



EST. 1927

McKINLEY
INSTITUTE OF TECHNOLOGY

Board Presentation
March 11, 2026

McKinley Elementary CA Dashboard and Red Indicators

2022-2023	2023-2024	2024-2025
<p>English Language Arts: (Orange)</p> <ul style="list-style-type: none"> Sub group: English Learner, Students with Disabilities <p>Mathematics: (Red)</p> <ul style="list-style-type: none"> Sub Group: English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities <p>English Learner Progress (Green)</p> <p>Suspension: (Orange)</p> <ul style="list-style-type: none"> Subgroup: English Learner, Socioeconomically Disadvantaged 	<p>English Language Arts: (Red)</p> <ul style="list-style-type: none"> Sub group in red: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, LTELs <p>Mathematics: (Red)</p> <ul style="list-style-type: none"> Sub Group in red: English Learners, English Learners, Hispanic, LTELs, Socioeconomically Disadvantaged, Students with Disabilities <p>Suspension: Orange</p> <ul style="list-style-type: none"> Subgroup: English Learners, LTELs Students with Disabilities 	<p>ELA: Yellow</p> <p>Mathematics: Orange</p> <ul style="list-style-type: none"> Sub Group in red: Students with Disabilities <p>English Learner: Blue</p> <p>Chronic Absenteeism: Red</p> <ul style="list-style-type: none"> Sub Group in red: English Learner, Hispanic, LTEL, Socioeconomically Disadvantaged, Students with Disabilities <p>Suspension: Green</p>
<p>ATSI: McKinley</p>	<p>ATSI: McKinley</p>	<p>Exited ATSI Status</p>

LCAP GOAL #1

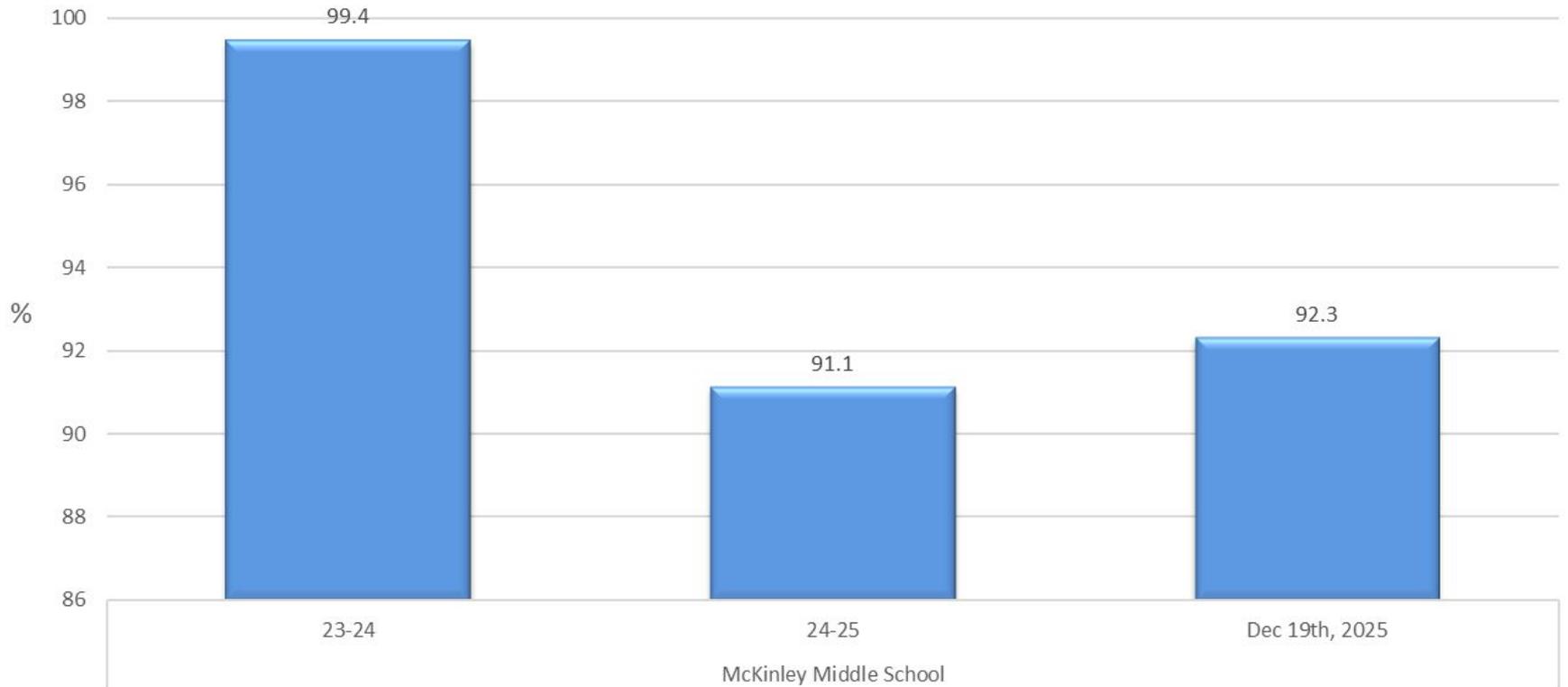
By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

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 Ford.

