LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Whittier Elementary

School Plan for Student Achievement

2024-2025

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

Needs Assessment·

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

Accountability Measure I: Increase Achievement·

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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

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

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

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

Goal 1: Reading: Proficiency
The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration
The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency
In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness
In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

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

> The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.
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> 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.
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> 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)
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> 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.
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> **Title I Schools**
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> The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

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

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

FRSA (K-2) FindingsOverall: 68% (175/257)K: 83% Met/Exceeded (72/87)1: 58% Met/Exceeded (49/85)2: 63% Met/Exceeded (54/85)FRSA (K-2) AA Student Group FindingsOverall: 70% Met/Exceeded (16/23)K: 100% Met/Exceeded (4/4)1: 38% Met/Exceeded (3/8)2: 82% Met/Exceeded (9/11)ELA SBAC (3rd - 5th) FindingsOverall: 25% Met/Exceeded (70/288)3rd: 20% Met/Exceeded (16/80)4th: 25% Met/Exceeded (25/99)5th: 28% (29/102)SBAC ELA AA Student Group FindingsOverall: 13% Met/Exceeded (4/31)3rd: 0% Met/Exceeded (0/8)4th: 15% Met/Exceeded (2/13)5th: 20% Met/Exceeded (2/8)Analysis of Foundational Reading Skills Assessment Data (FRSA) for Grades K-2 The Foundational Reading Skills Assessment (FRSA) provides valuable insights into the reading proficiency of students in grades K through 2. This analysis focuses on the overall performance across these grades as well as the individual results for each grade level. Overall Performance: The overall percentage of students who met or exceeded the reading expectations stands at 68%, with 175 out of 257 students achieving this benchmark. This indicates a generally positive trend in foundational reading skills across the three grades, suggesting that a majority of students are on track with their reading development. Grade K Analysis: In kindergarten, the results are quite encouraging, with 83% of students meeting or exceeding the expectations (72 out of 87 students). This strong performance may reflect effective early literacy instruction and a solid understanding of foundational skills among the youngest learners. The high percentage suggests that students are acquiring critical early reading skills, which are essential for their future academic success. Grade 1 Analysis: In grade 1, the percentage of students who met or exceeded expectations drops to 58% (49 out of 85 students). This significant decrease compared to kindergarten highlights a potential area of concern. It may indicate that students are encountering more complex reading challenges as they transition to higher expectations. Additional support and targeted interventions may be necessary to address this decline and help first graders strengthen their reading skills. Grade 2 Analysis: For grade 2, 63% of students met or exceeded the expectations (54 out of 85 students). While this shows an improvement from grade 1, it is still below the overall average. The data suggests that while some students are progressing well, there remains a significant portion who may require further assistance to reach proficiency. Continued focus on developing reading comprehension and fluency will be essential as these students prepare for more advanced literacy skills in the coming years.In summary, the Overall FRSA data reveals a mixed picture of foundational reading skills among students in grades K-2. While kindergarten students show impressive proficiency, the decline observed in grade 1 and the moderate performance in grade 2 indicate a need for ongoing support and intervention. It is crucial for educators to analyze instructional practices and implement targeted strategies to ensure that all students build a strong foundation in reading as they progress through their early education.Analysis of Foundational Reading Skills Assessment Data (FRSA) for the African American Student Group in Grades K-2The Foundational Reading Skills Assessment (FRSA) data for the African American student group in grades K through 2 provides crucial insights into their reading proficiency. This analysis examines the overall performance as well as the results for each individual grade level.Overall Performance: The overall percentage of African American students who met or exceeded the reading expectations is 70%, with 16 out of 23 students achieving this benchmark. This indicates a generally positive trend in foundational reading skills within this student group and suggests that the majority are making satisfactory progress in their early literacy development.Grade K Analysis: In kindergarten, the results are exceptionally strong, with 100% of students meeting or exceeding the expectations (4 out of 4 students). This outstanding performance reflects a solid foundation in early reading skills, likely supported by effective instructional practices and a nurturing learning environment. The success in this grade level is encouraging and underscores the importance of early literacy support.Grade 1 Analysis: The performance in grade 1 shows a significant decline, with only 38% of students meeting or exceeding expectations (3 out of 8 students). This drop is concerning and indicates that first graders

may be facing challenges as they transition to more complex reading tasks. It emphasizes the need for targeted interventions and support to enhance reading comprehension and fluency for this group of students.Grade 2 Analysis: In grade 2, the percentage of students who met or exceeded expectations rebounded to 82% (9 out of 11 students). This improvement suggests that students are overcoming some of the challenges faced in grade 1 and are making progress in their reading skills. The increase in proficiency indicates the effectiveness of any interventions that may have been implemented and highlights the importance of continued support as students advance in their literacy journey.Conclusion: In summary, the FRSA data for the African American student group reveals a promising overall performance, particularly in kindergarten and grade 2. However, the significant drop in performance in grade 1 indicates an area of concern that requires attention. It is essential for educators to analyze instructional strategies and provide targeted support to ensure that all students, particularly those in the first grade, receive the resources they need to succeed in their foundational reading skills. By addressing these challenges, we can help foster a strong literacy foundation that will benefit students as they progress through their education.Analysis of SBAC ELA Data for Grades 3-5 The Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) data for grades 3 through 5 provides important insights into the reading and writing proficiency of students at our school. This analysis examines the overall performance as well as the results for each grade level, focusing on both the general student population and the African American student group. Overall Performance: The overall percentage of students in grades 3-5 who met or exceeded the ELA expectations is 25%, with 70 out of 288 students achieving this benchmark. This figure indicates a significant area for improvement in literacy proficiency across the school. With only a quarter of students meeting the standards, it suggests that there may be underlying issues that require addressing to enhance ELA skills school-wide. Grade-Level Analysis:3rd Grade: In the 3rd grade, only 20% of students met or exceeded expectations (16 out of 80 students). This lower performance level shows that many students are struggling to grasp foundational reading and writing skills early in their academic careers. It is crucial to implement targeted interventions to support these young learners and set them on a path toward improved literacy. 4th Grade: The 4th-grade performance is slightly better, with 25% of students meeting or exceeding expectations (25 out of 99 students). While this represents a modest improvement over 3rd grade, it still reflects a concerning level of proficiency. It may be beneficial to analyze the instructional practices and curriculum used in this grade to identify areas for enhancement. 5th Grade: The 5th-grade results show a slight increase, with 28% of students meeting or exceeding expectations (29 out of 102 students). This upward trend is encouraging, but it is essential to recognize that nearly three-quarters of students are still not meeting the standards. Continued focus on literacy instruction will be critical as these students prepare for middle school.Analysis of African American Student Group: The SBAC ELA performance for the African American student group reveals more pronounced challenges:Overall Performance: Only 13% of African American students met or exceeded the ELA expectations (4 out of 31 students). This alarming statistic highlights significant disparities in literacy achievement that must be addressed through targeted support and resources. 3rd Grade: In the 3rd grade, there were no African American students who met or exceeded expectations (0 out of 8 students). This total lack of proficiency underscores the urgent need for tailored interventions and support strategies for this group of students, particularly at such an early stage in their education. 4th Grade: The performance in 4th grade is slightly better, with 15% of students meeting or exceeding expectations (2 out of 13 students). However, this still indicates a critical need for improvement and support to help these learners develop essential literacy skills. 5th Grade: The 5th-grade results show a slight increase, with 20% meeting or exceeding expectations (2 out of 8 students). While this is an improvement over the previous grades, it is still far below the overall school average and highlights the need for continued focus on literacy development for African American students.Conclusion: In summary, the SBAC ELA data for grades 3-5 reveals a concerning picture of literacy proficiency at our school. With only 25% of students overall meeting or exceeding expectations, significant improvements are necessary. The performance of the African American student group is particularly troubling, with only 13% achieving proficiency. It is essential for educators and administrators to collaboratively analyze instructional practices, implement targeted interventions, and provide the necessary resources to support all students in developing their literacy skills. By addressing these

challenges, we can work towards closing the achievement gap and fostering a more equitable learning environment for all students.

Analysis of Foundational Reading Skills Assessment Data (FRSA) for Grades K-2
The Foundational Reading Skills Assessment (FRSA) provides valuable insights into the reading proficiency of students in grades K through 2. This analysis focuses on the overall performance across these grades as well as the individual results for each grade level.
Overall Performance:
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Grade K Analysis:
In kindergarten, the results are quite encouraging, with 83% of students meeting or exceeding the expectations (72 out of 87 students). This strong performance may reflect effective early literacy instruction and a solid understanding of foundational skills among the youngest learners. The high percentage suggests that students are acquiring critical early reading skills, which are essential for their future academic success.
Grade 1 Analysis:
In grade 1, the percentage of students who met or exceeded expectations drops to 58% (49 out of 85 students). This significant decrease compared to kindergarten highlights a potential area of concern. It may indicate that students are encountering more complex reading challenges as they transition to higher expectations. Additional support and targeted interventions may be necessary to address this decline and help first graders strengthen their reading skills.
Grade 2 Analysis:
For grade 2, 63% of students met or exceeded the expectations (54 out of 85 students). While this shows an improvement from grade 1, it is still below the overall average. The data suggests that while some students are progressing well, there remains a significant portion who may require further assistance to reach proficiency. Continued focus on developing reading comprehension and fluency will be essential as these students prepare for more advanced literacy skills in the coming years.

In summary, the Overall FRSA data reveals a mixed picture of foundational reading skills among students in grades K-2. While kindergarten students show impressive proficiency, the decline observed in grade 1 and the moderate performance in grade 2 indicate a need for ongoing support and intervention. It is crucial for educators to analyze instructional practices and implement targeted strategies to ensure that all students build a strong foundation in reading as they progress through their early education.

Analysis of Foundational Reading Skills Assessment Data (FRSA) for the African American Student Group in Grades K-2

The Foundational Reading Skills Assessment (FRSA) data for the African American student group in grades K through 2 provides crucial insights into their reading proficiency. This analysis examines the overall performance as well as the results for each individual grade level.

Overall Performance:

The overall percentage of African American students who met or exceeded the reading expectations is 70%, with 16 out of 23 students achieving this benchmark. This indicates a generally positive trend in foundational reading skills within this student group and suggests that the majority are making satisfactory progress in their early literacy development.

Grade K Analysis:
In kindergarten, the results are exceptionally strong, with 100% of students meeting or exceeding the expectations (4 out of 4 students). This outstanding performance reflects a solid foundation in early reading skills, likely supported by effective instructional practices and a nurturing learning environment. The success in this grade level is encouraging and underscores the importance of early literacy support.

Grade 1 Analysis:
The performance in grade 1 shows a significant decline, with only 38% of students meeting or exceeding expectations (3 out of 8 students). This drop is concerning and indicates that first graders may be facing challenges as they transition to more complex reading tasks. It emphasizes the need for targeted interventions and support to enhance reading comprehension and fluency for this group of students.

Grade 2 Analysis:
In grade 2, the percentage of students who met or exceeded expectations rebounded to 82% (9 out of 11 students). This improvement suggests that students are overcoming some of the challenges faced in grade 1 and are making progress in their reading skills. The increase in proficiency indicates the effectiveness of any interventions that may have been implemented and highlights the importance of continued support as students advance in their literacy journey.

Conclusion:
In summary, the FRSA data for the African American student group reveals a promising overall performance, particularly in kindergarten and grade 2. However, the significant drop in performance in grade 1 indicates an area of concern that requires attention. It is essential for educators to analyze instructional strategies and provide targeted support to ensure that all students, particularly those in the first grade, receive the resources they need to succeed in their foundational reading skills. By addressing these challenges, we can help foster a strong literacy foundation that will benefit students as they progress through their education.

Analysis of SBAC ELA Data for Grades 3-5
The Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) data for grades 3 through 5 provides important insights into the reading and writing proficiency of students at our school. This analysis examines the overall performance as well as the results for each grade level, focusing on both the general student population and the African American student group.
Overall Performance:
The overall percentage of students in grades 3-5 who met or exceeded the ELA expectations is 25%, with 70 out of 288 students achieving this benchmark. This figure indicates a significant area for improvement in literacy proficiency across the school. With only a quarter of students meeting the standards, it suggests that there may be underlying issues that require addressing to enhance ELA skills school-wide.

Grade-Level Analysis:

3rd Grade: In the 3rd grade, only 20% of students met or exceeded expectations (16 out of 80 students). This lower performance level shows that many students are struggling to grasp foundational reading and writing skills early in their academic careers. It is crucial to implement targeted interventions to support these young learners and set them on a path toward improved literacy.
4th Grade: The 4th-grade performance is slightly better, with 25% of students meeting or exceeding expectations (25 out of 99 students). While this represents a modest improvement over 3rd grade, it still reflects a concerning level of proficiency. It may be beneficial to analyze the instructional practices and curriculum used in this grade to identify areas for enhancement.
5th Grade: The 5th-grade results show a slight increase, with 28% of students meeting or exceeding expectations (29 out of 102 students). This upward trend is encouraging, but it is essential to recognize that nearly three-quarters of students are still not meeting the standards. Continued focus on literacy instruction will be critical as these students prepare for middle school.

Analysis of African American Student Group:
The SBAC ELA performance for the African American student group reveals more pronounced challenges:

Overall Performance: Only 13% of African American students met or exceeded the ELA expectations (4 out of 31 students). This alarming statistic highlights significant disparities in literacy achievement that must be addressed through targeted support and resources.
3rd Grade: In the 3rd grade, there were no African American students who met or exceeded expectations (0 out of 8 students). This total lack of proficiency underscores the urgent need for tailored interventions and support strategies for this group of students, particularly at such an early stage in their education.
4th Grade: The performance in 4th grade is slightly better, with 15% of students meeting or exceeding expectations (2 out of 13 students). However, this still indicates a critical need for improvement and support to help these learners develop essential literacy skills.
5th Grade: The 5th-grade results show a slight increase, with 20% meeting or exceeding expectations (2 out of 8 students). While this is an improvement over the previous grades, it is still far below the overall school average and highlights the need for continued focus on literacy development for African American students.

Conclusion:
In summary, the SBAC ELA data for grades 3-5 reveals a concerning picture of literacy proficiency at our school. With only 25% of students overall meeting or exceeding expectations, significant improvements are necessary. The performance of the African American student group is particularly troubling, with only 13% achieving proficiency. It is essential for educators and administrators to collaboratively analyze instructional practices, implement targeted interventions, and provide the necessary resources to support all students in developing their literacy skills. By addressing these challenges, we can work towards closing the achievement gap and fostering a more equitable learning environment for all students.

ELA Goals

ELA Goals and Rationale

Goal for Foundational Reading Skills Assessment:

By June 2025, 85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment, up from 68% in June 2024.
Rationale: The early years of education are critical for developing foundational reading skills, which are essential for academic success across all subjects. By setting the goal of achieving 85% proficiency in K-2nd grade, we are addressing the urgent need to enhance literacy among our youngest learners. Proficiency in foundational reading skills not only fosters a love for reading but also equips students with the tools necessary for comprehension and critical thinking as they progress through their educational journey. To achieve this goal, we will implement targeted interventions, provide differentiated instruction, and engage families in the learning process to create a supportive literacy-rich environment. This commitment to improving early literacy will lay a strong foundation for students' future academic successes.
Goal for SBAC Performance:

By June 2025, 40% of 3-5 students will score Met/Exceeded on the SBAC, up from 25%.
Rationale: The Smarter Balanced Assessment Consortium (SBAC) measures students' proficiency in English Language Arts and is a critical indicator of their readiness for higher academic challenges. By increasing the percentage of students scoring Met/Exceeded on the SBAC from 25% to 40%, we are emphasizing the importance of strong reading comprehension and writing skills that are vital for success in middle school and beyond. This goal reflects our commitment to closing the achievement gap and ensuring that all students have the skills necessary to excel in their academic pursuits. Achieving this target will require a multifaceted approach, including data-driven instruction, targeted support for at-risk students, and ongoing professional development for educators to enhance teaching practices. By focusing on improving ELA proficiency, we aim to cultivate critical thinkers and effective communicators who are prepared for the demands of the future.

Conclusion:
These ELA goals underscore our dedication to fostering literacy development and ensuring that all students are equipped with the skills necessary for academic success. By setting clear and ambitious targets, we are committed to creating a supportive learning environment that prioritizes literacy and empowers students to reach their full potential. Through collaboration, targeted interventions, and continuous improvement in our instructional practices, we will work diligently to achieve these goals by June 2025.

Actions: At the start of the year, teachers were asked to identify their English Language Learners, Students with Disabilities (IEP's), and African American Students in their class. Teachers collaborated to create grade level goals and individual class goals for students in their respective classes. They created goals specific to each of the subgroups requiring targeted intervention: ELL's, Students with Disabilities and African American. The 2023 CDE Dashboard

report shows ELL students and SWD, students with disabilities, in the red for ELA and ELL for ELPI. The 2024 report, published in December 2024, shows the Hispanic subgroup and Socio-econonically disadvantaged as subgroups requiring additional monitoring as well. While African American students were not identified for ELA on the Dashboard Report, data shows continued need to ensure support for this subgroup. In addition to goal setting, teachers recorded adult actions to take in response to the analysis of multiple data points: SBAC, ELPAC, iReady diagnostic, FRSA. Teachers and academic support staff engage in this reflection and planning at beginning and throughout the school year, as a part of the on-going improvement process. Additional data points are listed under progress monitoring. Teachers review IEP goals and accommodations in order to support SWD reach both IEP annual goals and to progress toward grade level goals. Additionally, teachers collaborate with special educations case managers, to support attainment of IEP goals. Students with disabilities are enrolled either general education classes with push-in or pull-out support from RSP and/or Speech and Language, CCT classes with general and special education teachers and small group instruction, or an MM class, where the classroom teacher identifies mainstreaming opportunities and where students receive differentiated instruction.

All teachers, the Instruction and Intervention Coordinator (IIC), and site ELA lead teacher will attend District QCI (Quality Core Instruction) trainings. All teachers will participate in a minimum of two grade level release days, lead by site curriculum leads, where they will continue to expand their understanding of Tier I and Tier II instructional resources, plan lessons and interventions, and/or participate in student work analysis protocols for next steps. Math and ELA lead teachers visit classrooms regularly and provide feedback and support to teachers for Tier I instruction. Literacy is the focus for grades K-2 and Math for grades 3-5. The principal visits classrooms regularly, looking for specific adult actions and provides feedback on teacher and student actions. For ELL's, teachers are receiving training and support analyzing ELPAC results in ELLevation, and support with designated and integrated ELD. Quality Core Instruction trainings lead by OCIPD, have provided explanation and practice with access to instructional resources from ELLevation and ELPAC resources from CDE. Teachers are asked to provide updated schedules with designated ELD times. Teachers establish locations for small group instruction in the classroom. They provide additional space for any push-in, supplemental support for ELA.

The IIC, K-2 teachers, 50% literacy TOSA and principal analyze student data to create homogenous or adjacent level groups for foundational reading intervention, fluency and ELD. The 50%, K-2 reading Intervention teacher provides supplemental literacy assessment and instruction support in classrooms during ELA SGI intervention blocks. The ELA lead teacher and literacy teacher are available to provide feedback and resources to teachers for Tier I and Tier II intervention and classroom management.

Progress Monitoring: Grade level meetings and staff meetings are used for analyzing student work, assessment outcomes, professional development and planning in response to student needs. Grade level teams present to their colleagues at least two times each semester on student progress toward goals, areas of continued need, and adult actions for our identified subgroups. The principal conducts 1-1 meetings with teachers 1-2 times per semester, to discuss student progress and next steps for both whole class and identified sub-groups. The MTSS team, which includes the principal, Instructional Leadership Team, the counselor, RSP and Speech teachers, school psychologist, Math and literacy teachers, meet once a month to discuss and plan for students with the greatest needs. One of this year's professional development focus areas has been increasing and improving the use of formative assessment for continual progress monitoring. Teachers collaborate with grade level teams and use LBUSD curriculum unit guides for formative assessment tools and scoring rubrics. Additionally, teachers in TK-2 use the FRSA assessment and running records for monitoring foundational reading skills. Teachers in 3-5 use ELA Performance Tasks for each unit of instruction. All teachers use the iReady diagnostic tests and unit assessment outcomes as data points for planning next steps. Additionally teachers progress monitor during small group instruction and use analysis of student work, including: dictation, performance tasks and open-ended comprehension questions.

By June 2025, 85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment, up from 68% in June 2024. By June 2025, 40% of 3-5 students will score Met/Exceeded on SBAC, up from 25%.

Comprehensive Needs Assessment: Mathematics

Math Findings

iReady 23-24 Diagnostic 3 (1st-2nd Grade)Overall: 13% Early On/Mid Above (22/168)1: 12% Early On/Mid Above (10/85)2: 14% Early On/Mid Above (12/83)iReady 23-24 Diagnostic 3 (1st-2nd Grade) AA Student Group FindingsOverall: 16% Early On/Mid Above (3/19)1: 22% Early On/Mid Above (2/9)2: 10% Early On/Mid Above (1/10)SBAC Math (3rd - 5th) FindingsOverall: 20% Met/Exceeded (59/288)3rd: 25% Met/Exceeded (20/80)4th: 23% Met/Exceeded (23/79)5th: 15% Met/Exceeded (16/107)SBAC Math AA Student Group FindingsOverall: 15% Met/Exceeded (4/31)3rd: 13% Met/Exceeded (1/8)4th: 15% Met/Exceeded (2/13)5th: 10% Met/Exceeded (1/10)Analysis of Math Data for 1st-5th Grade The analysis of the iReady Diagnostic 3 results for 1st and 2nd grades, along with the SBAC Math findings for grades 3-5, provides valuable insights into the performance of our students, both overall and within the African American (AA) student group. This data highlights areas of strength and those requiring targeted intervention to improve mathematical proficiency across all grade levels. iReady Diagnostic 3 (1st-2nd Grade) Findings:Overall Performance: The overall percentage of students in 1st and 2nd grades who are classified as Early On or Mid Above is 13% (22 out of 168 students). This low percentage indicates a significant need for improvement in foundational math skills among our early learners. 1st Grade Performance: In the 1st grade, 12% of students (10 out of 85) are Early On or Mid Above. This performance level suggests that many students are struggling to grasp essential mathematical concepts, which are critical for building a strong foundation for future learning. 2nd Grade Performance: The 2nd grade shows a slightly higher percentage of 14% (12 out of 83) demonstrating Early On or Mid Above proficiency. While this is an improvement over 1st grade, it still reflects a concerning level of readiness as students prepare to transition to more complex math concepts in 3rd grade.iReady Diagnostic 3 (1st-2nd Grade) African American Student Group Findings:Overall Performance: Among the African American student group, 16% (3 out of 19 students) are Early On or Mid Above. This percentage is slightly higher than the overall performance but still indicates a need for focused support. 1st Grade Performance: In the 1st grade, 22% (2 out of 9 students) achieved Early On or Mid Above. This is a promising outcome, suggesting that some targeted interventions may be effective for this group. 2nd Grade Performance: Conversely, the 2nd-grade performance for the AA student group drops to 10% (1 out of 10 students) meeting the proficiency benchmark. This decline in performance emphasizes the need for continued support and targeted strategies to ensure that these students do not fall behind as they progress to higher grade levels.SBAC Math Findings (3rd - 5th Grade):Overall Performance: The overall percentage of students in grades 3-5 who met or exceeded expectations on the SBAC Math assessment is 20% (59 out of 288 students). This low percentage signals a critical need for intervention and improvement in math skills among upper elementary students. 3rd Grade Performance: In the 3rd grade, 25% (20 out of 80 students) met or exceeded expectations. While this is the highest percentage across the grades, it still indicates that three-quarters of students are not meeting the required standards, necessitating further instructional support. 4th Grade Performance: The 4th grade shows a slight decline, with 23% (23 out of 79 students) meeting or exceeding expectations. This trend highlights the importance of ensuring that students build on their math skills consistently as they progress through the grades. 5th Grade Performance: The 5th grade exhibits the lowest performance, with only 15% (16 out of 107 students) meeting or exceeding expectations. This decline is concerning, as it suggests that students may be struggling to retain and apply their math knowledge as they prepare for middle school.SBAC Math AA Student Group Findings:Overall Performance: For the African American student group, 15% (4 out of 31 students) met or

exceeded expectations on the SBAC Math assessment. This figure is below the overall average and indicates a pressing need to address achievement gaps within this demographic. 3rd Grade Performance: In the 3rd grade, only 13% (1 out of 8 students) met or exceeded expectations. This low percentage underscores the critical need for targeted interventions and support for this group of students. 4th Grade Performance: The 4th grade shows a slight improvement, with 15% (2 out of 13 students) meeting or exceeding expectations, but it remains concerningly low. 5th Grade Performance: The 5th grade performance is particularly alarming, with only 10% (1 out of 10 students) meeting or exceeding expectations. This stark statistic highlights the urgent need for effective strategies to support African American students in mathematics to ensure they are prepared for future academic challenges.Conclusion: Overall, the data from both the iReady and SBAC assessments reveals significant challenges in math proficiency across grades 1-5. For younger students in 1st and 2nd grades, foundational skills need urgent attention, particularly for the African American student group, where results indicate disparities. In grades 3-5, the low percentages of students meeting or exceeding expectations on the SBAC reinforce the need for comprehensive intervention strategies to support all students, especially those in the African American student group. By focusing on targeted instruction, differentiated support, and ongoing assessment, we can work towards improving math proficiency and closing the achievement gaps observed in this data.

