1	28	39	46	11	4		
			2	26	35	31	23	12		
			3	28	18	39	14	29		
		Special Ed.	1	6	50	50				
			2	5	40	40	20			
			3	6	67	17	17			
		Spec Ed. Speech/RSP	1	3	67	33				
			2	3	67	33				
			3	4	75	25				
GATE/Excel	1	8			13	38	50			
	2	9				22	78			
	3	9					100			

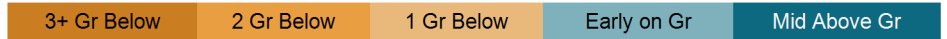
i-Ready Reading Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	83	14	40	19	17	10	
			2	83	10	27	29	22	13	
			3	82	10	17	34	20	20	
		Teacher	Colacion, P	1	24	13	46	17	17	8
				2	26	15	23	35	15	12
				3	26	15	27	27	12	19
			Gonzalo-Wolovich, C	1	29	17	31	24	14	14
				2	29	7	28	28	24	14
				3	29	7	14	34	24	21
	Taing, H		1	27	7	41	19	26	7	
			2	27	4	26	33	22	15	
			3	28	7	14	39	21	18	
	Thompson, P	2	1	100						
	Ethnicity	African American	1	12	8	58	17	17		
			2	12	33	50	8	8		
			3	11	18	9	64	9		
		Asian	1	5		40		40	20	
			2	5		40			60	
			3	6		33			67	
		Hispanic	1	60	18	37	20	15	10	
			2	59	12	29	25	22	12	
			3	60	10	20	30	22	18	
		Pacific Islander	1	3	33	67				
			2	3		33		67		
			3	2		50		50		
		White	1	1	100					
			2	1	100					
3			1	100						
Other	1	2				50	50			
	2	3		33		67				
	3	2				50	50			

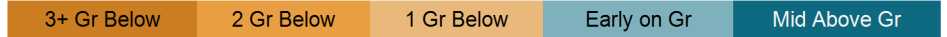
i-Ready Reading Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	Gender	Female	1	41	17	39	20	20	5
			2	39	8	31	31	23	8
			3	39	13	13	41	23	10
		Male	1	42	12	40	19	14	14
			2	44	11	23	27	20	18
			3	43	7	21	28	16	28
	Special Populations	Low SES	1	70	13	41	20	17	9
			2	69	10	23	30	22	14
			3	66	6	17	36	20	21
		ELL	1	30	23	40	27	10	
			2	29	17	21	38	21	3
			3	30	13	17	40	20	10
		RFEP	1	1					100
			2	1					100
			3	1					100
		EL + RFEP	1	31	23	39	26	10	3
			2	30	17	20	37	20	7
			3	31	13	16	39	19	13
		Special Ed.	1	7	29	71			
			2	8	25	38	25	13	
			3	7	14	14	57	14	
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	33	67			
			3	3	33	33	33		
		Foster	1	1	100				
			2	1	100				
		Homeless	1	5	20	60	20		
			2	5	20	60	20		
			3	5	20	40	20	20	
		GATE/Excel	1	9				33	67
2	9						100		
3	9						100		

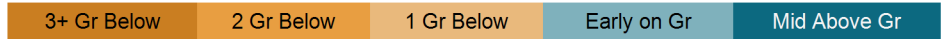
i-Ready Reading Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	68	24	15	54	6	1	
			2	67	15	12	55	13	4	
			3	66	18	11	52	12	8	
	Teacher	Chao, A	1	22	23	9	64	5		
			2	23	13	17	52	9	9	
			3	23	22	9	43	17	9	
		Smith, L	1	21	33	10	57			
			2	22	32	5	55	9		
			3	23	22	13	52	13		
		Valenzuela, M	1	22	9	27	50	14		
			2	23	4	13	57	22	4	
			3	23	9	9	61	9	13	
	Ethnicity	African American	1	12	17		67	17		
			2	13	8	8	62	23		
			3	13	8		69	15	8	
		Asian	1	6	17	17	50	17		
			2	6		17	17	33	17	17
			3	6		33		33	17	17
		Hispanic	1	47	26	17	55	2		
			2	45	18	11	58	11	2	
			3	44	18	14	52	11	5	
		White	1	1			100			
			3	1			100			
		Other	1	2			50		50	
			2	2			50		50	
			3	1					100	
		Pacific Islander	2	1			100			
	3		1			100				
	Gender	Female	1	35	20	11	60	9		
			2	38	16	11	55	16	3	
3			38	13	13	50	16	8		
Male		1	33	27	18	48	3	3		
		2	29	14	14	55	10	7		
		3	28	25	7	54	7	7		

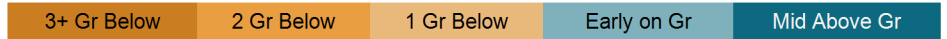
i-Ready Reading Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	Low SES	1	56	29	18	48	5	
			2	53	17	13	51	15	4
			3	51	24	12	43	14	8
		ELL	1	22	36	32	32		
			2	21	24	19	57		
			3	20	25	20	45	10	
		RFEP	1	2			50		50
			2	1					100
			3	2			50		50
		EL + RFEP	1	24	33	29	33	4	
			2	22	23	18	55	5	
			3	22	23	18	45	9	5
		Special Ed.	1	14	57	14	29		
			2	14	43	14	36	7	
			3	15	47	20	27	7	
		Spec Ed. Speech/RSP	1	12	58	17	25		
			2	12	42	17	33	8	
			3	13	46	15	31	8	
		Foster	1	1			100		
			2	1			100		
			3	1			100		
Homeless	1	2	50		50				
	2	1					100		
	3	1					100		
GATE/Excel	1	14			71	21	7		
	2	14			36	43	21		
	3	14			29	36	36		