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.

Attendance Rate



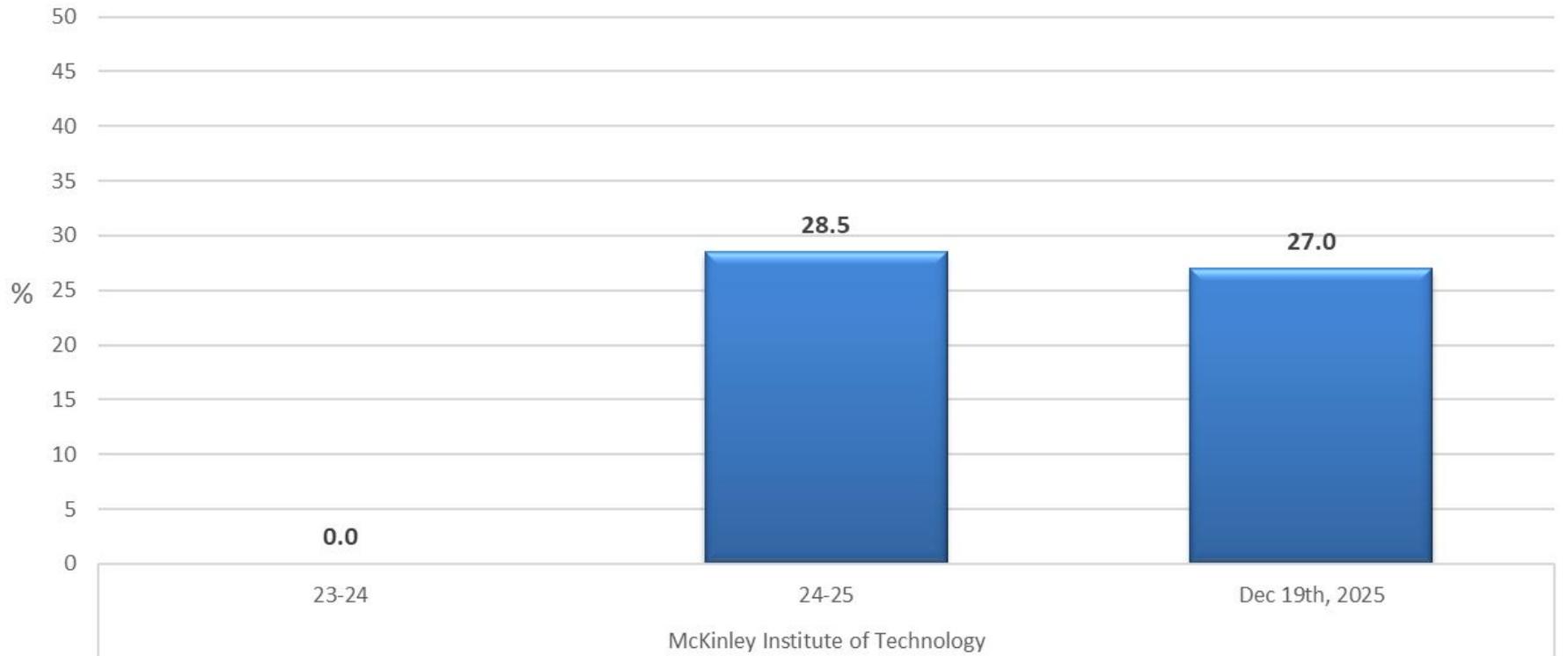
McKinley Middle School

Attendance Rate

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Attendance Rate	Improve Attendance Rate by 2% each year	All students	Increase	99.4% (corrected rate 90.78%)	92.8%	91.1%	93.1%	92.3%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
90.78	-0.32	+1.2

