



2023-2024

Emerson Elementary

School Plan for Student Achievement

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: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

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.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

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: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: 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 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

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. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

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

Written Analysis - ELA Findings

Written Analysis

When looking at students i-Ready baseline scores, Emerson students fared better with ELA (reading) than they did in math. While many Emerson students are a year below grade-level in reading, (59%) are at or above grade level. There are (7%) two or more years below grade level in reading. Our third & fourth grade stand out as entering with the most students below grade level with 7% below in third & 6% below in fourth. which are the students who entered in the previous year below grade level. Emerson students' SBAC scores reflect that (71%) of students met or exceeded.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

Our goal is for our students who are at grade level (or above) to grow at least one year on the i-Ready assessment by June, and students who are below grade level to grow more than one year. In addition, students will achieve one year of growth in ELA. In i-Ready students will increase to 61% at or above grade level. Students will increase in ELA SBAC from 71% to at least 76%. Our Literacy Tosa is working with students in grades 1-4 on reading, we will provide tutoring in ELA after the second i-Ready diagnostic assessment, and we provide the Read Naturally program for 4th and 5th grade students in need of reading support. Hopefully, these measures, along with our focus on differentiated instruction (including tiered assignments and SGI) will help our students to achieve their goals.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

Across the grade levels, math i-Ready scores were lower than ELA. There are 6% of students that are two or more years below grade level, which is not much different than ELA. In particular, our 3rd, 4th, & 5th grades students scored the lowest on i-Ready, with 14% two or more grade levels below; however, 10% of that score is from the 5th grade students. Emerson student's SBAC scores reflect that 64% met or exceeded.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

Our goal is for our students who are at grade level (or above) to grow at least one year on the i-Ready assessment by June, and for students who are below grade level to grow more than one year. Our 3rd-5th grade teachers are providing math tutoring and we will expand math tutoring to 1st and 2nd grade after the second i-Ready diagnostic assessment. Teachers in grades 3-5 are supported with district QCI training focused in math and Emerson now has a site Math lead to support teachers with planning and lesson implementation. Hopefully, these measures, along with our focus on differentiated instruction (including tiered assignments and SGI for math) will help our students to achieve their goals.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

Emerson has 10 EL students currently data shows that the students are well-developed or Moderately developed on ELPAC summative.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

The school will use the platform of ELLevation to support intergrated and designated ELD. Students will be provided small group instruction to support the language needs and growth.

Comprehensive Needs Assessment

Culture/Climate Domain

| |
|---|
| Written Analysis - Culture/Climate Findings |
| Written Analysis |
| Our Spring Pulse survey showed that in the areas of Agency, Belonging, and Identity our students had 84% favorable rates in all three areas. In addition, student scores increased in every area from the previous fall survey. |

Comprehensive Needs Assessment

Culture/Climate Domain

| |
|---|
| Written Analysis - Culture/Climate Goals |
| Written Analysis |
| Teachers will foster ways for students to increase their self-efficacy within the classroom and playground. In addition, the principal, counselor and school psychologist will support students with individual check ins and small group support in order to maintain and increase favorable rates in all areas by 5%. |

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) Our goal is for our students who are at grade level (or above) to grow at least one year on the i-Ready assessment by June, and students who are below grade level to grow more than one year. In addition, students will achieve one year of growth in ELA. In i-Ready students will increase to 61% at or above grade level. Students will increase in ELA SBAC from 71% to at least 81%. Our Literacy Tosa is working with students in grades 1-4 on reading, we will provide tutoring in ELA after the second i-Ready diagnostic assessment, and we provide the Read Naturally program for 4th and 5th grade students in need of reading support. Hopefully, these measures, along with our focus on differentiated instruction (including tiered assignments and SGI) will help our students to achieve their goals. | Goal Partially or Not Met | Students iready data reflected positively showing that they made great growth across all grade levels. Students SBAC data does not reflect the anticipated growth in ELA. Students who participated in reading support show growth in both iReady & SBAC. | For this year we will continue to expand our tutoring opportunities and continued use of Core5 will have a positive impact on this year's goals. In addition, this year, our Literacy TOSA, SGI, expanded tutoring opportunities, Read Naturally, and differentiated instruction based on QCI teacher professional development should have more positive impact on this year's goals. |

| | | | | |
|-----------------|--|---------------------------|---|---|
| Math | 1) Our goal is for our students who are at grade level (or above) to grow at least one year on the i-Ready assessment by June, and students who are below grade level to grow more than one year. Our 3rd-5th grade teachers are providing math tutoring and we will expand math tutoring to 1st and 2nd grade after the second i-Ready diagnostic assessment. Hopefully, these measures, along with our focus on differentiated instruction (including tiered assignments and some SGI for math) will help our students to achieve their goals. | Goal Partially or Not Met | Students did meet the i-Ready growth goal in all grades. Math SBAC scores in grades 3-5 still show a need for growth. | For this year math tutoring and SGI will continue to be a focus of support this year. In addition teachers will have focused QCI planning days in addition to our PD release days to support unit studies and planning to increase student engagement in the area of math to have a more positive impact on this year's goal. |
| English Learner | 1) The school will use the platform of ELlevation to support integrated and designated ELD. Students will be provided small group instruction to support the language needs and growth. | Goal Met | Emerson used the ELlevation platform to support integrated and designated ELD and provided small group. | For this year we will continue to use the platform of ELlevation to support integrated and designated ELD. Students will be provided small group instruction to support the language needs and growth. |

| | | | | |
|-----------------|--|---------------------------|--|---|
| Culture/Climate | 1) Emerson (85%) students will report that Emerson fosters culture climate of support as measured on the CORE Survey. Which will be an increase of 10% from 21/22. Students will increase in Self-efficacy from 63% to 73% which is a 10% increase. Teachers will foster ways for students to increase their self-efficacy within the classroom and playground. In addition, the principal, counselor and school psychologist will support students with individual check ins and small group support. | Goal Partially or Not Met | Student responses increased in many areas measured by the CORE survey; however, in the SEL areas we did not meet the 10% increase. | Although we did not meet the 10% increase in the area of Climate of Support. We did see an increase in the areas of Sense of Belonging, and Safety. Teachers will continue to focus on TSEL and teaching students to advocate for themselves and learn self-efficacy. Our Culture & Climate Committee will continue with TSEL competencies and create mini surveys to monitor student efficacy. |
|-----------------|--|---------------------------|--|---|

Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate 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 1) | | | | Strong Positive Impact |
| Teachers will meet in grade-level teams to collaboratively plan upcoming curriculum units in ELA and/or math to develop collective teacher efficacy. Teachers will select common instructional practices, including differentiation for students requiring additional scaffolds and those ready for extension beyond the standards. (PD 1) | Strong Positive Impact | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |
| Provide tutoring before and/or after school tutoring for students in reading, math, and/or writing to students needing Tier II intervention based on i-Ready scores and teacher recommendation based on classroom data. (IN 2) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Somewhat Impactful |

| | | | | |
|--|--------------------|--------------------|--------------------|------------------------|
| Additional office staff hours to support the management, aquisition, organization, etc of school operations, facilities, materials, personnel, parent communicationas needed during the school year and closing of the school year. (IN 3) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |
|--|--------------------|--------------------|--------------------|------------------------|

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

| Core Program - English Language Arts | | |
|---|--|---|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching | <p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium</p> | <p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELlevation</p> <p>iReady</p> |

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

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

| Core Program - Writing | | |
|---|---|---|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students | <p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p> | <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p> |

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

| Core Program - Math | | |
|--|---|---|
| Curriculum/Instruction | Assessments | Resources/Materials |
| <p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse | <p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p> | <p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p> |

Accountability Measure 1: Increase Achievement

Interventions

| 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 will need supervision and engagement during recess and lunch periods. Students need to feel safe on campus and there needs to be adult supervision to keep the campus safe and orderly. Adult-student positive interactions and relationships is crucial to creating a positive culture and climate Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50 | Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. | All Students | LCFF Rec \$47,375 Hourly - Recreation Aide (7) for 374 hours annually - LCFF Rec 100% | 07/01/2023 - 06/30/2024 Daily | Principal Office Supervisor | CORE Survey Results Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50 |

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

| Program Description for Transitions | | |
|---|--|------------------------|
| Preschool Transition | Gr. 5 to MS Transition | Gr. 8 to HS Transition |
| <p>Students will be given a smooth transition from preschool programs to the regular elementary kindergarten program. Each preschool program will vary slightly but there will be an overarching theme of literacy and mathematics with parent training embedded. All children entering TK & kindergarten and their parents will be given a chance to attend one of the district Annual Kindergarten Festivals which focus on the expectations of kindergarten students, information on registration, and math and literacy training for parents. LBUSD also offers Transitional Kinder for students and families. The city of Long Beach will have multiple agencies there to inform parents about the services they provide to families. There is also a 6 week summer program or Saturday School offered to preschool children and their parent through First Five/Healthy Start. Students not attending Head Start are eligible to attend this transition program that has a comprehensive literacy strand for bridging students into kindergarten.</p> | <p>The counselor meets with each 5th grade class to instruct them in the middle school application process. The admin also reviews the process with parents of 5th graders. If parents need translation, it is provided by our bilingual Intermediate Office Assistant. Parents are also invited to attend the annual Education Celebration that is hosted by LBUSD.</p> | <p>N/A</p> |

Accountability Measure 2: Organizational Climate

Organizational Climate

| Organizational Climate | | | | | |
|-------------------------------|--------------------------------|----------------------------------|-------------------|------------------|--|
| Identified Need(s) | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Progress Monitoring for Assessing Effectiveness |

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

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 |
| Consistency of instructional strategies across classrooms to meet the needs of all students SBAC ELA 40, SBAC Math 40, Elementary Reading - FRSA 20 | Teachers will meet in grade-level teams to collaboratively plan upcoming curriculum units in ELA and/or math to develop collective teacher efficacy. Teachers will select common instructional practices, including differentiation for students requiring additional scaffolds and those ready for extension beyond the standards. | LCFF \$9,520 Substitute teacher full day (18) for 1 days - LCFF 100% Substitute teacher half day (18) for 2 days - LCFF 100% | 07/01/2023 - 06/30/2024 Semester | Principal, IIC, teachers | Submission of achieved outcomes following release time |

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Professional Development topics are designed based on district implementation of the Common Core State Standards, the LBUSD Understandings, input from teachers, and needs identified through the Elementary Office.

Teachers are involved in planning their professional development in several ways.

- The Safe and Civil Schools Committee identifies training needs through surveys and observation of students and the school environment.
- The Instructional Leadership Team uses assessment data and information from their grade level meetings to propose topics for professional development. The ILT meets to determine a plan based on district training, student work samples, and data analysis. Expert teachers act as trainers for their peers and teachers attend district training provided by the Office of Curriculum, Instruction, and Professional Development. General education and special education teachers create IEPs and 504 plans for identified students. At grade level meetings, teachers collaborate on curriculum after analyzing student achievement data.

Professional development will support the staff in several ways:

- The principal and teacher leaders will present ongoing staff development to the teachers in engagement strategies for ELA and math CCSS, including Small Group Instruction (SGI), differentiation, engagement, and digital learning pedagogy.
- Technology support is ongoing for teachers at Emerson through principal and teacher-led PD.

Staff Professional Development Plan includes:

- *Safe and Civil Schools
- * Small Group Instruction
- *Common Core Writing
- *ELA and MATH CCSS
- *WONDERS Curriculum
- *Write From the Beginning Writing
- *Foundation Reading Skills
- *Data meetings and looking at student work samples together
- *GATE and Differentiation
- *Inclusion Practices
- *Student Engagement Strategies and Methods

In addition to site training and PD, teachers have access to training through LBUSD's myPD courses and office hours and district PD offerings. Administrators encourage staff members to attend these trainings.

Accountability Measure 4: Parent & Community

Parent and Community

| Parent and Community Involvement | | | | | |
|---|--------------------------------|----------------------------------|-------------------|------------------|---|
| Identified Need(s) | Program & Materials | Funding Source & Cost | Time Frame | Personnel | Method for Assessing Effectiveness |

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

| Federal Programs (to Consolidate) | Allocation |
|--|------------|
| Title I (3010) | 0 |
| Title I Parent and Family Involvement (3008) | 0 |

The following amounts are the school's share of Title I required and allowed reservations:

| Share | Services | Amount |
|----------------------------|--|--------|
| Administrative Share | Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development. | NA |
| Centralized Services Share | Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project. | NA |

| State Programs * | Allocation |
|------------------|------------|
| LCFF | 12180 |

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

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

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

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

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research 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.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

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.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

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.

Youth Orchestra

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

School Site Council Membership

| Member Group | Representing | Name | Elected Term Ends |
|--------------|-----------------------|---------------------|-------------------|
| Staff | Principal | Sunday Dominguez | |
| Staff | Classroom Teacher | Theresa Hreschuk | 06-13-2025 |
| Staff | Classroom Teacher | Rebecca Peterson | 06-14-2024 |
| Staff | Classroom Teacher | Michaelann Lind | 06-14-2024 |
| Staff | Non Classroom Teacher | Christine Sikola | 06-13-2025 |
| Community | Parent | Meghan [REDACTED] | 06-14-2024 |
| Community | Parent | Rachelle [REDACTED] | 06-13-2025 |
| Community | Parent | Mairin [REDACTED] | 06-13-2025 |
| Community | Parent | Albert [REDACTED] | 06-13-2025 |
| Community | Parent | Efrain [REDACTED] | 06-14-2024 |

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

| Position | Representing | Name |
|-----------------------|---------------------------------|------|
| Chair | Parent of EL Student (required) | |
| DELAC Representative | Parent of EL Student (required) | |
| Principal or Designee | Staff Member (required) | |
| Secretary | | |

| Name | Representing |
|------|--------------|
|------|--------------|

ELAC Recommendations

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

ELAC is not required because there are less than 21 English Learner students enrolled.

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):
2. The SSC approved the **Home-School Compact** on 09/27/2023
3. The SSC approved the **Parent Involvement Guidelines** on 09/27/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:11/15/2023
6. The SPSA was approved at the following SSC Meeting: 11/15/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

SBAC ELA 2023 :: School Data by Subgroup

Emerson

| 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 | 158 | 29% | 12 | 17 | 20 | 51 | 71% | ↓- | | ↓2 | |
| | All Elementary | 52% | 31 | 21 | 23 | 25 | 48% | ↑1 | | ↑6 | |
| | District | 52% | 29 | 23 | 26 | 22 | 48% | ↑- | | ↓1 | |
| Grade | 62 | 29% | 11 | 18 | 27 | 44 | 71% | ↓- | | - | |
| | All Elementary | 53% | 30 | 23 | 21 | 26 | 47% | ↑4 | | - | |
| | District | 52% | 30 | 22 | 21 | 27 | 48% | ↑4 | | - | |
| | Gr. 03 | 47 | 30% | 11 | 19 | 11 | 60 | 70% | ↓1 | | - |
| | All Elementary | 55% | 35 | 20 | 19 | 26 | 45% | ↑- | | ↑3 | |
| | District | 54% | 35 | 19 | 19 | 27 | 46% | ↑1 | | ↑2 | |
| | Gr. 04 | 49 | 29% | 14 | 14 | 18 | 53 | 71% | ↑- | | ↓4 |
| | All Elementary | 48% | 27 | 21 | 28 | 24 | 52% | ↓1 | | ↑8 | |
| | District | 48% | 27 | 21 | 28 | 24 | 52% | ↓1 | | ↑8 | |
| Gr. 05 | 69 | 20% | 4 | 16 | 19 | 61 | 80% | ↑8 | | ↓5 | |
| Ethnicity | White | All Elementary | 25% | 9 | 15 | 24 | 51 | 75% | ↑- | | ↑4 |
| | District | 26% | 11 | 15 | 30 | 44 | 74% | ↑1 | | ↓1 | |
| | Hispanic | 55 | 36% | 16 | 20 | 24 | 40 | 64% | ↓11 | | ↓3 |
| | All Elementary | 59% | 36 | 23 | 23 | 19 | 41% | ↑1 | | ↑6 | |
| | District | 58% | 33 | 25 | 26 | 16 | 42% | ↓- | | ↓1 | |
| | Other | 15* | 27% | 13 | 13 | 13 | 60 | 73% | ↑7 | | - |
| | All Elementary | 30% | 17 | 13 | 26 | 45 | 70% | ↑2 | | ↑5 | |
| | District | 33% | 16 | 17 | 29 | 38 | 67% | ↑1 | | ↓1 | |
| | Asian | 10* | 20% | 10 | 10 | 20 | 60 | 80% | ↓3 | | - |
| All Elementary | 38% | 19 | 19 | 23 | 39 | 62% | ↑1 | | ↑6 | | |
| District | 34% | 17 | 18 | 30 | 36 | 66% | ↑- | | ↑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 2023 :: School Data by Subgroup

Emerson

| 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 | African American | 7* | 86% | 57 | 29 | 14 | | 14% | ↓26 | | - | |
| | | All Elementary | 67% | 44 | 23 | 18 | 15 | | 33% | ↑2 | | ↑6 |
| | | District | 67% | 42 | 25 | 21 | 12 | | 33% | ↓- | | ↓1 |
| | Cambodian | 4* | 0% | | | 25 | | 75 | 100% | - | | - |
| | | All Elementary | 40% | 20 | 19 | 27 | 33 | | 60% | ↑1 | | ↑7 |
| | | District | 39% | 19 | 20 | 32 | 29 | | 61% | ↑1 | | ↑2 |
| | Filipino | 1* | 0% | | | | | 100 | 100% | - | | - |
| | | All Elementary | 24% | 12 | 11 | 27 | 49 | | 76% | ↑2 | | ↑7 |
| | | District | 28% | 11 | 17 | 31 | 41 | | 72% | ↑2 | | ↑2 |
| | Pacific Islander | 1* | 0% | | | | | 100 | 100% | - | | - |
| All Elementary | | 69% | 33 | 36 | 19 | 12 | | 31% | ↓4 | | ↑3 | |
| District | | 63% | 31 | 32 | 28 | 9 | | 38% | ↓2 | | ↓3 | |
| Gender | Female | 64 | 19% | 11 | 8 | 25 | | 56 | 81% | ↑7 | | ↑3 |
| | | All Elementary | 49% | 27 | 21 | 24 | 28 | | 51% | ↑1 | | ↑5 |
| | | District | 47% | 25 | 22 | 28 | 24 | | 53% | ↓- | | ↓- |
| | Male | 94 | 36% | 13 | 23 | 16 | | 48 | 64% | ↓6 | | ↓6 |
| | | All Elementary | 55% | 34 | 21 | 21 | 23 | | 45% | ↑1 | | ↑6 |
| | | District | 56% | 33 | 23 | 25 | 19 | | 44% | ↑1 | | ↓1 |
| Nonbinary | District | 40% | 13 | 27 | 38 | | 22 | 60% | ↑6 | | ↓6 | |
| | All Elementary* | 50% | 13 | 38 | 38 | 13 | | 50% | ↑25 | | - | |
| Special Populations | EL + RFEP | 10* | 50% | 10 | 40 | 20 | | 30 | 50% | ↓25 | | - |
| | | All Elementary | 67% | 43 | 24 | 20 | 14 | | 33% | ↓- | | ↑6 |
| | | District | 64% | 38 | 26 | 24 | 12 | | 36% | ↓1 | | ↓1 |
| | ELL | 6* | 83% | 17 | 67 | 17 | | 17% | ↓17 | | - | |

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 2023 :: School Data by Subgroup

Emerson

| 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 | 80% | 54 | 26 | 15 | 5 | 20% | ↑5 | | ↑5 | |
| | | District | 86% | 60 | 25 | 11 | 3 | 14% | ↑4 | | ↑3 | |
| | RFEP | 4* | 0% | | | 25 | | 75 | 100% | - | | - |
| | | All Elementary | 29% | 11 | 18 | 33 | | 38 | 71% | ↑9 | | ↑7 |
| | GATE/Excel | District | 44% | 17 | 27 | 35 | | 21 | 56% | ↑- | | ↓4 |
| | | 44 | 2% | | | 2 | 7 | | 91 | 98% | ↑5 | |
| | Foster | All Elementary | 10% | 2 | 8 | 23 | | 67 | 90% | ↑2 | | ↓- |
| | | District | 14% | 3 | 11 | 32 | | 54 | 86% | ↓- | | ↓3 |
| | Homeless | District | 75% | 50 | 25 | 16 | 9 | 25% | ↓3 | | ↓4 | |
| | | All Elementary | 75% | 53 | 22 | 11 | 14 | 25% | ↑- | | ↑7 | |
| | Homeless/Foster | 5* | 80% | 40 | 40 | | 20 | 20% | ↓9 | | - | |
| | | All Elementary | 63% | 40 | 23 | 20 | 16 | 37% | ↑2 | | ↑6 | |
| | Low SES | District | 64% | 40 | 24 | 24 | 12 | 36% | ↓1 | | ↓1 | |
| | | 5* | 80% | 40 | 40 | | 20 | 20% | ↓18 | | - | |
| | Special Ed. | All Elementary | 64% | 41 | 23 | 20 | 16 | 36% | ↑2 | | ↑6 | |
| | | District | 65% | 41 | 24 | 23 | 12 | 35% | ↓1 | | ↓1 | |
| | Spec Ed. Speech/RSP | 43 | 51% | 23 | 28 | 14 | 35 | 49% | ↑1 | | - | |
| | | All Elementary | 59% | 36 | 23 | 22 | 18 | 41% | ↑2 | | ↑6 | |
| Special Ed. | District | 59% | 34 | 25 | 25 | 16 | 41% | ↑1 | | ↓1 | | |
| | 39 | 62% | 33 | 28 | 18 | 21 | 38% | ↑12 | | - | | |
| Spec Ed. Speech/RSP | All Elementary | 81% | 64 | 17 | 10 | 9 | 19% | ↑2 | | ↑4 | | |
| | District | 84% | 65 | 19 | 11 | 5 | 16% | ↑1 | | ↑1 | | |
| Spec Ed. Speech/RSP | 26 | 54% | 23 | 31 | 19 | 27 | 46% | ↑20 | | - | | |
| | All Elementary | 77% | 57 | 19 | 13 | 11 | 23% | ↑2 | | ↑5 | | |