Analysis of Math Data for 1st-5th Grade
The analysis of the iReady Diagnostic 3 results for 1st and 2nd grades, along with the SBAC Math findings for grades 3-5, provides valuable insights into the performance of our students, both overall and within the African American (AA) student group. This data highlights areas of strength and those requiring targeted intervention to improve mathematical proficiency across all grade levels.
iReady Diagnostic 3 (1st-2nd Grade) Findings:

Overall Performance: The overall percentage of students in 1st and 2nd grades who are classified as Early On or Mid Above is 13% (22 out of 168 students). This low percentage indicates a significant need for improvement in foundational math skills among our early learners.
1st Grade Performance: In the 1st grade, 12% of students (10 out of 85) are Early On or Mid Above. This performance level suggests that many students are struggling to grasp essential mathematical concepts, which are critical for building a strong foundation for future learning.
2nd Grade Performance: The 2nd grade shows a slightly higher percentage of 14% (12 out of 83) demonstrating Early On or Mid Above proficiency. While this is an improvement over 1st grade, it still reflects a concerning level of readiness as students prepare to transition to more complex math concepts in 3rd grade.

iReady Diagnostic 3 (1st-2nd Grade) African American Student Group Findings:

Overall Performance: Among the African American student group, 16% (3 out of 19 students) are Early On or Mid Above. This percentage is slightly higher than the overall performance but still indicates a need for focused support.
1st Grade Performance: In the 1st grade, 22% (2 out of 9 students) achieved Early On or Mid Above. This is a promising outcome, suggesting that some targeted interventions may be effective for this group.
2nd Grade Performance: Conversely, the 2nd-grade performance for the AA student group drops to 10% (1 out of 10 students) meeting the proficiency benchmark. This decline in performance emphasizes the need for continued support and targeted strategies to ensure that these students do not fall behind as they progress to higher grade levels.

SBAC Math Findings (3rd - 5th Grade):

Overall Performance: The overall percentage of students in grades 3-5 who met or exceeded expectations on the SBAC Math assessment is 20% (59 out of 288 students). This low percentage signals a critical need for intervention and improvement in math skills among upper elementary students.
3rd Grade Performance: In the 3rd grade, 25% (20 out of 80 students) met or exceeded expectations. While this is the highest percentage across the grades, it still indicates that three-quarters of students are not meeting the required standards, necessitating further instructional support.
4th Grade Performance: The 4th grade shows a slight decline, with 23% (23 out of 79 students) meeting or exceeding expectations. This trend highlights the importance of ensuring that students build on their math skills consistently as they progress through the grades.
5th Grade Performance: The 5th grade exhibits the lowest performance, with only 15% (16 out of 107 students) meeting or exceeding expectations. This decline is concerning, as it suggests that students may be struggling to retain and apply their math knowledge as they prepare for middle school.

SBAC Math AA Student Group Findings:

Overall Performance: For the African American student group, 15% (4 out of 31 students) met or exceeded expectations on the SBAC Math assessment. This figure is below the overall average and indicates a pressing need to address achievement gaps within this demographic.
3rd Grade Performance: In the 3rd grade, only 13% (1 out of 8 students) met or exceeded expectations. This low percentage underscores the critical need for targeted interventions and support for this group of students.
4th Grade Performance: The 4th grade shows a slight improvement, with 15% (2 out of 13 students) meeting or exceeding expectations, but it remains concerningly low.
5th Grade Performance: The 5th grade performance is particularly alarming, with only 10% (1 out of 10 students) meeting or exceeding expectations. This stark statistic highlights the urgent need for effective strategies to support African American students in mathematics to ensure they are prepared for future academic challenges.

Conclusion:
Overall, the data from both the iReady and SBAC assessments reveals significant challenges in math proficiency across grades 1-5. For younger students in 1st and 2nd grades, foundational skills need urgent attention, particularly for the African American student group, where results indicate disparities. In grades 3 -5, the low percentages of students meeting or exceeding expectations on the SBAC reinforce the need for comprehensive intervention strategies to support all students, especially those in the African American student group. By focusing on targeted instruction, differentiated support, and ongoing assessment, we can work towards improving math proficiency and closing the achievement gaps observed in this data.

Math Goals

School Math Goals and Rationale

Goal for i-Ready Math Diagnostic 3 (Grades 1-2):

Objective: By March 2025, 85% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment, up from 13% in March 2024.
Rationale: Early mathematical proficiency is essential for building a strong foundation for future learning. The current percentage of students categorized as Early On or Mid-Above indicates a critical need for enhanced instructional strategies in grades 1 and 2. By setting the goal of achieving 85% proficiency, we aim to significantly improve students' understanding of fundamental mathematical concepts and skills. This goal will be supported through targeted interventions, differentiated instruction, and ongoing professional development for educators to implement effective teaching practices. By prioritizing the early grades, we are committed to fostering a love for math and ensuring that our students are well-prepared for the more complex mathematical challenges they will face in higher grades.
Goal for i-Ready Math Diagnostic 3 (Grades 3-5):

Objective: By March 2025, 40% of Grade 3-5 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment, up from 20% in March 2024.
Rationale: The transition from early to upper elementary grades presents unique challenges for students as they encounter more advanced mathematical concepts. The current performance of 20% of students in grades 3-5 being classified as Early On or Mid-Above indicates a need for focused support in developing their mathematical reasoning and problem-solving skills. By increasing this percentage to 40%, we aim to boost students' confidence and capabilities in mathematics, laying the groundwork for academic success in middle school and beyond. This goal will involve implementing targeted instructional strategies, providing additional resources, and fostering a growth mindset among students. By addressing the needs of our upper elementary students, we can enhance their mathematical proficiency and support their overall academic achievement.
Goal for SBAC Math (Grades 3-5):

Objective: By June 2025, 36% of Grade 3-5 students will score Met/Exceeded on the SBAC, up from 21%.
Rationale: The SBAC assessment serves as a crucial measure of students' proficiency in mathematics and their readiness for future academic challenges. The current percentage of 21% of students meeting or exceeding expectations on the SBAC is concerning and indicates a significant achievement gap that must be addressed. By setting a target of 36% for June 2025, we are emphasizing our commitment to improving overall mathematical understanding and performance among our students. To achieve this goal, we will employ data-driven instructional practices, provide targeted interventions for struggling students, and enhance professional development for educators to ensure effective teaching methods are utilized. This concerted effort will not only improve SBAC scores but also foster a deeper understanding and appreciation for mathematics, equipping students with the skills they need to succeed in their academic careers.

Conclusion:
These math goals reflect our dedication to enhancing mathematical proficiency across all grade levels. By setting clear and ambitious targets, we are committed to creating a supportive learning environment that prioritizes math skills and empowers students to reach their full potential. Through collaboration, targeted interventions, and continuous improvement in our instructional practices, we will work diligently to achieve these goals by their respective deadlines.

Actions: At the start of the year, teachers were asked to identify their English Language Learners, Students with Disabilities (IEP's), and African American Students in their class. Teachers collaborated to create Math grade level goals and individual class goals for students in their respective classes. They also created goals specific to each of the subgroups requiring targeted intervention: ELL's, Students with Disabilities and African American. The 2023 CDE Dashboard report shows ELL students and SWD, in the red for Math. While African American students were not identified for Math on the Dashboard Report, data shows continued need to ensure support for this subgroup. In addition to goal setting, teachers planned and recorded adult actions they would take in response to their analysis of multiple data points: SBAC, ELPAC, iReady diagnostic, FRSA. Teachers and support staff engage in this reflection and planning at beginning and throughout the school year, as a part of the on-going improvement process. Additional data points are listed under progress monitoring. Teachers review IEP goals and accommodations in order to support SWD reach both IEP annual goals and to progress toward grade level goals. Additionally, teachers collaborate with special education case managers, to support attainment of IEP goals in Math. Students with disabilities are enrolled in general education classes with push-in or pull-out support from RSP and/or Speech and Language, or CCT classes with general and special education teachers and small group instruction, or an MM class, where the teacher identifies mainstreaming opportunities for Math and students receive differentiated instruction from their homeroom teacher and the Math intervention teacher during their assigned cycles. Math supplemental intervention is provided this year for grades 3-5 in 4-5 week cycles. The Math intervention teacher pushes in to classrooms during Math SGI blocks.
All teachers, the Instruction and Intervention Coordinator (IIC), and site Math and ELA lead teachers attend District QCI (Quality Core Instruction) trainings. All teachers will participate in a minimum of two grade level release days, led by site curriculum leads, where they will continue to expand their understanding of Math standards, Tier I and Tier II instructional strategies and Math resources. During professional development release days, the focus will be differentiated based on principal and instructional lead observation, the QCI focus and teacher interest. Teachers have opportunities to plan lessons and interventions, and/or participate in student work analysis protocols for next steps. Math and ELA lead teachers visit classrooms regularly and provide feedback and support to teachers for Tier I instruction. Literacy is the focus for grades K-2 and Math for grades 3-5. The principal visits classrooms regularly, looking for specific adult and student actions and provides feedback. This year's Math focus is formative assessment to inform instruction and intervention, including the use of use of Math tasks and rubrics. Teachers have been asked to provide targeted intervention, in small group, based on student needs. Teachers have been asked to establish locations for small group instruction in the classroom. They provide additional space for any push-in, supplemental support in Math during their class' supplemental intervention cycle.
The IIC, Math lead teacher, 3-5 teachers, and principal analyze student data to create homogenous or adjacent level groups for Math supplemental small group instruction. Additionally, this year, the Math lead teacher created a Math Lab, where whole classes, accompanied by their teacher, participate in collaborative problem solving of cognitively demanding Math tasks. Students work in small groups of 3-4 students to analyze Math tasks, discuss Math strategies, use academic and concept vocabulary, and solve problems using visual representations and algorithms. Classroom teachers remain in the room to learn teaching strategies, gather formative assessment and/or facilitate the learning with the Math lead teacher. Teachers and the Math lead debrief on student performance and use observations to guide next steps. This model of teaching and learning is ideal for students learning English as a second language and for many students with disabilities. Students support one another in the learning process. They practice speaking, listening, reading and writing in English, for Math, with the support of their peers and teacher facilitators.

Progress Monitoring: Grade level meetings and staff meetings are used for analyzing student work, assessment outcomes, professional development and

planning in response to student needs. Grade level teams present to their colleagues at least two times each semester on student progress toward goals, areas of continued need, and adult actions for our identified subgroups. The principal conducts 1-1 meetings with teachers 1-2 times per semester, to discuss student progress and next steps for both whole class and identified sub-groups. The MTSS team, which includes the principal, Instructional Leadership Team, the counselor, RSP and Speech teachers, school psychologist, Math and literacy teachers, meet once a month to discuss and plan for students with the greatest needs. One of this year's professional development focus areas has been increasing and improving the use of formative assessment for continual progress monitoring. Teachers collaborate with grade level teams and use LBUSD curriculum unit guides for formative assessment tools and scoring rubrics. Additionally, teachers in Grade Tk-3 use counting collections. All teachers use the iReady diagnostic tests and unit assessment outcomes as data points for planning next steps. Additionally teachers progress monitor during small group instruction and use analysis of student work, including: unit assessments, math tasks, and IReady diagnostic assessments.

By March 2025, 85% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment, up from 13% in March 2024.By March 2025, 40% of Grade 3-5 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 20% in March 2024.By June 2025, 36% of 3-5 students will score Met/Exceeded on SBAC, up from 21%.

Comprehensive Needs Assessment: English Learners

English Learner Findings

iReady 23-24 Diagnostic 3 (1st-2nd Grade) EL FindingsOverall: 8% Early On/Mid Above (6/71)1: 16% Early On/Mid Above (6/38)2: 0% Early On/Mid Above (0/33)FRSA (K-2) EL FindingsOverall: 54% Met/Exceeded (54/100)K: 69% Met/Exceeded (20/29)1: 50% Met/Exceeded (19/38)2: 45% Met/Exceeded (15/33) SBAC ELA EL FindingsOverall: 6% Met/Exceeded (7/115) 3rd: 3% Met/Exceeded (1/33)4th: 8% Met/Exceeded (3/40)5th: 7% Met/Exceeded (3/42)SBAC Math EL FindingsOverall: 4% Met/Exceeded (5/122)3rd: 6% Met/Exceeded (2/33)4th: 5% Met/Exceeded (2/42)5th: 2% Met/Exceeded (1/47) ELPI 23-24 DataOverall: 37.9% (50/132) Progressed35.6% (47/132) Maintained ELPI Levels25.5% (35/132) Decreased ELPI Levels ELPI Grade Level Data 23-24:1st: 5.3% Progressed (7/7)2nd: 4.5% Progressed (6/31), 7.6% (10/31) Maintained, 11.4% (15/31) Decreased3rd: 9.8% (13/28) Progressed, 9.1% (12/28) Maintained, 3%, (3/28) Decreased4th: 4.5% (6/27) Progressed, 8.3% (11/27) Maintained, 7.6% (10/27) Decreased5th: 13.6% (18/39) Progressed, 10.6% (14/39) Maintained, 5.3% (7/39) DecreasedAnalysis of Data for English Learner (EL) Student Group The data collected from various assessments for our English Learner (EL) student group reveals significant insights regarding their academic performance in both math and English Language Arts (ELA) across different grade levels. This analysis will focus on the iReady Math Diagnostic findings, FRSA results, SBAC assessments, and ELPI data, highlighting areas of achievement and those that require urgent attention. iReady Math 23-24 Diagnostic 3 (1st-2nd Grade) EL Findings:Overall Performance: The overall percentage of EL students in grades 1 and 2 achieving Early On or Mid-Above is 8% (6 out of 71 students). This low percentage indicates a pressing need for targeted interventions to improve foundational math skills among our EL students. 1st Grade Performance: In the 1st grade, 16% (6 out of 38 students) are classified as Early On or Mid-Above. While this is a relatively better outcome compared to the overall performance, it still suggests that a majority of students

are struggling with essential math concepts. 2nd Grade Performance: Alarmingly, the 2nd grade shows 0% (0 out of 33 students) achieving Early On or Mid-Above proficiency. This indicates a critical gap in student understanding and highlights the need for immediate and effective instructional strategies to support these students.FRSA (K-2) EL Findings:Overall Performance: The overall percentage of EL students in K-2 who Met or Exceeded expectations is 54% (54 out of 100 students). This figure is more positive compared to the iReady Math results, suggesting that these students can demonstrate proficiency in foundational literacy skills. Kindergarten Performance: Kindergarteners show a strong performance with 69% (20 out of 29 students) meeting or exceeding expectations. This indicates that early interventions may be effective, and students are grasping the essential skills. 1st Grade Performance: The 1st grade performance drops to 50% (19 out of 38 students) meeting or exceeding expectations, which still reflects a solid level of proficiency, although it warrants continued support. 2nd Grade Performance: The 2nd grade shows a decline with 45% (15 out of 33 students) meeting or exceeding expectations. This decline from the previous grades suggests that additional support may be necessary as students transition to more complex content.SBAC ELA and Math EL Findings:SBAC ELA Findings: The overall percentage of EL students who Met or Exceeded expectations is 6% (7 out of 115 students). This low percentage raises concerns about EL students proficiency in ELA as they progress to higher grade levels.3rd Grade: Only 3% (1 out of 33 students) met the expectations, indicating significant challenges faced by students at this stage. 4th Grade: The percentage increases slightly to 8% (3 out of 40 students). 5th Grade: A slight decline is observed with 7% (3 out of 42 students) meeting or exceeding expectations. SBAC Math Findings: The overall percentage of EL students who Met or Exceeded expectations is 4% (5 out of 122 students), which is critically low.3rd Grade: Performance is slightly better at 6% (2 out of 33 students). 4th Grade: A marginal decline to 5% (2 out of 42 students). 5th Grade: The lowest performance is observed with 2% (1 out of 47 students).These results highlight the urgent need for comprehensive strategies to support EL students in both ELA and math as they transition into higher grades. ELPI 23-24 Data:Overall: The overall percentage of EL students who have progressed is 37.9% (50 out of 132 students). This indicates that a significant portion of our EL students is making progress in their English language proficiency. Maintained ELPI Levels: 35.6% (47 out of 132 students) maintained their ELPI levels, which is a positive outcome, demonstrating stability in language acquisition. Decreased ELPI Levels: 25.5% (35 out of 132 students) experienced a decrease in ELPI levels, which is concerning and calls for immediate intervention to address potential barriers to language development.ELPI Grade Level Data 23-24:1st Grade: Shows strong progress at 5.3% (7 out of 7 students), indicating effective support for language acquisition. 2nd Grade: Progress is lower at 4.5% (6 out of 31 students), with notable levels of maintenance (7.6%) and a concerning decrease (11.4%). 3rd Grade: Progress is relatively better at 9.8% (13 out of 28 students), but the maintenance levels (9.1%) and decrease (3%) suggest that further efforts are needed. 4th Grade: The progress rate is low at 4.5% (6 out of 27 students), with a higher percentage maintaining (8.3%) and a significant decrease (7.6%). 5th Grade: The highest progress rate is observed at 13.6% (18 out of 39 students), with maintenance at 10.6% and a decrease at 5.3%.Conclusion: The analysis of data for our English Learner student group reveals a mixed picture of achievement across various assessments. While there are areas of progress, particularly in the FRSA results for K-2, the iReady Math and SBAC results indicate significant challenges that need to be addressed. The low percentages of students meeting or exceeding expectations in both math and ELA assessments underscore the necessity for targeted interventions, differentiated instruction, and continued support to enhance the academic success of our EL students. To improve outcomes, it is essential to implement evidence-based strategies that focus on language acquisition, build foundational skills in math and literacy, and provide ongoing professional development for educators to effectively meet the diverse needs of our EL population. By fostering an inclusive and supportive learning environment, we can empower our English Learner students to achieve their academic goals and thrive in their educational journey.

Analysis of Data for English Learner (EL) Student Group

The data collected from various assessments for our English Learner (EL) student group reveals significant insights regarding their academic performance in both math and English Language Arts (ELA) across different grade levels. This analysis will focus on the iReady Math Diagnostic findings, FRSA results,

SBAC assessments, and ELPI data, highlighting areas of achievement and those that require urgent attention.
iReady Math 23-24 Diagnostic 3 (1st-2nd Grade) EL Findings:

Overall Performance: The overall percentage of EL students in grades 1 and 2 achieving Early On or Mid-Above is 8% (6 out of 71 students). This low percentage indicates a pressing need for targeted interventions to improve foundational math skills among our EL students.
1st Grade Performance: In the 1st grade, 16% (6 out of 38 students) are classified as Early On or Mid-Above. While this is a relatively better outcome compared to the overall performance, it still suggests that a majority of students are struggling with essential math concepts.
2nd Grade Performance: Alarmingly, the 2nd grade shows 0% (0 out of 33 students) achieving Early On or Mid-Above proficiency. This indicates a critical gap in student understanding and highlights the need for immediate and effective instructional strategies to support these students.

FRSA (K-2) EL Findings:

Overall Performance: The overall percentage of EL students in K-2 who Met or Exceeded expectations is 54% (54 out of 100 students). This figure is more positive compared to the iReady Math results, suggesting that these students can demonstrate proficiency in foundational literacy skills.
Kindergarten Performance: Kindergarteners show a strong performance with 69% (20 out of 29 students) meeting or exceeding expectations. This indicates that early interventions may be effective, and students are grasping the essential skills.
1st Grade Performance: The 1st grade performance drops to 50% (19 out of 38 students) meeting or exceeding expectations, which still reflects a solid level of proficiency, although it warrants continued support.
2nd Grade Performance: The 2nd grade shows a decline with 45% (15 out of 33 students) meeting or exceeding expectations. This decline from the previous grades suggests that additional support may be necessary as students transition to more complex content.

SBAC ELA and Math EL Findings:

SBAC ELA Findings: The overall percentage of EL students who Met or Exceeded expectations is 6% (7 out of 115 students). This low percentage raises concerns about EL students' proficiency in ELA as they progress to higher grade levels.

3rd Grade: Only 3% (1 out of 33 students) met the expectations, indicating significant challenges faced by students at this stage.
4th Grade: The percentage increases slightly to 8% (3 out of 40 students).
5th Grade: A slight decline is observed with 7% (3 out of 42 students) meeting or exceeding expectations.
SBAC Math Findings: The overall percentage of EL students who Met or Exceeded expectations is 4% (5 out of 122 students), which is critically low.

3rd Grade: Performance is slightly better at 6% (2 out of 33 students).
4th Grade: A marginal decline to 5% (2 out of 42 students).
5th Grade: The lowest performance is observed with 2% (1 out of 47 students).

These results highlight the urgent need for comprehensive strategies to support EL students in both ELA and math as they transition into higher grades.
ELPI 23-24 Data:

Overall: The overall percentage of EL students who have progressed is 37.9% (50 out of 132 students). This indicates that a significant portion of our EL students is making progress in their English language proficiency.
Maintained ELPI Levels: 35.6% (47 out of 132 students) maintained their ELPI levels, which is a positive outcome, demonstrating stability in language acquisition.
Decreased ELPI Levels: 25.5% (35 out of 132 students) experienced a decrease in ELPI levels, which is concerning and calls for immediate intervention to address potential barriers to language development.

ELPI Grade Level Data 23-24:

1st Grade: Shows strong progress at 5.3% (7 out of 7 students), indicating effective support for language acquisition.
2nd Grade: Progress is lower at 4.5% (6 out of 31 students), with notable levels of maintenance (7.6%) and a concerning decrease (11.4%).
3rd Grade: Progress is relatively better at 9.8% (13 out of 28 students), but the maintenance levels (9.1%) and decrease (3%) suggest that further efforts are needed.
4th Grade: The progress rate is low at 4.5% (6 out of 27 students), with a higher percentage maintaining (8.3%) and a significant decrease (7.6%).
5th Grade: The highest progress rate is observed at 13.6% (18 out of 39 students), with maintenance at 10.6% and a decrease at 5.3%.

Conclusion:
The analysis of data for our English Learner student group reveals a mixed picture of achievement across various assessments. While there are areas of progress, particularly in the FRSA results for K-2, the iReady Math and SBAC results indicate significant challenges that need to be addressed. The low percentages of students meeting or exceeding expectations in both math and ELA assessments underscore the necessity for targeted interventions, differentiated instruction, and continued support to enhance the academic success of our EL students.
To improve outcomes, it is essential to implement evidence-based strategies that focus on language acquisition, build foundational skills in math and literacy, and provide ongoing professional development for educators to effectively meet the diverse needs of our EL population. By fostering an inclusive and supportive learning environment, we can empower our English Learner students to achieve their academic goals and thrive in their educational journey.

