



McBride

School Plan for Student Achievement
2025-2026

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 (ELA)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (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 Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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 <https://www.lbschools.net/departments/vision-2035/strategic-plan>, 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 (Smarter Balanced Assessment System) 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:

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

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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 United States Code (U.S.C.) § 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.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 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 U.S.C. § 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 U.S.C § 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

Growth in ELA scores from 53%(22-23) to 61% (23-24)Black students had a 2% growth (56%-58%)Female students had a 10% growth (71%-81%)Hispanic students had a 15% growth (64%-79%)

Growth in ELA scores from 53%(22-23) to 61% (23-24)Black students had a 2% growth (56%-58%)Female students had a 10% growth (71%-81%)Hispanic students had a 15% growth (64%-79%)

ELA Goals

By the end of the 2025-2026 school year, 80% of our 11th grade students will demonstrate proficiency on their grade-level CCSS standards in reading, writing, and speaking and listening. Claim 1 will be the focus.

Teachers will continue to focus on U3, Intentional and Consistent Engagement. This will be monitored by classroom visits and follow up to professional development.

By the end of the 2025-2026 school year, 80% of our students will demonstrate proficiency on their grade-level CCSS standards in reading, writing, and speaking and listening.

Comprehensive Needs Assessment: Mathematics

Math Findings

The SBAC Math Data decreased from 49% exceeded or met at the end of Semester 1 last year Jan. 2024 to 30% exceeded or met at the end of semester 1 this year Jan. 2025.

Our AA students did not meet the annual target set by the district. The students enrolled in math did increase in the ABC rates- by 1% when comparing S1 24-25 with S1 25-26.

Therefore, by June 2026 to goal will remain the same to increase by 8% points in ABC rate, district assessment or SBAC assessment.

Math Goals

By May, 2026, at least 60% of students with math grades below C, will have participated in targeted intervention, evidenced through sign in logs for students.

Teachers' office hours are available on the website and within all syllabi for students to schedule time with teachers for support, especially if the grade is below a C.

When students fall below a C, parents will be notified through phone call or email and asked to support by having scholars stay after school during an unscheduled 7th or 8th period for targeted intervention.

When students are tardy they will be expected to attend targeted intervention to resolve the tardy and have an opportunity to gain missed knowledge or make up missed work.

There is a discrepancy between Math Scores n district assessments and SBAC scores and Math Grades. Scholars who gain A's in class should also meet mastery on district and state assessments. This gap should decrease an additional 8% points.

Since connectedness reflects engagement, teachers will continue to work with students to build relationship and efficacy around mathematics.

Teachers will continue to focus on U3, Intentional and Consistent Engagement, which will be monitored by classroom visits and follow after professional development.

Math Goals

By June 2026, scores in math will have improved another 8% in met or exceeded combined-in ABC rate, district assessment or SBAC assessment.

There is a discrepancy between Math Scores n district assessments and SBAC scores and Math Grades.

Scholars who gain A's in class should also meet mastery on district and state assessments. This gap should decrease an additional 8% points.

Since connectedness reflects engagement, teachers will continue to work with students to build relationship and efficacy around mathematics.

Teachers will continue to focus on U3, Intentional and Consistent Engagement, which will be monitored by classroom visits and follow after professional development.

Teachers' office hours are available on the website and within all syllabi for students to schedule time with teachers for support, especially if the grade is below a C.

When students fall below a C, parents will be notified through phone call or email and asked to support by having scholars stay after school during an unscheduled 7th or 8th period for targeted intervention.

When students are tardy they will be expected to attend targeted intervention to resolve the tardy and have an opportunity to gain missed knowledge or make up missed work.

Comprehensive Needs Assessment: English Learners

English Learner Findings

While we do not have a significant subgroup of English Learners, we continue to monitor in the classroom. We have discussed the fact that many of our EL students are in our Specialized Healthcare class and are unable to speak,,making it impossible for them to take the ELPAC exam.

English Learner Goals

Teachers will be aware of all English Learners. Should a new comer enroll at McBride, we will contact the ELD department for immediate support.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Sense of belonging improved 55% (22-23 SY) to 64% (23-24 SY) Sense of Belonging ended at 83% for Spring 2025.
Safety was the lowest mark at 73%. The CJI Pathway had lowest percentages bellow all other pathways.
Suspension rates increased for Socio-Disadvantaged students, Asians and 2 or more races.

Culture/Climate Goals

By June 2026, we will have enhanced our schools Culture & Climate through improved sense of belonging for all students, with a specific focus on African American, Female, and Hispanic subgroups as evidenced through the CORE and Pulse Surveys. Teachers will employ engagement strategies in the classroom to support a sense of belonging. They will also get to know their students. This will be monitored through survey data and observations.

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	<p>1) By the end of the 2024-2025 school year, 80% of our 11th grade students will demonstrate proficiency on their grade-level CCSS standards in reading, writing, and speaking and listening. Claim 1 will be the focus.</p> <p>Teachers will continue to focus on U3, Intentional and Consistent Engagement. This will be monitored by classroom visits and follow up to professional development.</p> <p>2) By the end of the 2024-2025 school year, 80% of our students will demonstrate proficiency on their grade-level CCSS standards in reading, writing, and speaking and listening.</p>	Goal Met	<p>CCSS standard proficiency is measured by SBAC, grades and district assessments.</p> <p>11th grade students performed at 82% on ELA SBAC.</p> <p>All ELA students performed at 93% on Q1 District Assessment.</p> <p>All ELA students performed at 82% on Q2 District Assessment.</p> <p>ELA students received a 90% or higher on semester 1 ABC rates.</p>	Teachers will now focus on Collaborative conversations, intentional student engagement and Free Response Questions to support students' academic growth

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
Math	1) By May, 2025, at least 60% of students with math grades below C, will have participated in targeted intervention. By June 2025, our scores in math will have improved another 8% in met or exceed combined. 2) By May, 2025, at least 60% of students with math grades below C, will have participated in targeted intervention. By June 2025, our scores in math will have improved another 8% in met or exceed combined. Teachers will continue to work with targeted groups to ensure connectedness to school Teachers will continue to focus on U3, Intentional and Consistent Engagement. This will be monitored by classroom visits and follow up to professional development.	Goal Partially or Not Met	Teachers found it to be difficult for students to stay after school for support as many are not residents of the immediate neighborhood.	Teachers will invite students to their office hours which are embedded in the school day.

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
English Learner	1) Teachers will be expected to know their EL students to ensure that appropriate strategies and progress monitoring are in place. Engagement strategies will be expected in classrooms as a part of instruction to ensure students are working toward being RFEP. This will be monitored by the Principal and Assistant Principal.	Goal Met	Teachers strategically seated EL students to ensure that they had support from peers as well as easy access to curriculum. This was evident as the SBAC data showed growth.	Teachers will continue to monitor EL students to ensure supports are in place to improve outcomes.
Culture/Climate	1) By June 2025, we will have enhanced our schools Culture & Climate through improved sense of belonging for all students, with a specific focus on African American, Female, and Hispanic subgroups as evidenced through the CORE and Pulse Surveys. Teachers will employ engagement strategies in the classroom to support a sense of belonging. They will also get to know their students. This will be monitored through survey data and observations.	Goal Met	Students participated in surveys to determine their level of belonging and school connectedness. Students had more voice in happenings on campus. Teachers focused on engagement in the classroom to improve school connectedness. This was evident through walkthrough data.	Administration and instructional staff along with all stakeholders will increase student Sense of Belonging (Student Connectedness) as evidenced by involvement in student clubs and activities as well as Student Connectedness-oriented surveys (i.e. CORE). While this is a schoolwide goal meant to benefit all students, there will be particular emphasis on Female students, African-American students, Latinos, and students with disabilities.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Teacher is teaching Ethnic Studies during conference period (IN 3)	Strong Positive Impact	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
McBride will employ a College Technology Aide for 17.5 hours per week for the entire 2024-2025 school year for high school readiness. The aide will also work 32 hours during summer. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Support for all three Pathway Interventions at McBride, ENG, CJI, HM. Field trips, Professional Development, Materials/Supplies for students, Pathway Competitions, Additional Hourly for teachers (Pathway Work). Linked Learning connected activities. (IN 2)	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>Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) becomes an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.</p> <p>Reading activities are based on contemporary themes in</p>	<p>Interim Assessments</p> <p>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression</p>	<p>My Perspectives, 2017, Pearson</p>

literature and non-fiction selections to provide for an ever-changing and highly motivational curriculum.

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

Writing Tasks

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Unit and section introduction tasks: section overview activities, Launch Text activities
- Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure
- Language Development tasks: concept vocabulary, word study, conventions, author’s style
- Preparation for performance assessments, Unit reflections, evidence logs, word networks
- Short constructed response, Cornell notes, double entry journals, journal quick writes

Formative Assessments/Quizzes

These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next.

These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:

- Brief quizzes and general comprehension checks

	<ul style="list-style-type: none"> • Thinking Maps • Selection Tests <p>Homework This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.</p>	
<p>Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) becomes an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.</p> <p>Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever-changing and highly motivational curriculum.</p> <p>LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:</p> <ul style="list-style-type: none"> • Unit and section introduction tasks: section overview activities, Launch Text activities • Making Meaning tasks: First Read & Close Read 	<p>My Perspectives, 2017, Pearson</p>

<p>literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.</p> <p>Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyeyznk2e7i/HS-Course-Selection-Guide.pdf</p>	<p>guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure</p> <ul style="list-style-type: none"> • Language Development tasks: concept vocabulary, word study, conventions, author’s style • Preparation for performance assessments, Unit reflections, evidence logs, word networks • Short constructed response, Cornell notes, double entry journals, journal quick writes <p>Formative Assessments/Quizzes These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next. These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:</p> <ul style="list-style-type: none"> • Brief quizzes and general comprehension checks • Thinking Maps • Selection Tests <p>Homework This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.</p>	
<p>Students pursue a balanced, integrated literacy program of literature and language study to promote academic</p>	<p>Interim Assessments End of learning assessments to demonstrate</p>	<p>My Perspectives, 2017, Pearson</p>

discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) become an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.

Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum.

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk>

competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:

- Interim district assessment
- Unit tests
- Portfolios

Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression
Writing Tasks

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Unit and section introduction tasks: section overview activities, Launch Text activities
- Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure
- Language Development tasks: concept vocabulary, word study, conventions, author’s style
- Preparation for performance assessments, Unit reflections, evidence logs, word networks
- Short constructed response, Cornell notes, double entry journals, journal quick writes

Formative Assessments/Quizzes

These assessments allow teachers and students to

12caus/l70nrxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf

collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next. These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:
 Brief quizzes and general comprehension checks
 Thinking Maps
 Selection Tests

Homework
 This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios 	<p>My Perspectives, 2017, Pearson</p>

Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc.
- Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks
- Short constructed response, Cornell notes, double entry journals, journal quick writes
- Teacher modeled writing lesson activities

Language Production through Speaking & Listening Tasks:

Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:

- Performance Task: Speaking and Listening Focus (small group presentation)
- Effective Expression Speaking & Listening tasks
- Everyday classroom participation, active

	<p>participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader's theater, choral response, recitations</p>	
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p> <p>Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing</p> <p>LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks</p> <p>These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:</p> <ul style="list-style-type: none"> • Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc. • Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks • Short constructed response, Cornell notes, double entry journals, journal quick writes • Teacher modeled writing lesson activities 	<p>My Perspectives, 2017, Pearson</p>

<p>expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.</p> <p>Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf</p>	<p>Language Production through Speaking & Listening Tasks: Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:</p> <ul style="list-style-type: none"> • Performance Task: Speaking and Listening Focus (small group presentation) • Effective Expression Speaking & Listening tasks • Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader’s theater, choral response, recitations 	
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p> <p>Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily</p>	<p>My Perspectives, 2017, Pearson</p>

reading and writing

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc.
- Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks
- Short constructed response, Cornell notes, double entry journals, journal quick writes
- Teacher modeled writing lesson activities

Language Production through Speaking & Listening Tasks:

Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:

- Performance Task: Speaking and Listening Focus (small group presentation)
- Effective Expression Speaking & Listening tasks
- Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader’s theater, choral response, recitations

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials

<p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Precalculus.</p>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p>	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</p>
<p>Algebra 1 The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.</p>	<p>End of Unit Assessment embedded into each Unit of Instruction</p>	<p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p>
<p>Intensified Algebra I is offered to a small group of approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.</p>	<p>Quarter Assessments (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p>	<p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p>
	<p>SBAC Summative Assessment (Grade 11)</p>	<p>Precalculus: Precalculus, McGraw Hill, 2014</p>

Geometry

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the Geometry conceptual category. In this Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time focuses on five critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.

Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and

generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

Precalculus

Precalculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors. Precalculus is not a required course for A-G completion. See additional 4th year options below.

4th Year Options

To meet the four year math requirement and to provide access to upper level math classes, some schools offer additional math electives, which may include:

Introduction to Applied Math (not A-G)

Intro to Data Science (IDS)

Functions, Statistics & Trigonometry (FST)

Finite Math

AP Statistics

AP Calculus (AB or BC)

For other math offerings and the full catalog of high school courses, please visit:

<https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection->

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
Students need to be exposed to VAPA enrichment to increase motivation in the classroom. Pathway Certification 50, Elective Curriculum 50	As part of Prop 28, students will receive VAPA lessons during the school week.	All Students	Prop 28 \$87,717 Teacher - Secondary .5 FTE - Prop 28 100%	08/22/2025 - 06/12/2026 Daily	VAPA Teacher	Principal, Assistant Principal Pathway Certification 50, Elective Curriculum 50
Technology support is needed to assist trouble shooting, fix technology issues and support teachers with effective utilization of technology in the classroom. Assistance is also needed for various computer based assessments including AP Spanish, SBAC, district Unit Assessments, and PLTW. Other College Readiness Measures 50, Pathway Certification 50	McBride will employ a College Technology Aide for 17.5 hours per week for the entire 2025-2026 school year for high school readiness. The aide will also work 32 hours during summer.	All Staff, All Students	LCFF \$15,588 Technology College Student Aide (1) for 625 hours annually - LCFF 100%	07/01/2025 - 06/20/2026 Daily	Principal	Principal, Assistant Principal, Pathway TOSA Other College Readiness Measures 50, Pathway Certification 50

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		McBride has a Link Crew designed to support incoming 9th grade students. They offer a summer orientation for incoming students to support their transition to McBride. Additionally, we host two families nights in the Fall and Spring to share information regarding McBride. As we reimagine Open House, we will invite our incoming families to the event.

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Increase Sense of Belonging by ensuring student engagement in the classroom	Observation tool for Quality Core Instruction will be used to assist with the planning of professional development	N/A	8/2025-6/2026	Teacher Students Administrators Staff	Site and district walkthroughs, district survey results, ad hoc surveys

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
Student Engagement in the classroom-moving from compliance to engagement	Several staff developments have been planned to engage in the Quality Core Instruction tool to support teachers in the classroom.	N/A	Thursdays 7:30-830 am	Administration Teachers Counselor Pathway Coordination	QCI Look for tool, Math/ELA dept. walkthrough tools

Describe Teacher Involvement

Teachers are involved in every aspect of McBride. The majority of our teachers sponsor at least one club on campus, which promotes school connectedness and a strong sense of belonging. They also actively participate in student events and activities to foster school pride. Additionally, all McBride teachers are members of at least one department and pathway team, contributing to the academic growth and success of our students.

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Continued communication regarding events at McBride.	School Messenger Canvas Parent Vue Parent Meetings Back to School Night Open House	N/A	8/2025-6/2026	Administration Teachers Pathway Coordinator Counselor	Parent survey Parent participation

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)	0
Title I Parent and Family Involvement (3008)	0

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	39760

* 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.

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

Elementary CARE and Support Centers (formerly known as 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.

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.

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	Stephanie Dunn	06-30-2030
Staff	Classroom Teacher	Brian Everson	06-30-2027
Staff	Classroom Teacher	Candice Browning	06-30-2026
Staff	Classroom Teacher	Patricia Martinez	06-30-2026
Staff	Classroom Teacher	Ulises Garcia	06-30-2026
Staff	Other School Personnel	Gina Stolpestad	06-30-2026
Community	Parent/Community Member	██████ Stevens	06-30-2027
Community	Parent/Community Member	██████ Schultz	06-30-2027
Community	Parent/Community Member	██████ Navarro	06-30-2026
Community	Student	S ██████████	06-30-2027
Community	Student	D ██████████	06-30-2026
Community	Student	S ██████████	06-30-2027

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)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing
------	--------------

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?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	
6. What was SSC's response to ELAC recommendations?	

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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on
2. SSC approved the **Home-School Compact** on 10/06/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/06/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on ,
5. SSC Participated in the **Annual Evaluation** of the SPSA on 12/15/2025
6. The SPSA was approved at its meeting on 12/15/2026

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

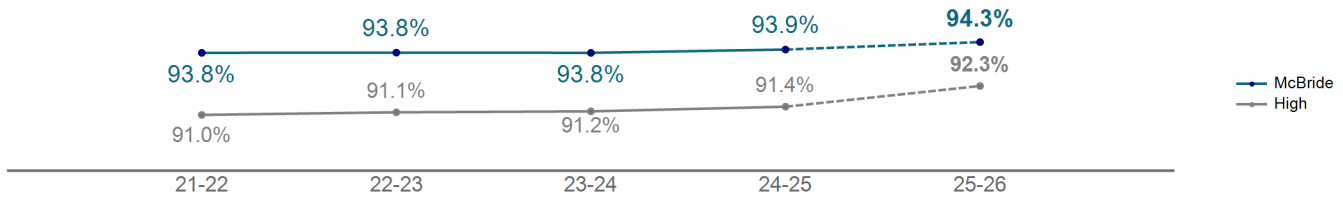
Printed Name: _____ Date: _____

ELAC Chair: _____

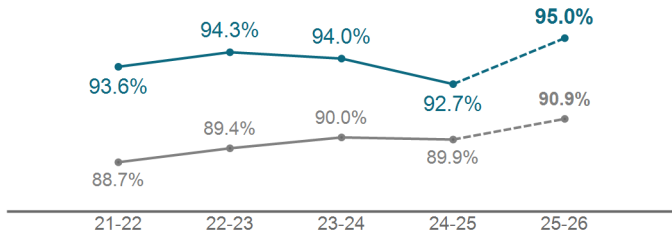
Printed Name: _____ Date: _____

Attendance Rate

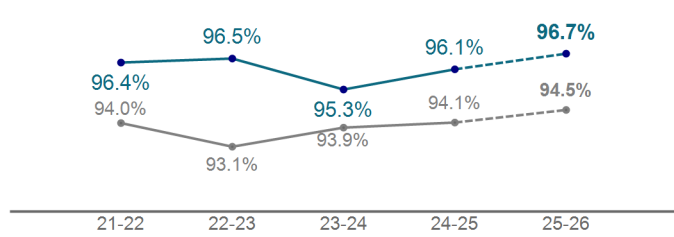
McBride
All Students
N = 654



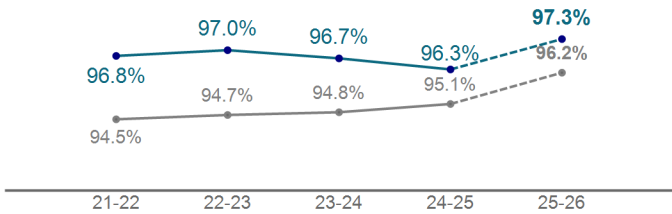
African American
N = 45



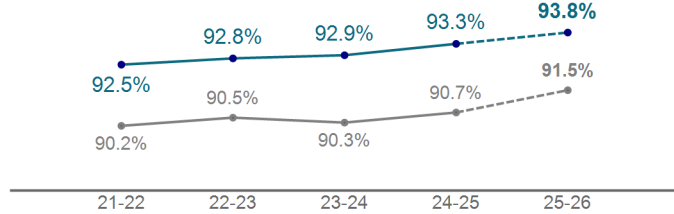
Asian
N = 40



Filipino
N = 36



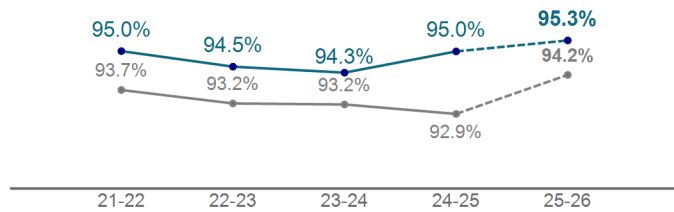
Hispanic
N = 379



Pacific Islander

Subgroup with fewer than 20 students.

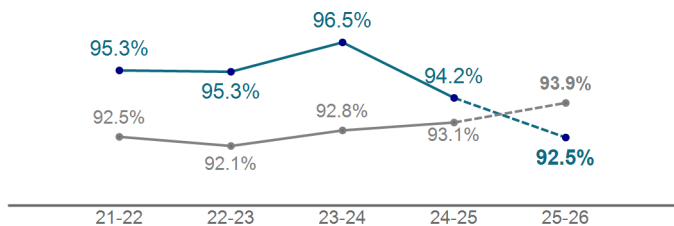
White
N = 102



Native American

Subgroup with fewer than 20 students.

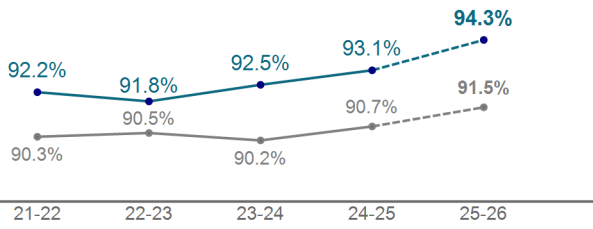
Other
N = 45



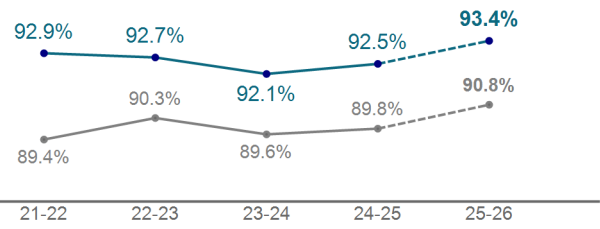
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP
N = 164



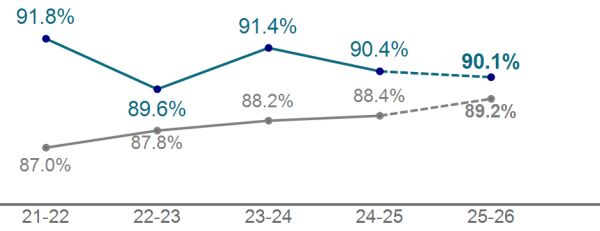
Low SES
N = 276



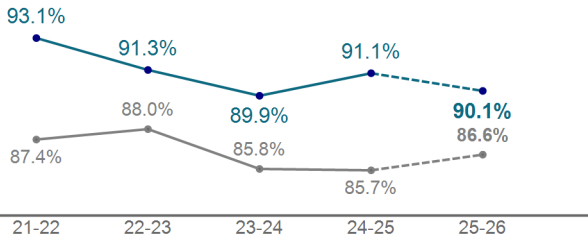
English Learner



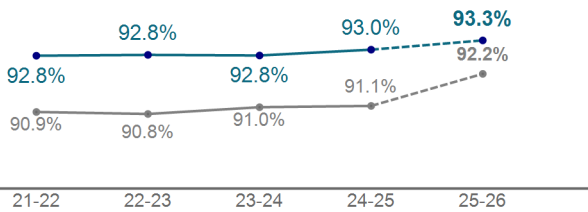
Special Education
N = 83



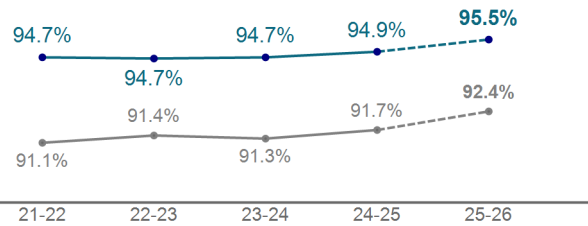
Homeless or Foster Youth
N = 20



Female
N = 353



Male
N = 299



N's are from the current year.
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 McBride 2024-2025

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	23-24 Chronic Rate	Chronic + At-Risk Rate	HS Chronic Rate		
All Students	685	685	5	12	12	20	51	17.2%	16.9%	29.1%	27.0%
Grade	Gr. 09	178	6	11	7	20	57	16.3%	22.0%	23.6%	24.8%
	Gr. 10	158	8	8	16	16	53	15.8%	12.2%	31.6%	26.9%
	Gr. 11	172	2	12	9	22	55	14.0%	17.6%	23.3%	26.0%
	Gr. 12	177	5	18	15	23	40	22.6%	15.3%	37.9%	30.6%
Ethnicity	African American	49	14	6	10	12	57	20.4%	20.4%	30.6%	36.1%
	Asian	41	2	5	7	15	71	7.3%	17.4%	14.6%	17.3%
	Cambodian	26	4	4	8	19	65	7.7%	28.6%	15.4%	20.6%
	Filipino	33	9	6	12	73	9.1%	7.1%	15.2%	10.6%	
	Hispanic	392	6	14	12	21	46	20.2%	20.7%	32.1%	29.3%
	Pacific Islander	7	14	29	14	43	42.9%	50.0%	42.9%	38.3%	
	White	119	10	15	24	50	10.9%	9.9%	26.1%	19.3%	
Other	44	2	14	14	16	55	15.9%	2.2%	29.5%	18.8%	
Gender	Female	347	7	14	12	20	47	21.3%	22.6%	33.4%	28.5%
	Male	336	3	10	12	20	56	12.8%	11.7%	24.4%	25.6%
	Nonbinary	2	50	50	50.0%	0.0%	50.0%	33.3%			

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup McBride 2024-2025

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

Subgroup	Total	Attendance Bands				Attendance Rates					
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	
Special Populations	Low SES	281	7	16	14	21	42	23.1%	23.5%	37.0%	33.1%
	ELL	16	25	6	6	19	44	31.3%	50.0%	37.5%	38.7%
	RFEP	154	6	14	9	18	53	20.8%	20.8%	29.9%	24.8%
	EL + RFEP	170	8	14	9	18	52	21.8%	23.4%	30.6%	28.8%
	Special Ed.	73	14	15	15	16	40	28.8%	27.5%	43.8%	35.8%
	Spec Ed. Speech/RSP	61	7	15	16	20	43	21.3%	19.6%	37.7%	32.8%
	Homeless/Foster	21	19	14	10	24	33	33.3%	36.4%	42.9%	45.8%
	Foster	3	33	33	33	33	33	33.3%	0.0%	33.3%	52.8%
	Homeless	18	17	17	11	22	33	33.3%	38.1%	44.4%	45.0%
	GATE/Excel	142	8	15	17	59	59	9.2%	12.5%	23.9%	16.7%
SLC	Jordan - LEAP	1	100					100.0%		100.0%	35.2%
	Lakewood - ATM	2	50			50		50.0%		50.0%	25.3%
	Mcbride - CJI	224	7	12	14	20	47	18.8%	19.1%	33.0%	19.5%
	Mcbride - ENGM	199	10	9	19	62	62	10.6%	6.0%	19.1%	10.9%
	Mcbride - HEALTH	244	5	11	13	23	48	16.0%	18.7%	28.7%	16.0%
	Poly - BEACH	1	100					100.0%		100.0%	30.6%
	Wilson - MED	1	100					100.0%		100.0%	31.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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	23-24 Chronic Rate	Chronic + At-Risk Rate
All Elementary	25,767	6	18	17	23	36	24.3%	24.7%	41.1%
Addams	756	8	22	16	20	34	29.6%	28.9%	45.6%
Alvarado	406	5	22	20	20	33	26.6%	27.6%	46.6%
Barton	444	9	22	22	22	25	31.8%	37.4%	53.4%
Birney	519	5	22	16	25	31	27.2%	27.7%	43.4%
Bixby	559	3	13	15	25	44	15.4%	17.0%	30.6%
Bryant	396	7	24	16	24	28	31.3%	29.4%	47.7%
Burbank	577	7	22	17	20	34	29.3%	28.2%	46.3%
Burcham	425	4	12	17	23	45	16.0%	13.6%	32.7%
Carver	573	3	14	17	24	42	16.9%	13.7%	34.2%
Chavez	341	7	22	15	22	35	28.4%	33.2%	43.4%
Cleveland	460	5	17	12	27	39	21.5%	14.0%	33.7%
Dooley	693	8	24	19	22	27	32.3%	33.3%	51.2%
Edison	466	11	25	11	21	32	36.7%	29.9%	47.2%
Emerson	358	1	8	12	24	55	9.5%	9.9%	21.2%
Fremont	461	3	12	17	24	44	15.0%	14.5%	32.3%
Gant	669	1	12	13	26	47	13.0%	13.0%	26.5%
Garfield	563	8	16	19	21	36	24.0%	21.4%	42.8%
Gompers	387	5	13	20	25	37	18.1%	18.3%	38.2%
Grant	998	9	24	18	21	28	33.2%	31.8%	51.3%
Harte	772	9	20	19	22	30	28.9%	32.1%	47.7%
Henry	798	1	7	13	30	49	8.0%	7.0%	21.1%
Herrera	655	8	22	25	21	24	30.1%	30.6%	54.8%
Holmes	400	5	23	19	20	33	28.3%	26.5%	46.8%
Hudson	229	14	22	15	22	27	35.8%	32.9%	51.1%
Kettering	354	4	12	15	25	45	15.5%	17.5%	30.2%
King	625	12	20	18	23	26	31.8%	29.9%	50.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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	23-24 Chronic Rate	Chronic + At-Risk Rate
Lafayette	883	7	20	17	20	35	27.2%	26.7%	44.2%
Lincoln	801	7	20	15	20	39	26.5%	33.7%	41.2%
Longfellow	918	3	13	14	25	45	15.7%	16.6%	30.1%
Los Cerritos	478	4	9	13	25	49	12.8%	12.9%	26.2%
Lowell	622	2	12	16	25	46	13.7%	14.3%	29.3%
Macarthur	345	3	20	17	23	37	23.2%	22.6%	39.7%
Madison	422	6	12	18	25	39	18.0%	21.2%	35.8%
Mann	335	6	18	15	26	36	23.6%	28.3%	38.5%
McKinley	497	7	21	19	24	30	28.2%	32.2%	46.7%
Naples	348	3	13	16	30	38	16.1%	14.2%	31.9%
Oropeza	559	11	27	15	16	31	37.6%	36.0%	52.8%
Prisk	477	2	11	14	27	45	13.0%	13.5%	27.5%
Riley	500	4	17	19	24	37	20.4%	20.1%	39.0%
Roosevelt	836	12	20	16	18	33	32.4%	34.6%	48.2%
Signal Hill	622	5	14	18	23	40	19.0%	21.3%	37.5%
Smith	676	8	20	19	20	34	27.1%	26.3%	46.2%
Stevenson	478	7	26	17	21	28	33.5%	31.6%	50.6%
Twain	483	3	16	18	25	38	19.0%	22.9%	36.9%
Webster	473	9	22	20	20	30	30.2%	29.1%	50.3%
Whittier	560	7	21	18	19	35	28.0%	27.8%	45.9%
Willard	570	10	22	18	20	30	31.8%	30.1%	49.6%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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	23-24 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,480	7	14	13	20	45	21.9%	22.8%	35.1%
Bancroft	822	5	12	14	22	47	17.0%	17.3%	30.5%
Franklin	1,033	12	19	13	18	38	31.7%	34.3%	44.6%
Hamilton	785	13	22	17	17	30	35.5%	27.5%	52.9%
Hoover	527	6	12	13	21	48	18.6%	17.4%	31.5%
Hughes	1,230	3	13	14	22	48	16.3%	14.9%	30.2%
Jefferson	1,028	5	13	13	21	48	18.4%	21.5%	30.9%
Keller	519	1	5	11	20	63	5.8%	6.5%	17.0%
Lindbergh	436	9	17	14	21	38	26.4%	29.5%	40.8%
Lindsey	718	8	13	10	18	51	21.4%	27.0%	31.5%
Marshall	958	3	13	13	21	50	16.3%	16.5%	28.9%
Nelson	855	10	18	13	17	42	28.2%	27.8%	41.6%
Rogers	785	3	8	13	22	54	11.5%	15.4%	24.5%
Stanford	1,196	5	9	11	21	54	13.8%	16.1%	24.9%
Stephens	681	11	21	16	19	34	31.3%	33.4%	47.3%
Washington	907	17	21	13	21	28	37.6%	35.6%	51.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

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	23-24 Chronic Rate	Chronic + At-Risk Rate
All K8	5,739	5	15	15	22	43	20.2%	20.2%	35.1%
Avalon	447	9	27	19	25	20	36.0%	31.5%	55.5%
Cubberley	967	2	10	12	22	55	11.7%	12.0%	23.6%
Muir	1,066	7	18	16	21	38	25.0%	22.7%	40.8%
Newcomb	928	3	8	16	23	51	10.8%	10.8%	26.6%
Powell	743	9	23	16	20	31	31.8%	33.9%	48.2%
Robinson	734	9	17	13	19	42	25.9%	26.3%	39.2%
Tincher	854	3	8	13	24	52	11.0%	11.0%	24.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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	23-24 Chronic Rate	Chronic + At-Risk Rate
All High	20,036	12	15	13	19	40	27.0%	26.7%	40.4%
Browning	348	17	16	12	20	36	32.5%	32.1%	44.3%
Cabrillo	1,686	22	20	14	16	28	42.3%	42.0%	56.8%
CAMS	673	1	6	6	14	74	6.8%	5.2%	12.5%
Jordan	2,356	11	16	13	18	42	27.1%	25.7%	40.3%
Lakewood	2,385	9	17	17	22	35	26.9%	26.1%	43.5%
McBride	685	5	12	12	20	51	17.2%	16.9%	29.1%
Millikan	3,452	5	11	14	23	47	16.4%	16.3%	30.2%
PAAL	135	39	31	13	7	10	70.4%	75.6%	83.0%
Polytechnic	3,818	13	16	14	20	37	29.1%	27.3%	42.9%
Reid	124	87		12			99.2%	91.1%	99.2%
Renaissance	401	6	15	11	17	51	21.2%	21.7%	32.4%
Sato	553	2	4	7	17	69	6.3%	6.8%	13.6%
Wilson	3,420	15	18	13	20	34	33.1%	33.0%	46.5%

The percentages may not equal 100% due to rounding.

[Submit Feedback](#)

[About this report](#)

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

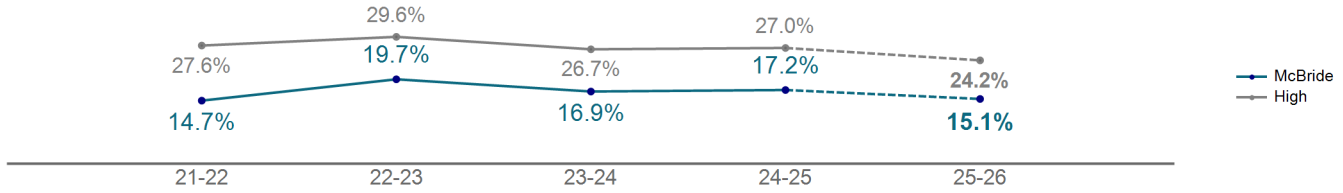
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chonic + At-Risk Rate
District	64,022	8	16	15	21	40	24.3%	24.6%	39.2%

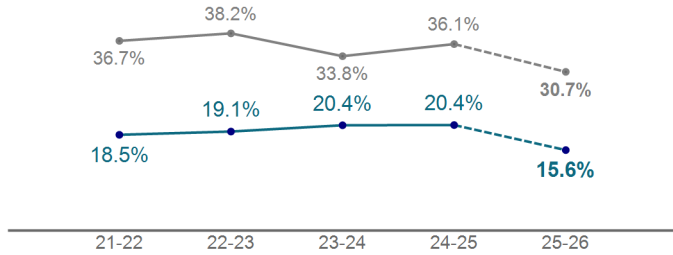
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

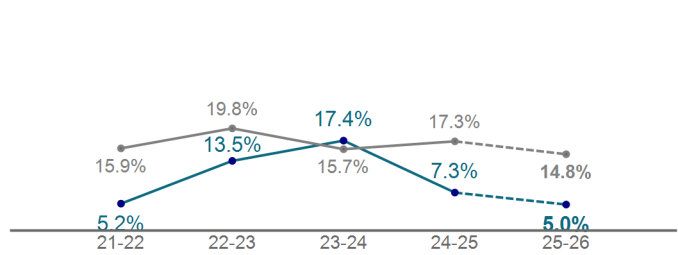
McBride
All Students
N = 654



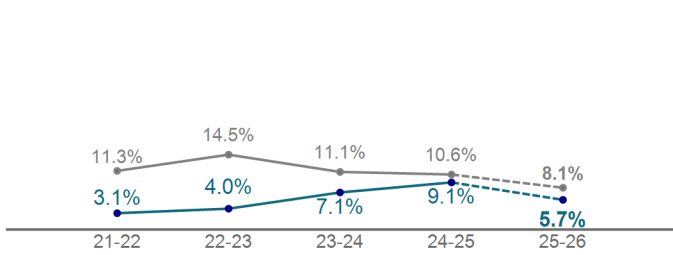
African American
N = 45



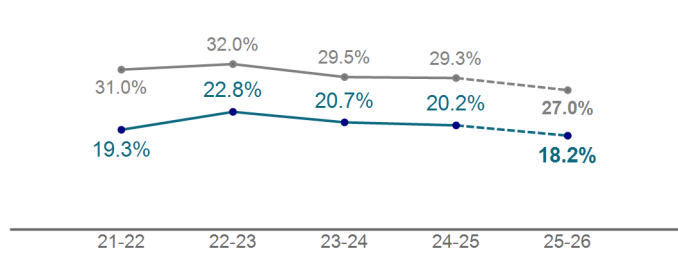
Asian
N = 40



Filipino
N = 35



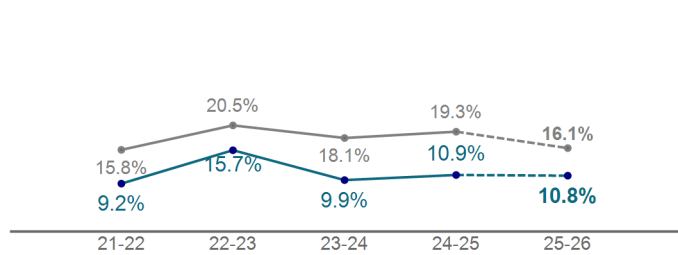
Hispanic
N = 380



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 102



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

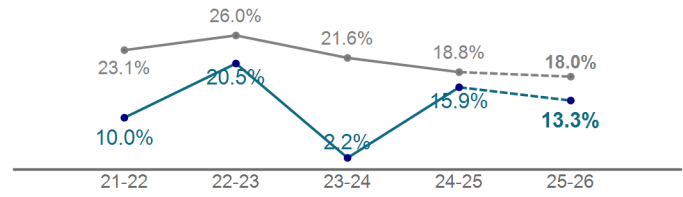
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

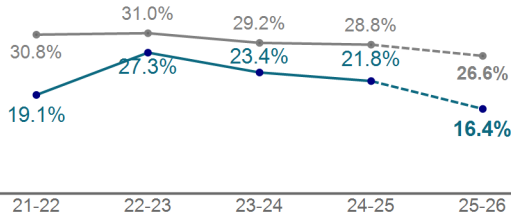
N = 45



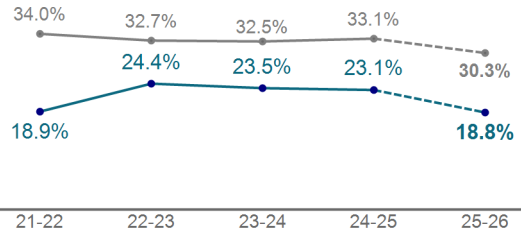
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

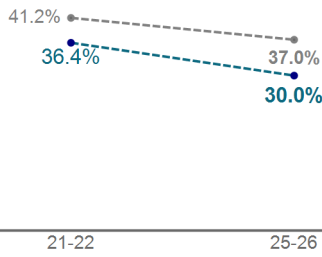
EL + RFEP
N = 165



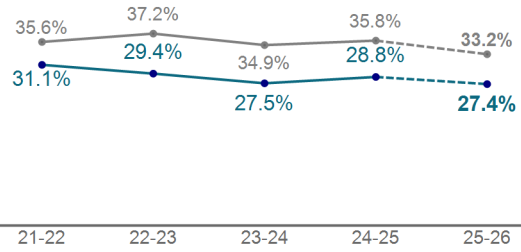
Low SES
N = 277



English Learner
N = 20



Special Education
N = 84



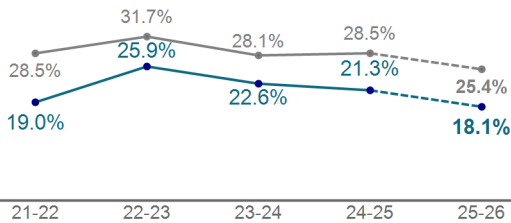
Homeless or Foster Youth

Subgroup with fewer than 20 students.