Chronic Absenteeism Rate

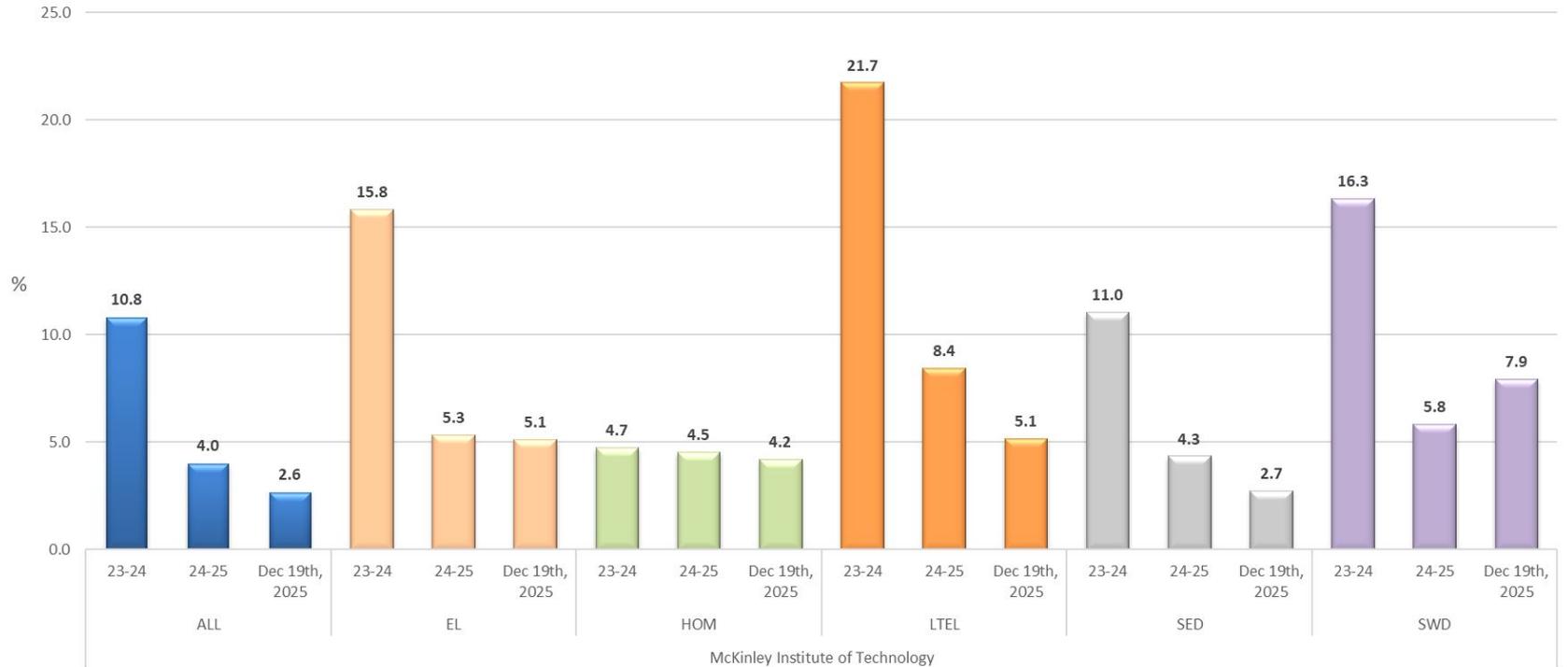


Chronic Absenteeism

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Chronic Absenteeism	Reduce Chronic Absenteeism Rate by 3% each year	All students	Decrease	0% (Corrected rate: 30.4%)	27.4%	28.5%	25.5%	27.0%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
30.4%	-1.9	-1.5

Suspension Rate



* Student groups of less than 10 are not presented

Suspension

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Suspension Rate * Student groups of less than 10 are not presented	Reduce by 0.5% annually (district avg & SED, ELs, Homeless), 1% annually for African American, SWD, LTELs	All students	Decrease	10.8%	10.3%	4.0%	3.5%	2.6%
		Social Economically Disadvantaged	Decrease	11.0%	10.5%	4.3%	3.8%	2.7%
		EL	Decrease	15.8%	15.3%	5.3%	4.8%	5.1%
		Homeless	Decrease	4.7%	4.2%	4.5%	4.0%	4.2%
		SWD	Decrease	16.3%	15.3%	5.8%	4.8%	7.9%
		LTEL	Decrease	21.7%	20.7%	8.4%	7.4%	5.1%

	Base	Year 1 difference	Year 2 difference		Base	Year 1 difference	Year 2 difference
All Students	10.8%	-6.8	-1.4	Homeless	4.7%	-0.2	-0.3
SED	11.0%	-6.7	-1.6	SWD	16.3%	-10.5	+2.1
EL	15.8%	-5.5	-0.2	LTEL	21.7%	-13.3	-3.3

Goal 1: Takeaways and Next Steps

MTSS TOSA supported Attendance

- SESP: 77 meetings (from August '25 to March '26)
- SSTs: 12 meetings (from August '25 to March '26)
- 504s: 10 meetings (from August '25 to March '26)
- Home visits: 6 home visits (from August '25 to March '26)

Attendance outreach

- Tier 1: Office Clerk makes phone calls every day, and documents the reasons for daily absences/tardies
- Tier 2: MTSS TOSA: Calls families after more than 3 unexcused absences/tardies to inform the parents about the attendance protocols, and the consequences of absenteeism. Families also share the barriers that cause the absenteeism. Those barriers are addressed by creating a plan with the family.
 - Referral to the CSS, if the student is trending chronic
 - Referral to counseling support, when there is anxiety/depression
 - Referral to the Family Center, for safety net support, transportation, etc.
 - Referral to the Student Services Coordinator, when the student is intentionally reaching late to class periods
- MTSS TOSA schedules a 2nd meeting when absences and tardies continue to revisit the supports provided
- Tier 3: MTSS TOSA: SARB Hearing referral if attendance does not improve after 2 SESP meetings