English Learner Goals

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

Rationale:

Focus on Academic Success: Increasing the percentage of English Learners making progress in their language proficiency is crucial for their overall academic success. Proficiency in English enables students to access the curriculum effectively, participate in classroom discussions, and engage with their peers, ultimately leading to better academic outcomes.

Data-Driven Decision Making: The goal is set based on a review of current performance data, specifically the ELPI. With a baseline of 46% in June 2024, aiming for a 50% proficiency rate is a realistic and measurable target that allows for continuous assessment and adjustment of teaching strategies and interventions.

Equity and Inclusion: Ensuring that English Learners make progress in their language skills promotes equity within the educational environment. By supporting these students, the school is committed to providing all learners with the tools necessary to succeed, fostering an inclusive atmosphere that values diversity.

Community and Parental Engagement: Achieving this goal will involve collaboration with families and the community, emphasizing the importance of support outside the classroom. Increased communication with parents and caregivers about language development strategies will enhance students' learning experiences at home and in school.

Professional Development for Educators: To support English Learners effectively, ongoing professional development for teachers will be essential. This goal will encourage the implementation of best practices, innovative teaching methods, and culturally responsive pedagogy tailored to meet the needs of English Learners.

Actions: ELL students remain a target group for intervention, showing in the red for both the 2023 and 2024 Dashboard report for ELA and Math.
-Teachers identify their English Language Learners at the start of the school year and review ELLevation summative ELPAC results from the previous year.
-Teachers schedule designated ELD times into their daily schedule and integrated ELD for their identified ELL.
-50% supplemental literacy teacher to include ELL in reading groups and provide small supplemental ELD for 1st and 2nd graders
-Teachers in grades K-2 receive District training on how to use the ELLevation platform and how to access resources.
-Literacy Lead Teacher @ Whittier provides additional support with ELLevation, ELL curriculum supports from the District Unit Guides
-Teachers in grades TK-2 receive District and on-site training in DDR (Daily Decoding Routines), phonics and fluency
- 50% Literacy teacher pushes into kindergarten for progress monitoring and differentiated small groups for reading and ELD
-3-5 teachers, with the support of the Math lead teacher use Math tasks for students to apply problem solving strategies on their own and in collaborative groups. Collaborative structures support language acquisition with students using one another as language models and the teacher facilitating learning.
-Teachers in grades TK-5 provide small group instruction in Math, providing integrated ELD for Math vocabulary and using manipulatives and visual representations to support language acquisition.
- Parent/School facilitator provides data presentations for school plan effectiveness and progress monitoring to our English Language Learner Advisory Committee. The Committee provides recommendations to our SSC

- Parents of English Language Learners are invited to trainings on how to analyze ELPAC results and find resources to support their children
- ELAC parents review attendance data and provide recommendations on how to improved regular daily attendance
Counselor, school facilitator and the Instruction and Intervention Coordinator meet with LTELL's and or homeroom teachers to action plan for language domains needing attention.

Progress Monitoring:
-Teachers report to their colleagues about progress in ELA and Math for their identified sub-groups.
-Teachers use a variety of measures to progress monitior language learners in all content areas. These measures include but are not limited to: K-2 Foundational Reading Assessment, Writing assessments and journal entries, district unit assessments and priority standards assessments, iReady diagnostic.

-Teachers monitor progress for listening and speaking during whole and small group instruction, providing students practice opportunities and feedback

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

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Pulse Survey Findings in Spring 2024Belonging: 70% of 4th and 5th Graders responded favorably for Sense of Belonging4th Grade: 72% responded favorably overall5th Grade: 68% responded favorably overallBelonging (AA Student Group) - 61% of our 4th and 5th AA Student group responded favorably4th AA Student Group - 58% responded favorably5th AA Student Group - 66% responded favorably Belonging (EL Student Group) - 73% of our 4th and 5th grade EL student group responded favorably 4th EL: 78% responded favorably5th EL: 68% responded favorablyOverall Sense of BelongingThe overall favorable response for a sense of belonging among 4th and 5th graders stands at 70%. This figure indicates a solid foundation of community and connection within the student body. However, it also signals room for improvement, particularly as we strive to create a more inclusive environment for all students.4th Grade: The 4th grade demonstrates a slightly higher favorable response rate at 72%, which is encouraging. This suggests that students in this grade may feel more connected and supported in their learning environment compared to their 5th-grade counterparts.5th Grade: In contrast, the 5th grade reports a favorable response rate of 68%, indicating a slight dip in the sense of belonging as students transition to this grade. This decrease may warrant further investigation to understand the factors contributing to this trend and to implement targeted strategies to enhance belonging in this group.Belonging Among African American (AA) StudentsThe sense of belonging among the African American student group is notably lower, with only 61% of 4th and 5th AA students responding favorably. This statistic raises concerns about the inclusivity of our school culture, particularly for students from this demographic.4th AA Students: A favorable response rate of 58% among 4th grade AA students suggests that this group may feel less integrated into the school community. This finding emphasizes the need for tailored interventions to promote belonging and address any barriers these students may face.5th AA Students: Conversely, the 5th grade AA students show a more favorable response rate of 66%. While this is an improvement, it still falls below the overall average, indicating that there is ongoing work required to ensure that all students, particularly those from marginalized groups, feel fully included.Belonging Among English Language (EL) LearnersThe EL student group displays a more positive sense of belonging, with 73% of 4th and 5th grade EL students responding favorably. This figure is encouraging and suggests that the school may be effectively supporting these students in their integration and connection to the school community.4th EL Students: The favorable response rate in 4th grade EL students is particularly high at 78%, indicating that this group feels well-supported and included in the school environment.5th EL Students: However, the 5th grade EL students report a lower favorable response rate of 68%. This decline mirrors the trend seen in the general 5th-grade population and highlights the need for continued focus on maintaining a sense of belonging as students progress to higher grades.

Pulse Survey Findings in Spring 2024

Belonging: 70% of 4th and 5th Graders responded favorably for Sense of Belonging
4th Grade: 72% responded favorably overall
5th Grade: 68% responded favorably overall
Belonging (AA Student Group) - 61% of our 4th and 5th AA Student group responded favorably
4th AA Student Group - 58% responded favorably
5th AA Student Group - 66% responded favorably
Belonging (EL Student Group) - 73% of our 4th and 5th grade EL student group responded favorably
4th EL: 78% responded favorably
5th EL: 68% responded favorably

Overall Sense of Belonging
The overall favorable response for a sense of belonging among 4th and 5th graders stands at 70%. This figure indicates a solid foundation of community and connection within the student body. However, it also signals room for improvement, particularly as we strive to create a more inclusive environment for all students.

4th Grade: The 4th grade demonstrates a slightly higher favorable response rate at 72%, which is encouraging. This suggests that students in this grade may feel more connected and supported in their learning environment compared to their 5th-grade counterparts.
5th Grade: In contrast, the 5th grade reports a favorable response rate of 68%, indicating a slight dip in the sense of belonging as students transition to this grade. This decrease may warrant further investigation to understand the factors contributing to this trend and to implement targeted strategies to enhance belonging in this group.
Belonging Among African American (AA) Students
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5th AA Students: Conversely, the 5th grade AA students show a more favorable response rate of 66%. While this is an improvement, it still falls below the overall average, indicating that there is ongoing work required to ensure that all students, particularly those from marginalized groups, feel fully included.
Belonging Among English Language (EL) Learners
The EL student group displays a more positive sense of belonging, with 73% of 4th and 5th grade EL students responding favorably. This figure is encouraging and suggests that the school may be effectively supporting these students in their integration and connection to the school community.

4th EL Students: The favorable response rate in 4th grade EL students is particularly high at 78%, indicating that this group feels well-supported and included in the school environment.
5th EL Students: However, the 5th grade EL students report a lower favorable response rate of 68%. This decline mirrors the trend seen in the general 5th-grade population and highlights the need for continued focus on maintaining a sense of belonging as students progress to higher grades.

Culture/Climate Goals

By June 2025, an increase of 15% in Spring 2025 compared to Spring 2024 in the area of Sense of Belonging as measured by the Pulse Survey.
Black/African American students' sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2025 on the Pulse Survey.

Actions: At the start of the school year, teachers in grades TK-5 identify their students in each demographic subgroup for academic and SEL planning and progress monitoring. The Pulse Survey is given to grades 4-5 three times a year. As described in the analysis, the Sense of Belonging is our lowest overall

area so we choose this as our target area for improvement. This was a focus for last year as well and while SEL Harmony practices were significantly improved from prior years, we did not see as much evidence of this in our 2024 Spring Pulse Survey results. Our African American students showed the least favorable response to questions for Sense of Belonging. The following are practices intended to improve overall school culture with all stakeholders and our student sense of belonging:
- Teachers set Harmony Goals collaboratively with their students at the start of the school year. These shared expectations are reviewed and revised as needed, to ensure a safe, inclusive and positive classroom setting.
-Teachers hold daily morning meetings where students participate in reflection, sharing, problem solving, and community building activities.
-Teachers partner students with different "Buddies" every 1-2 weeks and provide opportunities for students to work with peers they might not partner with on their own. Students particapate in converstations and friendship building activities to get to know one another's interests and experiences.
-The school has a set of Guidelines for Success/shared expectations, which are positively reinforced with Wizards Slips for individual students who demostrate all of some of the guidelines for success: Be Scholarly, Be Safe, Be Respectful, Be Responsible. All staff are asked to notice and positively reinforce good choices for all students, with special attention to AA, SWD, and students who have been identified as needing extra care/attention.
-Monthly assemblies are held where students are recognized for academic achievement, positive character traits, and attendance. Families are invited to attend. The school Guidelines for Success are reviewed.
- Academic Growth assemblies are a new practice this year. 2-3 times per year, the school holds a student recognition assembly for students who have made typical growth, stretch growth, or are on target for grade level standards, as measured by iReady. The first assembly of the year, recognized growth on SBAC from one year to the next. While this is an academic recognition, it is another inclusive practice in which all of our school stakeholders participate in celebrating progress toward goals. We are hoping this will improve the Sense of Belonging for our students.
-Whittier holds 2-3 Family Gathering events each year. It is organized by the school counselor, psychologist, parent/community facilitator, PTO and office staff. Teachers also participate in these family gathering. Our gatherings show the diversity and inclusivity of our school community. Community Based Organizations are invited to provide outreach to our families from all backgrounds and volunteers are racially and culturally representative of our community.
-Whittier holds an annual Multicultural Fair. Students, staff and family are invited to wear traditional dress representing their culture/cultures. Food from different cultures is sold at the fair. Students and community guests perform traditional songs and dance for the school community. There is sense of pride in each cultures' uniqueness and a sense of unity within our school climate.
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-Each year we hold a Career Day. Community and family members of all backgrounds, from a variety of careers and professions, are invited to be guest speakers in our classrooms.
- Our school recognizes and celebrates cultural heritage with cultural spirt weeks during the year, including but not limited to: Black History week, HBCU week, Asian American Pacific Islander week, Hispanic/ Latino American week, Women's History week. Teachers have lessons for each of these special recognition weeks.
- The school counselor conducts wellness lessons in all classrooms.
- Support staff conduct 2x10's with students who have been identified as needing extra attention. A staff member is assigned to one or more students. That

staff member will then check-in for each student individually for 2-5 minutes for 10 days. The focus of the meet up is to build rapport and "get to know each other"; to show interest in the student and their experience.
-Custodial staff offer opportunity for "helpers" to assist with cafeteria organization and clean up. Student make friends and earn incentives for their positive community service.
-Friendship counseling groups are formed based on student need and referral.
-Recreation staff, the principal and school counselor participated in PBIS (Positive Behavior Intervention Strategies) training provided by the Office of Student Support Services.
-Kinder team holds beginning of the year meetings with each family to learn about families and interests. They welcome families for a variety of events during the year.
-Parent engagement will continue to grow with parent committees, workshops and volunteer opportunities.
Progress monitoring:
- Principal, counselor, and school psychologist analyze Core Survey and Pulse Survey results by subgroup and by class to identify areas of concern. Student comments are reviewed from the Pulse Survey for SEL support.
-Principal conducts classroom observation and provides feedback on peer interactions, adult and student actions, classroom environment.
-Principal, psychologist, and counselor review referral and incident data to ensure patterns of referrals and adult actions are not impacting African American or any other subgroup with greater frequency.
-Check-in's take place for students needing extra support with behavior or those needing additional emotional support.
-MTSS meetings are held monthly to review intervention for students with academic and social emotional needs.
-Principal meets with teachers for 1-1 meetings 1-2 times each semester
-School event participation is tracked by class and event sign-ins.

Attendance Action: Improving regular attendance has been of focus at Whittier. The 2023 CDE Dashboard shows our Asian American subgroup at-risk for chronic absenteeism with a 36.2% rate. However, the 2024 Dashboard report shows a significant drop in chronic absenteeism from 36.2% to 14.6%, improvement, moving this group from the red to the yellow range. This is a -21.5 change from year to year, which is positive.
Overall chronic absenteeism went down for all subgroups from the 2023 Dashboard Report to the 2024 report.
Actions:
-Whittier was part of an All In Attendance support, District intervention for the 2023-2024 school year. The school counselor and office staff worked in collaboration with LBUSD Student Support Services
-SART meetings were held with families whose children were chronically absent (90% or less) or at-risk of becoming chronically absent.
-Office staff, school counselor and district support followed up with families of identified students
-Families and students were acknowledged and celebrated for improved attendance including our Asian American families.
-Office staff and counseling staff coordinated with the school nurse to support families with health and mental health resources.
-Classroom attendance tracking and grade level incentive based competitions was started.
-Classes with perfect attendance display flags outside of their classrooms

-Classes with 10 days of perfect attendance receive a popcorn or ice cream "party".
-Class and student recognition of perfect attendance are included at student assemblies.
-Teachers contact families after 2 consecutive absences. Office clerk contacts families if absences continue
-ELAC/Parents of ELL students review attendance data and advise the SSC on ways to engage the community and improve attendance.
-Attendance updates are provided in parent bulletins.
Progress monitoring:
Regular daily attendance is monitored for all students month to month, including for our focus groups from the 2023 Dashboard: Asian American and African American, Homeless, and Students with Disabilities
-Office staff, principal and counselor run monthly reports to track attendance and identify intervention.

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Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	**Prior Year Goal**	**Status**	**Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment**	**For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals**
ELA	1) Based on the ELA findings, there has been an overall decrease in growth on SBAC ELA, FRSA, and iReady ELA. In order to close the opportunity gap for our African American, Latinx, Hispanic, and English Language	Goal Partially or Not Met	Overall, only 25% of students in grades 3-5 met or exceeded the ELA expectations, with 70 out of 288 students achieving this benchmark. This low performance indicates underlying issues that need to be addressed to enhance	To have a more positive impact on this year's goals, Whittier Elementary will be implementing several key modifications to our programs and services. This includes providing professional development on formative assessments to support teachers with differentiating instruction and meeting the diverse needs of our students.

	Learner subgroups, teachers will engage in professional development on quality core instruction. This includes, but not limited to, equitable and inclusive learning environments, equitable instruction, student engagement, and evidence of learning (ie. deepening their understanding of the literacy accelerators, and designated ELD). As part of ongoing progress monitoring, Whittier's IIC, literacy specialists, reading recovery teachers, grade level teams, and individual teachers will engage in quarterly data meetings, quarterly data meetings, PDSA cycles, and professional reflection opportunities to track growth towards the following goals. ELA goal(s): By June 2024, student proficiency on SBAC ELA will increase from 18 to 47%. By June 2024, student proficiency for African American subgroup on SBAC ELA will increase from 15% to 44%. By June 2024, student proficiency for Hispanic and Lantinx subgroup on SBAC ELA will increase from 12% to 41%.		ELA skills school-wide. Examining the grade-level data, the 3rd grade had the lowest performance, with only 20% of students meeting or exceeding expectations. The 4th and 5th grades showed slightly higher, but still concerning, results at 25% and 28% respectively. These findings suggest a need for targeted interventions and a closer analysis of instructional practices and curriculum. The analysis of the African American student group is even more alarming, with only 13% meeting or exceeding ELA expectations overall. In 3rd grade, there were no African American students who met or exceeded expectations, highlighting the urgent need for tailored support and resources for this group. The 4th and 5th grade African American students showed some improvement, but their performance remained far below the school average.	These formative assessment strategies will be embedded into both ELA and Math lessons. Additionally, our Instruction and Intervention Coordinator will be working with grade level teams in the upper grades on professional development with formative assessments to embed in English Language Arts and differentiation in small group instruction for grades 3-5. The Principal and instructional leadership team will provide coaching, support, and feedback to teachers around quality core instruction in English Language Arts in order to meet the accelerated ELA goals to close the achievement gap. We will also continue to provide coaching support from our Instruction and Intervention Coordinator, as well as district-wide professional development opportunities. Teachers will also receive lesson observations and individualized coaching support from our Literacy Lead for grades K-2. Finally, we will be implementing push-in literacy support for grades K-2 to further bolster student learning and achievement in these critical early years. These multifaceted efforts are designed to ensure we are meeting the unique needs of all our students and making meaningful progress towards our annual goals.

	By June 2024, FRSA overall proficiency will increase from 39% to 60% (K), 44% to 70% (1st) and 44% to 70% (2nd). By June 2024, Print Concepts proficiency will increase from 79% to 90% (K) By June 2024, Phonemic Awareness proficiency will increase from 47% to 65% (K) and 79% to 90% (1st) By June 2024, Phonics and Word Recognition proficiency will increase from 59% to 70% (K), 54% to 71% (1st) and 46% to 72% (2nd). EL goal(s): By June 2024, student proficiency for RFEP subgroup on SBAC ELA will increase from 12% to 44% By June 2024, student proficiency for ELL subgroup on SBAC ELA will increase from 12% to 39%			
Math	1) Based on the Math findings, there has been an overall	Goal Partially or Not Met	Overall, only 13% of students in 1st and 2nd grades are classified as	To positively impact our Math goals this year, Whittier Elementary will be implementing several

	decrease in growth in SBAC Math and i-Ready. There is an overall performance gap of 15% or more compared to the District average in i-Ready. In order to close the opportunity gap for our African American, Latinx, Hispanic, and English Language Learner subgroups, teachers will engage in professional development on quality core instruction. This includes, but not limited to, equitable and inclusive learning environments, equitable instruction, student engagement, and evidence of learning (ie. small group instruction for intervention/enrichment and designated ELD). As part of ongoing progress monitoring, Whittier's IIC, grade level teams, and individual teachers will engage in quarterly data meetings, PDSA cycles, and professional reflection opportunities to track growth towards the following goals. Math goal(s): By June 2024, student proficiency on the SBAC Math will increase from 15% to 44%. By June 2024, student proficiency for African American		Early On or Mid Above in foundational math skills, indicating a critical need to strengthen these essential concepts among our early learners. The 1st grade performance is particularly concerning, with only 12% demonstrating proficiency, while the 2nd grade shows a slightly higher but still low percentage of 14%. Examining the African American student group, the overall performance is slightly better at 16% Early On or Mid Above, but this still reflects a substantial need for focused support. The 1st grade African American students showed a promising 22% meeting proficiency, but this dropped significantly to 10% in 2nd grade, underscoring the importance of continuous, targeted interventions. In the upper elementary grades, the SBAC Math assessment results are equally troubling. Across grades 3-5, only 20% of students met or exceeded expectations, with a concerning decline from 3rd grade (25%) to 4th grade (23%) and 5th grade (15%). This trend suggests that students are struggling to retain and apply their math knowledge as	key program modifications. This includes providing professional development for teachers on formative assessments to support differentiating instruction and meeting diverse student needs. These formative assessment strategies will be embedded into both ELA and Math lessons. Additionally, the Principal and instructional leadership team will provide ongoing support, professional development through grade level release days, and feedback to teachers. In addition, the creation of a Math lab connected to professional development led by our Math Lead and instructional leadership team will be in alignment with building thinking classrooms. We will continue to provide coaching support from our Instruction and Intervention Coordinator and our Math Lead. Teachers will also receive district-wide professional development, lesson observations, and individualized coaching support from our Math Lead, specifically for grades 3-5. We are also actively working on aligning our Math curriculum and instruction from 1st through 5th grade to ensure a cohesive learning progression. Finally, we will be implementing push-in Math intervention support for students in grades 3-5 to provide additional targeted assistance. Our math interventionist will be pushing into classrooms to support differentiated math small group instruction.

	subgroup on SBAC Math will increase from 0% to 35%. By June 2024, student proficiency for Hispanic and Latinx subgroup on SBAC Math will increase from 11% to 40%. By June 2024, student proficiency for RFEP subgroup on SBAC Math will increase from 29% to 44%. By June 2024, student proficiency for ELL subgroup on SBAC Math will increase from 9% to 36%.		they progress through the grades. The performance of the African American student group on the SBAC Math assessment is even more alarming, with only 15% meeting or exceeding expectations overall. The 3rd grade had the highest percentage at 13%, but this dropped to 15% in 4th grade and a mere 10% in 5th grade. These data points highlight the critical need for comprehensive, targeted interventions and instructional strategies to address the math proficiency gaps at Whittier Elementary, particularly for our African American students. Collaborative efforts between educators and administrators to analyze instructional practices, provide differentiated support, and continuously monitor student progress will be essential in driving meaningful improvements in math achievement across all grade levels.	These multifaceted program modifications are designed to strengthen core Math instruction, differentiate for individual student needs, and accelerate Math achievement across all grade levels to meet our annual goals.
English Learner	1) Based on the English Language Learner findings, there has been an overall decrease in growth on SBAC ELA and SBAC Math. In order to close the opportunity gap for our English	Goal Partially or Not Met	1st and 2nd Grade EL Students Struggle with Math, but Show Stronger Literacy Skills; Urgent Need for Targeted Interventions and Differentiated Instruction to Support EL Students	To positively impact our goals this year, Whittier Elementary will be implementing several key program modifications to better support our English Language Learners. This includes providing professional development for teachers on effective Designated ELD instruction in small

	Language Learner subgroups, teachers will engage in professional development on quality core instruction. This includes, but not limited to, equitable and inclusive learning environments, equitable instruction, student engagement, and evidence of learning (ie. deepening their understanding of the literacy accelerators, and designated ELD). As part of ongoing progress monitoring, Whittier's IIC, literacy specialists, reading recovery teachers, grade level teams, and individual teachers will engage in quarterly data meetings, quarterly data meetings, PDSA cycles, and professional reflection opportunities to track growth towards the following goals. By June 2023, student proficiency in EL+RFEP subgroup on the SBAC ELA will increase from 27% to 50% By June 2023, student proficiency in ELL subgroup on the SBAC ELA will increase from 12% to 40% By June 2023, student proficiency in EL+RFEP on the SBAC Math will increase from		The data reveals a mixed picture of achievement for English Learner (EL) students. In iReady Math, only 8% of 1-2 grade EL students achieved proficiency, indicating a critical need for interventions to improve math skills. While 1st grade EL students performed better at 16%, 2nd grade plummeted to 0%, underscoring the urgency to address gaps in math understanding. In contrast, the FRSA (K-2) results show 54% of EL students meeting or exceeding literacy expectations. Kindergarteners demonstrated the strongest performance at 69%, suggesting early interventions may be effective. However, the 1st (50%) and 2nd (45%) grade declines highlight the need for continued support as students transition to more complex content. The SBAC data raises serious concerns, with only 6% and 4% of EL students meeting or exceeding expectations in ELA and Math across grades 3-5, with the weakest performance in 5th grade. The ELPI data shows 37.9% of EL students made progress in English proficiency, while 25.5% experienced a decrease, underscoring the need for	group settings. The instructional leadership team and our multi-tiered system of support (MTSS) team will hold bi-weekly meetings to closely monitor the progress of English Language Learners in both whole class and small group instruction. During these meetings, they will track student progress and provide ongoing support and coaching to teachers on implementing both Integrated and Designated ELD strategies. The instructional leadership team will collaboratively work with teachers on progress monitoring of English Language Learners. This will ensure teachers have the support they need to effectively track student growth and make data-driven instructional decisions. The instructional leadership team will also work closely with teachers to ensure high-quality Integrated ELD is occurring throughout all content areas, while also supporting them with delivering targeted Designated ELD lessons to address specific language development needs. This comprehensive approach to supporting our English Learners, combined with the professional learning opportunities, will help accelerate their language proficiency and academic achievement. These program modifications are essential to meeting the unique needs of our diverse student population and ensuring equitable outcomes for all.