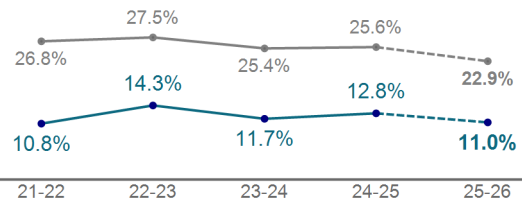
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 353



Male
N = 299



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

McBride

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	164	17%	3	14	37	46	83%	↑5		↑11	
	All High	46%	25	21	29	25	54%	↑2		↑4	
	District	48%	27	22	28	24	52%	↑2		↑4	
Grade	Gr. 11	17%	3	14	37	46	83%	↑5		↑11	
	All High	46%	25	21	29	25	54%	↑2		↑4	
	District	46%	25	21	29	25	54%	↑2		↑4	
Ethnicity	Hispanic	89	17%	4	12	44	39	83%	↑4		↑16
		All High	53%	30	23	28	19	47%	↓-		↑4
		District	55%	31	24	27	18	45%	↑2		↑4
	White	36	19%	19	25	56	81%	↓3		↑7	
		All High	24%	10	14	32	44	76%	↑6		↑4
		District	23%	10	13	31	46	77%	↑3		↑2
	African American	12*	25%	25	33	42	75%	↑17		-	
		All High	60%	34	26	27	13	40%	↑4		↑3
		District	64%	39	25	23	13	36%	↑2		↑3
	Asian	11*	0%		27	73	100%	↑11		-	
		All High	24%	10	15	29	46	76%	↓1		↑2
		District	30%	14	16	31	39	70%	↑3		↑5
	Other	9*	22%	11	11	44	33	78%	↑14		-
		All High	33%	16	17	30	37	67%	↑-		↑3
		District	31%	16	15	29	40	69%	↑1		↑2
Cambodian	6*	0%		67	33	100%	↑17		-		
	All High	34%	12	22	34	32	66%	↓3		↑2	
	District	36%	16	19	32	33	64%	↑1		↑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 ELA 2025 :: School Data by Subgroup

McBride

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Filipino	6*	17%	17	17	67	83%	↓17		-	
		All High	25%	5	20	28	47	75%	↑4		↑2
		District	25%	9	16	30	45	75%	↑2		↑3
	Pacific Islander	1*	0%			100	100%	↑50		-	
		All High	58%	36	22	33	9	42%	↓3		↑12
		District	55%	30	26	35	10	45%	↑2		↑6
Gender	Female	82	18%	4	15	38	44	82%	↑2		↑8
		All High	41%	19	22	30	29	59%	↑1		↑2
		District	44%	23	21	30	26	56%	↑2		↑3
	Male	81	16%	2	14	36	48	84%	↑6		↑15
		All High	51%	30	21	27	22	49%	↑2		↑5
		District	52%	31	22	26	22	48%	↑3		↑4
	Nonbinary	1*	0%			100	100%	↑100		-	
		All High*	18%	6	12	47	35	82%	↑29		-
		District	34%	15	19	38	28	66%	↑12		↑10
Special Populations	EL + RFEP	40	18%	3	15	60	23	83%	-		↑23
		All High	56%	32	24	28	16	44%	↑1		↑5
		District	62%	37	25	25	13	38%	↑1		↑5
	ELL	1*	100%	100				0%	-		-
		All High	95%	75	21	5		5%	↓1		↑4
		District	90%	67	23	8	1		10%	↓4	
	RFEP	39	15%	3	13	62	23	85%	↑2		↑24
		All High	43%	18	25	35	22	57%	↑1		↑5
		District	38%	13	26	38	23	62%	↑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.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

McBride

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	35	0%		29	71	100%	↑8		↑9	
		All High	11%	4	6	30	60	89%	↑4		↓-
		District	10%	2	8	31	59	90%	↑2		↑1
	Foster	All High*	67%	47	20	20	13	33%	↑17		↑15
		District	71%	50	21	22	7	29%	↑6		↑8
	Homeless	4*	25%		25	50	25	75%	↑25		-
		All High	65%	41	24	23	12	35%	↑6		-
		District	69%	45	24	21	10	31%	↓-		↑3
	Homeless/Foster	4*	25%		25	50	25	75%	↑25		-
		All High	65%	41	23	23	12	35%	↑6		↑1
		District	70%	46	24	21	9	30%	↑-		↑3
	Low SES	56	25%	4	21	43	32	75%	↑4		↑17
		All High	54%	30	24	28	18	46%	↑2		↑5
		District	58%	34	24	27	15	42%	↑2		↑4
	Special Ed.	13*	46%	8	38	38	15	54%	↓6		-
All High		82%	60	22	14	4	18%	↑3		↑7	
District		81%	62	20	13	6	19%	↑2		↑4	
Spec Ed. Speech/RSP	12*	50%	8	42	33	17	50%	↓10		-	
	All High	74%	47	28	20	6	26%	↑4		↑11	
	District	81%	57	24	15	4	19%	↓2		↑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.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2025 :: School Data by Subgroup

McBride

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	164	55%	25	30	26	20	45%	↑-		↓15	
	All High	73%	50	23	16	11	27%	↑3		↓7	
	District	62%	36	25	19	19	38%	↑2		↓2	
Grade	Gr. 11	55%	25	30	26	20	45%	↑-		↓15	
	All High	73%	50	23	16	11	27%	↑3		↓7	
	District	73%	51	23	16	11	27%	↑3		↓7	
Ethnicity	Hispanic	89	64%	31	33	26	10	36%	↓3		↓19
		All High	80%	58	22	13	6	20%	↑3		↓6
		District	68%	42	27	18	13	32%	↑2		↓2
	White	36	33%	11	22	36	31	67%	↑7		↓3
		All High	54%	28	26	24	22	46%	↑5		↓13
		District	37%	16	21	25	38	63%	↑2		↓5
	African American	12*	83%	33	50	17		17%	↑1		-
		All High	86%	63	22	11	4	14%	↑3		↓4
		District	78%	52	26	14	8	22%	↑2		↓1
	Asian	11*	36%		36	9	55	64%	↑8		-
		All High	51%	26	25	22	28	49%	↑5		↓13
		District	42%	20	23	23	34	58%	↑3		↓2
	Other	9*	56%	33	22	33	11	44%	↓10		-
		All High	61%	39	22	22	17	39%	↓-		↓8
		District	42%	22	20	24	34	58%	↑1		↓2
Cambodian	6*	50%	50		50		50%	-		-	
	All High	61%	36	25	24	15	39%	↑8		↓12	
	District	47%	23	24	25	28	53%	↑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.

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

McBride

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	Filipino	6*	33%	33	67	67%	↓5		-	
		All High	53%	29	24	20	27	47%	↑1	↓8
		District	37%	16	21	22	40	63%	↑1	↓3
	Pacific Islander	1*	0%			100	100%	-		-
		All High	89%	58	31	7	4	11%	↓11	↓7
		District	72%	41	31	17	11	28%	↓1	↓2
Gender	Female	82	65%	32	33	23	12	35%	↑1	↓22
		All High	75%	51	24	16	9	25%	↑4	↓10
		District	64%	37	26	19	17	36%	↑2	↓2
	Male	81	46%	19	27	27	27	54%	↑1	↓7
		All High	72%	50	22	15	13	28%	↑3	↓5
		District	59%	36	24	20	21	41%	↑2	↓2
	Nonbinary	1*	0%			100	100%	↑100		-
		All High*	67%	39	28	28	6	33%	↑5	↓23
		District	69%	44	25	21	10	31%	↑7	-
Special Populations	EL + RFEP	40	65%	38	28	20	15	35%	↑9	↓15
		All High	81%	61	20	12	7	19%	↑4	↓6
		District	74%	49	25	15	10	26%	↑2	↓1
	ELL	1*	100%	100				0%	-	-
		All High	96%	89	6	2	2	4%	↑3	↑4
		District	90%	70	21	8	2	10%	↓2	↑-
	RFEP	39	64%	36	28	21	15	36%	↑10	↓16
		All High	77%	52	25	15	9	23%	↑4	↓8
		District	61%	32	29	22	17	39%	↑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.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2025 :: School Data by Subgroup

McBride

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	GATE/Excel	35	23%	3	20	31	46	77%	↑5		↓9
		All High	39%	15	25	32	29	61%	↑4		↓16
		District	20%	5	15	27	53	80%	↑1		↓5
	Foster	All High*	88%	69	19	13		13%	↑13		↑7
		District	81%	57	24	12	7	19%	↑3		-
	Homeless	4*	100%	25	75			0%	-		-
		All High	88%	68	20	10	3	12%	↑4		↓6
		District	82%	58	24	11	7	18%	↓-		↓2
	Homeless/Foster	4*	100%	25	75			0%	-		-
		All High	88%	68	20	10	2	12%	↑5		↓5
		District	82%	58	24	11	7	18%	↑-		↓2
	Low SES	56	64%	36	29	23	13	36%	↓-		↓11
		All High	80%	60	21	13	6	20%	↑4		↓4
		District	71%	44	26	17	12	29%	↑2		↓1
	Special Ed.	13*	85%	38	46	15		15%	↓12		-
All High		93%	85	8	4	3	7%	↑3		↑1	
District		85%	68	17	9	6	15%	↑2		↑1	
Spec Ed. Speech/RSP	12*	83%	42	42	17		17%	↓11		-	
	All High	89%	79	10	6	4	11%	↑4		↑1	
	District	85%	66	20	10	5	15%	↓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.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2025 :: School Data by Subgroup

McBride

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	168	53%	5	48	35	13	47%	↑19	-	
	All High	76%	15	62	18	6	24%	↑-	-	
	District	72%	15	57	19	9	28%	↑2	-	
Grade	Gr. 12	53%	5	48	35	13	47%	↑19	-	
	All High	76%	14	62	18	6	24%	↑-	-	
	District	76%	14	62	18	6	24%	↑-	-	
Ethnicity	Hispanic	94	62%	5	56	29	10	38%	↑18	-
		All High	83%	15	68	14	3	17%	↓1	-
		District	79%	17	61	16	5	21%	↑1	-
	White	35	43%	6	37	40	17	57%	↑19	-
		All High	57%	11	46	29	14	43%	↑2	-
		District	46%	7	40	30	24	54%	↑4	-
	Other	11*	36%		36	55	9	64%	↑26	-
		All High	61%	9	52	28	11	39%	↑5	-
		District	51%	8	44	28	20	49%	↑4	-
	African American	11*	64%	18	45	27	9	36%	↑22	-
		All High	89%	23	66	9	1	11%	↑1	-
		District	85%	24	62	11	3	15%	↑-	-
	Asian	9*	33%		33	22	44	67%	↑33	-
		All High	50%	5	45	26	24	50%	↑7	-
		District	56%	6	50	26	18	44%	↓1	-
Filipino	7*	29%		29	71		71%	↑11	-	
	All High	60%	9	51	28	12	40%	↓4	-	
	District	53%	6	47	32	15	47%	↑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.

McBride

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	Cambodian	6*	33%	33	33	33	67%	↑67		-	
		All High	64%	5	60	28	8	36%	↑8		-
		District	62%	7	54	26	12	38%	↑1		-
	Pacific Islander	1*	0%			100	100%	-		-	
		All High	91%	32	60	9	9%	↑3		-	
		District	87%	22	64	11	2	13%	↑4		-
Gender	Female	69	57%	7	49	36	7	43%	↑22		-
		All High	76%	12	64	18	5	24%	↓1		-
		District	73%	13	59	19	8	27%	↑1		-
	Male	98	50%	4	46	34	16	50%	↑18		-
		All High	76%	17	59	17	7	24%	↑2		-
		District	71%	17	54	19	10	29%	↑3		-
	Nonbinary	1*	100%	100			0%	↓100		-	
		All High*	81%	6	75	6	13	19%	↓36		-
		District	82%	4	79	7	11	18%	↓21		-
Special Populations	EL + RFEP	36	61%	8	53	25	14	39%	↑24		-
		All High	85%	16	68	13	3	15%	↓-		-
		District	83%	20	63	13	3	17%	↑1		-
	RFEP	36	61%	8	53	25	14	39%	↑23		-
		All High	80%	10	70	16	4	20%	↓1		-
		District	75%	9	66	20	5	25%	↑-		-
	ELL	All High	99%	37	63			1%	↓1		-
		District	99%	43	56			1%	↓1		-
	GATE/Excel	38	32%	32	42	26	68%	↑34		-	

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

McBride

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	GATE/Excel	All High	45%	4	41	37	18	55%	↑7		-
		District	35%	2	33	38	27	65%	↑1		-
	Foster	All High*	85%	31	54	15		15%	↑3		-
		District	85%	28	57	14	2	15%	↑5		-
	Homeless	2*	100%	50	50			0%	↓50		-
		All High	89%	24	65	9	2	11%	↓3		-
		District	86%	26	60	11	3	14%	↑-		-
	Homeless/Foster	2*	100%	50	50			0%	↓50		-
		All High	89%	24	65	9	2	11%	↓2		-
		District	86%	26	60	11	3	14%	↑1		-
	Low SES	64	64%	6	58	28	8	36%	↑14		-
		All High	84%	18	66	13	3	16%	↓-		-
		District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	11*	64%	9	55	18	18	36%	↑23		-
		All High	95%	30	65	4	1	5%	↓1		-
District		92%	37	55	6	2	8%	↓-		-	
Spec Ed. Speech/RSP	10*	70%	10	60	20	10	30%	↑17		-	
	All High	93%	25	68	5	2	7%	↓2		-	
	District	92%	32	60	7	2	8%	↓2		-	

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

McBride

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	148	50	25	5	9	61	
		All High	22	37	5	7	50	
		District	33	30	15	17	38	
	Grade	Gr. 11 (Minimum Growth Target: 12) (Min Accelerated Growth Target: 25) (Minimum Board Goal 2 Target:)	148	50	25	5	9	61
		All High	22	37	5	7	50	
		District	21	38	5	7	50	
	Ethnicity	Hispanic	82	50	23	5	10	62
			All High	19	39	5	7	49
			District	34	30	14	17	38
		White	29	50	28	10		62
			All High	22	38	5	6	51
			District	31	30	15	19	37
African American		12^	-	25	8	8	58	
		All High	18	39	8	6	47	
		District	31	32	14	15	39	
		Asian	11^	-	18	9	9	64
			All High	32	29	6	8	58
			District	34	29	15	17	39
Other	9^	-	44			56		
	All High	29	36	7	5	52		
	District	33	31	15	17	37		

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 2025 School Growth Data by Subgroup

McBride

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Ethnicity	Cambodian	6^	-	33	17	50		
		All High	26	32	8	6	55	
		District	35	29	15	18	38	
	Filipino	4^	-	25	25	50		
		All High	40	31	3	7	59	
		District	39	29	14	17	41	
	Pacific Islander	1^	-				100	
		All High	24	35	2	9	53	
		District	30	29	18	15	37	
Gender	Female	76	39	30	5	9	55	
		All High	24	37	6	7	51	
		District	33	30	15	17	38	
	Male	71	60	20	3	8	69	
		All High	20	38	5	6	50	
		District	33	31	14	17	38	
	Nonbinary	1^	-				100	0
		All High^	10	50	8		42	
		District	33	36	15	5	44	
Special Populations	EL + RFEP	39	44	23	8	8	62	
		All High	18	39	5	7	49	
		District	34	31	13	16	41	

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 2025 School Growth Data by Subgroup

McBride

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	ELL	1^	-				100
		All High	8	46	4	8	42
		District	36	30	14	17	38
	RFEP	38	43	24	8	8	61
		All High	20	38	6	6	51
		District	31	31	12	14	43
	GATE/Excel	34	75	15	9	9	68
		All High	29	32	6	7	55
		District	32	29	16	19	36
	Foster	All High^	60	23	8		69
		District	33	33	18	13	37
	Homeless	4^	-	75			25
		All High	21	40	6	8	46
		District	33	30	16	16	38
	Homeless/Foster	4^	-	75			25
		All High	24	39	6	8	48
		District	34	31	16	15	38
	Low SES	54	61	24	6	6	65
		All High	21	37	5	6	51
		District	34	30	15	16	39
Special Ed.	13^	-	31	8	8	54	

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 2025 School Growth Data by Subgroup

McBride

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	Special Ed.	All High	16	44	4	9	44
		District	36	30	14	17	39	
	Spec Ed. Speech/RSP	12^	-	25	8	8	58	
		All High	20	43	3	7	47	
		District	37	31	13	16	41	
SLC	Mcbride - CJI	49	67	16	6	8	69	
	Mcbride - ENGM	48	43	27	2	10	60	
	Mcbride - HEALTH	51	39	31	6	8	55	

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 2025 School Growth Data by Subgroup

McBride

Category	Average Scale Score Change from Prior Year to This Year	N	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			Growth Target				
			Declined	Below Target	Above Target	Accelerated*	
All Students	146	146	28	32	32	21	16
		All High	15	43	24	18	15
		District	23	34	20	19	27
Grade	Gr. 11 (Minimum Growth Target: 49) (Min Accelerated Growth Target: 99)	146	28	32	32	21	16
		All High	15	43	24	18	15
		District	14	44	24	18	15
Ethnicity	Hispanic	80	20	35	35	16	14
		All High	15	44	24	18	14
		District	22	36	19	19	27
	White	29	45	17	28	38	17
		All High	10	43	23	19	14
		District	23	34	20	19	26
	African American	12^	-	33	42	8	17
		All High	17	42	25	15	19
		District	21	35	20	17	28
	Asian	11^	-	18	18	36	27
		All High	15	42	22	24	12
		District	28	31	21	20	29
Other	9^	-	56	22	11	11	
	All High	19	41	27	17	15	
	District	27	31	21	20	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.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

McBride

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)			
Category	Subgroup	N	Average Change	Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Cambodian	6^	-	33	17	17	33
		All High	9	47	17	23	13
		District	29	30	20	20	30
	Filipino	4^	-	50	25	25	0
		All High	18	45	19	19	17
		District	31	30	19	21	30
	Pacific Islander	1^	-				100
		All High	-6	42	33	23	2
		District	14	35	22	20	23
Gender	Female	76	16	32	39	20	9
		All High	12	44	25	18	13
		District	22	34	20	18	27
	Male	69	41	30	23	23	23
		All High	17	42	23	18	16
		District	23	35	19	19	27
	Nonbinary	1^	-	100	0		
		All High^	-5	62	8	15	15
		District	12	45	10	15	30
Special Populations	EL + RFEP	39	24	31	41	15	13
		All High	13	45	23	17	14
		District	21	37	18	18	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 2025 School Growth Data by Subgroup

McBride

3/9/26

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*
M at Special Populations h	ELL	1^	-			100	
		All High	28	43	20	15	22
		District	20	38	18	18	26
	RFEP	38	21	32	42	16	11
		All High	9	46	24	18	12
		District	21	36	18	18	28
	GATE/Excel	34	37	26	32	24	18
		All High	7	45	25	20	10
		District	26	31	21	21	27
	Foster	All High^	70	36	14	21	29
		District	27	36	18	18	28
	Homeless	4^	-	75	25	0	
		All High	2	52	25	11	12
		District	17	39	20	16	26
	Homeless/Foster	4^	-	75	25	0	
		All High	8	50	25	12	13
		District	18	38	19	16	26
	Low SES	54	26	37	30	22	11
		All High	15	45	23	17	15
		District	22	35	19	19	27
	Special Ed.	13^	-	31	23	38	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.

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

McBride

3/9/26

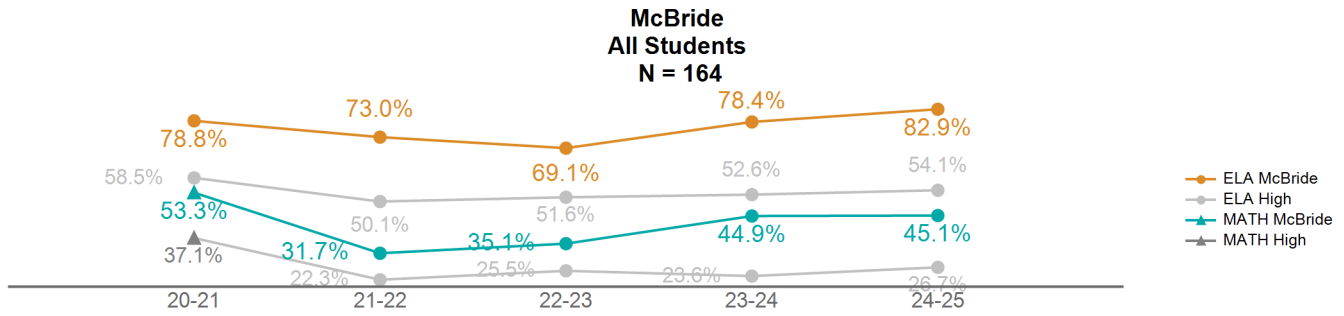
Category			Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
M	a	t		N	Growth Target			
			Declined		Below Target	Above Target	Accelerated*	
h	Special Populations	Special Ed.	All High	23	42	23	15	19
			District	22	36	17	17	29
		Spec Ed. Speech/RSP	12^	-	33	25	42	0
			All High	22	41	26	17	16
			District	22	36	18	17	29
SLC	Mcbride - CJI	49	23	27	43	20	10	
	Mcbride - ENGM	46	48	24	20	30	26	
	Mcbride - HEALTH	51	13	43	31	14	12	

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

Subgroup with fewer than 20 students.

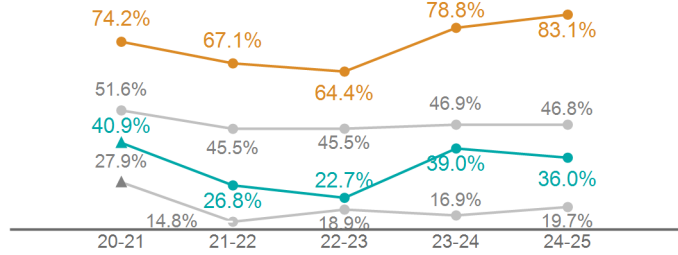
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

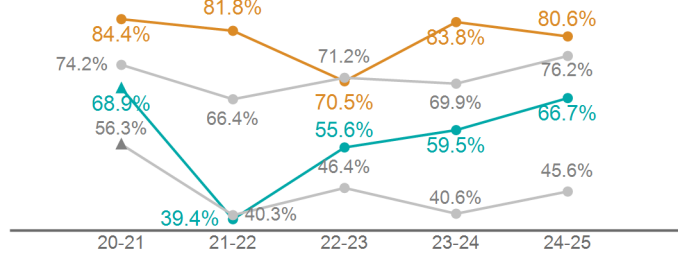
Hispanic N = 89



Pacific Islander

Subgroup with fewer than 20 students.

White N = 36



N's are from the current year.
Subgroups under 20 students are not included.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/9/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Middle	11,560	49%	26	23	32	19	51%	↑3	↑3
Bancroft	773	42%	20	23	36	22	58%	↑5	↑4
Franklin	931	66%	41	24	25	10	34%	↓-	↓1
Hamilton	694	61%	32	29	29	11	39%	↑2	↑6
Hoover	477	57%	31	26	29	13	43%	↓2	↓3
Hughes	1,162	45%	23	22	31	24	55%	↑6	↑4
IVA	65	34%	14	20	35	31	66%	↑66	-
Jefferson	988	44%	23	21	36	20	56%	↑5	↑10
Keller	507	31%	10	21	39	30	69%	↑4	↑3
Lindbergh	408	65%	37	28	27	8	35%	↑1	↑3
Lindsey	664	63%	35	28	29	8	37%	↑2	↓-
Marshall	929	38%	18	20	35	27	62%	↓1	-
Nelson	776	64%	36	28	24	12	36%	↑3	↓2
Rogers	747	29%	14	16	36	35	71%	↑5	↑4
Stanford	1,109	32%	14	18	36	32	68%	↓-	↓-
Stephens	623	47%	22	24	36	18	53%	↓1	↑11
Washington	772	67%	41	27	26	6	33%	↑3	↑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 2024-2025 :: School Comparison by Subgroup

3/9/26

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	11,563	65%	40	25	17	18	35%	↑2		↑-
Bancroft	766	59%	31	28	21	20	41%	↑5		↑1
Franklin	939	78%	55	22	13	10	22%	↑3		↑1
Hamilton	691	86%	62	24	9	4	14%	↑1		↓1
Hoover	475	72%	47	25	13	15	28%	↑4		↓2
Hughes	1,158	58%	34	23	17	25	42%	↓1		↓1
IVA	65	49%	26	23	17	34	51%	↑51		-
Jefferson	990	70%	44	26	16	14	30%	↑1		↑1
Keller	507	49%	17	32	24	27	51%	↓2		↓1
Lindbergh	414	77%	48	29	16	7	23%	↑4		↑3
Lindsey	663	79%	54	25	13	8	21%	↑6		↑-
Marshall	923	51%	28	24	22	26	49%	↑3		↑1
Nelson	768	77%	50	27	13	10	23%	↑3		↓3
Rogers	744	49%	25	23	22	30	51%	↑1		↓3
Stanford	1,107	46%	22	23	23	31	54%	↑1		↑1
Stephens	628	65%	39	26	19	16	35%	↑3		↑5
Washington	790	83%	59	25	11	6	17%	↑1		↑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 2024-2025 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Middle	3,859	72%	15	58	19	8	28%	↑3	-
Bancroft	254	68%	11	57	24	8	32%	↑5	-
Franklin	332	83%	23	61	13	4	17%	↑1	-
Hamilton	237	86%	23	62	12	3	14%	↓1	-
Hoover	152	81%	22	59	15	4	19%	↑6	-
Hughes	389	65%	10	55	25	10	35%	↑-	-
IVA	64	50%	13	38	33	17	50%	-	-
Jefferson	336	74%	17	57	21	5	26%	↑2	-
Keller	153	60%	3	57	23	17	40%	↑2	-
Lindbergh	125	82%	18	63	16	2	18%	↑5	-
Lindsey	225	84%	18	66	11	4	16%	↑7	-
Marshall	315	62%	9	53	26	12	38%	↑6	-
Nelson	248	76%	15	60	18	6	24%	↑6	-
Rogers	250	48%	7	41	28	24	52%	↓5	-
Stanford	362	59%	7	52	27	14	41%	↑5	-
Stephens	205	80%	16	64	15	5	20%	↑5	-
Washington	276	91%	27	64	9		9%	↓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 2024-2025 :: School Comparison by Subgroup

3/9/26

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	3,576	44%	25	20	27	29	56%	↑4		↑3
Avalon	205	81%	56	25	16	3	19%	↓5		↓6
Cubberley	641	29%	15	15	27	43	71%	↑2		↓2
Muir	626	53%	34	20	27	20	47%	↑6		↑8
Newcomb	551	19%	5	14	31	50	81%	↑2		↑5
Powell	496	63%	35	28	24	13	37%	↑4		↑5
Robinson	509	67%	40	27	23	10	33%	↑4		↑5
Tincher	545	26%	10	16	31	43	74%	↑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.
 Report Name: SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2024-2025 :: School Comparison by Subgroup

3/9/26

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	3,573	54%	31	23	20	25	46%	↑4		↑-
Avalon	198	88%	63	26	7	5	12%	↓1		↓2
Cubberley	637	43%	21	22	21	36	57%	↑2		↓5
Muir	623	64%	37	26	20	16	36%	↑2		↓1
Newcomb	551	26%	8	19	28	46	74%	↑4		↑4
Powell	497	70%	46	25	18	12	30%	↑4		↑1
Robinson	519	76%	49	27	14	10	24%	↑5		↑4
Tincher	546	37%	16	21	25	38	63%	↑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 2024-2025 :: School Comparison by Subgroup

3/9/26

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	1,218	65%	14	51	23	13	35%	↑3		-
Avalon	88	89%	40	49	11		11%	↑1		-
Cubberley	214	50%	12	38	27	23	50%	↑2		-
Muir	202	71%	16	55	24	4	29%	↑6		-
Newcomb	171	38%		37	31	31	62%	↓4		-
Powell	183	83%	19	64	14	3	17%	↑1		-
Robinson	176	84%	19	65	14	2	16%	↑3		-
Tincher	184	52%	5	47	30	17	48%	↑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 2024-2025 :: School Comparison by Subgroup

3/9/26

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	4,565	46%	25	21	29	25	54%	↑2		↑4
Browning	71	56%	35	21	27	17	44%	↑23		↑8
Cabrillo	321	61%	32	29	28	12	39%	↑-		↑14
CAMS	157	1%	1	13	85	99%	83%	↑1		↑1
EPHS	150	81%	55	26	16	3	19%	↓1		↑5
Jordan	509	69%	41	28	22	9	31%	↓3		↓3
Lakewood	515	49%	21	28	34	18	51%	↑1		↑8
McBride	164	17%	3	14	37	46	83%	↑5		↑11
Millikan	781	39%	21	18	31	30	61%	↓-		↓2
Polytechnic	925	43%	22	22	33	24	57%	↑4		↑9
Reid	30	100%	73	27			0%	↓8		↓23
Renaissance	92	33%	13	20	32	36	67%	↓5		↑1
Sato	112	9%	9	16	75	91%	83%	↓3		↓4
Wilson	738	45%	26	20	30	25	55%	↑7		↑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 2024-2025 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,556	73%	50	23	16	11	27%	↑3		↓7
Browning	72	83%	68	15	11	6	17%	↑4		↑5
Cabrillo	320	91%	74	16	7	3	9%	↑-		↓3
CAMS	157	5%		4	19	76	95%	↑1		↓1
EPHS	141	85%	71	14	11	4	15%	↑9		↑12
Jordan	513	86%	66	20	11	4	14%	↑6		↓5
Lakewood	521	84%	53	30	12	4	16%	↑5		↓4
McBride	164	55%	25	30	26	20	45%	↑-		↓15
Millikan	789	66%	38	28	23	11	34%	↑2		↓11
Polytechnic	919	75%	51	24	15	10	25%	↓1		↓6
Reid	30	100%	100				0%	-		-
Renaissance	91	66%	42	24	18	16	34%	↑22		↓10
Sato	112	14%		3	12	32	54	86%	↑15	↑6
Wilson	727	80%	57	23	15	6	20%	↑5		↓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.
 Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2024-2025 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,336	76%	15	62	18	6	24%	↑-		-
Browning	48	96%	21	75	2	2	4%	↓2		-
Cabrillo	328	93%	22	71	7		7%	↓1		-
CAMS	169	13%		13	38	49	87%	↑3		-
EPHS	98	91%	22	68	8	1	9%	↑1		-
Jordan	468	92%	22	69	8		8%	↑2		-
Lakewood	478	85%	21	64	14	1	15%	↓-		-
McBride	168	53%	5	48	35	13	47%	↑19		-
Millikan	775	69%	10	59	24	7	31%	↓2		-
Polytechnic	929	75%	12	63	19	6	25%	↓2		-
Reid	37	95%	35	59	5		5%	↑2		-
Renaissance	74	85%	15	70	14	1	15%	↑3		-
Sato	112	37%		36	38	25	63%	↑19		-
Wilson	652	83%	14	69	14	3	17%	↓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 2024-2025 :: School Comparison by Subgroup

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	0%		33	67	100%	↑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 2024-2025 :: School Comparison by Subgroup

3/9/26


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)	2	0%		50	50	100%	↑67		-

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 2024-2025 :: School Comparison by Subgroup

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	31,396	48%	27	22	28	24	52%	↑2		↑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.
 Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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	31,450	62%	36	25	19	19	38%	↑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.
 Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2024-2025 :: School Comparison by Subgroup

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	13,317	72%	15	57	19	9	28%	↑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 2025

School Name	PSAT-SAT (% Met Benchmark)											
	Reading-Writing				Overall		Lowest Performing				Difference	†
	All Gr	Gr9	Gr10	Gr11	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change	N	Highest & Lowest Ethnic Group	Ethn
Avalon	42.9%		50.0%	40.0%	19.0%	-4.6%	Pacific Islander	0.0%	0.0%	1	50.0%	Other
Browning	54.5%		60.0%	52.9%	43.7%	23.3%	Cambodian	16.7%	-33.3%	6	50.0%	White
Cabrillo	55.4%		55.1%	55.6%	39.3%	0.1%	Pacific Islander	0.0%	-14.3%	2	75.0%	Cambc
CAMS	96.7%		95.5%	97.8%	98.7%	1.1%	Hispanic	98.1%	1.6%	54	1.9%	Other,F Islande can Americ ian,Fili
EPHS	50.0%		50.0%		19.3%	-1.2%	Filipino,Pacific Islander	0.0%, 0.0%	0.0%, - 100.0%	2, 3	42.9%	Asian
Jordan	48.8%		46.9%	50.0%	31.4%	-3.0%	African American	18.0%	-6.3%	61	37.5%	Asian
Lakewood	55.0%		61.7%	51.3%	51.3%	1.1%	Pacific Islander	33.3%	-25.5%	9	47.4%	Cambc
McBride	74.8%		75.0%	74.7%	82.9%	4.5%	African American	75.0%	16.7%	12	25.0%	Asian,C Pacific
Millikan	90.1%		91.7%	88.8%	61.1%	-0.5%	American Indian	0.0%		1	90.0%	Filipino
Polytechnic	81.8%		97.0%	73.4%	56.8%	4.5%	Pacific Islander	42.1%	-11.2%	19	48.6%	White
Reid					0.0%	-8.1%	African American,Hispanic ,Other,Pacific Islander,White	0.0%, 0.0%, 0.0%, 0.0%	-14.3%, - 3.8%, 0.0%, - 50.0%	4, 22, 2, 1, 1	0.0%	African Americ ,Other, Islande
Renaissance	56.7%		46.1%	81.6%	67.4%	-4.9%	Asian	0.0%	-100.0%	1	100.0%	Filipino
Sato	92.6%		92.1%	93.1%	91.1%	-3.2%	Other	81.3%	-18.8%	16	18.8%	African Americ
Wilson	85.9%		91.4%	83.6%	54.6%	7.1%	African American	36.3%	-1.4%	80	63.8%	Pacific Islande Indian,

SBAC ELA 2025

SBAC (% Met or Exceeded)										
Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed		
Demographic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Gender Diff
	2	11.8%	-2.6%	0.0%	0.0%	3.6%	-2.9%	3.3%	-3.1%	6.9%
	3	24.1%	13.0%			18.2%	18.2%	18.2%	18.2%	4.8%
Indian	4	32.6%	-4.8%	23.8%	2.8%	26.3%	3.2%	13.5%	-0.5%	2.9%
Pacific Islander, White, African	10, 1, 7, 3, 4, 24	98.0%	-2.0%	100.0%	0.0%					0.1%
Hispanic, Cambodian, Filipino	7	16.4%	1.8%	12.5%	-4.2%	14.3%	14.3%	12.5%	12.5%	8.8%
	18	32.7%	-0.2%	31.0%	14.3%	9.5%	4.3%	5.4%	2.3%	4.9%
Indian	26	51.1%	6.5%	43.3%	13.1%	32.4%	5.8%	23.6%	1.4%	5.6%
Cambodian, Islander	11, 6, 1	82.5%	0.0%	75.0%	25.0%	50.0%	-10.0%	53.8%	-6.2%	2.2%
	20	44.1%	-8.5%	58.8%	15.3%	27.1%	0.3%	21.7%	1.5%	16.0%
	54	50.5%	9.5%	34.8%	-7.0%	25.5%	11.8%	16.9%	7.8%	7.7%
Hispanic Pacific Islander, White	4, 22, 2, 1, 1	0.0%	-6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	1	60.9%	-5.8%	100.0%	100.0%	23.1%	-32.5%	23.1%	-32.5%	20.3%
Indian, Filipino	8, 13	85.0%	-2.9%	50.0%	-50.0%	100.0%	0.0%	100.0%	0.0%	2.2%
Pacific Islander, American Filipino	5, 1, 7	45.1%	4.8%	34.9%	12.7%	23.7%	6.7%	15.9%	3.4%	22.6%

SBAC ELA 2025

	PSAT-SAT (% Met Benchmark)										
	Reading-Writing				Overall		Lowest Performing				Differenc
SLC	All Gr	Gr9	Gr10	Gr11	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change	N	Highest & Lowest Ethnic Group

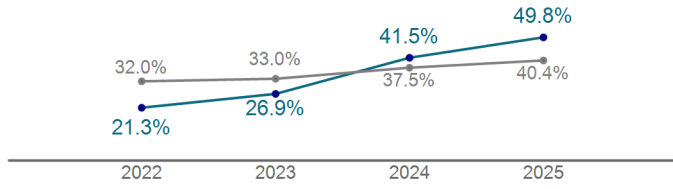
SBAC ELA 2025

SBAC (% Met or Exceeded)

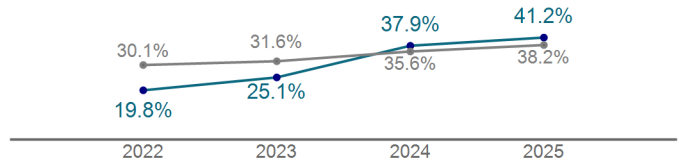
SBAC (% Met or Exceeded)											
e	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed		
	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	
&											Gender Diff

Advanced Placement Percent of Tests Passed

EL + RFEP



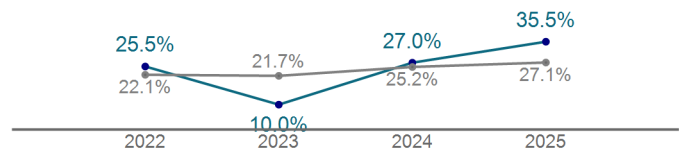
Low SES



English Learner

Subgroup with fewer than 20 students.

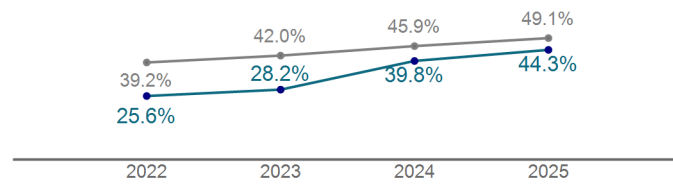
Special Education



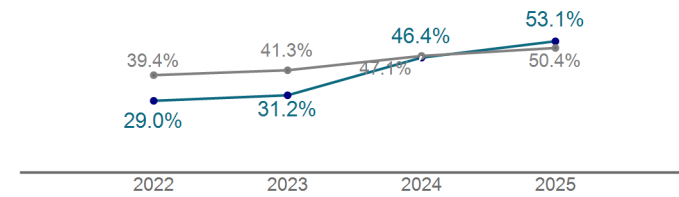
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female



Male



PSAT Summary :: 24-25 :: McBride

Increase in Average Score or Percent Met			Decrease in Average Score or Percent Met				Total				Math				Evidence-Based Reading Writing			
Test	Subgroup		Avg. Total Score Gr 8/9: 240-1440 NMSQT: 320-1520		% Met Both Benchmarks		Avg. Math Score Gr 8/9: 120-720 NMSQT: 160-760		% Met Math Benchmark		Avg. EBRW Score Gr 8/9: 120-720 NMSQT: 160-760		% Met EBRW Benchmark					
	N= 76		2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024				
NMSQT Gr. 10	All Students			946		38.2%		460		39.5%		485		75.0%				
	Ethnicity	Hispanic		935		38.5%		457		38.5%		477		71.8%				
	Gender	Female			908		23.8%		440		26.2%		468		71.4%			
		Male			992		55.9%		485		55.9%		507		79.4%			
	Grade	Gr. 10			946		38.2%		460		39.5%		485		75.0%			
	SLC	Mcbride - CJI			910		31.8%		447		31.8%		462		72.7%			
		Mcbride - ENGM			1003		57.7%		493		57.7%		510		84.6%			
		Mcbride - HEALTH			921		25.0%		440		28.6%		480		67.9%			
	Special Populations	EL + RFEP			906		38.1%		453		38.1%		452		57.1%			
		GATE/Excel			1068		75.0%		523		75.0%		544		93.8%			
		Low SES			952		44.4%		468		44.4%		484		77.8%			
		RFEP			919		44.4%		455		44.4%		464		66.7%			

PSAT Summary :: 24-25 :: McBride

		Total				Math				Evidence-Based Reading Writing				
Test	Subgroup	Avg. Total Score Gr 8/9: 240-1440 NMSQT: 320-1520		% Met Both Benchmarks		Avg. Math Score Gr 8/9: 120-720 NMSQT: 160-760		% Met Math Benchmark		Avg. EBRW Score Gr 8/9: 120-720 NMSQT: 160-760		% Met EBRW Benchmark		
		2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	
	N= 76	970	1074	25.0%	48.5%	487	520	33.3%	51.5%	483	553	50.0%	87.9%	
NMSQT Gr. 11	All Students	970	1074	25.0%	48.5%	487	520	33.3%	51.5%	483	553	50.0%	87.9%	
	Ethnicity	Hispanic	1026	33.3%	491	38.9%	535	83.3%						
	Gender	Female	1042	40.9%	507	45.5%	535	86.4%						
		Male	1137	63.6%	546	63.6%	590	90.9%						
	Grade	Gr. 11	970	1074	25.0%	48.5%	487	520	33.3%	51.5%	483	553	50.0%	87.9%
	SLC	Mcbride - CJJ	1050	46.2%	509	53.8%	541	76.9%						
Mcbride - HEALTH		1020	27.3%	482	27.3%	537	100.0%							

PSAT/SAT EBRW 2024 :: School Comparison Data by Subgroup

All

3/9/26

Level Code	School	Tested	Percent by Benchmark Level				2 yr	3 yr	% Cohort		
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg	
High School	EBRW	Browning	59	42%	34	8	58	58%	↑22		↑17
		Cabrillo	176	47%	37	10	53	53%	↑2		-
		CAMS	502	3%	1	4	97	97%	↑3		↑5
		District	3,660	23%	18	5	77	77%	↓-		↑6
		Jordan	296	48%	40	9	52	52%	↑7		↑7
		Lakewood	441	48%	38	10	52	52%	↓1		↓5
		McBride	202	21%	15	6	79	79%	↑2		-
		Millikan	485	11%	7	4	89	89%	↑2		↑5
		Polytechnic	500	16%	11	4	84	84%	↑-		↑2
		Renaissance	210	45%	37	8	55	55%	↓24		-
		Sato	381	7%	5	3	93	93%	↑5		↑6
		Wilson	386	15%	11	4	85	85%	↑12		↑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.

PSAT/SAT Math 2024 :: School Comparison Data by Subgroup

All

3/9/26

Level Code	School	Tested	Percent by Benchmark Level				2 yr	3 yr	% Cohort			
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg		
High School	Math	Browning	59	86%	80	7	14	14%	↓1		↓10	
		Cabrillo	176	82%	73	10	18	18%	↓4		-	
		CAMS	502		6%		42	94	94%	↑-		↑3
		District	3,660	51%	42	8	49	49%	↓7		↑1	
		Jordan	296	86%	78	8	14	14%	↑1		↓4	
		Lakewood	441	83%	75	8	17	17%	↓9		↓4	
		McBride	202	56%	43	13	44	44%	↓7		-	
		Millikan	485	44%	32	12	56	56%	↓5		↑1	
		Polytechnic	500	37%	30	8	63	63%	↑4		↑6	
		Renaissance	210	81%	77	4	19	19%	↓15		-	
		Sato	381	23%	14	9	77	77%	↑6		↑10	
		Wilson	386	55%	43	12	45	45%	↑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.

PSAT/SAT EBRW 2024 :: School Data by Subgroup

McBride

3/9/26

Category	Tested	Percent by Benchmark Level				2 yr	3 yr	% Cohort			
		Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg		
Special Populations	Low SES	64	30%	20	9	70	70%	↑13		-	
	District		34%	27	7	66	66%	↑3		↑9	
	Homeless	District		35%	25	10	65	65%	↑6		-
	Homeless/Foster	District		36%	26	10	64	64%	↑6		-
	Special Ed.	District		71%	66	5	29	29%	↓3		-
	Spec Ed. Speech/RSP	District		71%	66	6	29	29%	↓-		-

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

PSAT/SAT Math 2024 :: School Data by Subgroup

McBride

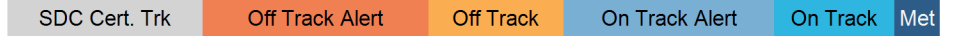
3/9/26

Category	Tested	Percent by Benchmark Level				2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Low SES	64	63%	50	13	38	38%	↑4		-
	District		66%	58	8	34	34%	↓5		↑3
	Homeless	District	76%	65	11	24	24%	↓3		-
	Homeless/Foster	District	77%	65	12	23	23%	↓3		-
	Special Ed.	District	90%	87	4	10	10%	↓15		-
	Spec Ed. Speech/RSP	District	91%	87	4	9	9%	↓13		-

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

On/Off Track for Graduation 2024-2025 :: School Data by Subgroup McBride

Legend



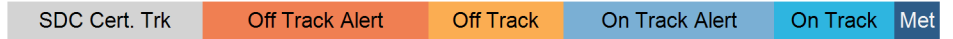
Category		# Students	Percent by Category			
All Students	686	686	14	64	22	
Grade	Gr. 09	185	12	88		
	Gr. 10	162	14	83		
	Gr. 11	168	16	83		
	Gr. 12	171	13	86		
Ethnicity	African American	51	12	67	20	
	Asian	42	12	71	17	
	Cambodian	26	15	65	19	
	Filipino	34	18	68	15	
	Hispanic	389	16	62	21	
	White	120	9	63	28	
	Other	44	9	68	23	
Gender	Female	348	14	67	18	
	Male	336	13	60	25	
Special Populations	Low SES	277	14	64	21	
	RFEP	154	16	63	21	
	EL + RFEP	170	15	64	19	
	Special Ed.	73	14	66	14	
	Spec Ed. Speech/RSP	61	11	72	15	
	Homeless/Foster	22	32	59	9	
	GATE/Excel	142	10	67	23	
SLC	Mcbride - CJI	225	16	64	20	
	Mcbride - ENGM	199	9	63	27	
	Mcbride - HEALTH	244	13	67	20	

On/Off Track for A to G

2024-2025 :: School Data by Subgroup

McBride

Legend



Category		# Students	Percent by Category				
All Students	688	688		20	56	23	
Grade	Gr. 09	185		25	75		
	Gr. 10	162	1	22	75		
	Gr. 11	169		16	72	11	
	Gr. 12	172		19	81		
Ethnicity	African American	51	2	20	57	22	
	Asian	42		24	50	26	
	Cambodian	26		35	38	27	
	Filipino	34		15	62	24	
	Hispanic	390	1	22	55	21	
	White	121		18	53	29	
	Other	44		16	61	23	
Gender	Female	349		19	61	19	
	Male	337		21	50	27	
Special Populations	Low SES	278		25	53	21	
	RFEP	155		23	55	22	
	EL + RFEP	171	2	22	56	20	
	Special Ed.	73	5	32	51	11	
	Spec Ed. Speech/RSP	61	2	30	59	10	
	Homeless/Foster	23	4	43	43	9	
	Homeless	20	5	40	45	10	
	GATE/Excel	143		11	59	29	
SLC	Mcbride - CJI	225		30	52	18	
	Mcbride - ENGM	200	2	8	60	31	
	Mcbride - HEALTH	245		18	60	22	

McBride

SBAC Met or Exceeded Standards

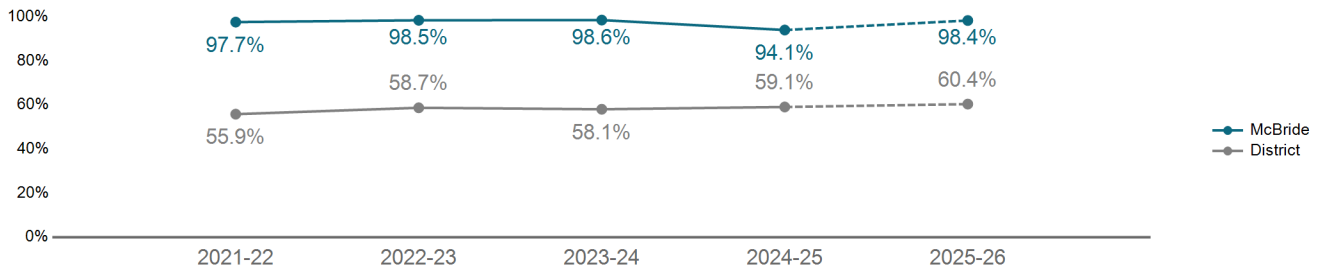
Test	Subgroup	2023-24	2024-25	2 Year Change
ELA	All	78%	83%	5% ▲
	Hispanic	79%	83%	4% ▲
	White	84%	81%	-3% ▼
	African American	58%	75%	17% ▲
	Asian	89%	100%	11% ▲
	Other	64%	78%	14% ▲
	Cambodian	83%	100%	17% ▲
	Filipino	100%	83%	-17% ▼
	Pacific Islander	50%	100%	50% ▲
Math	All	45%	45%	0% ▲
	Hispanic	39%	36%	-3% ▼
	White	59%	67%	7% ▲
	African American	15%	17%	1% ▲
	Asian	56%	64%	8% ▲
	Other	55%	44%	-10% ▼
	Cambodian	50%	50%	0%
	Filipino	71%	67%	-5% ▼
	Pacific Islander	100%	100%	0%
Science	All	28%	47%	19% ▲
	Hispanic	20%	38%	18% ▲
	White	38%	57%	19% ▲
	African American	14%	36%	22% ▲
	Other	38%	64%	26% ▲
	Asian	33%	67%	33% ▲
	Filipino	60%	71%	11% ▲
	Cambodian	0%	67%	67% ▲
	Pacific Islander		100%	

The Smarter Balanced assessments are computer-based tests that measure student knowledge of California’s English language arts/literacy (ELA) and mathematics standards in grades 3-8 and 11. These summative assessments are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System.

