

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Grant Elementary

School Plan for Student Achievement
2024-2025

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

Needs Assessment

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

Accountability Measure I: Increase Achievement

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

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

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

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

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

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

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

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

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

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

For 2023-2024:
75% of K-2nd Grade Students were proficient on the Foundational Reading Skills Assessment.

Overall ELA proficiency for ALL students was at 32% on the SBAC Assessment.
15% for African American students
11% for English Learner students
3% for Students with Disabilities

ELA Goals

For 2024-2025:

85% of K-2nd Grade Students will be proficient on the Foundational Reading Skills Assessment (FRSA) by June, 2025, up from 75%.
Grades 3-5 students will achieve at least one year of academic growth in literacy by June 2025 by attaining 42% met/exceeded on SBAC, up from 32%
Based on the California Dashboard reports African American (2024) and students with disabilities (2023) are identified in the red level (lowest) due to their ELA SBAC proficiency.
African American - FRSA: from 50% to 60%; SBAC: from 16% to 26%
Students with disabilities - FRSA: from 48% to 58%; SBAC: from 34% to 44%

ACTION SUMMARY:
If we provide engaging (SEL, Behavioral, and Cognitive) Quality Core Instruction, that includes differentiated rigorous SGI lessons, utilize CGI math framework, and Transformative SEL with students, then the achievement will narrow for our African American students, students with disabilities and English Language Learners.

PROGRESS MONITORING PLAN SUMMARY -
Grade Levels, Support Staff, School Site Council, and ELAC will review and monitor academic district assessments, PULSE Surveys, attendance rates, chronic absenteeism rates, and suspension rates on a quarterly basis, including Dashboard red-level subgroups, through a PDSA cycle of data analysis and revising action plans, and determining next steps.

Comprehensive Needs Assessment: Mathematics

Math Findings

For 2023-2024:

Overall Math proficiency for ALL students was at 28%
19% for African American students
9% for English Learner students
7% for Homeless/Foster students

Math Goals

For 2024-2025:

Grades 3--5 students will achieve at least one year of academic growth in math by June 2025 from 28% met/exceeded on SBAC Math to 38% met/exceeded on SBAC Math. Based on the California Dashboard report Homeless Youth (2023) are identified in the red level (lowest) due to their SBAC Math proficiency. Homeless Youth - SBAC: from 7% to 17%

ACTION SUMMARY:
If we provide engaging (SEL, Behavioral, and Cognitive) Quality Core Instruction, that includes differentiated rigorous SGI lessons, utilize CGI math framework, and Transformative SEL with students, then the achievement will narrow for our African American students, Homeless Youth and English Language Learners.

PROGRESS MONITORING PLAN SUMMARY:
Grade Levels, Support Staff, School Site Council, and ELAC will review and monitor academic district assessments, PULSE Surveys, attendance rates, chronic absenteeism rates, and suspension rates on a quarterly basis, including Dashboard red-level subgroups, through a PDSA cycle of data analysis and revising action plans, and determining next steps.

Comprehensive Needs Assessment: English Learners

English Learner Findings

For the 2023-2024:

60% of ELL Students were proficient on the Foundational Reading Skills Assessment.
9% of ELL Students were proficient on the SBAC Math Assessment.

English Learner Goals

For the 2024-2025:

31% of English Language Learner students will be proficient on the SBAC ELA Assessment, up from 12%
27% of English Language Learner students will be proficient on the SBAC Math Assessment, up from 9%
70% of English Language Learner students will be proficient on the Foundational Reading Skills Assessment, up from 60%

ACTION SUMMARY:
If we provide engaging (SEL, Behavioral, and Cognitive) Quality Core Instruction, that includes differentiated rigorous SGI lessons, utilize CGI math framework, and Transformative SEL with students, then the achievement will narrow for our African American students and English Language Learners.

PROGRESS MONITORING PLAN SUMMARY:
Grade Levels, Support Staff, School Site Council, and ELAC will review and monitor academic district assessments, PULSE Surveys, attendance rates, chronic absenteeism rates, and suspension rates on a quarterly basis, including Dashboard red-level subgroups, through a PDSA cycle of data analysis and revising action plans, and determining next steps.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

ATTENDANCE:

For the 2023-2024:

Overall attendance was at 91.1% for All Students

African-American subgroup attendance was at 88.9%

Asian subgroup attendance was at 94.6%

Homeless Foster/Youth subgroup attendance was at 88%

CHRONIC ABSENTEEISM:

Asian subgroup Chronic Absenteeism was at 27.9%

Homeless Foster/Youth subgroup Chronic Absenteeism was at 54%

SUSPENSION RATE:

Homeless Foster/Youth subgroup suspension rate was at 8.8%

Low SES subgroup suspension was at 3.6%

African American subgroup suspension was at 9.7%

AGENCY:

78% of students in Grades 4-5 state that students have agency, voice, and choice, and a platform in how they learn.

BELONGING:

73% of students in Grades 4-5 state that students feel accepted and valued by others without expectations of conformity. Students state that they have a sense of connectedness and trust needed to engage in co-constructing an equitable, thriving local community and vibrant civil society. It enhances self-worth.

IDENTITY:

81% of students in Grades 4-5 state students have a strong sense of self with regards to age, gender, religious or spiritual affiliation, sexual orientation, race, ethnicity, and socioeconomic status and are proud of who they are and who they are becoming. It suggests self-reflection and self-respect.

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Culture/Climate Goals

ATTENDANCE:

For the 2023-2024:

Overall attendance was at 91.1% for All Students

African-American subgroup attendance was at 88.9%

Asian subgroup attendance was at 94.6%

Homeless Foster/Youth subgroup attendance was at 88%

ATTENDANCE GOAL FOR 2024-2025:

Attendance: By June 2025, increase the percentage of overall school attendance from 91.42%.

CHRONIC ABSENTEEISM:

Asian subgroup Chronic Absenteeism was at 27.9%

Homeless Foster/Youth subgroup Chronic Absenteeism was at 54%

CHRONIC ABSENTEEISM GOAL FOR 2024-2025:

By June 2025, reduce chronic absenteeism by at least 8%:

All students - from 23% to 31%

Homeless Youth - from 46% to 54%

Asian students - from 20 to 28%

ACTION PLAN SUMMARY FOR ATTENDANCE AND CHRONIC ABSENTEEISM:

*Monthly Attendance Recognition during Spirit Assemblies

*Monthly Brag Tags are awarded to African American students, Homeless, SPED, and Asian students through Brag Tags.

*African American students, Homeless, SPED, and Asian Students who demonstrated Most Improved Attendance was recognized through attendance certificates.

- *School support staff continue collaboration with Foster/Homeless Unit to connect identified families with resources
- *Conduct School Attendance Review Team Meetings with Parents of African American students, SPED students, Asian Students, and Homeless/Foster students identified as chronically absent
- *Home Visits will be conducted for families of African American students, SPED students, Asian Students, and Homeless/Foster students identified as chronically absent
- *Collaboration with All-In Counselor will continue to support with guidance and consulting with additional strategies to support students who are chronically absent or those showing poor school attendance
- *Truancy and Chronically Absent Notification Letters will be sent home to families of chronically absent students or those with poor school attendance
- *Provided restaurant certificates for identified students on the chronic absenteeism list who demonstrated improved attendance
- *Office Staff, Counselor, and other Support Staff will conduct phone calls to families of African American students, Homeless, SPED, and Asian students who are listed on the daily consecutive absence report

SUSPENSION RATES:

Homeless Foster/Youth subgroup suspension rates was at 0%
 Socioeconomically Disadvantaged subgroup suspension was at 1.3%
 African American subgroup suspension was at 2.9%

SUSPENSION RATES GOAL 2024-2025:

By June 2025, reduce suspension rates by at least 1%:
 Socioeconomically Disadvantaged - from 1.3% to 0.3%
 Homeless Youth - from 0.0% to 0%
 African American students - from 2.9% to 1.9%

AGENCY:

78% of students in Grades 4-5 state that students have agency, voice, and choice, and a platform in how they learn.

BELONGING:

73% of students in Grades 4-5 state that students feel accepted and valued by others without expectations of conformity. Students state that they have a sense of connectedness and trust needed to engage in co-constructing an equitable, thriving local community and vibrant civil society. It enhances self-worth.

IDENTITY:

81% of students in Grades 4-5 state students have a strong sense of self with regards to age, gender, religious or spiritual affiliation, sexual orientation, race, ethnicity, and socioeconomic status and are proud of who they are and who they are becoming. It suggests self-reflection and self-respect.

ACTION SUMMARY:

If we provide engaging (SEL, Behavioral, and Cognitive) Quality Core Instruction and Transformative SEL with students, then the chronic absenteeism and suspension rates will narrow for our African American students, English Language Learners, Homeless Youth, Socioeconomically Disadvantaged students and Asian students.

PROGRESS MONITORING PLAN SUMMARY:

Grade Levels, Support Staff, School Site Council, and ELAC will review and monitor academic district assessments, PULSE Surveys, attendance rates, chronic absenteeism rates, and suspension rates on a quarterly basis, including Dashboard red-level subgroups, through a PDSA cycle of data analysis and revising action plans, and determining next steps.

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) With a focus on small group instruction, Grant students will achieve at least one year of academic growth as measured by iReady and Edulastic assessments. Grant students will increase 25% from the previous year as measured by iReady and Edulastic assessments. Implementation and progress monitoring via professional	Goal Partially or Not Met	12% of SBAC ELL students are proficient in ELA in the 2023-2024 school year. 15% of African-American students were proficient in SBAC ELA. Students in grades 1-5 participated in tiered levels of support both in and out of the classroom. Students were prioritized based on baseline data gathered through a variety of beginning of the year assessments.	Grant staff will continue to focus on small group differentiated instruction.

	<p>development of a 90-day PD cycle vs semester. Staff will participate in 1:1 data meetings will require analysis of trimester data, reflection on teaching practices, and development of next steps with principals as a result of trimester data.</p> <p>English Language Arts:By June 2023 all Grant students will achieve at least one year of academic growth in ELABy June 2023 65% of Grant students in grades 2-5 will score an overall 3 on the Performance Task By June 2023 Grant students achieving below grade level will demonstrate greater than one year of growth in ELABy June 2023 the median student growth of Black students will be at least 25% greater than the previous year on iReady assessments ELAAll Multilingual Learners will participate in ELPAC and demonstrate growth in the areas of Listening and Speaking</p>		<p>Students in Grades 1-5 participated in the i-Ready assessment platform, 3x a year. District and state assessments were utilized to inform staff of needed levels of support. All grade levels provided tier 1 level of support through differentiated small group instruction, as well as tier 2. Differentiated professional development was provided and prioritizing the needs of Grant students in grades TK-2, 3-5. The goal was partially met in grades K-2.</p>	
Math	<p>1) Grant will increase mathematical discourse and critical thinking skills through the application of CGI framework as measured by a 25% increase from previous iReady</p>	Goal Partially or Not Met	<p>Grant students decreased in the amount of students that Met/Exceeded on the Math SBAC at 27%.</p> <p>Students demonstrated an increase</p>	<p>A Math Coach continued to be implemented this school year to grades 3-5 to continue with providing Tier 1 Support to classroom teachers. This coach is available to help teachers with whole group and small group instruction for math. The coach comes into the classroom and</p>

<p>assessments. Action plan: Students in grades TK-5 will participate in tiered levels of support. Students will be prioritized by baseline data from the iReady diagnostic assessment. A tiered level of support in the classroom utilizing CGI framework to further build conceptual learning in mathematics. In addition, the CGI framework will help support language acquisition in students, particularly English learners. Progress monitoring will occur after each 90-day PD cycle. Data will be reviewed by the support team and admin team each trimester.</p> <p>Math goal(s): All Grant students will achieve at least one year of academic growth in Math. The median student growth of Black students will be at least 25% greater than the previous year on iReady assessments. Math Grant students achieving below grade level will demonstrate greater than one year of growth in Math</p>	<p>on the i-Ready Math Growth.</p>	<p>models or co-teach the instructional strategies identified by the teacher. In addition, Grades 3-5 teachers participated in Math Lesson Studies and in collaborative planning sessions.</p> <p>Grade 3-5 teachers participate in grade level specific all day Quality Core Instruction (QCI) trainings throughout the year with OCIPD staff about Literacy.</p>
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English Learner	<p>1) Grant's area of focus is on increasing student voice and agency. EL students will increase positive by 10% as measured by periodic CORE and Pulse surveys. In addition, Grant staff will provide designated and integrated ELD daily during core subjects as measured monthly by principal walkthrough feedback. Progress Monitoring will be done by January 2023 after the second diagnostic and review of 90 day PD cycle and again in March/June.</p> <p>Increase the ELPAC Summative overall Well Developed + Moderately Developed by 5% from 42% to 47% by Spring 2023. Students who are ELL will increase 10% on their sense of belonging by on CORE and Pulse surveys.</p>	Goal Partially or Not Met	<p>11% of ELL students were proficient in ELA 8% of ELL students were proficient in Math</p>	<p>All Teachers participated in the district's QCI Training to enhance their understanding of Integrated vs. Designated ELD. The staff also continued with training on utilizing ELlevation at a staff meeting and how to embed them in daily instruction with their students.</p> <p>They learned how to examine the data and how to use the platform more effectively to monitor student progress towards language proficiency. In addition, grade level release days were used to examine the i-Ready platform Tools for Instruction to differentiate lessons for ELL students.</p>
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Culture/Climate	<p>1) Grant students will increase their sense of belonging by 10% as measured by CORE and Pulse's survey conducted 2x a year. Progress monitoring will be done on a monthly basis by the administrative team. Action plan: The counselor will increase student council participation and increase student voice and agency. Student council will inform leadership on ways to address the sense of belonging. The student council will inform the leadership team 1x a month.</p> <p>By June of 2023 attendance will increase to 96%</p> <p>By June of 2023 an increase of 4% for positive student responses on Growth Mindset and Self Efficacy as measured by the CORE survey. Overall an increase of 2% for positive student responses on each Culture/ Climate area as measured by the CORE survey.</p> <p>By June 2023 increase attendance by 3% utilizing a tiered attendance plan that will provide outreach and ongoing support to all enrolled students.</p>	Goal Partially or Not Met	<p>Identity: 81% of students answered favorably to having a strong sense of Identity and are proud of who they are and who they are becoming. This is an area of greatest increase by 3%.</p> <p>Agency: 75% of students answered favorably to having agency and a voice in how they learn, how they are engaged in their learning, and empowered in how they learn. This is a decrease of 2% from the year prior.</p> <p>Belonging: 74% of students answered favorably to having a sense of belonging and feeling a sense of being accepted and valued by others.</p>	<p>Staff continued with implementation of the SEL Curriculum Harmony training which was given the year prior. Teachers are required to implement Harmony strategies (Goals, Meet Up and Buddy Up).</p> <p>Pulse Survey data was shared with the staff and action steps were determined by the team to focus.</p> <p>All Grades 4-5 students take the Pulse Survey and CORE Survey quarterly to collect perception data on students' school experience.</p> <p>There is an increased amount of events this school year and that could also improve student attendance.</p> <p>Students are recognized at monthly spirit assemblies in addition to Brag Tags being implemented this school year which is specifically targeted to increase attendance.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>An additional .50 FTE Assistant Principal will: Increase student achievement by: Coordinating and monitoring intervention services; Coaching teachers to increase their effectiveness with instructional practices; and Providing professional development to enhance teachers' use of strategies to engage students.</p> <p>Increase a positive school climate focused on learning by: Providing targeted support to chronic behaviorally struggling students; Lead Culture Climate Committee to ensure implementation of schoolwide socio-emotional learning strategies and behavioral interventions to meet student needs; and Provide additional instructional resources and coaching teachers for positive relationship building with students and families.</p> <p>Enhance parental involvement by: Arranging and/or providing workshops for parents; Educating parents about the importance of regular school attendance; Assisting parents in obtaining uniforms and weekend food resources; and Enriching categorical requirements with participation and direct involvement with ELAC and SSC. (IN 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>The School Counselor will: * Provide Tier 2 and Tier 3 social-emotional support via group and individual counseling sessions to targeted, at-promise Grant students. * Provide Tier 1 Stanford Harmony Program implementation support to classroom teachers (who provide the Tier 1 instruction to students). * Create and monitor intervention plans for chronically absent students and families * Provide PD to teachers on socio-emotional learning, trauma informed practices, behavioral interventions, and restorative practices. (IN 2)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
<p>Provide Recreation Aides to supervision students during breakfast and lunch hour in the cafe and playgrounds to ensure students are safe. Additionally provide supervision before and after school. (IN 3)</p>	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful

Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Work with administrative and support staff to identify students with significant attendance needs. Progress monitoring through attendance reports and meeting with parents to translate and address attendance/academic concerns to increase student achievement and student engagement. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Program Facilitator will provide supplemental pull out/push-in small group reading instruction to struggling readers in grades 1 & 2 as identified by FRSA & iReady data. Additionally, the program facilitator will coach individual teachers and grade levels to increase implementatin of tier 1 interventions and instructional practices that support Quality Core Instruction. Allowing for teacher collective efficacy and building capacity to ensure effective differentiated instructions for students. (IN 5)	Strong Positive Impact	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
Teachers will be released each trimester for CCSS unit planning of standards, collaboration of lessons and Core Curriculum lesson students within a collaborative cycle, classroom visits and goal setting each trimester. Teachers will discuss strategies to support students who are multilingual learners, Professional development will also support PD provided by OCIPD specific to Equity. Teachers will also be released to meet with the principal for data and progress montioring meetings to discuss each student in the class. Professional devleopment and intentional planning will be duirng instructional day & after school. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Limited or no impact

Accountability Measure 1: Increase Achievement

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 	<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>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>vocabulary with intensity.</p> <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 and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>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.</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 and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<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.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>
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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>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</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>

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 • ST Math Puzzle Talks 	<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>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

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 in Grades 1-2 need supplemental instruction in FRSA. Elementary Reading - FRSA 100	(2) Retired teachers with specialized literacy skills will provide supplemental pull out, small group reading instruction to support struggling readers in Kindergarten and 1st grade 4 days a week for 30 min sessions.	Identified At-Risk Students	LCFF \$29,705 Teacher Hourly P Schedule (2) for 175 hours annually - LCFF 100%	08/30/2024 - 06/30/2025 Daily	Principal Retired Teachers (2)	Principal Elementary Reading - FRSA 100

Per multiple data sources approximately 35% of Grant students are ot proficient readers. Elementary Reading - FRSA 100	Program Facilitator will provide supplemental pull out/push-in small group reading instruction to readers in need of supplemental support as identified by FRSA & i-Ready data. Additionallly, the program facilitator will coach individual teachers and grade levels to increase implementation of tier 1 interventions and instructional practices that support Quality Core Instruction allowing for teacher collective efficacy and building capacity to ensure effective differentiated instruction for students.	Identified At-Risk Students	Title 1 \$90,298 Program Facilitator .5 FTE - Title 1 100%	08/12/2024 - 06/30/2025 Daily	Program Facilitator	Admin. Team, Intervention Staff, IIC, SSC, ELAC via trimester data reports. Elementary Reading - FRSA 100
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Grant has over 1000 students. The office needs support in order to provide excellent service to almost 3500 parents and families. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Provide supplemental support to families, particularly in enhancing home-school communications that create a learning environment conducive to closing the achievement gap. Work with administrative and support staff to identify students with significant attendance needs. Progress monitoring through attendance reports and meeting with parents to translate and address attendance/academic concerns to increase student achievement and student engagement.	All Parents, All Students	LCFF \$48,341 Intermediate Office Assistant .5 FTE - LCFF 100%	08/12/2024 - 06/30/2025 Daily	Bilingual IOA	The office supervisor will monitor the IOA. Moreover, the principal will monitor survey data to make sure parents continue to feel welcomed at Grant Elementary School. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50
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Referral and discipline data reflect a need for behavioral interventions, Pulse & CORE survey Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 50	The School Counselor will: * Provide Tier 2 and Tier 3 social-emotional support via group and individual counseling sessions to targeted, at-promise Grant students. * Provide Tier 1 Stanford Harmony Program implementation support to classroom teachers (who provide the Tier 1 instruction to students). *Create and monitor intervention plans for chronically absent students and families *Provide PD to teachers on socio-emotional learning, trauma informed practices, behavioral interventions, and restorative practices.	Identified At-Risk Students	Title 1 \$90,248 Counselor .5 FTE - Title 1 100%	08/12/2024 - 06/30/2025 Biweekly	Admin Team, including Counselor Referring Classroom Teachers	Admin Team Culture and Climate Team ELAC and SCC Committee Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 50
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>Every January Grant school begins our outreach to advertise upcoming Kindergarten Registration Dates for the next school year through a variety of methods. Kindergarten registration begins the end of January. During registration parents receive information about the kindergarten experience and suggestions of how to prepare their child for the first day of school.</p> <p>Grant CDC parents/families transitioning to Kinder have the opportunity to attend a Kinder visitation day where they can see our kinder classes in action.</p> <p>Transition Kindergarten is the first year of a two year program designed for students whose 5th birthday is before September 2 with date of birth from 9-2-2019 through 6-2-2020. The TK program is designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of Pre-School Imagine It, Interactive Writing, the Name Game, Shared & Modeled Writing, Math Vocabulary, modified Number Talks and Let's Talk About It.</p>	<p>5th Grade students and their parents are encouraged to attend the district's annual Education Celebration that is held each January so they can learn about each of the special programs offered by our local middle schools.</p> <p>Grant staff assists families with their ParentVue registration and submitting middle school applications electronically as many families do not have access at home.</p> <p>5th Grade Teachers share middle school expectations with parents throughout the year at Back to School, Parent/Teacher Conferences to ensure a smooth transition from Grant.</p>	<p>No Data.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
For optimal safety, students require supervision before, during, and after school, in addition to supervision during breakfast and lunch periods in the cafeteria and on the playground. Culture-Climate Survey (Student-Staff) 100	Provide additional Recreation Aides to supervise students before, during, and afterschool, and during breakfast and lunch meal service in the cafeteria and on the playground to ensure students are safe.	LCFF Rec \$80,392 Hourly - Recreation Aide (9) for 453 hours annually - LCFF Rec 100%	08/12/2024 - 06/30/2025 Daily	Assistant Principal	Assistant Principal Office Supervisor (payroll clerk)
For optimal safety students require supervision during breakfast and lunch periods in the cafe and on playgrounds. Culture-Climate Survey (Student-Staff) 100	Provide supplemental supervision by Recreation Aides to supervise students before school and afterschool, in addition to breakfast and lunch time in the cafeteria and playground to ensure students are safe.	LCFF \$9,938 Hourly - Recreation Aide (9) for 56 hours annually - LCFF 100%	08/27/2024 - 06/30/2025 Daily	Assistant Principal	Assistant Principal Office Supervisor (payroll clerk)

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Teachers need opportunities for peer to peer observation and receive immediate feedback regarding their implementation of effective instructional practice in action to effectively implement them with their students. Core Curriculum 100	Teachers will be released each trimester for CCSS unit planning of standards, collaboration of lessons and Core Curriculum lesson students within a collaborative cycle, classroom visits and goal setting each trimester. Teachers will discuss strategies to support students who are multilingual learners, Professional development will also support PD provided by OCIPD specific to Equity. Teachers will also be released to meet with the principal for data and progress monitoring meetings to discuss each student in the class. Professional development and intentional planning will be during the instructional day.	Title 1 \$28,413 Substitute teacher full day (35) for 3 days - Title 1 100%	08/30/2024 - 06/30/2025 Trimester	Administrative Team Released Teacher(s) / Grade Level Teams	Administrative Team Released Teacher(s) / Grade Level Teams Sub Records

Describe Teacher Involvement
Teachers are able to be involved in Leadership, Safe and Civil and Instructional Leadership team.

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parent involvement & community partnerships Literacy & Math skills Culture-Climate Survey (Parent) 100	Grant will have a caregiver orientation for students and families in partnership with community organizations to provide resources for families. Additionally families will get an overview of new curriculum that Grant will pilot in kindergarten. Teachers will meet their new students and families to ensure strong partnerships and connection are established prior to the start of the school year. Caregivers will have an opportunity to learn how to be involved and provide feedback through School Site Council and ELAC. Teachers will share resources and strategies to support students at home with early literacy and math skills.	Par Inv \$1,963 Teacher Hourly Extra Comp (7) for 3 hours annually - Par Inv 100%	08/01/2024 - 09/01/2024 Trimester	Teachers Administration	Weekly

Parents need to be engaged and be lead by a parent within their community in order to share their perspective, lived experiences, and knowledge as a parent of Grant ES. Culture-Climate Survey (Parent) 100	Parent Ambassador to support parents with leading parent workshops and trainings by the Equity and Engagement Partnerships.	Par Inv \$788 Hourly - Recreation Aide (1) for 40 hours annually - Par Inv 100%	11/08/2024 - 06/30/2025 Monthly	Parent Engagement Facilitator Principal Parent Ambassador	Principal Assistant Principal Program Facilitator
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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)	223314
Title I Parent and Family Involvement (3008)	7442

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	106960

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

Midyear Adjustments:

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

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

Parent Involvement (additional funds beyond the required 1%)

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

Homeless Education

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

Research/TISB LROIX Development

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

Program Administration and Personnel to provide leadership:

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

Centralized Services

Family Resource Centers

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

Youth Orchestra

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

Assistance to Schools**Counselors**

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

Facilitators

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

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

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

APEX Online

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

Foster Youth Transportation

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

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Clarissa Tolentino	06-12-2026
Staff	Classroom Teacher	Yolanda Gonzalez-Villa	06-12-2026
Staff	Classroom Teacher	Maria Baez	06-12-2026
Staff	Classroom Teacher	Barbara Roberts	06-12-2026
Staff	Other School Personnel	Jessica Zapata	06-12-2026
Community	Parent/Community Member	Claudia [REDACTED]	06-12-2026
Community	Parent/Community Member	Naytasha [REDACTED]	06-12-2026
Community	Parent/Community Member	Yuovene [REDACTED]	06-12-2026
Community	Parent/Community Member	Yesica [REDACTED]	06-12-2025
Community	Parent/Community Member	Mery [REDACTED]	06-12-2026

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	Nadia [REDACTED]
DELAC Representative	Parent of EL Student (required)	Marysol [REDACTED]
Principal or Designee	Staff Member (required)	Clarissa
Secretary	Parent of Non-EL Student (required)	Claudia [REDACTED]

Name	Representing
Fernando [REDACTED]	Community Member
Gabriela [REDACTED]	Parent of EL Student
Juana [REDACTED]	Parent of EL Student
Maria [REDACTED]	Parent of EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/18/2024

<p>3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:</p>	<p>9/23/24 ELAC reviewed the Home School Compact and the Parent Involvement Guidelines. They also recommended to SSC to choose the SWP for Title I funding.</p> <p>10/14/24 ELAC reviewed school data (SABC, ELPAC, Pulse Survey) and recommended have after school tutoring for students learning English and reading support during the day. They also suggested the continuation of vocal music, instrumental music, garden and art to help students become more confident when speaking English.</p> <p>11/18/24 Tutoring- if we have the money for it. Keep assembly culture events. Teachers have more communication with kids about how they feel in the class which will help with the way students feel about school. Certificates to motivate the kids to improve in attendance beside the tags. ELAC also approved the goal for ELL students in the SPSA.</p>
<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>SBAC Reading Results for EL students SBAC Math for EL students CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates Other: Pulse Survey Data</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations</p>	<p>11/19/2024</p>

<p>6. What was SSC's response to ELAC recommendations?</p>	<p>9/24/24 SSC approved the Home School Compact and the Parent Involvement Guidelines (with revisions). They also chose SWP for the use of Title 1 funds.</p> <p>10/15/24 SSC agreed with after school tutoring and reading support during the day and continuation of extra programs (vocal music, instrumental music, garden and art).</p> <p>11/19/24 SSC agreed with after school tutoring (if there were funds) and continued reading support during the school day for students. Teachers have been trained on Harmony (a social emotional program) to help student discuss feelings. SSC agrees with the use of brag tags but think food certificates will not be able to be given because it is over 500 students each month. We suggested a party and certificate for students with perfect attendance at the end of the year.</p>
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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): 11/19/2024
2. The SSC approved the **Home-School Compact** on 09/24/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/24/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/18/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/19/2024
6. The SPSA was approved at the following SSC Meeting: 11/19/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

