



EST. 1927

McKINLEY
INSTITUTE OF TECHNOLOGY

Board Presentation

California Dashboard Data

2022-2023	2023-2024
2022-2023 Additional Targeted Support and Improvement (ATSI) Red Indicators	2023-2024 Exited Additional Targeted Support and Improvement (ATSI) Status Red Indicators
ELA Subgroups: English Learners, Students with Disabilities Math Red Overall Subgroups: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Chronic Absenteeism: English Learner, Hispanic, Socioeconomically Disadvantaged Suspensions Subgroups: English Learner, SED	ELA: Red Overall Math Red Overall Subgroups for both ELA & Math: English Learners, Hispanic, Long-Term English Learner, Socioeconomically Disadvantaged, Students with Disabilities Suspensions Sub Groups: English Learner, Long-Term English Learner, Students with Disabilities

LCAP GOAL #1

By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry.

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

McKinley SPSA Goal 1 Targets:

Suspension

Student Groups	2023-2024 as of April 3rd, 2024		Target	
	Count	Rates	2023-24	2024-25
Hispanic or Latino	36	8%	8%	5%
Two or More Races	1	25%		

On target to meet goal



Attendance Rate Report



SchoolStatus Attend Attendance Rate Report

Fiscal Year: 2024-25 (Attendance Through: 03/19/2025)

Report Run Date: 03/20/2025

Note: Report Contains Active Students Only in PK through 12th grade.

District: Redwood City Elementary : Site Level

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Site	Grade	Previous Year 2023-24 (08/16/2023 - 03/19/2024)		Current Year 2024-25 (08/14/2024 - 03/19/2025)	
		# Of Students	A2A Attendance Rate	# Of Students	A2A Attendance Rate
McKinley Institute of Technology	06	164	92.6%	142	92.4%
	07	169	91.2%	164	90.9%
	08	120	90.8%	180	89.8%
	Total	453	91.6%	486	90.9%

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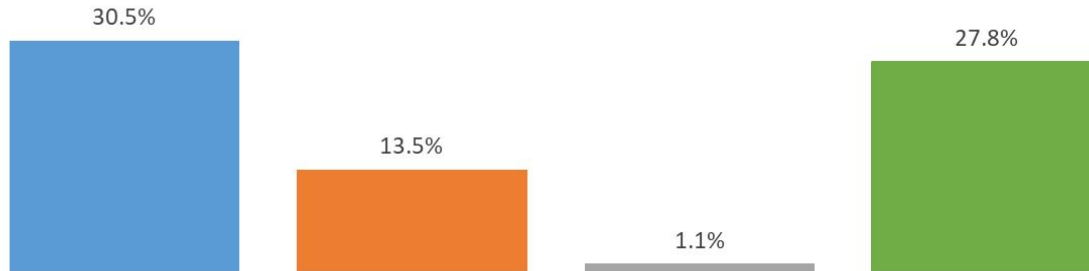
Yearly Comparison of Chronic Absenteeism

■ 2021-22

■ 2022-23

■ 2023-24

■ 2024-25 March 7th



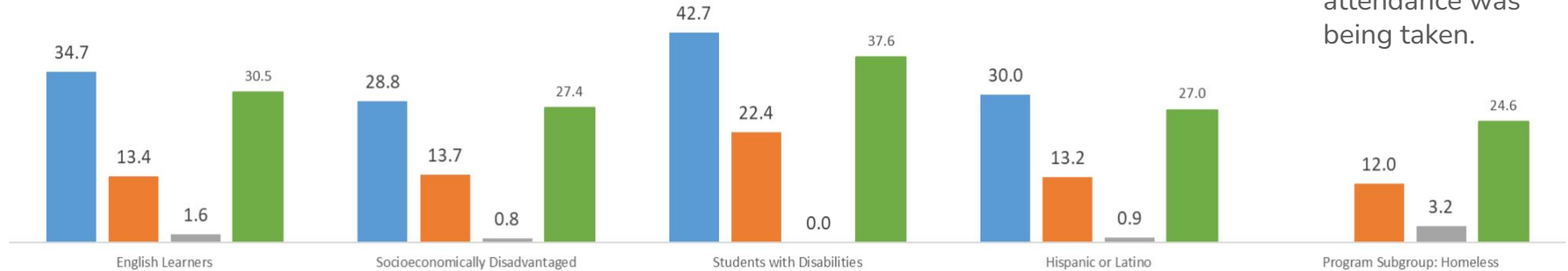
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RCSD Schools

2023-2024
Chronic
Absenteeism was
not accurate due
to some issues
on powerschool
and how
attendance was
being taken.