What barriers have you found in terms of Attendance

- Sickness
- Doctor's Appointments
- Transportation
- School avoidance
- Personal reasons: death in the family; emergency travel; family issues; relocation; family trips; care for younger siblings

PBIS with the school site- set clear expectations for PBIS framework

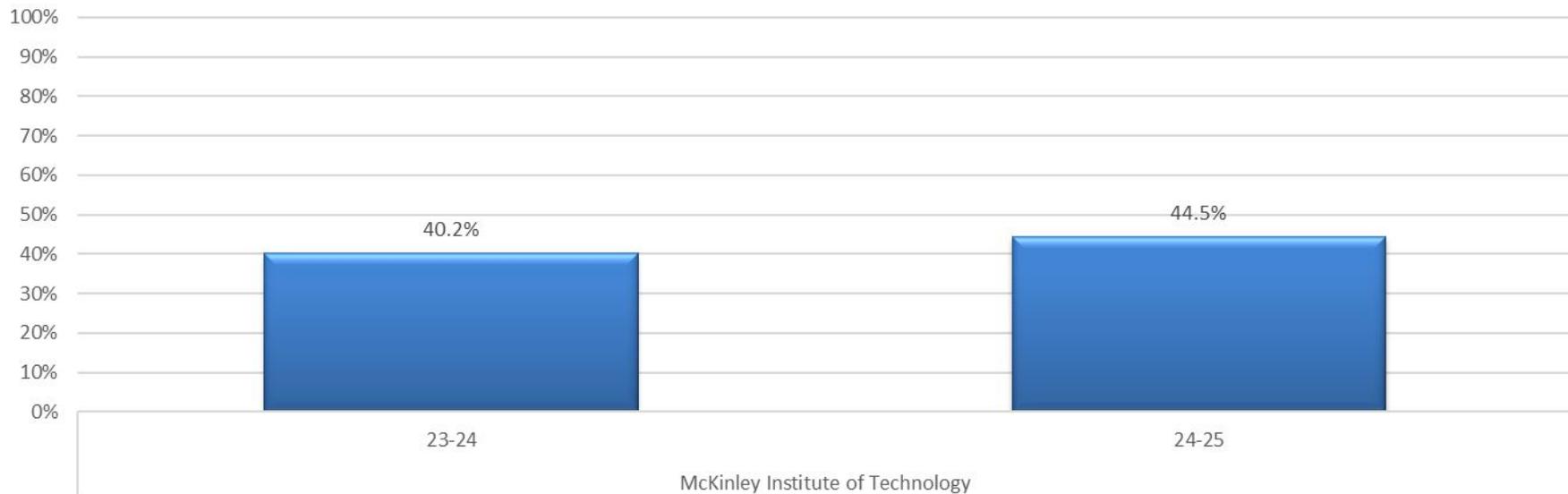
LCAP Goal #2

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.

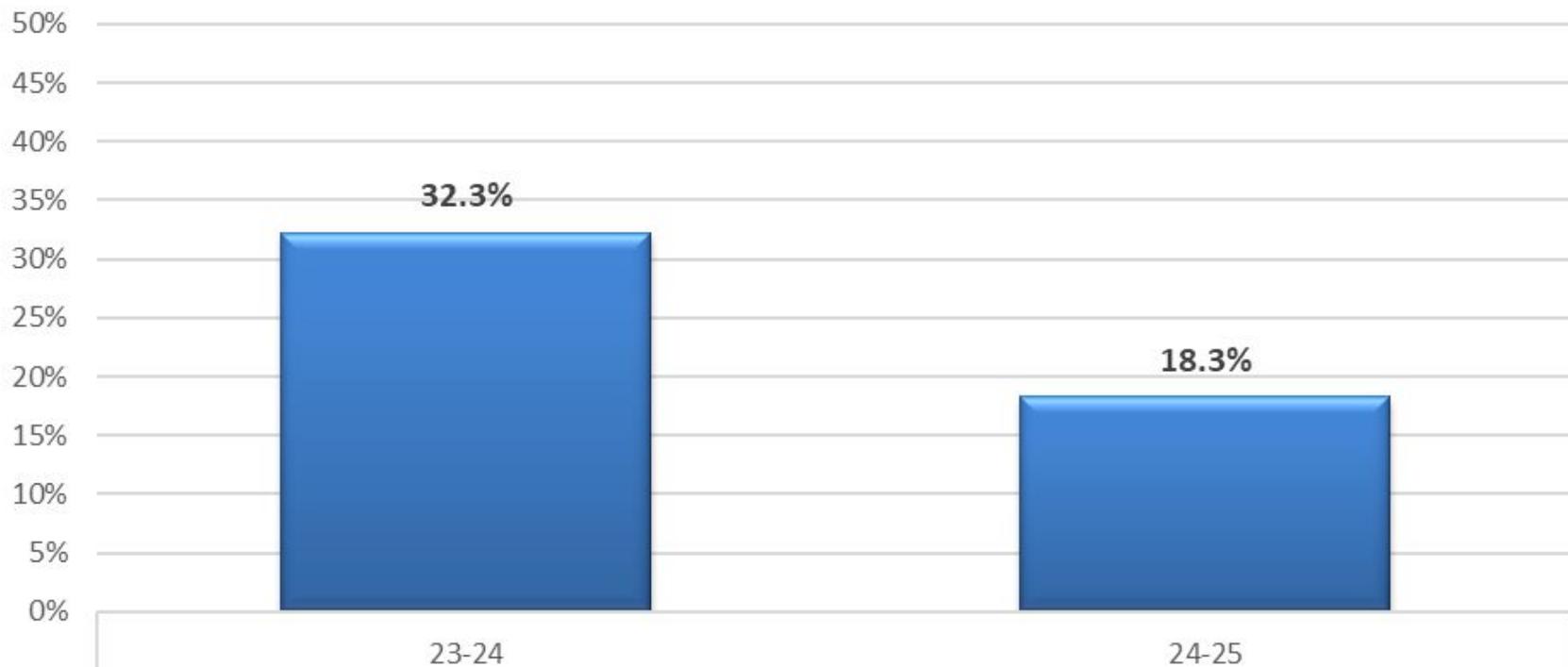
Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