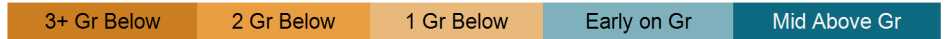
i-Ready Reading Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	79	20	33	29	10	8
			2	81	14	31	32	17	6
			3	83	8	23	34	25	10
	Teacher	DORIA, A	1	28	11	36	29	18	7
			2	28	14	32	32	18	4
			3	29	3	31	31	24	10
		Lourenco, S	1	26	27	19	35	8	12
			2	27	19	22	33	19	7
			3	27	15	11	37	26	11
		Venegas Chargoy, M	1	27	26	41	26	4	4
			2	28	11	36	32	14	7
			3	28	7	25	36	25	7
	Ethnicity	African American	1	3	33	33	33		
			2	4	25	50	25		
			3	5	20	40	20	20	
		Asian	1	6	33	33	33		
			2	6	33	33	33		
			3	5		40	20	40	
		Filipino	1	1	100				
			2	2	50	50			
			3	3		33	67		
		Hispanic	1	66	23	35	26	12	5
			2	67	16	30	30	19	4
			3	67	9	25	33	25	7
Pacific Islander		1	1	100					
		3	1	100					
White		1	2	50	50				
	2	2	50	50					
	3	2	50	50					

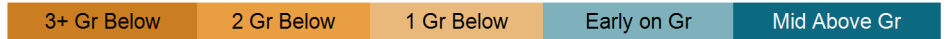
i-Ready Reading Overall Relative Placement

School Data by Subgroup

McKinley 2023-2024 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	Gender	Female	1	37	16	30	38	11	5
			2	39	13	23	44	18	3
			3	40	10	15	38	33	5
		Male	1	42	24	36	21	10	10
			2	42	14	38	21	17	10
			3	43	7	30	30	19	14
	Special Populations	Low SES	1	70	20	31	30	10	9
			2	72	15	29	32	17	7
			3	73	10	22	34	23	11
		ELL	1	29	31	59	10		
			2	30	27	47	27		
			3	30	13	40	37	10	
		RFEP	1	4		50		50	
			2	4		25	25	50	
			3	4		50		50	
		EL + RFEP	1	33	27	58	9	6	
			2	34	24	44	26	6	
			3	34	12	35	38	9	6
		Special Ed.	1	14	79		21		
			2	13	54		46		
			3	14	43	43	14		
		Spec Ed. Speech/RSP	1	12	83		17		
			2	11	55		45		
			3	12	42	50	8		
	Foster	1	1	100					
		2	1	100					
		3	1	100					
GATE/Excel	1	6			17	33	50		
	2	7			29	29	43		
	3	7				57	43		
Homeless	2	1	100						
	3	1				100			



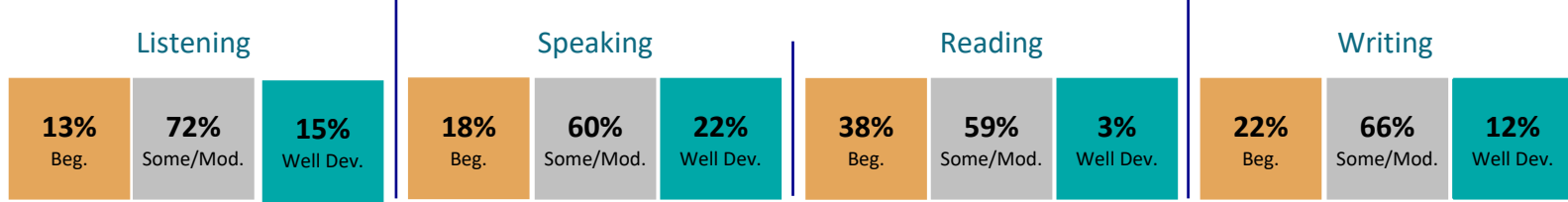
ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: McKinley

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



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
00	25%	75%	0%	0%	25%	75%	0%	50%	50%	0%	25%	75%	0%	75%	25%	0%
01	17%	44%	33%	6%	11%	78%	11%	6%	83%	11%	22%	78%	0%	33%	44%	22%
02	29%	32%	39%	0%	13%	55%	26%	26%	68%	0%	39%	45%	10%	23%	71%	0%
03	13%	40%	47%	0%	7%	83%	10%	13%	67%	20%	30%	67%	3%	13%	77%	10%
04	23%	59%	18%	0%	23%	68%	9%	32%	50%	18%	55%	45%	0%	18%	59%	23%
05	10%	32%	55%	3%	13%	71%	16%	6%	35%	58%	42%	58%	0%	19%	68%	13%

McKinley Elementary School

2024-2025

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

2024-2025

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 para 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



2024-2025 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.

* * * * *

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 10/2/24 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 2024. McKinley Elementary, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

12/10/24

Date



Escuela Primaria William McKinley

6822 Paramount Blvd.

Long Beach, CA 90805

Dulnari Edirisinghe-Aga, Director

Pautas de participación familiar 2024-2025

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 la familia del año anterior.

actividades de participación descritas en el Plan Único para el Rendimiento Estudiantil

- 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 clases

3. La Primaria McKinley actualizará periódicamente sus Pautas de participación familiar para cumplir con los

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

- Celebrar un número flexible de reuniones en diferentes horarios
- Notificaciones/folleto 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 la

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 principales
- 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. Casa abierta
 - 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 satisfactoria 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 trabajan 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 LBUUSD

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 enumeren 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 alfabetización 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; • formar a 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 10/2/24 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 2024. McKinleyElemental, cuando sea posible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.



Firma del director

12/10/24

Fecha

Para escuelas primarias, K-8 y secundarias, revisado en julio de 2017