Chronic Absence Rate by Student Group

■ 2021-22 ■ 2022-23 ■ 2023-24 ■ 2024-25 March 7th



2023-2024
Chronic
Absenteeism was
not accurate due
to some issues
on powerschool
and how
attendance was
being taken.

Yearly Comparison of Suspension Rate

■ 2021-22

■ 2022-23

■ 2023-24

■ 2024-25 March 7th

6.1%

10.1%

10.7%

2.6%

On
Target

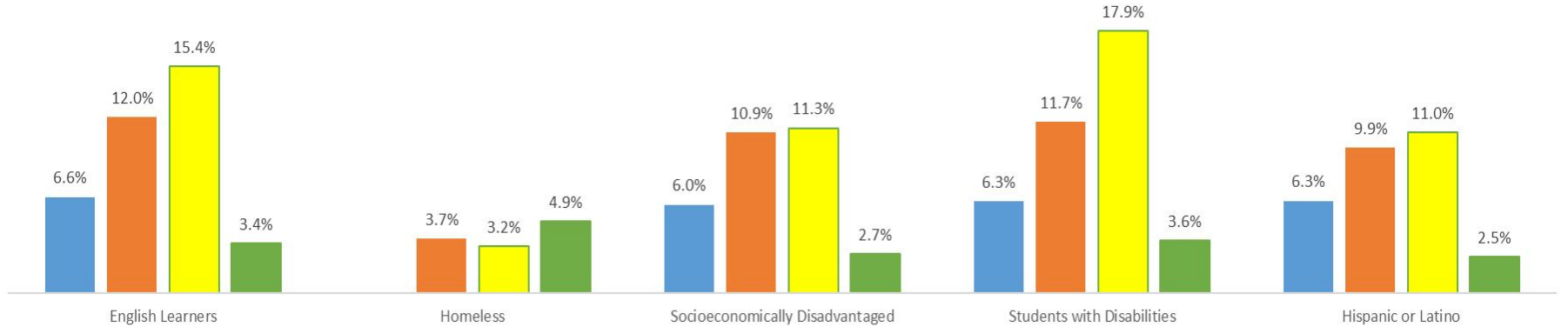
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Yearly Comparison of Suspension Rate by Student Groups

■ 2021-22 ■ 2022-23 ■ 2023-24 ■ 2024-25 March 7th



Attendance, Social Emotional Learning & Behavior

Weekly Screen Team

- MTSS TOSA holds Meeting
- Review of Students who are in need of counseling, academic, and behavior support

Attendance

- MTSS TOSA holding Attendance Meetings
- Attendance Raffles
- Front Office communicating with families
- Bus passes
- Home visits
- Students starting to feel a sense of belonging

Social Emotional Learning

- Friends for Youth mentorship program
- Intramural Sports at Lunch
- Clubs
- Mental health check-ins
- College Field Trips

Behavior

- PBIS implementation
- Celebrations
- Student Advisory Group
- Classroom and school incentives
- Five grade level meetings so far this year

Mental Health Services Data

<u>Service</u>	<u>23-34 (Year)</u>	<u>24-25 (Trimester 1 & 2 only)</u>
Total referrals	79	162
Individual	79	87
Group	0	40
Check-ins	326	478
Crisis	42	27
Lunch Bunches	53	123

LCAP Goal #2

By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.

Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

McKinley SPSA Goal 2 Targets:

Reclassification

Grade Level	22-23				23-24				24-25
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Grade 6	59	13	22%		74	16	22%		25%
Grade 7	43	9	21%		79	7	9%		12%
Grade 8	41	23	56%		36	11	31%		
All Grades	144	45	31%	12%	189	34	18%	33%	20%

Approaching Target 

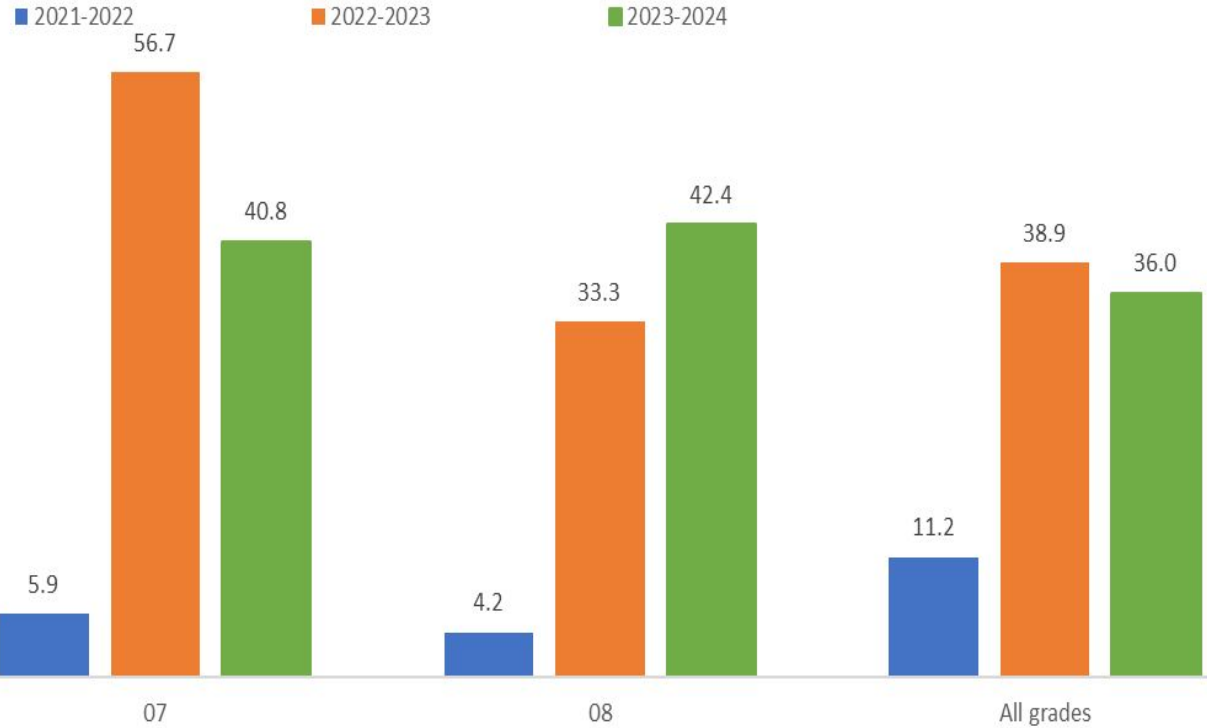
McKinley SPSA Goal 2 Targets:

Long term English Learner (LTEL)

Grade Level	23-24			2023-2024	2024-2025
	# of EL	# of LTEL	% of LTEL	Target for 23-24	Target for 24-25
Grade 6	77	60	78%		
Grade 7	79	55	70%		60%
Grade 8	36	25	69%		60%
All Grades	192	140	73%	75%	68%

ELPAC level growth

% of students increase at least 1 ELPAC level



Strategies for this year's ELPAC

- Held an ELPAC Boot Camp after school two days a week for 3 weeks prior to testing. We averaged 21 students per day
- Newcomer Teacher (Gabriel Font) held study sessions as lunch for two weeks everyday leading up to testing
- Went to a Block Schedule for testing
- ALL teachers were involved with testing which allowed for smaller groups testing
- Spoke to individual students about their 23-24 scores
- Communicated the importance of the ELPAC to families over School Messenger, during Site Council and Cafecito