Advanced Placement (AP) - Grades 11-12

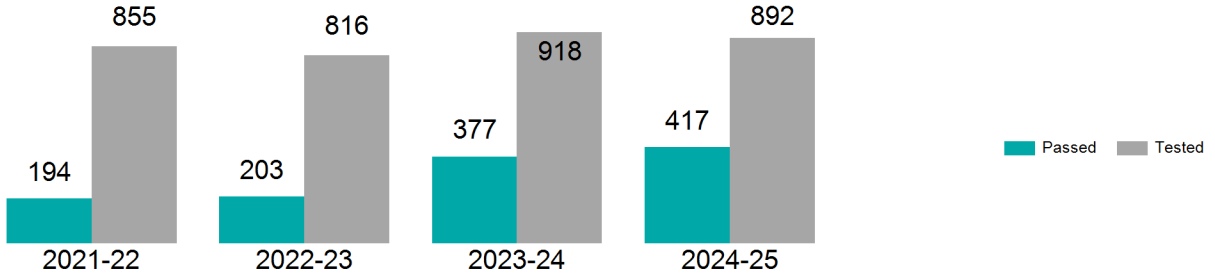
Note: Some rates are rounded to the nearest percent.

Course Enrollment



Percent of students in grades 11-12 taking at least one Advanced Placement (AP) course during the given year.

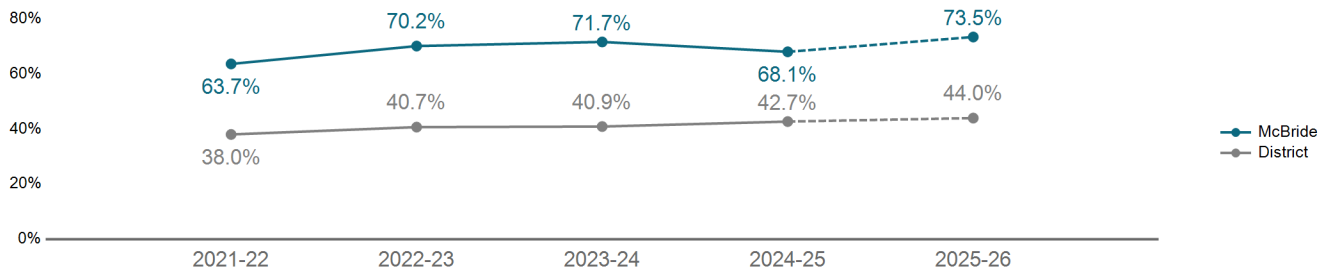
Exams Taken and Passed



Number of Advanced Placement (AP) exams taken and passed by students in grades 11-12 during the given school year.

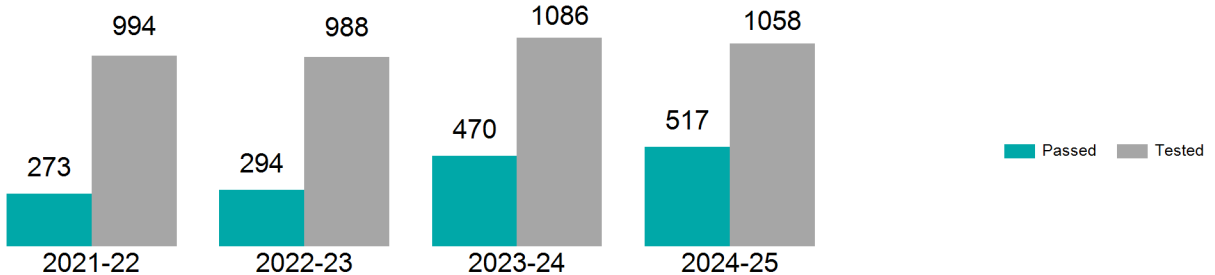
Advanced Placement (AP) - Grades 9-12

Course Enrollment



Percent of students in grades 9-12 taking at least one Advanced Placement (AP) course during the given year.

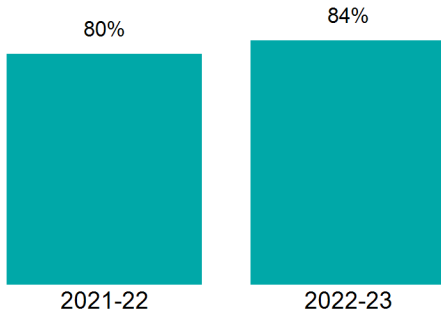
Exams Taken and Passed



Number of Advanced Placement (AP) exams taken and passed by students in grades 9-12 during the given school year.

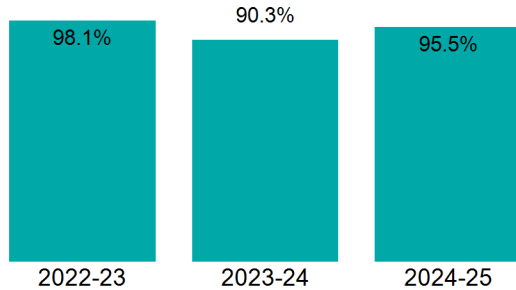
Note: Some rates are rounded to the nearest percent.

Algebra Proficiency for 9th Grade



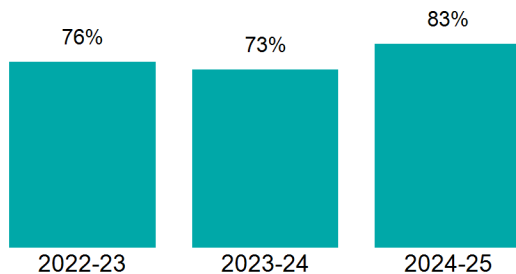
Percent of 9th grade students with a 'C' or better in Algebra.
 * Note that due to the COVID-19 school closures, pass/fail grades were given in the 2019-20 school year.

**Graduation
4-Year Cohort**



4-year Adjusted Cohort Graduation Rate - Calculated by the state using data reported on CALPADS. The four-year graduation rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in four years or less with either a high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for that graduating class.

**A-G Requirements Met
for UC/CSU Entrance**

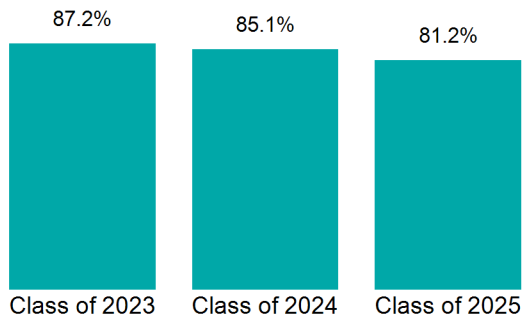


UC/CSU entrance requirements include a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area (A-G). A grade of C or better is required for each course you use to meet any subject requirement.

Error: Subreport could not be shown.

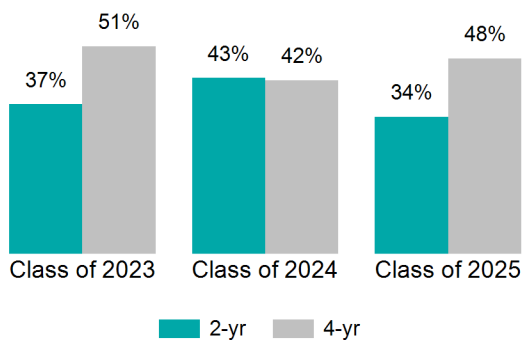
Note: Some rates are rounded to the nearest percent.

College Enrollment



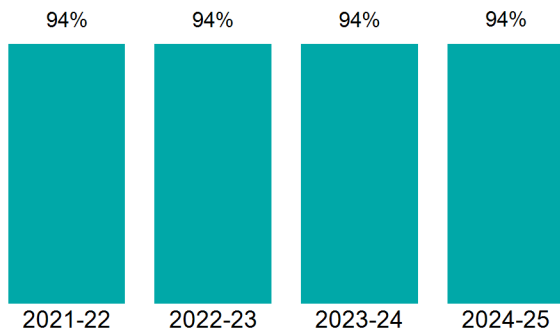
Percent of graduates enrolled in higher education within the first year after high school graduation.

Enrollment in Two-Year and Four-Year Institutions



Percent of graduates enrolled in higher education within the first year after high school graduation by two or four year institutions.

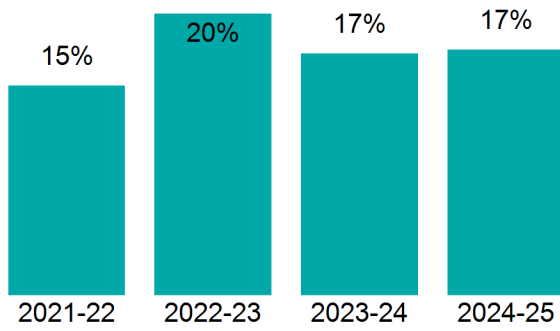
Attendance



Attendance rates are calculated using excused, unexcused, and unverified all day absences divided by days enrolled.

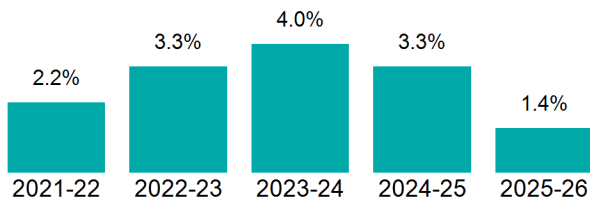
Note: Some rates are rounded to the nearest percent.

Chronic Absenteeism



A "chronic absentee" has been defined in Education Code (EC) Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays." Please note that days missed due to Covid-19 quarantine are not included in the absence count.

Suspension

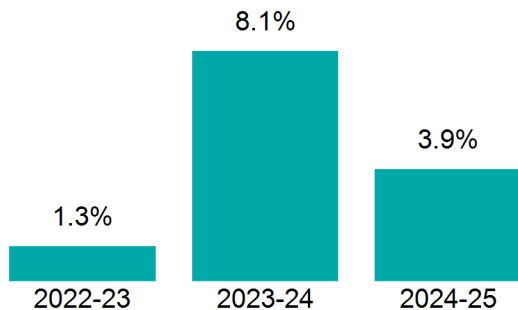


The suspension rate is calculated using an unduplicated count of students suspended one or more times divided by cumulative enrollment.

Number of Expulsions

2022-23	0
2023-24	1
2024-25	0
2025-26	0

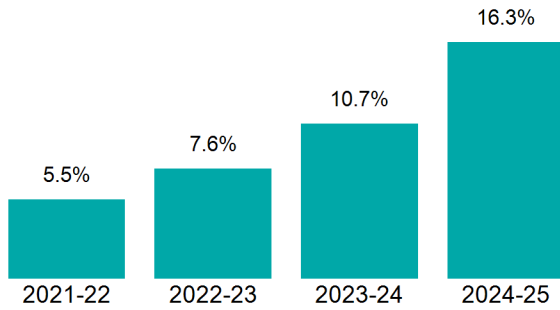
Dropout



Note: Some rates are rounded to the nearest percent.

4-year Adjusted Cohort Dropout Rate - Calculated by the state using data reported on CALPADS. The rate of students that leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of the 4th year.

English Learner - District Redesignation Rate



English Learner (EL) students are redesignated to Fluent English Proficient (FEP) using multiple criteria, standards, and procedures adopted by LBUSD. Redesignation rate is calculated by dividing the number of students redesignated from EL to FEP between Information Day of the displayed year and Information Day of the following year by the EL counts from Information Day of the displayed year. (* = partial year data)

Note: Some rates are rounded to the nearest percent.

McBride

2024-2025

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

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






School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2024-2025	YR	All	All	26	1	
		Grade	Gr. 09	4		
			Gr. 10	9		
			Gr. 11	8	1	
			Gr. 12	5		
		Ethnicity	African American	2		
			Asian	1		
			Filipino	1		
			Hispanic	17	1	
			Other	2		
			White	3		
		Gender	Female	8		
			Male	18	1	
		Fluency	EL + RFEP	8		
			RFEP	8		
		GATE/Excel	GATE/Excel	2		
		Homeless	Homeless	1		
		LowSES	Low SES	15	1	
		SPED	Special Ed.	1		
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1		
		SLC	Jordan - LEAP	1		
			Lakewood - ATM	1		
			Mcbride - CJI	8		

McBride

2024-2025

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

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2024-2025	YR	SLC	Mcbride - ENGM	 5		
			Mcbride - HEALTH	 9		
			Poly - BEACH	 1		
			Wilson - MED	 1	 1	

McBride

2023-2024

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

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	36	11	
		Grade	Gr. 09	9	3	
			Gr. 10	10	5	
			Gr. 11	15	3	
			Gr. 12	2		
		Ethnicity	African American	3	3	
			Filipino	3		
			Hispanic	22	8	
			White	8		
		Gender	Female	7	8	
			Male	29	3	
		Fluency	EL + RFEP	9		
			RFEP	9		
		GATE/Excel	GATE/Excel	3	4	
		Homeless	Homeless		2	
		LowSES	Low SES	15	4	
		SPED	Special Ed.	7	5	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	7	5	
		SLC	Mcbride - CJI	10	7	
			Mcbride - ENGM	6		
			Mcbride - HEALTH	17	3	
			Renaissance - REN	3	1	

McBride

2022-2023

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

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	25	10	
		Grade	Gr. 09	10	3	
		Grade	Gr. 10	8	2	
		Grade	Gr. 11	6	5	
		Grade	Gr. 12	1		
		Ethnicity	African American	1	1	
		Ethnicity	Asian	3		
		Ethnicity	Hispanic	15	6	
		Ethnicity	Other	2		
		Ethnicity	White	4	3	
		Gender	Female	3	4	
		Gender	Male	22	6	
		Fluency	EL + RFEP	10	2	
		Fluency	ELL	1		
		Fluency	RFEP	9	2	
		GATE/Excel	GATE/Excel	9	1	
		LowSES	Low SES	13	8	
		SPED	Special Ed.	2	1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	2	1	
		SLC	Mcbride - CJI	9	4	
		SLC	Mcbride - ENGM	5	1	
		SLC	Mcbride - HEALTH	11	5	

McBride

2021-2022

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

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







School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	19	14	
		Grade	Gr. 09	7	1	
			Gr. 10	8	6	
			Gr. 11	3	1	
			Gr. 12	1	6	
		Ethnicity	African American	1	2	
			American Indian	1		
			Asian	1		
			Filipino	1		
			Hispanic	12	9	
			Other		1	
			White	3	2	
		Gender	Female	7		
			Male	12	14	
		Fluency	EL + RFEP	6	5	
			ELL	1		
			RFEP	5	5	
		GATE/Excel	GATE/Excel	3	2	
		Homeless	Homeless	1		
		LowSES	Low SES	13	9	
		SPED	Special Ed.	3	2	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	3	2	
		SLC	Lakewood - DMAC	2	1	

McBride

2021-2022

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

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2021-2022	YR	SLC	Mcbride - CJI	 8	 3	
			Mcbride - ENGM	 3	 4	
			Mcbride - HEALTH	 6	 4	

McBride

2020-2021

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

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2020-2021	YR	All	All		2	1
		Grade	Gr. 10		2	1
		Ethnicity	Hispanic		2	1
		Gender	Female		2	1
		GATE/Excel	GATE/Excel			1
		SLC	Mcbride - HEALTH		1	1

McBride

2019-2020

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

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All	10	12	
		Grade	Gr. 09	5	7	
			Gr. 10	4	3	
			Gr. 11	1	2	
		Ethnicity	African American		2	
			Hispanic	8	7	
			White	2	3	
		Gender	Female	3	3	
			Male	7	8	
			Nonbinary		1	
		Fluency	EL + RFEP	2	3	
			RFEP	2	3	
		GATE/Excel	GATE/Excel	4	3	
		Homeless	Homeless	1	1	
		LowSES	Low SES	7	7	
		SPED	Special Ed.	1	1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	1	
		SLC	Mcbride - CJI	6	5	
			Mcbride - ENGM	2	3	
			Mcbride - HEALTH	2	4	

McBride

24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

Category	subgroup	# Records	YR	
			Percent by Category	
All Students	All	27	96	4
Grade	Gr. 09	4	100	
	Gr. 10	9	100	
	Gr. 11	9	89	11
	Gr. 12	5	100	
Ethnicity	African American	2	100	
	Asian	1	100	
	Filipino	1	100	
	Hispanic	18	94	6
	Other	2	100	
	White	3	100	
Gender	Female	8	100	
	Male	19	95	5
Special Populations	EL + RFEP	8	100	
	GATE/Excel	2	100	
	Homeless	1	100	
	Low SES	16	94	6
	RFEP	8	100	
	Spec Ed. Speech/RSP	1	100	
	Special Ed.	1	100	

McBride

24-25

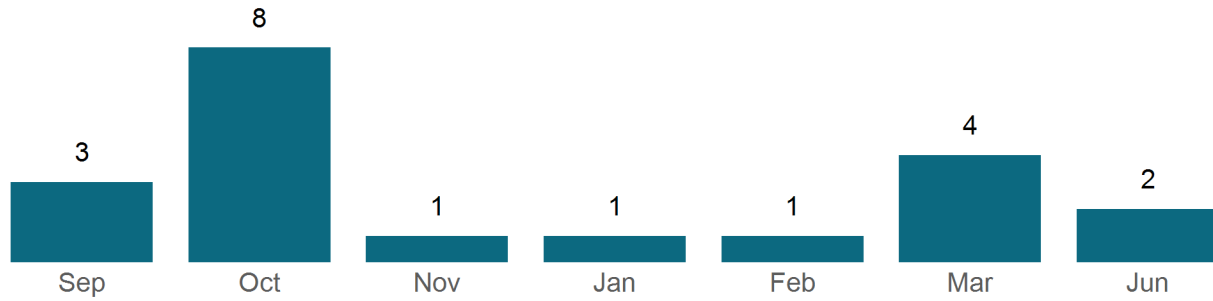
Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	24	13 88
Grade	Gr. 09	4	100
	Gr. 10	7	29 71
	Gr. 11	8	13 88
	Gr. 12	5	100
Ethnicity	African American	2	100
	Asian	1	100
	Filipino	1	100
	Hispanic	15	20 80
	Other	2	100
	White	3	100
Gender	Female	7	14 86
	Male	17	12 88
Special Populations	EL + RFEP	7	14 86
	GATE/Excel	2	100
	Homeless	1	100
	Low SES	13	23 77
	RFEP	7	14 86
	Spec Ed. Speech/RSP	1	100
	Special Ed.	1	100

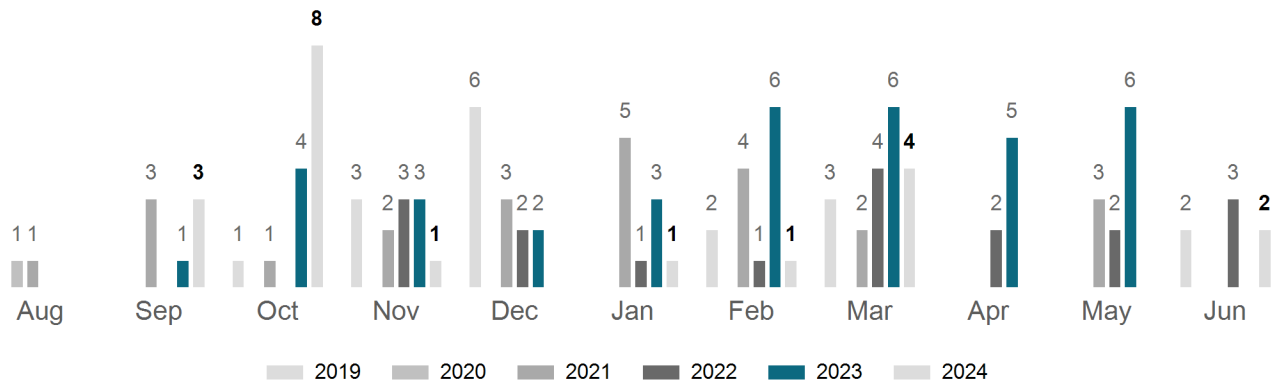
McBride

24-25

By Month for 24-25



By Month- 5-year comparison



	19-20	20-21	21-22	22-23	23-24	24-25
Aug			1	1		
Sep				3		1 3
Oct		1		1		4 8
Nov		3		2	3	3 1
Dec		6		3	2	2
Jan				5	1	3 1
Feb		2		4	1	6 1
Mar		3		2	4	6 4
Apr					2	5
May				3	2	6
Jun		2			3	2

Suspension Rate

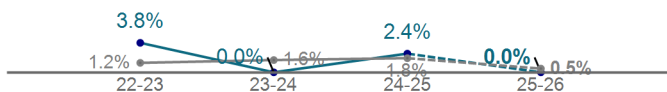
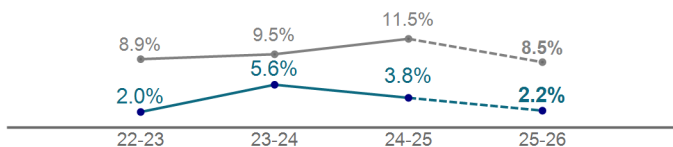
McBride
All Students
N = 664

—●— McBride
—●— High



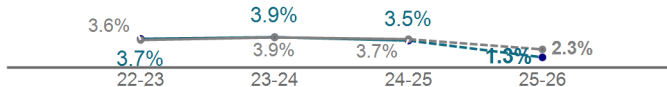
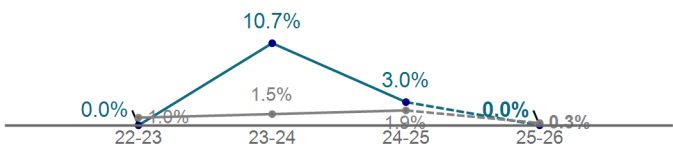
African American
N = 46

Asian
N = 40



Filipino
N = 38

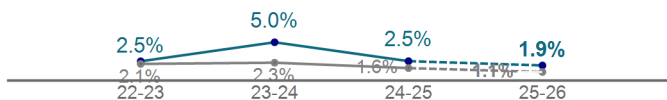
Hispanic
N = 384



Pacific Islander

Subgroup with fewer than 20 students.

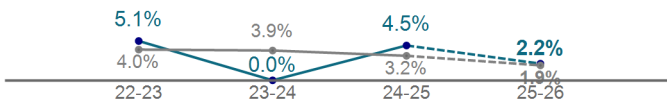
White
N = 103



Native American

Subgroup with fewer than 20 students.

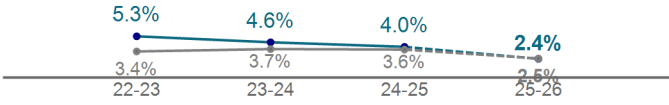
Other
N = 46



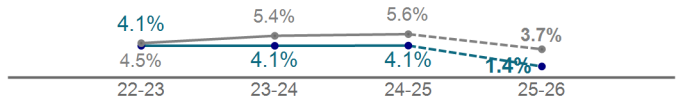
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

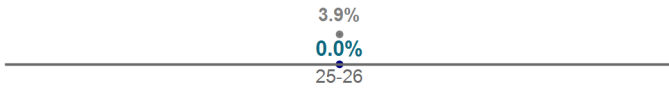
EL + RFEP
N = 166



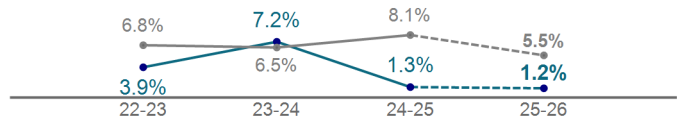
Low SES
N = 282



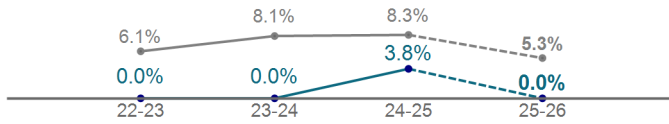
English Learner
N = 20



Special Education
N = 85



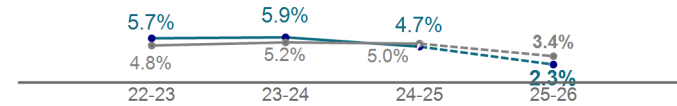
Homeless or Foster Youth
N = 21



Female
N = 360



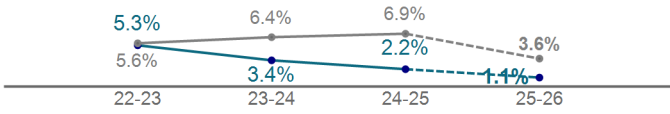
Male
N = 302



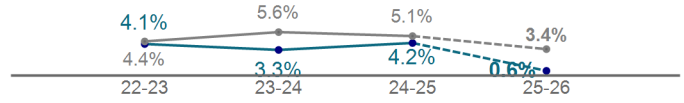
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

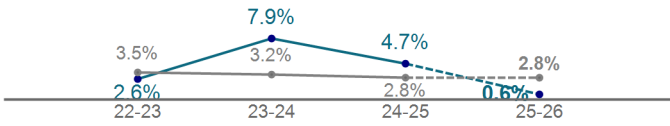
Gr. 09
N = 175



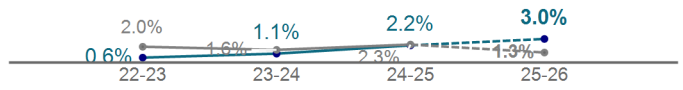
Gr. 10
N = 170



Gr. 11
N = 155



Gr. 12
N = 164

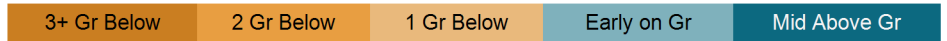


N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

i-Ready Reading Overall Relative Placement
School Data by Subgroup
McBride 2024-2025 Grade 10



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	
10	All Students	All	1	5	60	20	20			
			3	5	60	20	20			
	Teacher	Eulo, W	1	1				100		
			3	1				100		
		Montooth, M	1	3	67	33				
			3	3	67	33				
		Tandoc, R	1	1	100					
			3	1	100					
	Ethnicity	African American	1	1				100		
			3	1				100		
		Filipino	1	1	100					
			3	1	100					
		Hispanic	1	2	100					
			3	2	100					
		White	1	1	100					
			3	1	100					
		Gender	Female	1	1				100	
				3	1				100	
	Male		1	4	75	25				
			3	4	75	25				
	Special Populations	Low SES	1	2	50	50				
			3	2	50	50				
		ELL	1	5	60	20	20			
			3	5	60	20	20			
		EL + RFEP	1	5	60	20	20			
			3	5	60	20	20			
		Special Ed.	1	3	100					
			3	3	100					
		Spec Ed. Speech/RSP	1	3	100					
			3	3	100					

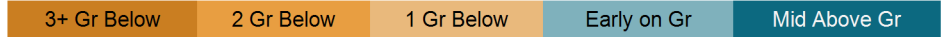
i-Ready Reading Overall Relative Placement

School Data by Subgroup

McBride 2024-2025 Grade 10



Legend

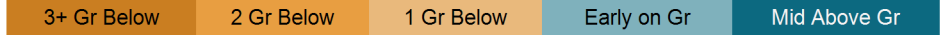


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
10	SLC	Mcbride - CJI	1	1	100				
			3	1	100				
		Mcbride - ENGM	1	3	67		33		
			3	3	67		33		
		Mcbride - HEALTH	1	1				100	
			3	1				100	

i-Ready Reading Overall Relative Placement
School Data by Subgroup
McBride 2024-2025 Grade 9



Legend



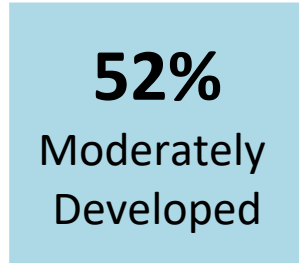
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category		
9	All Students	All	1	6	50	33	17
			3	5	100		
	Teacher	Browning, C	1	4	25	50	25
			3	3	100		
		Eulo, W	1	2	100		
			3	2	100		
	Ethnicity	Hispanic	1	5	60	20	20
			3	5	100		
		Other	1	1	100		
	Gender	Female	1	4	50	50	
			3	3	100		
		Male	1	2	50	50	
			3	2	100		
	Special Populations	Low SES	1	3	33	33	33
			3	3	100		
		ELL	1	5	60	20	20
			3	5	100		
		EL + RFEP	1	5	60	20	20
			3	5	100		
	SLC	Mcbride - CJI	1	1	100		
			3	1	100		
		Mcbride - ENGM	1	1	100		
3			1	100			
Mcbride - HEALTH		1	4	25	50	25	
		3	3	100			



ELPAC Summative Assessment Grade Level Summary 2024-2025

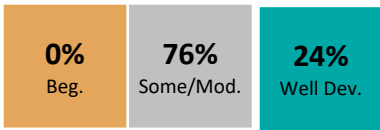
Site :: McBride

Site Level Overall Performance Level Summary

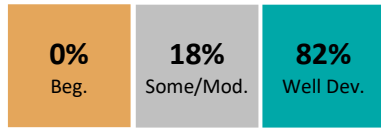


Site Level Domain Performance Level Summary

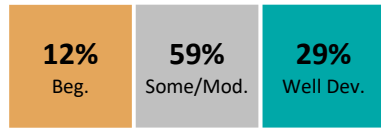
Listening



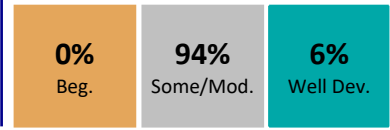
Speaking



Reading



Writing



Grade Level Performance Summary (Overall and by Domain)

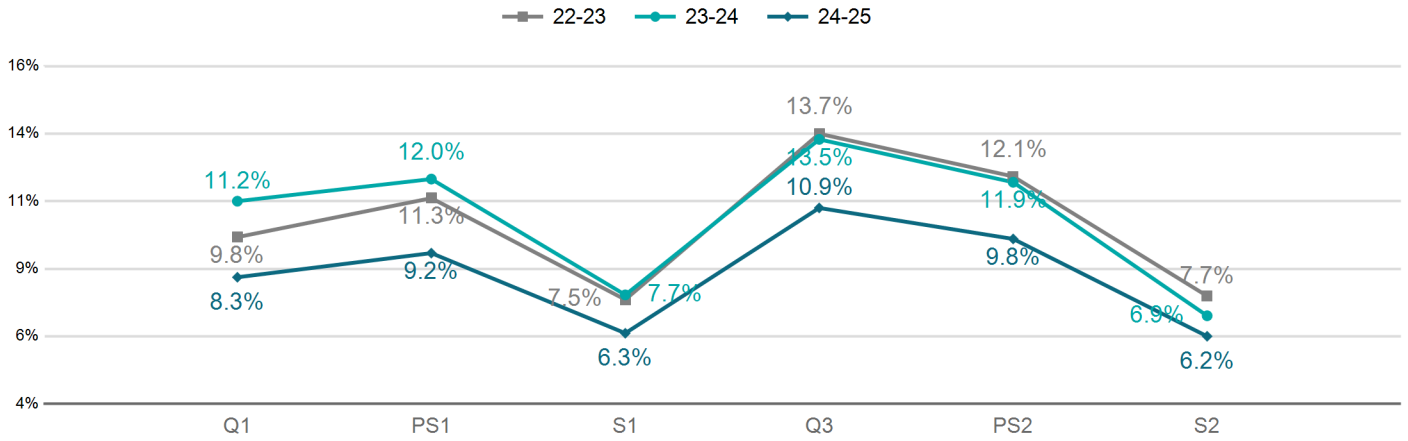
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
09	13%	13%	50%	25%	0%	38%	50%	0%	25%	63%	0%	38%	50%	0%	75%	13%
10	0%	17%	83%	0%	0%	100%	0%	0%	17%	83%	17%	67%	17%	0%	100%	0%
11	25%	25%	25%	25%	0%	75%	0%	0%	0%	75%	25%	50%	0%	0%	75%	0%
12	50%	0%	50%	0%	0%	50%	0%	0%	0%	50%	0%	50%	0%	0%	50%	0%
19	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

McBride D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



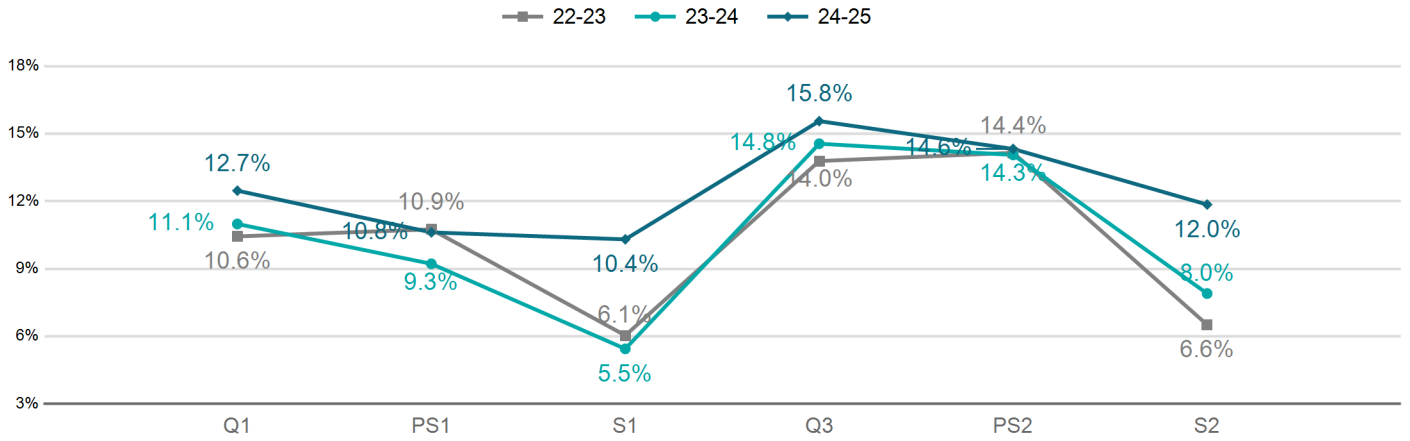
Graphs for subgroups on following pages.

McBride D/F Rate - 3 year Comparison

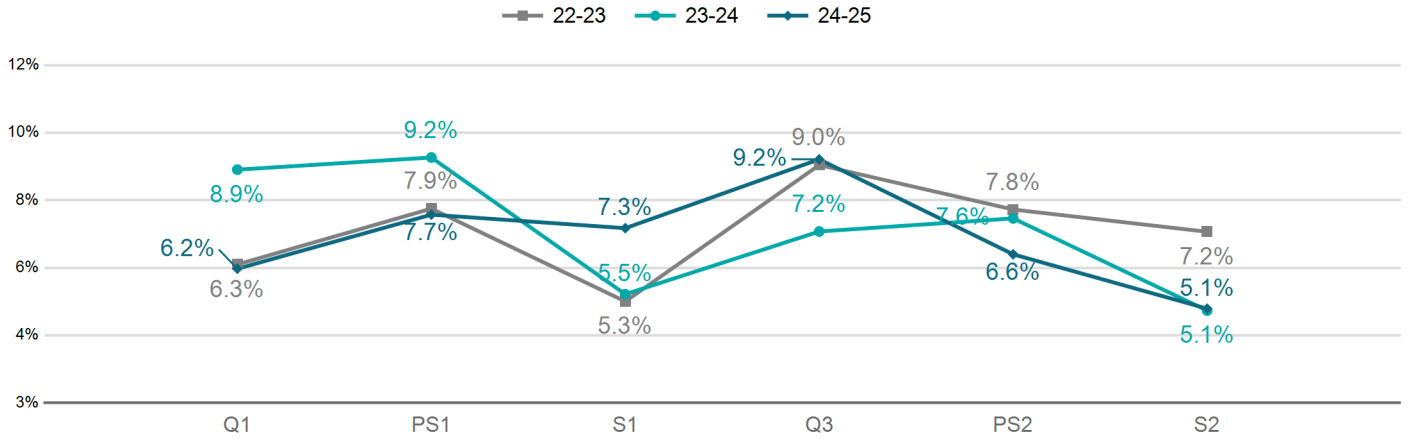
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

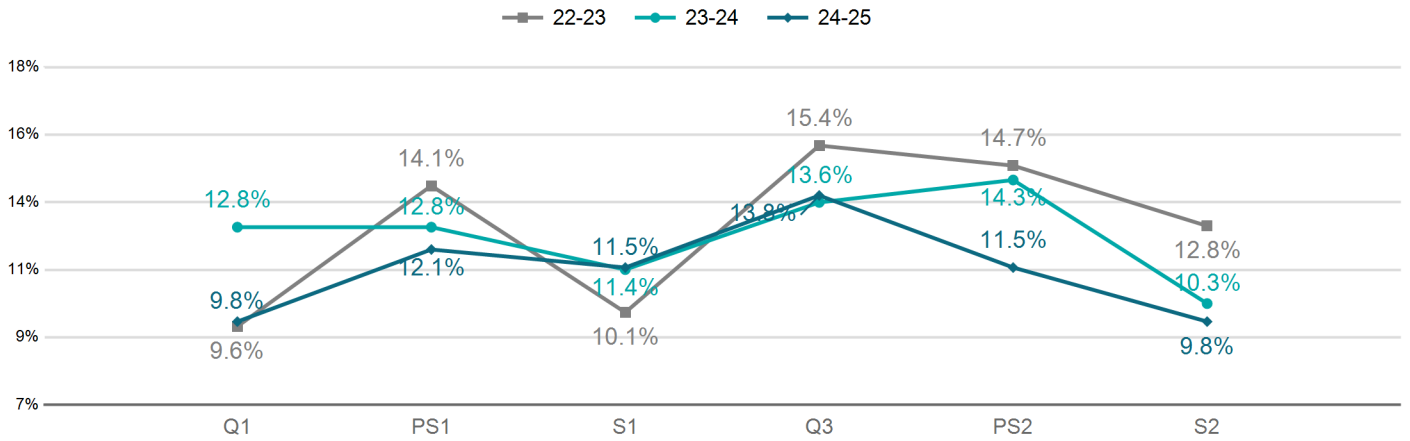
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



Category: Ethnicity - Subgroup: Cambodian

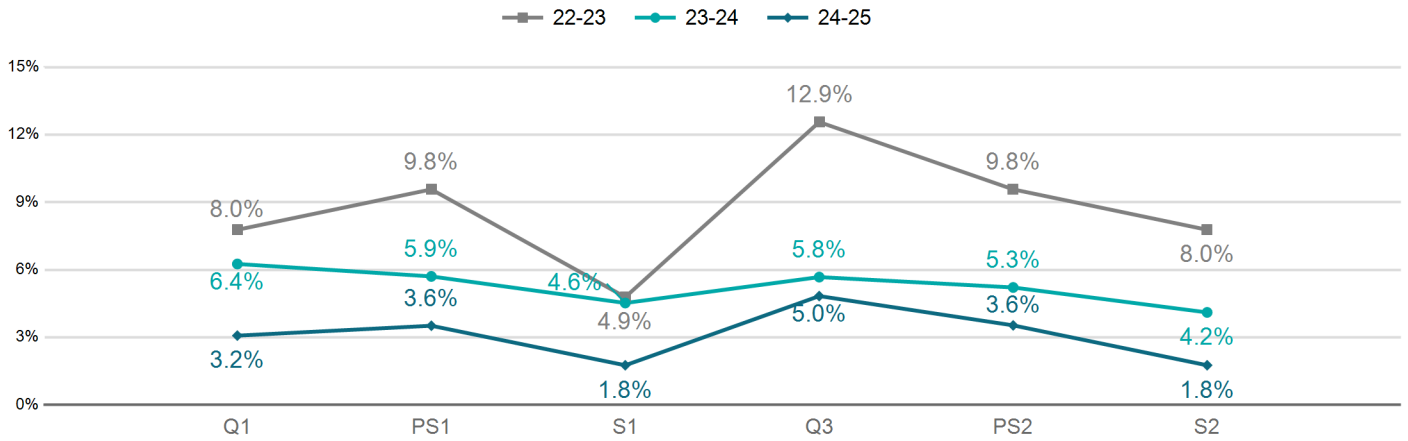


McBride D/F Rate - 3 year Comparison

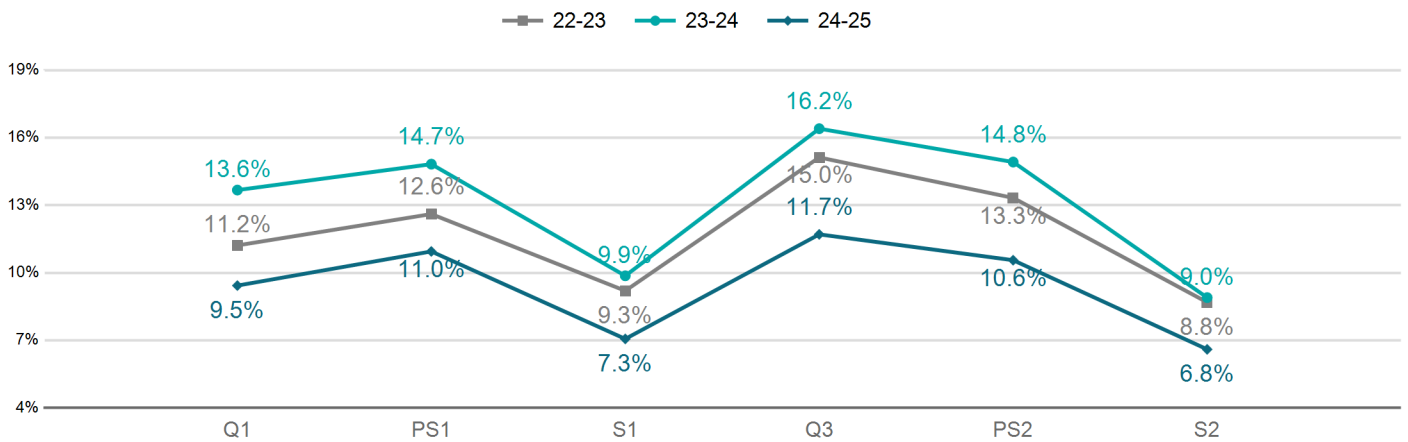
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial
Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic