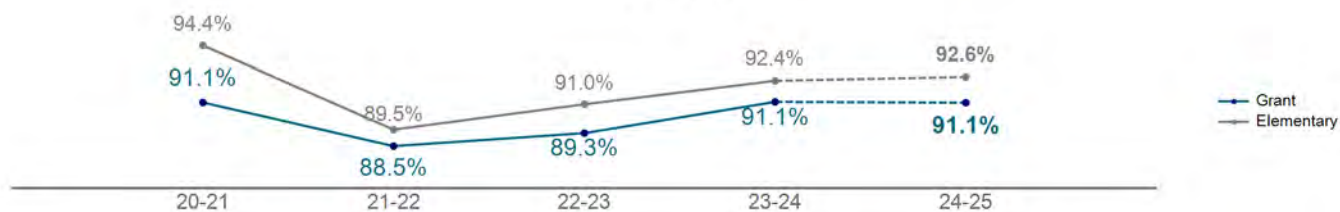
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ELAC Chair: _____

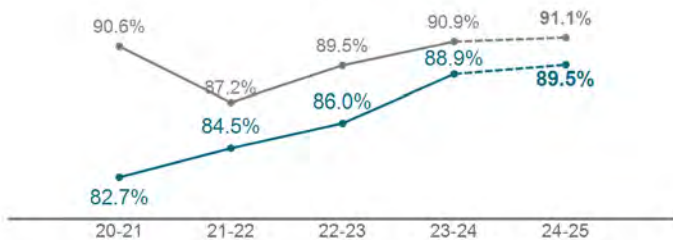
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Attendance Rate

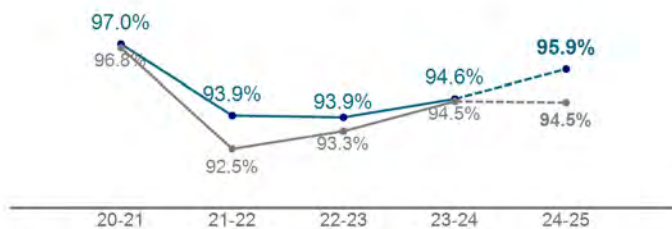
Grant
All Students
N = 1,009



African American
N = 117



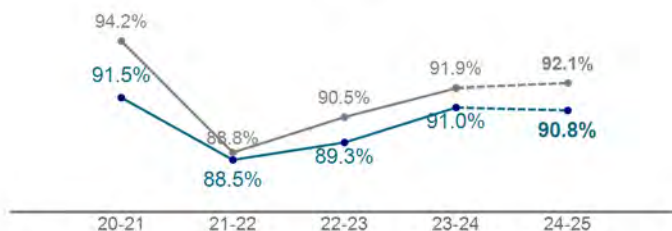
Asian
N = 58



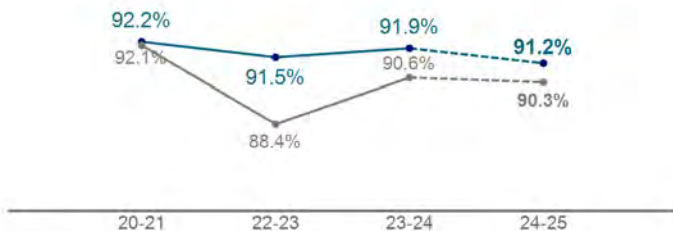
Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 762



Pacific Islander
N = 24



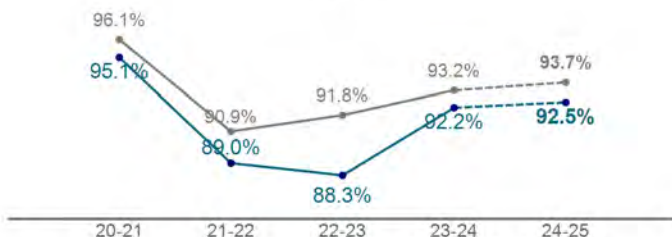
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

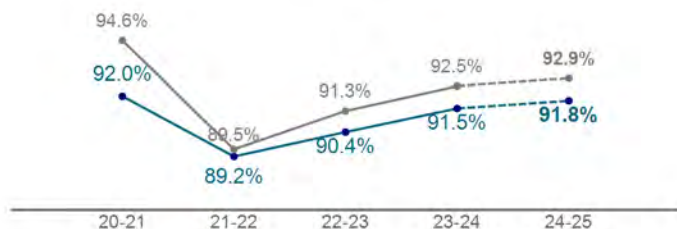
Other
N = 29



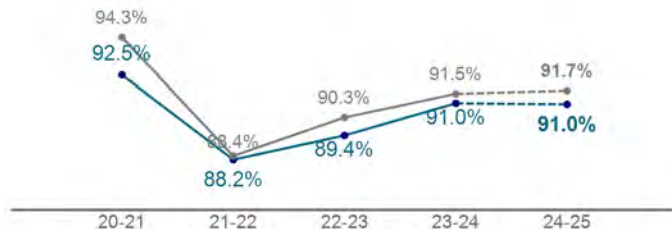
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

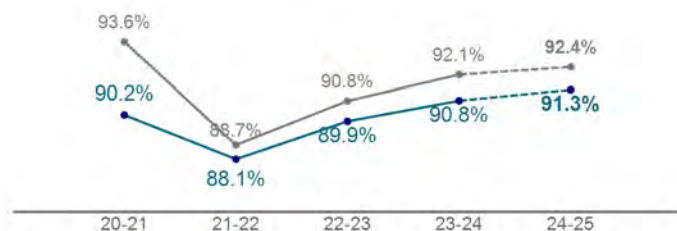
EL + RFEP
N = 310



Low SES
N = 806



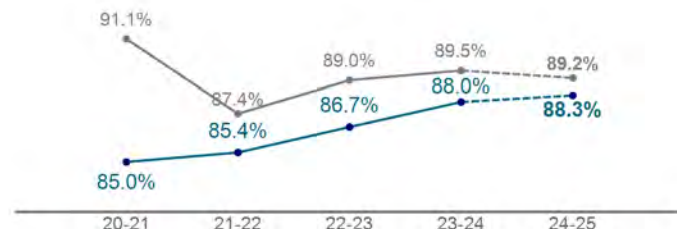
English Learner
N = 244



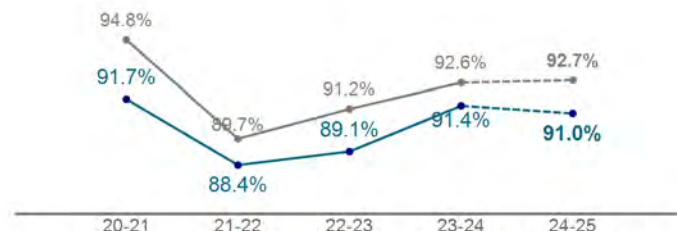
Special Education
N = 103



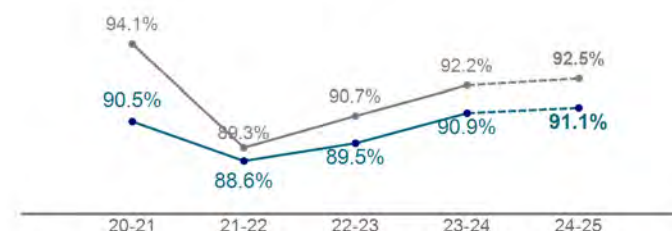
Homeless or Foster Youth
N = 98



Female
N = 466



Male
N = 543



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.

Dashed line represents data for current year still in progress.

Subgroups under 20 students are not included.

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

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

Category			# Students					Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate
All Students			1,012	1,012				10	22	18	20	30	31.8%	39.7%	50.2%	24.7%
Grade	Gr. TK	53			26	23	23	17	11				49.1%	74.2%	71.7%	38.0%
	Gr. K	156			14	33	21	17	15				47.4%	45.9%	68.6%	32.3%
	Gr. 01	163				9	23	14	22	32			31.9%	48.2%	46.0%	25.1%
	Gr. 02	173				12	18	24	20	27			30.1%	38.0%	53.8%	24.2%
	Gr. 03	158				6	18	19	23	33			24.7%	38.4%	43.7%	19.6%
	Gr. 04	156				4	20	18	19	38			24.4%	29.1%	42.3%	21.8%
	Gr. 05	153					7	20	12	18	42		26.8%	32.4%	39.2%	21.3%
Ethnicity	African American	94				13	26	20	20	21			38.3%	51.9%	58.5%	32.5%
	American Indian	1						100					100.0%	100.0%	100.0%	33.3%
	Asian	60					3	8	15	18	55		11.7%	26.2%	26.7%	14.2%
	Cambodian	59					7	10	15	20	47		16.9%	25.5%	32.2%	18.1%
	Filipino	5						40	20	40			0.0%	25.0%	40.0%	14.4%
	Hispanic	784					10	22	18	20	29		32.7%	39.7%	51.0%	27.2%
	Pacific Islander	24				4	29	25	17	25			33.3%	36.4%	58.3%	37.4%
	White	15						33	13	27	27		33.3%	26.7%	46.7%	11.9%
	Other	29					10	21	14	28	28		31.0%	35.7%	44.8%	20.5%
Gender	Female	472					8	22	19	21	30		30.5%	41.0%	49.4%	23.7%
	Male	540					11	22	18	19	30		33.0%	38.5%	50.9%	25.6%

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

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

Special Populations	Low SES	769	10	23	18	20	30	32.4%	38.8%	50.2%	29.5%
	ELL	286	10	22	17	19	31	32.5%	37.8%	49.7%	27.0%
	RFEP	58	2	14	14	21	50	15.5%	22.2%	29.3%	12.1%
	EL + RFEP	344	9	21	17	19	34	29.7%	34.1%	46.2%	24.8%
	Special Ed.	93	17	27	20	17	18	44.1%	59.8%	64.5%	31.3%
	Spec Ed. Speech/RSP	28	7	21	21	14	36	28.6%	49.0%	50.0%	23.3%
	Homeless/Foster	74	18	26	19	15	23	43.2%	56.6%	62.2%	39.4%
	Foster	9	11	22	44	11	11	33.3%	50.0%	77.8%	31.7%
	Homeless	65	18	26	15	15	25	44.6%	57.8%	60.0%	40.7%
	GATE/Excel	110	4	10	15	15	57	13.6%	24.2%	28.2%	10.1%

SBAC ELA 2024 :: School Data by Subgroup

Grant

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	432	432	68%	42	26	21	12	32%	↓5		↓1
		All Elementary	51%	31	20	23	26	49%	↑1		↑4
		District	51%	29	22	27	23	49%	↑1		↑2
Grade	Gr. 03	140	75%	37	38	12	13	25%	↓19		-
		All Elementary	53%	30	23	20	27	47%	↑-		-
		District	52%	30	23	20	26	48%	↑-		-
	Gr. 04	145	62%	45	17	21	17	38%	↑8		↓4
		All Elementary	52%	33	19	21	27	48%	↑3		↑2
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	147	67%	44	22	28	5	33%	↓4		↑1
		All Elementary	49%	30	20	27	24	51%	↓1		↑6
		District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	Hispanic	346	68%	43	25	21	12	32%	↓4		↓-
		All Elementary	58%	36	23	23	19	42%	↑1		↑5
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	33	85%	48	36	12	3	15%	↓19		-
		All Elementary	67%	46	21	19	14	33%	↓-		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	Asian	30	53%	30	23	23	23	47%	↓8		-
		All Elementary	35%	17	18	23	42	65%	↑3		↑6
		District	32%	15	18	29	38	68%	↑2		↑4
	Cambodian	26	50%	27	23	23	27	50%	↓8		-
		All Elementary	39%	19	20	24	37	61%	↑1		↑5
		District	37%	18	20	30	33	63%	↑2		↑3

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Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Grant

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	Other	10*	70%	40	30	20	10	30%	↓12			-
		All Elementary	32%	18	13	22	46	68%	↓2			↑1
		District	32%	16	15	28	41	68%	↑1			↑-
	Pacific Islander	9*	56%	44	11	33	11	44%	↑11			-
		All Elementary	66%	37	29	25	9	34%	↑3			↓2
		District	57%	28	29	31	11	43%	↑5			↑2
	White	2*	50%	50		50		50%	↑50			-
		All Elementary	24%	11	13	25	51	76%	↑1			↑2
		District	26%	12	14	30	44	74%	↑-			↓-
	Filipino	1*	100%	100				0%	↓100			-
		All Elementary	27%	16	12	25	48	73%	↓4			↑1
		District	27%	13	14	32	42	73%	↑1			↑4
Gender	American Indian	1*	0%			100		100%	-			-
		All Elementary	55%	41	14	41	5	45%	↓18			↓6
		District	46%	31	15	44	10	54%	↓5			↓5
	Female	213	68%	38	30	21	12	32%	↓7			↓6
		All Elementary	48%	27	20	24	28	52%	↑1			↑4
		District	46%	24	22	29	25	54%	↑2			↑3
	Male	219	68%	47	21	21	11	32%	↓3			↑4
		All Elementary	55%	35	20	21	24	45%	↑-			↑4
		District	55%	33	22	25	20	45%	↑1			↑1
	Nonbinary	All Elementary*	100%	100				0%	↓50			-
		District	46%	24	22	34	20	54%	↓6			↑3
Special Populations	EL + RFEP	168	77%	53	24	15	8	23%	↓6			↓3

The percentages in each Claim may not equal 100% due to rounding.