Strategies for next year's ELPAC

- Continue and adjust what worked this year
- Writing Across the Curriculum as a focus
- Adding reading time to one period each week
- Increased the number of minutes to each period
- Creating more Family Engagement opportunities on-campus for our EL and Newcomer families specifically
- Collaborating with Redwood City Library for field trips and guest speakers

LCAP Goal #3

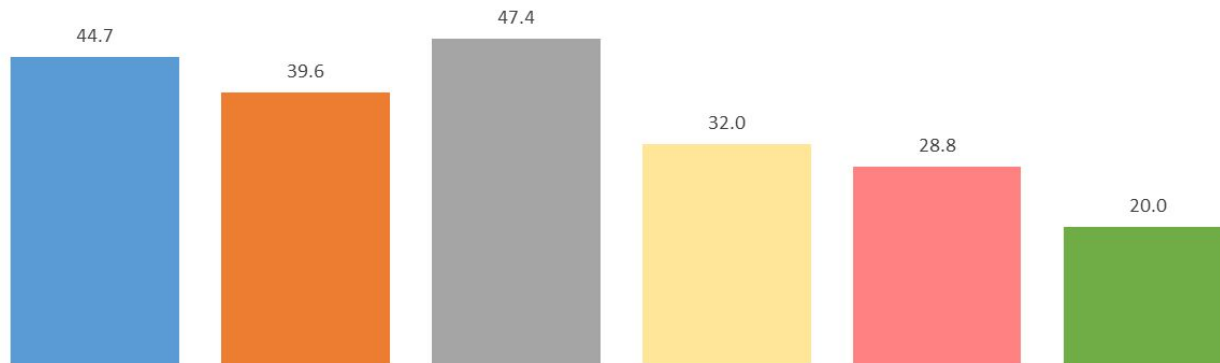
By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on i-Ready, the district's local assessment program.

English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

McKinley Target 24/25	iReady	CAASPP
ELA	20%	38%
Math	12%	16%

Yearly Comparison of SBAC ELA Performance % Met or Exceeded

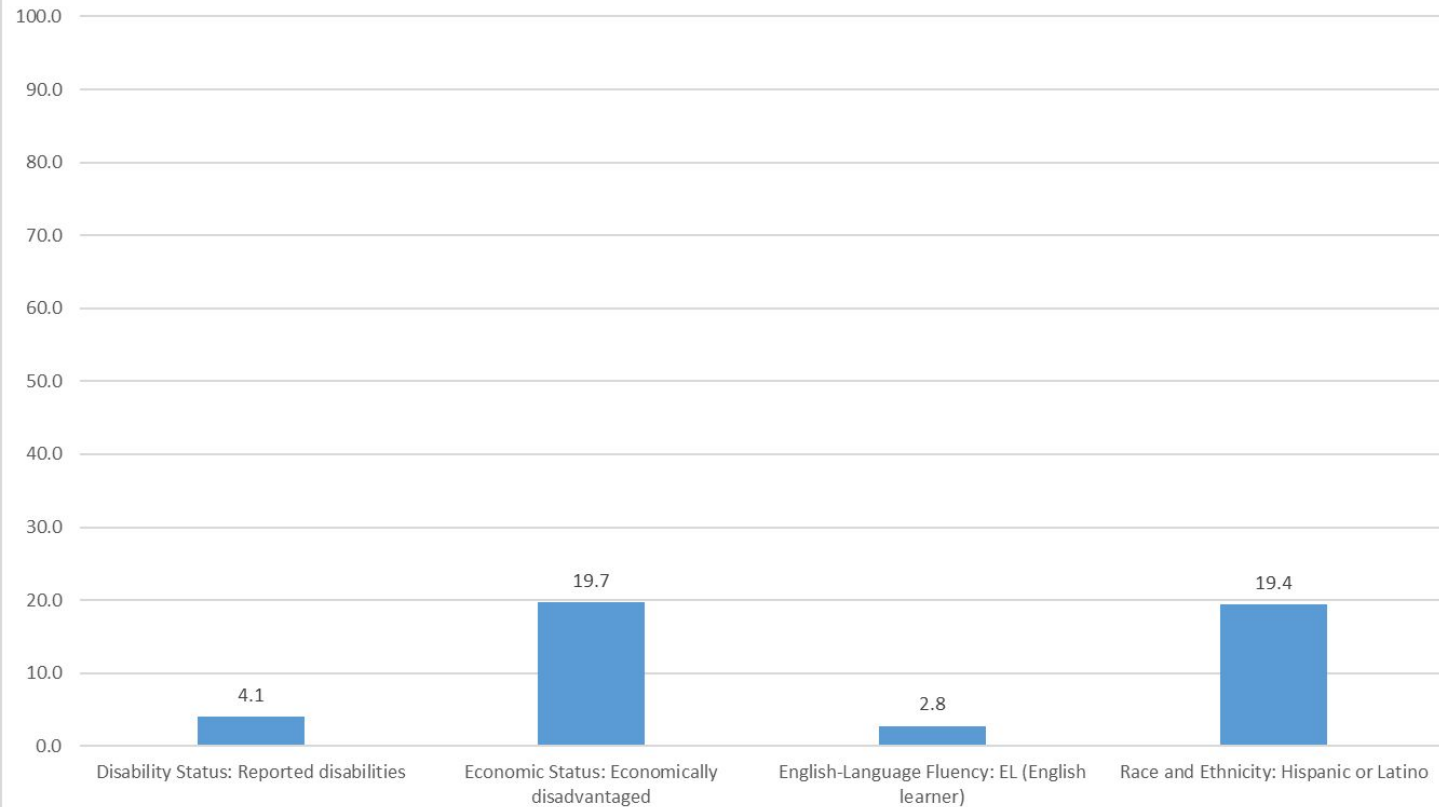
■ 2017 ■ 2018 ■ 2019 ■ 2022 ■ 2023 ■ 2024