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

SBAC ELA 2023 :: School Data by Subgroup

Emerson

| 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 |
| Spec Ed. Speech/R | District | 79% | 56 | 23 | 14 | 7 | 21% | ↑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 2023 :: School Data by Subgroup

Emerson

| 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 | 158 | 36% | 15 | 21 | 37 | 27 | 64% | ↑11 | | ↓9 |
| | All Elementary | 60% | 33 | 27 | 22 | 18 | 40% | ↑2 | | ↓2 |
| | District | 66% | 40 | 26 | 19 | 16 | 34% | ↑1 | | ↓5 |
| Grade | 62 | 23% | 11 | 11 | 48 | 29 | 77% | ↑12 | | - |
| | All Elementary | 54% | 31 | 23 | 26 | 20 | 46% | ↑5 | | - |
| | District | 53% | 30 | 23 | 26 | 21 | 47% | ↑4 | | - |
| | 47 | 32% | 15 | 17 | 38 | 30 | 68% | ↑8 | | ↑2 |
| | All Elementary | 60% | 30 | 30 | 22 | 18 | 40% | ↑2 | | ↓1 |
| | District | 59% | 30 | 30 | 22 | 18 | 41% | ↑3 | | ↓2 |
| | 49 | 57% | 20 | 37 | 22 | 20 | 43% | ↑7 | | ↓20 |
| | All Elementary | 66% | 37 | 29 | 18 | 16 | 34% | ↓- | | ↓2 |
| | District | 65% | 37 | 28 | 18 | 17 | 35% | ↑- | | ↓3 |
| Ethnicity | 69 | 32% | 7 | 25 | 38 | 30 | 68% | ↑13 | | ↓17 |
| | All Elementary | 31% | 12 | 19 | 29 | 40 | 69% | ↑3 | | ↓3 |
| | District | 38% | 17 | 21 | 27 | 35 | 62% | ↑3 | | ↓6 |
| | 55 | 44% | 22 | 22 | 38 | 18 | 56% | ↑3 | | ↓6 |
| | All Elementary | 67% | 37 | 29 | 21 | 12 | 33% | ↑3 | | ↓1 |
| | District | 72% | 45 | 27 | 17 | 11 | 28% | ↑2 | | ↓5 |
| | 15* | 20% | 13 | 7 | 40 | 40 | 80% | ↑22 | | - |
| | All Elementary | 39% | 18 | 22 | 26 | 35 | 61% | ↓1 | | ↓4 |
| | District | 45% | 23 | 22 | 24 | 31 | 55% | ↑- | | ↓5 |
| 10* | 20% | 10 | 10 | 40 | 40 | 80% | ↑13 | | - | |
| All Elementary | 45% | 20 | 26 | 23 | 31 | 55% | ↓1 | | ↓2 | |
| District | 49% | 25 | 24 | 22 | 29 | 51% | ↓1 | | ↓6 | |

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 2023 :: School Data by Subgroup

Emerson

| Category | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | | |
|---------------------|------------------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| Ethnicity | African American | 7* | 86% | 57 | 29 | 14 | 14% | ↑4 | | - | |
| | | All Elementary | 77% | 48 | 28 | 16 | 7 | 23% | ↑3 | | ↓1 |
| | | District | 82% | 57 | 25 | 12 | 6 | 18% | ↑1 | | ↓4 |
| | Cambodian | 4* | 0% | | | 50 | 50 | 100% | ↑50 | | - |
| | | All Elementary | 50% | 21 | 29 | 24 | 26 | 50% | ↓3 | | ↓1 |
| | | District | 55% | 28 | 27 | 23 | 23 | 45% | ↓2 | | ↓5 |
| | Filipino | 1* | 0% | | | 100 | 100% | - | | - | |
| | | All Elementary | 34% | 11 | 23 | 31 | 35 | 66% | ↓- | | ↓2 |
| | | District | 44% | 19 | 25 | 24 | 33 | 56% | ↓- | | ↓5 |
| | Pacific Islander | 1* | 0% | | | 100 | 100% | - | | - | |
| All Elementary | | 73% | 41 | 32 | 18 | 9 | 27% | ↓3 | | ↓3 | |
| District | | 76% | 46 | 30 | 17 | 8 | 24% | ↓- | | ↓6 | |
| Gender | Female | 64 | 36% | 16 | 20 | 42 | 22 | 64% | ↑20 | | ↓5 |
| | | All Elementary | 63% | 34 | 28 | 21 | 16 | 37% | ↑1 | | ↓2 |
| | | District | 67% | 41 | 26 | 18 | 14 | 33% | ↑1 | | ↓5 |
| | Male | 94 | 36% | 15 | 21 | 34 | 30 | 64% | ↑3 | | ↓12 |
| | | All Elementary | 58% | 32 | 26 | 22 | 20 | 42% | ↑3 | | ↓2 |
| | | District | 64% | 39 | 25 | 19 | 17 | 36% | ↑2 | | ↓5 |
| | Nonbinary | All Elementary* | 75% | 50 | 25 | 13 | 13 | 25% | ↑13 | | - |
| District | | 62% | 42 | 20 | 22 | 16 | 38% | ↑4 | | ↓3 | |
| Special Populations | EL + RFEP | 10* | 60% | 40 | 20 | 30 | 10 | 40% | ↑3 | | - |
| | | All Elementary | 73% | 44 | 29 | 17 | 10 | 27% | ↑2 | | ↑- |
| | | District | 77% | 52 | 26 | 14 | 8 | 23% | ↑1 | | ↓5 |
| | ELL | 6* | 83% | 67 | 17 | 17 | 17% | ↑17 | | - | |

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 2023 :: School Data by Subgroup

Emerson

| 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 | 83% | 54 | 29 | 13 | 4 | 17% | ↑6 | | ↑1 |
| | | District | 90% | 68 | 22 | 8 | 2 | 10% | ↑3 | | ↓- |
| | RFEP | 4* | 25% | 25 | 50 | 25 | 75% | ↑15 | | - | |
| | | All Elementary | 43% | 16 | 27 | 28 | 29 | 57% | ↑10 | | ↓2 |
| | GATE/Excel | District | 66% | 36 | 30 | 20 | 14 | 34% | ↑1 | | ↓9 |
| | | 44 | 11% | 11 | 25 | 64 | 89% | ↑5 | | ↓13 | |
| | Foster | All Elementary | 16% | 3 | 13 | 27 | 57 | 84% | ↑2 | | ↓8 |
| | | District | 26% | 8 | 18 | 28 | 47 | 74% | ↑2 | | ↓9 |
| | Homeless | All Elementary | 80% | 53 | 26 | 19 | 2 | 20% | ↑5 | | - |
| | | District | 85% | 62 | 23 | 13 | 2 | 15% | ↑2 | | ↓2 |
| | Homeless/Foster | 5* | 80% | 60 | 20 | 20 | 20% | ↓9 | | - | |
| | | All Elementary | 72% | 44 | 27 | 18 | 11 | 28% | ↑2 | | - |
| | Low SES | District | 78% | 52 | 26 | 14 | 8 | 22% | ↑- | | ↓5 |
| | | 5* | 80% | 60 | 20 | 20 | 20% | ↓5 | | - | |
| | Special Ed. | All Elementary | 72% | 45 | 27 | 18 | 10 | 28% | ↑2 | | - |
| | | District | 79% | 53 | 25 | 14 | 7 | 21% | ↑1 | | ↓4 |
| | Spec Ed. Speech/RSP | 43 | 53% | 35 | 19 | 35 | 12 | 47% | ↑14 | | ↓4 |
| | | All Elementary | 68% | 39 | 29 | 20 | 12 | 32% | ↑3 | | ↓1 |
| | Special Ed. | District | 73% | 46 | 27 | 17 | 11 | 27% | ↑2 | | ↓5 |
| | | 39 | 67% | 41 | 26 | 21 | 13 | 33% | ↑20 | | - |
| Spec Ed. Speech/RSP | All Elementary | 82% | 63 | 20 | 10 | 8 | 18% | ↑3 | | ↓- | |
| | District | 88% | 72 | 16 | 8 | 5 | 12% | ↑2 | | ↓1 | |
| Spec Ed. Speech/RSP | 26 | 58% | 35 | 23 | 23 | 19 | 42% | ↑29 | | - | |
| | All Elementary | 78% | 55 | 23 | 12 | 10 | 22% | ↑3 | | ↓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.

Emerson

| 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 |
| Spec Ed. Speech/R | District | 84% | 64 | 20 | 10 | 6 | 16% | ↑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.

Emerson

| Category | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort | |
|------------------|------------------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| All Students | 49 | 45% | 8 | 37 | 37 | 18 | 55% | ↑4 | | - | |
| | All Elementary | 70% | 16 | 54 | 20 | 10 | 30% | ↑- | | - | |
| | District | 74% | 17 | 57 | 18 | 8 | 26% | ↑1 | | - | |
| Grade | Gr. 05 | 45% | 8 | 37 | 37 | 18 | 55% | ↑4 | | - | |
| | All Elementary | 70% | 16 | 54 | 20 | 10 | 30% | ↑- | | - | |
| | District | 70% | 16 | 54 | 20 | 10 | 30% | ↑1 | | - | |
| Ethnicity | White | 24 | 42% | 4 | 38 | 29 | 29 | 58% | ↑2 | | - |
| | | All Elementary | 42% | 4 | 38 | 31 | 27 | 58% | ↓2 | | - |
| | | District | 51% | 6 | 45 | 29 | 20 | 49% | ↑1 | | - |
| | Hispanic | 19* | 53% | 11 | 42 | 42 | 5 | 47% | ↑1 | | - |
| | | All Elementary | 76% | 18 | 59 | 17 | 6 | 24% | ↑1 | | - |
| | | District | 81% | 19 | 62 | 15 | 4 | 19% | ↑1 | | - |
| | Other | 2* | 0% | | | 100 | 100% | 100% | ↑25 | | - |
| | | All Elementary | 51% | 8 | 43 | 29 | 20 | 49% | ↓2 | | - |
| | | District | 56% | 11 | 46 | 25 | 18 | 44% | ↓- | | - |
| | African American | 2* | 100% | 50 | 50 | | | 0% | - | | - |
| | | All Elementary | 81% | 24 | 57 | 16 | 3 | 19% | ↑4 | | - |
| | | District | 86% | 29 | 57 | 12 | 2 | 14% | ↑1 | | - |
| Asian | 1* | 0% | | | 100 | 100% | 100% | ↑100 | | - | |
| | All Elementary | 57% | 9 | 48 | 24 | 19 | 43% | ↑- | | - | |
| | District | 57% | 6 | 50 | 28 | 15 | 43% | ↑2 | | - | |
| Pacific Islander | 1* | 0% | | | 100 | 100% | 100% | - | | - | |
| | All Elementary | 83% | 22 | 61 | 17 | | 17% | ↓14 | | - | |
| | District | 88% | 20 | 69 | 10 | 2 | 12% | ↓4 | | - | |

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

Emerson

| 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 | | |
| Gender | Female | 21 | 43% | 14 | 29 | 38 | 19 | 57% | ↑15 | | - | |
| | | All Elementary | 71% | 14 | 57 | 19 | 10 | 29% | ↑- | | - | |
| | | District | 75% | 15 | 60 | 18 | 7 | 25% | ↑1 | | - | |
| | Male | 28 | 46% | 4 | 43 | 36 | 18 | 54% | ↓10 | | - | |
| | | All Elementary | 69% | 17 | 52 | 21 | 10 | 31% | ↑- | | - | |
| | | District | 74% | 19 | 55 | 18 | 8 | 26% | ↑1 | | - | |
| Nonbinary | All Elementary* | 57% | 29 | 29 | 29 | 14 | 43% | ↑43 | | - | | |
| | District | 68% | 18 | 50 | 14 | 18 | 32% | ↑11 | | - | | |
| Special Populations | EL + RFEP | 2* | 0% | | | 50 | | 50 | 100% | - | | - |
| | | All Elementary | 82% | 22 | 61 | 14 | 4 | 18% | ↑- | | - | |
| | | District | 84% | 21 | 63 | 13 | 3 | 16% | ↑1 | | - | |
| | RFEP | 2* | 0% | | | 50 | | 50 | 100% | - | | - |
| | | All Elementary | 61% | 7 | 55 | 30 | 9 | 39% | ↑9 | | - | |
| | | District | 75% | 10 | 66 | 20 | 5 | 25% | ↑3 | | - | |
| | GATE/Excel | 17* | 12% | | 12 | 35 | | 53 | 88% | ↓4 | | - |
| | | All Elementary | 32% | 1 | 31 | 36 | 32 | 68% | ↑- | | - | |
| | | District | 43% | 3 | 41 | 34 | 23 | 57% | ↓2 | | - | |
| | ELL | All Elementary | 97% | 32 | 65 | 3 | | 3% | ↑- | | - | |
| | | District | 98% | 40 | 58 | 2 | | 2% | ↑- | | - | |
| | Foster | All Elementary | 81% | 30 | 51 | 11 | 8 | 19% | ↑1 | | - | |
| | | District | 88% | 31 | 58 | 8 | 4 | 12% | ↓3 | | - | |
| | Homeless | 3* | 100% | 67 | 33 | | | 0% | - | | - | |
| | | All Elementary | 83% | 20 | 63 | 13 | 4 | 17% | ↑1 | | - | |
| District | | 86% | 24 | 62 | 10 | 3 | 14% | ↓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.

Emerson

| 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/Foster | 3* | 100% | 67 | 33 | | 0% | - | | - | |
| | | All Elementary | 83% | 21 | 62 | 13 | 4 | 17% | ↑1 | | - |
| | | District | 87% | 25 | 62 | 10 | 3 | 13% | ↓1 | | - |
| | Low SES | 12* | 58% | 25 | 33 | 42 | | 42% | ↑14 | | - |
| | | All Elementary | 77% | 18 | 59 | 17 | 6 | 23% | ↑2 | | - |
| | | District | 81% | 20 | 61 | 15 | 4 | 19% | ↑2 | | - |
| | Special Ed. | 12* | 83% | 33 | 50 | 17 | | 17% | - | | - |
| | | All Elementary | 89% | 44 | 46 | 7 | 4 | 11% | ↑3 | | - |
| | | District | 93% | 47 | 46 | 5 | 2 | 7% | ↑1 | | - |
| | Spec Ed. Speech/RSP | 9* | 78% | 11 | 67 | 22 | | 22% | ↑6 | | - |
| | | All Elementary | 86% | 34 | 52 | 9 | 5 | 14% | ↑4 | | - |
| | | District | 90% | 37 | 53 | 7 | 3 | 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.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup Emerson

12/14/23

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|-------------|--------------|---|----------|---|--------------|--------------|--------------|----|
| | | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| E L A | All Students | 91 | 36 | 24 | 24 | 26 | 25 | |
| | | All ES | 49 | 22 | 22 | 24 | 32 | |
| | | District | 27 | 34 | 15 | 16 | 34 | |
| | Grade | Gr. 04 (Minimum Growth Target: 44) | 45 | 55 | 13 | 20 | 36 | 31 |
| | | | All ES | 49 | 21 | 24 | 27 | 28 |
| | | | District | 48 | 22 | 24 | 27 | 27 |
| | | Gr. 05 (Minimum Growth Target: 35) | 46 | 18 | 35 | 28 | 17 | 20 |
| | | | All ES | 50 | 22 | 20 | 22 | 36 |
| | | | District | 49 | 22 | 20 | 22 | 36 |
| | Ethnicity | White | 41 | 49 | 20 | 22 | 27 | 32 |
| | | | All ES | 53 | 19 | 22 | 27 | 33 |
| | | | District | 29 | 33 | 16 | 16 | 35 |
| Hispanic | | 34 | 21 | 32 | 21 | 26 | 21 | |
| | | All ES | 49 | 23 | 22 | 24 | 31 | |
| | | District | 26 | 35 | 15 | 16 | 34 | |
| Other | | 6^ | - | | 33 | 33 | 33 | |
| | | All ES | 49 | 19 | 23 | 27 | 31 | |
| | | District | 30 | 32 | 16 | 17 | 35 | |
| Asian | 5^ | - | 60 | 20 | 20 | | | |
| | All ES | 53 | 21 | 23 | 23 | 34 | | |
| | District | 33 | 30 | 16 | 16 | 38 | | |

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Emerson

12/14/23

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|--|----------------------------|---|----------|---|--------------|--------------|--------------|----|
| | | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| E L A | Ethnicity | African American | 4^ | - | | 75 | 25 | 0 |
| | | | All ES | 50 | 22 | 22 | 22 | 34 |
| | | | District | 25 | 36 | 16 | 15 | 33 |
| | Ethnicity | Cambodian | 1^ | - | | | 100 | |
| | | | All ES | 53 | 20 | 22 | 25 | 33 |
| | | | District | 34 | 30 | 16 | 17 | 37 |
| | Ethnicity | Pacific Islander | 1^ | - | | | 100 | 0 |
| | | | All ES | 41 | 23 | 26 | 25 | 26 |
| | | | District | 26 | 32 | 17 | 18 | 33 |
| | G e n d e r | Female | 40 | 32 | 25 | 28 | 33 | 15 |
| | | | All ES | 50 | 21 | 22 | 25 | 32 |
| | | | District | 28 | 34 | 15 | 16 | 34 |
| Female | | Male | 51 | 39 | 24 | 22 | 22 | 33 |
| | | | All ES | 50 | 22 | 22 | 24 | 32 |
| | | | District | 26 | 35 | 15 | 16 | 34 |
| Female | | Nonbinary | All ES^ | 72 | 17 | 17 | 33 | 33 |
| | District | | 28 | 33 | 15 | 8 | 44 | |
| S p e c i a l P o p u l a t i o n s | EL + RFEP | 7^ | - | 29 | 29 | 29 | 14 | |
| | | All ES | 50 | 24 | 21 | 23 | 33 | |
| | | District | 25 | 36 | 13 | 15 | 36 | |
| | ELL | 3^ | - | | | 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.