	29% to 60%. By June 2023, student proficiency in ELL on the SBAC Math will increase from 9% to 36%.		immediate intervention. These results emphasize the urgent need for comprehensive strategies to support EL students. Targeted interventions, differentiated instruction, and ongoing professional development are crucial to effectively address their diverse needs and empower them to succeed.	
Culture/Climate	1) By June 2023, overall self management according to the CORE survey will increase by 11% from 59% to 70%. By June 2023, overall self efficacy according to the CORE survey will increase by 16% from 54% to 70%. Culture/Climate goal(s): By June 2023, overall chronic absenteeism will be reduced from 16.9% to 9.3%. By June 2023, chronic absenteeism for African American subgroup will be reduced from 26.2% to 18.6%. By June 2023, chronic absenteeism for Hispanic subgroup will be reduced from 17.5% to 9.9%. By June 2023, chronic absenteeism for ELL subgroup will be reduced from 16.4% to 8.8%	Goal Met	The data analysis on students' sense of belonging reveals a mixed picture, with overall favorable responses at 70% among 4th and 5th graders, but with notable differences across student subgroups. While the 4th grade overall shows a slightly higher favorable rate of 72%, the 5th grade dips to 68%, suggesting a need to investigate factors contributing to this decline. The African American (AA) student group stands out with a lower favorable response rate of 61%, with 4th grade AA students at 58% and 5th grade AA students at 66%. This highlights concerns about the inclusivity of the school culture, particularly for marginalized groups, and the need for targeted interventions to promote a stronger sense of belonging.	To have a more positive impact on the current year's goals for school culture and climate, several key modifications are planned. First, the addition of a Parent-Community Facilitator role will be instrumental in increasing family engagement. This position will serve as a bridge between the school and the community, fostering stronger partnerships and ensuring that families feel welcomed and empowered to be active participants in their children's education. Secondly, the school will continue its investment in professional development, with a focus on the Sanford Harmony Social-Emotional Learning (SEL) curriculum. By deepening teachers' understanding and implementation of this evidence-based program, the school aims to cultivate a more supportive and nurturing learning environment, where students' social-emotional needs are addressed alongside their academic growth. This professional development will also include a continued emphasis on the CASEL competencies, which are essential in maintaining and increasing the implementation

			In contrast, the English Language (EL) learner group displays a more positive sense of belonging, with 73% of 4th and 5th grade EL students responding favorably. The 4th grade EL students show an exceptional 78% favorable rate, while the 5th grade EL students dip to 68%, mirroring the overall trend. These findings suggest that the school may be effectively supporting EL students' integration and connection to the school community, but continued focus is needed to maintain this positive trajectory.	of a culturally responsive and sustaining classroom that affirms identity, agency, and voice. Additionally, the school will maintain its commitment to the Morning Meeting approach, which has proven effective in building a sense of community and fostering positive relationships among students and staff. This practice will be further strengthened through the implementation of a Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) frameworks.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Based on Multi-Tiered System of Support (MTSS) as an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success, the psychologist will serve as the coordinator for the specifically designed Whittier Multi-Tier Student Support for Social Emotional Learning (SEL) matrix. This primarily includes direct support to at-risk students within tier 2 of the model for check in/check out for attendance, social groups and grief counseling and tier 3 for, but not limited to, SST, 504 and special education assessment and planning. He/she will also provide support and professional development for all staff regarding tier 1 interventions. Additionally, the psychologist will facilitate group counseling on topics such as motivation and conflict resolution and provide direct services to students in need of behavioral interventions to improve civility, self-awareness and self-efficacy. He/she will consult with the parents, teachers, other school personnel, and community agencies to enhance support for interventions and next steps for students. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Based on Multi-Tiered System of Support (MTSS) as an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success, the counselor will serve as a point person within the specifically designed Whittier Multi-Tier Support for Social Emotional Learning (SEL) matrix. This primarily includes direct support to at-risk students within tier 2 of the model for check in/check out for attendance, social groups and grief counseling and tier 3 for, but not limited to, SST, 504 and special education assessment and planning. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Compliance/SEL Facilitator will serve as co-coordinator of Whittier's MTSS model. Additionally, the Compliance/SEL Facilitator will provide to targeted students population reseached-based literacy interventions (i.e. SIPPS and LLI) and designated ELD (i.e. multilingual newcomers). (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

To facilitate collaborative planning sessions and PD to develop strategic planning and establish the delivery of high quality Common Core instruction integrating English Language Arts, science, technology, engineering, visual and performing arts, and mathematics to support the STEAM program and social emotional learning (SEL) aligned to Whittier's school vision. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require: Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language. Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language. Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students’ instructional Reading level (Newsela) Thinking Maps i-Ready Personalized Learning ELLevation iReady

and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.	summative Assessments	

Core Program - Writing		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following: • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students	Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays “On Demand” Reading/Writing assessments Culminating Writing Task Research Task & Presentation SBAC Summative assessment (Grades 3-8)	Wonders / Maravillas (Dual Immersion) and associated ancillary materials Write from the Beginning supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Newsela Thinking Maps

Core Program - Math		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice. As part of the K-5 Units of Instruction, all K-5 students will engage in: • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks	Formative Assessment Lessons embedded into the Unit of Instruction End-of-Unit Assessment embedded into the Unit of Instruction SBAC Summative assessment (Grades 3-8)	LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines HMH - GoMath Textbook Series ST Math Individual Journey

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 are in need of direct services for SEL according to CORE survey and at-promise data measures beyond the LBUSD allocation and desribed duties for a Compliance/SEL Facilitator. Literacy intervention and language support to support at-promise students kindergarten through 2nd grade. Elementary Reading - FRSA|50, EL Reclassification|50	Compliance/Parent Community Facilitator will serve as co-cordinator of Whittier's MTSS model. Additionly, the Compliance/SEL Facilitator will provide to targeted students population reseached-based literacy interventions (i.e. SIPPS and LLI) and designated ELD (i.e. multilingual newcomers).	English Learners, Identified At-Risk Students, Other Targeted Students	LCFF $13,545 Title 1 $76,753 Program Facilitator .5 FTE - LCFF 15%; Title 1 85%	08/19/2024 - 06/20/2025 Daily	Compliance/Parent Community Facilitator	Data collected from the process governing the Whittier Multi-Tier Support for Social Emotional Learning matrix. Number of recommendations for additional support for students. Implement research-based literacy interventions (i.e. SIPPS and LLI). Elementary Reading - FRSA|50, EL Reclassification|50

Students and teachers need access to relevant and research based resources and learning environments to develop high quality core instruction for all students. Other College Readiness Measures|50, Core Curriculum|50	To purchase technology equipment and other related materials to support the implementation quality core instruction and differentiation aligned to culture, climate, and academic action plans and school vision.	African-American, All Staff, English Learners, All Students	LCFF $7,000 Materials - LCFF 100%	07/01/2024 - 06/15/2025 Semester	TK-5 Teachers IIC Math Lead Literacy Lead Administrator	Program Implementation Classroom Observations PDSA Cycle IIC and Leads Agendas Other College Readiness Measures|50, Core Curriculum|50

Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Transitional Kindergarten (TK) is the first year of a two year program designed for students whose 4th birthday falls between September 2nd and June 2nd. TK is a full day program designed to encourage language communication and hands-on opportunities for learning. In addition to the district's transition support, Whittier Elementary School provides the following to assist our transitional kindergarten parents and new kinder students: TK and Kindergarten Teachers present an informational meeting to parents and guardians in English, Spanish, and Khmer. Parents and guardians learn what is expected of their child for the year as well as what the teacher will focus on throughout the year. TK and Kindergarten teachers engage in parent and guardian partnership meetings where they engage in family interviews	At Whittier Elementary, we understand the importance of providing a seamless transition for our students as they progress from elementary to middle school. We are committed to equipping our 5th graders with the academic, social-emotional, and organizational skills needed to thrive in the middle school environment. Our transition program is built around three key pillars: overarching academic themes, the annual Middle School Choice Fair, and targeted support from Whittier teachers and staff. Academically, we maintain a focus on developing strong literacy, mathematics, and social-emotional skills throughout the elementary years. This foundation ensures our students enter 6th grade	

to get to know the family and student. Teachers explain the importance of building a strong foundation with a relationship centered partnership, attendance, and staying connected with the school. The TK and Kindergarten teachers provide weekly updates to families in a newsletter that updates them on what students are learning and upcoming events.	prepared to tackle more advanced coursework. Importantly, we also incorporate parent training sessions into our transition program. This empowers families to continue supporting their child's learning at home during this pivotal time. In March, Whittier encourages families to attend the Middle School Choice Fair held for all elementary schools in Long Beach Unified School District. This event provides a comprehensive overview of what to expect in middle school. Families learn about 6th grade academic expectations, receive guidance on the registration process, and get the opportunity to participate in math and literacy training workshops. The fair also showcases the wide array of extracurricular activities available to new middle schoolers. To complement the Choice Fair, Whittier's teachers and staff take an active role in guiding students through the middle school application procedures. Our 5th grade teachers place a special emphasis on helping students develop strategies for organization and scholarly character traits needed to thrive, such as maintaining an orderly system for their materials and arriving to class on time. By aligning our academic program with targeted transition support, we are confident that Whittier students will be poised for success when they take the leap to middle school.	

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**
Students and tachers need access to engaging materials and equipment that create an engaging physical learning enviornments to develop physical, cognitive, and social emotional skills. Culture-Climate Survey (Student-Staff)|40, Culture-Climate Survey (Parent)|30, SEL Survey|30	To purchase related materials to support the implementation of Whittier's academic action plans aligned to the school visionto accelerate learning and close the achievement gap.	Title 1 $2,000 Materials - Title 1 100%	07/01/2024 - 06/15/2025 Annually	TK-5 Teachers Recreation Staff Administrators	Site-Based Decision Making Team Agendas Playground Observations Referral Data CORE Survey Results Unit Assessments in ELA and Math iReady Assessments

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
Staff needs collaborative planning sessions to develop strategic planning and establish the delivery of high quality Common Core State Standards-based lessons that integrate ELA, mathematics, social studies, science and technical subjects and Social emotional learning (SEL) strategies. SBAC ELA|20, SBAC Math|20, Elementary Reading - FRSA|30, Other|30	To facilitate collaborative planning sessions and PD to develop strategic planning and establish the delivery of high quality Common Core instruction integrating English Language Arts, science, technology, engineering, visual and performing arts, and mathematics to support quality core tier 1 instruction and social emotional learning (SEL) aligned to Whittier's school vision.	LCFF $7,675 Substitute teacher half day (26) for 2 days - LCFF 100%	08/14/2024 - 06/16/2025 Semester	Teachers K-5, LBUSD OCIPD personnel, professional organizations	CDS Feedback Staff Meetings ILT led PD Grade Level Plan and Goals Unit Study Release Day Agenda (s) Professional Reading(s Classroom Observation and Feedback ILT led PD ILT Plan and Goals Lesson Study Release Day Agenda (s) iReady Diagnostic and Growth Spotlight on Instruction Professional Reading (s)

Staff needs collaborative planning sessions to develop strategic planning and establish the delivery of high quality Common Core State Standards-based lessons that integrate ELA, mathematics, social studies, science and technical subjects and Social emotional learning (SEL) strategies SBAC ELA|20, SBAC Math|20, Elementary Reading - FRSA|20, Other|40	To facilitate collaborative planning sessions and PD to develop strategic planning and establish the delivery of high quality Common Core instruction integrating English Language Arts, science, technology, engineering, visual and performing arts, and mathematics to support quality core tier 1 instruction and social emotional learning (SEL) aligned to Whittier's school vision.	Title 1 $3,838 Substitute teacher half day (26) for 1 days - Title 1 100%	08/14/2024 - 06/14/2025 Semester	Teachers K-5, LBUSD OCIPD personnel, professional organizations	CDS Feedback Staff Meetings ILT led PD Grade Level Plan and Goals Unit Study Release Day Agenda (s) Professional Readings Classroom Observation and Feedback ILT Led PD ILT Plan and Goals Lesson Study Release Day Agenda (s) iReady Diagnostic and Growth
Staff needs additional professional development opportunities to continue deepening understanding of best practices for ELA, Math, STEAM, and social emotional learning. Core Curriculum|100	Participate in professional conferences (ELA, Math, STEAM, and Social Emotional Learning) to further develop best practices and provide professional development to staff and parents/guardians aligned to Whittier's culture and climate and academic action plans and school vision.	LCFF $3,750 Title 1 $1,250 Services - LCFF 75%; Title 1 25%	07/01/2024 - 06/15/2025 Annually	TK-5 Teachers Administration Literacy and Math Lead IIC	Conference Registration Conference Agenda (s) Classroom Observations Professional Development Professional Reading (s)

Describe Teacher Involvement

Teachers are provided professional development by our Instructional Leadership Team, MTSS team, and Administration team. Teachers reflect on their teaching practices and review student work during their grade level meetings. Teachers engage in PDSA cycles to reflect on their teaching practices and collaborate on next steps to meet the needs of their students. Teachers participate in collaborative inquiry walk-throughs, collaborative data studies, and use the feedback to further strengthen their teaching practices.
Elected teachers serve on the School Site Council team in addition to the principal and elected parent representatives.

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Method for Assessing Effectiveness**
Parents new to Whittier need specific information to successfully start the school year and become involved in the school community at large. Assessment data is needed as an additional metric in creating balanced classes. Culture-Climate Survey (Parent)|100	Whittier will provide an orientation day for all transitional kindergarten and kindergarten parents enrolled for the new school year. This orientation will include detailed information about programs, logistics, systems and involvement opportunities available for parents and students. Selected staff members will administer preassessments to students to assist in the placement process for the 2024-25 school year.	Par Inv $2,337 Teacher Hourly Extra Comp (5) for 5 hours annually - Par Inv 100%	08/19/2024 - 06/15/2025 Annually	Selected Certificated Staff Administrators	Sign-in sheets Assessment Data

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)	89601
Title I Parent and Family Involvement (3008)	4643

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	65660

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

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

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)
Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

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

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

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

Centralized Services

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

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

Assistance to Schools

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

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

Travel/Conferences
Enables staff to develop requisite knowledge about programs they lead.

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

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

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

Technology
Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Angel Mikaele	
Staff	Classroom Teacher	Julia Smith	06-15-2025
Staff	Classroom Teacher	Belkis Migueleiz	06-15-2026
Staff	Classroom Teacher	Liliana Booker	06-15-2026
Staff	Other School Personnel	Sarah Hankinson	06-15-2025
Community	Parent/Community Member	[redacted] Martinez	06-15-2025
Community	Parent/Community Member	[redacted] Vasquez	06-15-2025
Community	Parent/Community Member	[redacted] Harvey	06-15-2025
Community	Parent/Community Member	[redacted] Brooks	06-15-2026
Community	Parent/Community Member	[redacted] Smith	06-15-2026

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)	[redacted] Ramirez
DELAC Representative	Parent of EL Student (required)	[redacted] Rojas
Principal or Designee	Staff Member (required)	Angel Mikaele
Secretary	Parent of EL Student (required)	[redacted] Gamez

Name	Representing
[redacted] Gonzalez	Parent of EL Student
[redacted] Camacho	Parent of EL Student
[redacted] Escobar	Parent of EL Student
[redacted] Glez	Parent of EL Student
[redacted] Martinez	Parent of EL Student
[redacted] Ramirez	Parent of EL Student
[redacted] Rosas	Parent of EL Student
[redacted] Garcia	Parent of EL Student
[redacted] Martinez	Parent of EL Student

[redacted] Fenta	Parent of EL Student
[redacted] Fernandez	Parent of EL Student
[redacted] Lazo	Parent of EL Student
[redacted] Beltran	Parent of EL Student
Athena Uribe	Staff Member

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/02/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Continue to send the parent bulletin with updated information, including updates on ELPAC test schedule and results. Consider after school tutoring for ELL's ELAC members expressed appreciation for the communication and would like it to continue consistently. They said the translation is decent. One parent explained that her 1st grader is going to after school tutoring for extra help, several times a week and is making great progress
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data Language Census Data Other: iReady D1-D3 comparisons, FRSA and Pulse Survey results
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/09/2024

6. What was SSC's response to ELAC recommendations?	OCIPD is providing supportive training to teachers for ELD, both designated and integrated. Whittier has follow up professional development release days for teachers. The principal, Math and literacy coaches provide feedback on how to support language learners in their development. Principal will be exploring additional funds for tutoring after school for ELL's. Principal, counselor and support staff will update parents on ELL strategies and ELPAC updates to be provided in the weekly parent bulletin.

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/09/2024
2. The SSC approved the **Home-School Compact** on 09/25/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/09/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/20/2024
5. SSC Participated in the Annual Evaluation of SPSA:09/25/2024
6. The SPSA was approved at the following SSC Meeting: 10/09/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____ Printed Name: _____ Date: _____

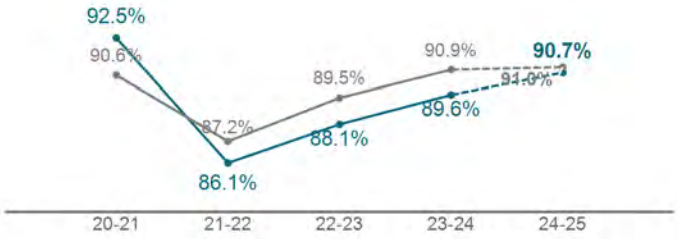
SSC Chair: _____ Printed Name: _____ Date: _____

ELAC Chair: _____ Printed Name: _____ Date: _____

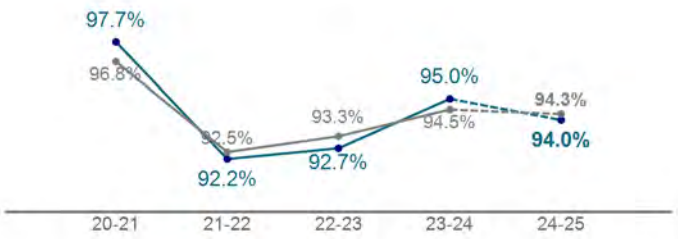
Attendance Rate

Whittier
All Students
N = 555

African American
N = 64



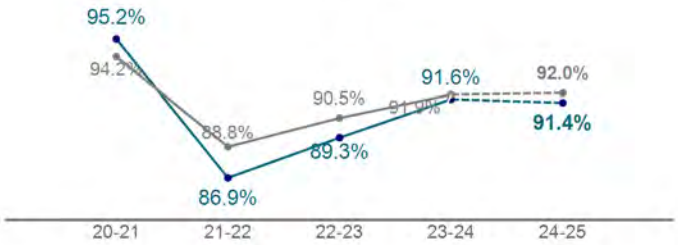
Asian
N = 75



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 385



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

Other

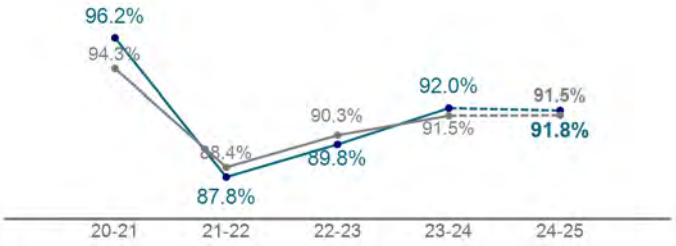
Subgroup with fewer than 20 students.

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

Attendance Rate

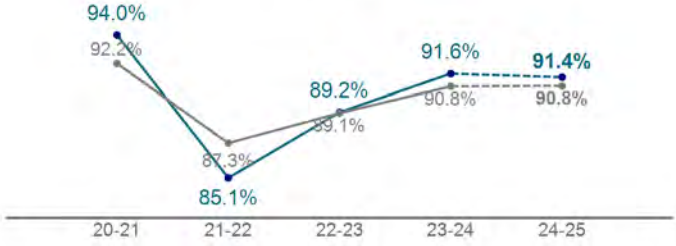
EL + RFEP
N = 227

Low SES
N = 474

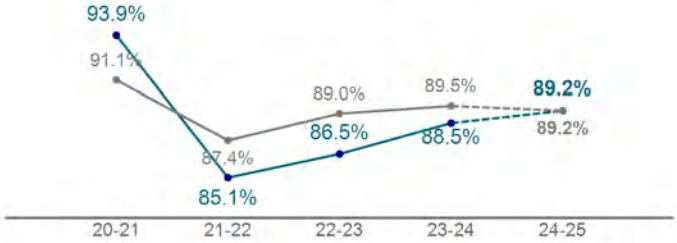


English Learner
N = 204

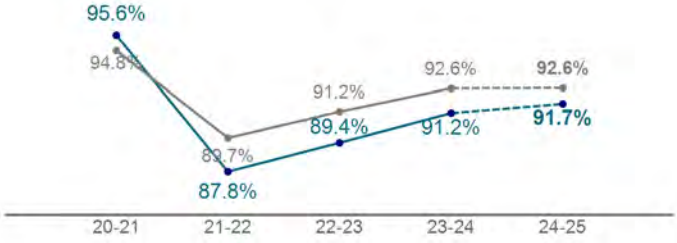
Special Education
N = 81



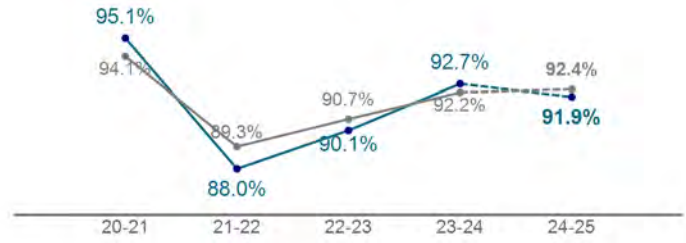
Homeless or Foster Youth
N = 42



Female
N = 257



Male
N = 298



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

[Submit Feedback]

[About this report]

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

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

Category		# Students	Percent by Category	Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate	ES Chronic Rate
All Students	598	598	8 19 16 20 36	27.8%	40.1%	43.8%	24.7%
Grade	Gr. TK	24	4 38 17 17 25	41.7%	52.0%	58.3%	38.0%
	Gr. K	92	11 17 22 18 32	28.3%	48.2%	50.0%	32.3%
	Gr. 01	92	16 25 16 15 27	41.3%	48.9%	57.6%	25.1%
	Gr. 02	91	7 23 13 22 35	29.7%	36.5%	42.9%	24.2%
	Gr. 03	83	6 17 16 23 39	22.9%	26.7%	38.6%	19.6%
	Gr. 04	104	5 16 14 16 48	21.2%	32.4%	35.6%	21.8%
	Gr. 05	112	7 14 15 25 38	21.4%	46.4%	36.6%	21.3%
Ethnicity	African American	65	15 22 20 20 23	36.9%	45.0%	56.9%	32.5%
	American Indian	2	50 50	0.0%	0.0%	0.0%	33.3%
	Asian	78	1 12 12 23 53	12.8%	30.8%	24.4%	14.2%
	Cambodian	89	1 12 11 26 49	13.5%	29.5%	24.7%	18.1%
	Filipino	3	33 33 33	33.3%	33.3%	33.3%	14.4%
	Hispanic	419	9 20 18 18 36	28.9%	42.1%	46.5%	27.2%
	Pacific Islander	2	100	0.0%	0.0%	0.0%	37.4%
	White	10	40 60	0.0%	16.7%	0.0%	11.9%
	Other	19	16 37 32 16	52.6%	53.8%	52.6%	20.5%
Gender	Female	289	10 20 18 16 37	29.8%	39.8%	47.4%	23.7%
	Male	309	7 19 15 24 36	25.9%	40.4%	40.5%	25.6%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 2/19/2025