ELPAC Level growth Grade 2-8 ELs increased at least 1 ELPAC level

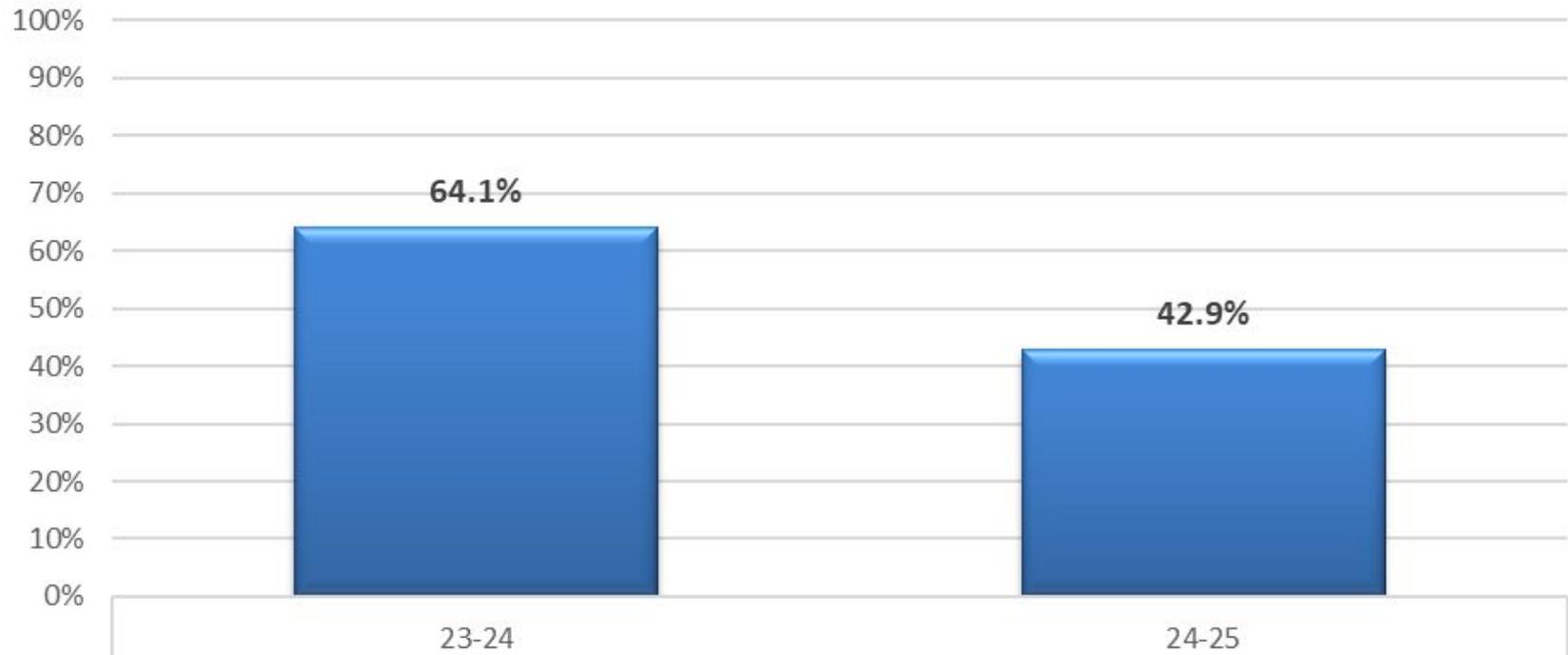


RFEF Rate



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LTEL rate



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English Learners

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
ELPAC Level Progress	55% of EL students will increase at least 1 ELPAC level	EL students 2–8	Increase	40.2%	45.1%	44.5%	49.8%
Reclassification Rate	20%	ELs	Increase	32.3%		18.3%	20.0%
LTEL Rate	10%	ELs	Decrease	64.1%	46.1%	42.9%	26.5%