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup Emerson

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | |
|--|-----------------|---|----|---|--------------|--------------|--------------|
| | | N | | Growth Target | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* |
| E L A Special Populations | ELL | All ES | 50 | 24 | 21 | 23 | 32 |
| | | District | 34 | 31 | 16 | 18 | 35 |
| | RFEP | 4^ | - | 50 | 50 | 0 | |
| | | All ES | 50 | 22 | 21 | 23 | 34 |
| | GATE/Excel | District | 18 | 39 | 12 | 14 | 36 |
| | | 31 | 38 | 26 | 19 | 32 | 23 |
| | Foster | All ES | 49 | 21 | 22 | 27 | 30 |
| | | District | 27 | 34 | 15 | 18 | 33 |
| | Homeless | All ES | 55 | 25 | 10 | 31 | 33 |
| | | District | 23 | 40 | 12 | 20 | 29 |
| | Homeless/Foster | 4^ | - | 25 | 25 | 50 | |
| | | All ES | 55 | 21 | 21 | 25 | 34 |
| | Low SES | District | 28 | 33 | 16 | 17 | 34 |
| | | 4^ | - | 25 | 25 | 50 | |
| | Special Ed. | All ES | 55 | 21 | 20 | 25 | 34 |
| | | District | 28 | 34 | 16 | 17 | 33 |
| | Special Ed. | 27 | 43 | 15 | 33 | 30 | 22 |
| | | All ES | 50 | 22 | 22 | 24 | 32 |
| | Special Ed. | District | 26 | 35 | 15 | 16 | 34 |
| | | 15^ | - | 27 | 33 | 13 | 27 |
| Special Ed. | All ES | 43 | 27 | 20 | 23 | 31 | |

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Emerson

12/14/23

| Category | | | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|-------------|---------------------|---------------------|---|---|--------------|--------------|--------------|----|
| | | | N | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| E L A | Special Populations | Special Ed. | District | 27 | 35 | 15 | 15 | 35 |
| | | Spec Ed. Speech/RSP | 12^ | - | 25 | 33 | 8 | 33 |
| | | | All ES | 47 | 24 | 21 | 24 | 31 |
| | | | District | 28 | 35 | 15 | 16 | 34 |

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Emerson

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|------------------|--------------|---|----------|---|--------------|--------------|--------------|----|
| | | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| M a t h | All Students | 91 | 29 | 23 | 32 | 32 | 13 | |
| | | All ES | 38 | 23 | 28 | 28 | 20 | |
| | | District | 16 | 38 | 19 | 18 | 24 | |
| | Grade | Gr. 04 (Minimum Growth Target: 42) | 45 | 48 | 13 | 27 | 42 | 18 |
| | | | All ES | 45 | 18 | 29 | 31 | 22 |
| | | | District | 44 | 18 | 29 | 31 | 21 |
| | | Gr. 05 (Minimum Growth Target: 39) | 46 | 12 | 33 | 37 | 22 | 9 |
| | | | All ES | 32 | 28 | 27 | 26 | 19 |
| | | | District | 32 | 28 | 27 | 26 | 19 |
| Ethnicity | White | 41 | 23 | 29 | 29 | 29 | 12 | |
| | | All ES | 36 | 22 | 33 | 28 | 18 | |
| | | District | 19 | 34 | 22 | 19 | 24 | |
| | Hispanic | 34 | 35 | 21 | 35 | 29 | 15 | |
| | | All ES | 39 | 23 | 28 | 28 | 21 | |
| | | District | 14 | 39 | 19 | 18 | 24 | |
| | Other | 6^ | - | 17 | 67 | 17 | | |
| | | All ES | 40 | 21 | 29 | 29 | 21 | |
| | | District | 22 | 34 | 22 | 19 | 26 | |
| Asian | 5^ | - | 20 | 40 | 20 | 20 | | |
| | All ES | 42 | 21 | 26 | 30 | 23 | | |
| | District | 19 | 36 | 19 | 20 | 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.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Emerson

12/14/23

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|---------------------|------------------|---|----|---|--------------|--------------|--------------|----|
| | | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| Ethnicity | African American | 4^ | - | 25 | 50 | 25 | 0 | |
| | | All ES | 35 | 26 | 27 | 28 | 20 | |
| | | District | 14 | 40 | 19 | 17 | 24 | |
| | Cambodian | 1^ | - | | | | 100 | 0 |
| | | All ES | 42 | 21 | 26 | 31 | 22 | |
| | | District | 19 | 36 | 19 | 20 | 25 | |
| | Pacific Islander | 1^ | - | | | | 100 | 0 |
| | | All ES | 30 | 29 | 29 | 26 | 15 | |
| | | District | 14 | 42 | 17 | 18 | 24 | |
| Gender | Female | 40 | 30 | 23 | 33 | 33 | 13 | |
| | | All ES | 38 | 23 | 28 | 29 | 20 | |
| | | District | 15 | 38 | 19 | 19 | 24 | |
| | Male | 51 | 29 | 24 | 31 | 31 | 14 | |
| | | All ES | 39 | 24 | 28 | 27 | 21 | |
| | | District | 16 | 38 | 20 | 18 | 25 | |
| | Nonbinary | All ES^ | 59 | | 33 | | 50 | 17 |
| District | | 5 | 38 | 20 | 18 | 25 | | |
| Special Populations | EL + RFEP | 7^ | - | 29 | 29 | 29 | 14 | |
| | | All ES | 41 | 23 | 26 | 28 | 23 | |
| | | District | 12 | 41 | 18 | 17 | 24 | |
| | ELL | 3^ | - | 33 | 33 | 33 | 0 | |

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Emerson

12/14/23

| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|-----------------------------|-----------------|---|----|---|--------------|--------------|--------------|----|
| | | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| Math at Special Populations | ELL | All ES | 42 | | 23 | 25 | 29 | 23 |
| | | District | 23 | | 35 | 19 | 19 | 28 |
| | RFEP | 4^ | - | | 25 | 25 | 25 | 25 |
| | | All ES | 40 | | 24 | 27 | 26 | 23 |
| | District | 4 | | 46 | 17 | 15 | 23 | |
| | | 31 | 30 | | 26 | 26 | 35 | 13 |
| | GATE/Excel | All ES | 35 | | 24 | 30 | 28 | 18 |
| | | District | 19 | | 35 | 21 | 20 | 25 |
| | Foster | All ES | 41 | | 24 | 26 | 33 | 17 |
| | | District | 21 | | 39 | 16 | 19 | 25 |
| | Homeless | 4^ | - | | 50 | 25 | 25 | |
| | | All ES | 37 | | 26 | 27 | 26 | 21 |
| | District | 13 | | 40 | 19 | 17 | 24 | |
| | | 4^ | - | | 50 | 25 | 25 | |
| | Homeless/Foster | All ES | 38 | | 26 | 27 | 26 | 21 |
| | | District | 14 | | 40 | 19 | 17 | 24 |
| | Low SES | 27 | 10 | | 37 | 30 | 26 | 7 |
| | | All ES | 38 | | 24 | 28 | 28 | 21 |
| | District | 14 | | 39 | 19 | 18 | 24 | |
| | | 15^ | - | | 40 | 27 | 20 | 13 |
| Special Ed. | All ES | 37 | | 26 | 25 | 25 | 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.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Emerson

12/14/23

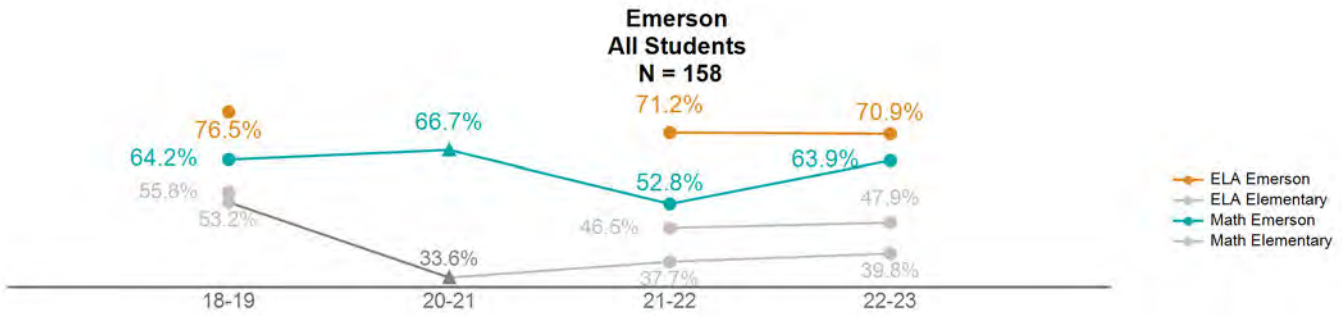
| Category | | Average Scale Score Change from Prior Year to This Year | | Percent of Students Change in Scale (Comparing prior year's scale score to this year) | | | | |
|-----------------------------|---------------------|---|----|---|--------------|--------------|--------------|----|
| | | N | | Growth Target | | | | |
| | | | | Declined | Below Target | Above Target | Accelerated* | |
| Math at Special Populations | Special Ed. | District | 20 | | 36 | 19 | 16 | 29 |
| | Spec Ed. Speech/RSP | 12^ | - | | 25 | 33 | 25 | 17 |
| | | All ES | 39 | | 24 | 26 | 26 | 24 |
| | | District | 19 | | 36 | 19 | 17 | 28 |

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

^Not currently a significant subgroup.

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

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



African American

Subgroup with fewer than 20 students.

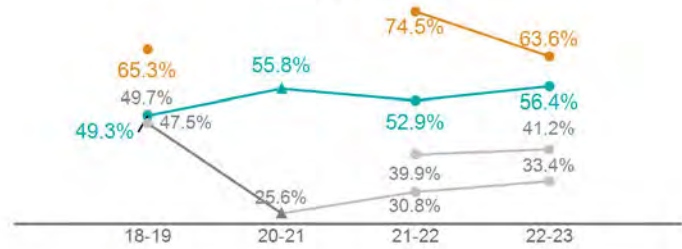
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

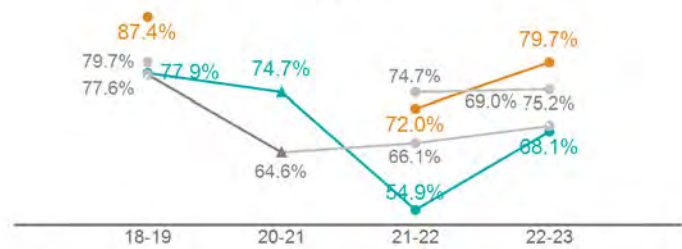
Hispanic N = 55



Pacific Islander

Subgroup with fewer than 20 students.

White N = 69



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

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

Native American
Subgroup with fewer than 20 students.

Other
75.0%
72.1%
68.5%

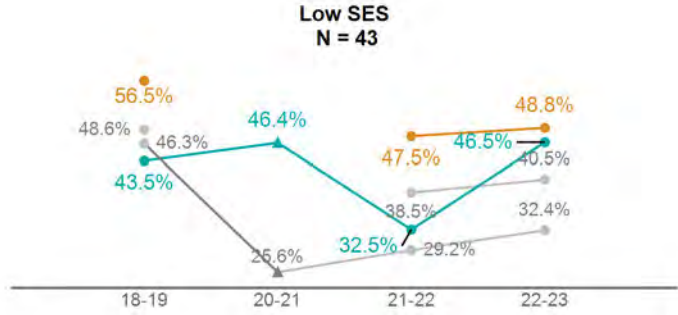
57.1%

18-19

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

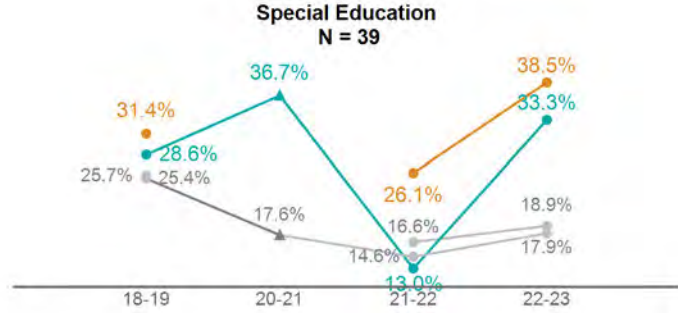
EL + RFEP

Subgroup with fewer than 20 students.



English Learner

Subgroup with fewer than 20 students.

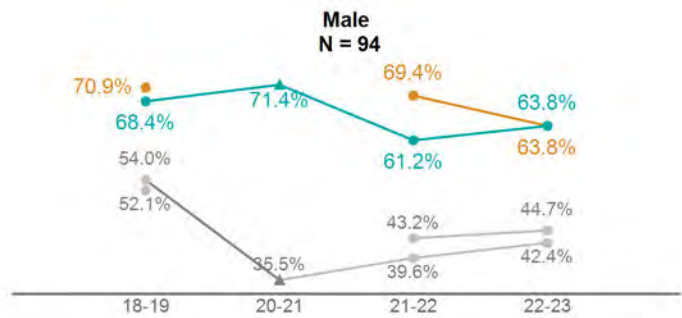
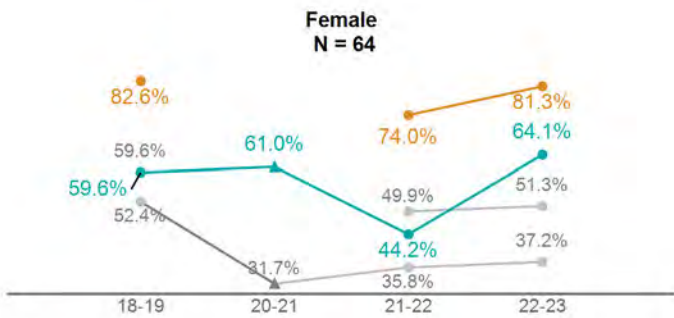


Homeless

Subgroup with fewer than 20 students.

Foster Youth

Subgroup with fewer than 20 students.



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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/14/23

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 | 12,227 | 52% | 31 | 21 | 23 | 25 | 48% | ↑1 | | ↑6 |
| Addams | 380 | 64% | 42 | 22 | 25 | 11 | 36% | ↑1 | | ↑10 |
| Alvarado | 175 | 43% | 19 | 24 | 29 | 29 | 57% | ↑7 | | ↑11 |
| Barton | 215 | 77% | 59 | 18 | 17 | 7 | 23% | ↓- | | - |
| Birney | 241 | 52% | 34 | 18 | 23 | 25 | 48% | ↓1 | | ↑4 |
| Bixby | 234 | 35% | 15 | 20 | 29 | 36 | 65% | ↑7 | | ↑13 |
| Bryant | 159 | 57% | 32 | 25 | 24 | 19 | 43% | ↑3 | | ↑3 |
| Burbank | 281 | 63% | 36 | 27 | 22 | 16 | 37% | ↓2 | | ↑9 |
| Burcham | 167 | 28% | 16 | 13 | 24 | 48 | 72% | ↓2 | | ↑6 |
| Carver | 236 | 29% | 10 | 19 | 26 | 45 | 71% | ↑1 | | ↑7 |
| Chavez | 165 | 68% | 50 | 18 | 23 | 8 | 32% | ↑2 | | ↑2 |
| Cleveland | 217 | 23% | 6 | 16 | 30 | 47 | 77% | ↑- | | ↑2 |
| Dooley | 384 | 59% | 33 | 26 | 23 | 19 | 41% | ↑6 | | ↑6 |
| Edison | 199 | 65% | 41 | 24 | 25 | 10 | 35% | ↑6 | | ↑17 |
| Emerson | 158 | 29% | 12 | 17 | 20 | 51 | 71% | ↓- | | ↓2 |
| Fremont | 203 | 20% | 9 | 11 | 29 | 52 | 80% | ↑7 | | ↑12 |
| Gant | 277 | 21% | 9 | 12 | 25 | 55 | 79% | ↓4 | | ↑1 |
| Garfield | 285 | 56% | 38 | 18 | 25 | 19 | 44% | ↑4 | | ↑13 |
| Gompers | 148 | 41% | 29 | 11 | 30 | 30 | 59% | ↑7 | | ↑12 |
| Grant | 456 | 63% | 42 | 21 | 23 | 14 | 37% | ↑- | | ↑2 |
| Harte | 406 | 64% | 41 | 23 | 21 | 15 | 36% | ↑4 | | ↑7 |
| Henry | 385 | 34% | 12 | 22 | 25 | 41 | 66% | ↑- | | ↑4 |
| Herrera | 337 | 60% | 36 | 23 | 23 | 17 | 40% | ↓2 | | ↑6 |
| Holmes | 172 | 42% | 21 | 22 | 26 | 31 | 58% | ↑6 | | ↑9 |

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/14/23

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 | 225 | 63% | 45 | 18 | 23 | 14 | 37% | ↑5 | | ↑3 |
| Kettering | 131 | 30% | 10 | 20 | 25 | 45 | 70% | ↓8 | | ↑1 |
| King | 306 | 67% | 48 | 19 | 24 | 9 | 33% | ↓1 | | ↑1 |
| Lafayette | 398 | 65% | 37 | 28 | 21 | 14 | 35% | ↓2 | | ↑3 |
| Lincoln | 404 | 60% | 33 | 26 | 22 | 19 | 40% | ↓1 | | ↑6 |
| Longfellow | 468 | 39% | 17 | 22 | 22 | 39 | 61% | ↑4 | | ↑9 |
| Los Cerritos | 241 | 27% | 14 | 14 | 27 | 45 | 73% | ↓1 | | ↑4 |
| Lowell | 240 | 25% | 11 | 14 | 22 | 53 | 75% | ↑7 | | ↑4 |
| Macarthur | 149 | 40% | 15 | 26 | 20 | 40 | 60% | ↑1 | | ↓3 |
| Madison | 152 | 43% | 23 | 20 | 23 | 34 | 57% | ↓4 | | ↓1 |
| Mann | 164 | 65% | 39 | 26 | 14 | 21 | 35% | ↑1 | | - |
| McKinley | 239 | 63% | 43 | 20 | 23 | 14 | 37% | ↑- | | ↑13 |
| Naples | 140 | 14% | 4 | 9 | 21 | 66 | 86% | ↓1 | | ↓4 |
| Oropeza | 272 | 68% | 46 | 22 | 13 | 19 | 32% | ↓1 | | ↑5 |
| Prisk | 273 | 22% | 7 | 15 | 26 | 52 | 78% | ↓2 | | ↑9 |
| Riley | 196 | 55% | 34 | 20 | 22 | 23 | 45% | ↓2 | | ↑8 |
| Roosevelt | 451 | 70% | 42 | 28 | 20 | 10 | 30% | ↑1 | | ↑7 |
| Signal Hill | 319 | 48% | 26 | 22 | 24 | 28 | 52% | ↑- | | ↑16 |
| Smith | 352 | 65% | 39 | 26 | 19 | 16 | 35% | ↓2 | | ↑- |
| Stevenson | 247 | 68% | 46 | 22 | 15 | 17 | 32% | ↓4 | | ↓1 |
| Twain | 190 | 44% | 23 | 21 | 31 | 25 | 56% | ↑4 | | ↑7 |
| Webster | 225 | 71% | 47 | 24 | 17 | 12 | 29% | ↓5 | | ↓3 |
| Whittier | 292 | 77% | 57 | 21 | 15 | 7 | 23% | ↑5 | | ↑4 |
| Willard | 273 | 68% | 41 | 27 | 18 | 14 | 32% | ↑4 | | ↑3 |

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/14/23

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 | 12,299 | 60% | 33 | 27 | 22 | 18 | 40% | ↑2 | | ↓2 |
| Addams | 378 | 70% | 42 | 28 | 21 | 9 | 30% | ↑2 | | ↓5 |
| Alvarado | 175 | 56% | 25 | 31 | 26 | 18 | 44% | ↓1 | | ↓1 |
| Barton | 216 | 83% | 60 | 24 | 11 | 6 | 17% | ↑2 | | ↓2 |
| Birney | 245 | 60% | 34 | 25 | 25 | 16 | 40% | ↓2 | | ↓6 |
| Bixby | 234 | 48% | 26 | 22 | 28 | 24 | 52% | ↑12 | | ↑6 |
| Bryant | 161 | 62% | 39 | 23 | 27 | 11 | 38% | ↑12 | | ↑15 |
| Burbank | 284 | 70% | 46 | 24 | 23 | 7 | 30% | ↑2 | | ↑6 |
| Burcham | 167 | 37% | 12 | 25 | 26 | 37 | 63% | ↑3 | | ↓2 |
| Carver | 236 | 32% | 14 | 18 | 31 | 37 | 68% | ↑5 | | ↑2 |
| Chavez | 166 | 85% | 55 | 30 | 10 | 5 | 15% | ↑- | | ↓5 |
| Cleveland | 217 | 32% | 7 | 25 | 33 | 35 | 68% | ↑2 | | ↓5 |
| Dooley | 385 | 68% | 35 | 34 | 21 | 10 | 32% | ↑1 | | ↓- |
| Edison | 200 | 76% | 46 | 31 | 17 | 7 | 24% | ↑3 | | ↑3 |
| Emerson | 158 | 36% | 15 | 21 | 37 | 27 | 64% | ↑11 | | ↓9 |
| Fremont | 203 | 33% | 11 | 22 | 30 | 37 | 67% | ↑1 | | ↓5 |
| Gant | 277 | 24% | 6 | 18 | 33 | 43 | 76% | ↑1 | | ↓1 |
| Garfield | 286 | 70% | 37 | 33 | 17 | 13 | 30% | ↑- | | ↓3 |
| Gompers | 149 | 52% | 24 | 28 | 26 | 21 | 48% | ↑2 | | ↓1 |
| Grant | 456 | 73% | 40 | 33 | 19 | 8 | 27% | ↓- | | ↓5 |
| Harte | 408 | 74% | 48 | 27 | 14 | 11 | 26% | ↑- | | ↓6 |
| Henry | 385 | 43% | 15 | 28 | 26 | 31 | 57% | ↓3 | | ↓9 |
| Herrera | 342 | 72% | 40 | 32 | 20 | 8 | 28% | ↑4 | | ↑3 |
| Holmes | 172 | 54% | 23 | 31 | 23 | 23 | 46% | ↑2 | | - |

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/14/23

All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort |
|--------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| Hudson | 225 | 73% | 49 | 24 | 17 | 10 | 27% | ↑6 | | ↓9 |
| Kettering | 131 | 37% | 11 | 25 | 34 | 29 | 63% | ↓11 | | ↓9 |
| King | 308 | 73% | 40 | 33 | 20 | 7 | 27% | ↑6 | | - |
| Lafayette | 403 | 65% | 36 | 29 | 25 | 10 | 35% | ↑6 | | ↑- |
| Lincoln | 411 | 67% | 35 | 32 | 21 | 12 | 33% | ↑- | | ↓- |
| Longfellow | 468 | 50% | 20 | 30 | 21 | 29 | 50% | ↓1 | | ↓2 |
| Los Cerritos | 241 | 40% | 17 | 24 | 26 | 34 | 60% | ↓6 | | ↓8 |
| Lowell | 240 | 33% | 14 | 19 | 23 | 44 | 67% | ↑6 | | ↓9 |
| Macarthur | 149 | 50% | 17 | 33 | 28 | 23 | 50% | ↓3 | | ↓10 |
| Madison | 153 | 47% | 22 | 25 | 28 | 25 | 53% | ↑4 | | ↑3 |
| Mann | 163 | 62% | 34 | 28 | 25 | 13 | 38% | ↑9 | | ↑5 |
| McKinley | 242 | 73% | 42 | 31 | 20 | 7 | 27% | ↑5 | | ↑2 |
| Naples | 140 | 19% | 6 | 13 | 25 | 56 | 81% | ↑2 | | ↓8 |
| Oropeza | 276 | 77% | 49 | 29 | 12 | 11 | 23% | ↑4 | | ↑3 |
| Prisk | 274 | 29% | 11 | 18 | 28 | 43 | 71% | ↓3 | | ↓1 |
| Riley | 197 | 65% | 36 | 30 | 21 | 14 | 35% | ↓4 | | ↓7 |
| Roosevelt | 456 | 70% | 43 | 27 | 19 | 11 | 30% | ↑4 | | ↑3 |
| Signal Hill | 320 | 59% | 29 | 30 | 22 | 19 | 41% | ↓1 | | - |
| Smith | 357 | 75% | 44 | 31 | 16 | 9 | 25% | ↓4 | | ↓5 |
| Stevenson | 252 | 73% | 46 | 27 | 16 | 11 | 27% | ↑5 | | ↑3 |
| Twain | 193 | 54% | 26 | 27 | 26 | 20 | 46% | ↑2 | | ↑2 |
| Webster | 224 | 74% | 47 | 27 | 18 | 8 | 26% | ↑1 | | ↓5 |
| Whittier | 295 | 81% | 61 | 20 | 12 | 7 | 19% | ↑4 | | ↑1 |
| Willard | 281 | 73% | 41 | 32 | 18 | 9 | 27% | ↑2 | | ↓7 |