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2024 :: School Data by Subgroup

Grant

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	EL + RFEP	All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	120	88%	68	21	9	3	12%	↓4		↑1
		All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	48	48%	17	31	29	23	52%	↓10		↓11
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	3*	100%	67	33			0%	↓14		-
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	78	15%	6	9	37	47	85%	↓6		↓10
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	24	92%	71	21	8		8%	↓13		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	27	93%	70	22	7		7%	↓13		-
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	333	68%	44	24	21	11	32%	↓5		↓1
		All Elementary	61%	38	23	22	18	39%	↓1		↑4
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	29	97%	72	24	3		3%	↓10		-

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

SBAC ELA 2024 :: School Data by Subgroup

Grant

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	Special Ed.	All Elementary	82%	64	17	11	8	18%	↓-		↑3
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	29	97%	72	24	3		3%	↓10		-
		All Elementary	77%	58	20	13	10	23%	↓-		↑4
		District	79%	57	22	14	7	21%	↑-		↑2

The percentages in each Claim may not equal 100% due to rounding.

Students without scores are not included in the graphical comparison of these results.

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

SBAC Math 2024 :: School Data by Subgroup

Grant

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	436	436	72%	37	35	18	10	28%	↑1		↓3
		All Elementary	56%	30	26	23	21	44%	↑4		↓1
		District	64%	38	25	19	17	36%	↑2		↓2
Grade	Gr. 03	140	70%	35	35	22	8	30%	↓6		-
		All Elementary	51%	28	24	27	22	49%	↑3		-
		District	51%	27	23	27	23	49%	↑2		-
	Gr. 04	149	65%	28	37	20	15	35%	↑11		↓1
		All Elementary	55%	26	29	25	20	45%	↑5		↓-
		District	54%	25	29	25	21	46%	↑5		↓1
	Gr. 05	147	81%	49	32	12	7	19%	↓3		↓5
		All Elementary	62%	37	26	18	20	38%	↑3		↓2
		District	62%	36	26	18	20	38%	↑3		↓3
Ethnicity	Hispanic	352	73%	39	35	18	8	27%	↑2		↓2
		All Elementary	63%	34	29	22	14	37%	↑3		↓2
		District	71%	43	27	18	12	29%	↑2		↓2
	African American	32	81%	50	31	16	3	19%	↓4		-
		All Elementary	73%	45	29	17	9	27%	↑3		↓1
		District	80%	55	25	13	7	20%	↑2		↓2
	Asian	29	52%	14	38	21	28	48%	↓2		-
		All Elementary	38%	16	22	24	38	62%	↑7		↑4
		District	45%	24	22	21	33	55%	↑3		↓2
	Cambodian	25	52%	12	40	12	36	48%	↑2		-
		All Elementary	43%	19	25	25	32	57%	↑7		↑4
		District	50%	26	24	23	28	50%	↑5		↓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.

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SBAC Math 2024 :: School Data by Subgroup

Grant

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	Other	10*	70%	30	40	30	30%	↑5		-
		All Elementary	37%	18	19	25	38	63%	↑2	↓2
		District	43%	22	21	23	34	57%	↑2	↓2
	Pacific Islander	9*	67%	33	33	11	22	33%	↓11	-
		All Elementary	64%	30	34	26	10	36%	↑9	↓6
		District	70%	43	28	21	9	30%	↑5	↓2
	White	2*	50%	50		50		50%	-	-
		All Elementary	27%	10	17	28	44	73%	↑4	↓3
		District	38%	17	21	25	37	62%	↓-	↓4
	Filipino	1*	0%			100	100%	↑33		-
		All Elementary	30%	12	18	33	37	70%	↑4	↑4
		District	38%	18	20	27	35	62%	↑6	↑4
	American Indian	1*	100%	100			0%	-		-
		All Elementary	73%	41	32	18	9	27%	↓9	↓6
		District	69%	41	29	20	10	31%	↑3	↓3
Gender	Female	213	76%	40	35	16	8	24%	↓1	↓6
		All Elementary	59%	31	28	23	18	41%	↑3	↓2
		District	66%	39	27	19	16	34%	↑1	↓3
	Male	223	69%	35	34	19	12	31%	↑3	-
		All Elementary	54%	29	25	23	23	46%	↑4	↓1
		District	62%	38	24	19	19	38%	↑2	↓2
	Nonbinary	All Elementary*	100%	100			0%	↓25		-
		District	76%	40	36	14	10	24%	↓14	↑3
Special Populations	EL + RFEP	174	81%	43	38	13	6	19%	↓-	↓3

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SBAC Math 2024 :: School Data by Subgroup

Grant

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	EL + RFEP	All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	126	91%	57	34	8		9%	↓4		-
		All Elementary	81%	52	30	14	5	19%	↑2		↑2
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	48	54%	6	48	25	21	46%	↑10		↓8
		All Elementary	32%		8	24	35	33	68%	↑11	↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	3*	100%	67	33			0%	-		-
		All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	78	26%	4	22	36	38	74%	↓5		↓17
		All Elementary	10%		1	9	29	61	90%	↑6	↓4
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	27	93%	52	41	44		7%	↓12		-
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	30	93%	53	40	33		7%	↓9		-
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	333	71%	35	35	21	9	29%	↑2		↓1
		All Elementary	65%	36	29	21	13	35%	↑2		↓1
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	29	90%	59	31	10		10%	↓3		-

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SBAC Math 2024 :: School Data by Subgroup

Grant

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	Special Ed.	All Elementary	80%	58	22	12	9	20%	↑2			↑-
		District	86%	70	17	8	6	14%	↑1			↓-
	Spec Ed. Speech/RSP	29	90%	59	31	10		10%	↓3			-
		All Elementary	76%	51	25	13	11	24%	↑2			↓-
		District	83%	63	20	10	7	17%	↑1			↓-

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SBAC Science 2024 :: School Data by Subgroup

Grant

5/16/25

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	145	145	89%	34	55	10	11%	↓4		-
		All Elementary	70%	17	53	20	30%	↓-		-
		District	73%	17	57	19	27%	↑1		-
Grade	Gr. 05	145	89%	34	55	10	11%	↓4		-
		All Elementary	70%	17	53	20	30%	↓-		-
		District	69%	17	52	21	31%	↑1		-
Ethnicity	Hispanic	124	90%	37	52	9	10%	↓4		-
		All Elementary	77%	19	58	17	23%	↓1		-
		District	80%	20	60	16	20%	↑1		-
	African American	8*	88%	25	63	13	13%	↓3		-
		All Elementary	81%	26	55	16	19%	↓-		-
		District	86%	24	62	12	14%	↑1		-
	Asian	7*	71%	71	29	29%	↑12			-
		All Elementary	51%	6	44	27	49%	↑6		-
		District	55%	7	48	30	45%	↑2		-
	Cambodian	4*	75%	75	25	25%	↑13			-
		All Elementary	60%	5	55	27	40%	↑1		-
		District	63%	8	55	26	37%	↑3		-
	Pacific Islander	2*	100%	100	0%	↓25				-
		All Elementary	83%	10	72	10	17%	↓-		-
		District	91%	14	76	6	9%	↓2		-
	White	2*	100%	100	0%	-				-
		All Elementary	41%	5	36	32	59%	↑-		-
		District	50%	6	44	30	50%	↑1		-

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SBAC Science 2024 :: School Data by Subgroup

Grant

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	Other	1*	<div><div>100%</div><div>100</div><div>0%</div></div>					-	<div><div></div></div>	-	
		All Elementary	50%	10	41	30	20	50%	↑1	<div><div></div></div>	-
		District	56%	10	46	28	16	44%	↑1	<div><div></div></div>	-
	American Indian	1*	<div><div>100%</div><div>100</div><div>0%</div></div>					-	<div><div></div></div>	-	
		All Elementary*	89%	33	56	11		11%	↓49	<div><div></div></div>	-
		District	81%	23	58	15	4	19%	↓8	<div><div></div></div>	-
Gender	Female	69	93%	38	55	7		7%	↓10	<div><div></div></div>	-
		All Elementary	70%	16	55	20	10	30%	↑1	<div><div></div></div>	-
		District	73%	15	58	20	7	27%	↑1	<div><div></div></div>	-
	Male	76	86%	30	55	12	3	14%	↑1	<div><div></div></div>	-
		All Elementary	70%	18	52	20	11	30%	↓1	<div><div></div></div>	-
		District	73%	18	55	19	8	27%	↑-	<div><div></div></div>	-
	Nonbinary	District	61%	9	52	26	13	39%	↑7	<div><div></div></div>	-
Special Populations	EL + RFEP	63	90%	40	51	10		10%	↑3	<div><div></div></div>	-
		All Elementary	84%	25	58	12	4	16%	↓2	<div><div></div></div>	-
		District	84%	22	62	13	3	16%	↓-	<div><div></div></div>	-
	ELL	43	100%	56	44			0%	-	<div><div></div></div>	-
		All Elementary	97%	35	62	3		3%	↑-	<div><div></div></div>	-
		District	98%	40	58	2		2%	↑-	<div><div></div></div>	-
	RFEP	20	70%	5	65	30		30%	↑16	<div><div></div></div>	-
		All Elementary	55%	3	51	32	13	45%	↑7	<div><div></div></div>	-
		District	76%	12	64	20	5	24%	↓-	<div><div></div></div>	-
	Foster	2*	<div><div>100%</div><div>100</div><div>0%</div></div>					-	<div><div></div></div>	-	
		All Elementary	84%	39	45	13	3	16%	↓3	<div><div></div></div>	-

The percentages in each Claim may not equal 100% due to rounding.
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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Grant

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	Foster	District	89%	32	57	8	2	11%	↓1		-
	GATE/Excel	22	50%	5	45	41	9	50%	↓8		-
		All Elementary	21%		20	40	39	79%	↑11		-
		District	35%	3	33	39	25	65%	↑8		-
	Homeless	8*	88%	38	50	13		13%	↓3		-
		All Elementary	85%	30	56	13	2	15%	↓2		-
		District	86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	10*	90%	50	40	10		10%	↓4		-
		All Elementary	85%	30	54	13	2	15%	↓2		-
		District	87%	28	59	12	1	13%	↓-		-
	Low SES	107	90%	36	53	9		10%	↓5		-
		All Elementary	79%	20	58	16	5	21%	↓2		-
		District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	8*	100%	75	25			0%	↓8		-
		All Elementary	89%	44	45	8	3	11%	↓-		-
		District	92%	41	51	6	2	8%	↑1		-
	Spec Ed. Speech/RSP	8*	100%	75	25			0%	↓8		-
		All Elementary	86%	35	51	10	4	14%	↓-		-
		District	89%	34	55	8	3	11%	↑1		-

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Grant

5/16/25

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	280	280	29		31	25	22 22
			All ES	44		25	22	25 29
			District	30		33	15 16	36
	Grade	Gr. 04 (Minimum Growth Target: 44)	140	32		29	31	22 18
			All ES	43		25	24	27 24
			District	42		26	24	27 24
		Gr. 05 (Minimum Growth Target: 35)	140	25		33	19	22 26
			All ES	44		24	19	23 34
			District	42		25	20	22 33
	Ethnicity	Hispanic	224	30		30	24	24 22
			All ES	44		25	22	24 29
			District	29		34	15 16	36
		African American	20	-		30	30	20 20
			All ES	42		25	21	23 31
			District	28		34	15 15	37
		Asian	19^	-		32	26	16 26
			All ES	52		23	20	23 34
			District	35		31	14 15	40
		Cambodian	17^	-		41	12	18 29
			All ES	53		20	22	25 34
			District	34		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 2024 School Growth Data by Subgroup
Grant

5/16/25

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	Other	8^	-		50	38	130	
			All ES	45		22	21	29	28
			District	32		30	16	19	35
		Pacific Islander	5^	-		40	20	20	20
			All ES	34		29	16	39	16
			District	30		34	13	17	37
		White	2^	-			50		50
			All ES	41		26	22	26	27
			District	28		33	15	18	34
		Filipino	1^	-			100		0
			All ES	40		24	24	25	27
			District	35		29	16	17	38
		American Indian	1^	-			100		0
			All ES^	32		29	35	18	18
			District	26		32	21	13	34
	Gender	Female	135	27		30	27	22	20
			All ES	45		24	22	25	29
			District	32		31	15	17	36
Male		145	31		31	23	22	23	
		All ES	43		25	21	24	29	
		District	27		35	15	15	35	

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 2024 School Growth Data by Subgroup
Grant

5/16/25

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	Gender	Nonbinary	All ES^	-23	100 0			
			District	5	53	6	12	29
	Special Populations	EL + RFEP	111	29	32	23	24	21
			All ES	43	25	22	23	30
			District	29	34	14	14	38
		ELL	74	33	27	23	27	23
			All ES	43	25	22	23	30
			District	33	32	17	16	35
		RFEP	37	21	41	24	19	16
			All ES	44	25	24	22	29
			District	26	35	12	13	40
		Foster	2^	-	50	50	0	
			All ES	32	32	31	15	22
			District	9	40	19	13	28
		GATE/Excel	61	23	36	21	28	15
			All ES	41	26	21	28	25
			District	31	31	16	18	35
		Homeless	13^	-	46	23	23	8
			All ES	47	25	20	21	33
			District	27	35	14	14	37
		Homeless/Foster	15^	-	47	20	27	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.