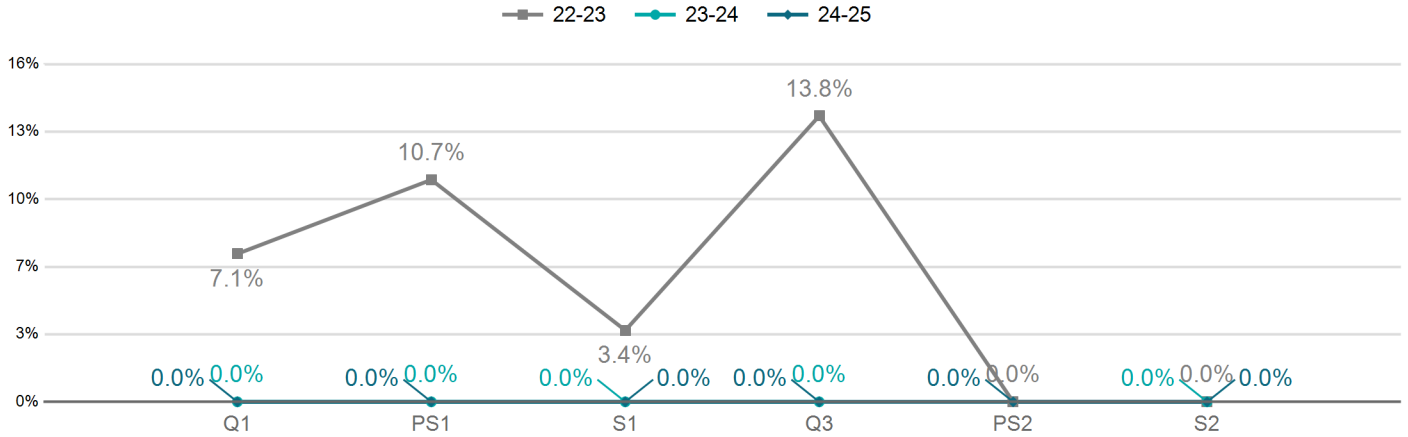


Category: Ethnicity - Subgroup: Pacific Islander

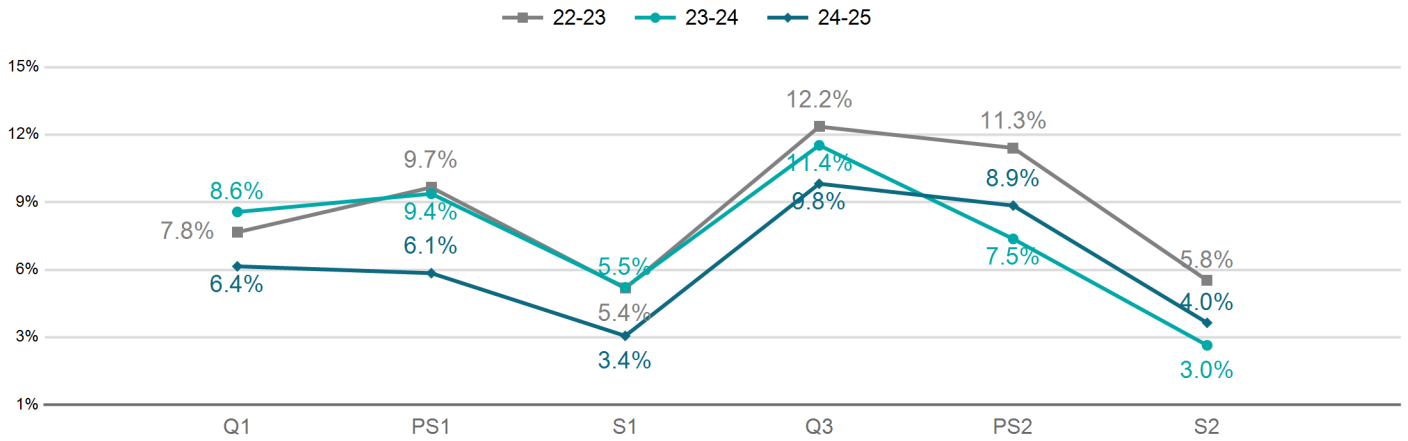
McBride D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

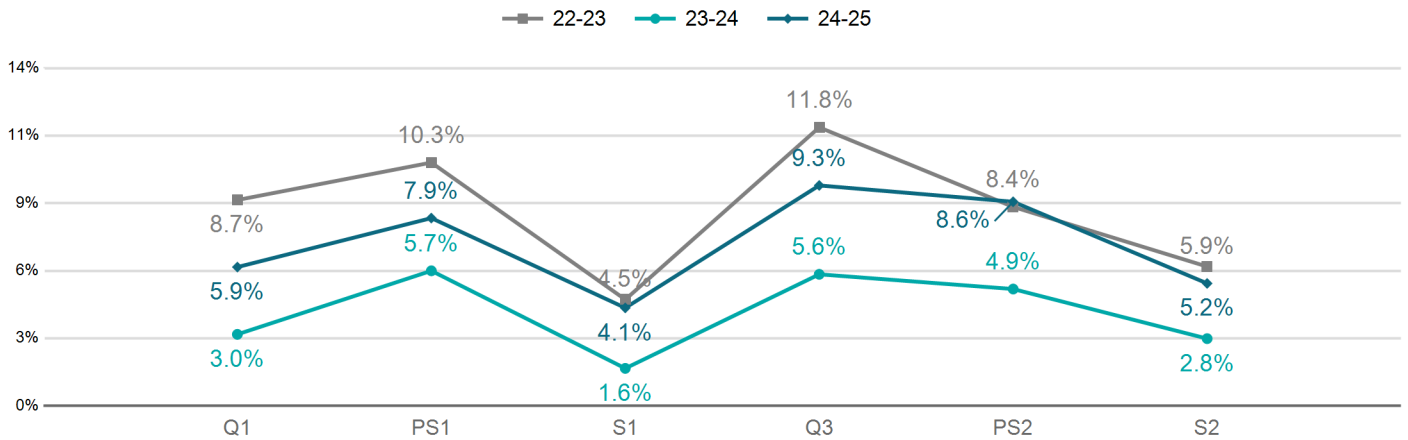
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: White



Category: Ethnicity - Subgroup: Other

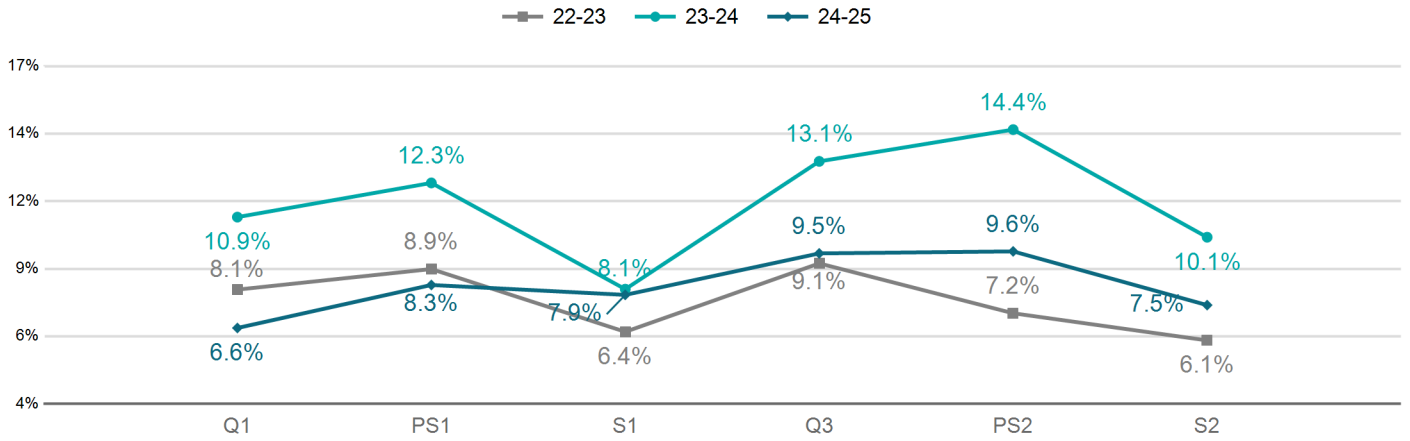


McBride D/F Rate - 3 year Comparison

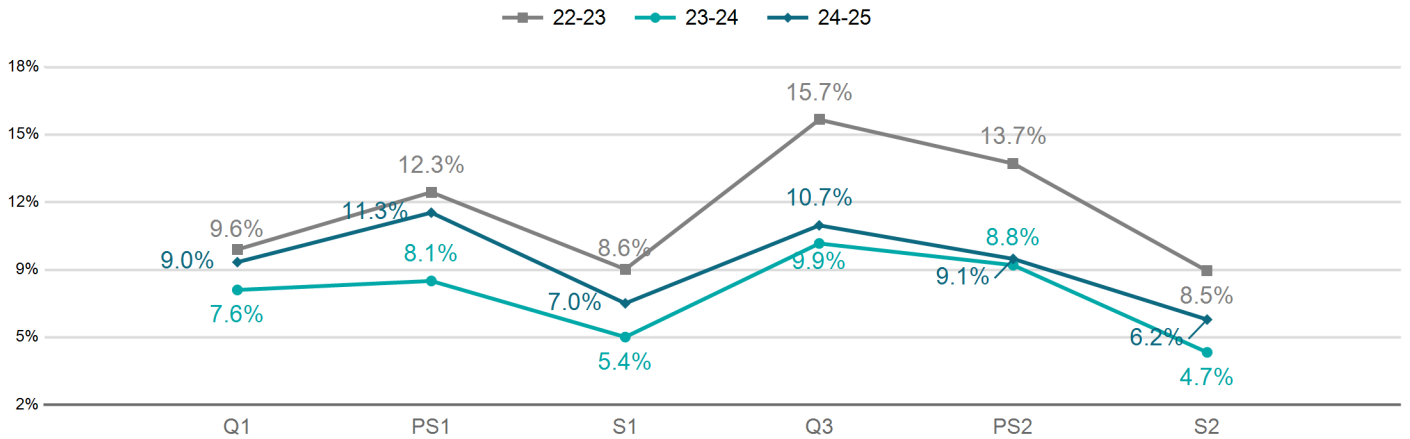
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

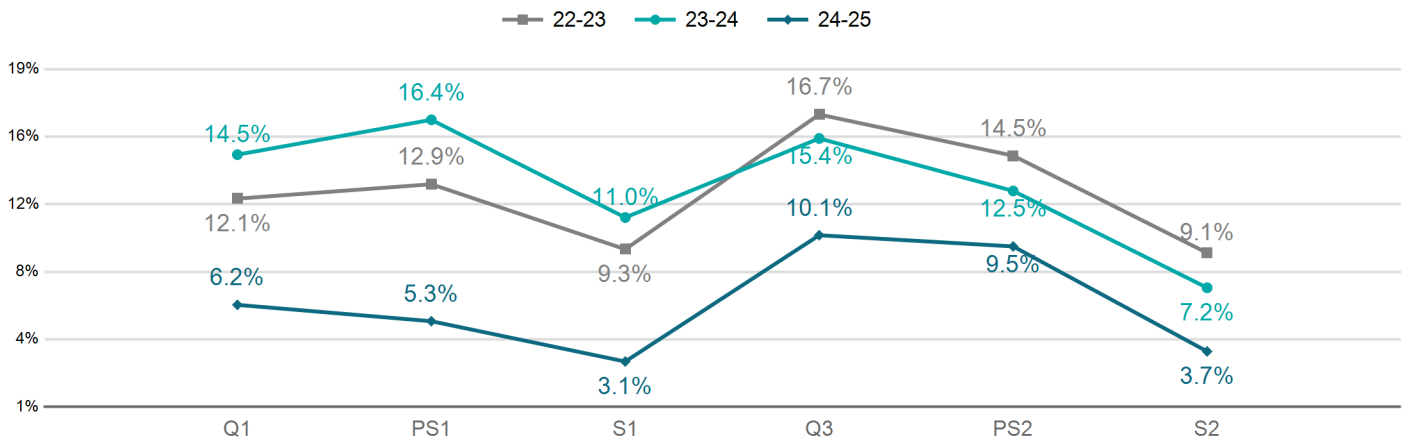
Category: Grade - Subgroup: Gr. 09



Category: Grade - Subgroup: Gr. 10



Category: Grade - Subgroup: Gr. 11

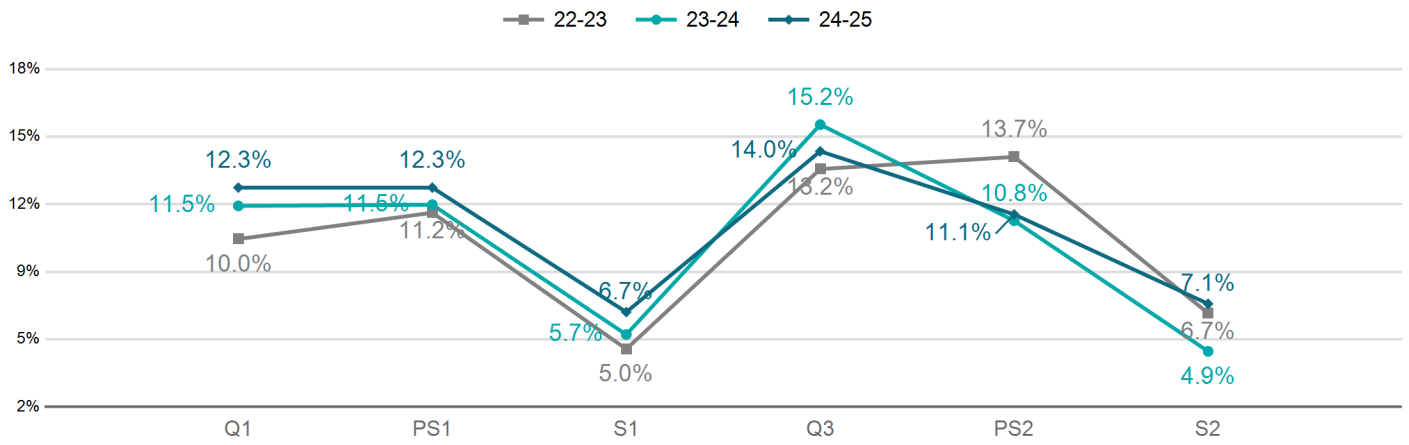


McBride D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Grade - Subgroup: Gr. 12

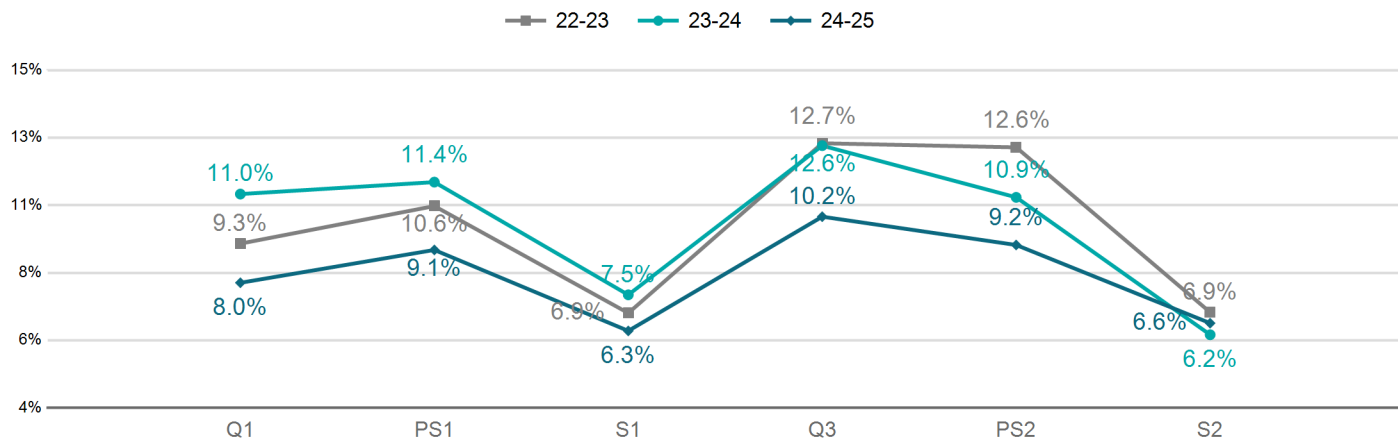


McBride D/F Rate - 3 year Comparison

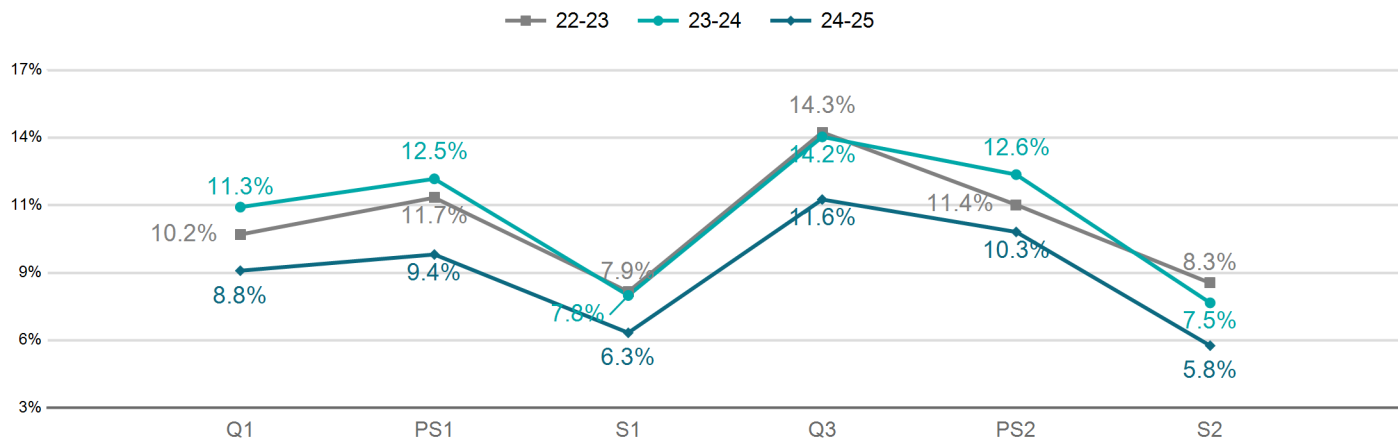
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

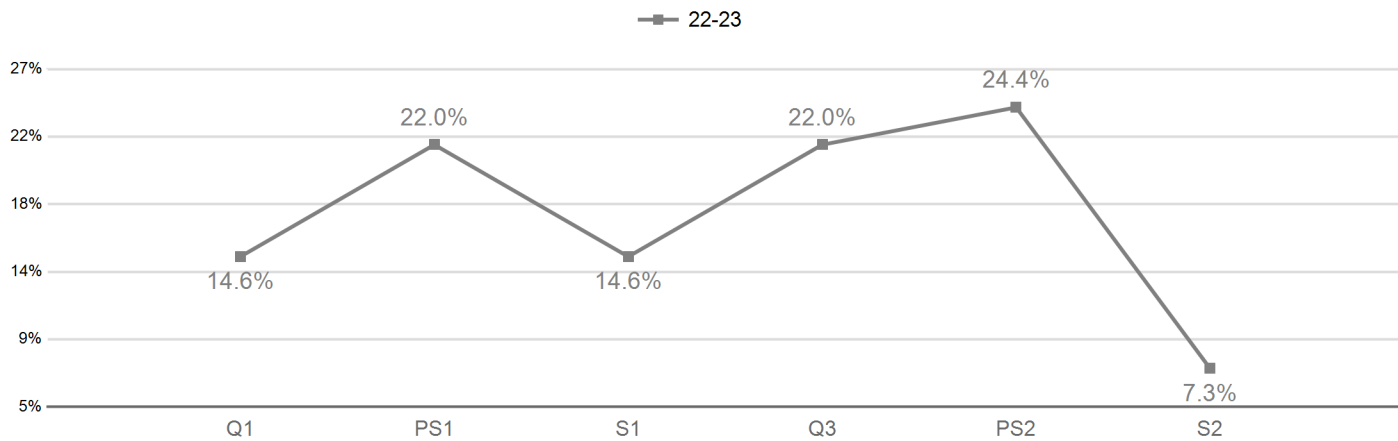
Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male



Category: Gender - Subgroup: Nonbinary

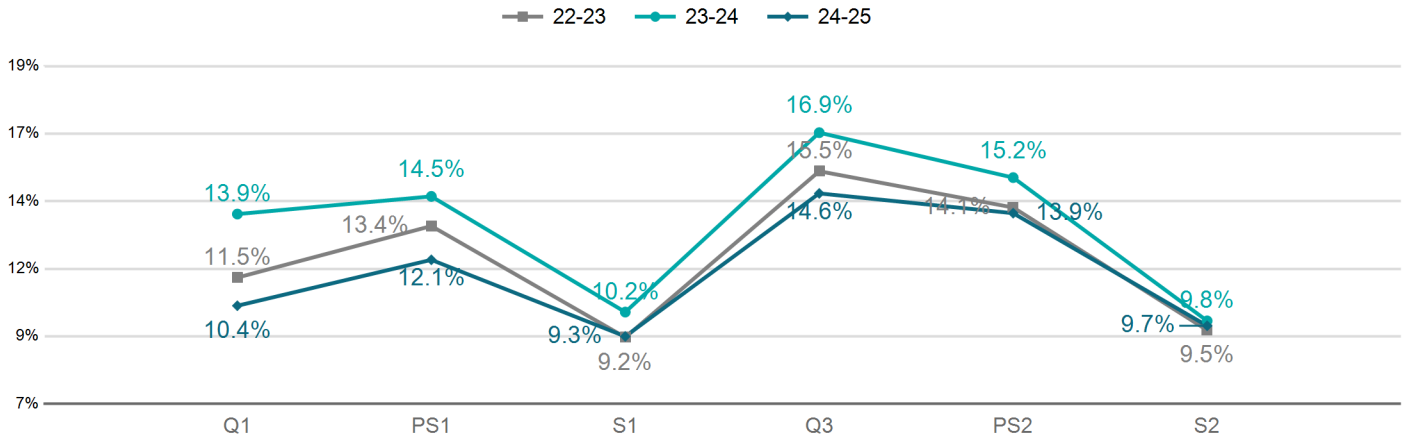


McBride D/F Rate - 3 year Comparison

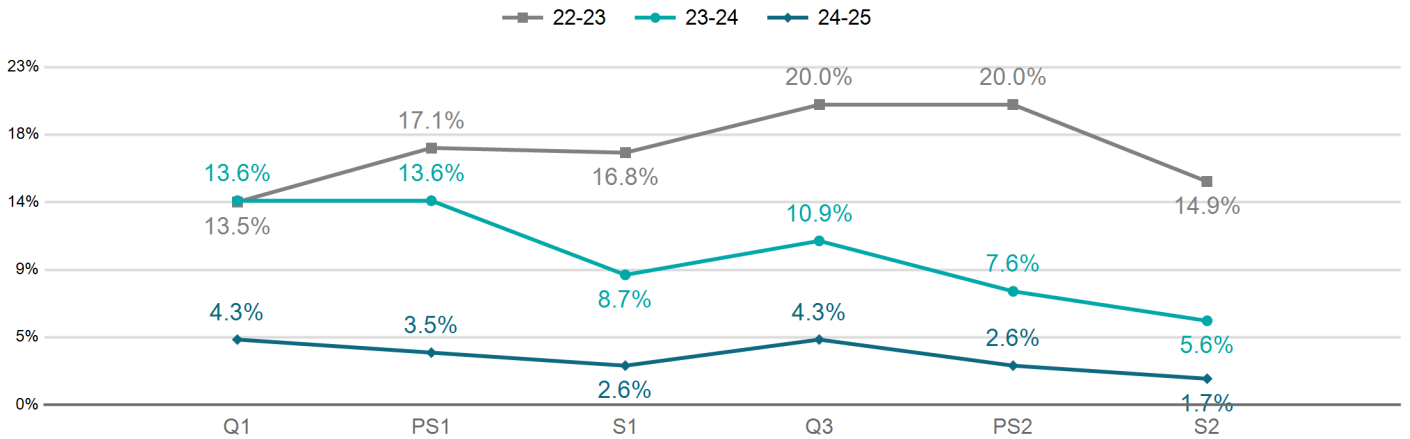
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

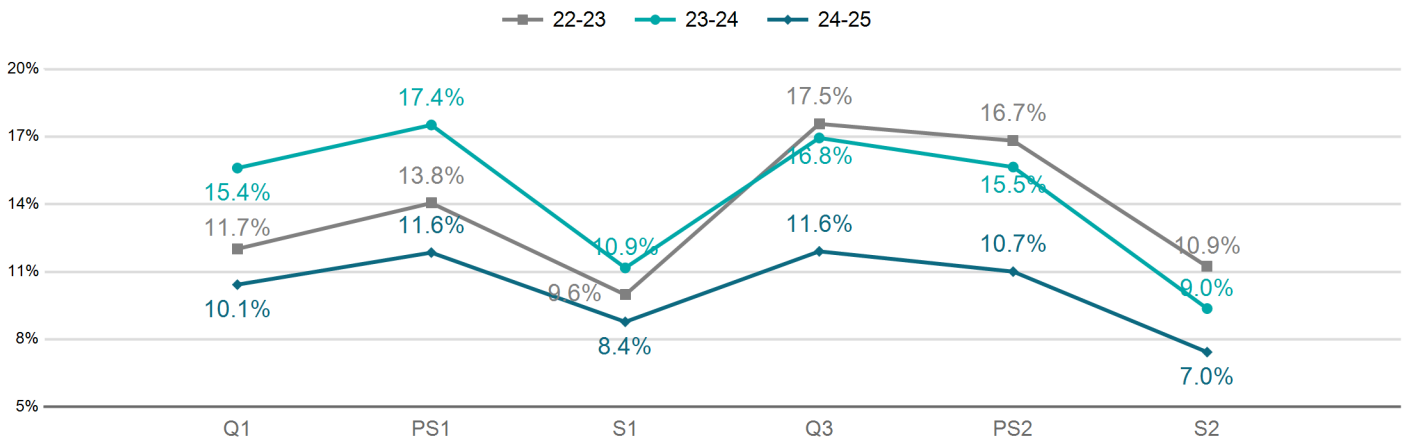
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

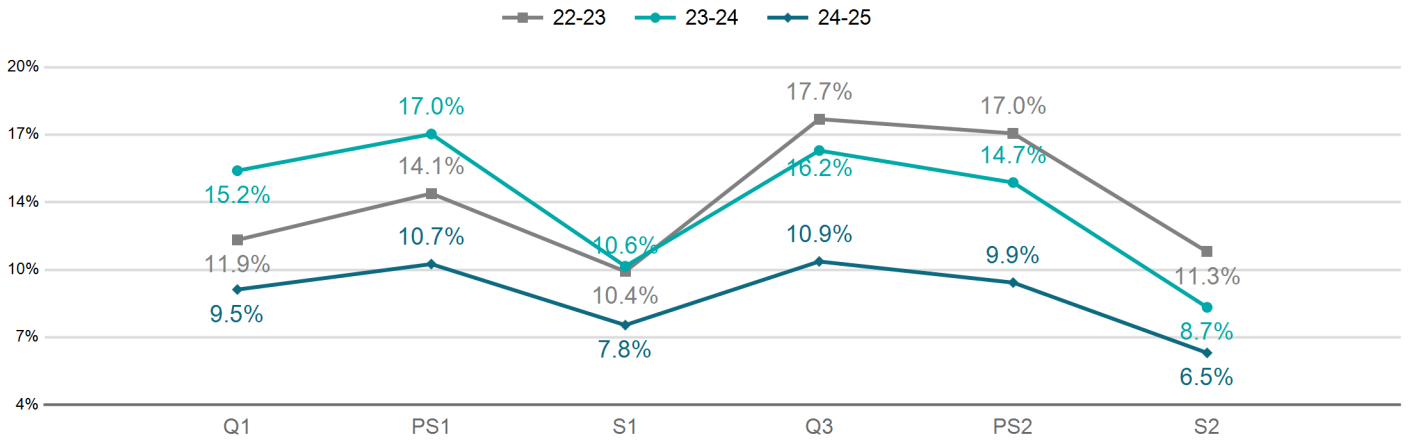


McBride D/F Rate - 3 year Comparison

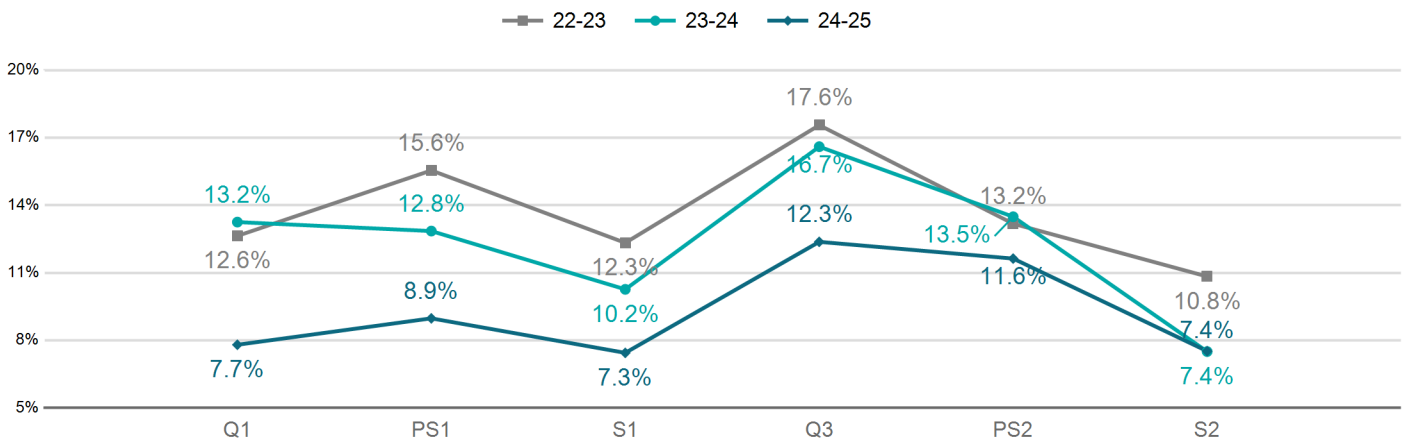
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

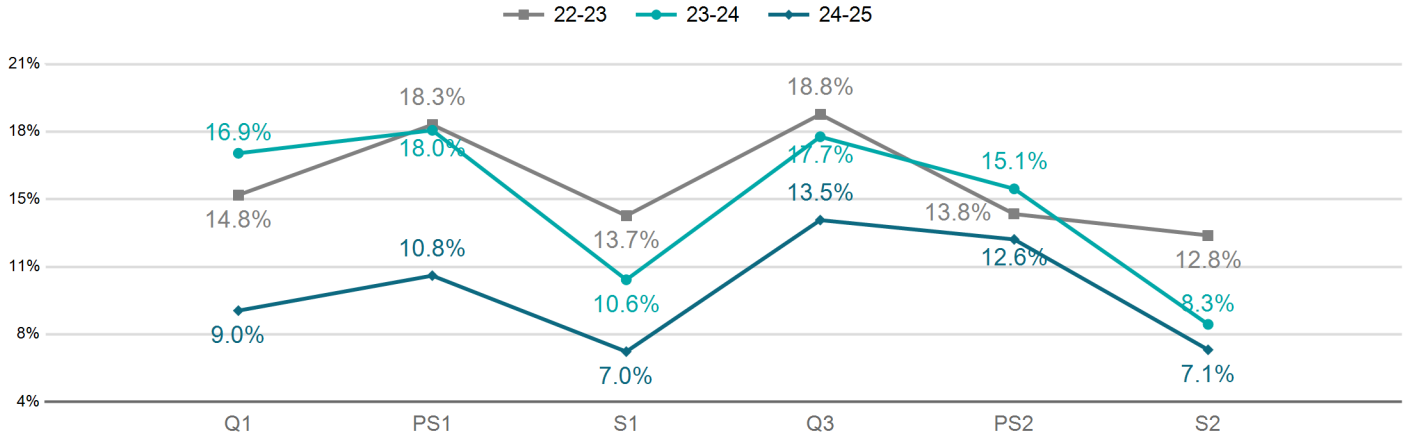


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

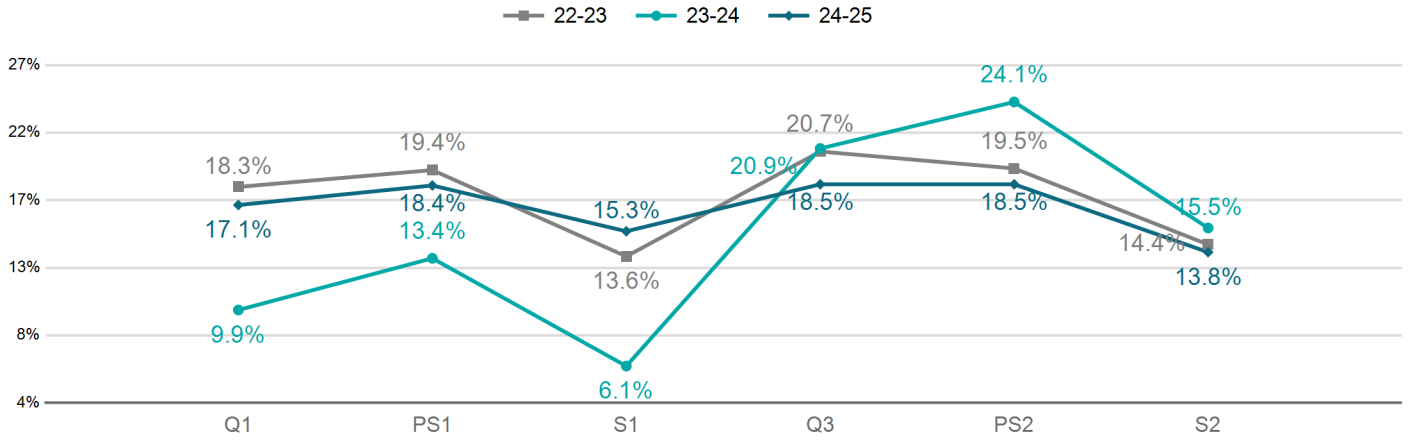
McBride D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

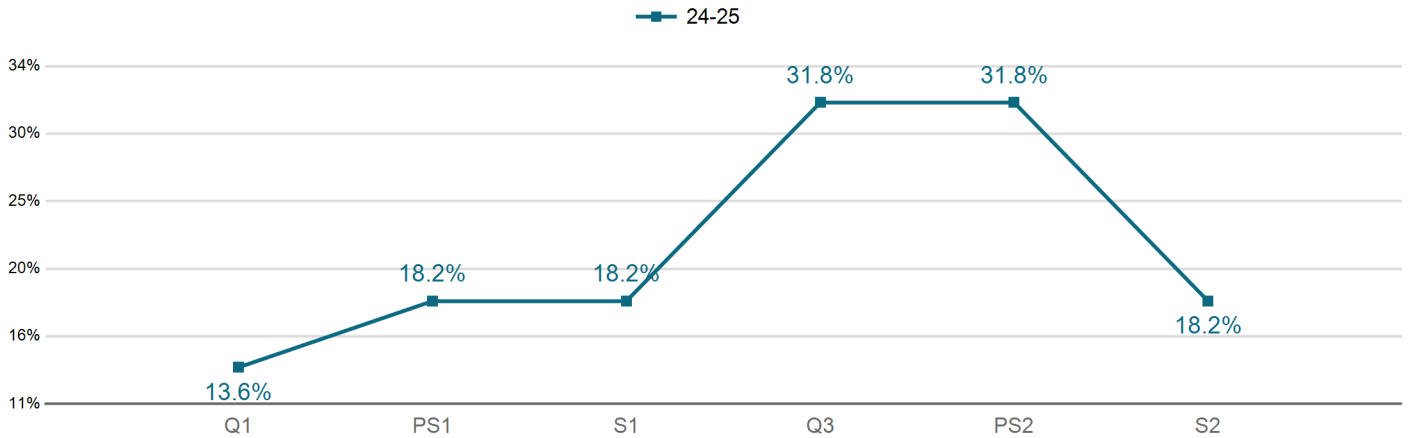
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

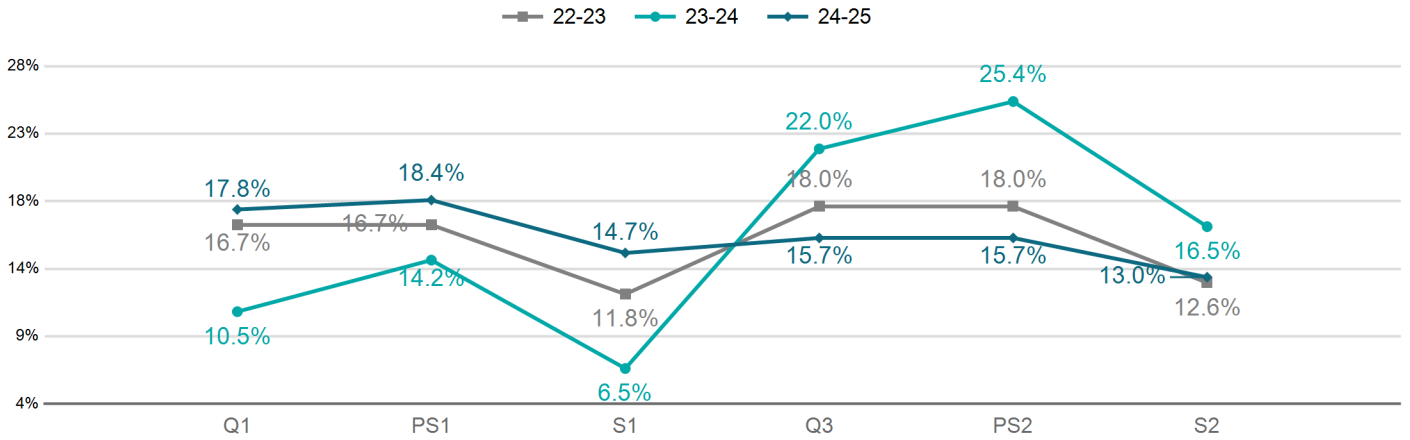


Category: Special Populations - Subgroup: Homeless

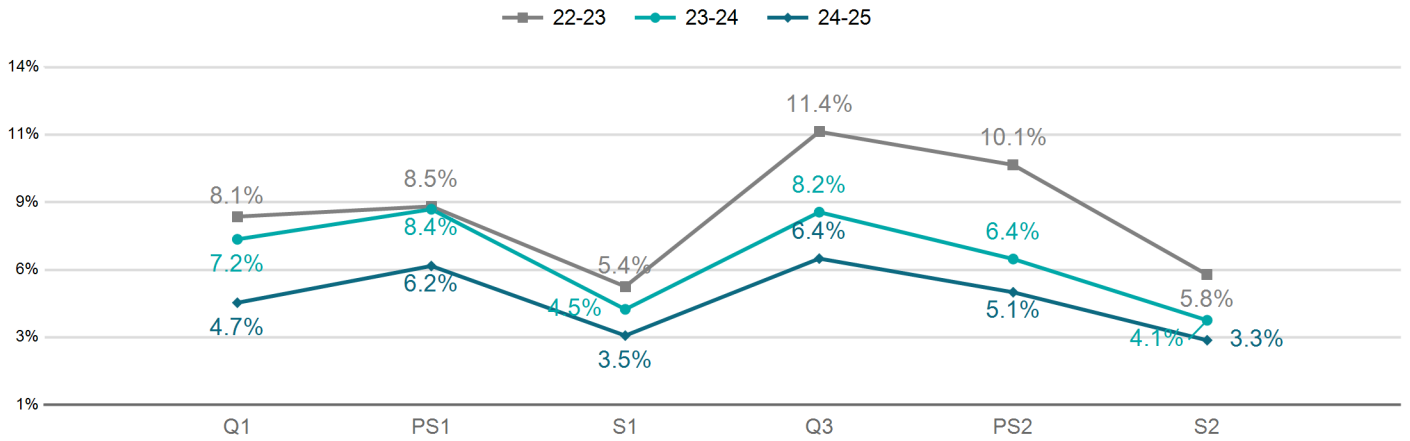
McBride D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: GATE/Excel

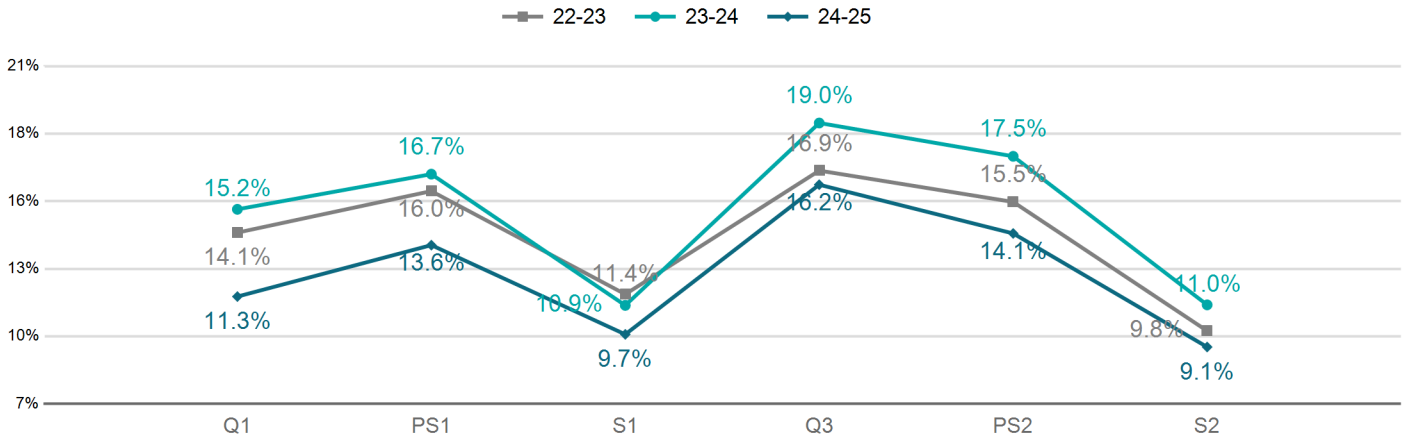


McBride D/F Rate - 3 year Comparison

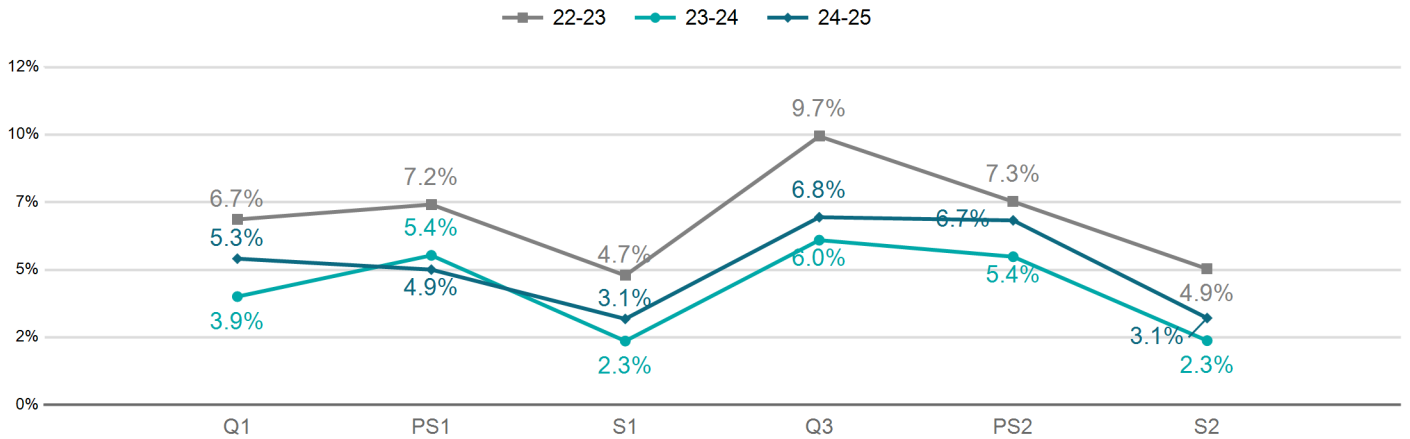
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