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/14/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|----------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | |
| All Elementary | 4,183 | 70% | 16 | 54 | 20 | 10 | 30% | ↑- | - |
| Addams | 119 | 76% | 18 | 58 | 20 | 4 | 24% | ↑6 | - |
| Alvarado | 61 | 66% | 8 | 57 | 25 | 10 | 34% | ↓- | - |
| Barton | 64 | 88% | 27 | 61 | 8 | 5 | 13% | ↓4 | - |
| Birney | 79 | 70% | 20 | 49 | 22 | 9 | 30% | ↑6 | - |
| Bixby | 69 | 61% | 4 | 57 | 30 | 9 | 39% | ↑3 | - |
| Bryant | 55 | 65% | 15 | 51 | 25 | 9 | 35% | ↑17 | - |
| Burbank | 88 | 75% | 15 | 60 | 16 | 9 | 25% | ↑3 | - |
| Burcham | 58 | 55% | 9 | 47 | 21 | 24 | 45% | ↑4 | - |
| Carver | 77 | 47% | 3 | 44 | 32 | 21 | 53% | ↑4 | - |
| Chavez | 67 | 85% | 28 | 57 | 10 | 4 | 15% | ↑2 | - |
| Cleveland | 76 | 51% | 5 | 46 | 36 | 13 | 49% | ↑7 | - |
| Dooley | 137 | 85% | 18 | 68 | 12 | 2 | 15% | ↓6 | - |
| Edison | 74 | 82% | 27 | 55 | 15 | 3 | 18% | ↓1 | - |
| Emerson | 49 | 45% | 8 | 37 | 37 | 18 | 55% | ↑4 | - |
| Fremont | 73 | 42% | 3 | 40 | 34 | 23 | 58% | ↓9 | - |
| Gant | 86 | 38% | 3 | 35 | 31 | 30 | 62% | ↑1 | - |
| Garfield | 88 | 78% | 14 | 65 | 15 | 7 | 22% | ↑2 | - |
| Gompers | 52 | 54% | 15 | 38 | 37 | 10 | 46% | ↑21 | - |
| Grant | 158 | 85% | 20 | 65 | 10 | 5 | 15% | ↓4 | - |
| Harte | 149 | 83% | 22 | 60 | 13 | 4 | 17% | ↑3 | - |
| Henry | 135 | 59% | 9 | 50 | 27 | 15 | 41% | ↓1 | - |
| Herrera | 130 | 68% | 12 | 55 | 25 | 7 | 32% | ↑5 | - |
| Holmes | 57 | 86% | 16 | 70 | 9 | 5 | 14% | ↓11 | - |

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/14/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|--------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | |
| Hudson | 78 | 86% | 23 | 63 | 10 | 4 | 14% | ↑8 | - |
| Kettering | 44 | 41% | 2 | 39 | 41 | 18 | 59% | ↓2 | - |
| King | 111 | 77% | 13 | 64 | 16 | 7 | 23% | ↑5 | - |
| Lafayette | 116 | 90% | 15 | 75 | 9 | | 10% | ↓8 | - |
| Lincoln | 118 | 79% | 13 | 66 | 18 | 3 | 21% | ↓3 | - |
| Longfellow | 170 | 57% | 5 | 52 | 20 | 23 | 43% | ↓6 | - |
| Los Cerritos | 80 | 45% | 8 | 38 | 30 | 25 | 55% | ↓4 | - |
| Lowell | 82 | 51% | 2 | 49 | 29 | 20 | 49% | ↓1 | - |
| Macarthur | 55 | 62% | 4 | 58 | 18 | 20 | 38% | ↓- | - |
| Madison | 43 | 56% | 12 | 44 | 26 | 19 | 44% | ↑6 | - |
| Mann | 60 | 80% | 45 | 35 | 12 | 8 | 20% | ↑13 | - |
| McKinley | 85 | 75% | 16 | 59 | 21 | 4 | 25% | ↑6 | - |
| Naples | 43 | 35% | 2 | 33 | 30 | 35 | 65% | ↓15 | - |
| Oropeza | 104 | 88% | 33 | 56 | 10 | 2 | 12% | ↓11 | - |
| Prisk | 91 | 29% | 1 | 27 | 43 | 29 | 71% | ↓6 | - |
| Riley | 73 | 71% | 16 | 55 | 21 | 8 | 29% | ↑2 | - |
| Roosevelt | 149 | 84% | 20 | 64 | 11 | 5 | 16% | ↓5 | - |
| Signal Hill | 107 | 72% | 16 | 56 | 19 | 9 | 28% | ↓4 | - |
| Smith | 123 | 74% | 25 | 49 | 20 | 7 | 26% | ↑8 | - |
| Stevenson | 97 | 78% | 27 | 52 | 19 | 3 | 22% | ↑3 | - |
| Twain | 71 | 61% | 20 | 41 | 25 | 14 | 39% | ↓6 | - |
| Webster | 89 | 76% | 11 | 65 | 19 | 4 | 24% | ↑10 | - |
| Whittier | 100 | 84% | 35 | 49 | 12 | 4 | 16% | ↑3 | - |
| Willard | 93 | 87% | 24 | 63 | 11 | 2 | 13% | ↓9 | - |

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/14/23

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 | 12,090 | 54% | 29 | 25 | 29 | 16 | 46% | ↓1 | | ↓3 |
| Bancroft | 829 | 45% | 20 | 25 | 35 | 20 | 55% | ↑2 | | ↑2 |
| Franklin | 1,035 | 64% | 40 | 25 | 26 | 9 | 36% | ↓5 | | ↓1 |
| Hamilton | 762 | 70% | 38 | 32 | 23 | 6 | 30% | ↓9 | | ↓9 |
| Hoover | 512 | 66% | 35 | 31 | 25 | 9 | 34% | ↓7 | | ↓8 |
| Hughes | 1,238 | 51% | 29 | 22 | 31 | 18 | 49% | ↓2 | | ↓4 |
| IVA | 1 | 0% | | | 100 | 100% | 100% | ↑24 | | - |
| Jefferson | 977 | 50% | 26 | 23 | 33 | 18 | 50% | ↑3 | | ↑8 |
| Keller | 448 | 37% | 11 | 25 | 41 | 22 | 63% | ↓5 | | ↓5 |
| Lindbergh | 398 | 70% | 40 | 30 | 25 | 6 | 30% | ↓2 | | ↓1 |
| Lindsey | 720 | 68% | 37 | 31 | 26 | 6 | 32% | ↓4 | | ↓5 |
| Marshall | 907 | 42% | 20 | 23 | 34 | 24 | 58% | ↓8 | | ↓7 |
| Nelson | 785 | 64% | 35 | 28 | 25 | 11 | 36% | ↑2 | | ↓3 |
| Rogers | 746 | 29% | 14 | 15 | 33 | 38 | 71% | ↓1 | | ↓2 |
| Stanford | 1,124 | 33% | 15 | 19 | 36 | 31 | 67% | ↑7 | | ↑- |
| Stephens | 700 | 63% | 34 | 29 | 27 | 10 | 37% | ↑10 | | ↑5 |
| Washington | 909 | 74% | 43 | 31 | 20 | 6 | 26% | ↓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 2022-2023 :: School Comparison by Subgroup

12/14/23

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 | 12,057 | 70% | 44 | 25 | 16 | 14 | 30% | ↓- | | ↓2 |
| Bancroft | 828 | 62% | 35 | 27 | 20 | 18 | 38% | ↓2 | | ↓1 |
| Franklin | 1,033 | 79% | 54 | 26 | 11 | 9 | 21% | ↓2 | | ↓2 |
| Hamilton | 754 | 84% | 59 | 26 | 11 | 5 | 16% | ↓9 | | ↓6 |
| Hoover | 510 | 85% | 61 | 24 | 11 | 4 | 15% | ↓- | | ↓4 |
| Hughes | 1,222 | 63% | 39 | 24 | 17 | 19 | 37% | ↓1 | | ↓3 |
| IVA | 1 | 0% | | | | 100 | 100% | ↑37 | | - |
| Jefferson | 980 | 73% | 48 | 25 | 17 | 10 | 27% | ↑2 | | ↑3 |
| Keller | 447 | 54% | 24 | 29 | 25 | 21 | 46% | ↑1 | | ↓3 |
| Lindbergh | 403 | 84% | 52 | 32 | 9 | 7 | 16% | ↑3 | | ↓3 |
| Lindsey | 718 | 85% | 63 | 22 | 10 | 5 | 15% | ↑1 | | ↓2 |
| Marshall | 902 | 56% | 30 | 26 | 22 | 22 | 44% | ↓3 | | ↓1 |
| Nelson | 781 | 80% | 55 | 25 | 12 | 8 | 20% | ↓2 | | ↓4 |
| Rogers | 742 | 46% | 23 | 22 | 23 | 31 | 54% | ↑1 | | ↓1 |
| Stanford | 1,119 | 48% | 24 | 24 | 25 | 27 | 52% | ↑4 | | ↑1 |
| Stephens | 698 | 78% | 49 | 28 | 15 | 7 | 22% | ↑7 | | ↑6 |
| Washington | 920 | 86% | 59 | 27 | 10 | 4 | 14% | ↑- | | ↓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 Science 2022-2023 :: School Comparison by Subgroup

12/14/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|------------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | |
| All Middle | 3,987 | 78% | 22 | 57 | 16 | 6 | 22% | ↓1 | - |
| Bancroft | 299 | 75% | 17 | 58 | 16 | 9 | 25% | ↓4 | - |
| Franklin | 331 | 85% | 29 | 56 | 12 | 3 | 15% | ↓- | - |
| Hamilton | 239 | 88% | 26 | 62 | 11 | | 12% | ↓7 | - |
| Hoover | 167 | 92% | 30 | 62 | 8 | | 8% | ↓9 | - |
| Hughes | 416 | 69% | 14 | 55 | 20 | 11 | 31% | ↑2 | - |
| IVA | 1 | 0% | | | | 100 | 100% | ↑41 | - |
| Jefferson | 299 | 81% | 17 | 64 | 15 | 4 | 19% | ↑2 | - |
| Keller | 135 | 65% | 7 | 59 | 24 | 11 | 35% | ↓2 | - |
| Lindbergh | 137 | 88% | 23 | 64 | 10 | 2 | 12% | ↑3 | - |
| Lindsey | 239 | 89% | 22 | 67 | 10 | | 11% | ↑1 | - |
| Marshall | 294 | 74% | 20 | 54 | 21 | 4 | 26% | ↓9 | - |
| Nelson | 276 | 93% | 37 | 56 | 5 | 2 | 7% | ↑1 | - |
| Rogers | 246 | 46% | 9 | 38 | 33 | 21 | 54% | ↑9 | - |
| Stanford | 365 | 62% | 13 | 48 | 25 | 13 | 38% | ↑3 | - |
| Stephens | 250 | 86% | 29 | 57 | 11 | 3 | 14% | ↓2 | - |
| Washington | 294 | 91% | 32 | 59 | 6 | 3 | 9% | ↑4 | - |

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/14/23

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 | 3,706 | 48% | 26 | 22 | 27 | 25 | 52% | ↓1 | | ↓- |
| Avalon | 249 | 74% | 44 | 30 | 19 | 7 | 26% | ↓6 | | ↓4 |
| Cubberley | 635 | 32% | 17 | 16 | 29 | 39 | 68% | ↑2 | | ↑1 |
| Muir | 644 | 59% | 33 | 26 | 25 | 16 | 41% | ↓5 | | ↓1 |
| Newcomb | 513 | 19% | 6 | 13 | 31 | 50 | 81% | ↓3 | | ↑2 |
| Powell | 592 | 64% | 37 | 27 | 26 | 10 | 36% | ↑1 | | ↓- |
| Robinson | 541 | 69% | 40 | 28 | 22 | 9 | 31% | ↓7 | | ↓2 |
| Tincher | 529 | 31% | 13 | 18 | 32 | 37 | 69% | ↑- | | ↓- |

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 2022-2023 :: School Comparison by Subgroup

12/14/23

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 | 3,712 | 58% | 33 | 25 | 21 | 21 | 42% | ↑3 | | ↓2 |
| Avalon | 249 | 81% | 58 | 22 | 16 | 3 | 19% | ↑- | | ↓6 |
| Cubberley | 638 | 45% | 24 | 21 | 23 | 32 | 55% | ↑2 | | ↓7 |
| Muir | 648 | 66% | 36 | 31 | 21 | 13 | 34% | ↑3 | | ↑2 |
| Newcomb | 512 | 26% | 7 | 20 | 29 | 45 | 74% | ↑1 | | ↑2 |
| Powell | 592 | 79% | 49 | 29 | 16 | 5 | 21% | ↓1 | | ↓5 |
| Robinson | 542 | 79% | 49 | 30 | 13 | 8 | 21% | ↓2 | | ↑1 |
| Tincher | 528 | 39% | 16 | 23 | 26 | 35 | 61% | ↑4 | | ↓- |

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/14/23

All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr | 3 yr | % Cohort |
|-----------|--------|------------------------------|---------|------------|-----|----------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| All K-8 | 1,211 | 70% | 16 | 53 | 19 | 11 | 30% | ↑1 | | - |
| Avalon | 109 | 85% | 30 | 55 | 10 | 5 | 15% | ↑2 | | - |
| Cubberley | 198 | 55% | 13 | 42 | 23 | 22 | 45% | ↑6 | | - |
| Muir | 201 | 81% | 22 | 59 | 16 | 3 | 19% | ↑1 | | - |
| Newcomb | 163 | 29% | 1 | 28 | 43 | 28 | 71% | ↑7 | | - |
| Powell | 202 | 88% | 24 | 64 | 10 | 2 | 12% | ↓5 | | - |
| Robinson | 175 | 87% | 17 | 70 | 12 | 1 | 13% | ↓5 | | - |
| Tincher | 162 | 64% | 10 | 53 | 21 | 15 | 36% | ↓1 | | - |

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/14/23

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 | 4,776 | 48% | 27 | 21 | 28 | 24 | 52% | ↑2 | | ↓9 | |
| Browning | 58 | 78% | 62 | 16 | 19 | 3 | 22% | ↓20 | | ↓29 | |
| Cabrillo | 416 | 61% | 33 | 28 | 28 | 11 | 39% | ↑1 | | ↓1 | |
| CAMS | 162 | 1% | | | 16 | | 83 | 99% | ↑1 | | ↑2 |
| EPHS | 262 | 71% | 43 | 29 | 24 | 5 | 29% | ↑4 | | ↓8 | |
| Jordan | 422 | 71% | 44 | 27 | 21 | 9 | 29% | ↓2 | | ↓7 | |
| Lakewood | 603 | 56% | 31 | 24 | 27 | 17 | 44% | ↓4 | | ↓11 | |
| McBride | 165 | 31% | 9 | 22 | 40 | 29 | 69% | ↓4 | | - | |
| Millikan | 755 | 35% | 16 | 18 | 34 | 32 | 65% | ↑10 | | ↓11 | |
| Polytechnic | 906 | 48% | 29 | 19 | 26 | 26 | 52% | ↑4 | | ↓7 | |
| Reid | 53 | 98% | 77 | 21 | 2 | | 2% | ↓2 | | ↓11 | |
| Renaissance | 91 | 47% | 21 | 26 | 29 | 24 | 53% | ↑19 | | ↓23 | |
| Sato | 120 | 4% | | 3 | 2 | 39 | 57 | 96% | ↓1 | | ↑2 |
| Wilson | 763 | 45% | 23 | 21 | 31 | 24 | 55% | ↓4 | | ↓13 | |

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/14/23

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 | 4,737 | 75% | 53 | 21 | 15 | 11 | 25% | ↑3 | | ↓25 | |
| Browning | 59 | 98% | 83 | 15 | 2 | | 2% | ↓5 | | ↓33 | |
| Cabrillo | 410 | 92% | 69 | 23 | 7 | 2 | 8% | ↓2 | | ↓26 | |
| CAMS | 162 | | 6% | | 5 | 20 | 74 | 94% | ↑4 | | ↓10 |
| EPHS | 225 | 97% | 85 | 12 | 3 | | 3% | ↑1 | | ↓23 | |
| Jordan | 420 | 93% | 75 | 18 | 7 | | 7% | ↑1 | | ↓28 | |
| Lakewood | 603 | 85% | 62 | 23 | 12 | 3 | 15% | ↑2 | | ↓22 | |
| McBride | 168 | 65% | 36 | 29 | 28 | 7 | 35% | ↑3 | | ↓31 | |
| Millikan | 756 | 66% | 35 | 30 | 21 | 13 | 34% | ↑4 | | ↓30 | |
| Polytechnic | 902 | 69% | 54 | 15 | 17 | 13 | 31% | ↑2 | | ↓19 | |
| Reid | 53 | 100% | 96 | 4 | | | 0% | - | | ↓16 | |
| Renaissance | 92 | 86% | 64 | 22 | 10 | 4 | 14% | ↑8 | | ↓27 | |
| Sato | 118 | | 23% | 6 | 17 | 25 | 52 | 77% | ↓1 | | ↓12 |
| Wilson | 769 | 75% | 49 | 26 | 16 | 9 | 25% | ↑5 | | ↓29 | |

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/14/23

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 | 4,432 | 75% | 14 | 62 | 19 | 6 | 25% | ↑3 | | - | |
| Browning | 59 | 92% | 29 | 63 | 8 | | 8% | ↑1 | | - | |
| Cabrillo | 375 | 87% | 14 | 73 | 13 | | 13% | ↑4 | | - | |
| CAMS | 163 | | | 21% | 20 | 47 | 33 | 79% | ↓- | | - |
| EPHS | 88 | 95% | 19 | 76 | 5 | | 5% | ↓8 | | - | |
| Jordan | 454 | 91% | 20 | 71 | 9 | | 9% | ↑2 | | - | |
| Lakewood | 635 | 85% | 12 | 72 | 14 | 2 | 15% | ↓4 | | - | |
| McBride | 152 | 69% | 7 | 62 | 19 | 12 | 31% | ↑15 | | - | |
| Millikan | 657 | 72% | 12 | 59 | 23 | 6 | 28% | ↑2 | | - | |
| Polytechnic | 852 | 70% | 14 | 56 | 23 | 8 | 30% | ↑2 | | - | |
| Reid | 60 | 98% | 43 | 55 | 2 | | 2% | ↑2 | | - | |
| Renaissance | 88 | 85% | 16 | 69 | 15 | | 15% | - | | - | |
| Sato | 93 | | | 20% | 20 | 45 | 34 | 80% | ↑19 | | - |
| Wilson | 756 | 76% | 14 | 62 | 20 | 4 | 24% | ↑11 | | - | |

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/14/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort |
|----------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg |
| District (998) | 3 | 67% | 33 | 33 | 33 | 33% | - | | - |

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/14/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort |
|----------------|--------|------------------------------|---------|------------|--------------|--------------|------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met Exceeded | Met+Exceeded | Chg | Chg | Chg |
| District (998) | 3 | 67% | 33 | 33 | 33 | 33% | - | | - |

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort |
|----------------|--------|------------------------------|---------|------------|-----|----------|--------------|------|----------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg |
| District (998) | 1 | 100% | 100 | | | 0% | - | | - |

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 2022-2023 :: School Comparison by Subgroup

12/14/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|----------|--------|------------------------------|---------|------------|-----|----------|-------------|-------------|-----------------|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | | | |
| District | 32,799 | 52% | 29 | 23 | 26 | 22 | 48% | ↑- | ↓1 |

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/14/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | |
|----------|--------|------------------------------|---------|------------|-----|----------|--------------|------|----------|-----|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | Chg | Chg | Chg |
| District | 32,805 | 66% | 40 | 26 | 19 | 16 | 34% | ↑1 | | ↓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 Science 2022-2023 :: School Comparison by Subgroup

12/14/23

All

| School | Tested | Percent by Achievement Level | | | | | 2 yr | 3 yr | % Cohort | |
|----------|--------|------------------------------|---------|------------|--------------|--------------|------|------|----------|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met Exceeded | Met+Exceeded | Chg | Chg | Chg | |
| District | 13,813 | 74% | 17 | 57 | 18 | 8 | 26% | ↑1 | | - |