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Grant

5/16/25

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	Homeless/Foster	All ES	45	<div><div></div><div>26</div><div>22</div><div>20</div><div>32</div></div>				
			District	25	<div><div></div><div>35</div><div>15</div><div>14</div><div>36</div></div>				
		Low SES	220	26	<div><div></div><div>31</div><div>27</div><div>21</div><div>20</div></div>				
			All ES	44	<div><div></div><div>25</div><div>22</div><div>24</div><div>30</div></div>				
			District	29	<div><div></div><div>33</div><div>15</div><div>16</div><div>35</div></div>				
		Special Ed.	15^	-	<div><div></div><div>20</div><div>27</div><div>20</div><div>33</div></div>				
			All ES	38	<div><div></div><div>30</div><div>18</div><div>21</div><div>30</div></div>				
			District	28	<div><div></div><div>35</div><div>15</div><div>15</div><div>35</div></div>				
		Spec Ed. Speech/RSP	15^	-	<div><div></div><div>20</div><div>27</div><div>20</div><div>33</div></div>				
			All ES	43	<div><div></div><div>28</div><div>19</div><div>20</div><div>32</div></div>				
			District	31	<div><div></div><div>34</div><div>15</div><div>15</div><div>36</div></div>				

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 2024 School Growth Data by Subgroup Grant

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*	
All Students	279		279	34		27	30	25	18
		All ES	39		22	28	29	21	
		District	22		35	19	19	27	
Grade	Gr. 04 (Minimum Growth Target: 42)		139	44		17	35	28	21
		All ES	48		17	28	32	23	
		District	47		17	29	32	23	
	Gr. 05 (Minimum Growth Target: 39)		140	22		38	26	21	15
		All ES	31		28	28	25	19	
		District	30		29	28	25	18	
Math Ethnicity	Hispanic		224	33		27	30	24	18
		All ES	38		23	28	28	20	
		District	20		36	20	18	26	
	Asian	19^	-		26	16	37	21	
		All ES	46		18	25	31	25	
		District	25		32	18	21	28	
	African American	19^	-		32	37	16	16	
		All ES	38		25	26	26	23	
		District	18		38	18	17	26	
	Cambodian	17^	-		18	24	35	24	
		All ES	42		20	27	30	24	
		District	24		33	19	21	27	

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Grant

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	Ethnicity	Other	8^	-			50	38	13
			All ES	40		22	27	29	22
			District	27		32	18	20	30
		Pacific Islander	5^	-		40	40	20	0
			All ES	49		20	35	24	22
			District	24		34	19	20	26
		White	2^	-		50	50	0	
			All ES	43		20	28	33	20
			District	27		31	20	21	28
		Filipino	1^	-				100	
			All ES	45		14	32	32	21
			District	37		25	19	22	35
		American Indian	1^	-	100	0			
			All ES^	32		29	29	29	12
			District	24		35	16	30	19
Gender	Female	135	33		25	29	33	13	
		All ES	38		23	28	29	20	
		District	21		35	19	19	26	
	Male	144	33		29	31	17	22	
		All ES	40		22	28	28	22	
		District	23		34	19	19	28	

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Grant

5/16/25

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*	
Gender	Nonbinary	All ES^	30		100				0
		District	11		45	15	6	33	
Math Special Populations	EL + RFEP	111	34		23	38	22	17	
		All ES	40		21	29	27	22	
		District	20		37	19	16	27	
	ELL	74	30		28	35	18	19	
		All ES	40		23	27	26	23	
		District	24		34	20	18	27	
	RFEP	37	41		14	43	30	14	
		All ES	40		18	33	30	20	
		District	15		40	18	15	28	
	Foster	2^	-		50	50	0		
		All ES	32		31	21	21	28	
		District	11		39	20	14	27	
	GATE/Excel	61	34		25	30	33	13	
		All ES	41		19	30	32	19	
		District	28		29	21	22	29	
	Homeless	13^	-		23	38	15	23	
		All ES	42		22	30	26	23	
		District	20		37	19	17	27	
	Homeless/Foster	15^	-		27	40	13	20	

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 2024 School Growth Data by Subgroup Grant

5/16/25

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 Populations	Homeless/Foster	All ES	41	<div><div></div><div>23</div><div>29</div><div>25</div><div>23</div></div>				
			District	19	<div><div></div><div>37</div><div>19</div><div>16</div><div>27</div></div>				
		Low SES	219	35	<div><div></div><div>24</div><div>33</div><div>26</div><div>17</div></div>				
			All ES	39	<div><div></div><div>23</div><div>28</div><div>28</div><div>21</div></div>				
			District	21	<div><div></div><div>36</div><div>19</div><div>18</div><div>27</div></div>				
		Special Ed.	15^	-	<div><div></div><div>20</div><div>40</div><div>13</div><div>27</div></div>				
			All ES	39	<div><div></div><div>26</div><div>25</div><div>23</div><div>27</div></div>				
			District	20	<div><div></div><div>38</div><div>18</div><div>17</div><div>26</div></div>				
		Spec Ed. Speech/RSP	15^	-	<div><div></div><div>20</div><div>40</div><div>13</div><div>27</div></div>				
			All ES	40	<div><div></div><div>25</div><div>26</div><div>24</div><div>26</div></div>				
			District	20	<div><div></div><div>37</div><div>18</div><div>17</div><div>28</div></div>				

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 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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 Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑4

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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 Elementary	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑1

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓1

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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 Elementary	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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	63	87%	32	56	10	3	13%	↓1		-
Kettering	42	48%	48		40	12	52%	↓7		-
King	96	85%	18	68	10	4	15%	↓9		-
Lafayette	130	85%	26	59	12	2	15%	↑4		-
Lincoln	141	79%	17	62	18	3	21%	↑-		-
Longfellow	165	50%	6	44	25	25	50%	↑7		-
Los Cerritos	88	56%	6	50	32	13	44%	↓11		-
Lowell	85	39%	12	27	38	24	61%	↑12		-
Macarthur	44	64%	9	55	30	7	36%	↓2		-
Madison	61	61%	8	52	23	16	39%	↓5		-
Mann	49	78%	39	39	22		22%	↑2		-
McKinley	85	78%	13	65	18	5	22%	↓2		-
Naples	42	36%	2	33	26	38	64%	↓1		-
Oropeza	95	74%	16	58	22	4	26%	↑15		-
Prisk	89	30%	2	28	25	45	70%	↓2		-
Riley	48	65%	8	56	23	13	35%	↑7		-
Roosevelt	170	89%	28	61	7	4	11%	↓6		-
Signal Hill	104	62%	14	47	23	15	38%	↑10		-
Smith	125	82%	25	57	16	2	18%	↓8		-
Stevenson	94	84%	24	60	12	4	16%	↓6		-
Twain	75	77%	25	52	15	8	23%	↓17		-
Webster	61	84%	20	64	13	3	16%	↓7		-
Whittier	107	88%	31	57	7	6	12%	↓4		-
Willard	89	80%	15	65	16	4	20%	↑7		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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	33%	33	33	33		67%	↑33		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

5/16/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	31,977	51%	29	22	27	23	49%	↑1		↑2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

5/16/25

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	32,113	64%	38	25	19	17	36%	↑2		↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

5/16/25

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	13,994	73%	17	57	19	7	27%	↑ 1		-

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

Grant

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

		YR	
subgroup			
Category		# Records	Percent by Category
All Students	All	35	<div><div>49</div><div>49</div><div>3</div></div>
Grade	Gr. 02	3	<div><div>67</div><div>33</div></div>
	Gr. 04	23	<div><div>52</div><div>43</div><div>4</div></div>
	Gr. 05	9	<div><div>33</div><div>67</div></div>
Ethnicity	African American	15	<div><div>47</div><div>53</div></div>
	Hispanic	14	<div><div>50</div><div>43</div><div>7</div></div>
	Other	4	<div><div>25</div><div>75</div></div>
	Pacific Islander	2	<div><div>100</div></div>
Gender	Female	9	<div><div>33</div><div>67</div></div>
	Male	26	<div><div>54</div><div>42</div><div>4</div></div>
Special Populations	EL + RFEP	5	<div><div>80</div><div>20</div></div>
	ELL	5	<div><div>80</div><div>20</div></div>
	GATE/Excel	3	<div><div>100</div></div>
	Homeless	4	<div><div>100</div></div>
	Low SES	24	<div><div>58</div><div>42</div></div>
	Spec Ed. Speech/RSP	1	<div><div>100</div></div>
	Special Ed.	2	<div><div>100</div></div>

Grant

23-24

Students by Subgroup Categorizied by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	24	<div><div>17</div><div>83</div></div>
Grade	Gr. 02	3	<div><div></div><div>100</div></div>
	Gr. 04	14	<div><div>21</div><div>79</div></div>
	Gr. 05	7	<div><div>14</div><div>86</div></div>
Ethnicity	African American	6	<div><div>50</div><div>50</div></div>
	Hispanic	14	<div><div></div><div>100</div></div>
	Other	2	<div><div>50</div><div>50</div></div>
	Pacific Islander	2	<div><div></div><div>100</div></div>
Gender	Female	7	<div><div>14</div><div>86</div></div>
	Male	17	<div><div>18</div><div>82</div></div>
Special Populations	EL + RFEP	5	<div><div></div><div>100</div></div>
	ELL	5	<div><div></div><div>100</div></div>
	GATE/Excel	3	<div><div></div><div>100</div></div>
	Homeless	4	<div><div></div><div>100</div></div>
	Low SES	17	<div><div>12</div><div>88</div></div>
	Spec Ed. Speech/RSP	1	<div><div></div><div>100</div></div>
	Special Ed.	2	<div><div></div><div>100</div></div>

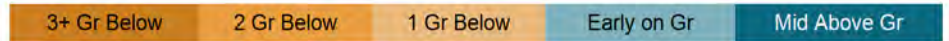
i-Ready Math Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	All Students	All	1	141	20	76	4		
			2	145	8	77	8	8	
			3	146	8	64	10	18	
	Teacher	Ander, M	1	30	93	3	3		
			2	30	47	23	30		
			3	30	17	13	70		
		Jimenez, L	1	28	46	54			
			2	30	13	83	3		
			3	30	17	73	7	3	
		Korenberg, S	1	27	15	78	7		
			2	28	89	11			
			3	29	3	79	17		
		Macareno, M	1	25	20	76	4		
			2	26	12	81	8		
			3	28	7	71	14	7	
		Tierney, K	1	29	28	69	3		
			2	29	24	76			
			3	30	13	80	7		
	Ethnicity	African American	1	12	25	75			
			2	14	14	64	14	7	
			3	14	7	57	7	29	
		Asian	1	8	25	75			
			2	8	13	63	13	13	
			3	8	13	50	13	25	
		Filipino	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	104	20	75	4		
			2	106	8	79	6	8	
			3	106	8	68	9	15	
		Pacific Islander	1	8	13	88			
			2	8		88	13		
			3	8		75	13	13	

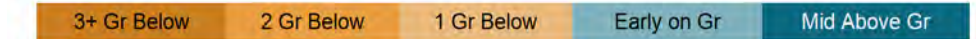
i-Ready Math Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category		
1	Ethnicity	White	1	3	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
			2	3	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
			3	4	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
		Other	1	5	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
			2	5	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
			3	5	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
	Gender	Female	1	67	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
			2	68	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
			3	70	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
		Male	1	74	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
			2	77	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>
			3	76	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>

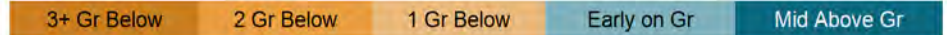
i-Ready Math Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	Low SES	1	109	21	74	4		
			2	112	8	79	6	7	
			3	109	6	67	10	17	
		ELL	1	31	42	58			
			2	35	20	77	3		
			3	35	20	69	9	3	
		RFEP	1	7		86	14		
			2	7		71	29		
			3	7		71	29		
		EL + RFEP	1	38	34	63	3		
			2	42	17	76	5	2	
			3	42	17	69	12	2	
		Special Ed.	1	5	60	40			
			2	6		100			
			3	6	33	50	17		
		Foster	1	2	50	50			
			2	2		100			
			3	2		100			
		Homeless	1	5	40	60			
			2	7	43	43	14		
			3	8	13	75	13		
		Spec Ed. Speech/RSP	2	1		100			
			3	1				100	

i-Ready Math Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	154	47	49	3		
			2	156	25	59	11	5	
			3	160	13	56	18	14	
	Teacher	Alvarez, D	1	25	60	36	4		
			2	25	40	52	4	4	
			3	26	23	54	19	4	
		Deere, M	1	21	43	57			
			2	21	19	67	10	5	
			3	24	4	63	13	21	
		Mills, K	1	25	60	40			
			2	26	35	65			
			3	26	19	69	8	4	
		Ramirez, A	1	25	64	36			
			2	26	31	58	12		
			3	27	19	59	19	4	
		Rock, M	1	27	52	48			
			2	27	19	70	11		
			3	28	7	71	21		
		Wilson, M	1	27	4	78	11	7	
			2	27		48	30	22	
			3	27		19	26	56	
	Ethnicity	African American	1	13	69	31			
			2	13	15	69	8	8	
			3	15	13	73	7	7	
		Asian	1	7	14	86			
			2	8	13	63	25		
			3	8		13	13	38	38
		Filipino	1	1					100
			2	1					100
			3	1					100
		Hispanic	1	126	48	48	2		
			2	127	28	57	9	5	
			3	128	13	58	18	12	

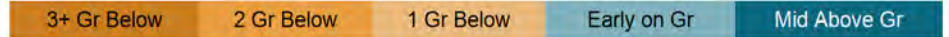
i-Ready Math Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 2



Legend

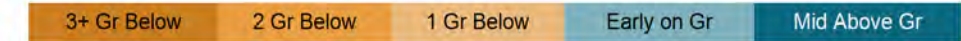


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	Pacific Islander	1	2	50	50			
			2	2	100				
			3	3	33	33	33		
		White	1	1				100	
			2	1				100	
			3	1				100	
		Other	1	4	100				
			2	4	75		25		
			3	4	50		50		
	Gender	Female	1	73	41	53	41		
			2	74	16	69	11	4	
			3	77	10	58	16	16	
		Male	1	81	52	46			
			2	82	33	50	11	6	
			3	83	14	53	19	13	
	Special Populations	Low SES	1	126	48	48	3		
			2	125	26	58	11	5	
			3	125	15	52	18	14	
		ELL	1	34	74	26			
			2	38	45	53	3		
			3	41	32	56	10	2	
		RFEP	1	10	10	60	20	10	
			2	10		40	40	20	
			3	10		40	20	40	
		EL + RFEP	1	44	59	34	52		
			2	48	35	50	10	4	
			3	51	25	53	12	10	
		Special Ed.	1	6	100				
			2	6	100				
			3	6	33	67			
		Spec Ed. Speech/RSP	1	3	100				
			2	3	100				
			3	3	67	33			

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



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	7	29	71			
			2	7	29	57	14		
			3	8	25	25	50		
		GATE/Excel	1	20	70	20	10		
			2	20	20	40	40		
			3	20	5	10	85		