	Base	Year 1 difference
ELPAC Progress	40.2%	+4.3
Reclassification Rate	32.3%	-14.0
LTEL Rate	64.1%	-21.2

Goal 2: Takeaways and Next Steps

Action items and practices to address goal 2.

Integrated ELD Coaching Cycles with Dr. Saguilan

- Teachers collaborate and design lessons with district coaches using the CRLP protocol
- Teachers participated in demonstration lessons and other team members observed
- Ongoing planning with district coaches during planning time
- Newcomer TOSA instructional support
- Bilingual instructional assistant supports newcomer students in content classes
- ELPAC Afterschool Bootcamp prior to Winter 2026 ELPAC testing

What barriers have you encountered?

- At the middle school level, strengthening student engagement and ownership of ELD goals remains a priority area to support continued growth.

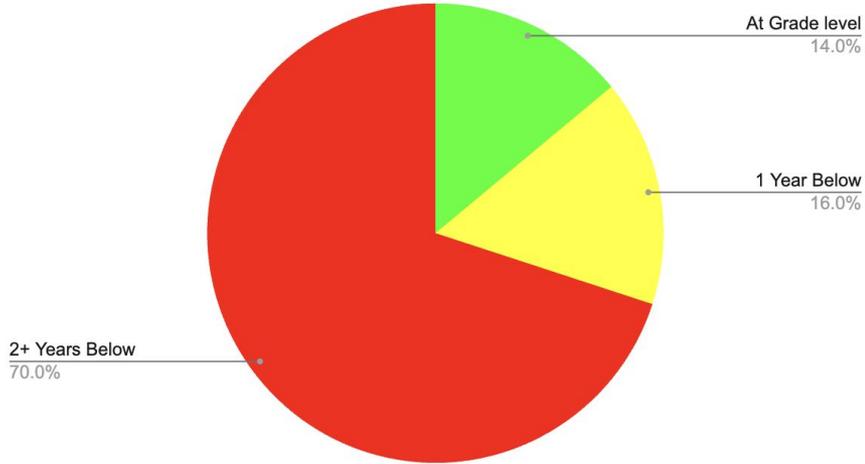
LCAP Goal #3

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.

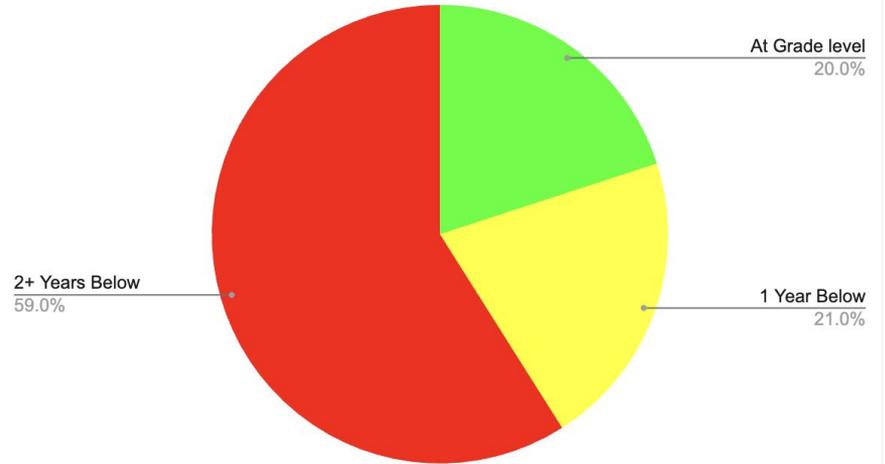
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

i-Ready ELA

ELA McKinley Fall 2025



ELA McKinley Winter 2026



	Fall	Winter	Difference
At Grade Level	14.0%	20.0%	+6.0%
1 Year Below	16.0%	21.0%	+5.0%
2 + Year Below	70.0%	21%	-49%