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

SBAC ELA 2023

| School Name | Overall | | Grade 3 | | Grade 4 | | Grade 5 | | Lowest Performing | | |
|--------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|-------------------|--------------|--------|
| | Met Exceeded | Pct Change | Met Exceeded | Pct Change | Met Exceeded | Pct Change | Met Exceeded | Pct Change | Ethnic Group | Met Exceeded | Change |
| Addams | 35.5% | 1.1% | 27.2% | 2.8% | 26.6% | -7.6% | 54.2% | 10.6% | African American | 22.8% | 3.2% |
| Alvarado | 57.1% | 6.8% | 55.4% | 15.0% | 51.7% | -5.4% | 63.9% | 9.5% | African American | 27.3% | -0.5% |
| Avalon | 26.1% | -5.6% | 25.9% | 6.6% | 13.3% | -23.5% | 33.3% | -5.4% | Hispanic | 20.3% | -5.9% |
| Barton | 23.3% | -0.2% | 25.7% | 9.0% | 18.2% | -8.1% | 26.6% | -1.6% | African American | 9.2% | -5.9% |
| Birney | 47.7% | -1.1% | 47.8% | 3.0% | 48.4% | -6.2% | 46.8% | -1.3% | African American | 40.0% | 7.4% |
| Bixby | 65.4% | 7.2% | 62.8% | 6.0% | 62.0% | 11.3% | 72.5% | 3.5% | African American | 48.0% | 14.7% |
| Bryant | 43.4% | 3.1% | 32.1% | -5.4% | 48.1% | -3.8% | 50.0% | 17.8% | Other | 30.0% | -1.3% |
| Burbank | 37.4% | -1.7% | 31.3% | -2.0% | 41.4% | 8.5% | 37.9% | -12.1% | Hispanic | 33.5% | -1.7% |
| Burcham | 71.9% | -1.8% | 58.9% | -15.1% | 75.5% | 4.3% | 81.0% | 5.1% | Hispanic | 62.9% | 5.5% |
| Carver | 70.8% | 1.1% | 67.1% | -2.8% | 74.0% | 9.9% | 71.4% | -3.6% | Hispanic | 59.1% | 2.1% |
| Chavez | 31.5% | 2.0% | 35.4% | 10.9% | 30.0% | -2.8% | 29.9% | -0.6% | Hispanic | 25.7% | -1.2% |
| Cleveland | 77.4% | 0.2% | 75.8% | -6.7% | 86.1% | 13.0% | 69.7% | -5.7% | Hispanic | 72.5% | -3.6% |
| Cubberley | 67.6% | 2.3% | 80.2% | -1.7% | 80.6% | 20.2% | 70.8% | -0.5% | African American | 45.2% | -7.3% |
| Dooley | 41.4% | 6.1% | 46.2% | 8.4% | 46.5% | 14.7% | 32.4% | -3.9% | African American | 32.8% | 8.8% |
| Edison | 35.2% | 5.8% | 25.0% | 10.3% | 27.4% | 0.7% | 50.0% | 5.1% | African American | 26.9% | 2.8% |
| Emerson | 70.9% | -0.3% | 71.0% | -0.2% | 70.2% | -0.9% | 71.4% | 0.2% | Hispanic | 63.6% | -10.9% |
| Fremont | 80.3% | 6.9% | 79.7% | -3.3% | 84.3% | 23.3% | 78.1% | -1.1% | Hispanic | 67.2% | 1.0% |
| Gant | 79.1% | -3.9% | 75.5% | -10.4% | 76.5% | 0.4% | 86.0% | -0.9% | Hispanic | 69.0% | -3.6% |
| Garfield | 43.5% | 4.3% | 43.3% | 10.6% | 35.8% | -0.2% | 52.8% | 3.3% | Hispanic | 39.1% | 3.6% |
| Gompers | 59.5% | 7.0% | 54.3% | 7.1% | 52.9% | -3.4% | 70.6% | 17.0% | Hispanic | 56.0% | 1.4% |
| Grant | 37.1% | 0.4% | 43.9% | 16.4% | 30.4% | -7.8% | 36.9% | -7.3% | African American | 34.1% | -7.2% |
| Harte | 36.0% | 3.6% | 36.5% | 4.9% | 29.1% | -0.8% | 42.0% | 6.1% | African American | 16.7% | -9.1% |
| Henry | 66.2% | 0.3% | 62.7% | -8.5% | 67.4% | 12.7% | 68.1% | -4.2% | Hispanic | 62.9% | -1.0% |
| Herrera | 40.4% | -1.8% | 28.2% | -5.4% | 31.7% | -11.1% | 57.1% | 7.1% | African American | 25.5% | 5.1% |
| Holmes | 57.6% | 5.8% | 60.0% | 9.2% | 61.5% | 10.6% | 50.9% | -2.6% | African American | 46.6% | 3.7% |
| Hudson | 36.9% | 5.4% | 45.6% | 18.1% | 28.2% | -3.9% | 38.0% | 3.4% | African American | 20.0% | 5.7% |
| Kettering | 70.2% | -8.0% | 68.1% | 6.5% | 72.5% | -4.6% | 70.5% | -23.0% | Hispanic | 54.3% | -10.9% |
| King | 33.0% | -0.5% | 31.0% | 3.8% | 27.4% | -2.7% | 39.6% | -4.7% | African American | 26.1% | -3.5% |
| Lafayette | 35.2% | -1.9% | 38.5% | 1.2% | 25.9% | 1.7% | 41.7% | -6.5% | African American | 30.0% | 0.7% |
| Lincoln | 40.1% | -1.0% | 37.8% | 5.3% | 36.6% | -3.2% | 47.1% | -3.6% | Hispanic | 37.1% | -1.4% |
| Longfellow | 60.7% | 4.2% | 55.5% | 4.5% | 61.5% | 4.3% | 64.1% | 2.4% | African American | 43.8% | 10.5% |
| Los Cerritos | 72.6% | -1.3% | 70.0% | 0.5% | 70.4% | -4.0% | 77.5% | -0.9% | African American | 54.5% | -5.9% |
| Lowell | 75.0% | 7.3% | 79.2% | 13.4% | 71.6% | 3.7% | 74.4% | 5.4% | Hispanic | 61.2% | 6.6% |
| Macarthur | 59.7% | 0.6% | 72.5% | 10.8% | 53.5% | -6.5% | 52.7% | -3.0% | Hispanic | 56.1% | 1.0% |
| Madison | 57.2% | -3.7% | 50.0% | -10.0% | 63.2% | -3.5% | 58.1% | 1.3% | African American | 40.0% | 0.7% |
| Mann | 35.4% | 1.0% | 33.3% | 2.9% | 35.2% | -8.2% | 37.3% | 8.0% | African American | 31.0% | -12.3% |
| McKinley | 36.8% | 0.0% | 24.6% | -6.3% | 35.6% | 1.2% | 48.2% | 2.1% | Hispanic | 35.3% | -4.3% |
| Muir | 41.3% | -4.7% | 40.0% | 3.6% | 33.1% | -5.1% | 38.8% | -4.1% | African American | 30.4% | 0.4% |
| Naples | 86.4% | -1.3% | 88.2% | 3.8% | 84.8% | -6.5% | 86.0% | -1.2% | Hispanic | 75.0% | 5.3% |
| Newcomb | 81.1% | -2.6% | 71.6% | -1.5% | 73.9% | -4.6% | 85.1% | -1.1% | African American | 75.0% | -0.8% |
| Oropeza | 32.4% | -0.7% | 42.7% | 7.1% | 30.2% | 16.3% | 26.7% | -26.1% | African American | 17.5% | -0.7% |
| Powell | 36.0% | 1.1% | 45.7% | 6.8% | 37.6% | 8.3% | 37.8% | -5.1% | Other | 18.2% | -20.3% |
| Prisk | 78.4% | -2.0% | 75.0% | 9.9% | 74.5% | -10.6% | 85.7% | -5.5% | African American | 47.6% | -21.1% |
| Riley | 45.4% | -2.3% | 34.8% | -3.3% | 50.9% | -3.0% | 50.7% | 0.7% | African American | 24.0% | 6.6% |
| Robinson | 31.4% | -7.2% | 18.3% | -12.2% | 26.1% | -11.1% | 35.9% | -5.3% | African American | 22.8% | -5.9% |

SBAC ELA 2023

| | Difference | Highest Performing | | ELL + RFEF | | Homeless - Foster | | Spec Ed: Speech/RSP | | Spec Ed | |
|-----|-------------------------------|--------------------|-----|--------------|--------|-------------------|--------|---------------------|--------|--------------|--------|
| N | Highest & Lowest Ethnic Group | Ethnic Group | N | Met Exceeded | Change | Met Exceeded | Change | Met Exceeded | Change | Met Exceeded | Change |
| 57 | 14.4% | Hispanic | 282 | 34.2% | -2.6% | 34.0% | 7.3% | 11.8% | 11.8% | 7.1% | 7.1% |
| 22 | 38.7% | Cambodian | 50 | 50.9% | 8.4% | 26.3% | -11.2% | 5.3% | -11.4% | 5.3% | -11.4% |
| 197 | 27.4% | White | 44 | 18.6% | -5.9% | 0.0% | -11.1% | 3.0% | -8.5% | 3.0% | -8.5% |
| 65 | 15.8% | Hispanic | 112 | 10.9% | -8.4% | 27.8% | 9.6% | 5.7% | 1.4% | 6.0% | 3.0% |
| 35 | 36.0% | Filipino | 25 | 36.4% | -13.6% | 35.1% | -20.2% | 9.7% | -2.8% | 6.8% | -4.8% |
| 25 | 25.9% | Other | 23 | 53.8% | -0.3% | 69.2% | 14.7% | 21.7% | -3.3% | 21.7% | -2.3% |
| 20 | 14.2% | Hispanic | 86 | 28.1% | 1.5% | 75.0% | 35.0% | 28.6% | 14.3% | 11.1% | 6.1% |
| 212 | 12.5% | African American | 37 | 33.9% | 3.7% | 27.0% | -13.0% | 7.7% | -3.1% | 7.5% | -3.0% |
| 70 | 21.8% | White | 52 | 28.6% | -4.8% | 60.0% | -15.0% | 47.8% | 4.3% | 47.8% | 4.3% |
| 88 | 30.7% | Other | 39 | 75.0% | 30.6% | 54.5% | 12.9% | 21.7% | -6.8% | 20.8% | -7.7% |
| 109 | 4.9% | African American | 36 | 28.6% | 9.0% | 17.6% | -9.6% | 26.3% | 20.1% | 11.9% | 6.6% |
| 91 | 8.7% | White | 80 | 60.0% | -28.9% | 50.0% | -22.2% | 67.4% | 8.5% | 63.0% | 4.1% |
| 42 | 40.5% | Asian | 28 | 41.5% | -6.0% | 56.4% | 9.7% | 38.6% | 10.3% | 22.7% | 5.4% |
| 64 | 7.1% | Hispanic | 283 | 33.6% | 0.6% | 30.8% | 2.8% | 9.4% | 4.2% | 7.7% | 3.0% |
| 26 | 8.7% | Hispanic | 160 | 34.9% | 5.8% | 21.1% | 8.6% | 28.0% | 17.5% | 15.2% | 9.8% |
| 55 | 16.1% | White | 69 | 50.0% | -25.0% | 20.0% | -17.5% | 46.2% | 20.1% | 38.5% | 12.4% |
| 67 | 19.7% | White | 84 | 37.5% | 4.2% | 66.7% | 20.5% | 50.0% | 16.7% | 50.0% | 18.4% |
| 87 | 26.0% | Asian | 20 | 66.7% | -3.3% | 75.0% | 25.0% | 71.4% | 17.3% | 71.4% | 17.3% |
| 225 | 21.8% | Filipino | 23 | 32.4% | 0.6% | 18.2% | -0.3% | 25.0% | -0.9% | 25.0% | -0.9% |
| 84 | 0.0% | Hispanic | 84 | 18.8% | -16.3% | 63.2% | 13.2% | 44.4% | 8.7% | 35.3% | 9.4% |
| 44 | 24.2% | Cambodian | 24 | 29.1% | -1.8% | 20.5% | -8.7% | 13.8% | 3.4% | 13.3% | 3.3% |
| 54 | 43.3% | Asian | 45 | 33.8% | 8.6% | 35.1% | 18.4% | 12.5% | 4.5% | 6.9% | 2.9% |
| 272 | 13.7% | White | 64 | 51.5% | -8.0% | 81.8% | -1.5% | 40.0% | 4.3% | 40.0% | 4.3% |
| 47 | 36.4% | Cambodian | 42 | 41.0% | 3.4% | 38.3% | 4.3% | 7.4% | -3.7% | 7.4% | -3.7% |
| 58 | 8.5% | Hispanic | 69 | 60.0% | 19.3% | 30.0% | 0.6% | 17.6% | -4.6% | 17.6% | -3.4% |
| 45 | 40.0% | Filipino | 30 | 33.3% | 0.0% | 28.0% | 6.6% | 14.3% | 4.3% | 8.7% | 3.8% |
| 35 | 28.3% | White | 46 | 71.4% | 7.8% | 44.4% | -25.6% | 22.7% | 1.3% | 22.7% | 1.3% |
| 23 | 6.5% | Hispanic | 267 | 27.0% | -4.4% | 22.9% | -11.8% | 14.7% | -6.7% | 15.8% | -6.1% |
| 40 | 4.3% | Hispanic | 329 | 27.7% | -10.7% | 20.5% | 2.3% | 5.1% | 2.0% | 5.1% | 2.2% |
| 334 | 22.2% | Cambodian | 32 | 37.4% | -1.8% | 32.3% | 4.8% | 15.9% | -7.3% | 15.4% | -6.8% |
| 73 | 39.9% | Cambodian | 37 | 47.5% | 12.9% | 42.9% | 4.4% | 25.6% | 7.4% | 25.6% | 8.2% |
| 44 | 33.5% | Cambodian | 25 | 69.6% | 2.9% | 50.0% | -5.6% | 30.8% | -12.1% | 29.6% | -11.3% |
| 67 | 26.3% | Other | 24 | 70.6% | 18.0% | 57.1% | 23.8% | 54.5% | 24.5% | 34.2% | 16.0% |
| 82 | 10.6% | White | 36 | 66.7% | 10.4% | 54.5% | -12.1% | 47.8% | 16.0% | 47.8% | 17.4% |
| 30 | 6.5% | Hispanic | 71 | 66.7% | 12.1% | 43.8% | -17.4% | 9.1% | 9.1% | 9.1% | 9.1% |
| 29 | 0.6% | Hispanic | 98 | 20.0% | 10.6% | 30.0% | -9.1% | 13.3% | 0.0% | 6.1% | -0.6% |
| 173 | 14.7% | African American | 34 | 29.8% | 2.3% | 50.0% | 26.2% | 6.1% | 3.4% | 5.9% | 3.3% |
| 69 | 33.9% | Filipino | 70 | 38.9% | -3.9% | 34.1% | -10.9% | 7.3% | -7.0% | 4.2% | -3.2% |
| 36 | 16.9% | White | 74 | 80.0% | 13.3% | 100.0% | | 50.0% | -10.0% | 50.0% | -4.5% |
| 32 | 10.7% | Asian | 21 | 69.6% | 8.9% | 75.0% | 0.0% | 44.9% | 1.0% | 44.9% | 1.0% |
| 40 | 14.5% | Hispanic | 203 | 26.7% | -5.9% | 28.6% | 9.7% | 5.9% | -11.2% | 5.7% | -9.8% |
| 22 | 41.8% | Pacific Islander | 20 | 34.3% | 1.4% | 35.6% | 0.0% | 20.8% | 5.9% | 18.9% | 4.1% |
| 21 | 44.3% | Other | 37 | 75.0% | 37.5% | 68.8% | 8.8% | 63.8% | -3.7% | 63.8% | -3.7% |
| 25 | 41.0% | Cambodian | 20 | 31.4% | -10.0% | 48.0% | 1.6% | 24.1% | -6.3% | 12.7% | -7.3% |
| 123 | 10.7% | Hispanic | 379 | 32.0% | -7.7% | 38.9% | -10.2% | 6.7% | -5.6% | 6.6% | -5.7% |

SBAC ELA 2023

| Gender Diff |
|-------------|
| 4.7% |
| 2.3% |
| 7.7% |
| 4.1% |
| 13.5% |
| 10.0% |
| 10.0% |
| 7.2% |
| 5.4% |
| 7.3% |
| 8.1% |
| 10.6% |
| 14.1% |
| 0.4% |
| 19.9% |
| 17.4% |
| 6.1% |
| 3.2% |
| 14.8% |
| 9.2% |
| 5.0% |
| 9.5% |
| 8.8% |
| 7.6% |
| 7.2% |
| 4.9% |
| 0.1% |
| 8.9% |
| 0.4% |
| 8.7% |
| 4.5% |
| 2.8% |
| 14.6% |
| 3.7% |
| 1.3% |
| 7.2% |
| 18.3% |
| 13.3% |
| 5.7% |
| 13.6% |
| 7.8% |
| 5.4% |
| 0.4% |
| 5.5% |
| 13.8% |

SBAC ELA 2023

| | | | | | | | | | | |
|-------------|-------|-------|-------|-------|-------|--------|-------|--------|------------------|-------|
| Roosevelt | 29.9% | 1.2% | 28.5% | 5.4% | 24.5% | 4.0% | 37.2% | -5.0% | African American | 23.5% |
| Signal Hill | 52.0% | 0.2% | 41.1% | -4.2% | 53.3% | 6.1% | 61.7% | 0.0% | African American | 43.1% |
| Smith | 34.9% | -1.9% | 30.9% | -5.6% | 31.1% | -6.7% | 42.5% | 6.3% | African American | 26.3% |
| Stevenson | 32.0% | -3.7% | 31.7% | 6.4% | 28.6% | -12.7% | 35.4% | -6.0% | Hispanic | 28.9% |
| Tincher | 68.8% | 0.2% | 74.4% | 8.6% | 65.9% | -3.8% | 67.6% | -1.4% | African American | 50.0% |
| Twain | 55.8% | 4.0% | 60.8% | 7.3% | 51.5% | 9.2% | 56.3% | -2.0% | African American | 37.5% |
| Webster | 29.3% | -4.8% | 32.4% | 12.7% | 25.8% | -13.1% | 29.5% | -12.6% | African American | 11.4% |
| Whittier | 22.6% | 5.1% | 22.0% | 5.5% | 19.6% | 0.8% | 26.3% | 8.9% | African American | 11.5% |
| Willard | 32.2% | 4.1% | 32.3% | 9.4% | 30.2% | 6.0% | 34.1% | -5.2% | African American | 30.0% |

SBAC ELA 2023

| | | | | | | | | | | | |
|-------|-----|-------|------------------|-----|-------|-------|-------|--------|-------|--------|-------|
| 1.8% | 51 | 6.7% | Hispanic | 367 | 27.0% | -1.7% | 19.4% | -0.3% | 12.1% | 4.1% | 11.7% |
| 2.4% | 58 | 21.9% | Other | 20 | 48.4% | 5.2% | 50.0% | 0.0% | 19.2% | 3.4% | 10.2% |
| -1.6% | 38 | 26.3% | Cambodian | 38 | 27.3% | -3.0% | 35.0% | 6.7% | 4.3% | -11.3% | 2.8% |
| -6.6% | 180 | 2.8% | African American | 41 | 24.5% | -8.8% | 31.6% | 13.9% | 11.1% | -9.5% | 11.1% |
| -8.2% | 56 | 36.8% | Asian | 38 | 41.8% | -2.4% | 51.5% | -9.8% | 28.8% | 11.8% | 28.3% |
| 11.8% | 24 | 19.2% | White | 30 | 47.1% | 21.0% | 54.5% | 6.3% | 35.0% | 4.6% | 22.6% |
| -2.0% | 44 | 16.6% | Hispanic | 143 | 26.9% | -6.5% | 20.8% | -11.3% | 12.1% | 12.1% | 11.4% |
| -3.6% | 26 | 23.5% | Cambodian | 40 | 18.6% | 1.2% | 13.8% | 8.9% | 8.6% | 5.7% | 5.9% |
| 10.0% | 40 | 10.0% | Asian | 20 | 26.3% | -0.2% | 33.3% | 3.7% | 5.0% | -6.1% | 5.0% |

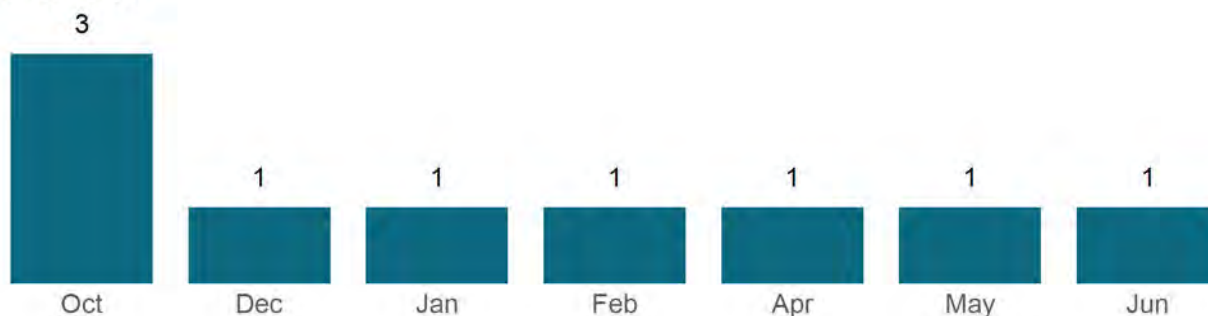
SBAC ELA 2023

| | |
|-------|-------|
| 4.1% | 1.4% |
| 2.9% | 11.0% |
| -7.5% | 10.4% |
| -8.3% | 1.9% |
| 11.2% | 8.9% |
| 5.9% | 7.2% |
| 11.4% | 5.8% |
| 4.0% | 6.0% |
| -5.7% | 11.2% |