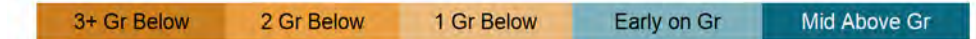
i-Ready Math Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	144	15	40	41	3	
			2	142	9	20	54	13	4
			3	142	4	12	61	13	9
	Teacher	Braff, L	1	29	17		76	7	
			2	29			45	38	17
			3	29			38	28	34
		Cherms, K	1	28	14	54	21	11	
			2	28	14	21	54	11	
			3	29	10	10	59	21	
		Jordan, V	1	28	14	39	46		
			2	28	7	21	57	14	
			3	28	18		71	4	7
		Roberts, A	1	27	30	41	30		
			2	27	11	30	56	4	
			3	27	4	22	63	11	
		White, L	1	1			100		
		Wynne, S	1	29	17	48	34		
			2	29	14	24	62		
			3	29	7	10	76	3	3

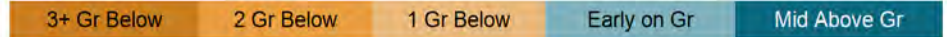
i-Ready Math Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Ethnicity	African American	1	11	18	64	18		
			2	11	18	9	64	9	
			3	11	9	9	73	9	
		Asian	1	11	9	27	55	9	
			2	11	9		73	9	9
			3	11			64	18	18
		Hispanic	1	115	15	41	41	3	
			2	113	8	23	53	14	2
			3	113	3	14	62	15	6
		Pacific Islander	1	4	50		50		
			2	4			50	25	25
			3	4			50	25	25
		White	1	1	100				
			2	1				100	
			3	1				100	
		Other	1	2	50		50		
			2	2	100				
			3	2			50		50
	Gender	Female	1	76	17	39	39	4	
			2	73	8	21	55	14	3
			3	73	3	16	64	12	4
		Male	1	68	13	41	43	3	
			2	69	10	19	54	13	4
			3	69	6	7	58	14	14
	Special Populations	Low SES	1	111	18	40	39	4	
			2	110	12	19	51	16	2
			3	109	5	14	59	15	8
		ELL	1	40	25	43	33		
			2	39	13	23	62	3	
			3	40	5	18	70	8	
		RFEP	1	14	29		57	14	
			2	14		7	50	43	
			3	14			64	21	14

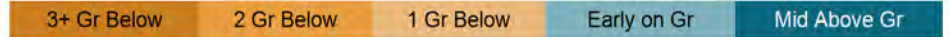
i-Ready Math Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Special Populations	EL + RFEP	1	54	19	39	39	4	
			2	53	9	19	58	13	
			3	54	4	13	69	11	4
		Special Ed.	1	13	69	8	23		
			2	12	58	8	25	8	
			3	12	25	42	25	8	
		Spec Ed. Speech/RSP	1	8	88		13		
			2	8	75		13	13	
			3	8	25	63		13	
		Homeless	1	6	50		33	17	
			2	5	40	20	20	20	
			3	6	50		33	17	
		GATE/Excel	1	18	6	83		11	
			2	18			33	44	22
			3	18			33	28	39

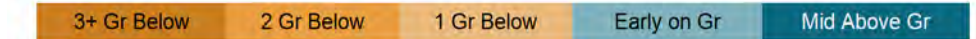
i-Ready Math Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	All Students	All	1	144	17	23	49	8	3
			2	142	15	13	51	10	11
			3	148	14	8	46	14	18
	Teacher	Baez, M	1	29	21	38	38	3	
			2	28	18	32	46	4	
			3	29	21	24	41	7	7
		Bonoan, M	1	28	25	29	43	4	
			2	27	19	19	52	7	4
			3	30	20		53	13	13
		Morrow, H	1	26	23	23	46	8	
			2	25	20	12	64	4	
			3	28	18	4	57	11	11
		Sackrison, T	1	28	18	29	54		
			2	27	22	4	67	7	
			3	29	10	14	55	14	7
		Wilson, M	1	33			67	24	9
			2	33			33	36	30
			3	33			24	27	48

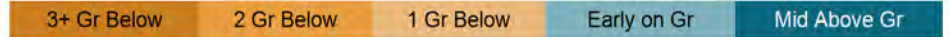
i-Ready Math Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Ethnicity	African American	1	12	33	25	42		
			2	12	25	8	50	17	
			3	13	31	8	54	8	
		Asian	1	12	8	8	42	33	8
			2	12	8	8	33	17	33
			3	12	8	33		58	
		Filipino	1	1	100				
			2	1				100	
			3	1	100				
		Hispanic	1	109	17	25	50	6	3
			2	107	15	14	53	7	10
			3	113	12	8	46	18	16
		Pacific Islander	1	4	25	25	50		
			2	4	25	75			
			3	3		33	33	33	
		Other	1	6	17	17	50	17	
			2	6	17	17	33	17	17
			3	6	17	17	50	17	
	Gender	Female	1	70	21	20	51	7	
			2	71	21	10	52	11	6
			3	72	18	7	43	21	11
		Male	1	74	14	26	46	9	5
			2	71	10	15	49	8	17
			3	76	9	9	49	8	25
	Special Populations	Low SES	1	118	17	21	51	8	3
			2	115	15	12	52	9	12
			3	117	11	8	48	15	19
		ELL	1	31	45		39	13	3
			2	30	37	27	37		
			3	33	30	18	48	3	
		RFEP	1	22	18		68	9	5
			2	22	9		64	18	9
			3	23			57	22	22

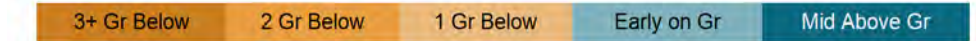
i-Ready Math Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	EL + RFEP	1	53	26	30	36	6	2
			2	52	21	19	48	8	4
			3	56	18	11	52	9	11
		Special Ed.	1	8	75		25		
			2	8	88		13		
			3	8	50	25	25		
		Spec Ed. Speech/RSP	1	8	75		25		
			2	8	88		13		
			3	8	50	25	25		
		Homeless	1	9	33	11	56		
			2	8	25	13	50	13	
			3	10	30		40	30	
		GATE/Excel	1	38		66	24	11	
			2	40		38	33	30	
			3	39		23	28	49	

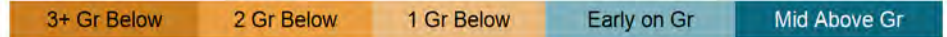
i-Ready Math Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	All Students	All	1	140	26	24	40	10	
			2	141	18	16	48	15	4
			3	143	16	13	48	13	10
	Teacher	Aguirre, A	1	34	3	62		35	
			2	34	3	29	53	15	
			3	34	3	26	35	35	
		Garcia, M	1	28	36	29	32	4	
			2	28	21	25	50	4	
			3	28	11	21	64	4	
		Hernandez, W	1	24	42	25	29	4	
			2	26	31	15	46	8	
			3	27	26	7	52	11	4
		Ragge-Outsen, A	1	28	43	21	36		
			2	26	31	12	58		
			3	28	36	11	43	7	4
		Roberts, B	1	27	19	44	37		
			2	27	7	30	63		
			3	28	11	21	54	11	4
	Ethnicity	African American	1	7	57	14	14	14	
			2	6	33		33	33	
			3	7	57		29	14	
		American Indian	1	1	100				
			2	1	100				
		Asian	1	7	14	71		14	
			2	7		57		43	
			3	6	17	67		17	
		Hispanic	1	119	28	26	36	10	
			2	121	19	19	46	12	3
			3	124	15	14	48	13	10
		Pacific Islander	1	2	100				
			2	2		50		50	
			3	2		50		50	

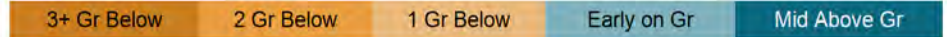
i-Ready Math Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Ethnicity	White	1	2	100				
			2	2	50 50				
			3	2	50 50				
		Other	1	2	100				
			2	2	100				
			3	2	100				
	Gender	Female	1	68	31	19	44	6	
			2	66	23	18	44	14	2
			3	71	24	7	51	11	7
		Male	1	72	22	28	36	14	
			2	75	13	15	51	16	5
			3	72	8	18	46	14	14
	Special Populations	Low SES	1	107	28	24	37	10	
			2	107	18	18	47	16	2
			3	105	16	13	50	12	9
		ELL	1	39	46	33	21		
			2	39	33	18	49		
			3	39	23	21	49	5	3
		RFEP	1	23	4	13	65	17	
			2	24	4	8	54	29	4
			3	26		4	54	23	19
		EL + RFEP	1	62	31	26	37	6	
			2	63	22	14	51	11	2
			3	65	15	12	51	12	9
		Special Ed.	1	7	43		57		
			2	8	50	25	25		
			3	8	25	25	50		
		Spec Ed. Speech/RSP	1	6	50		50		
			2	7	57	14	29		
			3	7	29	14	57		
		Foster	1	1	100				
			2	1	100				
			3	1	100				

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



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	Homeless	1	5		20	40	40	
			2	6	17	17	50	17	
			3	6		83		17	
		GATE/Excel	1	32	3	63		34	
			2	32		3	31	50	16
			3	32		3	25	38	34

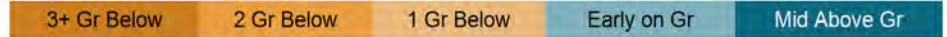
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	All Students	All	1	146	8	79	5	7	
			2	146	9	59	14	18	
			3	144	5	44	19	31	
	Teacher	Ander, M	1	30		57	20	23	
			2	30			3	23	73
			3	30			7		93
		Jimenez, L	1	28	18	79	4		
			2	29	10	72	7	10	
			3	30	10	57	13	20	
		Korenberg, S	1	27	7	81	7	4	
			2	28	7	68	21	4	
			3	29	3	52	28	17	
		Macareno, M	1	25	12	88			
			2	27	11	74	11	4	
			3	28		61	21	18	
		Tierney, K	1	29	3	97			
			2	29	10	79	7	3	
			3	30		13	53	27	7
	Ethnicity	African American	1	13	15	69	8	8	
			2	14	7	57	14	21	
			3	14		57	14	29	
		Asian	1	9	11	78	11		
			2	9		22	33	33	11
			3	6		33	33	33	
		Filipino	1	1		100			
			2	1		100			
			3	1		100			
		Hispanic	1	107	8	79	5	7	
			2	107	9	63	11	17	
			3	106	6	48	18	28	
		Pacific Islander	1	8		100			
			2	7		57	14	29	
			3	8			13	13	75

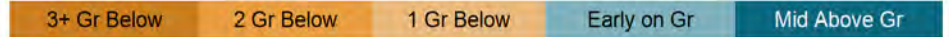
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category	
1	Ethnicity	White	1	3	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><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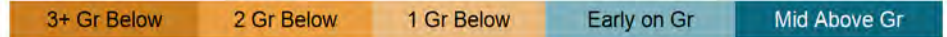
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	Low SES	1	114	10	81	5	4	
			2	113	11	59	14	16	
			3	107	4	49	20	28	
		ELL	1	33	18	82			
			2	35	23	69	6	3	
			3	35	14	60	14	11	
		RFEP	1	7		57	14	29	
			2	7		14		86	
			3	7			43	57	
		EL + RFEP	1	40	15	78	3	5	
			2	42	19	60	19	2	
			3	42	12	50	19	19	
		Special Ed.	1	5	20	80			
			2	6	33	67			
			3	6		100			
		Foster	1	2		100			
			2	2		100			
			3	2		100			
		Homeless	1	5	40	60			
			2	7	29	57	14		
			3	9	22	67	11		
		Spec Ed. Speech/RSP	2	1		100			
			3	1		100			

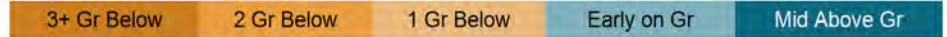
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	149	39	41	12	8	
			2	155	21	38	15	25	
			3	161	13	34	20	34	
	Teacher	Alvarez, D	1	25	48	36	4	12	
			2	25	28	48	8	16	
			3	27	19	33	26	22	
		Deere, M	1	21	43	52	5		
			2	21	14	43	19	24	
			3	24	13	33	8	46	
		Mills, K	1	25	36	48	16		
			2	26	35	42	15	8	
			3	26	19	31	35	15	
		Ramirez, A	1	25	56	36	8		
			2	26	27	50	12	12	
			3	27	11	52	15	22	
		Rock, M	1	27	37	63			
			2	28	18	46	32	4	
			3	28	14	50	21	14	
		Wilson, M	1	27		7	15	41	37
			2	27		7	7	85	
			3	27			15	85	
	Ethnicity	African American	1	13	46	31	15	8	
			2	13	15	62	8	15	
			3	15	7	47	20	27	
		Asian	1	8	25	50	13	13	
			2	8		13	13	50	25
			3	8		13	38	50	
		Filipino	1	1				100	
			2	1				100	
			3	1				100	
		Hispanic	1	120	41	42	12	6	
			2	126	24	37	15	24	
			3	129	14	36	19	32	

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	Pacific Islander	1	2	50	50			
			2	2	100				
			3	3	33	33	33		
		White	1	1				100	
			2	1				100	
			3	1				100	
		Other	1	4	50	25	25		
			2	4	25	75			
			3	4		25	75		
	Gender	Female	1	71	28	45	18	8	
			2	74	16	35	19	30	
			3	77	8	31	21	40	
		Male	1	78	49	37	6	8	
			2	81	26	41	12	21	
			3	84	18	36	19	27	
	Special Populations	Low SES	1	123	42	38	12	7	
			2	125	22	38	16	24	
			3	125	12	36	18	34	
		ELL	1	33	64	33	3		
			2	37	41	41	16	3	
			3	41	27	41	24	7	
		RFEP	1	9		22	44	33	
			2	10			20	80	
			3	10			10	90	
		EL + RFEP	1	42	50	31	12	7	
			2	47	32	32	17	19	
			3	51	22	33	22	24	
		Special Ed.	1	5	100				
			2	6	83	17			
			3	6	33	50	17		
		Spec Ed. Speech/RSP	1	3	100				
			2	3	100				
			3	3	33	67			

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



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category	
2	Special Populations	Foster	1	1		100
			2	1		100
			3	1		100
		Homeless	1	7	57	43
			2	6	17	50
			3	8	25	38
		GATE/Excel	1	20	15	35
			2	20		100
			3	20		100