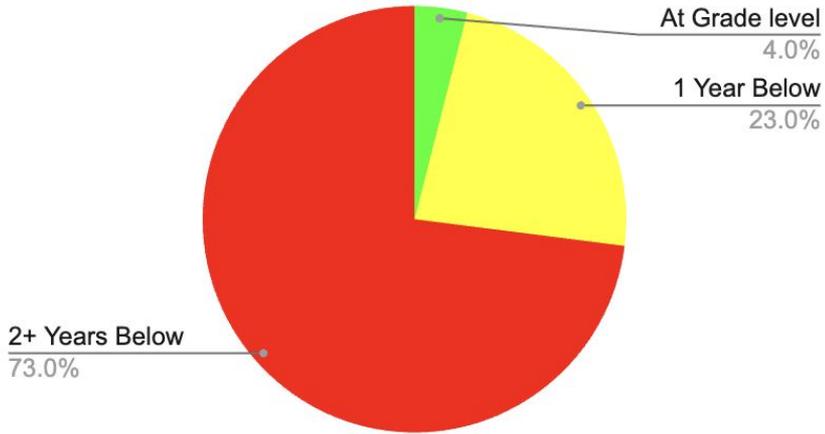
I-Ready ELA

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid-Year Outcome
i-Ready Reading Expected Growth	4% increase each year	All students	Increase	53.3%	57.3%	60.2%	64.2%	65.1%

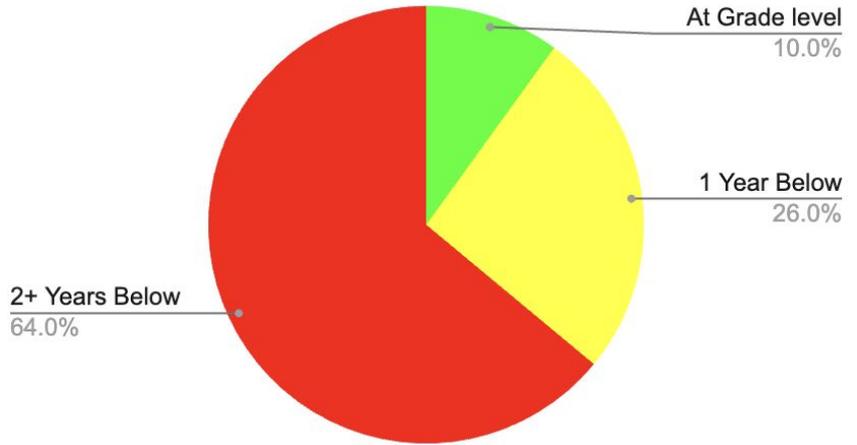
Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
53.3	+6.9	+4.9

i-Ready Math

Math MIT Fall 2025



Math MIT Winter 2026



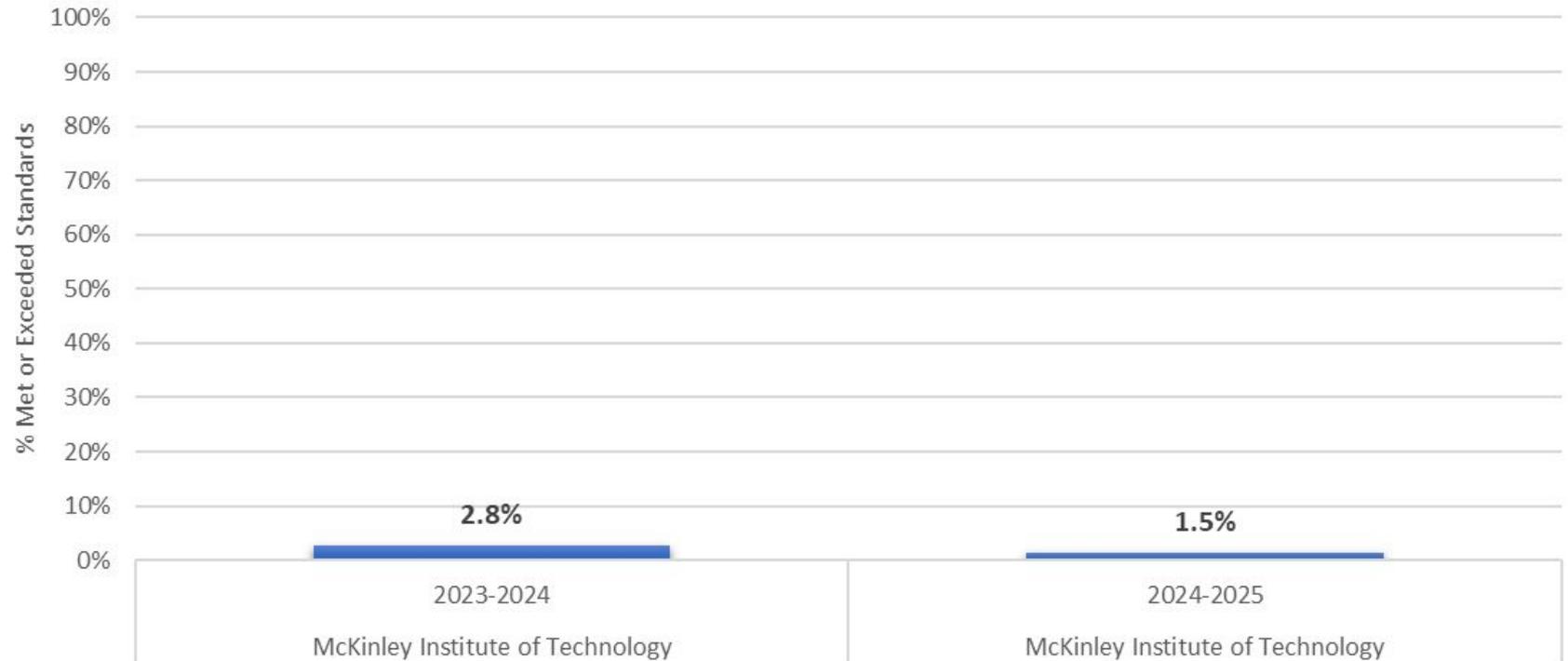
	Fall	Winter	Difference
At Grade Level	4.0%	10%	+6.0%
1 Year Below	23.0%	26%	+3.0%
2 + Year Below	73.0%	64%	-52.4%