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RCD Schools

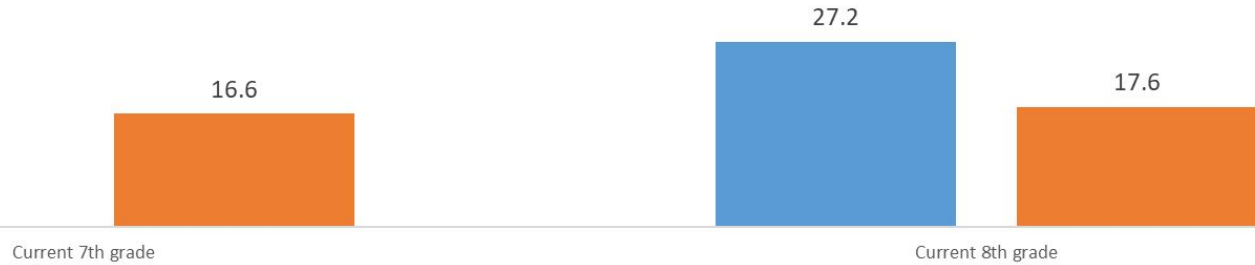
2024 SBAC ELA Comparison by Student Groups % Met or Exceeded



SBAC ELA cohort comparison % Met or Exceeded

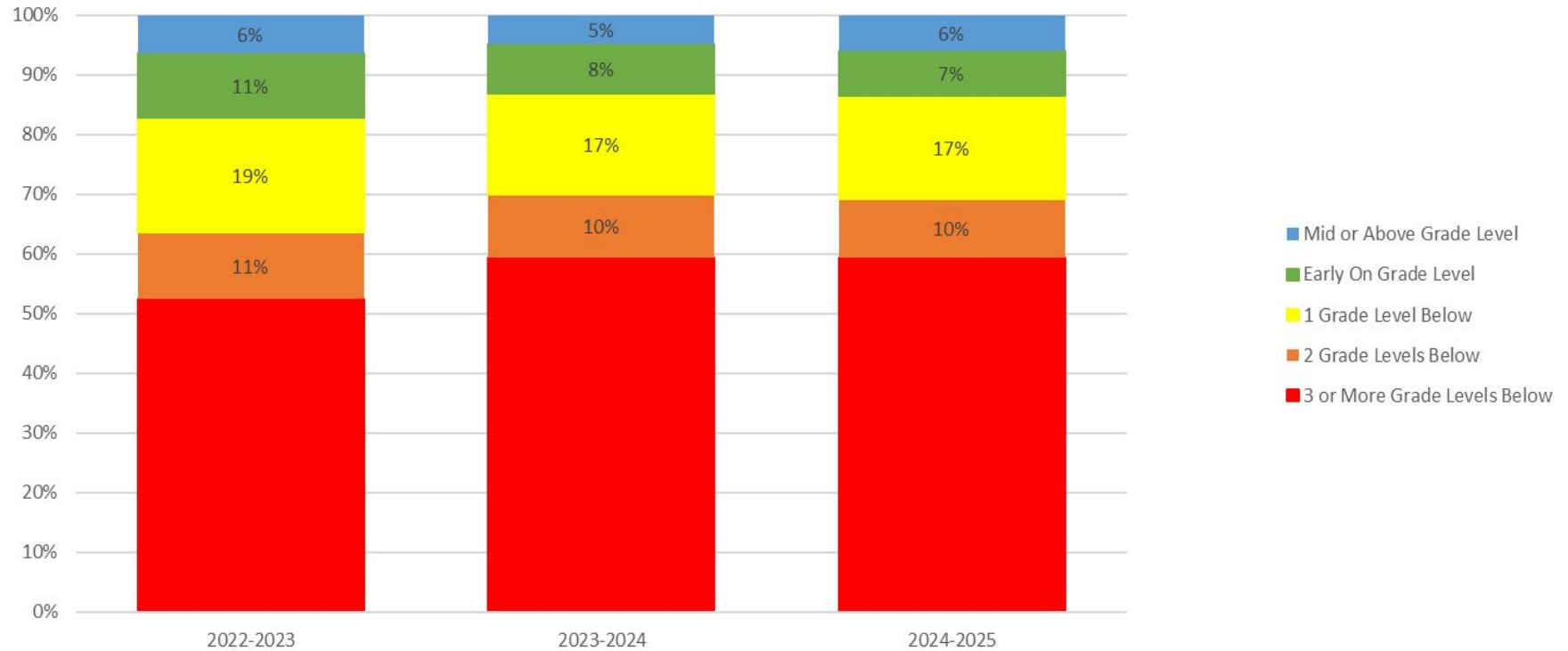
■ 2023

■ 2024



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I-Ready Reading - Fall Diagnostic Performance through the years