Submit Feedback

About this report

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

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

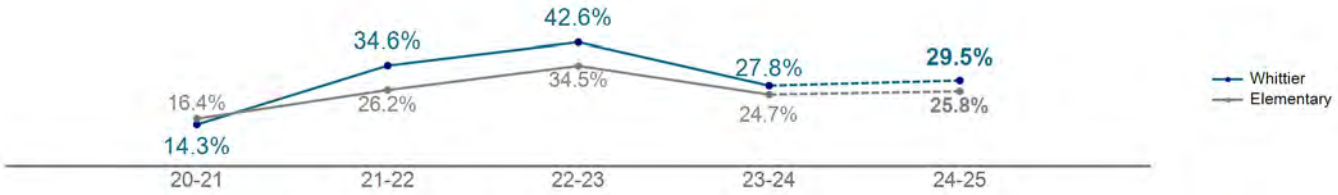
Special Populations	Low SES	491	8	19	17	21	35	26.5%	40.3%	43.8%	29.5%
	ELL	241	6	17	15	20	41	23.2%	34.7%	38.6%	27.0%
	RFEP	22		9		32	59	9.1%	24.4%	9.1%	12.1%
	EL + RFEP	263	5	17	14	21	43	22.1%	33.2%	36.1%	24.8%
	Special Ed.	86	9	19	19	20	34	27.9%	45.7%	46.5%	31.3%
	Spec Ed. Speech/RSP	19		5	11	16	21	47	15.8%	35.6%	31.6%	23.3%
	Homeless/Foster	54	17	26	11	17	30	42.6%	54.7%	53.7%	39.4%
	Foster	3				67	33	0.0%	83.3%	0.0%	31.7%
	Homeless	51	18	27	12	14	29	45.1%	51.1%	56.9%	40.7%
	GATE/Excel	66			11	14	26	50	10.6%	18.0%	24.2%	10.1%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

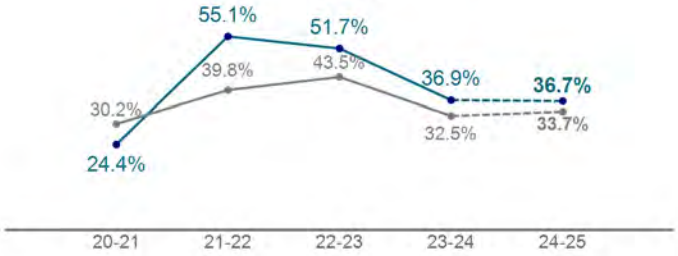
Run date: 2/19/2025

Percent of Students in the Moderately or Severely Chronic Categories

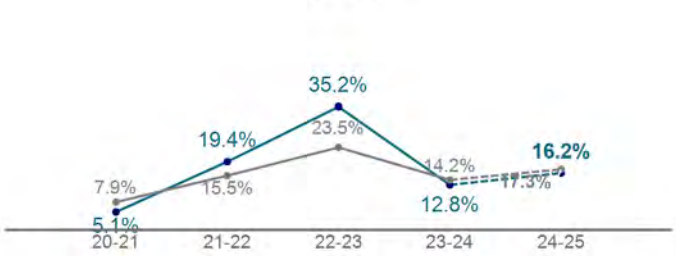
Whittier
All Students
N = 542



African American
N = 60



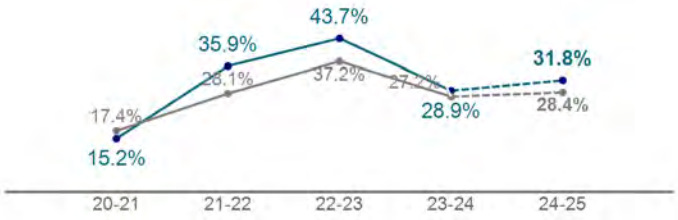
Asian
N = 74



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 377



Pacific Islander

Subgroup with fewer than 20 students.

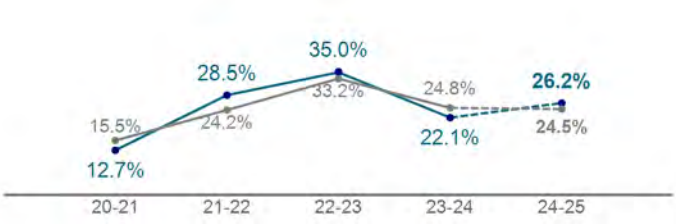
White

Subgroup with fewer than 20 students.

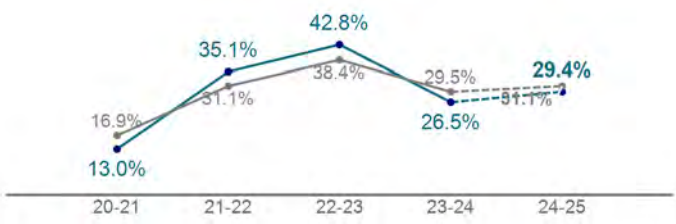
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

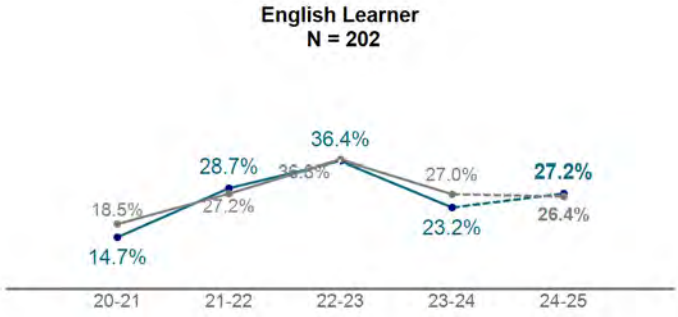
EL + RFEP
N = 225



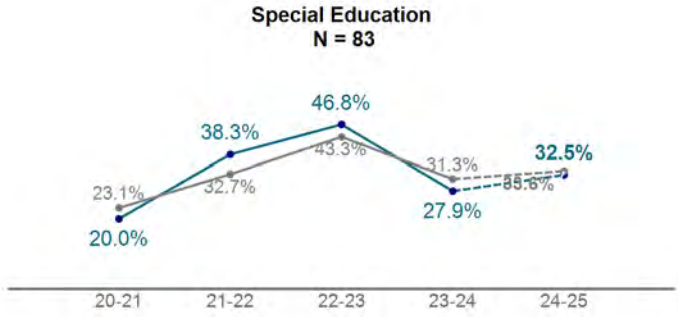
Low SES
N = 472



English Learner
N = 202



Special Education
N = 83



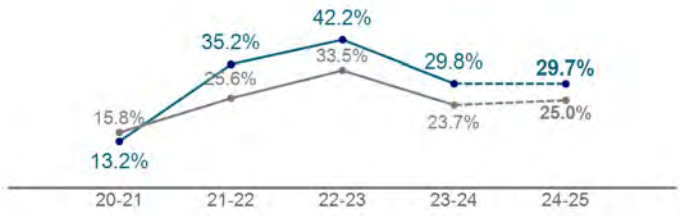
Homeless or Foster Youth

Subgroup with fewer than 20 students.

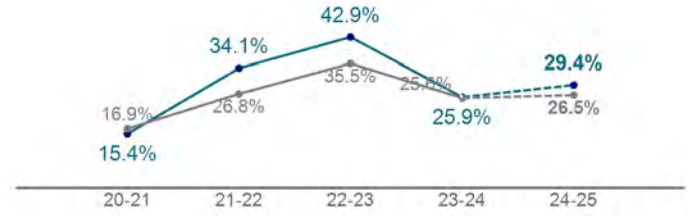
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 249



Male
N = 293



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

SBAC ELA 2024 :: School Data by Subgroup

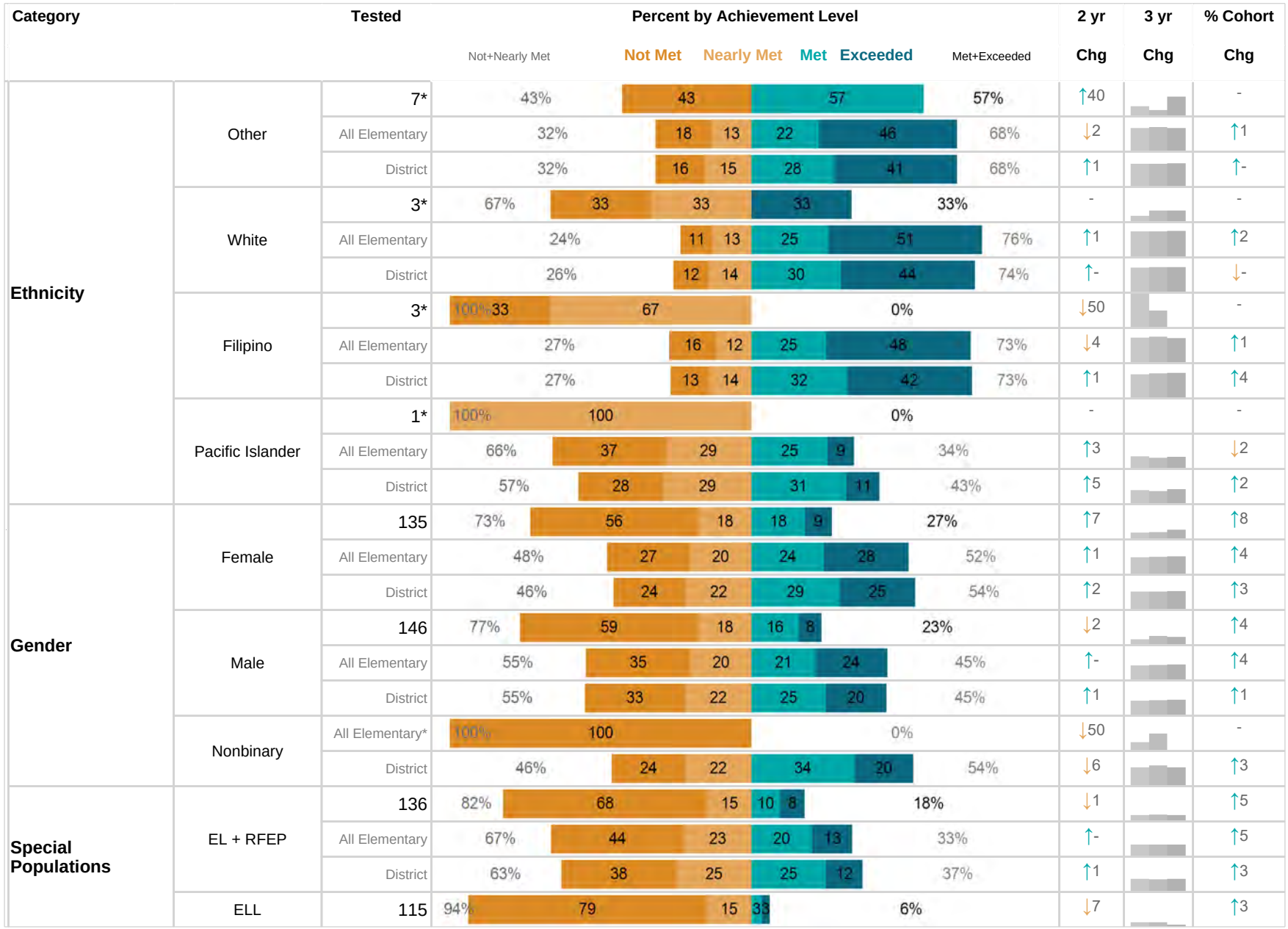
Whittier

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	281	281	75% / 57 / 18 / 17 / 8 / 25%	↑2		↑6
		All Elementary	51% / 31 / 20 / 23 / 26 / 49%	↑1		↑4
		District	51% / 29 / 22 / 27 / 23 / 49%	↑1		↑2
Grade	Gr. 03	80	80% / 59 / 21 / 13 / 8 / 20%	↓2		-
		All Elementary	53% / 30 / 23 / 20 / 27 / 47%	↑-		-
		District	52% / 30 / 23 / 20 / 28 / 48%	↑-		-
	Gr. 04	99	75% / 58 / 17 / 17 / 8 / 25%	↑6		↑5
		All Elementary	52% / 33 / 19 / 21 / 27 / 48%	↑3		↑2
		District	52% / 33 / 19 / 20 / 28 / 48%	↑2		↑1
	Gr. 05	102	72% / 56 / 16 / 20 / 9 / 28%	↑2		↑7
		All Elementary	49% / 30 / 20 / 27 / 24 / 51%	↓1		↑6
		District	49% / 30 / 20 / 27 / 24 / 51%	↓1		↑5
Ethnicity	Hispanic	190	78% / 62 / 16 / 17 / 5 / 22%	↑-		↑6
		All Elementary	58% / 36 / 23 / 23 / 19 / 42%	↑1		↑5
		District	57% / 33 / 25 / 27 / 16 / 43%	↑1		↑2
	Cambodian	47	49% / 30 / 19 / 28 / 23 / 51%	↑16		↑22
		All Elementary	39% / 19 / 20 / 24 / 37 / 61%	↑1		↑5
		District	37% / 18 / 20 / 30 / 33 / 63%	↑2		↑3
	Asian	46	59% / 35 / 24 / 20 / 22 / 41%	↑9		↑16
		All Elementary	35% / 17 / 18 / 23 / 42 / 65%	↑3		↑6
		District	32% / 15 / 18 / 29 / 38 / 68%	↑2		↑4
	African American	31	87% / 71 / 16 / 6 / 6 / 13%	↑1		-
		All Elementary	67% / 46 / 21 / 19 / 14 / 33%	↓-		↑3
		District	66% / 42 / 24 / 22 / 12 / 34%	↑2		↑3

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

SBAC ELA 2024 :: School Data by Subgroup

Whittier



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.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2024 :: School Data by Subgroup

Whittier

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	ELL	All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	21	19%	5	14	43	38	81%	↑39		-
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	2*	100%	100				0%	↓20		-
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	43	26%	9	16	37	37	74%	↓3		↓3
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	25	88%	68	20	12		12%	↓1		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	27	89%	70	19	11		11%	↓3		-
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	237	76%	58	18	18	6	24%	↑2		↑4
		All Elementary	61%	38	23	22	18	39%	↓1		↑4
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	43	95%	91	5	5		5%	↓1		↑7
		All Elementary	82%	64	17	11	8	18%	↓-		↑3
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	25	96%	92	4	4		4%	↓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 ELA 2024 :: School Data by Subgroup

Whittier

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	Spec Ed. Speech/RSP	All Elementary	77%	58	20	13	10	23%	↓-		↑4
		District	79%	57	22	14	7	21%	↑-		↑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 2024 :: School Data by Subgroup

Whittier

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	287	287	79%	57	22	13	8	21%	↑1		↓2
		All Elementary	56%	30	26	23	21	44%	↑4		↓1
		District	64%	38	25	19	17	36%	↑2		↓2
Grade	Gr. 03	80	75%	56	19	16	9	25%	↑-		-
		All Elementary	51%	28	24	27	22	49%	↑3		-
		District	51%	27	23	27	23	49%	↑2		-
	Gr. 04	101	77%	49	29	15	8	23%	↑7		-
		All Elementary	55%	26	29	25	20	45%	↑5		↓-
		District	54%	25	29	25	21	46%	↑5		↓1
	Gr. 05	106	85%	67	18	8	7	15%	↓3		↓3
		All Elementary	62%	37	26	18	20	38%	↑3		↓2
		District	62%	36	26	18	20	38%	↑3		↓3
Ethnicity	Hispanic	196	80%	62	17	15	6	20%	↑2		↓1
		All Elementary	63%	34	29	22	14	37%	↑3		↓2
		District	71%	43	27	18	12	29%	↑2		↓2
	Cambodian	47	66%	28	38	15	19	34%	↑2		↓3
		All Elementary	43%	19	25	25	32	57%	↑7		↑4
		District	50%	26	24	23	28	50%	↑5		↓2
	Asian	46	74%	35	39	9	17	26%	↓2		↓3
		All Elementary	38%	16	22	24	38	62%	↑7		↑4
		District	45%	24	22	21	33	55%	↑3		↓2
	African American	31	87%	68	19	10	3	13%	↑5		-
		All Elementary	73%	45	29	17	9	27%	↑3		↓1
		District	80%	55	25	13	7	20%	↑2		↓2

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

SBAC Math 2024 :: School Data by Subgroup

Whittier

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Ethnicity	Other	7*	86%	57	29	14		14%	↓2		-
		All Elementary	37%	18	19	25	38	63%	↑2		↓2
		District	43%	22	21	23	34	57%	↑2		↓2
	Filipino	3*	67%	33	33	33		33%	↓17		-
		All Elementary	30%	12	18	33	37	70%	↑4		↑4
		District	38%	18	20	27	35	62%	↑6		↑4
	White	3*	67%	33	33	33		33%	-		-
		All Elementary	27%	10	17	28	44	73%	↑4		↓3
		District	38%	17	21	25	37	62%	↓-		↓4
	Pacific Islander	1*	100%	100				0%	-		-
		All Elementary	64%	30	34	26	10	36%	↑9		↓6
		District	70%	43	28	21	9	30%	↑5		↓2
Gender	Female	137	79%	58	21	14	7	21%	↑5		↓1
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	150	80%	57	23	12	8	20%	↓3		↓2
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	All Elementary*	100%	100				0%	↓25		-
		District	76%	40	36	14	10	24%	↓14		↑3
Special Populations	EL + RFEP	142	87%	65	22	6	6	13%	↓4		↓2
		All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	121	96%	74	21	3		4%	↓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.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2024 :: School Data by Subgroup

Whittier

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	ELL	All Elementary	81%	52	30	14	5	19%	↑2		↑2
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	21	38%	14	24	38	24	62%	↑16		-
		All Elementary	32%	8	24	35	33	68%	↑11		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	2*	100%	100				0%	-		-
		All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	43	19%	2	16	40	42	81%	↑10		↓3
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	26	85%	65	19	12	4	15%	↑4		-
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	28	86%	68	18	11	4	14%	↑5		-
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	239	79%	59	21	15	6	21%	↑2		↓1
		All Elementary	65%	36	29	21	13	35%	↑2		↓1
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	43	98%	91	7	2		2%	↓2		↓3
		All Elementary	80%	58	22	12	9	20%	↑2		↑-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	25	96%	92	4	4		4%	↓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.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2024 :: School Data by Subgroup

Whittier

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	Spec Ed. Speech/RSP	All Elementary	76%	51	25	13	11	24%	↑2		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

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

SBAC Science 2024 :: School Data by Subgroup

Whittier

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	107	107	88%	31	57	7	6	12%	↓4		-
		All Elementary	70%	17	53	20	10	30%	↓-		-
		District	73%	17	57	19	7	27%	↑1		-
Grade	Gr. 05	107	88%	31	57	7	6	12%	↓4		-
		All Elementary	70%	17	53	20	10	30%	↓-		-
		District	69%	17	52	21	10	31%	↑1		-
Ethnicity	Hispanic	71	94%	34	61	3	3	6%	↓6		-
		All Elementary	77%	19	58	17	6	23%	↓1		-
		District	80%	20	60	16	4	20%	↑1		-
	Asian	19*	68%	21	47	16	16	32%	↓11		-
		All Elementary	51%	6	44	27	22	49%	↑6		-
		District	55%	7	48	30	15	45%	↑2		-
	Cambodian	18*	67%	11	56	17	17	33%	↓22		-
		All Elementary	60%	5	55	27	13	40%	↑1		-
		District	63%	8	55	26	11	37%	↑3		-
	African American	10*	80%	30	50	10	10	20%	↑20		-
		All Elementary	81%	26	55	16	3	19%	↓-		-
		District	86%	24	62	12	2	14%	↑1		-
	Other	6*	83%	33	50	17		17%	↑17		-
		All Elementary	50%	10	41	30	20	50%	↑1		-
		District	56%	10	46	28	16	44%	↑1		-
	Filipino	1*	100%	100				0%	-		-
		All Elementary	52%	4	47	24	24	48%	↓3		-
		District	55%	6	49	32	13	45%	↓1		-

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

SBAC Science 2024 :: School Data by Subgroup

Whittier

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Gender	Female	55	89%	35	55	5	5	11%	↑2		-
		All Elementary	70%	16	55	20	10	30%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	52	87%	27	60	8	6	13%	↓9		-
		All Elementary	70%	18	52	20	11	30%	↓1		-
		District	73%	18	55	19	8	27%	↑-		-
	Nonbinary	District	61%	9	52	26	13	39%	↑7		-
Special Populations	EL + RFEP	55	93%	42	51	5	2	7%	↓8		-
		All Elementary	84%	25	58	12	4	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	47	98%	49	49	2		2%	↓2		-
		All Elementary	97%	35	62	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	8*	63%	63	25	13		38%	↑8		-
		All Elementary	55%	3	51	32	13	45%	↑7		-
		District	76%	12	64	20	5	24%	↓-		-
	Foster	1*	100%	100				0%	-		-
		All Elementary	84%	39	45	13	3	16%	↓3		-
		District	89%	32	57	8	2	11%	↓1		-
	GATE/Excel	9*	44%	44	33	22		56%	↓2		-
		All Elementary	21%	20	40	39		79%	↑11		-
		District	35%	3	33	39	25	65%	↑8		-
	Homeless	9*	78%	44	33	11	11	22%	↑13		-
		All Elementary	85%	30	56	13	2	15%	↓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.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

Whittier

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	Homeless	District	86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	10*	80%	40	40	10	10	20%	↑11		-
		All Elementary	85%	30	54	13	2	15%	↓2		-
		District	87%	28	59	12	1	13%	↓-		-
	Low SES	90	88%	29	59	6	7	12%	↓3		-
		All Elementary	79%	20	58	16	6	21%	↓2		-
		District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	16*	100%	44	56			0%	↓4		-
		All Elementary	89%	44	45	8	3	11%	↓-		-
		District	92%	41	51	6	2	8%	↑1		-
	Spec Ed. Speech/RSP	9*	100%	33	67			0%	↓7		-
		All Elementary	86%	35	51	10	4	14%	↓-		-
		District	89%	34	55	8	3	11%	↑1		-

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Whittier

	Category			N	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) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	**All Students**	192		192	42	24 / 26 / 23 / 27
			All ES	44	25 / 22 / 25 / 29
			District	30	33 / 15 / 16 / 36
	Grade	Gr. 04 (Minimum Growth Target: 44)		92	45	21 / 30 / 24 / 25
			All ES	43	25 / 24 / 27 / 24
			District	42	26 / 24 / 27 / 24
		Gr. 05 (Minimum Growth Target: 35)		100	38	27 / 21 / 23 / 29
			All ES	44	24 / 19 / 23 / 34
			District	42	25 / 20 / 22 / 33
	Ethnicity	Hispanic		130	44	22 / 28 / 23 / 27
			All ES	44	25 / 22 / 24 / 29
			District	29	34 / 15 / 16 / 36
		Asian		33	46	27 / 21 / 24 / 27
			All ES	52	23 / 20 / 23 / 34
			District	35	31 / 14 / 15 / 40
		Cambodian		33	51	21 / 24 / 27 / 27
			All ES	53	20 / 22 / 25 / 34
			District	34	30 / 16 / 16 / 38
		African American		19^	-	26 / 26 / 21 / 26
			All ES	42	25 / 21 / 23 / 31
			District	28	34 / 15 / 15 / 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.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Whittier