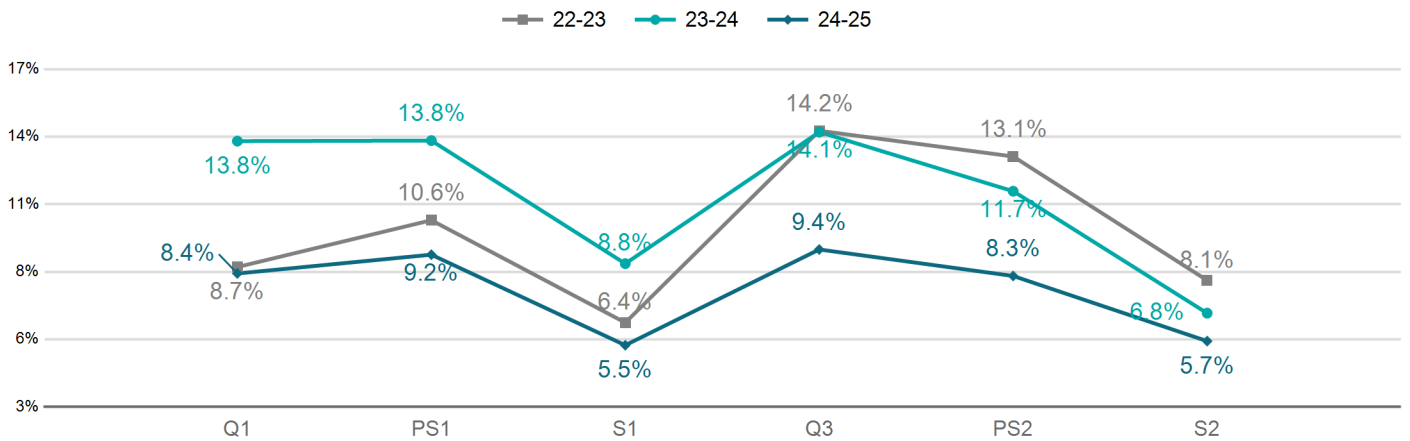
Category: SLC - Subgroup: McBride - CJJ



Category: SLC - Subgroup: McBride - ENGM



Category: SLC - Subgroup: McBride - HEALTH



Legend
F
D
C
B
A

Grade Distribution - McBride

2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category				D/F Rate	A/B/C Rate		
All Students		4,364	2	5	15	25	53	6.2%	93.8%	
Grade	Gr. 09	1,271	3	5	17	27	48	7.5%	92.5%	
	Gr. 10	1,108	2	5	17	27	50	6.2%	93.8%	
	Gr. 11	1,039	3	7	15	26	56	3.7%	96.3%	
	Gr. 12	946	1	6	13	21	59	7.1%	92.9%	
Ethnicity	African American	316	4	8	18	29	41	12.0%	88.0%	
	Asian	272	1	4	11	25	59	5.1%	94.9%	
	Cambodian	174	3	7	15	23	52	9.8%	90.2%	
	Filipino	222	2	9	17	26	73	1.8%	98.2%	
	Hispanic	2,468	2	5	16	26	51	6.8%	93.2%	
	Pacific Islander	43			5	23	72	0.0%	100.0%	
	White	753	3	3	16	26	54	4.0%	96.0%	
	Other	290	2	3	14	23	58	5.2%	94.8%	
Gender	Female	2,251	2	5	13	25	55	6.6%	93.4%	
	Male	2,100	1	4	18	25	51	5.8%	94.2%	
	Nonbinary	13				31	23	46	0.0%	100.0%
Special Populations	Low SES	1,802	3	7	19	24	47	9.7%	90.3%	
	ELL	115	2	9	23	23	66	1.7%	98.3%	
	RFEP	982	2	5	16	26	51	7.0%	93.0%	
	EL + RFEP	1,097	2	5	15	26	52	6.5%	93.5%	
	Special Ed.	475	4	4	20	30	42	7.4%	92.6%	
	Spec Ed. Speech/RSP	382	3	4	25	35	33	7.1%	92.9%	
	Homeless/Foster	130	4	10	16	23	47	13.8%	86.2%	
	Foster	22	1	4	5	14	32	36	18.2%	81.8%
	Homeless	108	2	11	17	21	49	13.0%	87.0%	
	GATE/Excel	915	3	3	11	21	64	3.3%	96.7%	
Pathway	Mcbride - CJI	1,461	2	7	21	27	43	9.1%	90.9%	
	Mcbride - ENGM	1,274	2	2	12	23	62	3.1%	96.9%	
	Mcbride - HEALTH	1,557	2	4	13	27	54	5.7%	94.3%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - McBride 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	A/B/C Rate		
All Students	4,362	4,362	3	7	19	29	43	9.8%	90.2%	
Grade	Gr. 09	1,272	3	7	19	31	40	9.6%	90.4%	
	Gr. 10	1,108	3	6	19	30	42	9.1%	90.9%	
	Gr. 11	1,037	1	8	18	30	43	9.5%	90.5%	
	Gr. 12	945	3	8	20	22	47	11.1%	88.9%	
	Ethnicity	African American	316	5	10	23	28	34	14.6%	85.4%
Asian		272	1	5	16	28	50	6.6%	93.4%	
Cambodian		174	3	9	20	29	39	11.5%	88.5%	
Filipino		221	3	1	12	26	59	3.6%	96.4%	
Hispanic		2,468	3	7	19	30	41	10.6%	89.4%	
Pacific Islander		43			14	14	72	0.0%	100.0%	
White		752	1	8	21	27	44	8.9%	91.1%	
Other		290	3	6	18	30	44	8.6%	91.4%	
Gender	Female	2,249	3	7	17	29	45	9.2%	90.8%	
	Male	2,100	3	8	21	28	41	10.3%	89.7%	
	Nonbinary	13	8		38	15	38	7.7%	92.3%	
Special Populations	Low SES	1,800	4	10	20	29	38	13.9%	86.1%	
	ELL	115	3	1	11	28	58	2.6%	97.4%	
	RFEP	981	3	7	19	30	41	10.7%	89.3%	
	EL + RFEP	1,096	3	7	18	30	43	9.9%	90.1%	
	Special Ed.	475	5	7	24	29	36	11.6%	88.4%	
	Spec Ed. Speech/RSP	382	4	8	29	33	25	12.6%	87.4%	
	Homeless/Foster	130	4	1	15	16	34	32	18.5%	81.5%
	Foster	22	9		23	36	32	31.8%	68.2%	
	Homeless	108	3	1	13	19	33	31	15.7%	84.3%
	GATE/Excel	915	2	4	15	26	53	5.1%	94.9%	
Pathway	Mcbride - CJI	1,461	3	1	11	21	29	35	14.1%	85.9%
	Mcbride - ENGM	1,274	2	5	20	27	46	6.7%	93.3%	
	Mcbride - HEALTH	1,555	3	6	16	30	46	8.3%	91.7%	

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 3/9/2026

Legend
F
D
C
B
A

Grade Distribution - McBride

2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	A/B/C Rate		
All Students	4,362	4,362	3	8	17	27	45	10.9%	89.1%	
Grade	Gr. 09	1,272	3	7	17	30	43	9.5%	90.5%	
	Gr. 10	1,111	3	8	18	28	43	10.7%	89.3%	
	Gr. 11	1,033	2	8	18	30	43	10.1%	89.9%	
	Gr. 12	946	4	10	14	18	54	14.0%	86.0%	
Ethnicity	African American	316	6	10	24	25	35	15.8%	84.2%	
	Asian	272	2	7	10	29	51	9.2%	90.8%	
	Cambodian	174	3	10	13	31	41	13.8%	86.2%	
	Filipino	222	4	11	19	64		5.0%	95.0%	
	Hispanic	2,466	4	8	18	28	43	11.7%	88.3%	
	Pacific Islander	43			9	19	72	0.0%	100.0%	
	White	753	1	9	16	27	47	9.8%	90.2%	
Gender	Other	290	3	7	15	26	50	9.3%	90.7%	
	Female	2,261	3	7	16	28	46	10.2%	89.8%	
	Male	2,088	3	9	18	25	45	11.6%	88.4%	
	Nonbinary	13	1	5	15	23	46	15.4%	84.6%	
Special Populations	Low SES	1,804	5	9	18	26	41	14.6%	85.4%	
	ELL	115		4	13	23	60	4.3%	95.7%	
	RFEP	989	4	8	16	29	43	11.6%	88.4%	
	EL + RFEP	1,104	3	8	15	29	45	10.9%	89.1%	
	Special Ed.	470	4	8	22	23	42	12.3%	87.7%	
	Spec Ed. Speech/RSP	377	4	10	27	28	32	13.5%	86.5%	
	Homeless/Foster	130	5	13	13	33	35	18.5%	81.5%	
	Foster	22	1	4	18	5	36	27	31.8%	68.2%
	Homeless	108	4	12	15	32	37	15.7%	84.3%	
Pathway	GATE/Excel	916		2	13	26	55	6.4%	93.6%	
	Mcbride - CJJ	1,465	4	12	19	28	36	16.2%	83.8%	
	Mcbride - ENGM	1,267		2	15	25	53	6.8%	93.2%	
	Mcbride - HEALTH	1,558	3	7	17	28	46	9.4%	90.6%	

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 3/9/2026

Legend
F
D
C
B
A

Grade Distribution - McBride 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	A/B/C Rate	
All Students	4,397	4,397	15	17	26	51	6.3%	93.7%	
Grade	Gr. 09	1,282	16	17	28	46	7.9%	92.1%	
	Gr. 10	1,129	16	18	26	48	7.0%	93.0%	
	Gr. 11	1,032	3	14	25	58	3.1%	96.9%	
	Gr. 12	954	6	17	21	55	6.7%	93.3%	
Ethnicity	African American	316	3	7	20	27	42	10.4%	89.6%
	Asian	273	7	9	25	59	7.3%	92.7%	
	Cambodian	174	11	13	26	49	11.5%	88.5%	
	Filipino	222	2	8	22	68	1.8%	98.2%	
	Hispanic	2,496	16	19	26	48	7.3%	92.7%	
	Pacific Islander	43	2	9		88	0.0%	100.0%	
	White	757	3	14	28	55	3.4%	96.6%	
	Other	290	4	16	23	57	4.1%	95.9%	
Gender	Female	2,282	15	17	24	52	6.3%	93.7%	
	Male	2,102	5	17	27	50	6.3%	93.7%	
	Nonbinary	13		15	38	46	0.0%	100.0%	
Special Populations	Low SES	1,815	2	7	21	26	44	9.3%	90.7%
	ELL	115	2	10	20	67	2.6%	97.4%	
	RFEP	999	1	7	19	25	48	8.4%	91.6%
	EL + RFEP	1,114	1	7	18	25	50	7.8%	92.2%
	Special Ed.	480	2	5	20	28	44	7.3%	92.7%
	Spec Ed. Speech/RSP	387	1	6	25	34	34	7.0%	93.0%
	Homeless/Foster	131	5	10	18	21	45	15.3%	84.7%
	Foster	22	9	9	27	27	27	18.2%	81.8%
	Homeless	109	5	10	17	20	49	14.7%	85.3%
	GATE/Excel	925	3	12	22	62	3.5%	96.5%	
Pathway	Mcbride - CJI	1,470	2	8	23	27	40	9.7%	90.3%
	Mcbride - ENGM	1,287	3	11	24	62	3.1%	96.9%	
	Mcbride - HEALTH	1,568	5	17	26	52	5.5%	94.5%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - McBride

2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category	D/F Rate	A/B/C Rate	
All Students	4,404	2 7 17 27 47	9.2%	90.8%	
Grade	Gr. 09	1,282	2 7 17 32 43	8.3%	91.7%
	Gr. 10	1,131	3 9 18 25 46	11.3%	88.7%
	Gr. 11	1,033	1 4 17 28 50	5.3%	94.7%
	Gr. 12	958	2 10 16 21 50	12.3%	87.7%
	Ethnicity	African American	316	3 8 20 32 37	10.8%
Asian		273	1 6 16 22 55	7.7%	92.3%
Cambodian		174	2 10 17 20 51	12.1%	87.9%
Filipino		222	4 6 22 68	3.6%	96.4%
Hispanic		2,502	2 9 19 28 43	11.0%	89.0%
Pacific Islander		43	28 72	0.0%	100.0%
White		758	5 16 26 52	6.1%	93.9%
Other		290	1 7 13 26 53	7.9%	92.1%
Gender	Female	2,280	2 7 17 27 47	9.1%	90.9%
	Male	2,111	2 7 17 27 47	9.4%	90.6%
	Nonbinary	13	8 15 46 31	7.7%	92.3%
Special Populations	Low SES	1,821	3 9 21 29 39	12.1%	87.9%
	ELL	115	3 10 42 45	3.5%	96.5%
	RFEP	1,011	3 8 18 27 44	11.6%	88.4%
	EL + RFEP	1,126	3 8 17 28 44	10.7%	89.3%
	Special Ed.	474	1 7 18 39 34	8.9%	91.1%
	Spec Ed. Speech/RSP	381	2 9 22 33 34	10.8%	89.2%
	Homeless/Foster	136	8 10 18 26 37	18.4%	81.6%
	Foster	22	9 9 27 36 18	18.2%	81.8%
	Homeless	114	8 11 17 25 40	18.4%	81.6%
	GATE/Excel	926	5 11 24 59	6.2%	93.8%
Pathway	Mcbride - CJI	1,472	3 11 20 28 38	13.6%	86.4%
	Mcbride - ENGM	1,288	1 4 13 24 59	4.9%	95.1%
	Mcbride - HEALTH	1,572	2 7 18 26 47	9.2%	90.8%

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - McBride 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	A/B/C Rate	
All Students	4,396	4,396	26	15	26	51	8.3%	91.7%	
Grade	Gr. 09	1,278	15	13	29	51	6.6%	93.4%	
	Gr. 10	1,116	27	16	22	53	8.9%	91.1%	
	Gr. 11	1,044	25	14	28	52	6.2%	93.8%	
	Gr. 12	958	39	16	23	48	12.3%	87.7%	
Ethnicity	African American	316	310	16	29	43	12.7%	87.3%	
	Asian	273	6	15	21	57	6.2%	93.8%	
	Cambodian	174	9	16	26	48	9.8%	90.2%	
	Filipino	222	3	7	19	71	3.2%	96.8%	
	Hispanic	2,497	27	16	26	48	9.5%	90.5%	
	Pacific Islander	43	5	9	86	0.0%	100.0%		
	White	755	25	14	26	54	6.4%	93.6%	
	Other	290	6	11	27	56	5.9%	94.1%	
Gender	Female	2,275	17	15	25	53	7.9%	92.1%	
	Male	2,108	26	15	27	50	8.8%	91.2%	
	Nonbinary	13	8	15	46	31	7.7%	92.3%	
Special Populations	Low SES	1,806	28	18	27	44	10.4%	89.6%	
	ELL	115	22	7	19	70	3.5%	96.5%	
	RFEP	1,009	29	16	26	48	10.1%	89.9%	
	EL + RFEP	1,124	28	15	25	50	9.4%	90.6%	
	Special Ed.	470	26	17	25	51	7.4%	92.6%	
	Spec Ed. Speech/RSP	377	27	21	29	41	9.0%	91.0%	
	Homeless/Foster	129	6	11	18	24	41	17.1%	82.9%
	Foster	22	9	5	18	36	32	13.6%	86.4%
	Homeless	107	6	12	18	21	43	17.8%	82.2%
	GATE/Excel	930	4	11	23	61	4.7%	95.3%	
Pathway	Mcbride - CJI	1,466	29	19	28	42	11.3%	88.7%	
	Mcbride - ENGM	1,286	2	310	25	59	5.3%	94.7%	
	Mcbride - HEALTH	1,572	17	15	26	51	8.4%	91.6%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
All Middle	78,300	78,300	6	9	17	23	37	15.6%
Bancroft	5,265	5,265	8	9	15	19	34	17.1%
Franklin	5,804	5,804	8	11	21	25	29	18.6%
Hamilton	5,107	5,107	6	10	16	21	28	16.9%
Hoover	2,980	2,980	3	8	18	24	45	10.5%
Hughes	7,246	7,246	4	10	17	25	43	14.0%
Jefferson	5,975	5,975	9	12	21	26	31	20.6%
Keller	4,104	4,104		15	15	28	50	6.0%
Lindbergh	3,257	3,257	6	12	23	23	27	17.8%
Lindsey	3,987	3,987	9	11	19	24	31	20.2%
Marshall	6,605	6,605	4	8	16	24	44	12.8%
Nelson	4,906	4,906	10	14	20	19	31	24.8%
Rogers	4,549	4,549	5	5	12	21	55	10.3%
Stanford	8,120	8,120	6	7	12	19	40	12.5%
Stephens	5,080	5,080	3	6	17	23	42	8.8%
Washington	5,305	5,305	10	12	17	21	28	22.3%
All K8	14,921	14,921	5	8	14	20	45	13.0%
Cubberley	2,877	2,877	2	6	12	19	54	8.4%
Muir	2,658	2,658	8	9	16	20	31	17.1%
Newcomb	2,126	2,126		2	6	15	70	3.3%
Powell	1,971	1,971	6	12	20	25	33	17.3%
Robinson	2,108	2,108	11	11	18	20	32	21.9%
Tincher	2,450	2,450	4	6	13	18	51	9.8%
All High	127,165	127,165	8	9	18	23	42	17.1%
Avalon	1,087	1,087	7	10	17	20	47	16.4%
		724	7	10	15	23	37	16.6%
Browning	1,933	1,933	13	13	27	25	22	25.6%
Cabrillo	10,531	10,531	12	12	21	21	33	24.5%
CAMS	4,555	4,555		1	6	16	77	1.8%
Jordan	14,966	14,966	11	13	23	23	28	24.9%
Lakewood	14,569	14,569	8	11	21	23	37	19.2%
McBride	4,364	4,364		25	15	25	53	6.2%
Millikan	22,203	22,203	4	7	16	24	47	11.7%
PAAL	447	447	7	15	36	25	14	22.1%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,300	84.4%
Bancroft	5,265	82.9%
Franklin	5,804	81.4%
Hamilton	5,107	83.1%
Hoover	2,980	89.5%
Hughes	7,246	86.0%
Jefferson	5,975	79.4%
Keller	4,104	94.0%
Lindbergh	3,257	82.2%
Lindsey	3,987	79.8%
Marshall	6,605	87.2%
Nelson	4,906	75.2%
Rogers	4,549	89.7%
Stanford	8,120	87.5%
Stephens	5,080	91.2%
Washington	5,305	77.7%
All K8	14,921	87.0%
Cubberley	2,877	91.6%
Muir	2,658	82.9%
Newcomb	2,126	96.7%
Powell	1,971	82.7%
Robinson	2,108	78.1%
Tincher	2,450	90.2%
All High	127,165	82.9%
Avalon	1,087	83.6%
		83.4%
Browning	1,933	74.4%
Cabrillo	10,531	75.5%
CAMS	4,555	98.2%
Jordan	14,966	75.1%
Lakewood	14,569	80.8%
McBride	4,364	93.8%
Millikan	22,203	88.3%
PAAL	447	77.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 3/9/2026



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category					D/F Rate
Polytechnic	24,596	24,596	8	9	18	23	42	17.5%
Reid	186	186	23		48	23	6	22.6%
Renaissance	2,611	2,611	4	6	18	26	45	10.1%
Sato	3,628	3,628	2	11		26	59	3.1%
Wilson	21,631	21,631	10	10	18	21	41	19.4%
District	220,386	220,386	7	9	17	23	40	16.3%



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,596	82.5%
Reid	186	77.4%
Renaissance	2,611	89.9%
Sato	3,628	96.9%
Wilson	21,631	80.6%
District	220,386	83.7%



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate	
All Middle	78,007	78,007	8	10	17	23	33	18.3%	
Bancroft	5,074	5,074	9	11	15	21	30	20.3%	
Franklin	5,788	5,788	9	11	21	25	27	20.4%	
Hamilton	5,106	5,106	8	11	18	20	25	18.9%	
Hoover	2,978	2,978	5	10	19	24	40	14.8%	
Hughes	7,246	7,246	5	11	18	26	39	16.2%	
Jefferson	5,987	5,987	11	14	21	24	28	24.3%	
Keller	4,096	4,096		2	6	17	31	44	7.4%
Lindbergh	3,265	3,265	9	13	23	22	23	22.8%	
Lindsey	3,892	3,892	13	12	18	23	27	25.4%	
Marshall	6,611	6,611	6	9	16	25	40	15.1%	
Nelson	4,900	4,900	13	16	18	20	28	28.2%	
Rogers	4,548	4,548	6	7	14	24	48	13.0%	
Stanford	8,114	8,114	6	8	12	20	38	13.6%	
Stephens	5,079	5,079	4	8	18	23	38	11.7%	
Washington	5,279	5,279	13	12	17	21	25	24.8%	
All K8	14,892	14,892	7	8	15	20	42	15.2%	
Cubberley	2,871	2,871	4	7	13	21	50	10.2%	
Muir	2,642	2,642	9	11	16	21	27	20.1%	
Newcomb	2,126	2,126		2	3	7	15	68	4.3%
Powell	1,974	1,974	9	11	20	25	31	19.8%	
Robinson	2,101	2,101	14	11	18	20	29	25.7%	
Tincher	2,441	2,441	4	7	14	19	49	10.6%	
All High	126,095	126,095	11	11	18	23	36	22.0%	
Avalon	1,064	1,064	12	12	16	20	41	23.7%	
		716	9	12	20	24	28	21.4%	
Browning	1,899	1,899	17	15	25	24	19	31.4%	
Cabrillo	10,468	10,468	17	13	20	19	29	30.6%	
CAMS	4,552	4,552		3	8	22	66	4.0%	
Jordan	14,722	14,722	17	16	21	22	24	32.8%	
Lakewood	14,493	14,493	11	13	21	23	32	23.9%	
McBride	4,362	4,362		3	7	19	29	43	9.8%
Millikan	22,042	22,042	7	9	18	25	41	15.6%	
PAAL	378	378	18	14	25	19	16	31.5%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,007	81.7%
Bancroft	5,074	79.7%
Franklin	5,788	79.6%
Hamilton	5,106	81.1%
Hoover	2,978	85.2%
Hughes	7,246	83.8%
Jefferson	5,987	75.7%
Keller	4,096	92.6%
Lindbergh	3,265	77.2%
Lindsey	3,892	74.6%
Marshall	6,611	84.9%
Nelson	4,900	71.8%
Rogers	4,548	87.0%
Stanford	8,114	86.4%
Stephens	5,079	88.3%
Washington	5,279	75.2%
All K8	14,892	84.8%
Cubberley	2,871	89.8%
Muir	2,642	79.9%
Newcomb	2,126	95.7%
Powell	1,974	80.2%
Robinson	2,101	74.3%
Tincher	2,441	89.4%
All High	126,095	78.0%
Avalon	1,064	76.3%
		78.6%
Browning	1,899	68.6%
Cabrillo	10,468	69.4%
CAMS	4,552	96.0%
Jordan	14,722	67.2%
Lakewood	14,493	76.1%
McBride	4,362	90.2%
Millikan	22,042	84.4%
PAAL	378	68.5%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 3/9/2026



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,541	24,541	11	11	19	23	37	21.8%
Reid	163	163	23		44	26	7	22.7%
Renaissance	2,610	2,610	5	8	17	27	43	13.1%
Sato	3,626	3,626	1	4	13	29	53	4.9%
Wilson	21,255	21,255	13	12	18	21	36	24.7%
District	218,994	218,994	10	11	18	23	36	20.2%



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,541	78.2%
Reid	163	77.3%
Renaissance	2,610	86.9%
Sato	3,626	95.1%
Wilson	21,255	75.3%
District	218,994	79.8%

Grade Distribution - All

2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
All Middle	78,273	78,273	8	10	17	23	35	18.3%
Bancroft	5,375	5,375	9	10	15	20	32	19.1%
Franklin	5,787	5,787	10	11	21	25	27	21.0%
Hamilton	5,069	5,069	8	11	17	20	27	18.7%
Hoover	2,983	2,983	5	9	19	23	41	14.8%
Hughes	7,218	7,218	6	9	16	25	43	14.6%
Jefferson	5,986	5,986	11	13	20	24	28	24.9%
Keller	4,120	4,120	2	6	15	30	45	8.2%
Lindbergh	3,215	3,215	10	15	21	22	24	24.1%
Lindsey	3,775	3,775	15	11	18	23	28	26.1%
Marshall	6,591	6,591	7	9	15	24	42	15.9%
Nelson	4,944	4,944	12	13	18	21	29	25.7%
Rogers	4,550	4,550	6	7	14	24	48	13.3%
Stanford	8,085	8,085	5	7	11	21	40	12.4%
Stephens	5,079	5,079	6	7	18	22	38	13.2%
Washington	5,297	5,297	14	11	17	21	24	25.1%
All K8	14,861	14,861	7	8	14	20	43	15.0%
Cubberley	2,837	2,837	3	6	11	21	52	9.3%
Muir	2,617	2,617	9	9	16	21	28	18.5%
Newcomb	2,126	2,126	1	4	7	15	67	5.1%
Powell	1,975	1,975	10	10	16	24	35	19.7%
Robinson	2,111	2,111	13	12	19	19	29	25.4%
Tincher	2,441	2,441	5	7	12	18	49	11.9%
All High	127,043	127,043	11	11	17	22	38	21.8%
Avalon	1,075	1,075	12	8	14	21	45	20.4%
		725	8	12	18	21	33	20.3%
Browning	1,943	1,943	17	13	21	25	22	30.7%
Cabrillo	10,577	10,577	19	12	18	20	31	31.0%
CAMS	4,555	4,555	3	9	22	22	64	3.9%
Jordan	14,853	14,853	16	14	21	21	27	29.6%
Lakewood	14,537	14,537	12	12	19	23	34	23.9%
McBride	4,362	4,362	3	8	17	27	45	10.9%
Millikan	22,153	22,153	7	9	16	25	43	15.7%
PAAL	498	498	7	14	31	26	16	20.7%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 3/9/2026



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,273	81.7%
Bancroft	5,375	80.9%
Franklin	5,787	79.0%
Hamilton	5,069	81.3%
Hoover	2,983	85.2%
Hughes	7,218	85.4%
Jefferson	5,986	75.1%
Keller	4,120	91.8%
Lindbergh	3,215	75.9%
Lindsey	3,775	73.9%
Marshall	6,591	84.1%
Nelson	4,944	74.3%
Rogers	4,550	86.7%
Stanford	8,085	87.6%
Stephens	5,079	86.8%
Washington	5,297	74.9%
All K8	14,861	85.0%
Cubberley	2,837	90.7%
Muir	2,617	81.5%
Newcomb	2,126	94.9%
Powell	1,975	80.3%
Robinson	2,111	74.6%
Tincher	2,441	88.1%
All High	127,043	78.2%
Avalon	1,075	79.6%
		79.7%
Browning	1,943	69.3%
Cabrillo	10,577	69.0%
CAMS	4,555	96.1%
Jordan	14,853	70.4%
Lakewood	14,537	76.1%
McBride	4,362	89.1%
Millikan	22,153	84.3%
PAAL	498	79.3%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 3/9/2026



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,517	24,517	12	10	18	22	39	21.7%
Reid	148	148	14		40	37	9	14.2%
Renaissance	2,608	2,608	6	9	16	25	44	14.9%
Sato	3,642	3,642	1	4	11	28	55	5.5%
Wilson	21,368	21,368	14	11	16	20	38	25.0%
District	220,177	220,177	10	10	17	22	37	20.1%



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,517	78.3%
Reid	148	85.8%
Renaissance	2,608	85.1%
Sato	3,642	94.5%
Wilson	21,368	75.0%
District	220,177	79.9%

Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language



Category		Count of Marks	Percent by Category				D/F Rate		
All Middle	78,600	78,600	5	9	17	24	38	14.0%	
Bancroft	5,425	5,425	6	10	15	21	33	15.8%	
Franklin	5,686	5,686	5	9	20	27	33	13.1%	
Hamilton	4,994	4,994	5	10	18	24	25	15.0%	
Hoover	2,926	2,926	2	9	20	28	39	10.5%	
Hughes	7,218	7,218	2	9	17	25	45	11.3%	
Jefferson	5,947	5,947	7	13	19	25	34	20.0%	
Keller	4,112	4,112	1	4	12	25	56	5.3%	
Lindbergh	3,184	3,184	6	13	25	22	26	18.7%	
Lindsey	3,948	3,948	8	11	20	24	30	19.3%	
Marshall	6,554	6,554	4	8	14	23	48	11.4%	
Nelson	4,926	4,926	6	12	20	25	32	18.2%	
Rogers	4,527	4,527	4	5	12	22	56	9.1%	
Stanford	8,056	8,056	4	7	11	20	42	11.5%	
Stephens	5,085	5,085	2	7	17	25	41	9.3%	
Washington	5,267	5,267	6	13	18	23	29	19.0%	
All K8	14,960	14,960	4	7	14	21	46	11.0%	
Cubberley	2,888	2,888	2	4	12	24	52	6.2%	
Muir	2,663	2,663	7	8	16	22	32	14.6%	
Newcomb	2,121	2,121	0	2	5	12	76	2.1%	
Powell	1,948	1,948	5	12	18	25	36	16.4%	
Robinson	2,100	2,100	7	12	20	22	32	19.3%	
Tincher	2,413	2,413	0	2	5	12	19	55	6.8%
All High	131,361	131,361	7	9	18	24	41	16.4%	
Avalon	1,120	1,120	8	12	17	19	43	20.3%	
		704	3	11	18	24	35	14.5%	
Browning	2,393	2,393	9	11	25	28	26	19.9%	
Cabrillo	10,960	10,960	11	12	19	22	35	23.0%	
CAMS	4,611	4,611	0	1	6	19	74	1.5%	
Jordan	15,355	15,355	11	13	22	24	28	24.6%	
Lakewood	14,785	14,785	6	11	20	26	37	17.2%	
McBride	4,397	4,397	0	1	5	17	26	51	6.3%
Millikan	22,543	22,543	3	7	16	25	49	10.1%	
PAAL	499	499	9	16	33	20	12	25.1%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,600	86.0%
Bancroft	5,425	84.2%
Franklin	5,686	86.9%
Hamilton	4,994	85.0%
Hoover	2,926	89.5%
Hughes	7,218	88.7%
Jefferson	5,947	80.0%
Keller	4,112	94.7%
Lindbergh	3,184	81.3%
Lindsey	3,948	80.7%
Marshall	6,554	88.6%
Nelson	4,926	81.8%
Rogers	4,527	90.9%
Stanford	8,056	88.5%
Stephens	5,085	90.7%
Washington	5,267	81.0%
All K8	14,960	89.0%
Cubberley	2,888	93.8%
Muir	2,663	85.4%
Newcomb	2,121	97.9%
Powell	1,948	83.6%
Robinson	2,100	80.7%
Tincher	2,413	93.2%
All High	131,361	83.6%
Avalon	1,120	79.7%
		85.5%
Browning	2,393	80.1%
Cabrillo	10,960	77.0%
CAMS	4,611	98.5%
Jordan	15,355	75.4%
Lakewood	14,785	82.8%
McBride	4,397	93.7%
Millikan	22,543	89.9%
PAAL	499	74.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 3/9/2026



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	
Polytechnic	24,799	24,799	6	9	18	24	43	14.7%
Reid	96	96	16		25	35	16	15.6%
Renaissance	2,576	2,576	4	7	17	26	46	10.7%
Sato	3,684	3,684	3		13	27	56	3.8%
Wilson	21,853	21,853	9	10	18	22	40	19.0%
District	224,921	224,921	6	9	17	23	41	15.2%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,799	85.3%
Reid	96	84.4%
Renaissance	2,576	89.3%
Sato	3,684	96.2%
Wilson	21,853	81.0%
District	224,921	84.8%



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate	
All Middle	79,010	79,010	6	10	16	24	37	15.8%	
Bancroft	5,449	5,449	7	10	15	21	31	17.0%	
Franklin	5,719	5,719	6	11	20	26	31	16.3%	
Hamilton	5,047	5,047	6	11	16	23	27	17.0%	
Hoover	2,957	2,957	4	12	20	25	37	15.2%	
Hughes	7,230	7,230	4	9	16	25	45	13.3%	
Jefferson	5,992	5,992	10	13	18	23	34	22.4%	
Keller	4,104	4,104		25	12	27	53	6.7%	
Lindbergh	3,192	3,192	7	13	21	24	25	20.3%	
Lindsey	4,039	4,039	10	12	17	23	30	22.2%	
Marshall	6,539	6,539	4	8	14	23	47	12.7%	
Nelson	4,944	4,944	6	11	18	26	32	17.6%	
Rogers	4,527	4,527	5	6	12	25	51	10.5%	
Stanford	8,028	8,028	5	7	11	20	41	12.1%	
Stephens	5,106	5,106	4	6	15	23	40	10.1%	
Washington	5,274	5,274	11	12	18	23	25	22.3%	
All K8	15,010	15,010	5	8	14	21	45	12.4%	
Cubberley	2,880	2,880		25	13	24	51	6.8%	
Muir	2,653	2,653	7	9	15	20	32	16.2%	
Newcomb	2,128	2,128		25	14		73	2.5%	
Powell	1,969	1,969	6	12	18	26	34	17.8%	
Robinson	2,115	2,115	9	14	20	21	28	22.8%	
Tincher	2,414	2,414		25	11	20	55	6.7%	
All High	130,810	130,810	9	10	17	24	38	19.9%	
Avalon	1,123	1,123	10	12	17	21	38	21.5%	
		694	6	11	15	19	41	17.3%	
Browning	2,320	2,320	14	12	22	26	22	26.0%	
Cabrillo	11,100	11,100	15	13	18	21	33	27.5%	
CAMS	4,610	4,610		2	8	23	66	2.6%	
Jordan	14,874	14,874	14	14	21	23	27	28.5%	
Lakewood	14,795	14,795	9	12	19	25	35	20.9%	
McBride	4,404	4,404		2	7	17	27	47	9.2%
Millikan	22,420	22,420	5	8	15	26	46	12.4%	
PAAL	382	382	23	15	28	18	10	38.2%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,010	84.2%
Bancroft	5,449	83.0%
Franklin	5,719	83.7%
Hamilton	5,047	83.0%
Hoover	2,957	84.8%
Hughes	7,230	86.7%
Jefferson	5,992	77.6%
Keller	4,104	93.3%
Lindbergh	3,192	79.7%
Lindsey	4,039	77.8%
Marshall	6,539	87.3%
Nelson	4,944	82.4%
Rogers	4,527	89.5%
Stanford	8,028	87.9%
Stephens	5,106	89.9%
Washington	5,274	77.7%
All K8	15,010	87.6%
Cubberley	2,880	93.2%
Muir	2,653	83.8%
Newcomb	2,128	97.5%
Powell	1,969	82.2%
Robinson	2,115	77.2%
Tincher	2,414	93.3%
All High	130,810	80.1%
Avalon	1,123	78.5%
		82.7%
Browning	2,320	74.0%
Cabrillo	11,100	72.5%
CAMS	4,610	97.4%
Jordan	14,874	71.5%
Lakewood	14,795	79.1%
McBride	4,404	90.8%
Millikan	22,420	87.6%
PAAL	382	61.8%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 3/9/2026



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,801	24,801	9	10	18	24	39	19.1%
Reid	75	75	9		41	39	11	9.3%
Renaissance	2,605	2,605	6	10	16	24	44	15.1%
Sato	3,675	3,675	6		16	29	49	6.4%
Wilson	21,484	21,484	11	10	17	23	38	21.7%
District	224,830	224,830	8	10	17	24	38	18.0%



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,801	80.9%
Reid	75	90.7%
Renaissance	2,605	84.9%
Sato	3,675	93.6%
Wilson	21,484	78.3%
District	224,830	82.0%



Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate	
All Middle	79,016	79,016	6	9	15	22	41	14.9%	
Bancroft	5,435	5,435	6	8	14	21	37	14.5%	
Franklin	5,779	5,779	5	10	20	25	34	15.0%	
Hamilton	5,077	5,077	7	9	15	21	32	15.3%	
Hoover	2,964	2,964	4	11	18	22	43	15.1%	
Hughes	7,199	7,199	5	9	14	23	48	13.6%	
Jefferson	5,941	5,941	8	11	17	22	40	19.8%	
Keller	4,102	4,102		24	10	22	61	6.0%	
Lindbergh	3,223	3,223	7	11	20	23	30	18.0%	
Lindsey	4,004	4,004	9	13	16	24	31	21.7%	
Marshall	6,549	6,549	5	7	12	20	53	11.8%	
Nelson	4,943	4,943	6	10	18	28	33	15.8%	
Rogers	4,519	4,519	4	5	11	23	56	9.1%	
Stanford	8,012	8,012	5	7	10	19	44	11.3%	
Stephens	5,084	5,084	4	8	14	21	40	12.5%	
Washington	5,184	5,184	11	11	17	23	26	22.3%	
All K8	15,002	15,002	5	7	12	19	49	11.7%	
Cubberley	2,864	2,864		1	4	11	21	55	5.4%
Muir	2,666	2,666	7	8	15	19	35	15.5%	
Newcomb	2,127	2,127		1	2	5	12	75	3.1%
Powell	1,953	1,953	7	10	17	23	38	17.4%	
Robinson	2,067	2,067	10	11	18	22	31	21.2%	
Tincher	2,423	2,423		2	4	8	18	60	6.1%
All High	132,672	132,672	9	10	16	23	42	18.9%	
Avalon	1,135	1,135	9	10	15	19	47	19.3%	
		735	7	11	16	18	42	17.7%	
Browning	2,313	2,313	14	10	22	23	24	24.0%	
Cabrillo	11,102	11,102	14	12	18	20	35	26.3%	
CAMS	4,607	4,607		2	8	20	69	3.1%	
Jordan	15,175	15,175	14	13	19	22	30	27.4%	
Lakewood	14,668	14,668	8	11	17	24	40	18.7%	
McBride	4,396	4,396		2	6	15	26	51	8.3%
Millikan	22,475	22,475	4	7	13	25	51	10.4%	
PAAL	529	529	6	14	28	27	16	20.0%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,016	85.1%
Bancroft	5,435	85.5%
Franklin	5,779	85.0%
Hamilton	5,077	84.7%
Hoover	2,964	84.9%
Hughes	7,199	86.4%
Jefferson	5,941	80.2%
Keller	4,102	94.0%
Lindbergh	3,223	82.0%
Lindsey	4,004	78.3%
Marshall	6,549	88.2%
Nelson	4,943	84.2%
Rogers	4,519	90.9%
Stanford	8,012	88.7%
Stephens	5,084	87.5%
Washington	5,184	77.7%
All K8	15,002	88.3%
Cubberley	2,864	94.6%
Muir	2,666	84.5%
Newcomb	2,127	96.9%
Powell	1,953	82.6%
Robinson	2,067	78.8%
Tincher	2,423	93.9%
All High	132,672	81.1%
Avalon	1,135	80.7%
		82.3%
Browning	2,313	76.0%
Cabrillo	11,102	73.7%
CAMS	4,607	96.9%
Jordan	15,175	72.6%
Lakewood	14,668	81.3%
McBride	4,396	91.7%
Millikan	22,475	89.6%
PAAL	529	80.0%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 3/9/2026



Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	
Polytechnic	24,914	24,914	8	9	17	23	42	17.6%
Reid	32	32	9		38	34	19	9.4%
Renaissance	2,613	2,613	6	8	14	23	48	13.7%
Sato	3,686	3,686	26		13	28	52	7.4%
Wilson	21,929	21,929	12	10	16	21	41	21.2%
District	226,690	226,690	8	9	15	22	42	17.0%

The percentages may not equal 100% due to rounding.



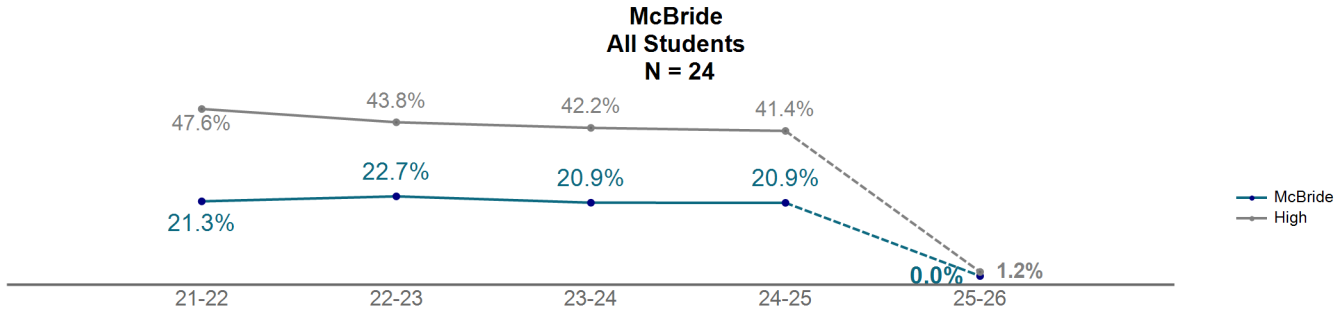
Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

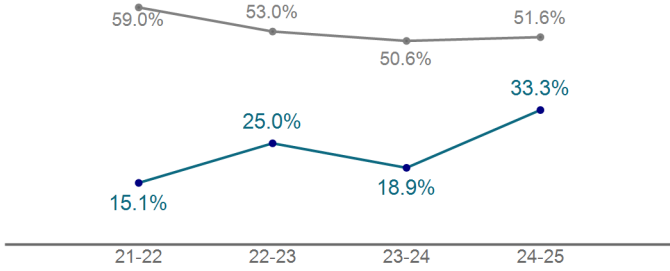
Category		A/B/C Rate
Polytechnic	24,914	82.4%
Reid	32	90.6%
Renaissance	2,613	86.3%
Sato	3,686	92.6%
Wilson	21,929	78.8%
District	226,690	83.0%

Semester 2 Students with One or More D/F

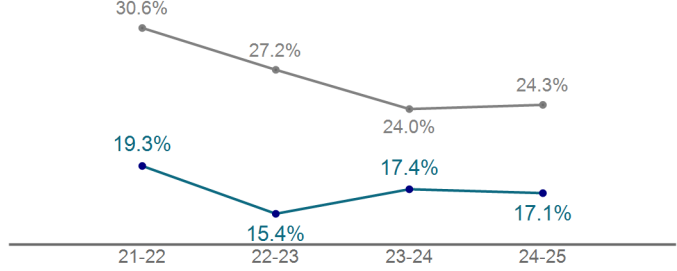
McBride
All Students
N = 24



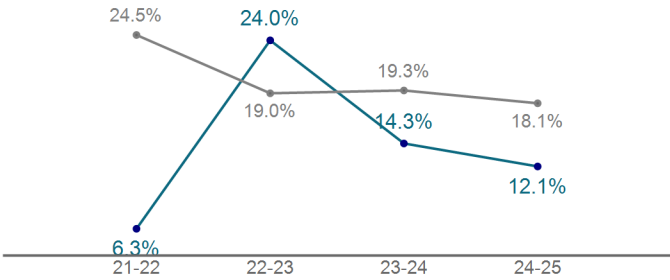
African American



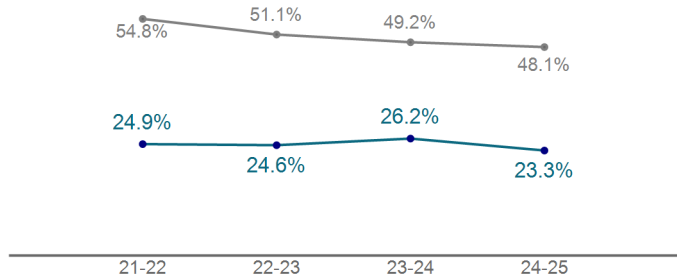
Asian



Filipino



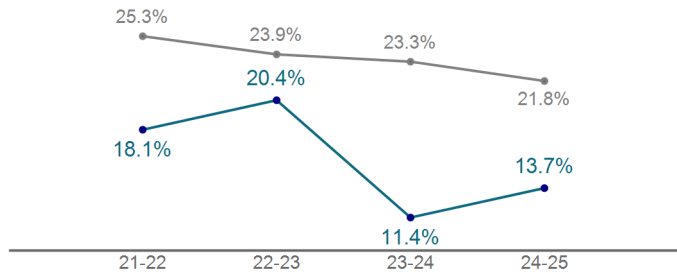
Hispanic



Pacific Islander

Subgroup with fewer than 20 total grades.