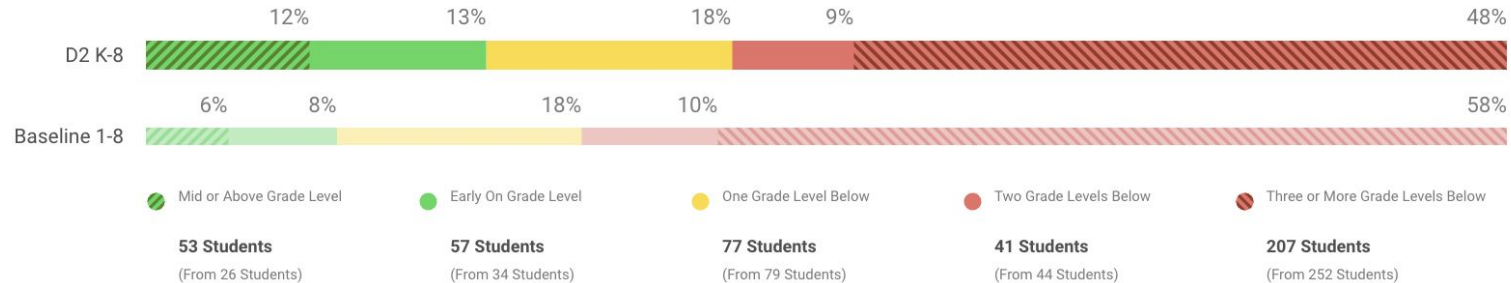


Current Spring I-Ready

ELA 24/25

Overall Placement

Students Assessed/Total: 435/486



Grade	Green	Red
6	20% Spring (9 % Fall) - 11% growth	61% Spring (78% Fall) - 17% decrease
7	34% Spring (17% Fall) - 17% growth	54% Spring (67% Fall) - 13% decrease
8	32% Spring (15% Fall) - 17% growth	57% Spring (70% Fall) - 13% decrease