	Category		N	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) — Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Ethnicity	Other	6^	-	17 / 17 / 33 / 33
			All ES	45	22 / 21 / 29 / 28
			District	32	30 / 16 / 19 / 35
		Filipino	2^	-	100 / 0
			All ES	40	24 / 24 / 25 / 27
			District	35	29 / 16 / 17 / 38
		Pacific Islander	1^	-	100 / 0
			All ES	34	29 / 16 / 39 / 16
			District	30	34 / 13 / 17 / 37
		White	1^	-	100
			All ES	41	26 / 22 / 26 / 27
			District	28	33 / 15 / 18 / 34
	Gender	Female	102	35	29 / 25 / 22 / 25
			All ES	45	24 / 22 / 25 / 29
			District	32	31 / 15 / 17 / 36
		Male	90	50	18 / 27 / 26 / 30
			All ES	43	25 / 21 / 24 / 29
			District	27	35 / 15 / 15 / 35
		Nonbinary	All ES^	-23	100 / 0
			District	5	53 / 6 / 12 / 29
	Special Populations	EL + RFEP	96	43	24 / 26 / 22 / 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.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Whittier

	Category		N	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) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	EL + RFEP	All ES	43	25 / 22 / 23 / 30
			District	29	34 / 14 / 14 / 38
		ELL	78	41	24 / 27 / 21 / 28
			All ES	43	25 / 22 / 23 / 30
			District	33	32 / 17 / 16 / 35
		RFEP	18^	-	22 / 22 / 28 / 28
			All ES	44	25 / 24 / 22 / 29
			District	26	35 / 12 / 13 / 40
		Foster	2^	-	100 / 0
			All ES	32	32 / 31 / 15 / 22
			District	9	40 / 19 / 13 / 28
		GATE/Excel	32	40	19 / 38 / 31 / 13
			All ES	41	26 / 21 / 28 / 25
			District	31	31 / 16 / 18 / 35
		Homeless	12^	-	33 / 17 / 33 / 17
			All ES	47	25 / 20 / 21 / 33
			District	27	35 / 14 / 14 / 37
		Homeless/Foster	14^	-	43 / 14 / 29 / 14
			All ES	45	26 / 22 / 20 / 32
			District	25	35 / 15 / 14 / 36
		Low SES	162	39	26 / 24 / 24 / 26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Whittier

	Category		N	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) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	Low SES	All ES	44	25 / 22 / 24 / 30
			District	29	33 / 15 / 16 / 35
		Special Ed.	30	36	23 / 23 / 23 / 30
			All ES	38	30 / 18 / 21 / 30
			District	28	35 / 15 / 15 / 35
		Spec Ed. Speech/RSP	17^	-	24 / 24 / 29 / 24
			All ES	43	28 / 19 / 20 / 32
			District	31	34 / 15 / 15 / 36

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Whittier

	Category			N	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) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	All Students	196	196		38	21 / 27 / 30 / 22
			All ES		39	22 / 28 / 29 / 21
			District		22	35 / 19 / 19 / 27
	Grade	Gr. 04 (Minimum Growth Target: 42)	94		49	12 / 33 / 28 / 28
			All ES		48	17 / 28 / 32 / 23
			District		47	17 / 29 / 32 / 23
		Gr. 05 (Minimum Growth Target: 39)	102		27	30 / 22 / 31 / 17
			All ES		31	28 / 28 / 25 / 19
			District		30	29 / 28 / 25 / 18
	Ethnicity	Hispanic	134		36	22 / 26 / 31 / 21
			All ES		38	23 / 28 / 28 / 20
			District		20	36 / 20 / 18 / 26
		Asian	33		48	15 / 30 / 21 / 33
			All ES		46	18 / 25 / 31 / 25
			District		25	32 / 18 / 21 / 28
		Cambodian	33		39	15 / 39 / 15 / 30
			All ES		42	20 / 27 / 30 / 24
			District		24	33 / 19 / 21 / 27
		African American	19^		-	32 / 32 / 26 / 11
			All ES		38	25 / 26 / 26 / 23
			District		18	38 / 18 / 17 / 26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Whittier

	Category		N	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) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Ethnicity	Other	6^	-	33 / 33 / 33 / 0
			All ES	40	22 / 27 / 29 / 22
			District	27	32 / 18 / 20 / 30
		Filipino	2^	-	50 / 50
			All ES	45	14 / 32 / 32 / 21
			District	37	25 / 19 / 22 / 35
		Pacific Islander	1^	-	100
			All ES	49	20 / 35 / 24 / 22
			District	24	34 / 19 / 20 / 28
		White	1^	-	100 / 0
			All ES	43	20 / 28 / 33 / 20
			District	27	31 / 20 / 21 / 28
	Gender	Female	103	40	19 / 28 / 27 / 25
			All ES	38	23 / 28 / 29 / 20
			District	21	35 / 19 / 19 / 26
		Male	93	35	24 / 26 / 32 / 18
			All ES	40	22 / 28 / 28 / 22
			District	23	34 / 19 / 19 / 28
		Nonbinary	All ES^	30	100 / 0
			District	11	45 / 15 / 6 / 33
	Special Populations	EL + RFEP	99	42	17 / 26 / 31 / 25

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.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Whittier

	Category		N	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) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	EL + RFEP	All ES	40	21 / 29 / 27 / 22
			District	20	37 / 19 / 16 / 27
		ELL	81	42	20 / 25 / 27 / 28
			All ES	40	23 / 27 / 26 / 23
			District	24	34 / 20 / 18 / 27
		RFEP	18^	-	6 / 33 / 50 / 11
			All ES	40	18 / 33 / 30 / 20
			District	15	40 / 18 / 15 / 28
		Foster	2^	-	50 / 50
			All ES	32	31 / 21 / 21 / 28
			District	11	39 / 20 / 14 / 27
		GATE/Excel	32	41	9 / 34 / 44 / 13
			All ES	41	19 / 30 / 32 / 19
			District	28	29 / 21 / 22 / 29
		Homeless	13^	-	15 / 54 / 23 / 8
			All ES	42	22 / 30 / 26 / 23
			District	20	37 / 19 / 17 / 27
		Homeless/Foster	15^	-	13 / 53 / 20 / 13
			All ES	41	23 / 29 / 25 / 23
			District	19	37 / 19 / 16 / 27
		Low SES	165	39	21 / 27 / 28 / 24

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.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Whittier

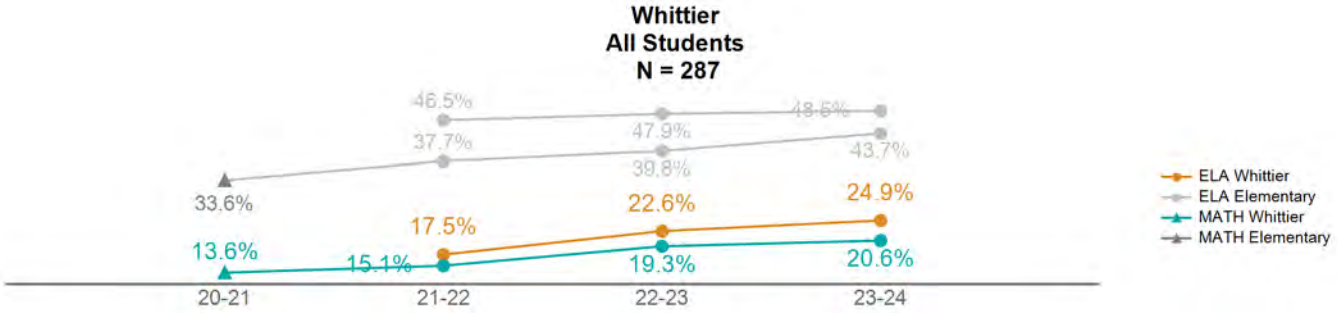
	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	Low SES	All ES	39	23 / 28 / 28 / 21
			District	21	36 / 19 / 18 / 27
		Special Ed.	31	12	35 / 29 / 19 / 16
			All ES	39	26 / 25 / 23 / 27
			District	20	38 / 18 / 17 / 28
		Spec Ed. Speech/RSP	18^	-	44 / 33 / 17 / 6
			All ES	40	25 / 26 / 24 / 26
			District	20	37 / 18 / 17 / 28

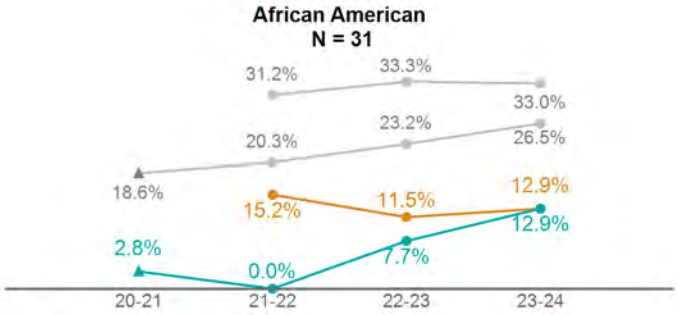
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

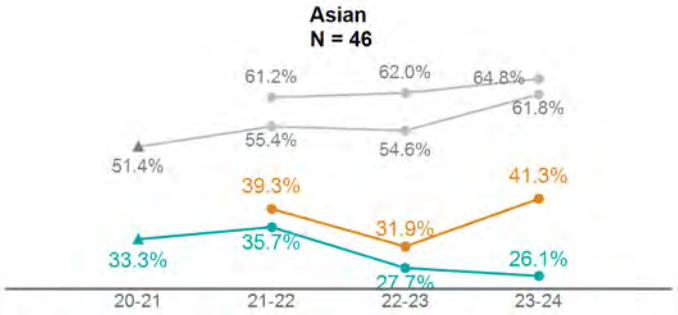
Report Name:SBAC - Growth Report - ARC Report #1109

Submit Feedback

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

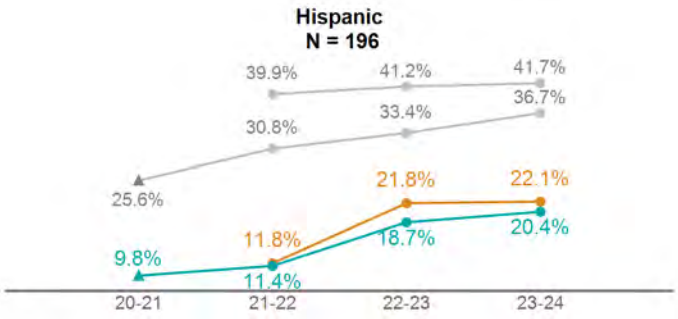






Filipino

Subgroup with fewer than 20 students.



Pacific Islander

Subgroup with fewer than 20 students.

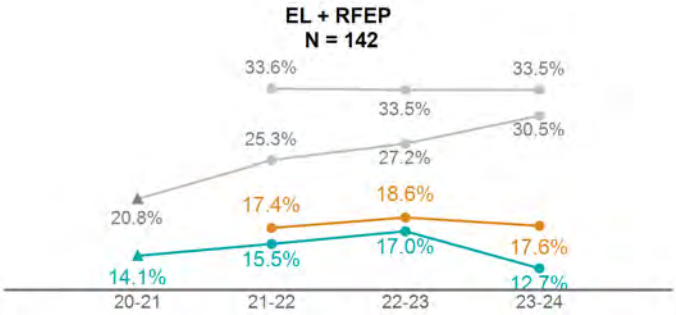
White

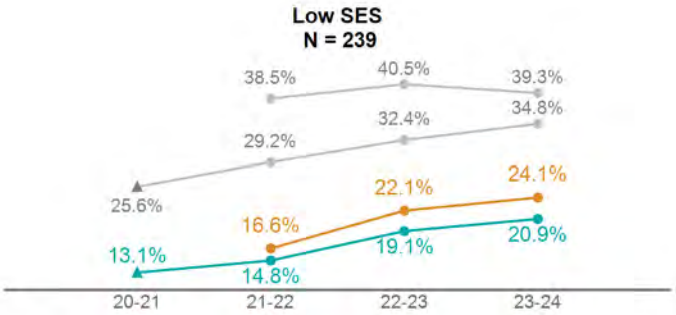
Subgroup with fewer than 20 students.

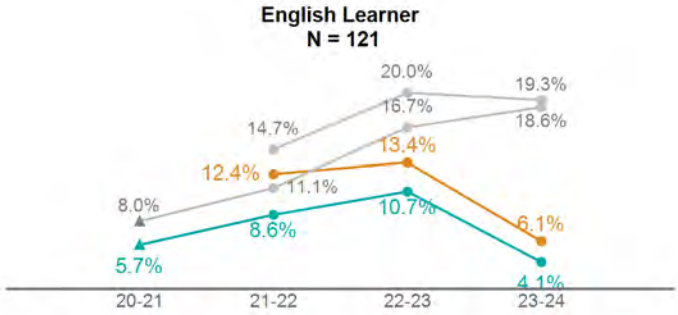
N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

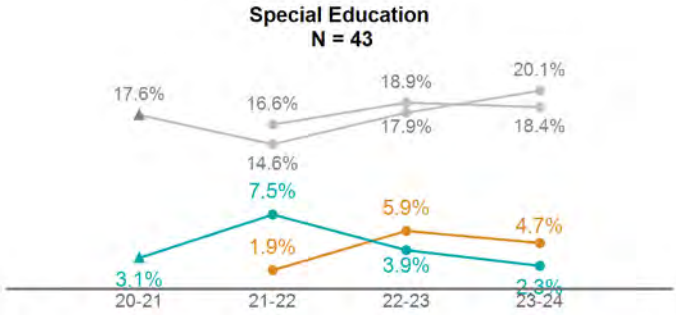
Submit Feedback

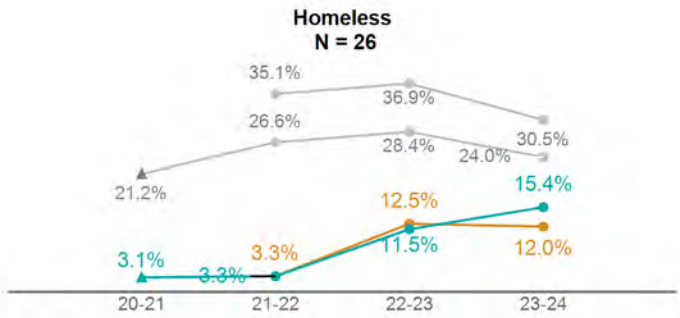
Percent of Students with Achievement Level of Met or Exceeded in SBAC





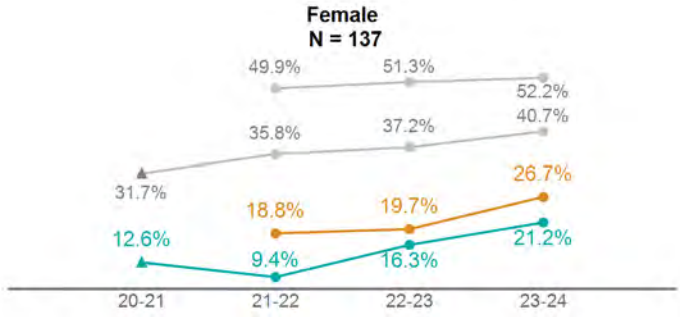


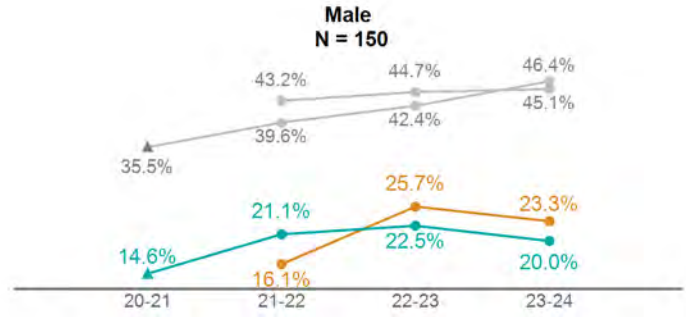




Foster Youth

Subgroup with fewer than 20 students.





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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑4

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓2

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑1

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓1

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Hudson	63	87%	32	56	10	3	13%	↓1		-
Kettering	42	48%	48		40	12	52%	↓7		-
King	96	85%	18	68	10	4	15%	↓9		-
Lafayette	130	85%	26	59	12	2	15%	↑4		-
Lincoln	141	79%	17	62	18	3	21%	↑-		-
Longfellow	165	50%	6	44	25	25	50%	↑7		-
Los Cerritos	88	56%	6	50	32	13	44%	↓11		-
Lowell	85	39%	12	27	38	24	61%	↑12		-
Macarthur	44	64%	9	55	30	7	36%	↓2		-
Madison	61	61%	8	52	23	16	39%	↓5		-
Mann	49	78%	39	39	22		22%	↑2		-
McKinley	85	78%	13	65	18	5	22%	↓2		-
Naples	42	36%	2	33	26	38	64%	↓1		-
Oropeza	95	74%	16	58	22	4	26%	↑15		-
Prisk	89	30%	2	28	25	45	70%	↓2		-
Riley	48	65%	8	56	23	13	35%	↑7		-
Roosevelt	170	89%	28	61	7	4	11%	↓6		-
Signal Hill	104	62%	14	47	23	15	38%	↑10		-
Smith	125	82%	25	57	16	2	18%	↓8		-
Stevenson	94	84%	24	60	12	4	16%	↓6		-
Twain	75	77%	25	52	15	8	23%	↓17		-
Webster	61	84%	20	64	13	3	16%	↓7		-
Whittier	107	88%	31	57	7	6	12%	↓4		-
Willard	89	80%	15	65	16	4	20%	↑7		-

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑2

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	16%	↑2		↑1

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	4,011	75%	18	57	19	6	25%	↑3		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		10%	↑1		-

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All K-8	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/19/25

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/19/25

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2		15	82	98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8		8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6		28	66	94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓3

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,629	76%	55	22	14	10	24%	↓2		↓11
Browning	46	87%	76	11	13		13%	↑11		↓10
Cabrillo	334	91%	76	15	8		9%	↑1		↓5
CAMS	170	6%		15	18	76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2
Jordan	495	92%	75	17	6	2	8%	↑1		↓10
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12
McBride	178	55%	26	29	26	19	45%	↑10		↓8
Millikan	788	68%	41	27	21	11	32%	↓3		↓13
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10
Reid	37	100%	92	8			0%	-		↓5
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20
Sato	123	29%	9	20	33	38	71%	↓6		↓8
Wilson	753	84%	61	23	12	4	16%	↓9		↓15

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All High	4,561	76%	15	61	19	5	24%	↓1		-
Browning	64	94%	27	67	6		6%	↓2		-
Cabrillo	383	92%	24	69	8		8%	↓5		-
CAMS	162	16%		15	53	31	84%	↑5		-
EPHS	144	92%	24	68	8		8%	↑4		-
Jordan	413	93%	22	72	6		7%	↓3		-
Lakewood	596	85%	17	68	14	1	15%	↓-		-
McBride	155	72%	13	59	24	4	28%	↓3		-
Millikan	755	67%	9	58	27	6	33%	↑5		-
Polytechnic	873	73%	14	59	19	7	27%	↓3		-
Reid	90	97%	42	54	3		3%	↑2		-
Renaissance	73	88%	12	75	11	1	12%	↓2		-
Sato	96	55%	4	51	32	13	45%	↓35		-
Wilson	757	75%	13	62	21	5	25%	↑2		-

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/19/25

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 (998)	3	33%	33		33	33	67%	↑33		-

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/19/25

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 (998)	3	67%	33	33	33		33%	-		-

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/19/25

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	31,977	51%	29	22	27	23	49%	↑1		↑2

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/19/25

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	32,113	64%	38	25	19	17	36%	↑2		↓2

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/19/25

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	13,994	73%	17	57	19	7	27%	↑1		-

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

Submit Feedback

Whittier

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 f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All		5		
		Grade	Gr. 03		1		
			Gr. 05		4		
		Ethnicity	African American		2		
			Hispanic		3		
		Gender	Male		5		
		Fluency	EL + RFEP		3		
			ELL		2		
			RFEP		1		
		GATE/Excel	GATE/Excel		1		
		LowSES	Low SES		4		
		SPED	Special Ed.		1		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1		

Submit Feedback

Whittier

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 f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All		25	1	
		Grade	Gr. 04		4	1	
			Gr. 05		21		
		Ethnicity	African American		5		
			Asian		3		
			Hispanic		16	1	
			Pacific Islander		1		
		Gender	Female		13		
			Male		12	1	
		Fluency	EL + RFEP		5		
			ELL		4		
			RFEP		1		
		Foster	Foster		5		
		Homeless	Homeless		2		
		LowSES	Low SES		24	1	
		SPED	Special Ed.		7		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		7		

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Whittier

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 f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	2	19		1
		Grade	Gr. 03	1			
			Gr. 04		1		1
			Gr. 05	1	18		
		Ethnicity	African American	2	4		1
			Hispanic		15		
		Gender	Female	1			1
			Male	1	19		
		Fluency	EL + RFEP		11		
			ELL		8		
			RFEP		3		
		GATE/Excel	GATE/Excel		2		
		Homeless	Homeless	2			
		LowSES	Low SES	2	17		1
		SPED	Special Ed.		4		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		4		

Submit Feedback

Whittier

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 f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		9	2	
		Grade	Gr. 02		1		
			Gr. 03		1	2	
			Gr. 04		3		
			Gr. 05		4		
		Ethnicity	African American		4	2	
			Hispanic		5		
		Gender	Female		3		
			Male		6	2	
		Fluency	EL + RFEP		3		
			ELL		2		
			RFEP		1		
		Homeless	Homeless		1		
		LowSES	Low SES		6	2	
		SPED	Special Ed.		1		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1		

Submit Feedback

Whittier

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		23	12	
		Grade	Gr. 02			1	
			Gr. 03		2	2	
			Gr. 04		1		
			Gr. 05		18	8	
			Gr. K		2	1	
		Ethnicity	African American		4	2	
			Asian		2		
			Hispanic		14	9	
			Other		2	1	
			White		1		
		Gender	Female		3		
			Male		20	12	
		Fluency	EL + RFEP		12	5	
			ELL		8	3	
			RFEP		4	2	
		Foster	Foster		2	1	
		Homeless	Homeless		4		
		LowSES	Low SES		20	12	
		SPED	Special Ed.		7	3	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		7	3	

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Whittier

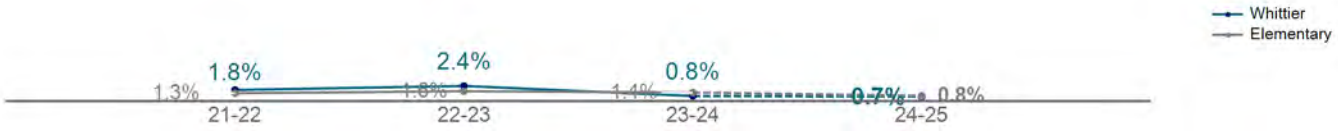
23-24

Students by Subgroup Categorizied by 1 or more than 1 incident

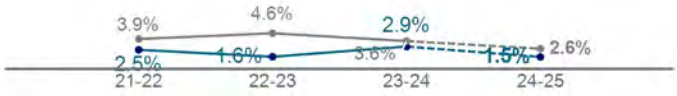
		YR	
Category	subgroup	# Students	Percent by Category
All Students	All	5	100
Grade	Gr. 03	1	100
	Gr. 05	4	100
Ethnicity	African American	2	100
	Hispanic	3	100
Gender	Male	5	100
Special Populations	EL + RFEP	3	100
	ELL	2	100
	GATE/Excel	1	100
	Low SES	4	100
	RFEP	1	100
	Spec Ed. Speech/RSP	1	100
	Special Ed.	1	100

Suspension Rate

Whittier
All Students
N = 566



African American
N = 65



Asian
N = 76

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 393

Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

Native American

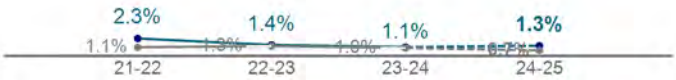
Subgroup with fewer than 20 students.