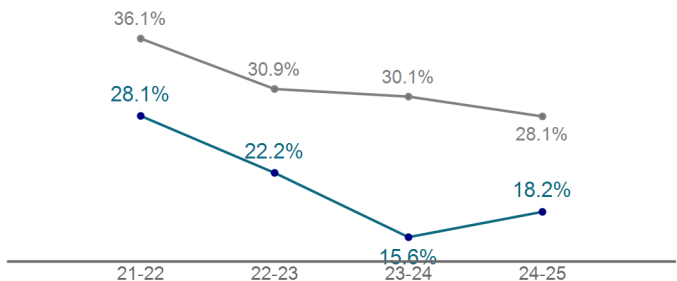
White



Native American

Subgroup with fewer than 20 total grades.

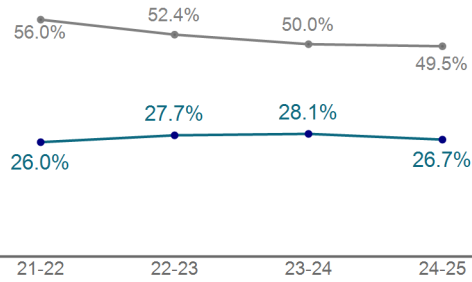
Other



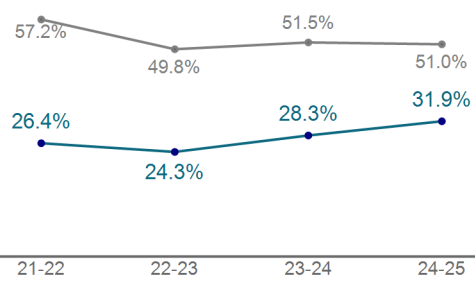
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included.

Semester 2 Students with One or More D/F

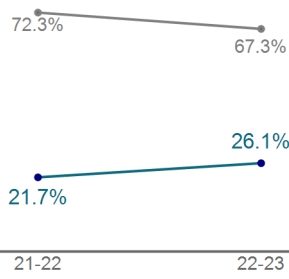
EL + RFEP



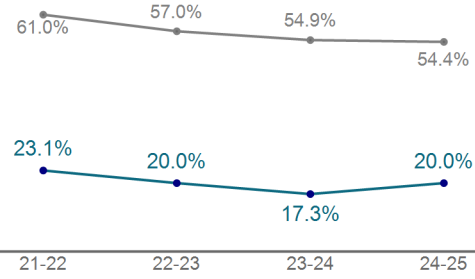
Low SES



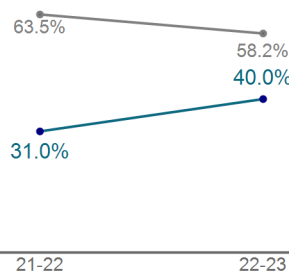
English Learner



Special Education



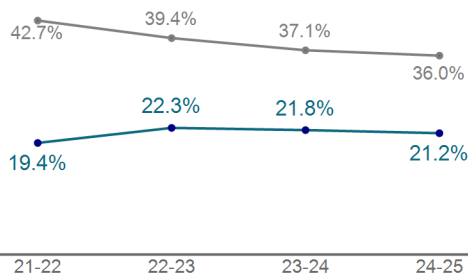
Homeless



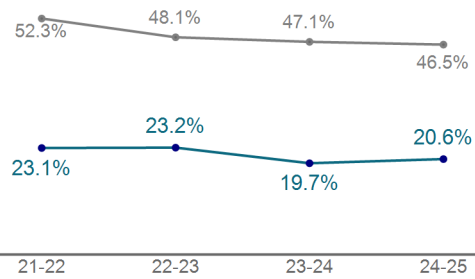
Foster Youth

Subgroup with fewer than 20 total grades.

Female



Male



N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups with fewer than 20 students are not included.

Grade Distribution - McBride 2024-2025 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category			1 or more D or F			
All Students		666	24	6	8	79	20.9%		
Grade	Gr. 09	174	5	5	7	11	73	27.0%	
	Gr. 10	155	3	3	6	8	79	20.6%	
	Gr. 11	167			2	4	7	86	14.4%
	Gr. 12	170	6	7	7		79	21.2%	
Ethnicity	African American	48	6	2	10	15	67	33.3%	
	Asian	41			5	5	7	83	17.1%
	Cambodian	26	8	4	8	15	65	34.6%	
	Filipino	33				12	88	12.1%	
	Hispanic	377	2	5	7	9	77	23.3%	
	Pacific Islander	6					100	0.0%	
	White	117			3	6	4	86	13.7%
	Other	44	2	9	25		82	18.2%	
Gender	Female	339	3	4	5	9	79	21.2%	
	Male	325	2	4	7	7	79	20.6%	
	Nonbinary	2					100	0.0%	
Special Populations	Low SES	273	4	7	9	11	68	31.9%	
	ELL	16				13	88	12.5%	
	RFEP	149	1	8	7	12	72	28.2%	
	EL + RFEP	165	1	7	6	12	73	26.7%	
	Special Ed.	70	6	3	4	7	80	20.0%	
	Spec Ed. Speech/RSP	58	5	3	5	9	78	22.4%	
	Homeless/Foster	19	5	16	11	16	53	47.4%	
	Foster	3	33				33	66.7%	
	Homeless	16	13	13	19	56	43.8%		
	GATE/Excel	140			2	4	6	86	13.6%
SLC	Mcbride - CJI	221	3	4	11	14	68	31.7%	
	Mcbride - ENGM	195			3	4	4	88	11.8%
	Mcbride - HEALTH	241	2	5	4	7	81	18.7%	

Grade Distribution - McBride 2024-2025 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Percent by Category	1 or more D or F
All Students	666	4 7 8 11 70	30.3%
Grade	Gr. 09	5 7 5 13 71	29.3%
	Gr. 10	6 6 8 8 72	28.4%
	Gr. 11	25 11 14 68	31.7%
	Gr. 12	5 8 9 10 68	31.8%
Ethnicity	African American	10 2 17 10 60	39.6%
	Asian	25 2 10 80	19.5%
	Cambodian	4 12 4 15 65	34.6%
	Filipino	3 6 3 88	12.1%
	Hispanic	5 8 8 11 68	31.6%
	Pacific Islander	100	0.0%
	White	5 10 19 65	35.0%
	Other	5 9 5 7 75	25.0%
Gender	Female	5 5 8 10 72	28.0%
	Male	3 8 8 13 67	32.6%
	Nonbinary	50 50	50.0%
Special Populations	Low SES	7 11 9 14 59	40.7%
	ELL	6 6 88	12.5%
	RFEP	5 9 8 13 65	34.9%
	EL + RFEP	4 8 8 12 67	32.7%
	Special Ed.	7 11 1 16 64	35.7%
	Spec Ed. Speech/RSP	7 14 2 17 60	39.7%
	Homeless/Foster	11 5 21 11 53	47.4%
	Foster	33 33 33	66.7%
	Homeless	6 6 19 13 56	43.8%
GATE/Excel	26 6 5 81	18.6%	
SLC	Mcbride - CJI	5 9 15 14 57	43.0%
	Mcbride - ENGM	3 6 5 9 78	22.1%
	Mcbride - HEALTH	5 6 5 11 74	26.1%

The percentages may not equal 100% due to rounding.

Grade Distribution - McBride 2024-2025 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category				1 or more D or F	
All Students		665	4	9	8	15	64	36.2%
Grade	Gr. 09	174	6	6	7	13	68	32.2%
	Gr. 10	155	5	9	8	15	63	36.8%
	Gr. 11	166	2	6	10	14	67	33.1%
	Gr. 12	170	4	15	6	18	57	42.9%
Ethnicity	African American	48	6	17	6	13	58	41.7%
	Asian	41	2	7	5	15	71	29.3%
	Cambodian	26	4	15	4	19	58	42.3%
	Filipino	33	6	6	9		79	21.2%
	Hispanic	376	6	10	7	16	61	38.6%
	Pacific Islander	6					100	0.0%
	White	117	8	13	17		62	37.6%
	Other	44	5	7	7	11	70	29.5%
Gender	Female	340	5	8	6	14	68	32.4%
	Male	323	3	11	10	16	60	39.9%
	Nonbinary	2					100	100.0%
Special Populations	Low SES	273	9	13	6	17	55	44.7%
	ELL	16				31	69	31.3%
	RFEP	150	7	8	8	15	61	38.7%
	EL + RFEP	166	7	7	7	17	62	38.0%
	Special Ed.	69	4	12	3	28	54	46.4%
	Spec Ed. Speech/RSP	57	4	14	4	32	47	52.6%
	Homeless/Foster	19	5	21	11	5	58	42.1%
	Foster	3	33		33		33	66.7%
	Homeless	16		25	6	6	63	37.5%
	GATE/Excel	140		25	6	11	76	23.6%
SLC	Mcbride - CJI	221	6	14	12	20	48	51.6%
	Mcbride - ENGM	194		34	7	12	75	25.3%
	Mcbride - HEALTH	241	4	9	5	14	68	32.0%

Grade Distribution - McBride 2024-2025 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category				1 or more D or F	
All Students		671	1	46	12	77	23.1%	
Grade	Gr. 09	176	16	9	13	71	29.0%	
	Gr. 10	157	33	8	11	75	25.5%	
	Gr. 11	166	3	2	10	85	15.1%	
	Gr. 12	172	4	6	12	77	22.7%	
Ethnicity	African American	48	4	4	8	17	67	33.3%
	Asian	41	2	15	5	78	22.0%	
	Cambodian	26	4	23	12	62	38.5%	
	Filipino	33			33	94	6.1%	
	Hispanic	381	26	7	13	73	26.8%	
	Pacific Islander	6				100	0.0%	
	White	118	3	3	310	85	15.3%	
	Other	44	25	11		82	18.2%	
Gender	Female	343	2	3	6	13	77	23.3%
	Male	326	5	7	11	77	23.0%	
	Nonbinary	2				100	0.0%	
Special Populations	Low SES	275	2	7	10	13	68	32.4%
	ELL	16	6	6		88	12.5%	
	RFEP	151	6	8	15	71	29.1%	
	EL + RFEP	167	6	7	14	72	27.5%	
	Special Ed.	71	4	6	13	77	22.5%	
	Spec Ed. Speech/RSP	59	3	7	15	75	25.4%	
	Homeless/Foster	19	11	16	5	11	58	42.1%
	Foster	3	67			33	66.7%	
	Homeless	16	13	6	6	13	63	37.5%
	GATE/Excel	141			15	9	85	14.9%
SLC	Mcbride - CJJ	222	25	10	17	66	34.2%	
	Mcbride - ENGM	197	3	37		87	12.7%	
	Mcbride - HEALTH	242	4	6	11	79	21.5%	

Grade Distribution - McBride 2024-2025 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Percent by Category	1 or more D or F
All Students	676	2 8 8 14 68	32.2%
Grade	Gr. 09	2 8 9 17 65	35.2%
	Gr. 10	4 7 11 13 66	34.4%
	Gr. 11	1 4 4 14 77	23.4%
	Gr. 12	2 11 10 13 64	35.8%
Ethnicity	African American	2 12 4 24 57	42.9%
	Asian	10 5 7 78	22.0%
	Cambodian	15 8 15 62	38.5%
	Filipino	6 3 91	9.1%
	Hispanic	3 8 10 15 63	36.8%
	Pacific Islander	14 86	14.3%
	White	6 6 12 76	23.5%
	Other	9 7 18 66	34.1%
Gender	Female	2 8 7 16 67	33.0%
	Male	2 8 9 12 69	31.3%
	Nonbinary	50 50	50.0%
Special Populations	Low SES	4 11 10 19 57	42.8%
	ELL	6 6 88	12.5%
	RFEP	5 8 10 18 59	40.5%
	EL + RFEP	4 8 9 16 62	37.9%
	Special Ed.	1 4 11 14 69	31.4%
	Spec Ed. Speech/RSP	2 5 14 16 64	36.2%
	Homeless/Foster	14 19 5 14 48	52.4%
	Foster	67 33	66.7%
	Homeless	17 11 6 17 50	50.0%
	GATE/Excel	4 4 17 74	26.1%
SLC	Jordan - LEAP	100	100.0%
	Mcbride - CJI	3 10 11 23 53	46.8%
	Mcbride - ENGM	2 4 4 9 82	18.2%
	Mcbride - HEALTH	2 8 9 12 70	30.5%

Grade Distribution - McBride 2024-2025 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Percent by Category	1 or more D or F
All Students	679	3 7 8 14 68	31.7%
Grade	Gr. 09	16 7 18 68	32.4%
	Gr. 10	34 12 11 70	30.3%
	Gr. 11	2 8 4 15 70	29.8%
	Gr. 12	4 11 8 11 66	33.9%
Ethnicity	African American	6 8 18 6 61	38.8%
	Asian	2 10 10 78	22.0%
	Cambodian	4 15 15 65	34.6%
	Filipino	3 6 3 88	12.1%
	Hispanic	3 9 8 15 65	35.1%
	Pacific Islander	14 86	14.3%
	White	3 7 3 15 72	28.0%
Gender	Other	2 7 20 70	29.5%
	Female	1 7 9 12 70	29.6%
	Male	4 8 7 15 66	33.7%
	Nonbinary	50 50	50.0%
Special Populations	Low SES	3 9 10 17 60	39.6%
	ELL	13 88	12.5%
	RFEP	9 11 18 61	39.0%
	EL + RFEP	9 10 16 64	36.5%
	Special Ed.	4 34 20 69	31.4%
	Spec Ed. Speech/RSP	5 3 5 22 64	36.2%
	Homeless/Foster	10 25 5 15 45	55.0%
	Foster	67 33	66.7%
	Homeless	12 18 6 18 47	52.9%
GATE/Excel	5 7 8 80	19.7%	
SLC	Jordan - LEAP	100	100.0%
	Lakewood - ATM	50 50	50.0%
	Mcbride - CJI	3 9 11 17 61	39.4%
	Mcbride - ENGM	2 8 2 12 76	23.9%
	Mcbride - HEALTH	16 9 14 70	30.0%
	Poly - BEACH	100	100.0%
	Wilson - MED	100	100.0%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,021	12,021	10	11	9	12	58	41.5%
Bancroft	793	793	13	15	8	13	52	48.0%
Franklin	980	980	11	12	9	11	56	43.6%
Hamilton	746	746	10	15	11	13	51	49.5%
Hoover	499	499	3	8	8	12	68	31.9%
Hughes	1,208	1,208	6	8	10	12	64	36.0%
Jefferson	999	999	10	20	8	12	49	51.3%
Keller	513	513	24	5	12	76	23.8%	
Lindbergh	414	414	11	12	15	18	44	56.0%
Lindsey	674	674	14	10	10	13	54	46.4%
Marshall	944	944	7	9	9	13	61	38.6%
Nelson	818	818	16	12	13	11	48	52.3%
Rogers	768	768	7	6	3	7	76	24.3%
Stanford	1,169	1,169	11	8	6	10	65	34.7%
Stephens	651	651	6	4	8	11	71	28.9%
Washington	845	845	14	17	9	15	44	55.7%
All K8	1,973	1,973	10	9	8	10	63	36.8%
Cubberley	382	382	5	4	9	5	76	23.6%
Muir	311	311	14	19	5	15	47	53.1%
Newcomb	312	312	2	2	3	4	89	10.9%
Powell	278	278	11	10	11	12	55	44.6%
Robinson	311	311	21	11	10	14	45	55.3%
Tincher	288	288	9	7	7	13	65	35.4%
All High	19,046	19,046	11	11	8	11	59	41.4%
Avalon	156	156	10	9	8	17	56	44.2%
		91	13	8	9	13	57	42.9%
Browning	311	311	17	24	6	12	41	58.5%
Cabrillo	1,542	1,542	20	13	10	11	46	54.0%
CAMS	666	666	2	2	5	92	8.0%	
Jordan	2,192	2,192	17	14	12	15	42	57.8%
Lakewood	2,222	2,222	11	17	9	14	49	50.9%
McBride	666	666	24	6	8	79	20.9%	
Millikan	3,333	3,333	6	9	6	11	68	31.9%
PAAL	110	110	7	14	11	19	49	50.9%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F
Polytechnic	3,725	3,725	12	9	8	10	61	38.9%
Reid	62	62	13			29	58	41.9%
Renaissance	375	375	6	6	6	9	73	26.7%
Sato	541	541				33	68	12.2%
Wilson	3,207	3,207	14	13	8	11	54	45.9%
District	33,040	33,040	11	11	8	11	59	41.2%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,017	12,017	13	13	9	13	52	47.6%
Bancroft	791	791	16	15	8	13	48	51.8%
Franklin	979	979	14	13	9	12	52	47.6%
Hamilton	746	746	15	16	10	13	46	54.3%
Hoover	499	499	8	13	7	13	59	40.9%
Hughes	1,208	1,208	8	10	10	12	60	40.2%
Jefferson	1,002	1,002	15	21	7	15	41	58.6%
Keller	512	512	4	5	8	11	72	27.7%
Lindbergh	416	416	16	22	13	19	30	70.2%
Lindsey	674	674	20	15	8	12	45	54.7%
Marshall	944	944	10	14	9	12	55	44.7%
Nelson	817	817	19	14	12	12	42	57.8%
Rogers	768	768	10	7	5	11	67	33.2%
Stanford	1,168	1,168	12	9	7	10	62	37.8%
Stephens	652	652	9	8	9	15	60	40.2%
Washington	841	841	19	20	8	14	39	60.9%
All K8	1,972	1,972	14	11	8	12	56	44.0%
Cubberley	382	382	8	5	7	10	70	30.4%
Muir	308	308	17	21	8	15	39	60.7%
Newcomb	314	314	3	4	2	5	86	14.3%
Powell	278	278	18	10	10	14	47	52.9%
Robinson	313	313	26	17	11	12	35	64.9%
Tincher	287	287	10	7	9	14	59	40.8%
All High	19,043	19,043	17	14	8	13	48	51.5%
Avalon	155	155	17	17	5	20	41	59.4%
		90	20	9	14	14	42	57.8%
Browning	311	311	23	26	6	13	32	68.2%
Cabrillo	1,541	1,541	28	16	9	12	35	65.0%
CAMS	666	666	2	4	9	84	15.9%	
Jordan	2,192	2,192	27	18	11	14	30	70.2%
Lakewood	2,226	2,226	16	21	9	14	39	60.8%
McBride	666	666	4	7	8	11	70	30.3%
Millikan	3,331	3,331	10	11	7	13	59	41.0%
PAAL	108	108	18	20	5	14	44	56.5%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F
Polytechnic	3,727	3,727	17	12	8	12	51	49.0%
Reid	59	59			10	24	66	33.9%
Renaissance	375	375	9	7	10	9	65	34.7%
Sato	541	541			4	12	80	20.3%
Wilson	3,204	3,204	20	16	8	13	44	56.5%
District	33,032	33,032	15	14	8	13	50	49.7%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,011	12,011	14	15	8	13	51	48.8%
Bancroft	789	789	16	15	7	14	48	51.8%
Franklin	981	981	15	15	8	12	49	50.6%
Hamilton	740	740	15	16	10	15	44	55.7%
Hoover	502	502	9	12	7	15	57	43.0%
Hughes	1,203	1,203	8	12	7	13	60	40.3%
Jefferson	1,004	1,004	16	22	8	15	39	60.8%
Keller	517	517	4	7	8	13	69	31.3%
Lindbergh	410	410	17	20	16	20	26	74.4%
Lindsey	667	667	23	17	7	11	42	57.7%
Marshall	940	940	10	17	8	13	52	48.1%
Nelson	825	825	20	14	9	11	46	54.4%
Rogers	768	768	10	7	6	10	67	33.2%
Stanford	1,166	1,166	10	10	6	11	63	37.2%
Stephens	654	654	12	13	6	12	57	42.8%
Washington	845	845	22	20	7	12	39	60.8%
All K8	1,972	1,972	13	12	8	10	56	44.5%
Cubberley	381	381	8	4	8	8	72	28.1%
Muir	308	308	19	19	7	12	43	56.8%
Newcomb	315	315	3	5	4	7	82	18.1%
Powell	277	277	17	17	9	14	42	57.8%
Robinson	312	312	23	19	12	11	36	64.4%
Tincher	288	288	12	11	9	10	58	42.4%
All High	19,120	19,120	17	16	7	13	46	53.6%
Avalon	156	156	17	17	6	11	49	50.6%
	91	91	14	18	11	18	40	60.4%
Browning	318	318	25	26	7	11	31	69.2%
Cabrillo	1,556	1,556	30	18	8	11	33	67.0%
CAMS	666	666	4	3	8	8	84	16.1%
Jordan	2,206	2,206	25	21	9	14	32	68.4%
Lakewood	2,236	2,236	19	20	9	15	37	63.0%
McBride	665	665	4	9	8	15	64	36.2%
Millikan	3,342	3,342	10	13	7	14	56	44.3%
PAAL	113	113	11	13	6	24	46	54.0%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,726	3,726	17	15	7	12	49	51.0%	
Reid	61	61			10	11	79	21.3%	
Renaissance	376	376	10	11	10	13	57	43.1%	
Sato	543	543			17	4	13	75	24.9%
Wilson	3,217	3,217	22	17	7	14	41	59.1%	
District	33,103	33,103	16	15	8	13	49	51.3%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F		
All Middle	12,043	12,043	8	10	9	13	61	39.3%		
Bancroft	800	800	11	12	9	11	58	42.3%		
Franklin	972	972	7	9	8	11	65	34.8%		
Hamilton	742	742	8	12	10	14	55	44.6%		
Hoover	499	499	10	10	17	64	36.5%			
Hughes	1,210	1,210	3	8	10	12	68	31.7%		
Jefferson	1,002	1,002	11	15	10	14	51	49.3%		
Keller	516	516			24	7	9	77	22.9%	
Lindbergh	410	410	12	12	17	15	44	56.3%		
Lindsey	675	675	14	12	9	13	53	46.8%		
Marshall	935	935	5	12	6	15	61	38.7%		
Nelson	830	830	10	11	12	13	54	46.4%		
Rogers	775	775			7	7	3	7	76	23.9%
Stanford	1,169	1,169	8	10	7	11	64	35.8%		
Stephens	658	658	5	7	9	11	67	32.7%		
Washington	850	850	10	12	11	18	49	51.3%		
All K8	1,980	1,980	7	8	9	11	66	34.0%		
Cubberley	385	385			52	6	9	78	21.8%	
Muir	312	312	13	14	7	12	54	45.8%		
Newcomb	315	315				2	33	91	8.6%	
Powell	275	275	9	9	12	14	56	44.4%		
Robinson	312	312	14	13	13	13	47	52.9%		
Tincher	286	286			4	6	8	13	70	30.4%
All High	19,473	19,473	10	11	8	13	58	41.9%		
Avalon	159	159	13	16	10	12	50	50.3%		
		95	8	5	18	16	53	47.4%		
Browning	332	332	18	20	8	17	37	63.0%		
Cabrillo	1,611	1,611	18	14	9	12	47	52.9%		
CAMS	673	673				2	14	93	7.4%	
Jordan	2,251	2,251	18	15	11	16	39	60.6%		
Lakewood	2,279	2,279	9	17	10	17	48	52.2%		
McBride	671	671			1	46	12	77	23.1%	
Millikan	3,377	3,377			5	7	7	11	70	30.0%
PAAL	121	121	15	13	12	17	42	57.9%		

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,774	3,774	9	9	8	11	63	37.3%	
Reid	46	46			7	20	74	26.1%	
Renaissance	385	385	8	9	6	11	65	34.5%	
Sato	550	550				34	10	83	17.1%
Wilson	3,290	3,290	14	13	8	12	53	47.1%	
District	33,496	33,496	9	11	8	12	59	40.5%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,111	12,111	10	13	9	13	55	44.6%
Bancroft	804	804	12	15	8	12	53	47.3%
Franklin	984	984	8	11	10	13	57	42.9%
Hamilton	750	750	11	14	10	14	51	48.9%
Hoover	506	506	5	14	13	12	57	43.1%
Hughes	1,212	1,212	6	11	9	11	64	36.3%
Jefferson	1,012	1,012	15	18	8	14	45	54.5%
Keller	515	515	3	6	9	11	71	28.7%
Lindbergh	414	414	16	16	15	18	35	64.7%
Lindsey	692	692	17	16	9	14	44	56.1%
Marshall	936	936	7	11	8	14	59	40.9%
Nelson	832	832	10	12	12	13	53	47.5%
Rogers	775	775	7	9	4	9	70	29.7%
Stanford	1,164	1,164	9	10	6	12	63	37.4%
Stephens	661	661	7	11	7	13	62	37.8%
Washington	854	854	15	25	7	15	39	61.2%
All K8	1,989	1,989	8	9	8	13	61	38.9%
Cubberley	383	383	4	4	7	12	73	26.9%
Muir	312	312	14	13	10	16	47	53.2%
Newcomb	318	318	4	25		89	11.3%	
Powell	279	279	13	10	11	15	51	49.1%
Robinson	315	315	15	19	14	12	40	60.0%
Tincher	286	286	3	8	5	14	69	30.8%
All High	19,609	19,609	14	15	8	13	49	50.5%
Avalon	159	159	15	18	7	16	45	55.3%
		96	13	7	11	25	44	56.3%
Browning	331	331	26	28	7	9	30	70.4%
Cabrillo	1,652	1,652	26	16	8	13	37	63.4%
CAMS	673	673	3	36		88	11.6%	
Jordan	2,250	2,250	22	20	10	15	32	68.1%
Lakewood	2,290	2,290	13	21	11	15	41	59.1%
McBride	676	676	2	8	8	14	68	32.2%
Millikan	3,394	3,394	7	11	7	13	62	38.1%
PAAL	125	125	22	28	5	12	33	67.2%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,802	3,802	14	14	7	13	51	49.1%	
Reid	37	37				19	81	18.9%	
Renaissance	389	389	11	12	10	15	52	47.6%	
Sato	549	549			4	7	14	74	26.4%
Wilson	3,319	3,319	18	16	7	13	46	53.9%	
District	33,709	33,709	12	14	8	13	52	47.7%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,107	12,107	10	14	8	14	55	45.1%
Bancroft	803	803	11	14	7	12	56	44.3%
Franklin	995	995	9	11	9	14	56	43.5%
Hamilton	755	755	12	14	8	11	55	45.4%
Hoover	507	507	7	13	13	12	56	44.4%
Hughes	1,209	1,209	6	13	6	14	61	39.2%
Jefferson	1,004	1,004	13	17	10	13	47	53.5%
Keller	516	516	3	8	6	13	70	29.8%
Lindbergh	419	419	13	22	11	18	36	63.7%
Lindsey	687	687	16	16	10	16	42	57.6%
Marshall	940	940	9	13	6	12	59	41.0%
Nelson	833	833	10	13	9	13	55	44.8%
Rogers	773	773	5	9	4	10	71	28.7%
Stanford	1,165	1,165	9	10	6	13	63	37.4%
Stephens	659	659	8	16	8	18	51	49.5%
Washington	842	842	17	25	6	16	36	63.8%
All K8	1,983	1,983	9	11	7	12	61	38.6%
Cubberley	383	383	4	4	7	8	78	22.2%
Muir	313	313	14	17	10	12	47	53.4%
Newcomb	319	319	2	6	6	85	14.7%	
Powell	276	276	13	16	8	12	50	49.6%
Robinson	307	307	19	18	8	17	39	61.2%
Tincher	287	287	4	7	5	16	68	31.7%
All High	19,776	19,776	14	15	7	14	50	50.5%
Avalon	161	161	16	12	7	14	52	48.4%
		98	16	5	12	18	48	52.0%
Browning	332	332	29	27	5	10	29	71.4%
Cabrillo	1,645	1,645	24	16	9	12	38	62.1%
CAMS	673	673	3	27	86	13.5%		
Jordan	2,268	2,268	23	22	9	16	30	70.1%
Lakewood	2,309	2,309	13	20	8	17	42	57.8%
McBride	679	679	3	7	8	14	68	31.7%
Millikan	3,410	3,410	6	10	6	13	65	34.9%
PAAL	130	130	8	18	12	17	45	55.4%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q1

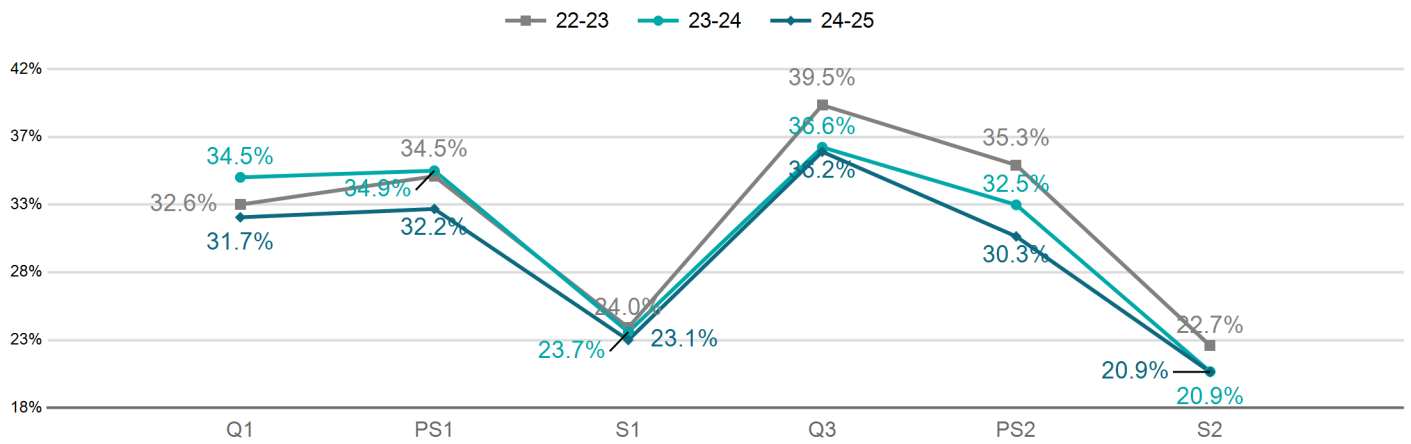
Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,821	3,821	13	15	7	14	50	49.5%	
Reid	25	25				12	88	12.0%	
Renaissance	397	397	13	12	5	20	51	49.1%	
Sato	552	552		1	9	6	14	69	31.2%
Wilson	3,399	3,399	20	17	6	13	44	55.6%	
District	33,866	33,866	13	15	7	14	52	47.9%	

The percentages may not equal 100% due to rounding.

Percent of Students with 1+ D or F - 3 year Comparison McBride

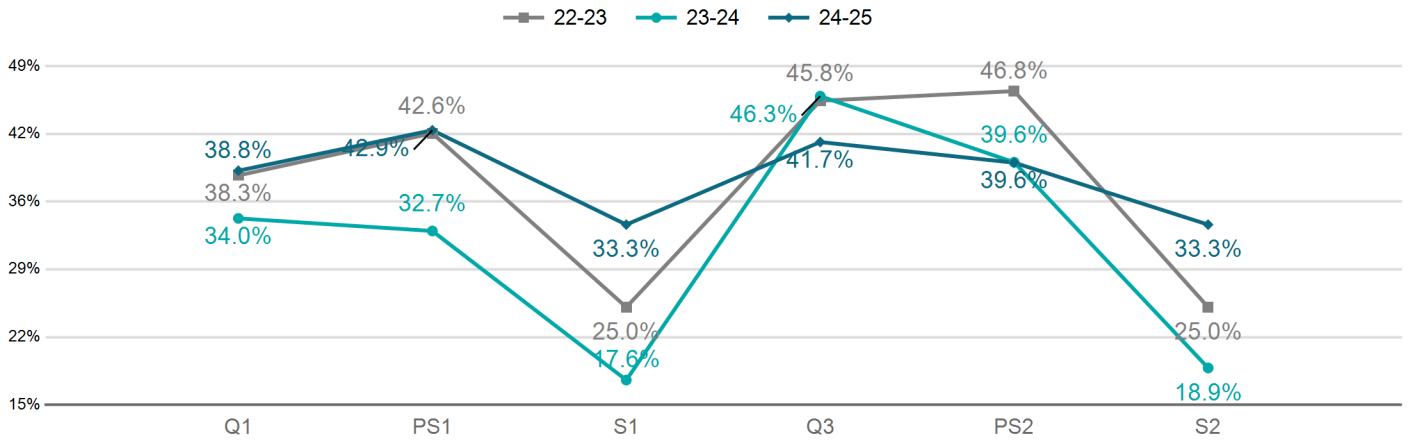
Category: All Students



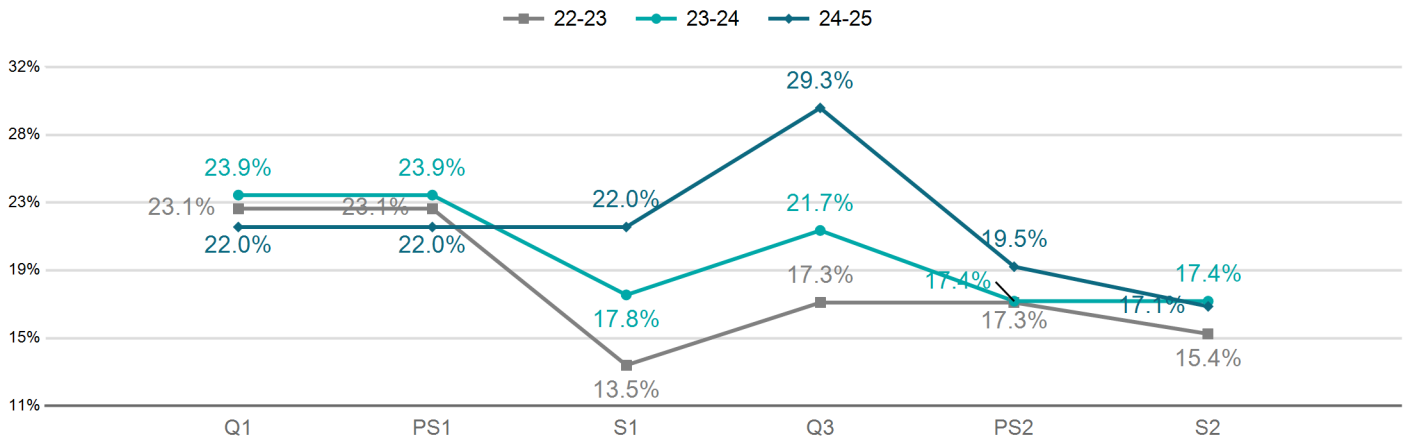
Graphs for subgroups on following pages.

Percent of Students with 1+ D or F - 3 year Comparison McBride

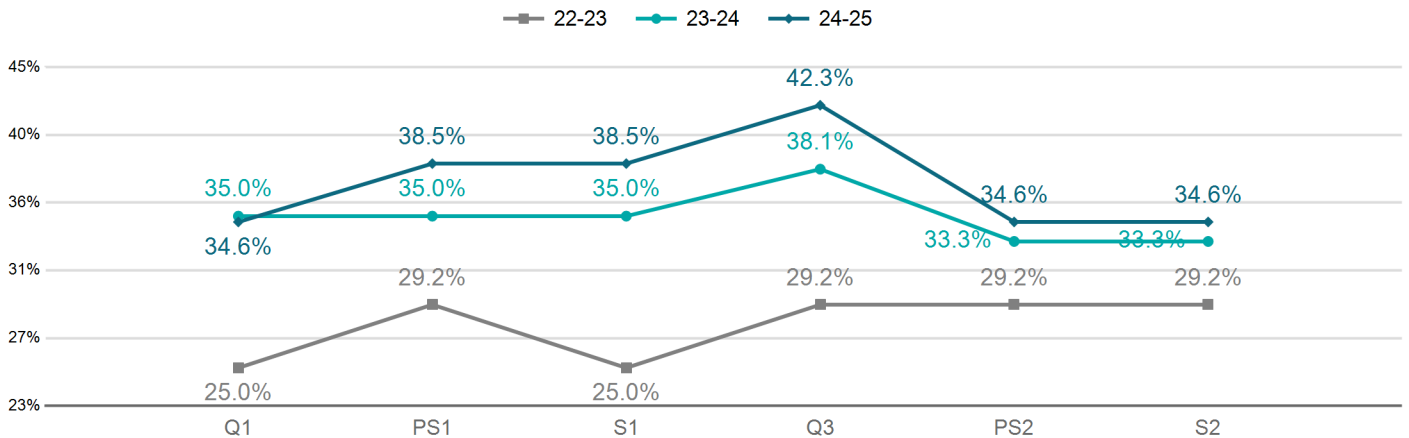
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



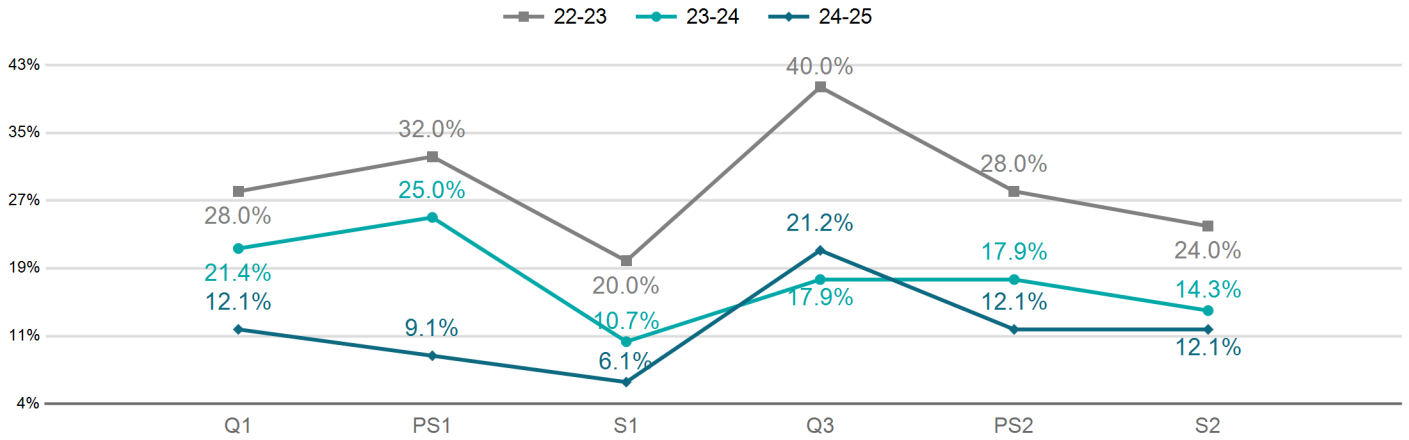
Category: Ethnicity - Subgroup: Cambodian



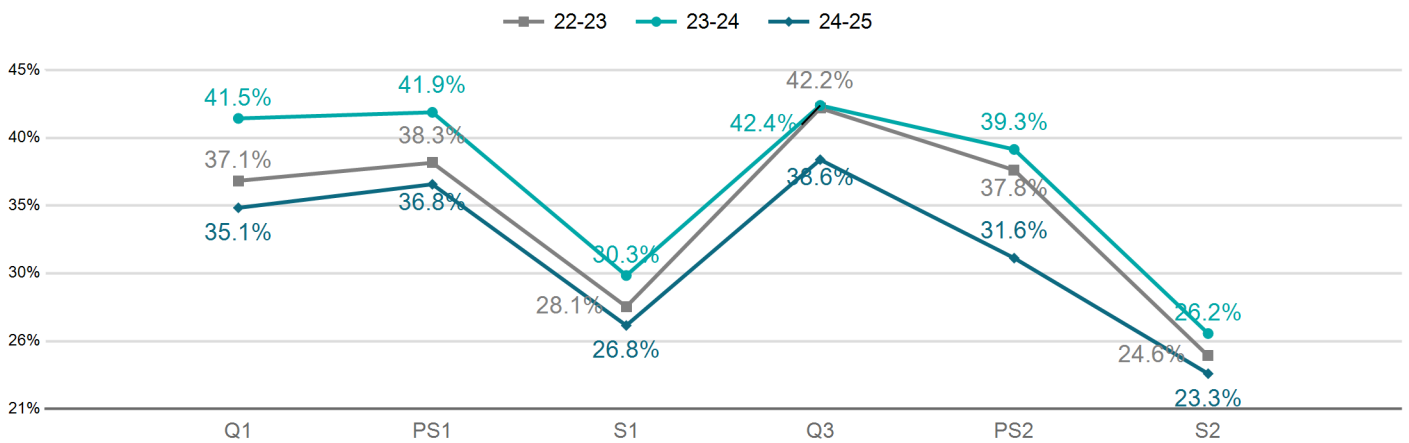
Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Percent of Students with 1+ D or F - 3 year Comparison McBride

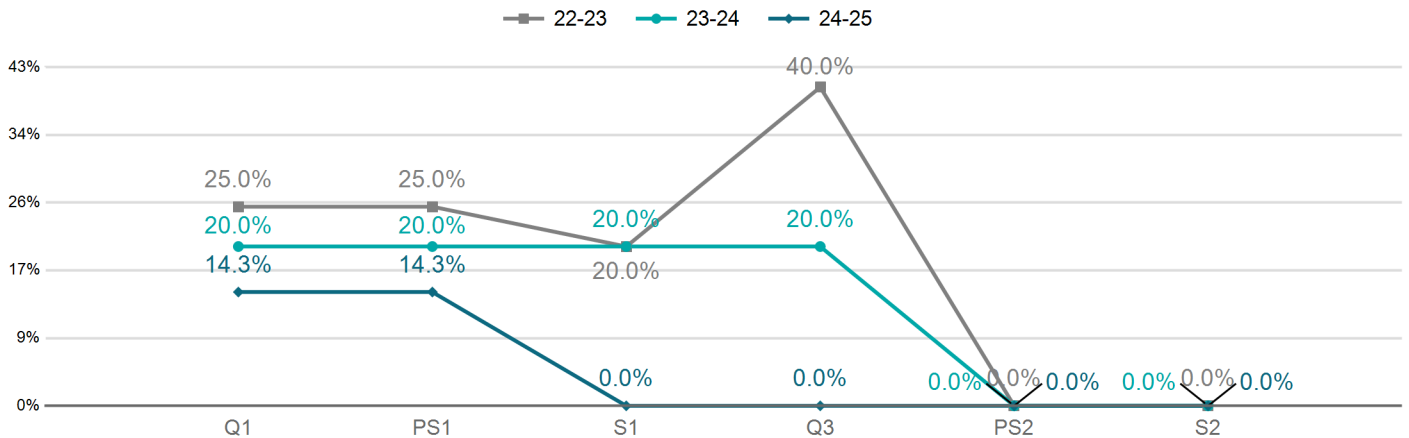
Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic