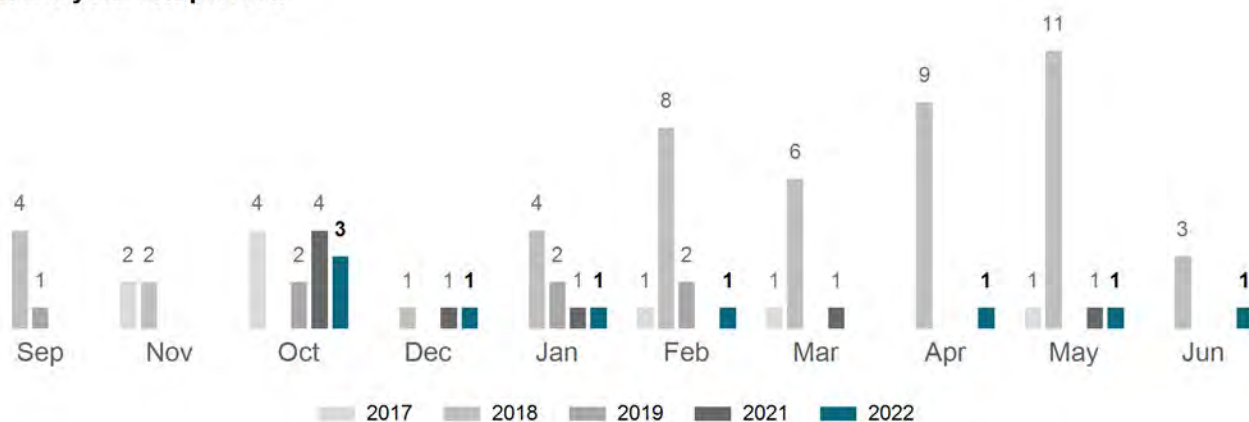
Emerson

22-23

By Month for 22-23



By Month- 5-year comparison



| | 17-18 | 18-19 | 19-20 | 21-22 | 22-23 |
|-----|-------|-------|-------|-------|-------|
| Sep | | | 4 | 1 | |
| Nov | | 2 | 2 | | |
| Oct | | 4 | | 2 | 4 |
| Dec | | | 1 | | 1 |
| Jan | | | 4 | 2 | 1 |
| Feb | | 1 | 8 | 2 | |
| Mar | | 1 | 6 | | 1 |
| Apr | | | 9 | | 1 |
| May | | 1 | 11 | | 1 |
| Jun | | | 3 | | 1 |

[Submit Feedback](#)

Emerson

22-23

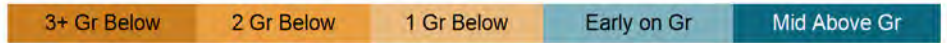
i-Ready Math Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 1



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|--|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | |
| 1 | All Students | All | 1 | 51 | 10 | 71 | 8 | 12 | | |
| | | | 2 | 50 | 10 | 42 | 10 | 38 | | |
| | | | 3 | 52 | 4 | 23 | 10 | 63 | | |
| | | Teacher | Davis, M | 1 | 25 | 8 | 72 | 8 | 12 | |
| | | | | 2 | 25 | 8 | 48 | 8 | 36 | |
| | | | | 3 | 26 | 4 | 23 | 12 | 62 | |
| | Sjoberg, A | | 1 | 24 | 17 | 67 | 8 | 8 | | |
| | | | 2 | 25 | 12 | 36 | 12 | 40 | | |
| | | | 3 | 26 | 4 | 23 | 8 | 65 | | |
| | Ethnicity | African American | 1 | 1 | | | | | 100 | |
| | | | 2 | 1 | | | | 100 | | |
| | | | 3 | 1 | | | | 100 | | |
| | | Asian | 1 | 4 | 100 | | | | | |
| | | | 2 | 4 | | 25 | | 75 | | |
| | | | 3 | 4 | | 25 | 25 | 50 | | |
| | | Filipino | 1 | 3 | 100 | | | | | |
| | | | 2 | 1 | 100 | | | | | |
| | | | 3 | 1 | | | | 100 | | |
| | | Hispanic | Hispanic | 1 | 18 | 22 | 61 | 6 | 11 | |
| | | | | 2 | 18 | 17 | 39 | 17 | 28 | |
| | | | | 3 | 19 | 5 | 42 | 5 | 47 | |
| | | | White | 1 | 21 | 5 | 76 | 10 | 10 | |
| | | | | 2 | 22 | 5 | 55 | 9 | 32 | |
| | | | | 3 | 22 | 5 | 9 | 14 | 73 | |
| | | Other | 1 | 4 | | 50 | 25 | 25 | | |
| | | | 2 | 4 | | 25 | | 75 | | |
| | | | 3 | 5 | | 20 | | 80 | | |
| | Gender | Female | 1 | 21 | 19 | 67 | 10 | 5 | | |
| | | | 2 | 21 | 14 | 38 | 19 | 29 | | |
| | | | 3 | 22 | 9 | 23 | 5 | 64 | | |
| Male | | 1 | 30 | 3 | 73 | 7 | 17 | | | |
| | | 2 | 29 | 7 | 45 | 3 | 45 | | | |
| | | 3 | 30 | | 23 | 13 | 63 | | | |

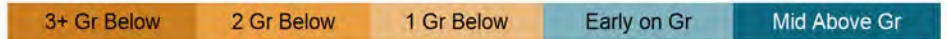


i-Ready Math Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 1

Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|-----|---------------------|---------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|--|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | |
| 1 | Special Populations | Low SES | 1 | 12 | 25 | 50 | 8 | 17 | | |
| | | | 2 | 13 | 15 | 46 | 8 | 31 | | |
| | | | 3 | 13 | 8 | 31 | 8 | 54 | | |
| | | ELL | 1 | 1 | 100 | | | | | |
| | | | 2 | 1 | 100 | | | | | |
| | | | 3 | 1 | 100 | | | | | |
| | | EL + RFEP | 1 | 1 | 100 | | | | | |
| | | | 2 | 1 | 100 | | | | | |
| | | | 3 | 1 | 100 | | | | | |
| | | Special Ed. | 1 | 14 | 36 | 57 | 7 | | | |
| | | | 2 | 15 | 33 | 47 | 20 | | | |
| | | | 3 | 16 | 13 | 56 | 6 | 25 | | |
| | | Spec Ed. Speech/RSP | 1 | 7 | 29 | 71 | | | | |
| | | | 2 | 7 | 29 | 43 | 29 | | | |
| | | | 3 | 7 | 14 | 57 | 29 | | | |
| | | Homeless | 1 | 2 | 100 | | | | | |
| | | | 2 | 2 | 50 | | 50 | | | |
| | | | 3 | 2 | | | | 100 | | |

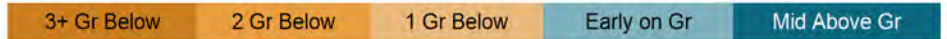
i-Ready Math Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 2



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|---------------------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|--|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | |
| 2 | All Students | All | 1 | 49 | 22 | 49 | 18 | 10 | | |
| | | | 2 | 51 | 2 | 39 | 33 | 25 | | |
| | | | 3 | 53 | 2 | 13 | 25 | 60 | | |
| | Teacher | Sees, A | 1 | 27 | 11 | 63 | 19 | 7 | | |
| | | | 2 | 27 | | 41 | 37 | 22 | | |
| | | | 3 | 27 | 7 | | 33 | 59 | | |
| | | Sullivan, C | 1 | 24 | 33 | 38 | 17 | 13 | | |
| | | | 2 | 25 | 4 | 40 | 28 | 28 | | |
| | | | 3 | 26 | 4 | 19 | 15 | 62 | | |
| | Ethnicity | African American | 1 | 4 | 50 | 25 | 25 | | | |
| | | | 2 | 4 | 25 | 50 | 25 | | | |
| | | | 3 | 4 | 25 | 25 | 25 | 25 | | |
| | | Asian | 1 | 4 | | 50 | 25 | 25 | | |
| | | | 2 | 4 | | 25 | 25 | 50 | | |
| | | | 3 | 5 | | 20 | 40 | 40 | | |
| | | Hispanic | 1 | 9 | 56 | 33 | 11 | | | |
| | | | 2 | 9 | | 67 | 22 | 11 | | |
| | | | 3 | 10 | | | 40 | 60 | | |
| | | | White | 1 | 26 | 12 | 65 | 15 | 8 | |
| | | | | 2 | 28 | | 36 | 46 | 18 | |
| | | | | 3 | 28 | | 14 | 21 | 64 | |
| | | Other | 1 | 6 | | 17 | 17 | 50 | 17 | |
| | | | 2 | 6 | | 17 | 17 | 67 | | |
| | | | 3 | 6 | | 17 | | 83 | | |
| | Gender | Female | 1 | 22 | 32 | 45 | 14 | 9 | | |
| | | | 2 | 22 | | 45 | 27 | 27 | | |
| | | | 3 | 23 | | 17 | 35 | 48 | | |
| | | Male | 1 | 27 | 15 | 52 | 22 | 11 | | |
| | | | 2 | 29 | | 3 | 34 | 38 | 24 | |
| | | | 3 | 30 | | 3 | 10 | 17 | 70 | |
| Special Populations | Low SES | 1 | 14 | 43 | 36 | 14 | 7 | | | |
| | | 2 | 14 | 7 | 50 | 21 | 21 | | | |
| | | 3 | 16 | | 6 | 13 | 38 | 44 | | |

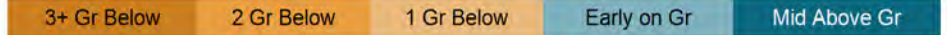
i-Ready Math Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 2



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|-----|---------------------|---------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|--|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | |
| 2 | Special Populations | RFEP | 1 | 1 | 100 | | | | | |
| | | | 2 | 1 | | | | | 100 | |
| | | | 3 | 1 | | | | | 100 | |
| | | EL + RFEP | 1 | 1 | 100 | | | | | |
| | | | 2 | 1 | | | | | 100 | |
| | | | 3 | 1 | | | | | 100 | |
| | | Special Ed. | 1 | 12 | 67 | 25 | 8 | | | |
| | | | 2 | 12 | 8 | 67 | 17 | 8 | | |
| | | | 3 | 13 | 8 | 15 | 31 | 46 | | |
| | | Spec Ed. Speech/RSP | 1 | 5 | 60 | 40 | | | | |
| | | | 2 | 5 | 80 | 20 | | | | |
| | | | 3 | 6 | 17 | 50 | 33 | | | |
| | | GATE/Excel | 1 | 8 | 13 | 50 | 38 | | | |
| | | | 2 | 8 | 13 | 88 | | | | |
| | | | 3 | 8 | 100 | | | | | |

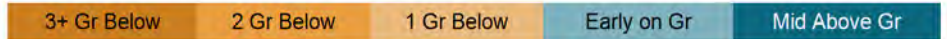
i-Ready Math Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 3



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 3 | All Students | All | 1 | 63 | 5 | 10 | 57 | 17 | 11 |
| | | | 2 | 61 | 2 | 2 | 48 | 21 | 28 |
| | | | 3 | 62 | 2 | 32 | 11 | 55 | |
| | Teacher | Gengler, B | 1 | 22 | 14 | 14 | 64 | 5 | 5 |
| | | | 2 | 22 | 5 | 5 | 55 | 27 | 9 |
| | | | 3 | 22 | 5 | 41 | 18 | 36 | |
| | | Gonzalez, S | 1 | 21 | 5 | 5 | 48 | 19 | 24 |
| | | | 2 | 21 | 29 | 24 | 48 | | |
| | | | 3 | 21 | 14 | 5 | 81 | | |
| | | Ureno, S | 1 | 19 | 11 | 63 | 21 | 5 | |
| | | | 2 | 19 | 63 | 11 | 26 | | |
| | | | 3 | 19 | 42 | 11 | 47 | | |
| | Ethnicity | African American | 1 | 2 | 100 | | | | |
| | | | 2 | 2 | 100 | | | | |
| | | | 3 | 2 | 100 | | | | |
| | | Asian | 1 | 5 | 20 | 60 | 20 | | |
| | | | 2 | 5 | 60 | 20 | 20 | | |
| | | | 3 | 5 | 60 | 40 | | | |
| | | Filipino | 1 | 2 | 50 | 50 | | | |
| | | | 2 | 1 | 100 | | | | |
| | | | 3 | 1 | 100 | | | | |
| | | Hispanic | 1 | 19 | 5 | 11 | 84 | | |
| | | | 2 | 20 | 5 | 5 | 60 | 25 | 5 |
| | | | 3 | 20 | 5 | 45 | 25 | 25 | |
| | | White | 1 | 27 | 4 | 56 | 30 | 11 | |
| | | | 2 | 25 | 36 | 20 | 44 | | |
| | | | 3 | 26 | 12 | 8 | 81 | | |
| Other | 1 | 8 | 13 | 13 | 13 | 25 | 38 | | |
| | 2 | 8 | 25 | 25 | 50 | | | | |
| | 3 | 8 | 25 | 75 | | | | | |

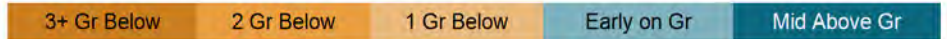
i-Ready Math Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 3



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 3 | Gender | Female | 1 | 24 | 4 | 79 | 17 | | |
| | | | 2 | 23 | | 57 | 22 | 22 | |
| | | | 3 | 23 | | 39 | 26 | 35 | |
| | | Male | 1 | 39 | 8 | 13 | 44 | 18 | 18 |
| | | | 2 | 38 | 3 | 3 | 42 | 21 | 32 |
| | | | 3 | 39 | 3 | 28 | 3 | 67 | |
| | Special Populations | Low SES | 1 | 16 | 31 | 69 | | | |
| | | | 2 | 16 | 6 | 69 | 19 | 6 | |
| | | | 3 | 16 | | 69 | 6 | 25 | |
| | | ELL | 1 | 3 | 33 | 33 | 33 | | |
| | | | 2 | 3 | | 33 | 33 | 33 | |
| | | | 3 | 3 | | 33 | 33 | 33 | |
| | | EL + RFEP | 1 | 3 | 33 | 33 | 33 | | |
| | | | 2 | 3 | | 33 | 33 | 33 | |
| | | | 3 | 3 | | 33 | 33 | 33 | |
| | | Special Ed. | 1 | 21 | 14 | 19 | 43 | 10 | 14 |
| | | | 2 | 20 | 5 | 5 | 50 | 20 | 20 |
| | | | 3 | 21 | 5 | | 48 | 5 | 43 |
| | | Spec Ed. Speech/RSP | 1 | 11 | 9 | | 45 | 18 | 27 |
| | | | 2 | 10 | | | 40 | 20 | 40 |
| | | | 3 | 11 | | | 27 | 9 | 64 |
| Homeless | 1 | 1 | | | 100 | | | | |
| | 2 | 1 | | | 100 | | | | |
| | 3 | 1 | | | 100 | | | | |
| GATE/Excel | 1 | 13 | | | 23 | 38 | 38 | | |
| | 2 | 13 | | | 8 | 31 | 62 | | |
| | 3 | 13 | | | | 8 | 92 | | |

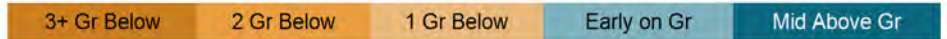
i-Ready Math Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 4



Legend

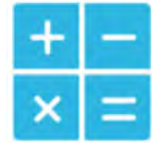


| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|---------------------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|----|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | |
| 4 | All Students | All | 1 | 48 | 6 | 6 | 54 | 19 | 15 | |
| | | | 2 | 47 | 2 | 34 | 34 | 30 | | |
| | | | 3 | 47 | 24 | 19 | 19 | 55 | | |
| | | Teacher | Alvarez, M | 1 | 32 | 9 | 6 | 44 | 22 | 19 |
| | | | | 2 | 32 | 3 | 31 | 34 | 31 | |
| | | | | 3 | 33 | 3 | 6 | 18 | 18 | 55 |
| | | | Mendoza-Wong, N | 1 | 15 | 7 | 73 | 13 | 7 | |
| | | | | 2 | 15 | 40 | 33 | 27 | | |
| | | | | 3 | 14 | 21 | 21 | 57 | | |
| | Ethnicity | African American | 1 | 2 | 100 | | | | | |
| | | | 2 | 2 | 100 | | | | | |
| | | | 3 | 3 | 33 | 67 | | | | |
| | | Asian | 1 | 4 | 25 | 25 | 25 | 25 | | |
| | | | 2 | 4 | 25 | 50 | 25 | | | |
| | | | 3 | 4 | 25 | 75 | | | | |
| | | Hispanic | 1 | 16 | 6 | 13 | 50 | 25 | 6 | |
| | | | 2 | 16 | 6 | 44 | 31 | 19 | | |
| | | | 3 | 16 | 6 | 19 | 31 | 44 | | |
| | | White | 1 | 21 | 5 | 5 | 52 | 19 | 19 | |
| | | | 2 | 20 | 25 | 35 | 40 | | | |
| | | | 3 | 19 | 21 | 11 | 68 | | | |
| | | Other | 1 | 5 | 80 | 20 | | | | |
| | | | 2 | 5 | 20 | 40 | 40 | | | |
| | | | 3 | 5 | 40 | 60 | | | | |
| | Gender | Female | 1 | 21 | 5 | 10 | 52 | 24 | 10 | |
| | | | 2 | 20 | 5 | 45 | 25 | 25 | | |
| | | | 3 | 20 | 5 | 25 | 25 | 45 | | |
| | | Male | 1 | 27 | 7 | 4 | 56 | 15 | 19 | |
| | | | 2 | 27 | 26 | 41 | 33 | | | |
| | | | 3 | 27 | 44 | 15 | 15 | 63 | | |
| Special Populations | Low SES | 1 | 15 | 7 | 20 | 60 | 7 | 7 | | |
| | | 2 | 15 | 53 | 27 | 20 | | | | |
| | | 3 | 15 | 7 | 40 | 27 | 27 | | | |

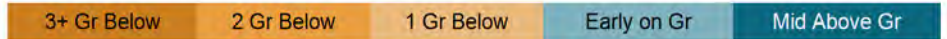
i-Ready Math Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 4



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-----|---------------------|---------------------|-------------------|------------|---------------------|----|-----|-----|--|
| 4 | Special Populations | ELL | 1 | 3 | 67 | 33 | | | |
| | | | 2 | 3 | 100 | | | | |
| | | | 3 | 3 | 100 | | | | |
| | | RFEP | 1 | 2 | 100 | | | | |
| | | | 2 | 2 | | 50 | 50 | | |
| | | | 3 | 2 | | | 50 | 50 | |
| | | EL + RFEP | 1 | 5 | 40 | 60 | | | |
| | | | 2 | 5 | | 80 | 20 | | |
| | | | 3 | 5 | | 60 | 20 | 20 | |
| | | Special Ed. | 1 | 5 | 40 | 20 | 20 | 20 | |
| | | | 2 | 5 | 20 | 60 | 20 | | |
| | | | 3 | 6 | 17 | 17 | 50 | 17 | |
| | | Spec Ed. Speech/RSP | 1 | 5 | 40 | 20 | 20 | 20 | |
| | | | 2 | 5 | 20 | 60 | 20 | | |
| | | | 3 | 6 | 17 | 17 | 50 | 17 | |
| | | Homeless | 1 | 1 | 100 | | | | |
| | | | 2 | 1 | | | 100 | | |
| | | | 3 | 1 | | | 100 | | |
| | | GATE/Excel | 1 | 14 | | 21 | 29 | 50 | |
| | | | 2 | 14 | | | 21 | 79 | |
| | | | 3 | 14 | | | | 100 | |

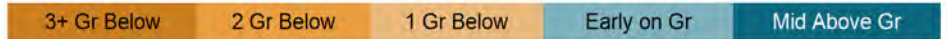
i-Ready Math Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 5



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|--------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 5 | All Students | All | 1 | 53 | 11 | 8 | 32 | 32 | 17 |
| | | | 2 | 52 | 8 | 6 | 25 | 37 | 25 |
| | | | 3 | 51 | 10 | 4 | 24 | 22 | 41 |
| | Teacher | Mendoza-Wong, N | 1 | 18 | 33 | 11 | 44 | 11 | |
| | | | 2 | 18 | 22 | 11 | 33 | 22 | 11 |
| | | | 3 | 18 | 22 | | 39 | 11 | 28 |
| | | Seto, E | 1 | 33 | | 3 | 27 | 45 | 24 |
| | | | 2 | 34 | | 3 | 21 | 44 | 32 |
| | | | 3 | 34 | | 3 | 9 | 15 | 26 |
| | Ethnicity | African American | 1 | 4 | 50 | | 50 | | |
| | | | 2 | 3 | 33 | | 67 | | |
| | | | 3 | 3 | 33 | 33 | 33 | | |
| | | Asian | 1 | 1 | | | | | 100 |
| | | | 2 | 1 | | | | | 100 |
| | | | 3 | 1 | | | | | 100 |
| | | Hispanic | 1 | 18 | 17 | | 39 | 33 | 11 |
| | | | 2 | 19 | 11 | 11 | 21 | 42 | 16 |
| | | | 3 | 18 | 17 | | 22 | 28 | 33 |
| | | Pacific Islander | 1 | 1 | | | | | 100 |
| | | | 2 | 1 | | | | | 100 |
| | | | 3 | 1 | | | | | 100 |
| | | White | 1 | 27 | 4 | 4 | 37 | 30 | 26 |
| | | | 2 | 26 | 4 | 4 | 27 | 31 | 38 |
| | | | 3 | 26 | 4 | 4 | 23 | 23 | 46 |
| Other | 1 | 2 | | 50 | | 50 | | | |
| | 2 | 2 | | 50 | | 50 | | | |
| | 3 | 2 | | 50 | | 50 | | | |
| Gender | Female | 1 | 22 | 18 | 5 | 23 | 41 | 14 | |
| | | 2 | 22 | 14 | | 23 | 45 | 18 | |
| | | 3 | 22 | 14 | | 23 | 27 | 36 | |
| | Male | 1 | 31 | 6 | 10 | 39 | 26 | 19 | |
| | | 2 | 30 | 3 | 10 | 27 | 30 | 30 | |
| | | 3 | 29 | 7 | 7 | 24 | 17 | 45 | |