Other
N = 20

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

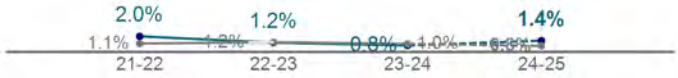
Suspension Rate

EL + RFEP
N = 231



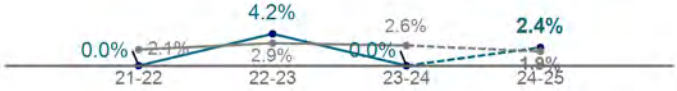
Low SES
N = 482

English Learner
N = 208



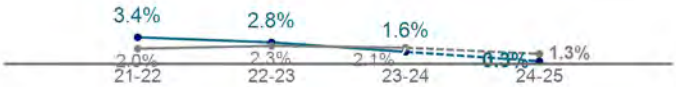
Special Education
N = 88

Homeless or Foster Youth
N = 42



Female
N = 260

Male
N = 306



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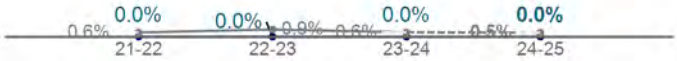
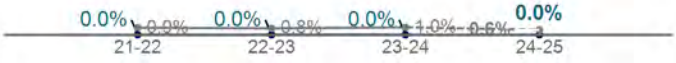
Suspension Rate

Gr. K
N = 74

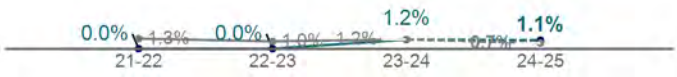
Gr. 01
N = 86



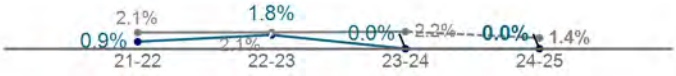
Gr. 02
N = 88



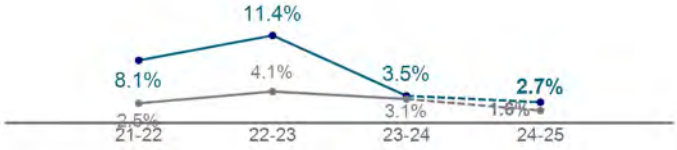
Gr. 03
N = 90



Gr. 04
N = 78



Gr. 05
N = 112



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

i-Ready Math Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 1

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	All Students	All	1	75	41 57 1
			2	78	21 76 4
			3	85	21 67 7 5
	Teacher	Alexander, B	1	23	61 39
			2	23	43 57
			3	28	39 57 4
		Chhou, P	1	25	36 64
			2	25	20 72 8
			3	27	22 59 11 7
		Hankins, C	1	30	27 70 3
			2	29	3 93 3
			3	30	10 77 7 7
	Ethnicity	African American	1	6	17 83
			2	7	29 71
			3	10	30 50 20
		Asian	1	9	44 56
			2	9	22 78
			3	8	25 63 13
		Hispanic	1	53	42 57 2
			2	54	20 74 6
			3	60	22 67 7 5
		White	1	4	75 25
			2	4	25 75
			3	3	100
		Other	1	3	33 67
			2	4	100
			3	4	100
	Gender	Female	1	33	33 67
			2	31	23 77
			3	37	24 76
		Male	1	42	48 50 2
			2	47	19 74 6
			3	48	19 60 13 8

i-Ready Math Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 1

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Special Populations	Low SES	1	63	44 / 56
			2	66	21 / 77 / 2
			3	69	23 / 65 / 7 / 4
		ELL	1	31	48 / 48 / 3
			2	32	19 / 72 / 9
			3	37	24 / 59 / 8 / 8
		EL + RFEP	1	31	48 / 48 / 3
			2	32	19 / 72 / 9
			3	37	24 / 59 / 8 / 8
		Special Ed.	1	13	54 / 46
			2	15	47 / 53
			3	15	40 / 60
		Spec Ed. Speech/RSP	1	1	100
			2	3	100
			3	3	33 / 67
		Foster	1	3	67 / 33
			2	3	67 / 33
			3	3	67 / 33
		Homeless	1	2	100
			2	3	100
			3	4	25 / 50 / 25

i-Ready Math Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 2

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	86	52 / 47 / 1
			2	85	39 / 53 / 7 / 1
			3	82	17 / 68 / 9 / 6
	Teacher	Booker, L	1	28	25 / 71 / 4
			2	28	4 / 71 / 21 / 4
			3	28	4 / 57 / 21 / 18
		Hardy, A	1	27	59 / 41
			2	27	48 / 52
			3	28	21 / 75 / 4
		Rivas, C	1	28	71 / 29
			2	28	61 / 39
			3	27	26 / 74
	Ethnicity	African American	1	11	55 / 36 / 9
			2	10	40 / 50 / 10
			3	9	11 / 78 / 11
		American Indian	1	1	100
			2	1	100
			3	1	100
		Asian	1	12	25 / 75
			2	12	8 / 67 / 17 / 8
			3	12	8 / 58 / 17 / 17
		Hispanic	1	56	55 / 45
			2	57	44 / 51 / 5
			3	55	18 / 71 / 7 / 4
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	2	50 / 50
			2	2	100
			3	2	50 / 50
		Other	1	3	100
			2	2	50 / 50
			3	2	50 / 50

i-Ready Math Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 2

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Gender	Female	1	38	47 53
			2	41	29 68 2
			3	39	18 69 10 3
		Male	1	48	56 42 2
			2	44	48 39 11 2
			3	43	16 67 7 9
	Special Populations	Low SES	1	68	50 49 1
			2	67	36 54 9 1
			3	64	14 72 6 8
		ELL	1	32	63 38
			2	33	48 52
			3	33	21 79
		RFEP	1	1	100
			2	1	100
			3	1	100
		EL + RFEP	1	33	61 39
			2	34	47 53
			3	34	21 76 3
		Special Ed.	1	8	100
			2	10	90 10
			3	10	80 20
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	5	40 60
			2	4	25 75
			3	5	20 60 20
		GATE/Excel	1	13	8 85 8
			2	13	54 38 8
			3	13	31 31 38

i-Ready Math Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 3

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	All Students	All	1	79	23 41 29 8
			2	80	10 30 49 6 5
			3	80	5 26 51 9 9
	Teacher	Audetat, M	1	28	4 36 43 18
			2	28	14 61 14 11
			3	28	11 54 18 18
		Galaviz, M	1	25	28 48 24
			2	25	28 28 44
			3	25	12 36 52
		Gomez, A	1	24	42 33 21 4
			2	26	8 46 38 4 4
			3	26	4 35 46 8 8
	Ethnicity	African American	1	8	38 38 13 13
			2	8	38 25 25 13
			3	8	13 25 50 13
		Asian	1	12	8 25 50 17
			2	12	17 50 17 17
			3	12	17 42 25 17
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	55	24 44 27 5
			2	56	7 34 52 5 2
			3	56	4 30 52 7 7
		White	1	2	50 50
			2	2	50 50
			3	2	50 50
		Other	1	1	100
			2	1	100
			3	1	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 3

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Gender	Female	1	31	16 39 32 13
			2	32	9 28 44 9 9
			3	32	28 50 9 13
		Male	1	48	27 42 27 4
			2	48	10 31 52 4 2
			3	48	8 25 52 8 6
	Special Populations	Low SES	1	73	25 40 27 8
			2	72	10 32 47 6 6
			3	72	6 26 51 7 10
		ELL	1	33	33 42 21 3
			2	32	13 34 50 3
			3	32	9 34 44 9 3
		RFEP	1	3	33 67
			2	3	33 33 33
			3	3	33 33 33
		EL + RFEP	1	36	31 39 22 8
			2	35	11 31 49 3 6
			3	35	9 31 43 11 6
		Special Ed.	1	8	50 25 25
			2	7	29 43 29
			3	8	25 38 38
		Spec Ed. Speech/RSP	1	3	67 33
			2	2	50 50
			3	3	33 67
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	4	25 50 25
			2	5	20 60 20
			3	5	20 60 20
		GATE/Excel	1	11	9 45 45
			2	11	27 36 36
			3	11	18 36 45

i-Ready Math Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 4

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	All Students	All	1	99	36 / 22 / 32 / 7 / 2
			2	101	27 / 22 / 39 / 10 / 3
			3	97	18 / 23 / 36 / 14 / 9
	Teacher	Munoz, C	1	29	45 / 24 / 31
			2	29	34 / 28 / 34 / 3
			3	27	19 / 44 / 26 / 7 / 4
		Nguyen, J	1	8	100
			2	10	70 / 20 / 10
			3	10	80 / 10 / 10
		Ramirez Anguiano, D	1	27	48 / 41 / 11
			2	27	30 / 44 / 26
			3	27	15 / 30 / 52 / 4
		Ros, P	1	33	12 / 61 / 21 / 6
			2	33	64 / 27 / 9
			3	33	3 / 39 / 33 / 24

i-Ready Math Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 4

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	Ethnicity	African American	1	12	50 / 17 / 25 / 8
			2	14	43 / 29 / 21 / 7
			3	13	31 / 31 / 23 / 15
		Asian	1	16	13 / 38 / 44 / 6
			2	16	6 / 31 / 56 / 6
			3	16	6 / 19 / 69 / 6
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	67	39 / 19 / 33 / 6 / 3
			2	67	28 / 16 / 40 / 10 / 4
			3	65	18 / 22 / 31 / 18 / 11
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	1	100
			2	1	100
			3	1	100
		Other	1	1	100
			2	1	100
	Gender	Female	1	50	42 / 16 / 34 / 6 / 2
			2	51	31 / 22 / 39 / 6 / 2
			3	49	24 / 22 / 37 / 8 / 8
		Male	1	49	31 / 29 / 31 / 8 / 2
			2	50	22 / 22 / 38 / 14 / 4
			3	48	10 / 23 / 35 / 21 / 10
	Special Populations	Low SES	1	81	43 / 15 / 37 / 4
			2	81	30 / 22 / 38 / 9 / 1
			3	77	18 / 25 / 35 / 17 / 5
		ELL	1	37	54 / 24 / 22
			2	37	38 / 27 / 32 / 3
			3	37	27 / 24 / 38 / 11

i-Ready Math Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 4

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	Special Populations	RFEP	1	13	8 15 46 15 15
			2	13	8 54 31 8
			3	13	8 8 23 31 31
		EL + RFEP	1	50	42 22 28 4 4
			2	50	30 20 38 10 2
			3	50	22 20 34 16 8
		Special Ed.	1	18	83 11 6
			2	20	65 20 15
			3	19	58 21 21
		Spec Ed. Speech/RSP	1	7	71 29
			2	7	57 29 14
			3	6	50 17 33
		Foster	1	2	100
			2	2	50 50
			3	2	50 50
		Homeless	1	8	50 13 38
			2	9	67 33
			3	8	50 13 25 13
		GATE/Excel	1	23	4 57 30 9
			2	23	48 39 13
			3	23	30 35 35

i-Ready Math Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 5

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	All Students	All	1	103	41 21 29 8
			2	107	30 22 36 7 4
			3	102	25 19 38 9 9
	Teacher	Cabrera, D	1	35	11 66 20 3
			2	35	3 6 60 20 11
			3	35	3 9 46 23 20
		Nguyen, J	1	6	100
			2	6	83 17
			3	6	50 17 33
		Olguin, B	1	33	55 30 12 3
			2	33	45 21 30 3
			3	33	39 21 33 3 3
		Segovia, L	1	28	68 21 11
			2	29	28 52 21
			3	27	30 30 37 4
	Ethnicity	African American	1	9	33 33 33
			2	9	33 22 33 11
			3	10	30 30 40
		Asian	1	19	32 11 37 16 5
			2	19	16 16 47 11 11
			3	19	11 5 42 21 21
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	69	43 25 28 4
			2	72	33 25 35 4 3
			3	66	29 23 36 8 5
		Other	1	5	60 20 20
			2	6	33 17 17 33
			3	6	33 50 17

i-Ready Math Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 5

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Gender	Female	1	55	40 27 29 4
			2	58	34 21 41 3
			3	52	21 29 42 6 2
		Male	1	48	42 15 29 13 2
			2	49	24 24 31 12 8
			3	50	30 8 34 12 16
	Special Populations	Low SES	1	91	43 20 30 7 1
			2	94	31 23 37 5 3
			3	86	24 19 40 9 8
		ELL	1	44	57 25 18
			2	45	47 22 31
			3	40	40 20 35 3
		RFEP	1	10	20 50 20 10
			2	10	10 50 20 20
			3	10	10 50 10 30
		EL + RFEP	1	54	46 24 24 4 2
			2	55	38 20 35 4 4
			3	50	32 18 38 4 8
		Special Ed.	1	16	69 13 19
			2	17	65 6 29
			3	17	53 12 35
		Spec Ed. Speech/RSP	1	5	60 40
			2	6	67 17 17
			3	6	67 17 17
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	3	67 33
			2	3	67 33
			3	5	80 20
		GATE/Excel	1	19	53 42 5
			2	19	53 26 21
			3	19	32 26 42

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 1

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	All Students	All	1	80	24 / 74 / 1 / 1
			2	78	17 / 73 / 8 / 3
			3	80	16 / 55 / 14 / 15
	Teacher	Alexander, B	1	23	43 / 57
			2	23	35 / 61 / 4
			3	26	35 / 62 / 4
		Chhou, P	1	25	32 / 68
			2	25	16 / 80 / 4
			3	27	15 / 48 / 15 / 22
		Hankins, C	1	30	3 / 90 / 3 / 3
			2	29	3 / 72 / 21 / 3
			3	30	60 / 20 / 20
	Ethnicity	African American	1	6	33 / 67
			2	7	14 / 71 / 14
			3	10	20 / 50 / 10 / 20
		Asian	1	9	33 / 56 / 11
			2	8	25 / 75
			3	9	22 / 44 / 11 / 22
		Hispanic	1	57	19 / 79 / 2
			2	55	16 / 75 / 5 / 4
			3	54	17 / 54 / 17 / 13
		White	1	4	25 / 75
			2	4	25 / 75
			3	3	100
		Other	1	4	50 / 50
			2	4	50 / 50
			3	4	75 / 25
	Gender	Female	1	33	18 / 82
			2	31	13 / 74 / 10 / 3
			3	34	12 / 65 / 9 / 15
		Male	1	47	28 / 68 / 2
			2	47	19 / 72 / 6 / 2
			3	46	20 / 48 / 17 / 15

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 1

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Special Populations	Low SES	1	68	25 / 72 / 1
			2	66	18 / 71 / 9 / 2
			3	64	13 / 56 / 17 / 14
		ELL	1	34	35 / 65
			2	33	27 / 70 / 3
			3	34	29 / 38 / 18 / 15
		EL + RFEP	1	34	35 / 65
			2	33	27 / 70 / 3
			3	34	29 / 38 / 18 / 15
		Special Ed.	1	15	40 / 53 / 7
			2	15	27 / 67 / 7
			3	14	7 / 79 / 7 / 7
		Spec Ed. Speech/RSP	1	2	50 / 50
			2	3	67 / 33
			3	2	100
		Foster	1	3	67 / 33
			2	3	67 / 33
			3	3	67 / 33
		Homeless	1	2	50 / 50
			2	3	67 / 33
			3	4	25 / 25 / 25 / 25

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 2

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	84	46 / 36 / 10 / 8
			2	80	26 / 48 / 10 / 16
			3	84	24 / 38 / 14 / 24
	Teacher	Booker, L	1	28	11 / 32 / 32 / 25
			2	28	29 / 25 / 46
			3	28	14 / 18 / 68
		Hardy, A	1	27	74 / 26
			2	26	35 / 62 / 4
			3	28	32 / 54 / 14
		Rivas, C	1	28	57 / 43
			2	28	46 / 50 / 4
			3	29	34 / 48 / 14 / 3
	Ethnicity	African American	1	11	55 / 36 / 9
			2	8	13 / 75 / 13
			3	12	17 / 50 / 25 / 8
		American Indian	1	1	100
			2	1	100
			3	1	100
		Asian	1	12	25 / 42 / 8 / 25
			2	12	8 / 50 / 8 / 33
			3	12	8 / 25 / 17 / 50
		Hispanic	1	55	53 / 33 / 9 / 5
			2	54	33 / 44 / 11 / 11
			3	54	30 / 41 / 11 / 19
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	2	50 / 50
			2	2	50 / 50
			3	2	50 / 50
		Other	1	2	100
			2	2	50 / 50
			3	2	50 / 50

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 2

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Gender	Female	1	37	46 30 14 11
			2	38	26 39 13 21
			3	38	21 29 18 32
		Male	1	47	47 40 6 6
			2	42	26 55 7 12
			3	46	26 46 11 17
	Special Populations	Low SES	1	67	45 37 9 9
			2	63	22 51 11 16
			3	65	20 37 18 25
		ELL	1	32	63 34 3
			2	32	31 59 6 3
			3	33	30 48 15 6
		RFEP	1	1	100
			2	1	100
			3	1	100
		EL + RFEP	1	33	61 33 6
			2	33	30 58 6 6
			3	34	29 47 15 9
		Special Ed.	1	8	88 13
			2	8	75 25
			3	10	80 20
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	5	40 20 20 20
			2	4	25 50 25
			3	5	20 20 20 40
		GATE/Excel	1	12	8 33 58
			2	13	8 92
			3	13	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 3

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	All Students	All	1	77	23 29 21 21 6
			2	82	13 34 20 24 9
			3	78	17 19 23 29 12
	Teacher	Audetat, M	1	28	4 14 39 29 14
			2	28	21 25 32 21
			3	27	11 22 41 26
		Galaviz, M	1	25	40 24 16 16 4
			2	26	19 42 12 23 4
			3	25	36 24 16 20 4
		Gomez, A	1	24	29 46 8 17
			2	26	19 46 15 19
			3	26	15 27 31 23 4
	Ethnicity	African American	1	7	43 29 14 14
			2	8	25 50 13 13
			3	7	57 14 14 14
		Asian	1	11	9 9 27 36 18
			2	12	8 17 8 33 33
			3	12	8 8 8 50 25
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	55	24 35 20 16 5
			2	58	12 38 22 22 5
			3	55	13 24 29 25 9
		White	1	2	50 50
			2	2	50 50
			3	2	50 50
		Other	1	1	100
			2	1	100
			3	1	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 3

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Gender	Female	1	31	6 42 19 19 13
			2	32	3 28 25 22 22
			3	31	10 19 16 32 23
		Male	1	46	35 20 22 22 2
			2	50	20 38 16 26
			3	47	21 19 28 28 4
	Special Populations	Low SES	1	71	25 30 17 21 7
			2	73	14 36 18 23 10
			3	70	19 19 23 27 13
		ELL	1	33	33 27 24 15
			2	34	24 41 15 21
			3	32	22 34 25 16 3
		RFEP	1	3	33 33 33
			2	3	33 33 33
			3	3	67 33
		EL + RFEP	1	36	31 25 25 17 3
			2	37	22 38 16 22 3
			3	35	20 31 23 20 6
		Special Ed.	1	8	75 13 13
			2	8	38 50 13
			3	8	50 25 13 13
		Spec Ed. Speech/RSP	1	3	67 33
			2	3	67 33
			3	3	67 33
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	4	50 25 25
			2	5	60 40
			3	5	40 20 20 20
		GATE/Excel	1	11	18 45 36
			2	11	45 55
			3	11	45 55

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 4

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	All Students	All	1	95	36 14 38 4 8
			2	100	30 12 37 11 10
			3	96	21 14 46 11 8
	Teacher	Munoz, C	1	29	38 31 31
			2	29	28 14 52 3 3
			3	27	19 19 59 4
		Nguyen, J	1	8	88 13
			2	10	100
			3	10	80 10 10
		Ramirez Anguiano, D	1	27	56 22 22
			2	28	43 25 32
			3	27	26 26 44 4
		Ros, P	1	33	3 61 12 24
			2	33	3 39 30 27
			3	33	48 27 24

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 4

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	Ethnicity	African American	1	10	60 10 10 10 10
			2	13	38 8 38 8 8
			3	12	33 8 42 8 8
		Asian	1	16	13 13 69 6
			2	16	13 6 56 13 13
			3	16	6 81 6 6
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	65	38 15 32 5 9
			2	67	33 15 30 12 10
			3	65	23 18 35 14 9
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	1	100
			2	1	100
			3	1	100
		Other	1	1	100
			2	1	100
	Gender	Female	1	48	35 15 40 4 6
			2	50	28 12 40 16 4
			3	49	20 10 55 8 6
		Male	1	47	36 13 36 4 11
			2	50	32 12 34 6 16
			3	47	21 17 36 15 11
	Special Populations	Low SES	1	79	38 15 37 5 5
			2	81	31 12 37 11 9
			3	76	21 13 46 14 5
		ELL	1	36	53 22 25
			2	37	41 19 41
			3	37	32 22 43 3

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 4

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	Special Populations	RFEP	1	13	8 | 8 | 46 | 15 | 23
			2	13	8 | 8 | 31 | 23 | 31
			3	13	8 | 31 | 38 | 23
		EL + RFEP	1	49	41 | 18 | 31 | 4 | 6
			2	50	32 | 16 | 38 | 6 | 8
			3	50	26 | 16 | 40 | 12 | 6
		Special Ed.	1	18	83 | 11 | 6
			2	19	79 | 5 | 11 | 5
			3	19	63 | 16 | 21
		Spec Ed. Speech/RSP	1	7	86 | 14
			2	7	71 | 14 | 14
			3	6	50 | 17 | 33
		Foster	1	2	100
			2	2	100
			3	2	100
		Homeless	1	8	75 | 25
			2	8	63 | 13 | 25
			3	8	50 | 25 | 25
		GATE/Excel	1	23	52 | 13 | 35
			2	23	30 | 35 | 35
			3	23	43 | 22 | 35

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 5

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	All Students	All	1	102	35 / 29 / 22 / 8 / 6
			2	101	29 / 32 / 17 / 15 / 8
			3	95	25 / 31 / 27 / 9 / 7
	Teacher	Cabrera, D	1	35	3 / 20 / 37 / 23 / 17
			2	35	14 / 23 / 40 / 23
			3	35	3 / 9 / 49 / 20 / 20
		Nguyen, J	1	6	100
			2	6	83 / 17
			3	6	50 / 33 / 17
		Olguin, B	1	32	44 / 47 / 9
			2	33	42 / 36 / 18 / 3
			3	33	36 / 39 / 18 / 6
		Segovia, L	1	29	52 / 31 / 17
			2	29	38 / 55 / 7
			3	27	37 / 52 / 11
	Ethnicity	African American	1	10	40 / 20 / 20 / 10 / 10
			2	9	44 / 22 / 33
			3	8	25 / 25 / 38 / 13
		Asian	1	19	16 / 32 / 16 / 21 / 16
			2	19	21 / 26 / 11 / 16 / 26
			3	19	11 / 26 / 26 / 11 / 26
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	67	42 / 31 / 22 / 3
			2	66	29 / 38 / 18 / 11 / 5
			3	62	32 / 32 / 26 / 8 / 2
		Other	1	5	20 / 20 / 40 / 20
			2	6	33 / 33 / 17 / 17
			3	5	40 / 20 / 40

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024 Grade 5

Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Gender	Female	1	54	35 31 20 9 4
			2	56	29 34 20 11 7
			3	49	22 33 33 4 8
		Male	1	48	35 27 23 6 8
			2	45	29 29 13 20 9
			3	46	28 28 22 15 7
	Special Populations	Low SES	1	90	37 29 22 7 6
			2	88	28 32 16 15 9
			3	81	23 32 30 6 9
		ELL	1	40	55 38 5 3
			2	42	45 40 12 2
			3	39	49 33 15 3
		RFEP	1	10	60 40
			2	10	10 60 30
			3	10	40 50 10
		EL + RFEP	1	50	44 30 16 8 2
			2	52	37 33 12 12 8
			3	49	39 27 20 10 4
		Special Ed.	1	17	76 12 6 6
			2	16	63 13 13 6 6
			3	17	53 24 18 6
		Spec Ed. Speech/RSP	1	6	67 33
			2	5	60 20 20
			3	6	50 33 17
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	3	33 33 33
			2	3	33 33 33
			3	5	40 40 20
		GATE/Excel	1	19	5 37 32 26
			2	19	21 58 21
			3	19	47 26 26

[Submit Feedback]

i-Ready Math Overall Relative Placement
School Data by Subgroup
Whittier 2023-2024

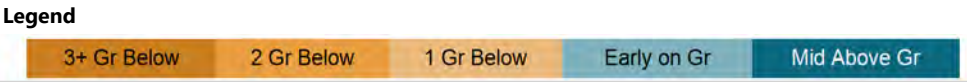
Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Category		Diagnostic Window	# Students	Percent by Category
All Students	534	3	534	9 18 50 12 10
Grade	Gr. K	3	84	46 27 26
	Gr. 01	3	87	23 66 7 5
	Gr. 02	3	84	18 68 8 6
	Gr. 03	3	80	5 26 51 9 9
	Gr. 04	3	97	18 23 36 14 9
	Gr. 05	3	102	25 19 38 9 9
Ethnicity	African American	3	56	14 25 48 7 5
	Asian	3	76	4 13 53 16 14
	Hispanic	3	369	9 19 49 13 10
Gender	Female	3	259	9 20 52 10 9
	Male	3	275	9 17 49 14 12
Special Populations	Low SES	3	441	9 18 50 13 10
	ELL	3	213	14 22 52 8 5
	RFEP	3	22	5 5 32 32 27
	EL + RFEP	3	235	13 20 50 10 7
	Special Ed.	3	82	26 29 41 2
	Homeless	3	42	19 17 43 7 14
	GATE/Excel	3	66	29 32 39

The percentages may not equal 100% due to rounding.