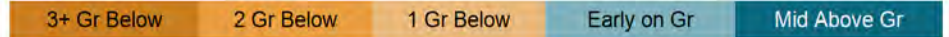
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	140	13	28	29	21	9
			2	141	9	16	30	34	10
			3	140	6	15	21	40	17
	Teacher	Braff, L	1	29	3	21	48	28	
			2	29	3	62	34		
			3	29		45	55		
		Cherms, K	1	28	18	32	25	21	4
			2	28	11	14	32	36	7
			3	29	7	17	24	48	3
		Jordan, V	1	28	18	36	36	7	4
			2	28	7	29	36	25	4
			3	28	11	14	21	46	7
		Roberts, A	1	27	19	33	26	11	11
			2	27	19	26	37	15	4
			3	27	7	26	30	22	15
		White, L	1	1	100				
		Wynne, S	1	29	7	38	45	10	
			2	29	7	17	45	31	
			3	29	7	14	38	38	3

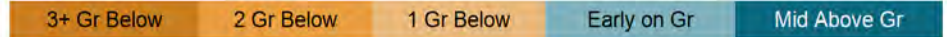
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Ethnicity	African American	1	9	11	44	33	11	
			2	11	18	55	27		
			3	11	9	9	36	36	9
		Asian	1	10	20	40	40		
			2	11	9	45	45		
			3	11	9	45	27	18	
		Hispanic	1	114	13	29	29	20	9
			2	112	8	20	29	33	11
			3	111	6	16	19	41	17
		Pacific Islander	1	4	50		25	25	
			2	4	50		25	25	
			3	4	25	25	25	25	
		White	1	1				100	
			2	1				100	
			3	1				100	
		Other	1	2	50		50		
			2	2				100	
			3	2				100	
	Gender	Female	1	73	11	26	29	25	10
			2	72	8	14	35	33	10
			3	71	7	10	18	44	21
		Male	1	67	15	30	30	16	9
			2	69	10	19	26	35	10
			3	69	6	20	25	36	13
	Special Populations	Low SES	1	106	17	26	28	21	8
			2	109	12	17	25	36	10
			3	108	7	18	22	34	19
		ELL	1	40	23	43	20	15	
			2	39	10	28	44	18	
			3	40	10	23	30	35	3
		RFEP	1	15		40		40	20
			2	14		14		64	21
			3	14				64	36

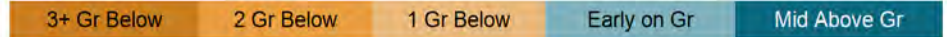
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Special Populations	EL + RFEP	1	55	16	31	25	22	5
			2	53	8	21	36	30	6
			3	54	7	17	22	43	11
		Special Ed.	1	12	67	17	8	8	
			2	12	33	42	8	8	8
			3	12	33	42	8	17	
		Spec Ed. Speech/RSP	1	7	86	14			
			2	8	50	50			
			3	8	50	50			
		Homeless	1	6	50	17	17	17	
			2	5	40	20	20	20	
			3	6	33	17	17	17	17
		GATE/Excel	1	17		18	41	41	
			2	18			50	50	
			3	18			33	67	

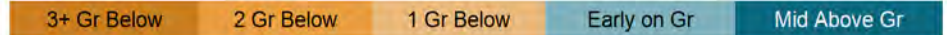
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	All Students	All	1	142	24	8	40	18	11
			2	143	18	6	44	13	19
			3	149	13	7	40	19	22
	Teacher	Baez, M	1	29	28	7	55	3	7
			2	28	21	11	50	14	4
			3	29	14	10	52	17	7
		Bonoan, M	1	28	21	14	43	18	4
			2	27	19	7	56	11	7
			3	30	20	3	47	17	13
		Morrow, H	1	26	35	4	50	12	
			2	26	27		62	12	
			3	28	18	4	46	21	11
		Sackrison, T	1	28	39	18	36	7	
			2	28	29	11	54	4	4
			3	29	14	17	52	14	3
		Wilson, M	1	33			24	42	33
			2	33			9	24	67
			3	33			6	24	70

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Ethnicity	African American	1	13	31	8	54	8	
			2	13	31		62	8	
			3	14	7	14	57	14	7
		Asian	1	12	8	17	33	25	17
			2	12			58	25	17
			3	12			33	25	42
		Filipino	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	106	24	7	39	20	11
			2	107	17	7	41	14	21
			3	113	15	6	37	19	23
		Pacific Islander	1	4	50		25	25	
			2	4	50		25	25	
			3	3			67	33	
		Other	1	6	33		50	17	
			2	6	33		33	17	17
			3	6	17	17	33	17	17
	Gender	Female	1	68	19	6	47	22	6
			2	71	18	3	46	17	15
			3	72	18	3	35	25	19
		Male	1	74	28	9	34	14	15
			2	72	18	8	42	10	22
			3	77	8	10	44	13	25
	Special Populations	Low SES	1	116	23	8	41	17	11
			2	117	18	6	44	14	19
			3	117	11	7	37	21	25
		ELL	1	30	60		10	27	3
			2	30	47		13	37	3
			3	33	42		12	42	3
		RFEP	1	22			68	18	14
			2	22			50	23	27
			3	23			39	26	35

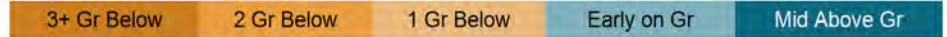
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	EL + RFEP	1	52	35	6	44	10	6
			2	52	27	8	42	12	12
			3	56	25	7	41	11	16
		Special Ed.	1	7	86		14		
			2	8	88		13		
			3	8	75		25		
		Spec Ed. Speech/RSP	1	7	86		14		
			2	8	88		13		
			3	8	75		25		
		Homeless	1	8	38	13	25	13	13
			2	9	22	11	33	22	11
			3	10	20	10	40	10	20
		GATE/Excel	1	40			28	40	33
			2	40			18	23	60
			3	39			8	26	67

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	All Students	All	1	135	23	35	24	15	4
			2	140	12	34	31	14	9
			3	144	8	29	41	16	6
	Teacher	Aguirre, A	1	34	9	35	41	15	
			2	34	6	32	29	32	
			3	34	44		38	18	
		Garcia, M	1	28	39	36	21	4	
			2	28	25	39	25	11	
			3	28	14	32	50	4	
		Hernandez, W	1	25	36	36	24	4	
			2	26	19	31	42	8	
			3	28	18	25	50	7	
		Ragge-Outsen, A	1	28	39	32	25	4	
			2	27	15	48	26	7	4
			3	29	10	45	34	3	7
		Roberts, B	1	27	7	63	19	11	
			2	27	4	52	30	11	4
			3	28		50	21	25	4
	Ethnicity	African American	1	7	29	29	43		
			2	7	14	43	14	29	
			3	8	13	38	50		
		American Indian	1	1				100	
			2	1				100	
			3	1				100	
		Asian	1	7	43	29	29		
			2	7	29	29	14	29	
			3	7	14	57	29		
		Hispanic	1	114	25	35	21	14	4
			2	119	13	34	31	13	8
			3	122	8	31	39	16	7
		Pacific Islander	1	2		50		50	
			2	2				100	
			3	2		50		50	

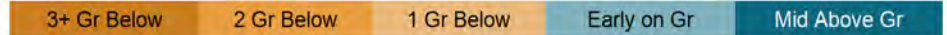
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Grant 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Ethnicity	White	1	2	50	50			
			2	2	50	50			
			3	2		50	50		
		Other	1	2	50	50			
			2	2	100				
			3	2	100				
	Gender	Female	1	66	24	33	23	17	3
			2	67	15	30	27	19	9
			3	71	8	30	39	15	7
		Male	1	69	22	36	25	13	4
			2	73	10	37	34	10	10
			3	73	7	29	42	16	5
	Special Populations	Low SES	1	104	25	35	23	15	2
			2	108	12	35	30	15	8
			3	106	8	30	42	16	5
		ELL	1	38	55	42	3		
			2	37	27	51	19	3	
			3	37	16	51	27	5	
		RFEP	1	23	4	22	43	26	4
			2	24	13	63	13	13	
			3	26	4	8	58	27	4
		EL + RFEP	1	61	36	34	18	10	2
			2	61	16	36	36	7	5
			3	63	11	33	40	14	2
		Special Ed.	1	7	86		14		
			2	8	63	38			
			3	8	50	50			
		Spec Ed. Speech/RSP	1	6	83	17			
			2	7	57	43			
			3	7	57	43			
		Homeless	1	5	20	40	20	20	
			2	5	40	40	20		
			3	7	14	57	29		

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



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	GATE/Excel	1	32		6	38	41	16
			2	32		6	28	31	34
			3	31			39	39	23
		Foster	2	1		100			
			3	1		100			



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Grant

Site Level Overall Performance Level Summary

14%Beginning
Stage**35%**Somewhat
Developed**40%**Moderately
Developed**11%**Well
Developed

Site Level Domain Performance Level Summary

Listening

14%
Beg.**63%**
Some/Mod.**23%**
Well Dev.

Speaking

12%
Beg.**39%**
Some/Mod.**49%**
Well Dev.

Reading

42%
Beg.**50%**
Some/Mod.**8%**
Well Dev.

Writing

31%
Beg.**52%**
Some/Mod.**17%**
Well Dev.

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
00	43%	50%	7%	0%	43%	43%	7%	29%	64%	0%	36%	57%	0%	71%	14%	7%
01	21%	29%	38%	12%	29%	45%	24%	21%	52%	24%	29%	62%	7%	33%	26%	38%
02	16%	47%	31%	7%	4%	58%	36%	13%	53%	31%	60%	27%	11%	44%	49%	4%
03	4%	29%	58%	7%	4%	82%	7%	4%	31%	58%	20%	64%	9%	13%	55%	25%
04	19%	26%	37%	19%	14%	51%	28%	12%	21%	60%	44%	44%	5%	21%	65%	7%
05	4%	38%	42%	15%	8%	65%	25%	6%	25%	69%	54%	38%	6%	25%	63%	10%

We, the staff of U. S. Grant Elementary School, have high expectations of our students. Students learn when students, parents, teachers, administrators, and support staff are all included in the process.

The Teacher

I understand the importance of the school experience to every child. I understand the importance of my role as a teacher and a model. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- I will provide an academic program that is rigorous and challenging
- I will be aware of the individual needs of each student and respond to them accordingly
- I will communicate with parents/guardians on an ongoing basis about behavior and academic progress
- I will provide a safe, positive, and healthy environment for children
- I will model the Guidelines For Success (GFS) daily for students
- I will respond in a respectful way to students and parents
- I will be responsive to parental concerns as they are raised in a timely manner (within 48 hrs)

Teacher's Signature _____ **Date** _____

The Student

I realize that my education is important to me. I know I am responsible for my success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- I will complete classwork and return completed homework on time
- I will arrive at school on time every day, unless I am ill
- I will be respectful and be responsible for my own behavior
- I will be prepared for school daily with work/supplies
- I will be a cooperative learner
- I will be responsible for taking schoolwork and notices from school to my parent or guardian
- I will follow classroom and school agreements-virtual or otherwise
- I will come to school appropriately dressed in my school uniform
- I will do my best to follow the Grant Guidelines for Success
- I will not bully others (including cyber bullying) and I will report any bullying
- I will ask for help when I need it

Student's Signature _____ **Date** _____

The Parent/Guardian

I realize that my child's education is very important, and I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- I will send my child to school appropriately dressed in the school uniform/dressed for success
- I will make sure that my child has proper rest and nutrition
- I will make sure that my child attends school daily and on time
- I will read, review and respond to all work and school notices with my child every day
- I will attend Back to School Night, Parent Conferences, Open House and other school activities in person or virtually
- I will communicate respectfully with the teacher when I am concerned about my child
- I will take responsibility in supporting my child's academic achievement
- I will conduct myself respectfully, while I am at school including but not limited to the office, playground, hallways and front of school
- I will agree to respect the process when I have a parent concern of communicating with the teacher first before asking for an administrator

Parent's Signature _____ **Date** _____

Nosotros, el personal de la Escuela Primaria U. S. Grant, tenemos altas expectativas de nuestros estudiantes. Los estudiantes aprenden cuando los estudiantes, los padres, los maestros, los administradores y el personal de apoyo están todos incluidos en el proceso.

El maestro

Entiendo la importancia de la experiencia escolar para cada niño. Entiendo la importancia de mi papel como maestro y modelo. Por lo tanto, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda.

- Proporcionaré un programa académico que sea riguroso y desafiante
- Estaré al tanto de las necesidades individuales de cada estudiante y responderé a ellas
- Me comunicaré con los padres/tutores de forma continua sobre el comportamiento y el progreso académico
- Proporcionaré un entorno seguro, positivo y saludable para los niños
- Modelaré las Pautas para el Éxito (GFS) diariamente para los estudiantes
- Responderé de manera respetuosa a los estudiantes y padres
- Responderé a las inquietudes de los padres a medida que se planteen de manera oportuna (dentro de las 48 horas)

Firma del maestro _____ Fecha _____

El estudiante

Me doy cuenta de que mi educación es importante para mí. Sé que soy responsable de mi éxito y que debo trabajar duro para lograrlo. Por lo tanto, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda.

- Completaré el trabajo de clase y devolveré la tarea completa a tiempo
- Llegaré a la hora de la escuela todos los días, a menos que esté enfermo
- Seré respetuoso y responsable de mi propio comportamiento
- Estaré preparado para la escuela todos los días con trabajo/suministros
- Seré un aprendiz cooperativo
- Seré responsable de llevar el trabajo escolar y los avisos de la escuela a mis padres o tutores
- Seguiré los acuerdos del aula y la escuela, virtuales o de otro tipo
- Iré a la escuela apropiadamente vestido con mi uniforme escolar
- Haré todo lo posible para seguir las Pautas de subvención para el éxito
- No intimidaré a otros (incluido el acoso cibernético) y denunciaré cualquier acoso
- Pediré ayuda cuando la necesite

Firma del estudiante _____ Fecha _____

El padre/tutor

Me doy cuenta de que la educación de mi hijo es muy importante y entiendo que mi participación en la educación de mi hijo ayudará a su rendimiento y actitud. Por lo tanto, acepto llevar a cabo las siguientes responsabilidades lo mejor que pueda.