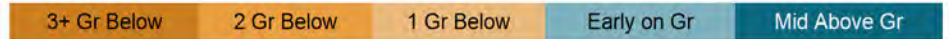
i-Ready Math Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 5



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 5 | Special Populations | Low SES | 1 | 12 | 42 | 25 | 17 | 17 | |
| | | | 2 | 12 | 25 | 8 | 25 | 17 | 25 |
| | | | 3 | 12 | 25 | 33 | 42 | | |
| | | RFEP | 1 | 2 | 50 | 50 | | | |
| | | | 2 | 2 | | 50 | 50 | | |
| | | | 3 | 2 | | | 100 | | |
| | | EL + RFEP | 1 | 2 | 50 | 50 | | | |
| | | | 2 | 2 | | 50 | 50 | | |
| | | | 3 | 2 | | | 100 | | |
| | | Special Ed. | 1 | 14 | 43 | 21 | 29 | 7 | |
| | | | 2 | 15 | 27 | 20 | 47 | 7 | |
| | | | 3 | 15 | 33 | 13 | 40 | 7 | 7 |
| | | Spec Ed. Speech/RSP | 1 | 11 | 27 | 27 | 36 | 9 | |
| | | | 2 | 12 | 8 | 25 | 58 | 8 | |
| | | | 3 | 12 | 17 | 17 | 50 | 8 | 8 |
| | | Homeless | 1 | 3 | 100 | | | | |
| | | | 2 | 3 | 67 | 33 | | | |
| | | | 3 | 3 | 67 | 33 | | | |
| GATE/Excel | 1 | 18 | | 11 | 39 | 50 | | | |
| | 2 | 17 | | | 41 | 59 | | | |
| | 3 | 17 | | | 29 | 71 | | | |

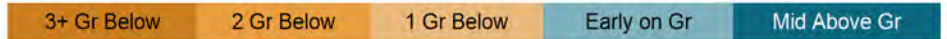
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 1



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|--------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|----|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | |
| 1 | All Students | All | 1 | 52 | 10 | 56 | 12 | 23 | | |
| | | | 2 | 48 | | 2 | 33 | 17 | 48 | |
| | | | 3 | 49 | | 22 | 18 | 59 | | |
| | Teacher | Davis, M | | 1 | 25 | 8 | 60 | 12 | 20 | |
| | | | | 2 | 25 | | 32 | 24 | 44 | |
| | | | | 3 | 26 | | 23 | 15 | 62 | |
| | | Sjoberg, A | | 1 | 24 | 13 | 54 | 13 | 21 | |
| | | | | 2 | 25 | | 4 | 32 | 12 | 52 |
| | | | | 3 | 26 | | 23 | 19 | 58 | |
| | Ethnicity | African American | | 1 | 1 | 100 | | | | |
| | | | | 2 | 1 | | | | 100 | |
| | | | | 3 | 1 | | | | 100 | |
| | | Asian | | 1 | 4 | 75 | | 25 | | |
| | | | | 2 | 4 | | 25 | 25 | 50 | |
| | | | | 3 | 4 | | 25 | | 75 | |
| | | Filipino | | 1 | 3 | 67 | | 33 | | |
| | | | | 2 | 1 | | | | 100 | |
| | | | | 3 | 1 | | | | 100 | |
| | | Hispanic | | 1 | 18 | 17 | 50 | 11 | 22 | |
| | | | | 2 | 18 | 6 | 50 | 6 | 39 | |
| | | | | 3 | 18 | | 33 | 22 | 44 | |
| | | White | | 1 | 22 | 9 | 64 | 9 | 18 | |
| | | | | 2 | 21 | | 29 | 29 | 43 | |
| | | | | 3 | 20 | | 20 | 20 | 60 | |
| | Other | | 1 | 4 | | | | 50 | 50 | |
| | | | 2 | 3 | | | | | 100 | |
| | | | 3 | 5 | | | | 20 | 80 | |
| Gender | Female | | 1 | 22 | 18 | 45 | 18 | 18 | | |
| | | | 2 | 21 | | 5 | 29 | 10 | 57 | |
| | | | 3 | 21 | | 29 | 10 | 62 | | |
| | Male | | 1 | 30 | 3 | 63 | 7 | 27 | | |
| | | | 2 | 27 | | 37 | 22 | 41 | | |
| | | | 3 | 28 | | 18 | 25 | 57 | | |

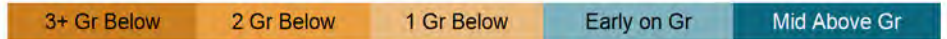
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 1



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-----|---------------------|---------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 1 | Special Populations | Low SES | 1 | 12 | 17 | 50 | 8 | 25 | |
| | | | 2 | 13 | | 54 | 15 | 31 | |
| | | | 3 | 12 | | 42 | 8 | 50 | |
| | | ELL | 1 | 1 | 100 | | | | |
| | | | 2 | 1 | 100 | | | | |
| | | EL + RFEP | 1 | 1 | 100 | | | | |
| | | | 2 | 1 | 100 | | | | |
| | | Special Ed. | 1 | 14 | 29 | 50 | 7 | 14 | |
| | | | 2 | 15 | 7 | 67 | 7 | 20 | |
| | | | 3 | 15 | | 40 | 40 | 20 | |
| | | Spec Ed. Speech/RSP | 1 | 7 | 29 | 43 | 14 | 14 | |
| | | | 2 | 7 | | 71 | | 29 | |
| | | | 3 | 6 | | 17 | 50 | 33 | |
| | | Homeless | 1 | 2 | 100 | | | | |
| | | | 2 | 2 | | | | 100 | |
| 3 | 2 | | | | | 100 | | | |

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 2



Legend

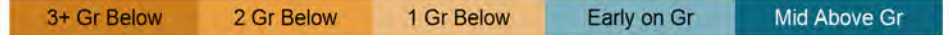


| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|---------------------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 2 | All Students | All | 1 | 50 | 16 | 54 | 18 | 12 | |
| | | | 2 | 50 | 2 | 24 | 20 | 54 | |
| | | | 3 | 51 | 16 | 20 | 65 | | |
| | Teacher | Sees, A | 1 | 27 | 11 | 56 | 19 | 15 | |
| | | | 2 | 27 | 26 | 30 | 44 | | |
| | | | 3 | 27 | 22 | 11 | 67 | | |
| | | Sullivan, C | 1 | 24 | 21 | 50 | 21 | 8 | |
| | | | 2 | 25 | 4 | 20 | 16 | 60 | |
| | | | 3 | 26 | 8 | 27 | 65 | | |
| | Ethnicity | African American | 1 | 4 | 25 | 50 | 25 | | |
| | | | 2 | 4 | 25 | 25 | 25 | 25 | |
| | | | 3 | 4 | 25 | 75 | | | |
| | | Asian | 1 | 4 | 50 | 25 | 25 | | |
| | | | 2 | 4 | | | 100 | | |
| | | | 3 | 5 | | 40 | 60 | | |
| | | Hispanic | 1 | 9 | 56 | 44 | | | |
| | | | 2 | 9 | 56 | 11 | 33 | | |
| | | | 3 | 9 | 22 | 11 | 67 | | |
| | | | White | 1 | 27 | 7 | 63 | 19 | 11 |
| | | | | 2 | 27 | 22 | 26 | 52 | |
| | | | | 3 | 27 | 19 | 22 | 59 | |
| | | Other | 1 | 6 | 33 | 50 | 17 | | |
| | | | 2 | 6 | | 17 | 83 | | |
| | | | 3 | 6 | | 17 | 83 | | |
| | Gender | Female | 1 | 22 | 14 | 59 | 14 | 14 | |
| | | | 2 | 22 | 27 | 23 | 50 | | |
| | | | 3 | 23 | 9 | 26 | 65 | | |
| | | Male | 1 | 28 | 18 | 50 | 21 | 11 | |
| | | | 2 | 28 | 4 | 21 | 18 | 57 | |
| | | | 3 | 28 | 21 | 14 | 64 | | |
| Special Populations | Low SES | 1 | 15 | 40 | 47 | 7 | 7 | | |
| | | 2 | 14 | 7 | 43 | 36 | 14 | | |
| | | 3 | 15 | 20 | 40 | 40 | | | |

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Emerson 2022-2023 Grade 2



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | |
|-----|---------------------|---------------------|-------------------|------------|---------------------|----|----|-----|-----|--|
| 2 | Special Populations | RFEP | 1 | 1 | 100 | | | | | |
| | | | 2 | 1 | | | | | 100 | |
| | | | 3 | 1 | | | | | 100 | |
| | | EL + RFEP | 1 | 1 | 100 | | | | | |
| | | | 2 | 1 | | | | | 100 | |
| | | | 3 | 1 | | | | | 100 | |
| | | Special Ed. | 1 | 13 | 62 | 31 | 8 | | | |
| | | | 2 | 12 | 8 | 42 | 25 | 25 | | |
| | | | 3 | 12 | 25 | 42 | 33 | | | |
| | | Spec Ed. Speech/RSP | 1 | 6 | 50 | 50 | | | | |
| | | | 2 | 5 | 40 | 40 | 20 | | | |
| | | | 3 | 5 | 40 | 40 | 20 | | | |
| | | GATE/Excel | 1 | 8 | 25 | 25 | 50 | | | |
| | | | 2 | 8 | | | | 100 | | |
| | | | 3 | 8 | | | | 100 | | |

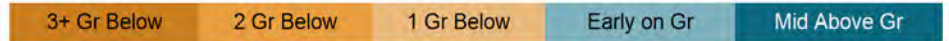
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 3



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 3 | All Students | All | 1 | 60 | 5 | 12 | 10 | 30 | 43 |
| | | | 2 | 62 | 2 | 8 | 6 | 34 | 50 |
| | | | 3 | 61 | 2 | 5 | 5 | 28 | 61 |
| | Teacher | Gengler, B | 1 | 22 | 9 | 9 | 18 | 27 | 36 |
| | | | 2 | 22 | 5 | 9 | 36 | 50 | |
| | | | 3 | 22 | 5 | 9 | 23 | 64 | |
| | | Gonzalez, S | 1 | 21 | 24 | 5 | 24 | 48 | |
| | | | 2 | 21 | 14 | 5 | 19 | 62 | |
| | | | 3 | 21 | 5 | 29 | 67 | | |
| | | Ureno, S | 1 | 19 | 5 | 11 | 5 | 47 | 32 |
| | | | 2 | 19 | 5 | 5 | 5 | 47 | 37 |
| | | | 3 | 19 | 5 | 5 | 5 | 37 | 47 |
| | Ethnicity | African American | 1 | 2 | 50 | 50 | | | |
| | | | 2 | 2 | 50 | 50 | | | |
| | | | 3 | 2 | | | 100 | | |
| | | Asian | 1 | 5 | 20 | 20 | 60 | | |
| | | | 2 | 5 | | 40 | 60 | | |
| | | | 3 | 5 | 20 | 20 | 60 | | |
| | | Filipino | 1 | 2 | 50 | 50 | | | |
| | | | 2 | 1 | | | 100 | | |
| | | | 3 | 1 | | | 100 | | |
| | | Hispanic | 1 | 19 | 11 | 11 | 21 | 42 | 16 |
| | | | 2 | 20 | 15 | 5 | 50 | 30 | |
| | | | 3 | 19 | 16 | 5 | 37 | 42 | |
| White | | 1 | 25 | 4 | 12 | 32 | 52 | | |
| | | 2 | 26 | 4 | 4 | 8 | 27 | 58 | |
| | | 3 | 26 | 4 | 23 | 73 | | | |
| Other | 1 | 7 | 14 | 86 | | | | | |
| | 2 | 8 | 13 | 13 | 75 | | | | |
| | 3 | 8 | 13 | 88 | | | | | |

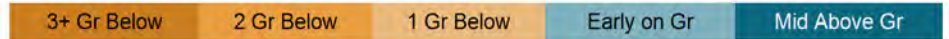
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 3



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | | |
|------------|---------------------|-------------|---------------------|------------|---------------------|------------|------------|-------------|--------------|----|----|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | | |
| 3 | Gender | Female | 1 | 23 | | | 9 | 4 | 43 | 43 | |
| | | | 2 | 23 | | | 4 | | 35 | 61 | |
| | | | 3 | 23 | | | | | 30 | 70 | |
| | | Male | 1 | 37 | | 8 | 14 | 14 | 22 | 43 | |
| | | | 2 | 39 | | 3 | 10 | 10 | 33 | 44 | |
| | | | 3 | 38 | | 3 | 8 | 8 | 26 | 55 | |
| | Special Populations | Low SES | 1 | 15 | | 7 | 20 | 13 | 33 | 27 | |
| | | | 2 | 16 | | | 13 | 13 | 38 | 38 | |
| | | | 3 | 15 | | | 13 | 7 | 33 | 47 | |
| | | ELL | 1 | 3 | 67 | | | 33 | | | |
| | | | 2 | 3 | | 33 | | 33 | 33 | | |
| | | | 3 | 3 | | 33 | | 33 | 33 | | |
| | | EL + RFEP | 1 | 3 | 67 | | | 33 | | | |
| | | | 2 | 3 | | 33 | | 33 | 33 | | |
| | | | 3 | 3 | | 33 | | 33 | 33 | | |
| | | Special Ed. | 1 | 19 | | 16 | 21 | 26 | 16 | 21 | |
| | | | 2 | 21 | | 5 | 19 | 14 | 38 | 24 | |
| | | | 3 | 21 | | 5 | 14 | 10 | 38 | 33 | |
| | | | Spec Ed. Speech/RSP | 1 | 10 | | 30 | | 10 | 20 | 40 |
| | | | | 2 | 11 | | 27 | | 9 | 27 | 36 |
| | | | | 3 | 11 | | | 18 | | 36 | 45 |
| Homeless | 1 | 1 | 100 | | | | | | | | |
| | 2 | 1 | 100 | | | | | | | | |
| | 3 | 1 | 100 | | | | | | | | |
| GATE/Excel | 1 | 12 | | | | | | 100 | | | |
| | 2 | 13 | | | | | | 100 | | | |
| | 3 | 13 | | | | | | 100 | | | |

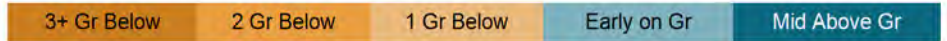
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 4



Legend

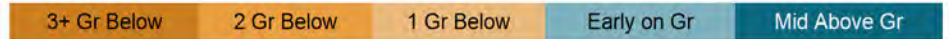


| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|---------------------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 4 | All Students | All | 1 | 47 | 6 | 34 | 21 | 38 | |
| | | | 2 | 47 | 42 | 19 | 21 | 53 | |
| | | | 3 | 47 | 42 | 9 | 23 | 62 | |
| | Teacher | Alvarez, M | 1 | 32 | 13 | 28 | 22 | 38 | |
| | | | 2 | 32 | 6 | 3 | 16 | 22 | 53 |
| | | | 3 | 33 | 6 | 3 | 9 | 21 | 61 |
| | | Mendoza-Wong, N | 1 | 15 | 40 | 20 | 40 | | |
| | | | 2 | 15 | 27 | 20 | 53 | | |
| | | | 3 | 14 | 7 | 29 | 64 | | |
| | Ethnicity | African American | 1 | 2 | 50 | 50 | | | |
| | | | 2 | 2 | 100 | | | | |
| | | | 3 | 3 | 33 | 33 | 33 | | |
| | | Asian | 1 | 4 | 50 | 25 | 25 | | |
| | | | 2 | 4 | 50 | 50 | | | |
| | | | 3 | 4 | 25 | 25 | 50 | | |
| | | Hispanic | 1 | 15 | 13 | 33 | 20 | 33 | |
| | | | 2 | 16 | 6 | 6 | 19 | 25 | 44 |
| | | | 3 | 16 | 6 | 19 | 25 | 50 | |
| | | White | 1 | 21 | 5 | 29 | 24 | 43 | |
| | | | 2 | 20 | 5 | 10 | 20 | 65 | |
| | | | 3 | 19 | 5 | 21 | 74 | | |
| | | Other | 1 | 5 | 40 | 60 | | | |
| | | | 2 | 5 | 40 | 60 | | | |
| | | | 3 | 5 | 20 | 80 | | | |
| | Gender | Female | 1 | 21 | 10 | 24 | 24 | 43 | |
| | | | 2 | 20 | 5 | 20 | 15 | 60 | |
| | | | 3 | 20 | 5 | 10 | 25 | 60 | |
| | | Male | 1 | 26 | 4 | 42 | 19 | 35 | |
| | | | 2 | 27 | 4 | 4 | 19 | 26 | 48 |
| | | | 3 | 27 | 4 | 4 | 7 | 22 | 63 |
| Special Populations | Low SES | 1 | 14 | 7 | 43 | 21 | 29 | | |
| | | 2 | 15 | 7 | 33 | 27 | 33 | | |
| | | 3 | 15 | 20 | 33 | 47 | | | |

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Emerson 2022-2023 Grade 4



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|-----|---------------------|---------------------|-------------------|------------|---------------------|-----|----|----|-----|
| 4 | Special Populations | ELL | 1 | 2 | 50 | 50 | | | |
| | | | 2 | 3 | | 33 | 33 | 33 | |
| | | | 3 | 3 | | 67 | | 33 | |
| | | RFEP | 1 | 2 | | | | | 100 |
| | | | 2 | 2 | | | | | 100 |
| | | | 3 | 2 | | | | | 100 |
| | | EL + RFEP | 1 | 4 | | 25 | 25 | 50 | |
| | | | 2 | 5 | | 20 | 20 | 20 | 40 |
| | | | 3 | 5 | | 40 | | 20 | 40 |
| | | Special Ed. | 1 | 4 | | 75 | | | 25 |
| | | | 2 | 5 | | 40 | 20 | 20 | 20 |
| | | | 3 | 6 | | 33 | 17 | 33 | 17 |
| | | Spec Ed. Speech/RSP | 1 | 4 | | 75 | | | 25 |
| | | | 2 | 5 | | 40 | 20 | 20 | 20 |
| | | | 3 | 6 | | 33 | 17 | 33 | 17 |
| | | Homeless | 1 | 1 | | 100 | | | |
| | | | 2 | 1 | | | | | 100 |
| | | | 3 | 1 | | | | | 100 |
| | | GATE/Excel | 1 | 14 | | | | 21 | 79 |
| | | | 2 | 14 | | | | | 100 |
| | | | 3 | 14 | | | | 7 | 93 |

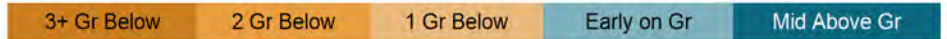
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 5



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | |
|--------|--------------|------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
| 5 | All Students | All | 1 | 50 | 10 | 8 | 24 | 20 | 38 |
| | | | 2 | 48 | 10 | 6 | 15 | 17 | 52 |
| | | | 3 | 49 | 8 | 10 | 18 | 10 | 53 |
| | Teacher | Mendoza-Wong, N | 1 | 18 | 28 | 22 | 28 | 11 | 11 |
| | | | 2 | 18 | 28 | 17 | 28 | 11 | 17 |
| | | | 3 | 18 | 22 | 17 | 28 | 17 | 17 |
| | | Seto, E | 1 | 33 | 6 | 18 | 24 | 52 | |
| | | | 2 | 34 | 6 | 12 | 18 | 65 | |
| | | | 3 | 34 | 9 | 12 | 12 | 68 | |
| | Ethnicity | African American | 1 | 2 | 100 | | | | |
| | | | 2 | 2 | 100 | | | | |
| | | | 3 | 2 | 50 | 50 | | | |
| | | Asian | 1 | 1 | | | | 100 | |
| | | | 2 | 1 | | | | 100 | |
| | | | 3 | 1 | | | | 100 | |
| | | Hispanic | 1 | 17 | 6 | 12 | 18 | 24 | 41 |
| | | | 2 | 18 | 11 | 6 | 28 | 6 | 50 |
| | | | 3 | 18 | 11 | 11 | 22 | 6 | 50 |
| | | Pacific Islander | 1 | 1 | | | | 100 | |
| | | | 2 | 1 | | | | 100 | |
| | | | 3 | 1 | | | | 100 | |
| | | White | 1 | 27 | 7 | 7 | 30 | 15 | 41 |
| | | | 2 | 25 | 4 | 8 | 8 | 24 | 56 |
| | | | 3 | 25 | 4 | 8 | 20 | 12 | 56 |
| | Other | 1 | 2 | | 50 | | 50 | | |
| | | 2 | 1 | | | | 100 | | |
| | | 3 | 2 | | | | 50 | 50 | |
| Gender | Female | 1 | 21 | 14 | 19 | 33 | 33 | | |
| | | 2 | 22 | 18 | 5 | 5 | 18 | 55 | |
| | | 3 | 21 | 14 | 10 | 10 | 10 | 57 | |
| | Male | 1 | 29 | 7 | 14 | 28 | 10 | 41 | |
| | | 2 | 26 | 4 | 8 | 23 | 15 | 50 | |
| | | 3 | 28 | 4 | 11 | 25 | 11 | 50 | |

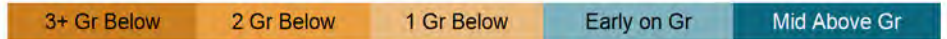
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Emerson 2022-2023 Grade 5