I-Ready Math

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid-Year Outcome
i-Ready Math Expected Growth	4% increase each year	All students	Increase	43.8%	47.8%	51.6%	55.6%	54.6%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
43.8	+7.8	+3.0

English Learners ELA - Met or Exceeded Standards

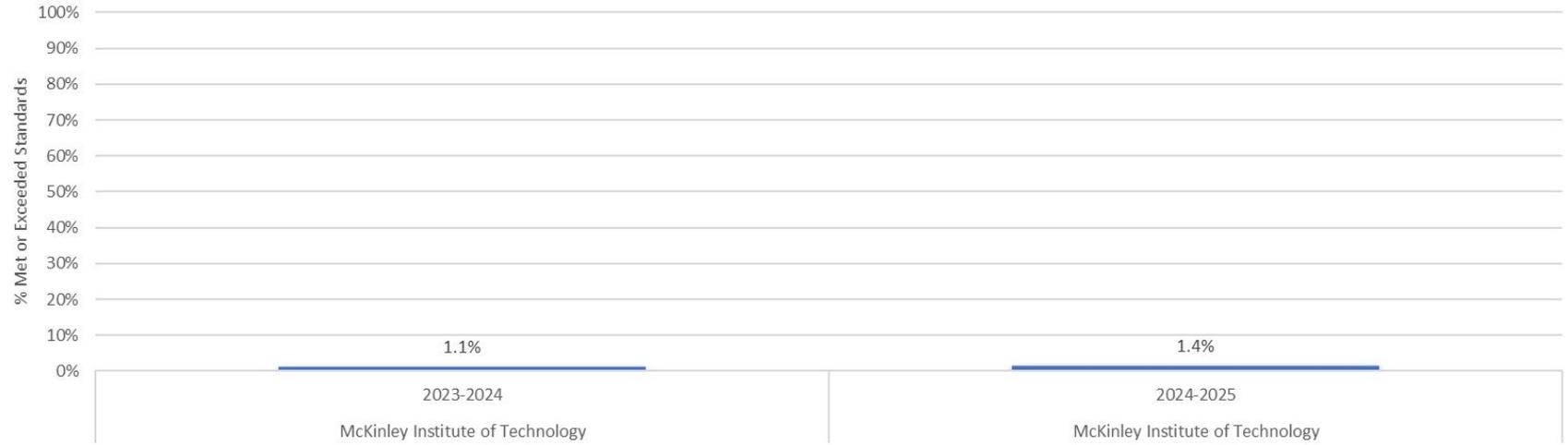


CAASPP ELA

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
CAASPP ELA (ELs grades 3–8)	20% Met/Exceeded standard	ELs 3–8	Increase	2.8%	8.5%	1.5%	10.8%

Base	Year 1 difference
2.8%	-1.3

English Learners Math - Met or Exceeded Standards



CAASPP Math

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
CAASPP Math (ELs grades 3–8)	16% Met/Exceeded standard	ELs 3–8	Increase	1.1%	6.1%	1.4%	8.7%

Base	Year 1 difference
1.1%	+0.3

Goal 3: Takeaways and Next Steps

- Focused Writing PLCs held every six weeks to analyze student work, refine instructional strategies, and align expectations across classrooms.
- A clearly articulated writing focus created vertically alignment across grade levels to ensure coherence and progression of skills.
- Social Studies and Science teachers supported with integrated ELD coaching plan for and implement CRLP reading comprehension strategies to strengthen literacy across content areas.
- The Expository Reader and Writer Curriculum (ERWC) will serve as a supplemental resource to strengthen the core English Language Arts program, with an emphasis on analytical and expository writing.
- Common planning time will be embedded within the instructional day to support grade-level collaboration, data analysis, and lesson alignment.

Next Steps

- Continue to have dedicated planning time for teachers with instructional coaches
- Focused PLC data analysis with grade level teams