[Submit Feedback]

i-Ready Reading Overall Relative Placement School Data by Subgroup Whittier 2023-2024



Category		Diagnostic Window	# Students	Percent by Category
All Students	534	3	534	11 18 36 19 16
Grade	Gr. K	3	85	26 39 35
	Gr. 01	3	85	15 56 13 15
	Gr. 02	3	86	23 38 15 23
	Gr. 03	3	79	16 20 23 29 11
	Gr. 04	3	97	21 13 46 11 8
	Gr. 05	3	102	25 32 26 9 7
Ethnicity	African American	3	57	18 19 37 16 11
	Asian	3	76	5 12 38 18 26
	Hispanic	3	367	12 20 35 19 14
Gender	Female	3	258	10 16 36 19 19
	Male	3	276	12 20 36 19 13
Special Populations	Low SES	3	441	11 17 35 20 16
	ELL	3	212	18 25 35 15 8
	RFEP	3	22	5 23 45 27
	EL + RFEP	3	234	17 23 34 18 9
	Special Ed.	3	82	30 21 35 9 5
	Homeless	3	43	19 23 21 19 19
	GATE/Excel	3	66	29 23 48

The percentages may not equal 100% due to rounding.

Feb 19, 2025

ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Whittier

Site Level Overall Performance Level Summary

28%	46%	19%	7%
Beginning Stage	Somewhat Developed	Moderately Developed	Well Developed

Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
19% Beg.	61% Some/Mod.	20% Well Dev.	21% Beg.	57% Some/Mod.	21% Well Dev.	55% Beg.	41% Some/Mod.	3% Well Dev.	32% Beg.	53% Some/Mod.	16% Well Dev.

Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well
00	38%	63%	0%	0%	13%	88%	0%	13%	88%	0%	75%	25%	0%	75%	13%	13%
01	38%	35%	26%	0%	38%	44%	18%	41%	53%	6%	38%	62%	0%	15%	59%	26%
02	34%	59%	3%	3%	9%	50%	41%	22%	72%	6%	75%	22%	3%	19%	75%	3%
03	24%	53%	21%	3%	9%	88%	3%	18%	62%	21%	47%	50%	3%	32%	50%	18%
04	24%	39%	24%	13%	20%	63%	17%	20%	46%	35%	54%	37%	9%	37%	48%	15%
05	23%	42%	21%	13%	19%	54%	27%	13%	54%	33%	58%	40%	2%	38%	46%	15%

Reclassifcation Criteria

ELPAC Results (CDE Site)

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

School Plan for Student Achievement Addendum 2024-2025

Targeted Support and Improvement (TSI)

Whittier Elementary School

If TSI/ATSI, identify subgroups:

- ☐ African-American
- ☐ American Indian
- ☐ Asian-American
- ☐ English Learner
- ☐ Filipino
- ☐ Foster Youth
- ☐ Hispanic
- ☐ Homeless
- ☐ Pacific Islander
- ☐ Socioeconomically Disadvantaged
- ☑ Students with Disabilities
- ☐ Two or More Races
- ☐ White

Attestation:

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

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

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

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

Date Approved by SSC	**02/12/25**
Signature of Principal	[redacted]
Signature of SSC Chair	[redacted]

Resource Inequities

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

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

☑ **There are no resource inequalities in our SPSA.** Our CSI/ATSI/TSI targeted students are a priority and receive appropriate services/interventions through our Schoolwide Program.

☐ **There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI/TSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.

- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.

- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.

- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

- **Whole Group Briefing**: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.

- **Classroom Visits**: School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.

- **Whole Group Debriefing**: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.

- **Principal Debriefing**: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

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

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Apoyo y Mejora Específica (TSI)

Whittier Elementary School

Si es TSI o ATSI, identifique los subgrupos::

- ☐ Afroamericanos
- ☐ Indio americanos
- ☐ Asiático-americanos
- ☐ Estudiante que está aprendiendo inglés
- ☐ Filipinos
- ☐ Jóvenes en hogares de crianza
- ☐ Hispanos
- ☐ Sin hogar
- ☐ Isleños del pacífico
- ☐ Desfavorecidos socioeconómicamente
- ☑ Estudiantes con discapacidades
- ☐ Dos o más razas
- ☐ Blancos

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI)* / Apoyo y Mejora Específica Adicional (ATSI)* / Apoyo y Mejora Específica (TSI)*.

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI/TSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI/TSI.

**por sus siglas en inglés*

Fecha de aprobación por el SSC	**25/02/25**
Firma del director	[redacted]
Firma del presidente del SSC	[redacted]

Inequidad de recursos

Las escuelas elegibles para CSI, TSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI/TSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI/TSI está dirigido:

☑ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI/ATSI/TSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

☐ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI/ATSI/TSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas
El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear "listas de vigilancia", es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de "brechas" descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el "rastreador de intervención" del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo**: El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases**: Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo**: Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director**: Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán "Listas de Vigilancia" que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función "escuelas a observar" permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están "en riesgo", "severamente en riesgo", "de alto riesgo" y "cautelosamente en riesgo" a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.

John G. Whittier Elementary School

"Wizards of 21st Century Teaching and Learning!"

1761 Walnut Avenue ♦Long Beach, California 90813♦ (562) 599-6263 ♦ Fax (562) 591-4046

Home – School Compact ~ 2024-2025

School Responsibilities	Parent Responsibilities	Student Responsibilities
• Address the needs of all students. • Provide enrichment activities at all grades. • Offer a variety of parent educational meetings and workshops. • Identify students with special needs and identify how the school will help. • Recognize students' multicultural backgrounds. • Provide ½ hour before and after school supervision Tk-5th. • Provide parent-teacher conferences. • Provide information about complaint procedures. • Advise parents of procedures for student release in emergency situations. • Provide multilingual staff to facilitate communication. • Teachers will communicate learning objectives on a monthly basis. • Provide uniform assistance as requested/needed	• Get students to school daily and on time. • Promptly report student absences by sending a note or reporting on-line. • Sign required documents. • Read or listen to children read daily. • Ensure students have at least 8 hours of sleep on school days • Provide a quiet, well-lit place to practice school skills. • Send children to school clean. • Have students in clean uniform daily. • Make sure students start the day with a nutritious breakfast at home or at school. • Volunteer at school when possible. • Attend parent-teacher conferences. • Participate in Back to School Night, Open House and other school related activities. • Work together with school staff and support school expectations. • Update emergency contact information when a change occurs. • Check school communications regularly. • Follow all safety and traffic laws when picking up and dropping off your child. • Pick up students on time.	• Be on time. • Complete class work and homework when assigned. • Complete recommended reading minutes or tasks daily if assigned. • Discuss learning with parents. • Follow school expectations i.e.: The Whittier Way: Scholarly, Safe, Respectful, Responsible. • Ask questions when you do not understand. • Wear a school uniform every day. • Respect fellow students, adults and school property. • Use materials responsibly. • Use kind words.

Principal: _____ Parent: _____ Student: _____

Teacher: _____

Rev. 9/25/24 per SSC

Escuela primaria John G. Whittier

"¡Magos de la enseñanza y el aprendizaje del siglo XXI!"

1761 Avenida Nogal ♦Long Beach, California 90813♦ (562) 599-6263 ♦ Fax (562) 591-4046

Pacto entre el hogar y la escuela ~ 2024-2025

Responsabilidades escolares	Responsabilidades de los padres	Responsabilidades de los estudiantes
• Atender las necesidades de todos los estudiantes. • Proporcionar actividades de enriquecimiento en todos los grados. • Ofrecer una variedad de reuniones y talleres educativos para padres. • Identifique a los estudiantes con necesidades especiales e identifique cómo ayudará la escuela. • Reconocer los orígenes multiculturales de los estudiantes. • Proporcionar ½ hora de supervisión antes y después de la escuela Tk-5to. • Proporcionar conferencias de padres y maestros. • Proporcionar información sobre los procedimientos de queja. • Informar a los padres sobre los procedimientos para la liberación de estudiantes en situaciones de emergencia. • Proporcionar personal multilingüe para facilitar la comunicación. • Los maestros comunicarán los objetivos de aprendizaje mensualmente. • Proporcionar asistencia uniforme según se solicite o sea necesario.	• Lleve a los estudiantes a la escuela diariamente y a tiempo. • Informe de inmediato las ausencias de los estudiantes enviando una nota o informando en línea. • Firmar los documentos requeridos. • Lea o escuche a los niños leer diariamente. • Asegúrese de que los estudiantes duerman al menos 8 horas en los días escolares. • Proporcione un lugar tranquilo y bien iluminado para practicar las habilidades escolares. • Enviar a los niños a la escuela limpios. • Haga que los estudiantes usen uniforme limpio todos los días. • Asegúrese de que los estudiantes comiencen el día con un desayuno nutritivo en casa o en la escuela. • Sea voluntario en la escuela cuando sea posible. • Asista a conferencias de padres y maestros. • Participe en la Noche de Regreso a Clases, Casa Abierta y otras actividades relacionadas con la escuela. • Trabajar junto con el personal de la escuela y apoyar las expectativas de la escuela. • Actualice la información de contacto de emergencia cuando ocurra un cambio. • Revise las comunicaciones escolares con regularidad. • Siga todas las leyes de seguridad y tránsito al recoger y dejar a su hijo. • Recoger a los estudiantes a tiempo.	• Sea puntual. • Completar el trabajo de clase y la tarea cuando se le asigne. • Complete los minutos de lectura recomendados o las tareas diarias si se le asignan. • Discuta el aprendizaje con los padres. • Siga las expectativas de la escuela, es decir: El estilo Whittier: académico, seguro, respetuoso y responsable. • Haga preguntas cuando no entienda. • Use uniforme escolar todos los días. • Respetar a los compañeros de estudios, a los adultos y a la propiedad escolar. • Utilice los materiales de forma responsable. • Utilice palabras amables.

Director: _____ Padre: _____ Estudiante: _____

Maestro: _____

Rev. 25/9/24 según SSC

long beach unified school district

សាលាបឋមសិក្សា John G. Whittier

"អ្នកជំនួយការបង្រៀន និងរៀននៅសតវត្សរ៍ទី ២១!"

1761 Walnut Avenue♦ឡងប៊ិច រដ្ឋកាលីហ្វ័រញ៉ា 90813♦ (562) 599-6263♦ទូរសារ (562) 591-4046

ផ្ទះ – សាលាបង្រៀម ~ ២០២៤-២០២៥

ទំនួលខុសត្រូវរបស់សាលា	ទំនួលខុសត្រូវរបស់មាតាបិតា	ទំនួលខុសត្រូវរបស់សិស្ស
• ដោះស្រាយតម្រូវការរបស់សិស្សទៅឯអស់។ • ផ្តល់សកម្មភាពពង្រឹងនៅគ្រប់ថ្នាក់។ • ផ្តល់ជូននូវការប្រជុំអប់រំមាតាបិតា និងសិក្ខាសាលាផ្សេងៗ។ • កំណត់អត្តសញ្ញាណសិស្សដែលមានតម្រូវការពិសេស និងកំណត់ពីរបៀបដែលសាលានឹងជួយ។ • ទទួលស្គាល់ប្រវត្តិវប្បធម៌ចម្រុះរបស់សិស្ស។ • ផ្តល់ម៉ោងកន្លះម៉ោងមុន និងក្រោយការត្រួតពិនិត្យសាលា Tk-5th ។ • ផ្តល់សន្និសីទមាតាបិតា និងគ្រូ។ • ផ្តល់ព័ត៌មានអំពីនីតិវិធីបណ្តឹង។ • ណែនាំឪពុកម្តាយអំពីនីតិវិធីសម្រាប់ការដោះលែងសិស្សក្នុងស្ថានភាពអាសន្ន។ • ផ្តល់បុគ្គលិកច្រើនភាសាដើម្បីជួយសម្រួលដល់ការទំនាក់ទំនង។ • គ្រូនឹងប្រាស្រ័យទាក់ទងគ្នាអំពីគោលបំណងសិក្សាជារៀងរាល់ខែ។ • ផ្តល់សម្លៀកបំពាក់សាលាតាមការស្នើសុំ ឬចាំបាច់	• នាំសិស្សទៅសាលារៀនប្រចាំថ្ងៃ និងទាន់ពេលវេលា។ • រាយការណ៍ពីការអវត្តមានរបស់សិស្សដោយផ្ទៀងផ្ទាត់ជាំណាំ ឬរាយការណ៍តាមអ៊ីនធឺណិត។ • ចុះហត្ថលេខាលើឯកសារចាំបាច់។ • អានឬស្តាប់កុមារអានជារៀងរាល់ថ្ងៃ។ • ត្រូវប្រាកដថាសិស្សមានការគេងយ៉ាងហោចណាស់ 8 ម៉ោងនៅថ្ងៃសិក្សា • ផ្តល់កន្លែងស្ងាត់ និងមានពន្លឺគ្រប់គ្រាន់ដើម្បីធ្វើកិច្ចការផ្ទះដែលបានណែនាំ។ • បញ្ជូនកូនទៅសាលារៀនសុអាត។ • ឱ្យសិស្សស្លៀកពាក់សាលាឱ្យស្អាតជារៀងរាល់ថ្ងៃ។ • ត្រូវប្រាកដថាសិស្សចាប់ផ្តើមថ្ងៃថ្មីជាមួយនឹងអាហារពេលព្រឹកដែលមានជីវជាតិនៅផ្ទះ ឬនៅសាលា។ • ស្ម័គ្រចិត្តនៅសាលានៅពេលដែលអាចធ្វើទៅបាន • ចូលរួមសន្និសីទមាតាបិតា-គ្រូ។ • ចូលរួមក្តងកម្មវិធី Back to School Night, Open House និងសកម្មភាពផ្សេងៗទាក់ទងនឹងសាលា។ • ធ្វើការរួមគ្នាជាមួយបុគ្គលិកសាលានិងគាំទ្រការពិនិត្យរបស់សាលា។ • ធ្វើបច្ចុប្បន្នភាពព័ត៌មានទំនាក់ទំនងបន្ទាន់នៅពេលមានការផ្លាស់ប្តូរកើតឡើង។ • ពិនិត្យទំនាក់ទំនងសាលាឱ្យបានទៀងទាត់។ • សូមគោរពច្បាប់ចរាចរណ៍ និងសុវត្ថិភាពទាំងអស់គ្នានៅពេលយកកូនទៅសាលារៀន។ • ទទួលសិស្សទាន់ពេល។	• ត្រូវទាន់ពេល។ • បំពេញការងារក្តងថ្នាក់ និងលំហាត់នៅផ្ទះនៅពេលចាត់ចែង។ • បំពេញនាទីអានដែលបានកំណត់ ឬកិច្ចការប្រចាំថ្ងៃប្រសិនបើត្រូវបានចាត់តាំង។ • ពិភាក្សាអំពីការសិក្សាជាមួយឪពុកម្តាយ។ • ធ្វើតាមការពិងទុករបស់សាលា The Whittier Way អ្នកប្រាជ្ញ, សុវត្ថិភាព, គោរព, ទំនួលខុសត្រូវ។ • សួរសំណួរនៅពេលអ្នកមិនយល់។ • ស្លៀកសំលៀកបំពាក់សាលាជារៀងរាល់ថ្ងៃ។ • គោរពមិត្តរួមសិស្ស មនុស្សពេញវ័យ និងទ្រព្យសម្បត្តិសាលា។ • ប្រើប្រាស់សម្ភារៈដោយការទទួលខុសត្រូវ។ • ប្រើពាក្យសប្បុរស។

នាយកសាលា [redacted] ឪពុកម្តាយ៖ _____ សិស្ស៖ _____

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STATE & FEDERAL
PROGRAMS
Long Beach Unified School District

Whittier Elementary School
Family Involvement Guidelines

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

PART I

Whittier Elementary School agrees to implement the following requirements:

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

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

1. Whittier Elementary School will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
    - Attendance at one of the district trainings or school site training. Topics include:
        i. Responsibilities & Roles of SSC and its members
        ii. Composition of SSCs
        iii. Budgetary considerations
        iv. Single Plan for Student Achievement
        v. Role of ELAC and other advisory committees
    - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
        i. Invite other families and stakeholders to attend the meeting
        ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
    - At Meeting

i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
ii. Write or update the Family Involvement Guidelines & Home-School Compacts
iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions

2. Whittier Elementary School will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
   - At a SSC & ELAC meeting
   - Section of Newsletter
   - Annual Title I Meeting
   - Main Office Counter
   - Back to School Night
3. Whittier Elementary School will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
   - At SSC and ELAC meetings
   - Family information meetings
   - School site council must vote to approve the guidelines
4. Whittier Elementary School will convene an Annual Title I Public Meeting to inform families of the following:
   - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
   - Hold a flexible number of meetings at varying times
   - Notifications/fliers sent home in language families can understand
   - Announcement made on school marquee, through Schoolloop and teleparent
   - Child care provided
5. Whittier Elementary School will provide updated information to families about Title I programs throughout the school year:
   - Section of Newsletter
   - On Main Office Counter
   - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
6. Whittier Elementary School will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Whittier Elementary School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
   - Family workshops; Family surveys
   - Principal chats
   - In school newsletters
   - Back-to-School night
   - At SSC & ELAC meetings
7. Whittier Elementary School will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
   - Coordination of Transitional Kindergarten at selected sites
   - Promotion/advertisement of the District's Kindergarten festivals

8. Whittier Elementary School will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
   - At School site council meetings

PART III
SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Whittier Elementary School will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below: District trainings offered for families and staff
    - Family education workshops on site
    - Family-Teacher Conferences
    - Family Workshops posted on district website
    - DCAC, DELAC and other district family forums/meetings
    - District website resources: click "P" for Parent University
2. Whittier Elementary School will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
    - Outlines shared responsibility of home, school and student in academic achievement
    - Developed, discussed and reviewed at first SSC and ELAC meetings
    - School site council must vote to approve compact
3. Whittier Elementary School will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
    - the state's academic content standards
    - the state and local academic assessments including alternate assessments
4. Whittier Elementary School will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
    - Family Workshops (add titles)
5. Whittier Elementary School will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
    - Teacher/Staff In-services (list specifically)
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand: (List actions.)
    - Name of person at school who will be doing the translations of written materials/notifications that are sent to families

PART IV
DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

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

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children's education, arrangin school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

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PART V
ADOPTION

Whittier Elementary School's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on **10/09/24** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **11/09/2024**. Whittier Elementary School, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

[redacted]
Signature of Principal

10/9/24
Date

Revised on site: 10/11/24
For Elementary, K-8, and Middle Schools, revised 7/2017

STATE & FEDERAL
PROGRAMS
Long Beach Unified School District

Whittier Elementary School

Guía de Participación Escolar para las Familias

Como escuela que recibe fondos del Título I, Parte A (Título I), la Whittier Elementary School ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la Whittier Elementary School para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

La Whittier Elementary School está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela.
- adoptar el contrato entre el hogar y la escuela, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la escuela y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. La Escuela tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:

    - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
        i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
        ii. Composición del SSC
        iii. Consideraciones Presupuestarias
        iv. Plan Único para el Rendimiento Estudiantil
        v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores

- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
    i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
    ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela por medio de llamadas telefónicas automáticas, etc.
- En las reuniones:
    i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
    ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
    iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en español y camboyano para permitir discusiones

2. La Escuela tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
    - En la reunión del SSC y ELAC
    - Sección del Boletín Informativo
    - Reunión Anual del Título I
    - Mostrador de la Oficina Principal
    - Noche de Regreso a la Escuela
3. La Escuela actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela: (Nombrar las actividades de frecuencia y precipitadas que inicien repasos regulares, por ejemplo, actividades de la situación de las mejoras escolares, participación de la familia en etapas de mejoras [acción correctiva, restructura], asuntos de seguridad, etc.)
    - En las reuniones de SSC y ELAC
    - Reuniones informativas para las familias
    - El Concilio del Plantel Escolar deberá votar para aprobar la guía
4. La Escuela convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
    - Los requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
    - Llevar a cabo distintas reuniones durante horarios flexibles
    - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
    - Anuncios en el tablero electrónico de la escuela, por medio de "SchoolLoop" y llamadas telefónicas automáticas
    - Se proporcionará cuidado de niños
5. La Escuela proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
    - Sección del boletín informativo
    - Mostrador de la Oficina Principal
    - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
6. La Escuela les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. La Escuela también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
    - Talleres para las familias; encuestas para las familias
    - Pláticas con el director(a)

- En el boletín informativo de la escuela
- Noche de Regreso a la Escuela
- En las reuniones del SSC y ELAC

7. La Escuela coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo "Head Start", "Early Head Start", escuelas públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:
    - Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
    - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La Escuela entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
    - En las reuniones del Concilio del Plantel Escolar

PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. La Escuela construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento acad
    - Talleres ofrecidos por el Distrito para las familias y el personal escolar
    - Talleres educativos para la familia en el plantel escolar
    - Conferencias Entre Familias y Maestros
    - Talleres para la familia publicadas en la página del Internet del Distrito
    - DCAC, DELAC y otros foros/reuniones para las familias del distrito
    - Recursos de la página del Internet del Distrito: oprimir "P" para Universidad de Padres
2. La Escuela incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
    - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
    - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
    - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
3. La Escuela, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
    - las normas del contenido académico del Estado
    - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La Escuela, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
    - Talleres para las familias
5. La Escuela, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
    - Talleres para Maestros y miembros del personal
6. La Escuela, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender:

- Nombre a la persona en la escuela quien hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la escuela y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la escuela;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

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PARTE V: ADOPCIÓN

Esta Guía de Participación Whittier Elementary School para las Familias se han desarrollado conjuntamente y de acuerdo con las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el **9 de octubre de 2024** y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el **9 de noviembre de 2024** o antes. La Escuela Whittier, al grado posible, brindará una copia de esta guía a las familias en un idioma que puedan entender.

[redacted]
Firma del Director(a)

10-9-2024
Fecha