Legend



| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category | | | | | | |
|------------|---------------------|---------------------|-------------------|------------|---------------------|------------|------------|-------------|--------------|----|----|
| | | | | | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr | | |
| 5 | Special Populations | Low SES | 1 | 12 | | 33 | 17 | 8 | 33 | 8 | |
| | | | 2 | 12 | | 33 | 8 | 17 | 42 | | |
| | | | 3 | 12 | | 25 | 17 | 17 | 42 | | |
| | | RFEP | 1 | 2 | | | 50 | | | 50 | |
| | | | 2 | 2 | | | 50 | | | 50 | |
| | | | 3 | 2 | | | 50 | | | 50 | |
| | | EL + RFEP | 1 | 2 | | | 50 | | | 50 | |
| | | | 2 | 2 | | | 50 | | | 50 | |
| | | | 3 | 2 | | | 50 | | | 50 | |
| | | Special Ed. | 1 | 12 | | | 33 | 17 | 25 | 17 | 8 |
| | | | 2 | 12 | | | 42 | 25 | 17 | 17 | |
| | | | 3 | 14 | | | 29 | 21 | 21 | 14 | 14 |
| | | Spec Ed. Speech/RSP | 1 | 9 | | | 11 | 22 | 33 | 22 | 11 |
| | | | 2 | 9 | | | 22 | 33 | 22 | 22 | |
| | | | 3 | 11 | | | 9 | 27 | 27 | 18 | 18 |
| | | Homeless | 1 | 3 | | | 67 | | 33 | | |
| | | | 2 | 3 | | | 67 | | 33 | | |
| | | | 3 | 3 | | | 67 | | 33 | | |
| GATE/Excel | 1 | 18 | | | | | 6 | 11 | 83 | | |
| | 2 | 17 | | | | | 6 | 94 | | | |
| | 3 | 17 | | | | | 6 | 94 | | | |

**i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218

i-Ready Math Overall Relative Placement School Data by Subgroup Emerson 2022-2023



Legend



| Category | | Diagnostic Window | # Students | Percent by Category | | | | |
|----------------------------|---------------------|-------------------|------------|---------------------|----|----|----|----|
| All Students | 266 | 3 | 266 | 33 | 23 | 17 | 55 | |
| Grade | Gr. 01 | 3 | 52 | 4 | 23 | 10 | 63 | |
| | Gr. 02 | 3 | 53 | 2 | 13 | 25 | 60 | |
| | Gr. 03 | 3 | 62 | 2 | 32 | 11 | 55 | |
| | Gr. 04 | 3 | 47 | 24 | 19 | 19 | 55 | |
| | Gr. 05 | 3 | 52 | 10 | 6 | 23 | 21 | 40 |
| Ethnicity | Hispanic | 3 | 85 | 5 | 4 | 28 | 24 | 40 |
| | White | 3 | 121 | 2 | 16 | 16 | 66 | |
| | Other | 3 | 25 | 20 | 8 | | 72 | |
| Gender | Female | 3 | 110 | 33 | 25 | 24 | 45 | |
| | Male | 3 | 156 | 33 | 21 | 12 | 62 | |
| Special Populations | Low SES | 3 | 72 | 4 | 4 | 38 | 17 | 38 |
| | Special Ed. | 3 | 70 | 10 | 9 | 41 | 10 | 30 |
| | Spec Ed. Speech/RSP | 3 | 41 | 7 | 10 | 39 | 12 | 32 |
| | GATE/Excel | 3 | 52 | | | | 12 | 88 |

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Emerson 2022-2023



Legend



| Category | | Diagnostic Window | # Students | Percent by Category | | | | |
|----------------------------|---------------------|-------------------|------------|---------------------|----|----|----|----|
| All Students | 266 | 3 | 266 | 34 | 14 | 21 | 59 | |
| Grade | Gr. 01 | 3 | 52 | 23 | 17 | 60 | | |
| | Gr. 02 | 3 | 53 | 15 | 19 | 66 | | |
| | Gr. 03 | 3 | 62 | 25 | 5 | 29 | 60 | |
| | Gr. 04 | 3 | 47 | 42 | 9 | 23 | 62 | |
| | Gr. 05 | 3 | 52 | 8 | 12 | 17 | 13 | 50 |
| Ethnicity | Hispanic | 3 | 85 | 4 | 6 | 20 | 22 | 48 |
| | White | 3 | 121 | 2 | 2 | 12 | 20 | 64 |
| | Other | 3 | 25 | 4 | 16 | 80 | | |
| Gender | Female | 3 | 110 | 42 | 12 | 21 | 62 | |
| | Male | 3 | 156 | 25 | 15 | 21 | 58 | |
| Special Populations | Low SES | 3 | 72 | 4 | 6 | 21 | 25 | 44 |
| | Special Ed. | 3 | 70 | 10 | 11 | 24 | 29 | 26 |
| | Spec Ed. Speech/RSP | 3 | 41 | 7 | 17 | 22 | 24 | 29 |
| | GATE/Excel | 3 | 52 | | | 4 | 96 | |

The percentages may not equal 100% due to rounding.



ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Emerson

Site Level Overall Performance Level Summary



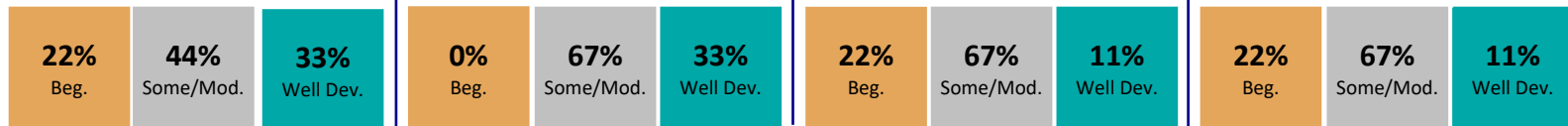
Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



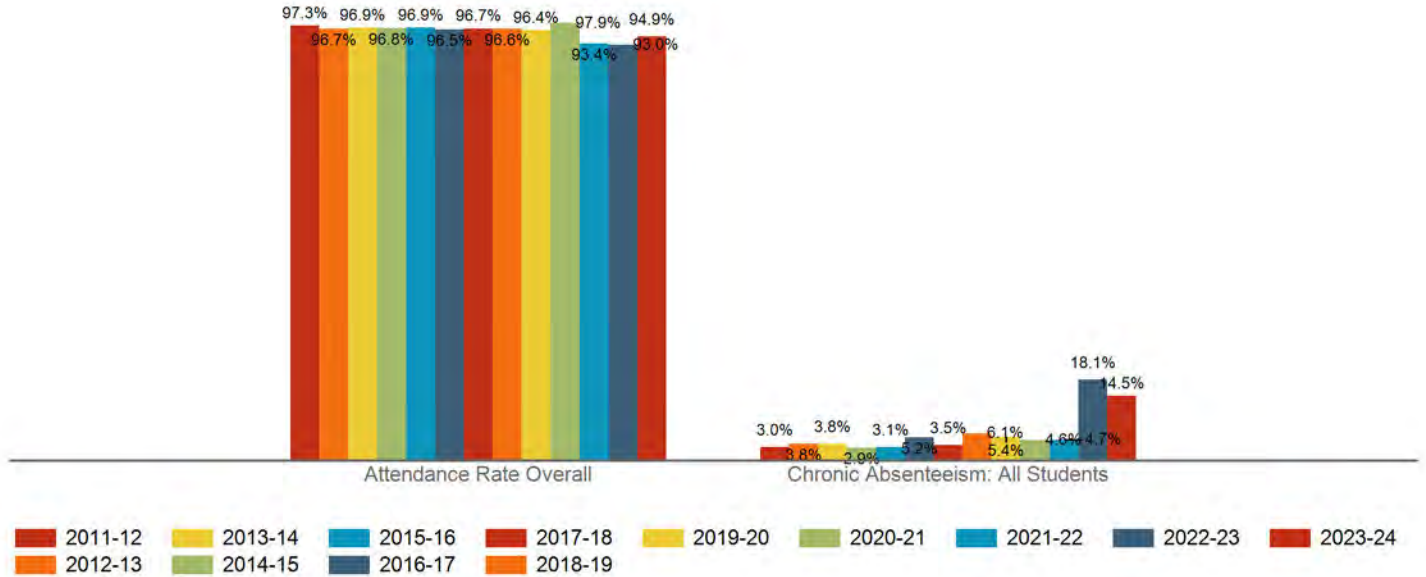
Grade Level Performance Summary (Overall and by Domain)

| Grade | Overall Development | | | | Listening | | | Speaking | | | Reading | | | Writing | | |
|-----------|---------------------|-------|------|------|-----------|-----------|------|----------|-----------|------|---------|-----------|------|---------|-----------|------|
| | Beg. | Some. | Mod. | Well | Beg. | Some/Mod. | Well | Beg. | Some/Mod. | Well | Beg. | Some/Mod. | Well | Beg. | Some/Mod. | Well |
| 01 | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 100% | 0% | 0% |
| 02 | 0% | 0% | 0% | 100% | 0% | 0% | 100% | 0% | 100% | 0% | 0% | 0% | 100% | 0% | 100% | 0% |
| 03 | 33% | 33% | 33% | 0% | 67% | 33% | 0% | 0% | 100% | 0% | 67% | 33% | 0% | 33% | 67% | 0% |
| 04 | 0% | 25% | 50% | 25% | 0% | 50% | 50% | 0% | 25% | 75% | 0% | 100% | 0% | 0% | 75% | 25% |

Attendance/Chronic Absenteeism Rate

School Year: 22-23

| Goals | |
|-----------------------|---|
| Area | Description |
| Culture/Climate Goals | Emerson (85%) students will report that Emerson fosters culture climate of support as measured on the CORE Survey. Which will be an increase of 10% from 21/22. Students will increase in Self-efficacy from 63% to 73% which is a 10% increase. Teachers will foster ways for students to increase their self-efficacy within the classroom and playground. In addition, the principal, counselor and school psychologist will support students with individual check ins and small group support. |

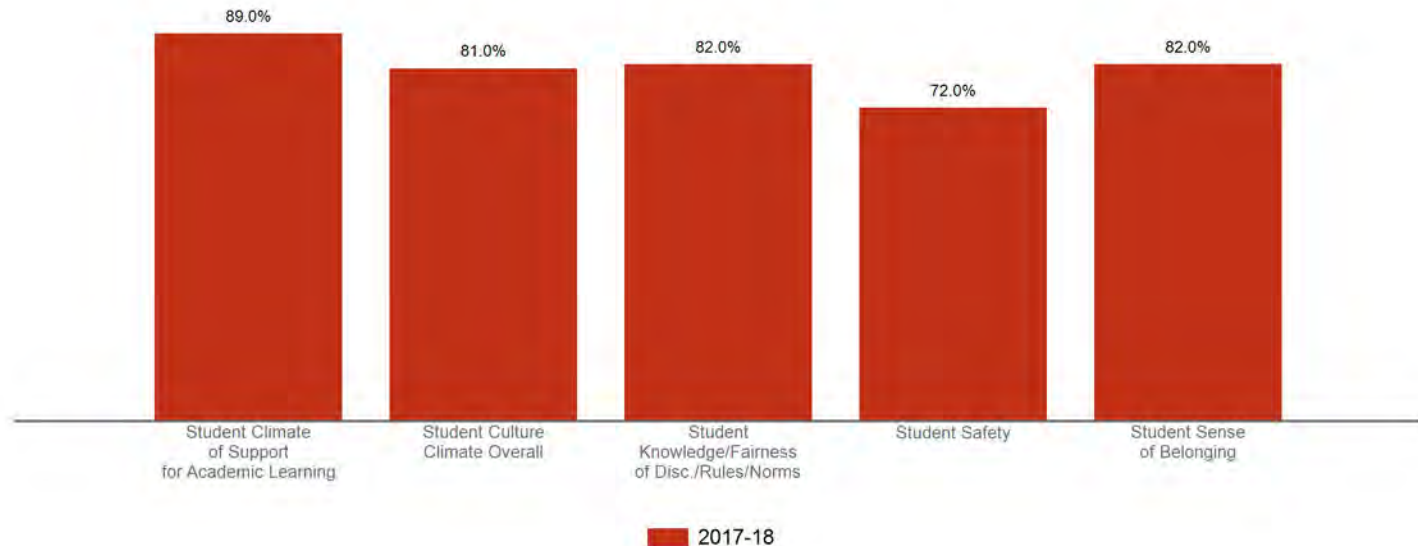


| Budgeted Items | | | |
|----------------|---|------|------------------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 3 | Additional office staff hours to support the management, aquisition, organization, etc of school operations, facilities, materials, personnel, parent communicationas needed during the school year and closing of the school year. | | OT - Intermediate Office Assistant |
| Total | | | |

Culture-Climate Survey (Student-Staff)

School Year: 22-23

| Goals | |
|-----------------------|---|
| Area | Description |
| Culture/Climate Goals | Emerson (85%) students will report that Emerson fosters culture climate of support as measured on the CORE Survey. Which will be an increase of 10% from 21/22. Students will increase in Self-efficacy from 63% to 73% which is a 10% increase. Teachers will foster ways for students to increase their self-efficacy within the classroom and playground. In addition, the principal, counselor and school psychologist will support students with individual check ins and small group support. |

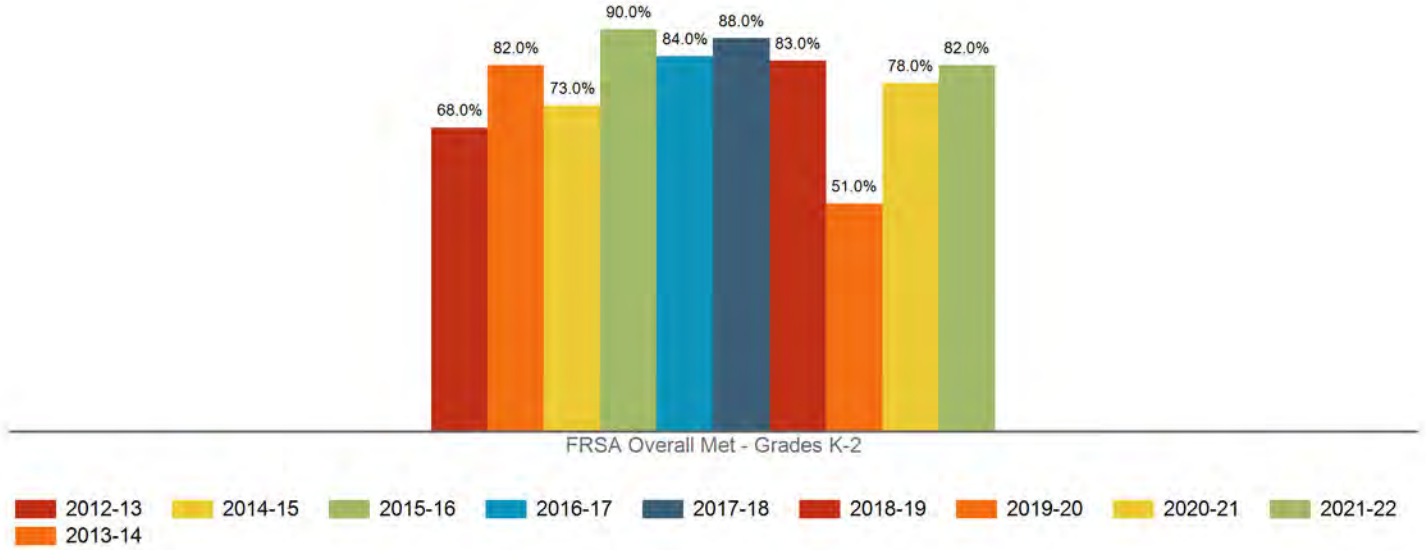


| Budgeted Items | | | |
|----------------|---|------|--------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 1 | Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. | | Hourly - Recreation Aide |
| Total | | | |

Elementary Reading - FRSA

School Year: 22-23

| Goals | |
|-----------|---|
| Area | Description |
| ELA Goals | Our goal is for our students who are at grade level (or above) to grow at least one year on the i-Ready assessment by June, and students who are below grade level to grow more than one year. In addition, students will achieve one year of growth in ELA. In i-Ready students will increase to 61% at or above grade level. Students will increase in ELA SBAC from 71% to at least 81%. Our Literacy Tosa is working with students in grades 1-4 on reading, we will provide tutoring in ELA after the second i-Ready diagnostic assessment, and we provide the Read Naturally program for 4th and 5th grade students in need of reading support. Hopefully, these measures, along with our focus on differentiated instruction (including tiered assignments and SGI) will help our students to achieve their goals. |



| Budgeted Items | | | |
|----------------|---|------|---------------------------|
| Line Number | Description | Cost | Personnel Summary |
| 2 | Provide tutoring before and/or after school tutoring for students in reading, math, and/or writing to students needing Tier II intervention based on i-Ready scores and teacher recommendation based on classroom data. | | Teacher Hourly Extra Comp |
| Total | | | |

| Reading-FRSA Interventions | | | | | | |
|----------------------------|------------|-------------------------|-----------------------|---------------|-------------------|-------------|
| Intervention ID | # Students | Intervention Start Date | Intervention End Date | # Of Sessions | Hours per Session | Total Hours |
| 14148 | 6 | 9/20/22 | 10/29/22 | 24 | 0.33 | 7.92 |
| 14367 | 1 | 9/19/22 | 11/18/22 | 30 | 0.25 | 7.5 |
| | 7 | | | | | 15.42 |



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) ▾

Emerson Parkside Academy ▾

- | | | |
|---|---|--|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

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 CSI/ATSI 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 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 responsibilities.

Date

3/28/23

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]

Resource Inequities

Schools eligible for CSI 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 Targeted student groups.

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

- There are no resource inequities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving 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 targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving 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 Continuum framework. Since 2014, LBUSD 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, i-Ready diagnostic and growth data, common assessment performance, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation and University of California A-G requirements. Non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents as well as Social Emotional Learning (SEL) indicators such as student agency, identity, and sense of belonging. 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 who require 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 their principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related to 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. In light of the COVID-19 pandemic, distance learning participation, learning loss, and other similar issues were also explored.
- 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, particularly in a distance-learning environment.
- 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.

- For the two CSI middle schools, a block schedule will be used to provide 3 electives for every student that will include: 1) targeted intervention electives for all students requiring intervention in ELA and/or math and 2) expanded enrichment electives aligned to the school's signature program and the pre-pathway industries of the feeder high school. The block schedule will also include built-in collaboration for department-level teams in one of the five conference periods per week to dedicate time for department-level planning and collaboration. Finally, the staff will participate in a week-long summer training and month professional development that support teachers with the shift in pedagogy required for the block schedule, including strategies that promote engagement, inquiry and rigor.
- 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 will allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. The monitoring and evaluation activities will be conducted in-person following appropriate public-health guidelines.

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.



Emerson Parkside Academy
A California Distinguished School
 2625 Josie Avenue, Long Beach, CA 90815
 Phone: 562-420-2631

School-Home-Student Compact

To support the personal and intellectual success of every student, the staff, parents/guardians and students at Emerson Parkside Academy pledge to do the following:

We, the staff at Emerson will:

- Provide a challenging and enjoyable academic program focused on Common Core State Standards.
- Focus on improving the literacy and mathematics skills of all students.
- Encourage our students to strive for their best in academics, behavior, and dress.
- Communicate with parents/guardians and students through the Teachers-Parents Communicator (blue folder) and/or Long Beach Scholar planner, Canvas, ParentVue, School Messenger, email, phone calls, progress reports, report cards, and/or newsletters.
- Encourage parents/guardians to participate in the activities of the school.
- Create a safe and civil environment by connecting with students, parents, and setting high expectations.

We, the parents/guardians/family will:

- Provide a place for my child to study and encourage daily reading.
- Ensure that my child attends school daily, having eaten a healthy breakfast, and is on time, with classroom homework and assignments complete.
- Support the school and district discipline and dress code.
- Be aware of my student’s progress by monitoring student work, checking on homework assignments, and communicating with teachers.
- Respond to communication from the school by signing and returning tear-offs and other memos.
- Participate in Back to School Night, Open House and other school activities.
- Attend parent conferences and/or other meetings as required.
- Encourage my child to become involved and invested in school programs.
- Demonstrate respect for the school, staff, students and families.
- Respect confidentiality amongst students, staff, parents, and the Emerson community.
- Encourage and support school volunteer activities.

As a student, I will:

- Accept responsibility for my education and for my behavior.
- Come to school on time with the proper materials and complete all assignments neatly and to the best of my ability.
- Complete my homework as assigned and read each day.
- Follow the school and district discipline and dress code.
- Inform my parent/guardian/family of my assignments and progress by taking home all written communications.
- Take part in school activities.
- Perform to the best of my ability and seek help if needed.
- Respect the rights of others to learn without distraction and disruption. Show respect for my school, classmates, staff and family.
- Respect school property.

Please sign and return to your child’s teacher (or submit the digital Google Form).

Parent/Guardian Signature _____ Date _____
 Student’s Signature _____ Grade _____
 Teacher’s Signature _____ Date _____



Emerson Parkside Academy
A California Distinguished School
2625 Josie Avenue
Long Beach, CA 90815
Phone: 562-420-2631

Parent Involvement Guidelines

Emerson Parkside Academy 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. In order to engage parents/guardians positively in their children's education, Emerson Parkside Academy will:

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

LEGAL REFERENCES

EDUCATION CODE 11500-11506 Programs to encourage parental involvement

LABOR CODE Time off to visit child's school

Adopted: January 28, 1991

Revised: March 1, 1994, February 6, 2001, March 7, 2007

Approved: September 27, 2023

Long Beach Unified School District

Principal Signature