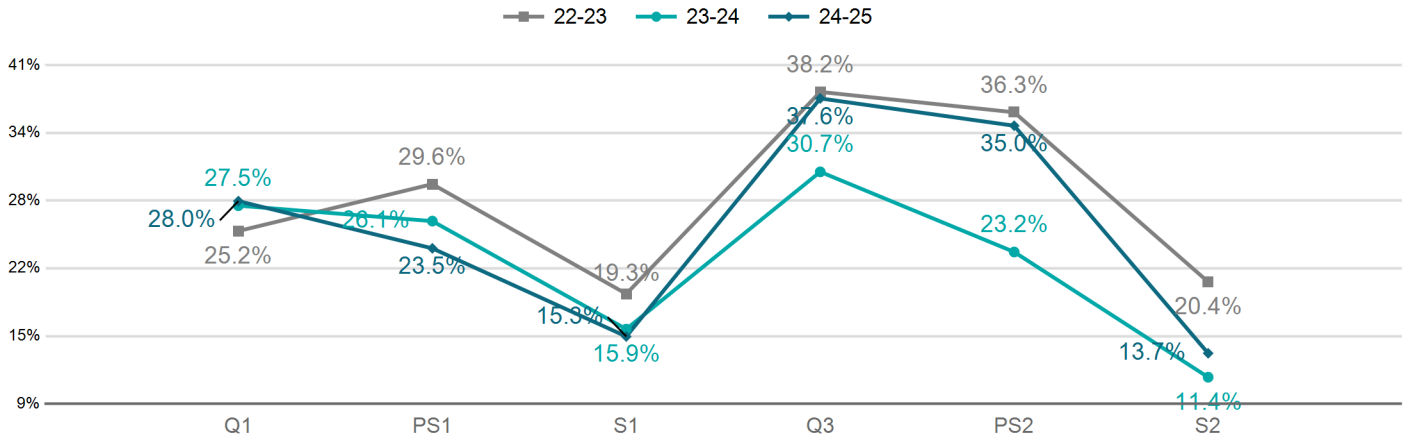


Category: Ethnicity - Subgroup: Pacific Islander

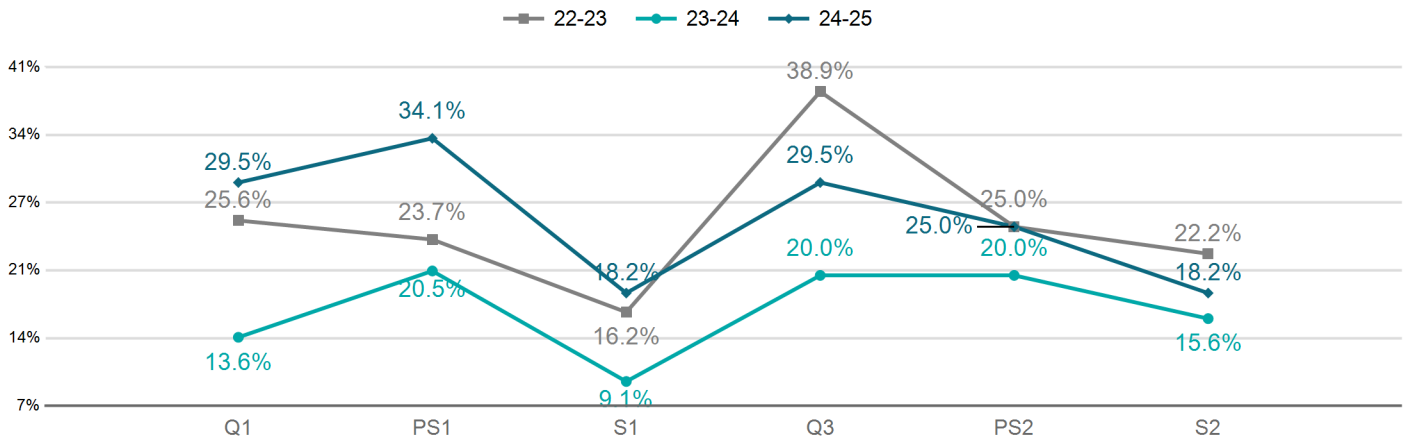


Percent of Students with 1+ D or F - 3 year Comparison McBride

Category: Ethnicity - Subgroup: White

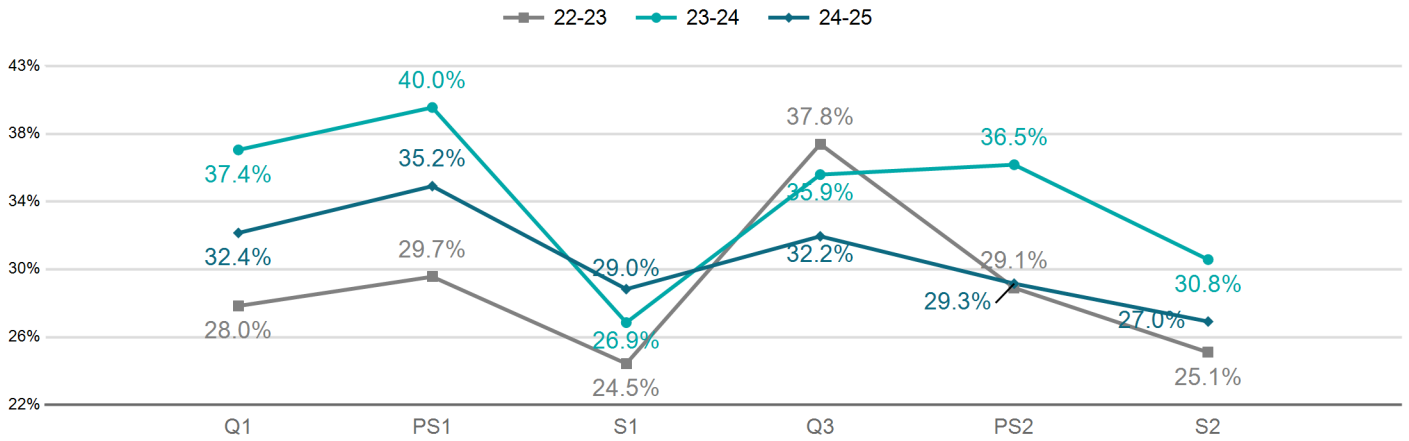


Category: Ethnicity - Subgroup: Other

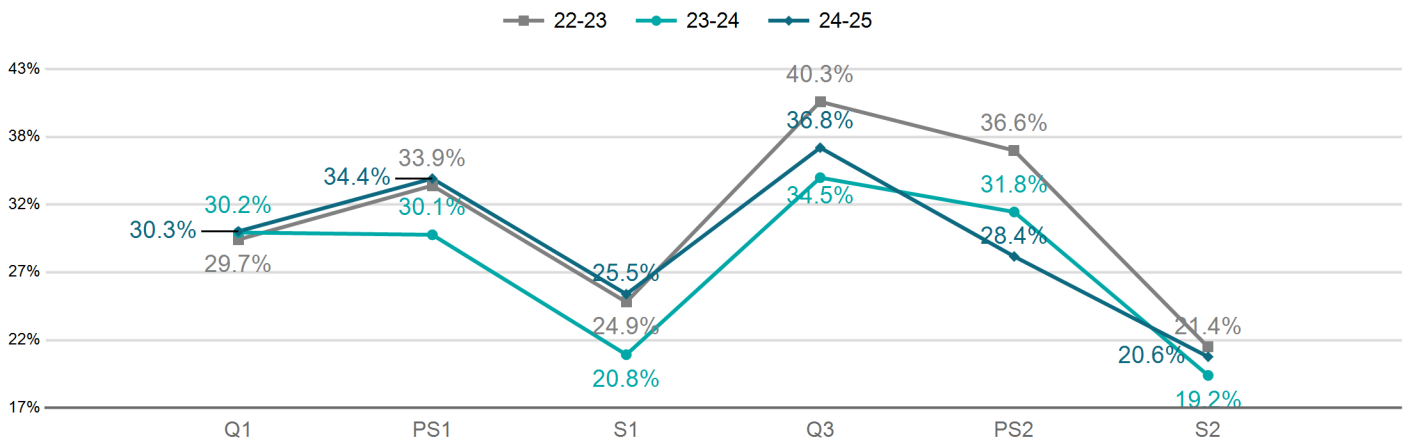


Percent of Students with 1+ D or F - 3 year Comparison McBride

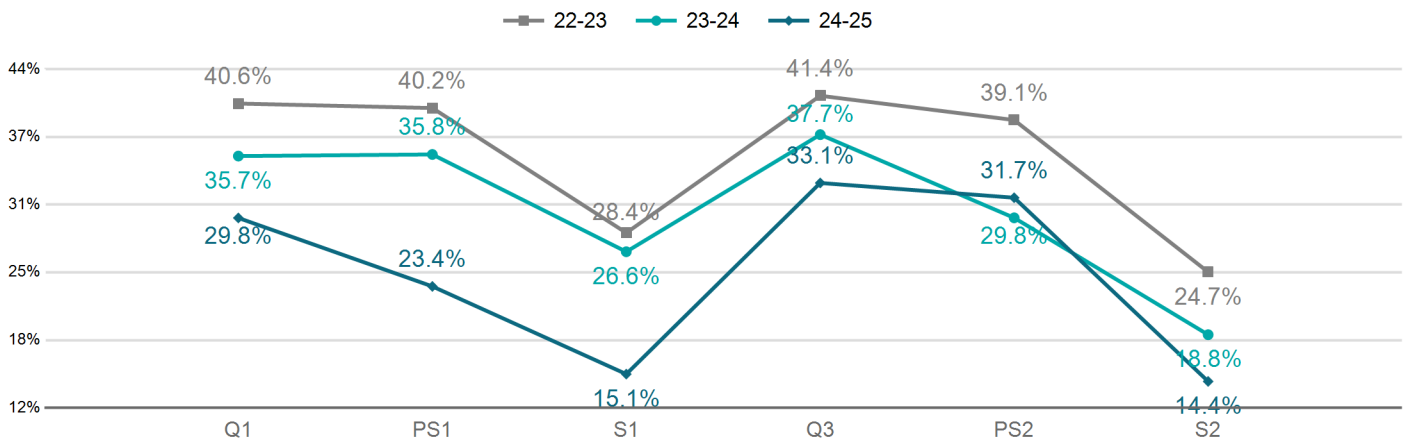
Category: Grade - Subgroup: Gr. 09



Category: Grade - Subgroup: Gr. 10

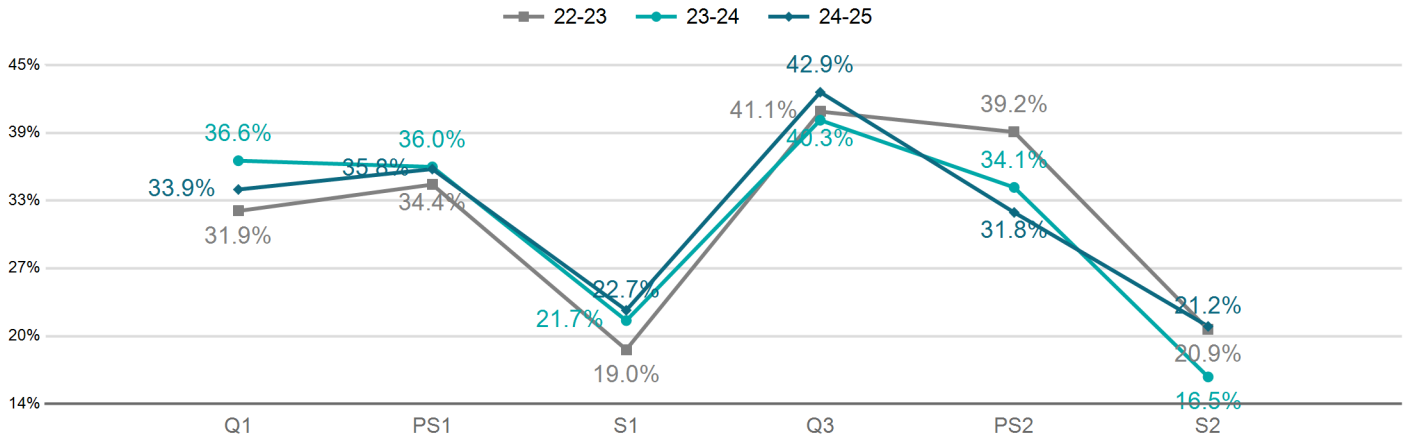


Category: Grade - Subgroup: Gr. 11



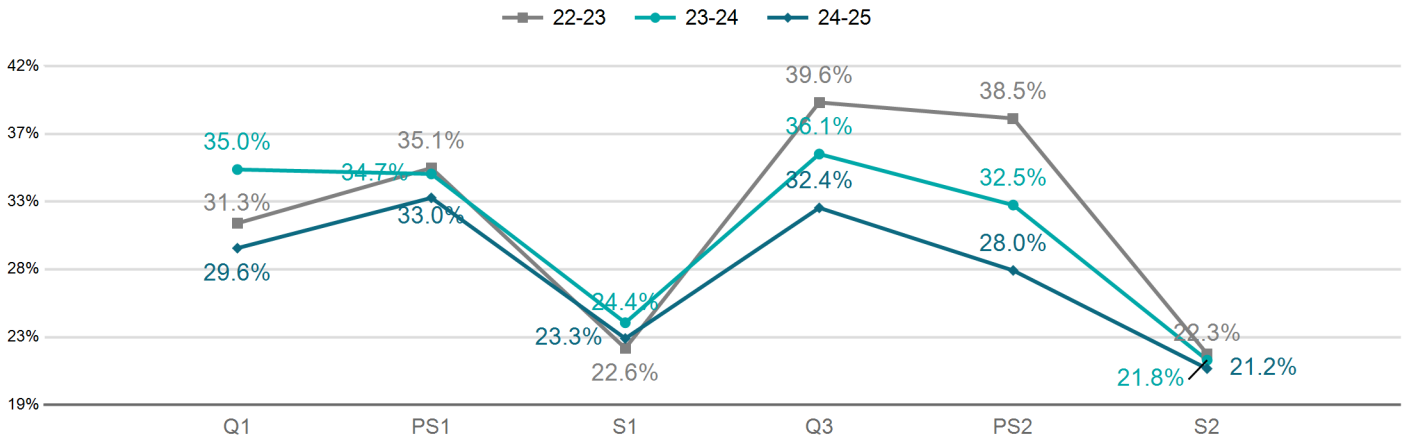
Percent of Students with 1+ D or F - 3 year Comparison McBride

Category: Grade - Subgroup: Gr. 12

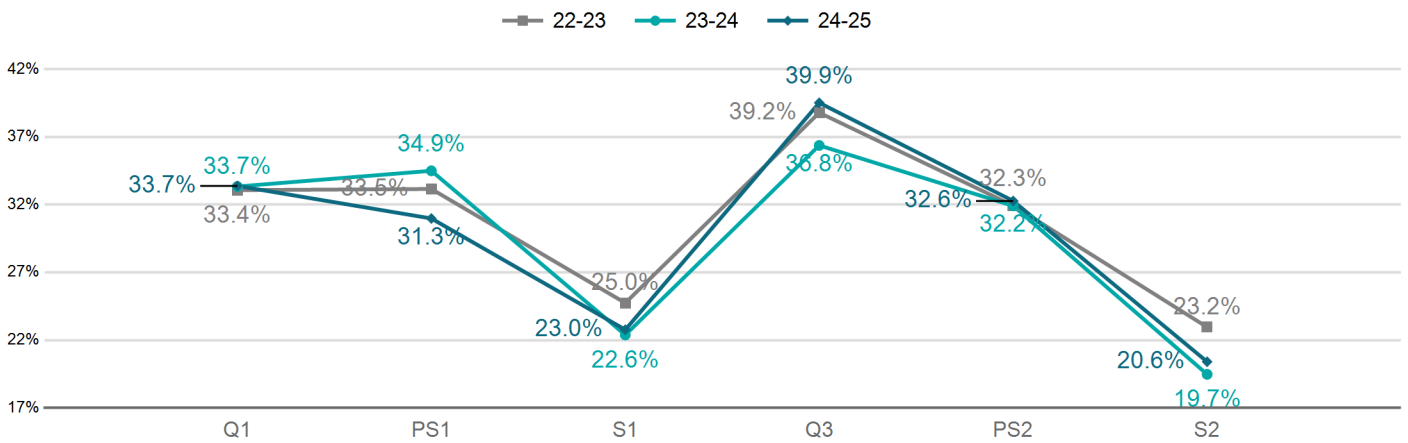


Percent of Students with 1+ D or F - 3 year Comparison McBride

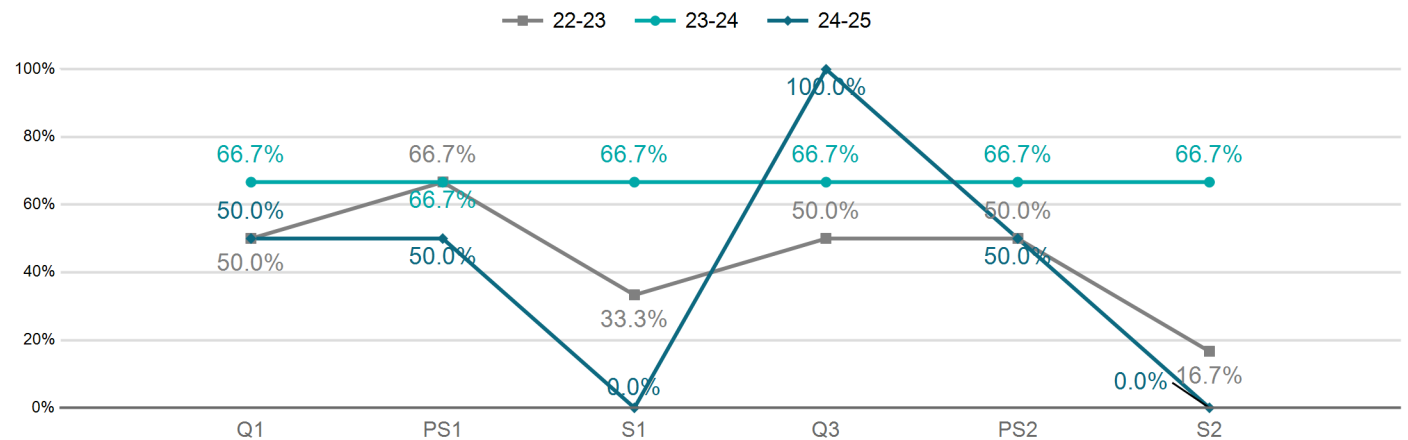
Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male

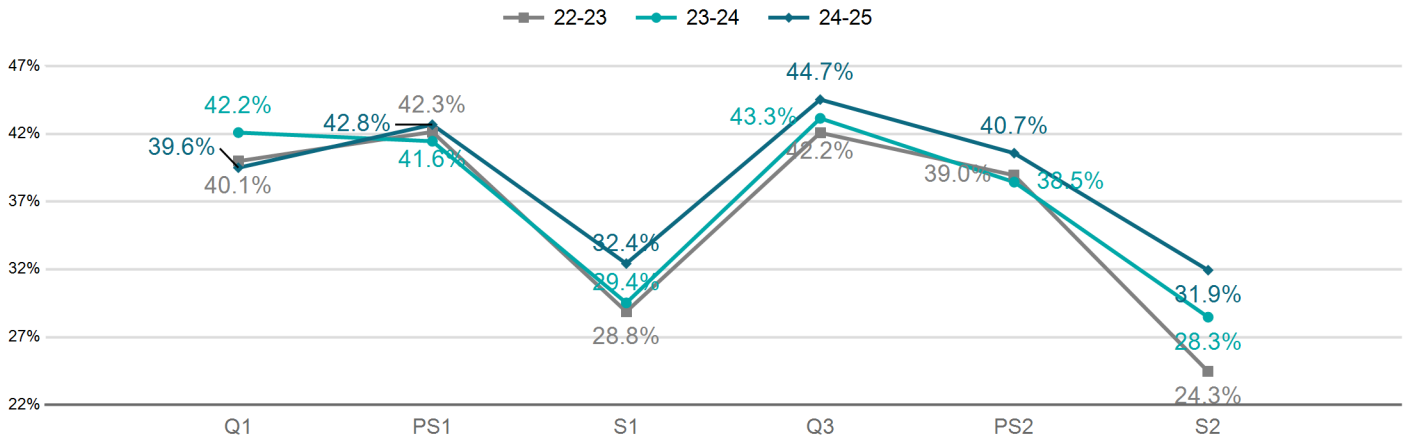


Category: Gender - Subgroup: Nonbinary

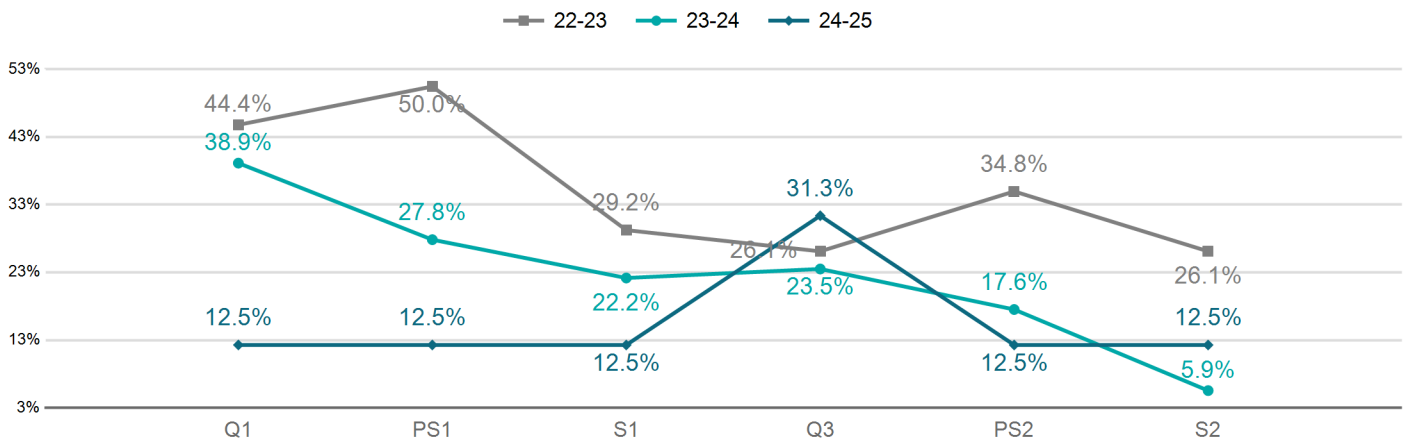


Percent of Students with 1+ D or F - 3 year Comparison McBride

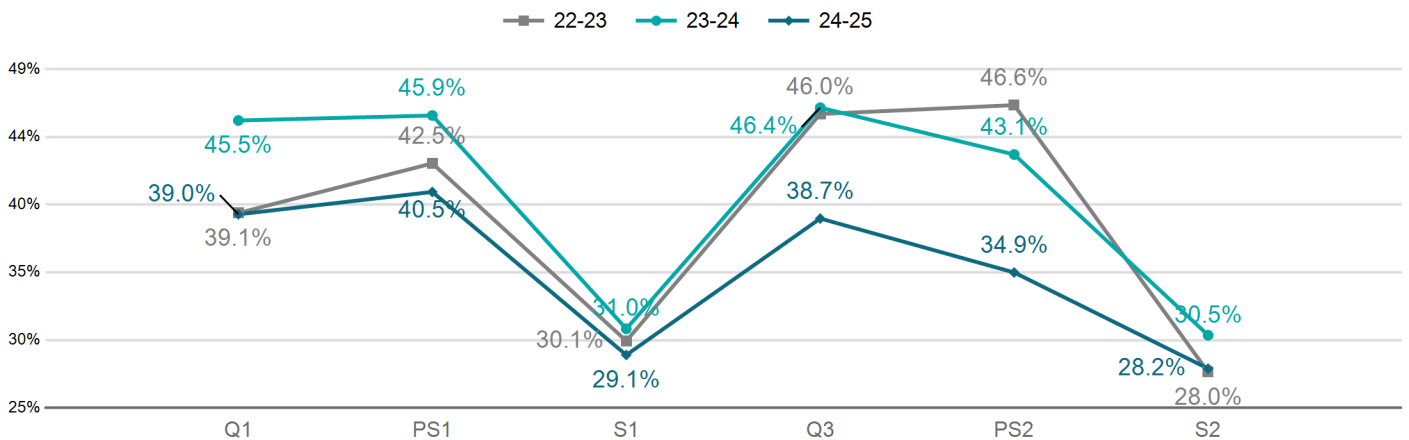
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL

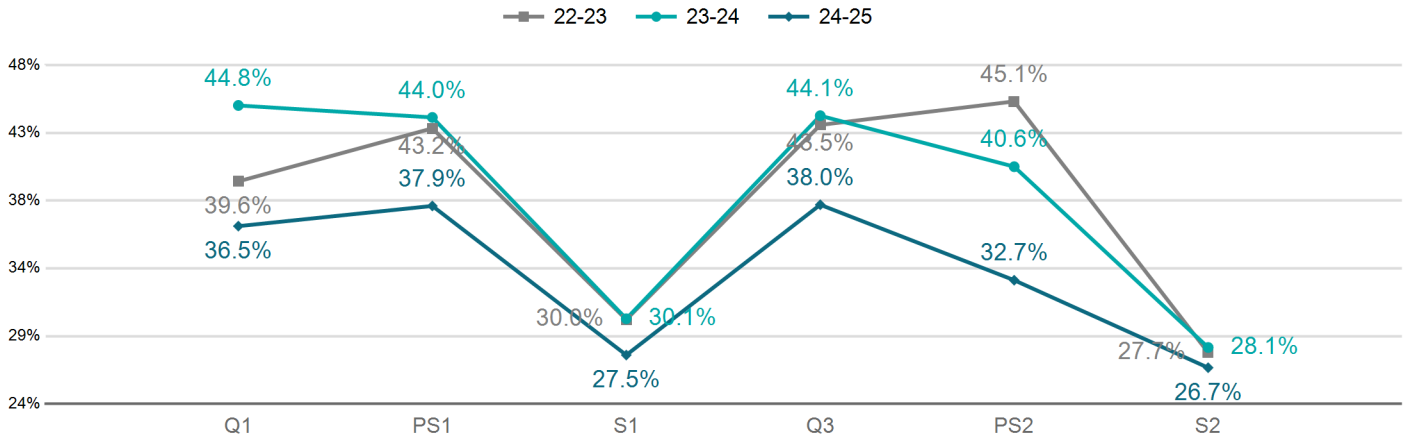


Category: Special Populations - Subgroup: RFEP

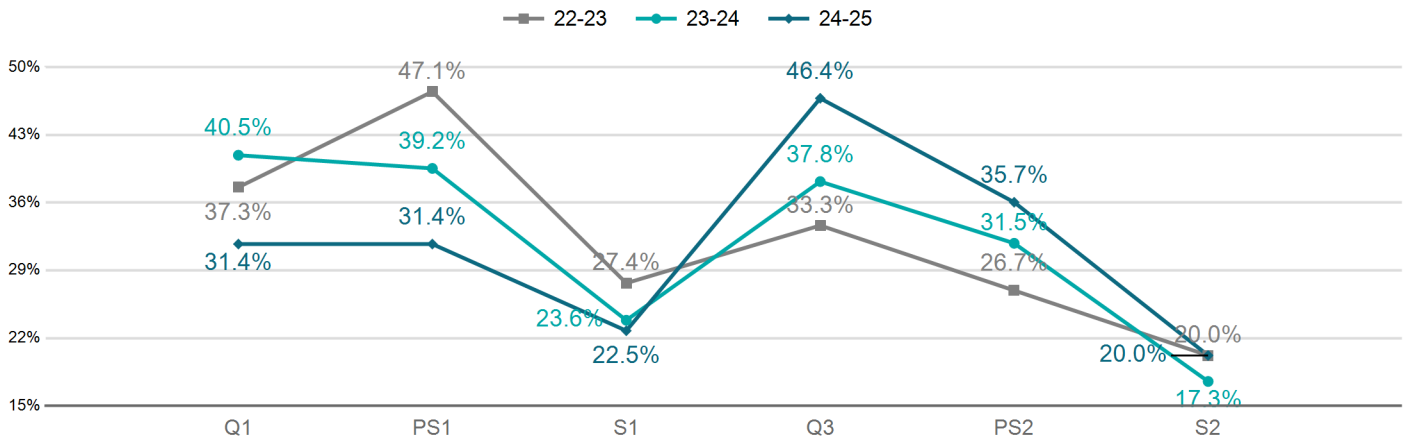


Percent of Students with 1+ D or F - 3 year Comparison McBride

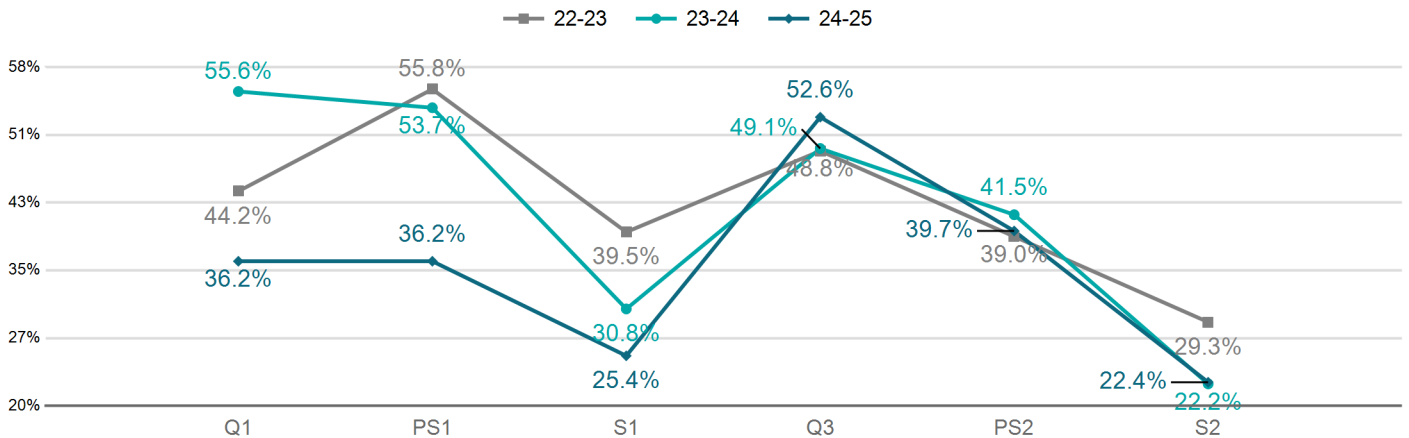
Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

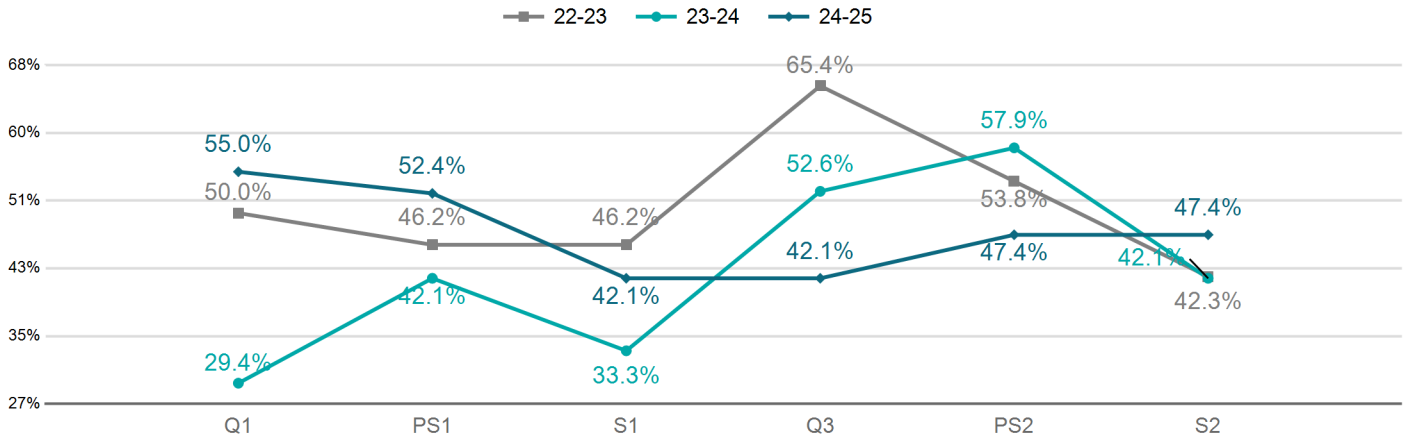


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

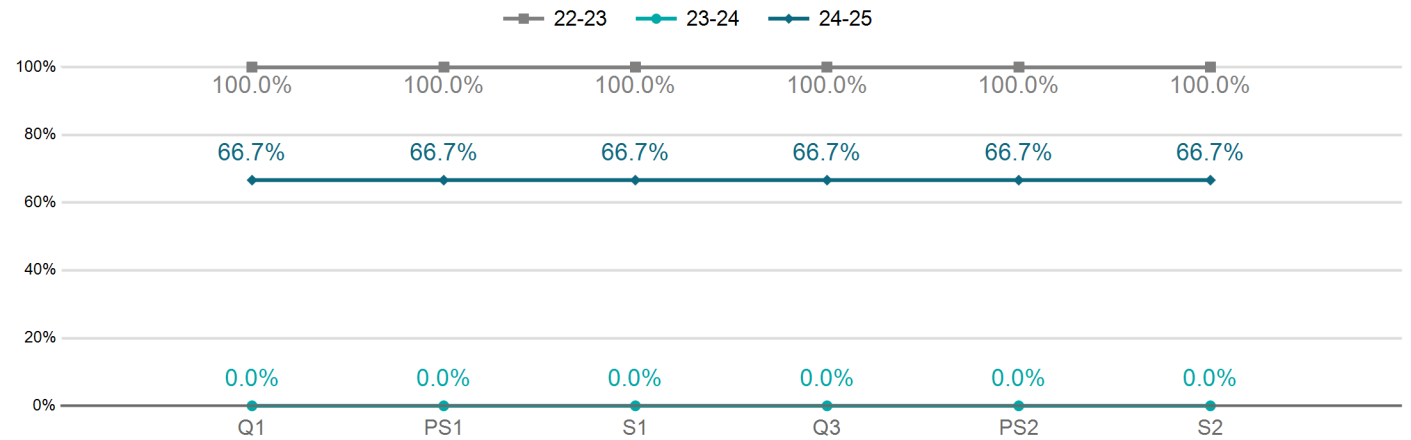


Percent of Students with 1+ D or F - 3 year Comparison McBride

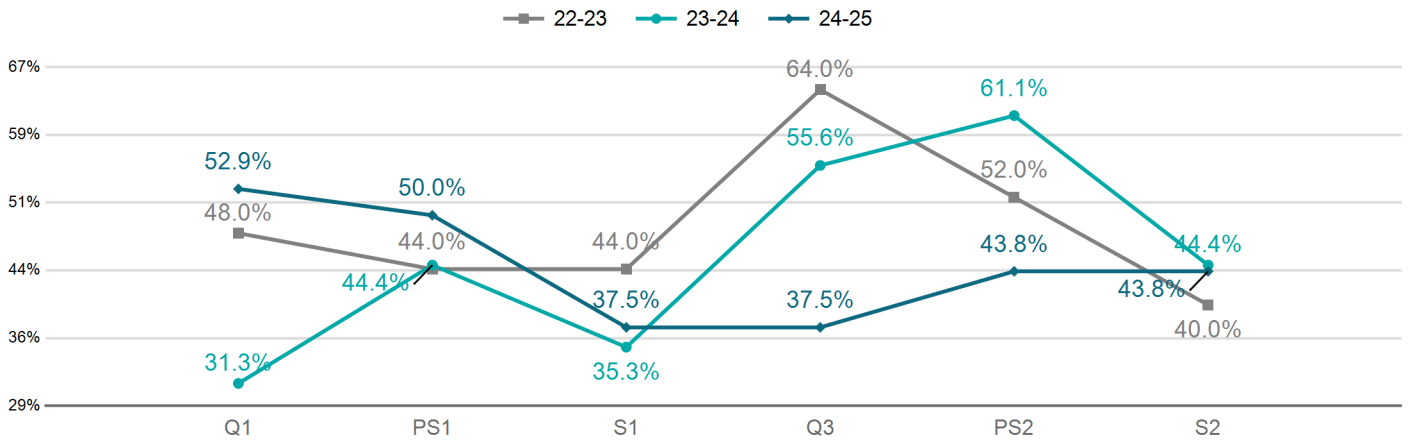
Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

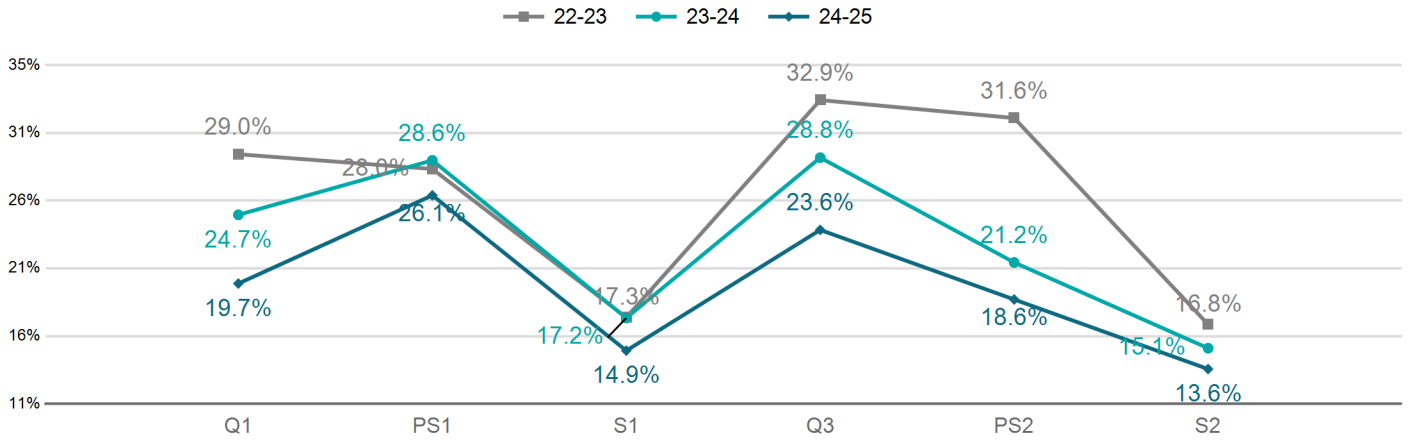


Category: Special Populations - Subgroup: Homeless



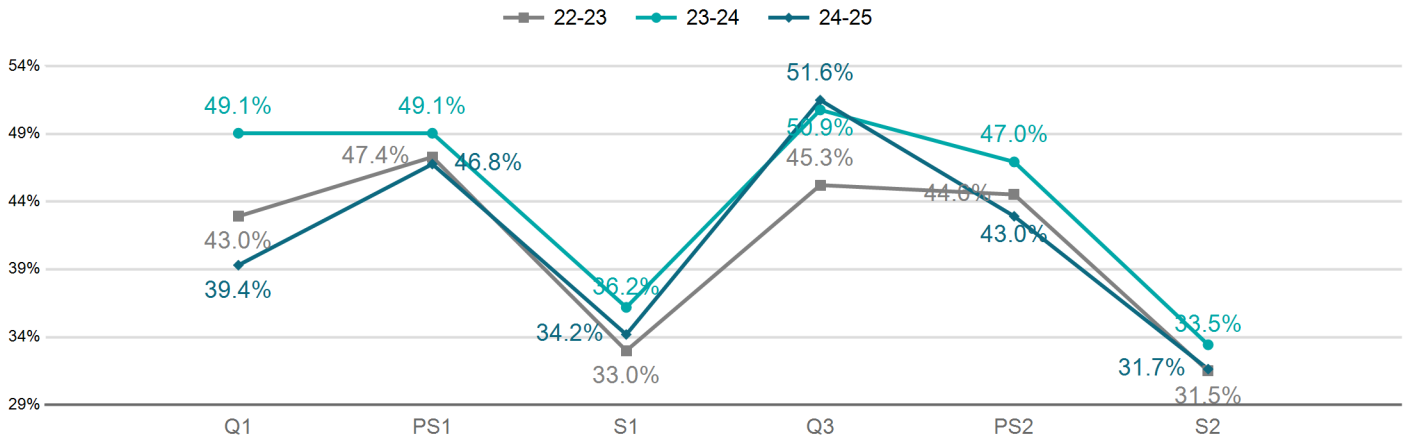
Percent of Students with 1+ D or F - 3 year Comparison McBride

Category: Special Populations - Subgroup: GATE/Excel

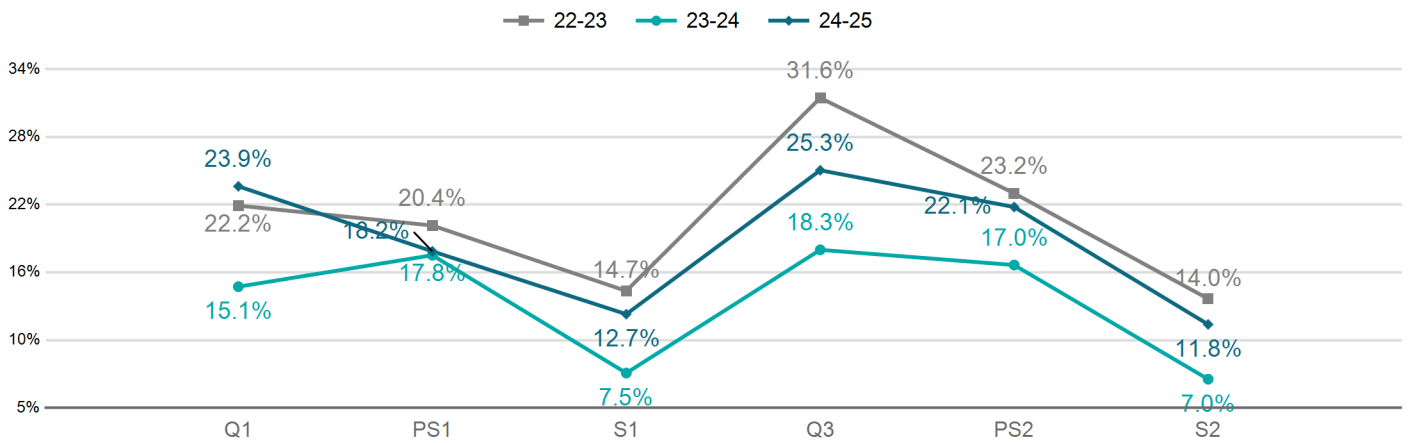


Percent of Students with 1+ D or F - 3 year Comparison McBride

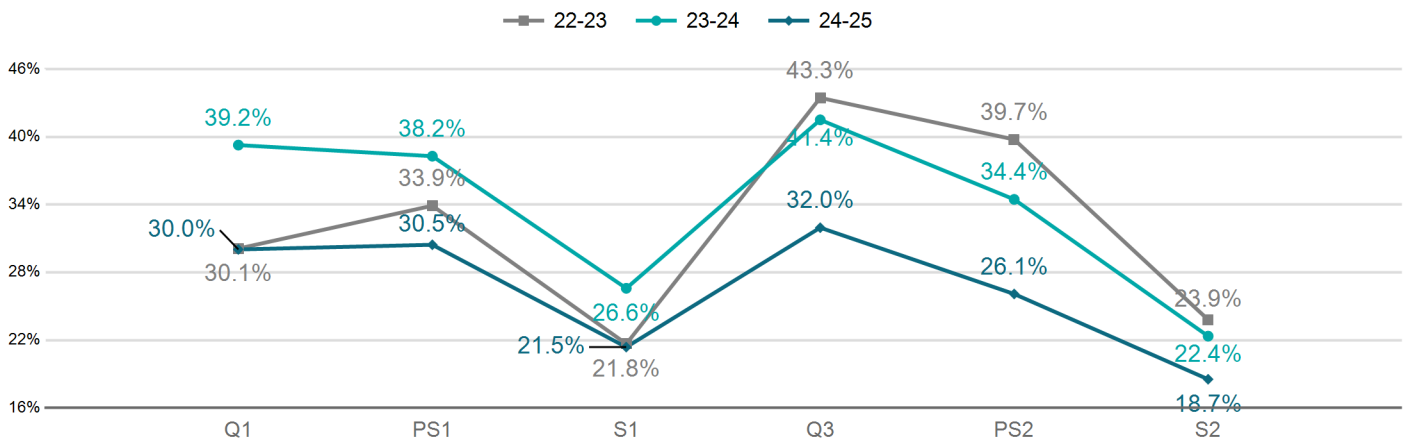
Category: SLC - Subgroup: McBride - CJJ



Category: SLC - Subgroup: McBride - ENGM



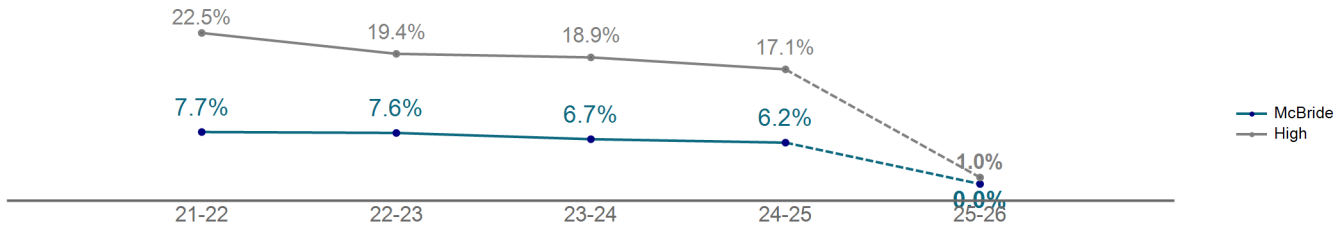
Category: SLC - Subgroup: McBride - HEALTH



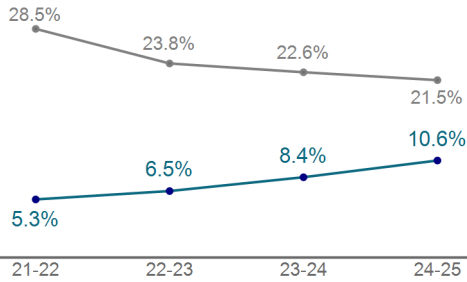
Semester 2 - D/F Rate

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

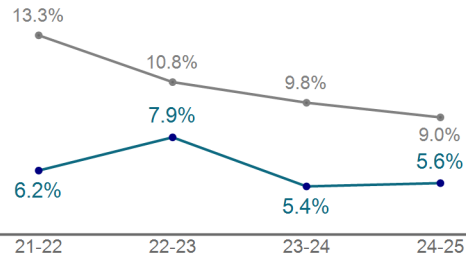
**McBride
All Students
N = 28**



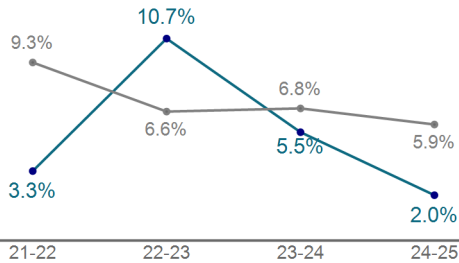
African American



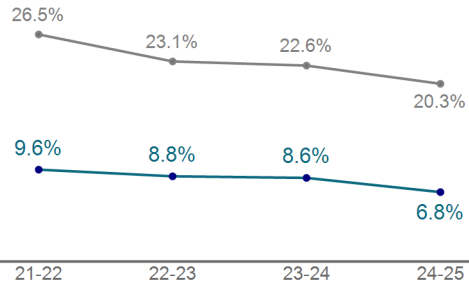
Asian



Filipino



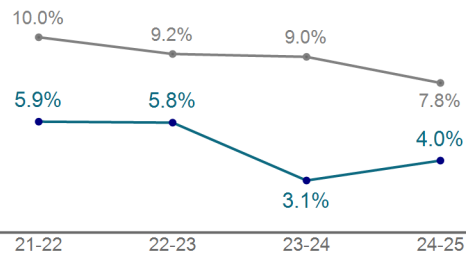
Hispanic



Pacific Islander

Subgroup with fewer than 20 total grades.