Yearly Comparison of SBAC Math Performance % Met or Exceeded

■ 2017

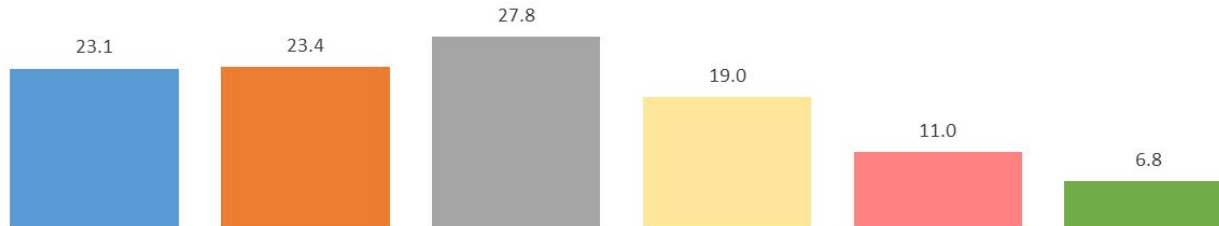
■ 2018

■ 2019

■ 2022

■ 2023

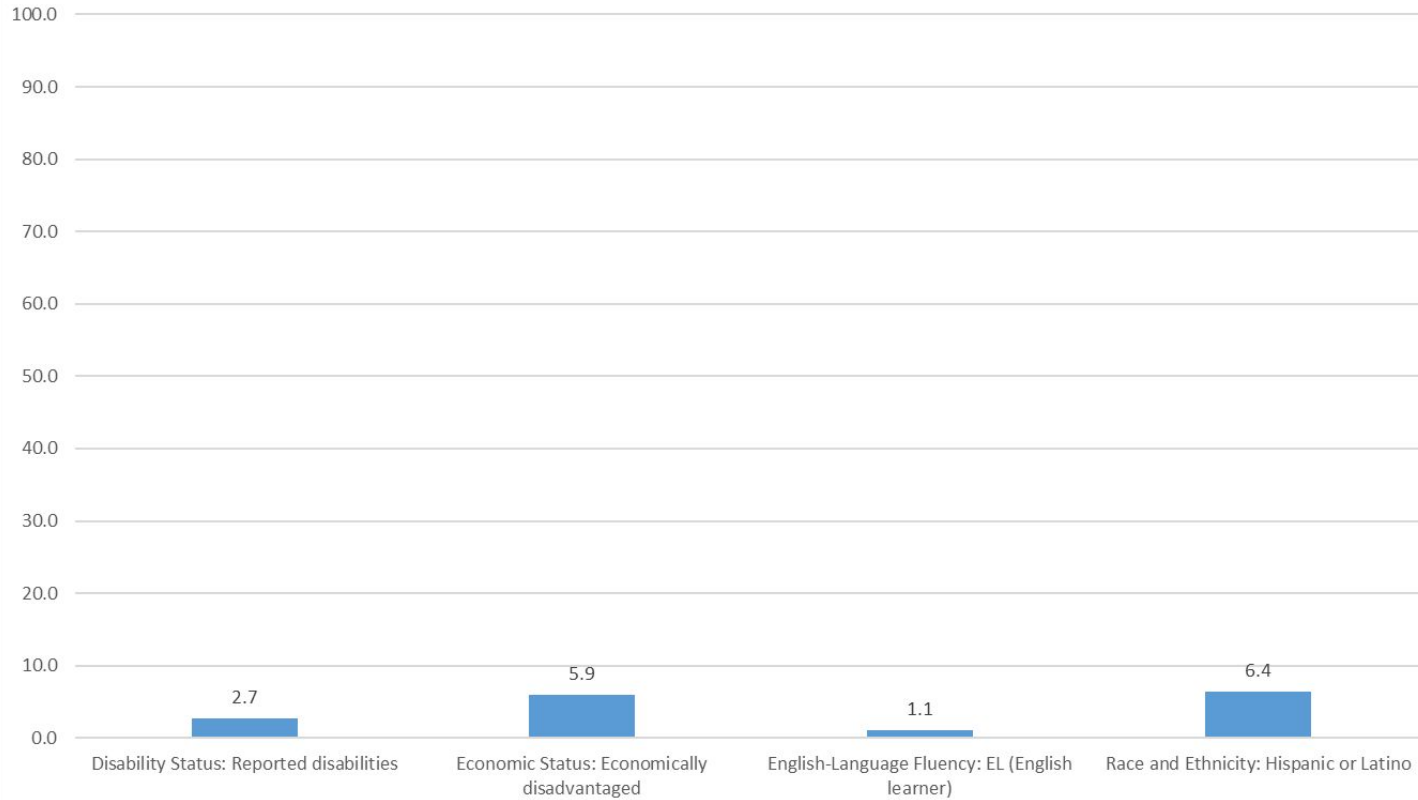
■ 2024



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2024 SBAC Math Comparison by Student Groups % Met or Exceeded



SBAC Math Cohort Comparison % Met or Exceeded

■ 2023

■ 2024

8.0

7.7

3.7

Current 7th grade

Current 8th grade

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I-Ready Math - Fall Diagnostic Performance through the years



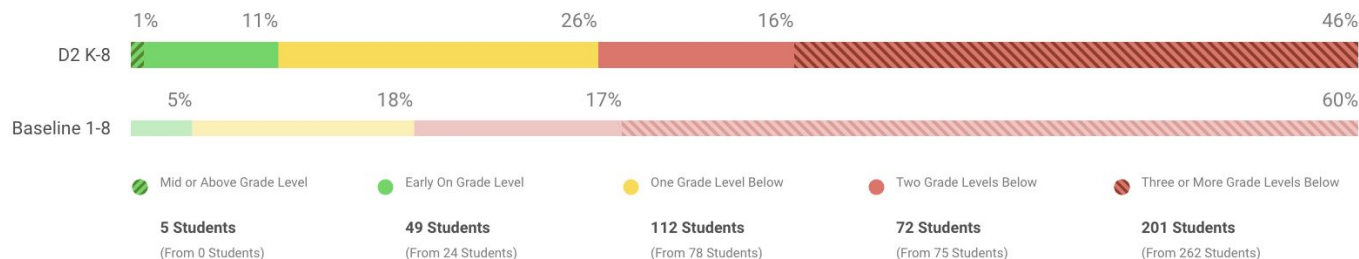
Current Spring I-Ready

Math 24/25

Criterion Referenced

Overall Placement

Students Assessed/Total: 439/486



Grade	Green	Red
6	15% Spring (6 % Fall) - 9% growth	60% Spring (67% Fall) - 7% decrease
7	14% Spring (7% Fall) - 7% growth	61% Spring (74% Fall) - 13% decrease
8	9% Spring (3% Fall) - 6% growth	65% Spring (86% Fall) - 21% decrease

Strategies for this year's

- Professional Development support for teachers was provided through Teachers Created Material (TCM)
 - Selected teachers had the opportunity to work with TCM and site coach
 - Model lesson and debrief
 - Observe other teachers at other school site
 - Plan for instruction

Strategies for this year's I-Ready

- Went to a Block Schedule for testing
- ALL teachers were involved with testing which allowed for smaller groups testing
- Created a testing environment that permitted students to thrive
- Standard Mastery Checks were given by some teachers
- Two of the three Instructional Cycles focused on writing
- Communication with families about the importance of the assessment and the connection to SBAC