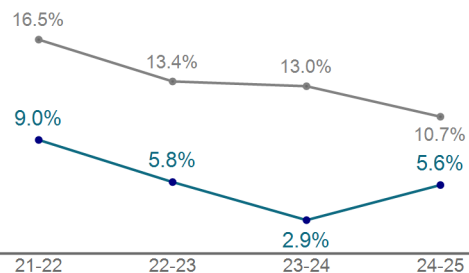
White



Native American

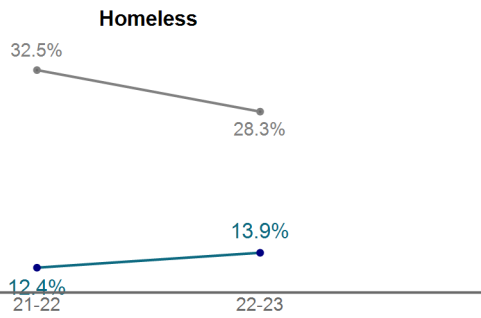
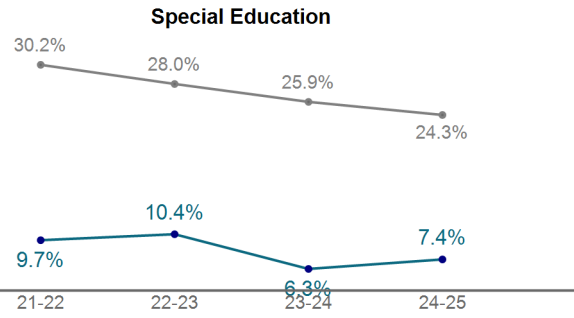
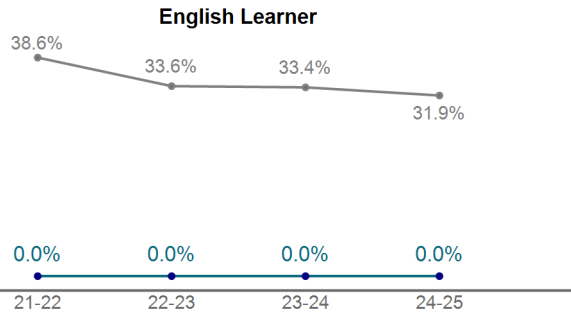
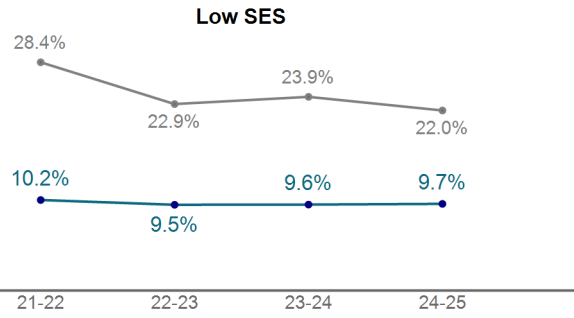
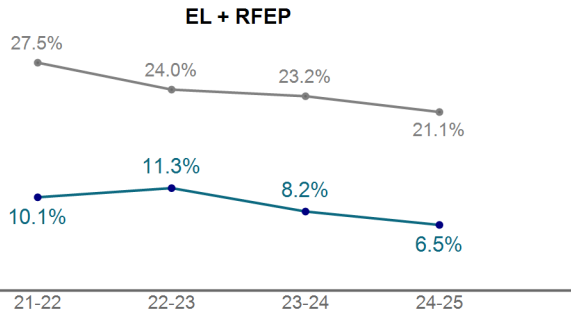
Subgroup with fewer than 20 total grades.

Other



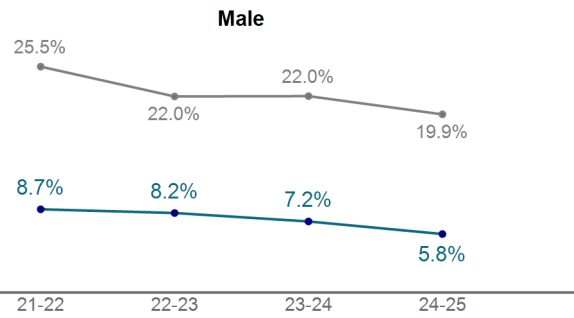
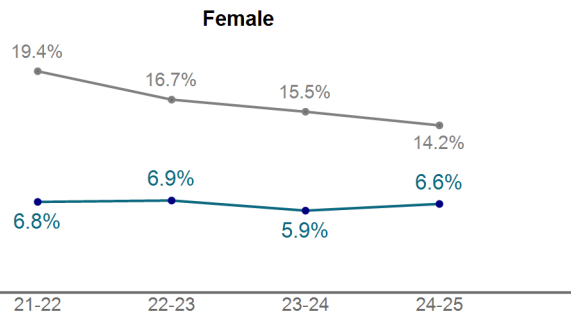
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Semester 2 - D/F Rate



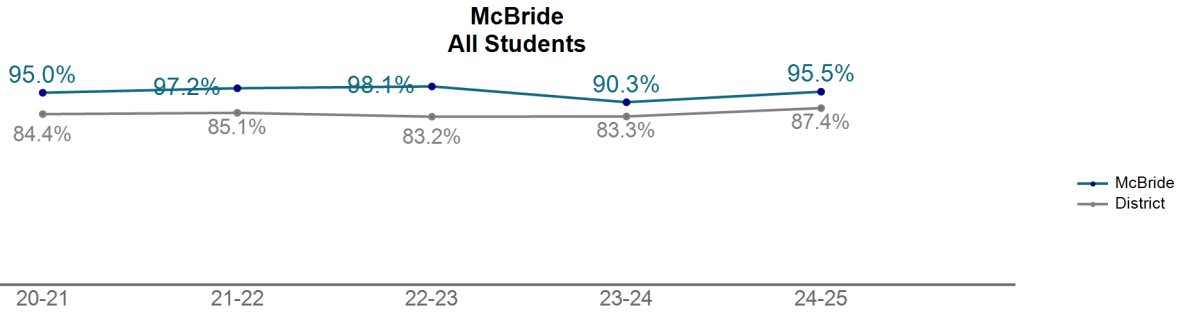
Foster Youth

Subgroup with fewer than 20 total grades.



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Cohort Graduation Rate



African American

Subgroup with fewer than 20 students.

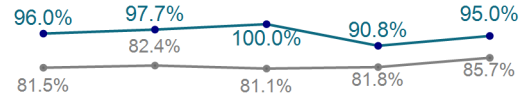
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

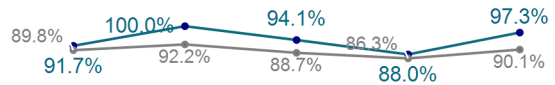
Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White



Native American

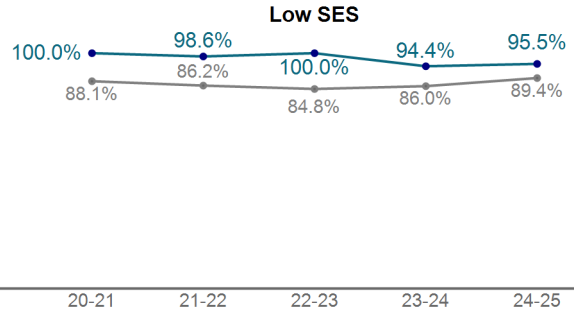
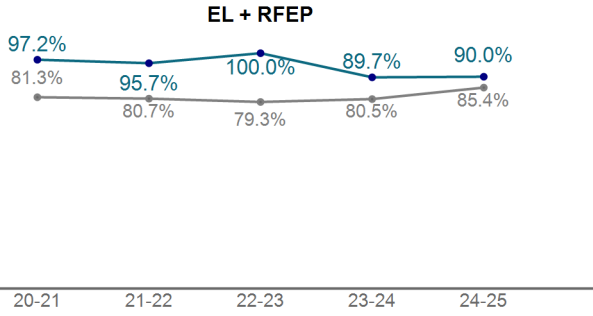
Subgroup with fewer than 20 students.

Other

Subgroup with fewer than 20 students.

N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

Cohort Graduation Rate



English Learner

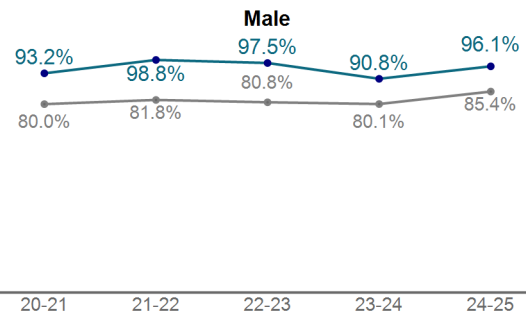
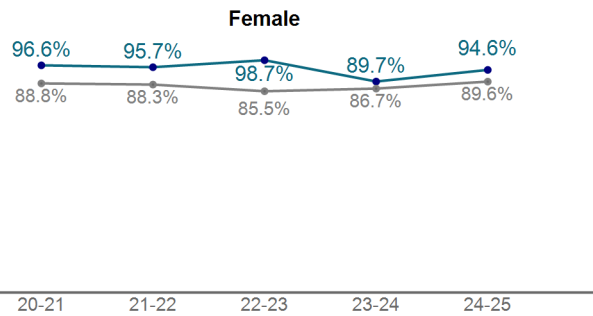
Subgroup with fewer than 20 students.

Special Education

Subgroup with fewer than 20 students.

Homeless or Foster Youth

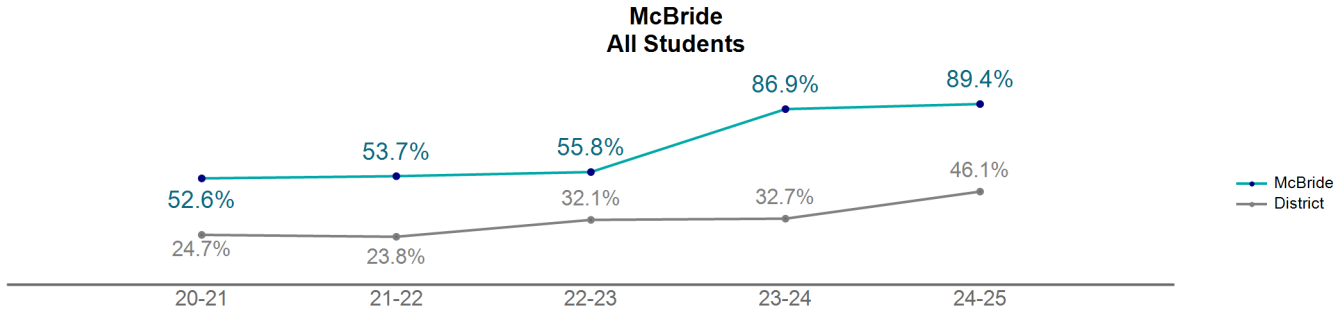
Subgroup with fewer than 20 students.



N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

Percent of Graduates Completing Career Technical Education Pathway

**McBride
All Students**



African American

Subgroup with fewer than 20 students.

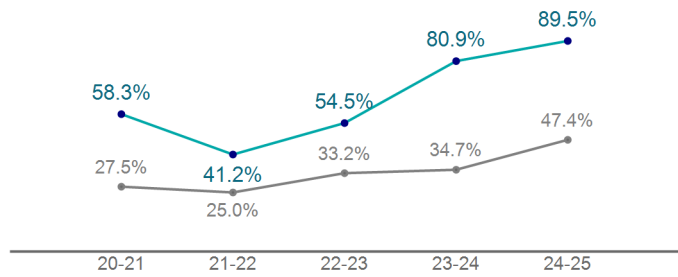
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

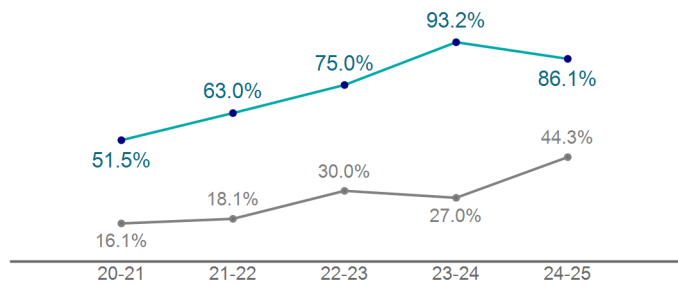
Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White



Native American

Subgroup with fewer than 20 students.

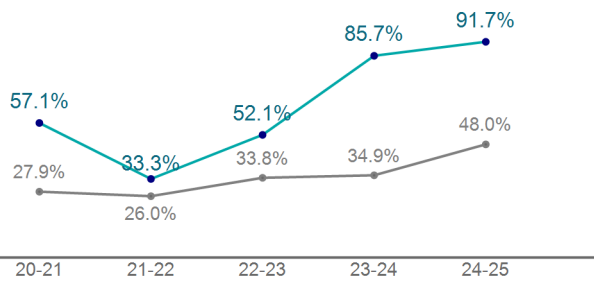
Other

Subgroup with fewer than 20 students.

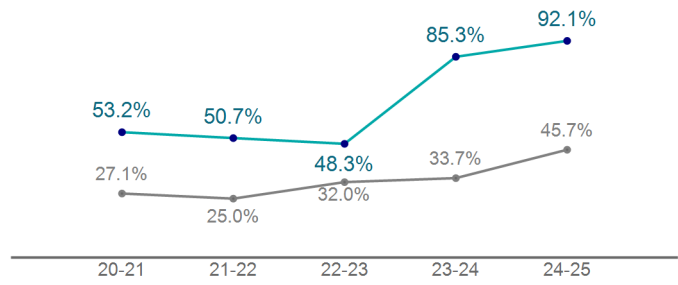
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Graduates Completing Career Technical Education Pathway

EL + RFEP



Low SES



English Learner

Subgroup with fewer than 20 students.

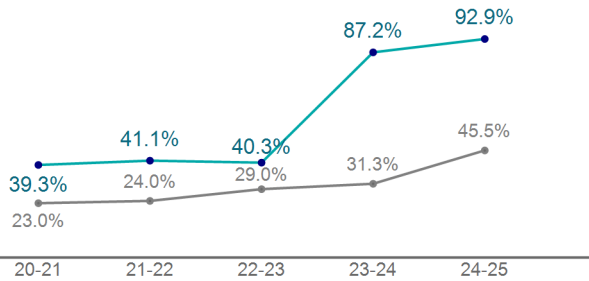
Special Education

Subgroup with fewer than 20 students.

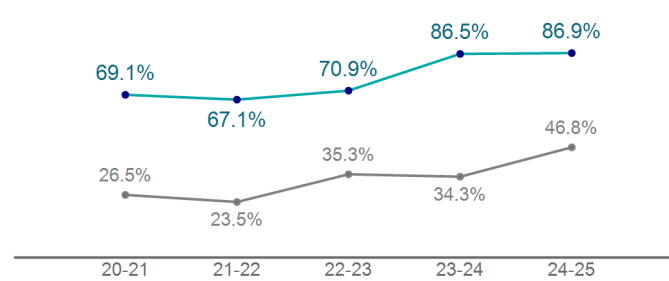
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female



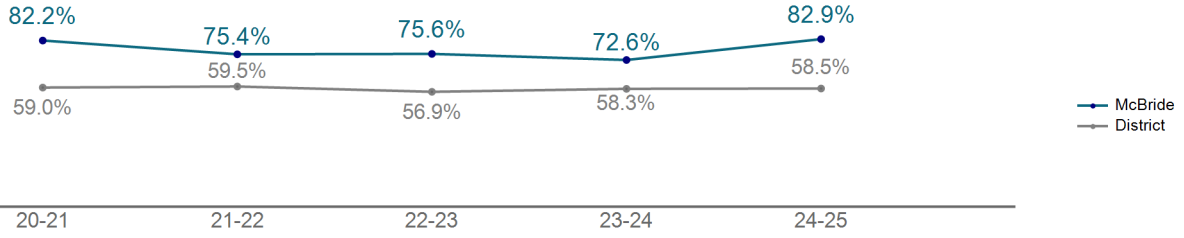
Male



N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

Percent of Graduates that Met A-G Requirements

McBride All Students



African American

Subgroup with fewer than 20 students.

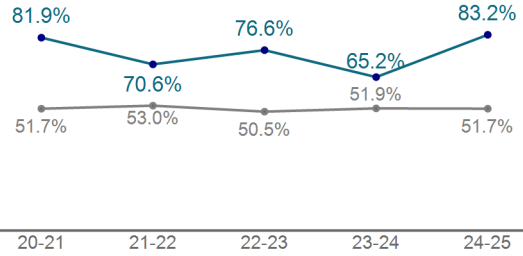
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

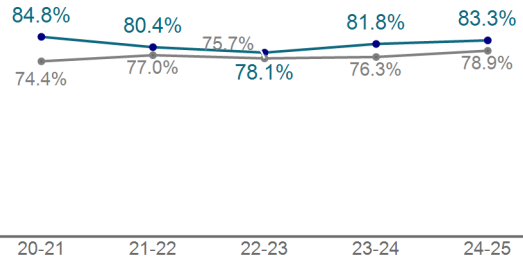
Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White



Native American

Subgroup with fewer than 20 students.

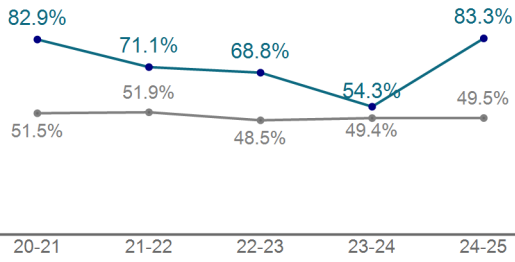
Other

Subgroup with fewer than 20 students.

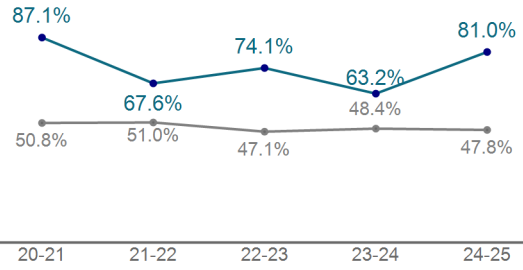
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Graduates that Met A-G Requirements

EL + RFEP



Low SES



English Learner

Subgroup with fewer than 20 students.

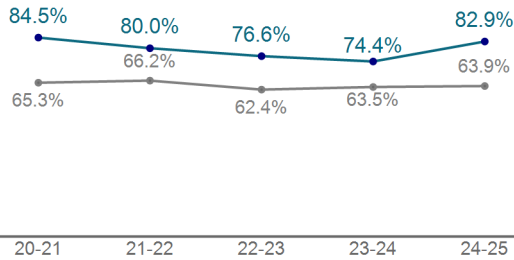
Special Education

Subgroup with fewer than 20 students.

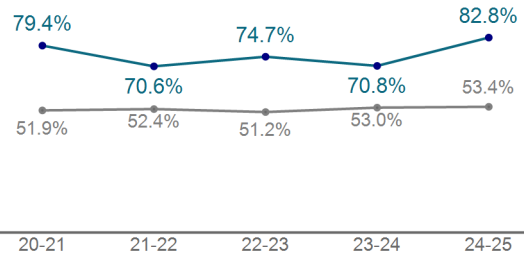
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female



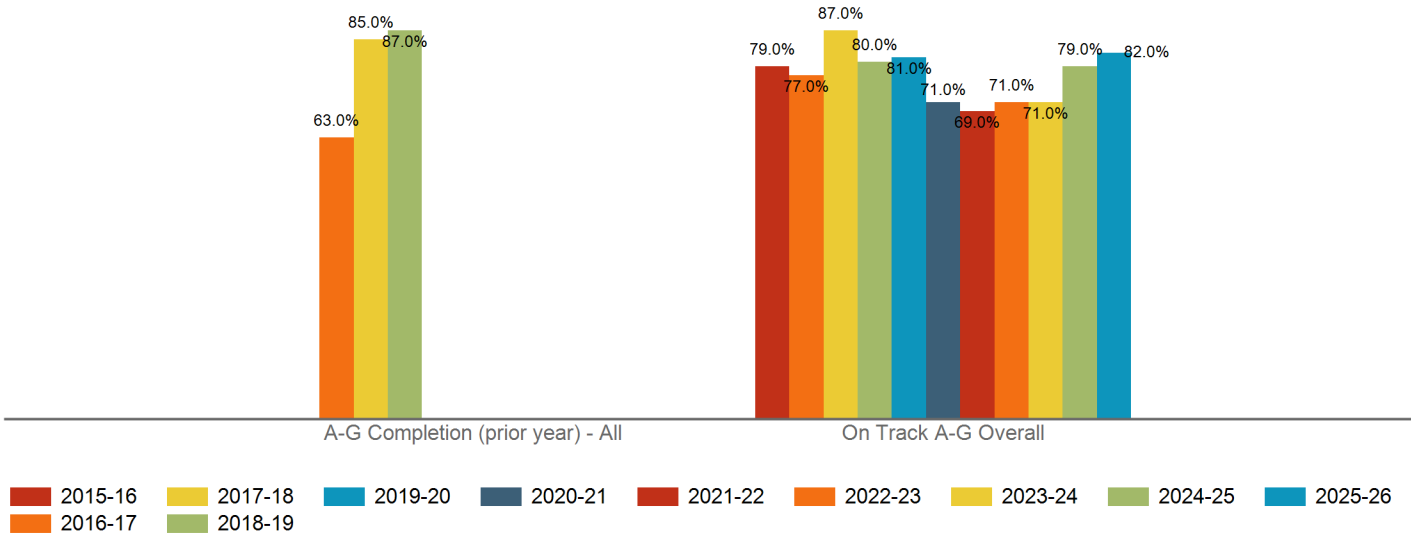
Male



N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

A-G Rate

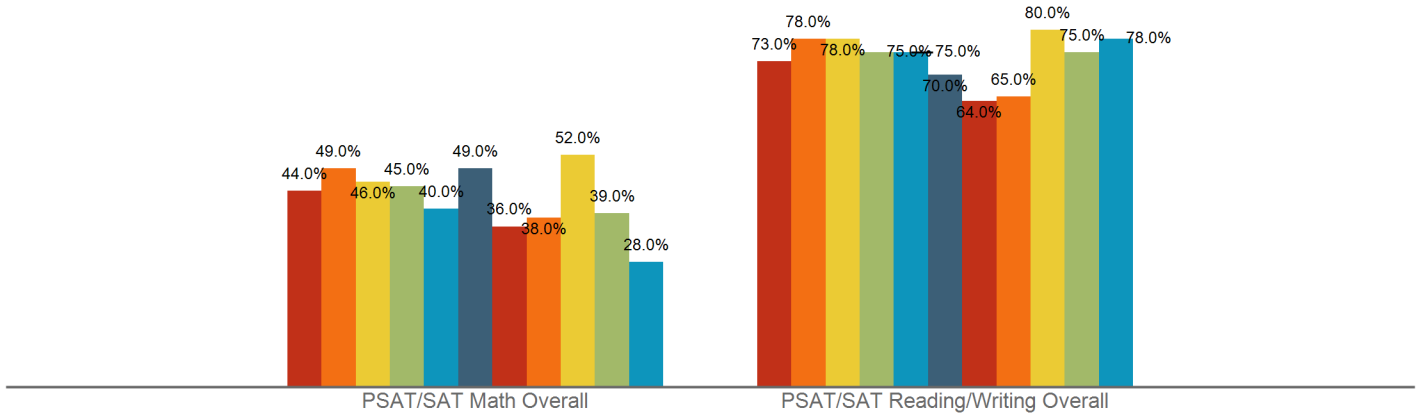
School Year: 24-25



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Support for all three Pathway Interventions at McBride, ENG, CJI, HM. Field trips, Professional Development, Materials/Supplies for students, Pathway Competitions, Additional Hourly for teachers (Pathway Work). Linked Learning connected activities.		Services
3	Teacher is teaching Ethnic Studies during conference period		Teacher Hourly P Schedule
Total			

Other College Readiness Measures

School Year: 24-25



■ 2015-16 ■ 2017-18 ■ 2019-20 ■ 2020-21 ■ 2021-22 ■ 2022-23 ■ 2023-24 ■ 2024-25 ■ 2025-26
■ 2016-17 ■ 2018-19

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	McBride will employ a College Technology Aide for 17.5 hours per week for the entire 2024-2025 school year for high school readiness. The aide will also work 32 hours during summer.		Technology College Student Aide
2	Support for all three Pathway Interventions at McBride, ENG, CJI, HM. Field trips, Professional Development, Materials/Supplies for students, Pathway Competitions, Additional Hourly for teachers (Pathway Work). Linked Learning connected activities.		Services
Total			

All Staff

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	McBride will employ a College Technology Aide for 17.5 hours per week for the entire 2024-2025 school year for high school readiness. The aide will also work 32 hours during summer.	\$14,990	
2	Support for all three Pathway Interventions at McBride, ENG, CJI, HM. Field trips, Professional Development, Materials/Supplies for students, Pathway Competitions, Additional Hourly for teachers (Pathway Work). Linked Learning connected activities.	\$12,000	
3	Teacher is teaching Ethnic Studies during conference period	\$7,002	
Total		\$33,992	

All Students

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	McBride will employ a College Technology Aide for 17.5 hours per week for the entire 2024-2025 school year for high school readiness. The aide will also work 32 hours during summer.	\$14,990	
2	Support for all three Pathway Interventions at McBride, ENG, CJI, HM. Field trips, Professional Development, Materials/Supplies for students, Pathway Competitions, Additional Hourly for teachers (Pathway Work). Linked Learning connected activities.	\$12,000	
3	Teacher is teaching Ethnic Studies during conference period	\$7,002	
Total		\$33,992	



Ernest S. McBride High School
2025-2026 Student/Parent/School Compact

The educational program of McBride High School is designed to provide a high-quality curriculum and instruction in a safe and effective learning environment. In order to achieve these high expectations, the staff, parents/guardians, and students of McBride High School agree and commit to implementing the following activities that support the learning process.

As a student, I will carry out the following responsibilities.

1. I will accept responsibility for my own education by completing my homework, class work, and preparing for all tests.
2. I will accept responsibility for my own behavior and respect the right of others to learn without distraction and disruption.
3. I will show respect toward, and cooperate with, all adults and other students in the school.
4. I will be prepared to actively participate in the business of school by having all necessary supplies (notebooks, pens, Chromebooks, pencils, etc), by being a cooperative learner, and having a positive attitude.
5. I will attend school daily and arrive on time to all classes per LBUSD and McBride's attendance policies.
6. I understand the use of cell phones and unapproved electronic devices is prohibited within the classroom, and that I am responsible for the loss/damage of any such items brought on campus.
7. I will comply with the McBride/District Dress Code, ID, and Technology Use policies. Including safe use of cell phones while driving/walking on campus, and to and from school.
8. I will log on to Canvas to track my assignments, grades, and check for school information every school day.
9. I will request assistance and tutoring when needed and attend school-based tutorials.
10. I will follow McBride's policies and procedures, classroom homework policies, and respect the campus and school property.
11. I will follow McBride's traffic rules while driving on campus. ie. yielding to pedestrians, double parking.

As a parent/guardian, I will carry out the following responsibilities.

1. I will support the academic program and help my student in any way possible to meet his/her educational responsibilities.
2. I will inform the school of the correct address and telephone number where I can be reached. I will inform the school of any changes so I can always be reached in case of an emergency.
3. I will keep a list of important school phone numbers so that I can contact the appropriate person at McBride. Staff List - Ernest McBride High School
4. I will provide my student with the correct clothing in accordance with the District Dress Code to ensure that he/she views McBride as his/her place of business.
5. I will actively pursue school-based tutoring and support services for my student when needed.
6. I will log on to Canvas and ParentVUE to monitor my student's grades, pathway assignments, and attendance on a weekly basis.
7. I will provide a safe place and time for my students to study and to complete homework assignments. I will limit my student's television, video gaming, music and telephone use.
8. I will attend school-based functions to support my students, such as parent conferences, Back-to-School Night, Open House, performances, parent information meetings, etc.
9. My student and I will follow and abide by the LBUSD regulations as outlined in the Parent Guidelines Handbook at Canvas.
10. I will follow McBride's traffic rules while driving on campus. Ie. yielding to pedestrians, double parking.

As a school, the McBride Staff will carry out the following responsibilities.

1. We will work as dedicated professionals with our students' best interest as our primary concern.
2. We will provide a content standards-based program that is rigorous, challenging, and provides connections to the students' pathways. Our program will also address the individual needs of all students.
3. We will communicate the content standards, classroom and homework expectations, and instructional goals to students and parents/guardians.
4. We will communicate to parents/guardians and students on an ongoing basis regarding the academic progress of the students.
5. We will post assignments and grades in a timely manner on Canvas or have them available so students and parents can easily monitor student progress.
6. We will ensure a safe, caring, respectful and healthy learning environment where students are challenged daily with motivating and interesting learning experiences in all their classes.
7. We will provide opportunities for students to receive academic assistance as needed.
8. We will encourage students to strive for their personal best, motivate them to pursue their dreams, and help them develop, plan, and implement goals for post-secondary life.
9. We will encourage parents to visit the campus, attend school functions, and become actively involved in school programs. (If permission is granted by current Health Guidelines due to COVID-19)
10. We will provide opportunities for parents to participate in improving the McBride program through various parent activities.

Firma del estudiante: _____ Firma del padre/tutor: _____ Administrador: Dr. Dunn _____
 Grado: _____ Fecha: _____ Número de teléfono: _____ Fecha: _____ Teléfono de la escuela: 562-425-3539



Ernest S. McBride High School
2025-2026 Student/Parent/School Compact

El programa educativo de la Escuela Preparatoria McBride está diseñado para ofrecer un currículo e instrucción de alta calidad en un entorno de aprendizaje seguro y eficaz. Para alcanzar estas altas expectativas, el personal, los padres/tutores y los estudiantes de la Escuela Preparatoria McBride acuerdan y se comprometen a implementar las siguientes actividades que apoyan el proceso de aprendizaje.

Como estudiante, cumpliré con las siguientes responsabilidades:

1. Asumiré la responsabilidad de mi propia educación completando mis tareas, trabajos de clase y preparándome para todos los exámenes.
2. Asumiré la responsabilidad de mi propio comportamiento y respetaré el derecho de los demás a aprender sin distracciones ni interrupciones.
3. Mostraré respeto y cooperaré con todos los adultos y demás estudiantes de la escuela.
4. Estaré preparado para participar activamente en la actividad escolar contando con todos los útiles escolares necesarios (cuadernos, bolígrafos, Chromebooks, lápices, etc.), siendo un estudiante cooperativo y manteniendo una actitud positiva.
5. Asistiré a la escuela diariamente y llegaré puntualmente a todas las clases, de acuerdo con las políticas de asistencia del LBUSD y de McBride.
6. Entiendo que el uso de teléfonos celulares y dispositivos electrónicos no autorizados está prohibido dentro del aula y que soy responsable de la pérdida o daño de cualquier artículo de este tipo que se traiga al campus.
7. Cumpliré con el Código de Vestimenta, la Identificación y las políticas de Uso de Tecnología de McBride/Distrito. Esto incluye el uso seguro de teléfonos celulares al conducir o caminar dentro del campus, así como al ir y volver de la escuela.
8. Accederé a Canvas para dar seguimiento a mis tareas, calificaciones y consultar la información escolar todos los días escolares.
9. Solicitaré ayuda y tutoría cuando sea necesario y asistiré a las tutorías escolares.
10. Seguiré las políticas y procedimientos de McBride, las políticas de tareas en el aula y respetaré el campus y la propiedad escolar.
11. Respetaré las normas de tránsito de McBride al conducir dentro del campus, como ceder el paso a los peatones y estacionar en doble fila.

Como padre/tutor, cumpliré con las siguientes responsabilidades:

1. Apoyaré el programa académico y ayudaré a mi estudiante en todo lo posible para que cumpla con sus responsabilidades educativas.
2. Informaré a la escuela la dirección y el número de teléfono correctos donde se me pueda contactar. Informaré a la escuela de cualquier cambio para que siempre puedan contactarme en caso de emergencia.
3. Mantendré una lista de los números de teléfono importantes de la escuela para poder contactar a la persona adecuada en McBride. Lista de personal - Escuela Secundaria Ernest McBride.
4. Proporcionaré a mi estudiante la ropa adecuada de acuerdo con el Código de Vestimenta del Distrito para asegurarme de que considere a McBride como su lugar de trabajo.
5. Buscaré activamente servicios de tutoría y apoyo en la escuela para mi estudiante cuando sea necesario.
6. Accederé a Canvas y ParentVUE para supervisar las calificaciones, las tareas de su programa y la asistencia de mi estudiante semanalmente.
7. Proporcionaré un lugar y un tiempo seguros para que mis estudiantes estudien y completen sus tareas. Limitaré el uso de la televisión, los videojuegos, la música y el teléfono.
8. Asistiré a las actividades escolares para apoyar a mis estudiantes, como las reuniones de padres, la Noche de Regreso a Clases, la Jornada de Puertas Abiertas, las presentaciones, las reuniones informativas para padres, etc.
9. Mi estudiante y yo cumpliremos las normas del LBUSD, tal como se describen en el Manual de Normas para Padres en Canvas.
10. Respetaré las normas de tránsito de McBride al conducir en el campus, por ejemplo, ceder el paso a los peatones y estacionar en doble fila.

Como escuela, el personal de McBride asumirá las siguientes responsabilidades:

1. Trabajaremos como profesionales dedicados, priorizando el bienestar de nuestros estudiantes.
2. Ofreceremos un programa basado en estándares de contenido, riguroso, desafiante y que conecte con las trayectorias académicas de los estudiantes. Nuestro programa también abordará las necesidades individuales de cada estudiante.
3. Comunicaremos los estándares de contenido, las expectativas en el aula y las tareas, y los objetivos educativos a los estudiantes y a sus padres/tutores.
4. Nos comunicaremos continuamente con los padres/tutores y estudiantes sobre su progreso académico.
5. Publicaremos las tareas y las calificaciones oportunamente en Canvas o las tendremos disponibles para que los estudiantes y sus padres puedan monitorear fácilmente su progreso.
6. Garantizaremos un entorno de aprendizaje seguro, atento, respetuoso y saludable, donde los estudiantes se enfrenten diariamente a experiencias de aprendizaje motivadoras e interesantes en todas sus clases.
7. Brindaremos oportunidades para que los estudiantes reciban asistencia académica según sea necesario.
8. Animaremos a los estudiantes a esforzarse al máximo, los motivaremos a perseguir sus sueños y los ayudaremos a desarrollar, planificar e implementar metas para la vida postsecundaria.
9. Animaremos a los padres a visitar el campus, asistir a las actividades escolares y participar activamente en los programas escolares. (Si las directrices sanitarias vigentes lo permiten debido a la COVID-19).
10. Brindaremos oportunidades para que los padres participen en la mejora del programa McBride mediante diversas actividades para padres.

Firma del estudiante: _____ Firma del padre/tutor: _____ Administrador: Dr. Dunn _____
 Grado: _____ Fecha: _____ Número de teléfono: _____ Fecha: _____ Teléfono de la escuela: 562-425-3539



McBride Family Involvement Guidelines For Non-Title I Schools

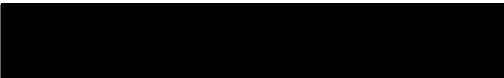
McBride recognizes that families are their children's first and most influential teachers and that continued family involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage families positively in their children's education, McBride will:

1. Help families develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform families that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that families may know when and how to help their children in support of classroom learning activities.
4. Provide training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking families and how to give families opportunities to assist in the instructional process both at school and at home.
5. Encourage families to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Include families of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform families about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.
7. Ensure that all notices, reports, statements or records sent to the family will be translated in the appropriate language. In addition, oral translations of materials will be provided upon the request of the family, if necessary.

School plans shall delineate specific measures that shall be taken to increase family involvement with their children's education, including measures designed to involve families with cultural, language or other barriers which may inhibit such participation.

ADOPTION

McBride's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families at the school. The Guidelines were adopted by the site's School Site Council members on 10/6/25 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/15/25. McBride, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.


Signature of Principal

10.6.25
Date

LEGAL REFERENCES

EDUCATION CODE

11500-11506 Programs to encourage parental involvement

LABOR CODE

230.8 Time off to visit child's school

Adopted: January 28, 1991

Revised: March 1, 1994

February 6, 2001

March 7, 2007

LONG BEACH UNIFIED SCHOOL DISTRICT

For Elementary, K-8, and Middle Schools, revised 7/2023



McBride High School

Guía de Participación Escolar para las Familias Para Escuelas Que No Reciben Fondos de Título I

La Escuela de McBride reconoce que las familias son los primeros maestros y los maestros más influyentes de sus hijos, y la participación continua de los padres en la educación de sus hijos contribuye enormemente al rendimiento estudiantil y a tener un ambiente positivo en la escuela. Para que las familias puedan participar de manera positiva en la educación de sus hijos, la Escuela de McBride:

1. Ayudará a las familias a desarrollar sus habilidades como padres y a brindar un ambiente en casa que apoye los esfuerzos académicos de sus hijos y su desarrollo como miembros responsables de la sociedad.
2. Informará a las familias que ellos pueden directamente afectar el éxito del aprendizaje de sus hijos, y les brindará las técnicas y estrategias que pueden usar para mejorar el éxito académico de sus hijos y ayudarlos con el aprendizaje en casa.
3. Iniciará con consistencia y eficacia la comunicación bilateral entre el hogar y la escuela para que las familias puedan saber cuándo y cómo ayudar a sus hijos a apoyar las actividades de aprendizaje en el salón de clase.
4. Recibirá capacitación para que el personal fomente la comunicación eficaz y culturalmente sensible con el hogar, incluyendo la preparación de cómo comunicarse con las familias que no hablan inglés y cómo darles a las familias oportunidades para ayudar en el proceso instructivo tanto en la escuela como en la casa.
5. Alentará a las familias a servir como voluntarios en las escuelas, a asistir a las presentaciones estudiantiles y reuniones escolares, y a participar en los concilios del plantel escolar, concilios asesores, y a otras actividades en las cuales pueden comprometerse a asumir funciones relacionadas a la administración, asesoramiento, y abogar por servicios para estudiantes.
6. Incluirá a las familias del Estudiantado que Está Aprendiendo Inglés en el desarrollo, implementación y evaluación de los programas principales y categóricos para el Estudiantado que Está Aprendiendo Inglés. La Escuela informará a las familias acerca de cómo pueden participar en la educación de sus hijos y ser participantes activos para ayudar a sus hijos a lograr el dominio del idioma inglés, a lograr altos niveles de rendimiento en las materias académicas centrales y a cumplir con las expectativas desafiantes de los estándares académicos estatales para todos los estudiantes.

Aplica si su escuela cuenta con 15 por ciento o más de la población que habla un solo idioma principal que no sea el inglés,

7. Garantizará que todos los anuncios, reportes, declaraciones o archivos enviados a las familias sean traducidos en el idioma apropiado. Además, la traducción oral de los materiales se proporcionará cuando las familias las soliciten, de ser necesario.

Los planes escolares estarán delineados a las medidas específicas que se considerarán para incrementar la participación de las familias en la educación de sus hijos, incluyendo las medidas designadas a incluir a las familias con las barreras culturales, del idioma u otras barreras que puedan impedir dicha participación.

* * * * *

ADOPCIÓN

La Guía de Participación Escolar para las Familias Escolares se ha desarrollado junto con, y de acuerdo por, las familias en la Escuela de McBride. La Guía fue adoptada por los miembros del Concilio del Plantel Escolar de la Escuela el 6/10/25 y estarán vigentes por un periodo de un ciclo escolar. La Escuela distribuirá la Guía a las familias el 15/11/25 o antes. La Escuela de McBride, cuando sea factible, proporcionará una copia de esta Guía a las familias en el idioma que puedan entender los mismos.



Firma del Director(a)

10/6/2025

Fecha

REFERENCIAS LEGALES

CÓDIGO DE EDUCACIÓN

11500-11506 Programas para alentar la participación de padres

CÓDIGO DE LABOR

230.8 Tiempo libre para visitar la escuela de su hijo(a)

Adoptado: 28 de enero, 1991

Revisado: 1º de marzo, 1994

6 de febrero, 2001

7 de marzo, 2007

DISTRITO ESCOLAR UNIFICADO DE LONG BEACH

Para Escuelas Primarias, K-8 y Escuelas Intermedias, revisado 7/2023