- Enviaré a mi hijo a la escuela debidamente vestido con el uniforme escolar/vestido para el éxito
- Me aseguraré de que mi hijo tenga el descanso y la nutrición adecuados
- Me aseguraré de que mi hijo asista a la escuela todos los días, a tiempo en persona
- Leeré, revisaré y responderé a todos los avisos de trabajo y escuela con mi hijo todos los días
- Asistiré a la Noche de Regreso a Clases, Conferencias de Padres, Casa Abierta y otras actividades escolares en persona o virtualmente
- Me comunicaré respetuosamente con el maestro cuando esté preocupado por mi hijo
- Asumiré la responsabilidad de apoyar el rendimiento académico de mi hijo
- Me comportaré apropiadamente, mientras esté en la escuela, incluyendo, entre otros, la oficina, el patio de recreo, los pasillos y el frente de la escuela
- Estaré de acuerdo en respetar el proceso cuando tenga la preocupación de un padre de comunicarme primero con el maestro antes de pedir un administrador

Firma de los padres _____ Fecha _____

APPROVED 9/24/24

**Grant Elementary School
1225 E. 64th Street, Long Beach, CA 90805
562-428-4616 / Fax 562-428-0926**

Parent Involvement Guidelines 2024-2025

Parent Involvement Guidelines 2023-2024 As a school that receives Title I, Part A (Title I) funds, Grant School has developed jointly with the members of School Site Council and input from our English Learners Advisory Committee members our Parent Involvement Guidelines that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establishes Grant School's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School Compact is incorporated into the School Parental Involvement Guidelines.

PART I.

Grant School agrees to implement the following requirements:

- develop the School Parental Involvement Guidelines jointly with parents and distribute to parents of participating children
- notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute the Guidelines to parents in a language the parents can understand.
- make the School Parental Involvement Guidelines available to the local community.
- periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- adopt the Home-School Compact as a component of its School Parental Involvement Guidelines.
- agree to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.

PART II.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

1. Grant School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Plan meetings with SSC & ELAC parents (morning and afternoon meetings) to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement.
 - Invite parents and stakeholders to attend the meeting
 - Advertise in Title I Grant Eagle Newsletter, at Back-to-School night, through School Messenger, school marquee, Parent Information Bulletin Board, and the website calendar
- Attendance at one of the four District trainings or school site training. Topics include:
 - Responsibilities & Roles of SSC and its members
 - Composition of SSC
 - Budgetary considerations
 - Single Plans for Student Achievement
 - Role of ELAC and other Advisory committees
- At SSC and ELAC Meetings
 - Review School Plan, previous year's Guidelines and Home-School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary
 - Re-write or update the Parent Involvement Guidelines & Home-School Compact as needed
- Provide oral interpretations and written translations for parents that speak a language other than English to allow for discussion and updates

2. Grant School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Guidelines:

- Discussion, updates and distribution will occur at SSC & ELAC meetings
- Information on distribution provided in the Grant Title 1 Newsletter, Annual Public Title 1 Meetings, and Back to School Night.
- Copies of Grant's Guidelines will be available in the Grant main office and in classrooms Parent Teacher Conferences

3. Grant School will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school:

- At SSC and ELAC meetings – SSC must vote annual to approve the guidelines
- The Guidelines will be updated a minimum of once a year by the SSC and ELAC and more often as deemed necessary by parents and/or staff.
- Teachers will be given an opportunity to provide input to the Guidelines in a staff survey and/or at a staff meeting during the school year
- Parent Information Meetings

4. Grant School will convene two Annual Title 1 Public Meetings to inform parents of the following:

- That their child's school participates in Title I
- About the requirements of Title I
- Of their rights to be involved -

- Meetings are offered in the morning and after school during the months of September or October
- Invitations/fliers sent home with each child in appropriate language at least one week prior to the Annual Title 1 Public Meetings
- Announcements made on school marquee, in the Grant Title 1 Newsletter, School Messenger reminder and on the monthly calendar on the website.
- Door prize incentives and refreshments will be utilized at meetings, workshops, etc. to encourage more parent participation.

5. Grant School will provide timely information about Title I programs to parents of participating children in a timely manner:

- ☐ Grant Title 1 Newsletter
- ☐ At Annual Title I Public Meetings in September/ October
- ☐ At the Main Office Counter/Virtual
- ☐ At SSC, ELAC, meetings and other Parent events
- ☐ At Parent Teacher Conferences
- ☐ At Back to School Night
- ☐ On District Parent Education website at www.lbschools.net
- ☐ On Parent Messenger
- ☐ School Website <https://grant.lbschools.net/>

6. Grant School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Grant will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- ☐ At various events, such as:
 - Parent Teacher Conferences
 - Parent Education Workshops at Grant
 - SSC and ELAC Meetings
 - Back to School Night and Open House
- ☐ Grant Title 1 Newsletters

7. Grant School will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:

- Coordination of Transitional Kindergarten
- Promotion/advertisement of the District's Kindergarten Festival

8. Grant School will submit to the district any parent comments if the Single Plan for Student Achievement (SPSA) under section (1114)(b)(2) is not satisfactory to parents of participating children.

- ☐ Parents should present their written concerns to the school principal, ELAC president, or School Site Council parent representatives. The school principal, ELAC president, or School

Site Council parent representative will then present the written concern at the next scheduled SSC meeting.

PART III.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Grant School will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- District trainings offered for parents and staff
- Parents as Learning Partners
- Topics for the parent education workshops at Grant will be chosen by parents based on results of the parent survey.
- Parent workshops will provide parents with resources to help their children after the completion of the workshop
- Parent education workshops on site by district and site personnel
- Parent-Teacher Conferences
- Monthly calendars of Parent Workshops posted on the District Website
- DCAC, DELAC and other district parent forums/meetings
- District website: click "P" for Parent Involvement

2. Grant School will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines: Purpose of the Compact: To allow parents and school staff to make decisions regarding the expectations to help children work toward increasing academic achievement and personal well-being.

- Develop, discuss and review the Compact at ongoing SSC and ELAC meetings as needed – approved annually by the SSC.
- The compact outlines the shared responsibility between students, parents and teachers
- The Compact will be signed by parent, students and teachers and distributed during Parent Teacher Conferences. Signed copies will be maintained in the Classrooms until the end of the year.

3. Grant School will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described:

- the State's Common Core Standards
- the State and local academic assessments including alternate assessments
- the requirements of Title I
- how to monitor their child's progress, and how to work with educators
 - Annual Title 1 Public Meetings in September or October
 - Parent Education workshops on various topics chosen by parents from the annual Parent Survey
 - Calendars of Parent Resource Center Parent Workshops
 - DCAC and ELAC meetings

- District Website: Parent Involvement at www.lbschools.net
- Handouts and materials appropriate to the workshops will be provided to parents at each of the parent trainings

4. Grant School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Teachers provide resources to parents such as: Wonders family letters, Wonders Phonics Charts, math notebooks, number lines, homework folders, website information on homework helpers, reading skills & strategy charts, comprehension question stems, etc.

□ Parents are invited to various workshops, such as but not limited to:

- Fundamental Reading Skills (FRSA) Workshop
- Common Sense Parenting Workshops
- Partners in Print Workshops
- LLife (Better Living Beginning with Intervention and Prevention) Workshops
- Understanding SBAC Assessment Workshop
- Understanding Common Core Content Standards Workshop
- Utilizing Community Resources for your Families' Benefit Workshops

□ Nutrition Workshop

5. Grant School will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools:

□ Teacher/Staff Meeting

- Parents as Teachers' Partners
- Positive communication with Parents
- Understanding & Teaching Students of Different Cultures
- Reaching the 'Hard-to-Reach' Parents

□ As a school community, we will endeavor to provide opportunities for non-threatening events for parents

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Grant Elementary will provide the translations of written materials/notifications that are sent to parents. The school will also provide oral translation for parent conferences, phone conversations, office visitations by parents, and translates for home-visits between parents and the school as needed. Additionally, bilingual teachers and office staff translate materials for parents as needed.

- All documents such as parent calendars, flyers, invitations, Grant Eagle Gazette Newsletters, etc. are provided in English and Spanish for publication to parents and community members at Grant School.

Index of Abbreviations and Terms

SSC: School Site Council ELAC: English Learner Advisory Committee

SPSA: Single Plan for Student Achievement

ESEA: Elementary and Secondary Education Act

DCAC: District Community Advisory Committee

DELAC: District English Learner Advisory Committee

School Messenger: Telephone message system that automatically calls every students' home with pre- recorded messages

Grant Title 1 Newsletter

PART IV.

ADOPTION OF THE PARENTAL GUIDELINES DOCUMENT

This Grant School's Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the School Site Council members on September 24, 2024, and will be in effect for the period of one year. The school will distribute the Guidelines to parents on or before December 2024 and post them on the school website. Grant Elementary, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Signatures:

SSC Parent Member

Date 10-02-24

ELAC President

Date 10/14/24

Grant School Principal

Date 9/30/24

APROBADO 9/24/24

**Grant Elementary School
1225 E. 64th Street, Long Beach, CA 90805
562-428-4616 / Fax 562-428-0926**

Normas de Participación para Padres 2024-2025

Normas de participación de los padres 2023-2024 Como escuela que recibe fondos del Título I, Parte A (Título I), Grant School ha desarrollado, junto con los miembros del Consejo del sitio escolar y el aporte de los miembros del Comité asesor de estudiantes de inglés, nuestras Pautas de participación de los padres que contienen información requerido por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de Grant School para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El Pacto entre el hogar y la escuela está incorporado en las Normas para la participación de los padres en la escuela.

PARTE I. Grant School se compromete a implementar los siguientes requisitos:

- desarrollar las Normas de participación de los padres en la escuela junto con los padres y distribuir las a los padres de los niños participantes
- notificará a los padres sobre las Normas para la participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá las Normas a los padres en un idioma que los padres puedan entender.
- poner a disposición de la comunidad local las Normas para la participación de los padres en la escuela.
- actualizar periódicamente las Normas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- adoptar el Pacto entre el Hogar y la Escuela como un componente de sus Directrices para la Participación de los Padres en la Escuela.
- acepta registrarse por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición.

PARTE II. DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ LA ESCUELA LOS COMPONENTES REQUERIDOS DE LAS DIRECTRICES PARA LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA

1. Grant School tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Normas para la participación de los padres en la escuela y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:

- Planificar reuniones con los padres de SSC y ELAC (reuniones matutinas y vespertinas) para revisar las normas del año anterior y las actividades de participación de los padres descritas en el Plan Único para el Rendimiento Estudiantil.

- Invitar a los padres y las partes interesadas a asistir a la reunión.
- Anunciarse en el boletín de noticias de Título I Grant Eagle, en la noche de regreso a la escuela, a través de School Messenger, la marquesina de la escuela, el tablón de anuncios de información para padres y el calendario del sitio web.
- Asistencia a uno de los cuatro entrenamientos del Distrito o entrenamiento en la escuela. Los temas incluyen:
 - Responsabilidades y funciones del SSC y sus miembros
 - Composición del SSC
 - Consideraciones presupuestarias
 - Planes individuales para el rendimiento estudiantil
 - Rol de ELAC y otros comités asesores
- En las reuniones de SSC y ELAC
 - Revisar el Plan Escolar, las Normas del año anterior y el Acuerdo entre el hogar y la escuela. Como grupo, tome nota de los cambios y haga los ajustes (eliminaciones o adiciones) según sea necesario
 - Vuelva a escribir o actualice las Normas de participación de los padres y el Pacto entre el hogar y la escuela según sea necesario.
- Proporcionar traducción orales y escrita para los padres que hablan otro idioma que no sea inglés para permitir la discusión y las actualizaciones

2. Grant School tomará las siguientes medidas para distribuir a los padres de los niños participantes y a la comunidad local, las Normas para la participación de los padres en la escuela:

- La discusión, las actualizaciones y la distribución se realizarán en las reuniones de SSC y ELAC
- Información sobre la distribución provista en el Boletín informativo del Título 1 del Grant, Annual Public Reuniones de Título 1 y Noche de Regreso a Clases.
- Copias de las Normas de Grant estarán disponibles en la oficina principal de Grant y en las aulas Conferencias de padres y maestros

3. Grant School actualizará periódicamente sus Normas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela:

- En las reuniones del SSC y ELAC: el SSC debe votar anualmente para aprobar las normas
- Las Normas serán actualizadas por lo menos una vez al año por el SSC y ELAC y más a menudo según lo consideren necesario los padres y/o el personal.
- Los maestros tendrán la oportunidad de brindar información sobre las Normas en una encuesta del personal y/o en una reunión del personal durante el año escolar.
- Reuniones de información para padres

4. Grant School convocará dos reuniones públicas anuales de Título 1 para informar a los padres sobre lo siguiente:

- Que la escuela de su hijo participa en Título I
- Sobre los requisitos del Título I
- De sus derechos a participar

- Las reuniones se ofrecen en la mañana y después de la escuela durante los meses de septiembre u octubre.
- Invitaciones/volantes enviados a casa con cada niño en el lenguaje apropiado al menos una semana antes de las Reuniones Públicas Anuales del Título 1
- Anuncios realizados en la marquesina de la escuela, en el Boletín informativo del Título 1 del Grant, en el recordatorio de School Messenger y en el calendario del sitio web.
- Se utilizarán incentivos de premios y refrigerios en las reuniones, talleres, etc. para fomentar una mayor participación de los padres.

5. Grant School proporcionará información oportuna sobre los programas de Título I a los padres de los niños participantes de manera oportuna:

- ☐ Boletín informativo del Título 1 del Grant
- ☐ En las Reuniones Públicas Anuales del Título I en septiembre/octubre
- ☐ En el mostrador de la oficina principal/virtual
- ☐ En SSC, ELAC, reuniones y otros eventos para padres
- ☐ En las conferencias de padres y maestros
- ☐ En la Noche de Regreso a la Escuela
- ☐ En el sitio web de Educación para Padres del Distrito en www.lbschools.net
- ☐ En Parent Messenger
- ☐ Sitio web de la escuela <https://grant.lbschools.net/>

6. Grant School proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Grant también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos:

- ☐ En varios eventos, tales como:
 - Conferencias de padres y maestros
 - Talleres de educación para padres en Grant
 - Reuniones de SSC y ELAC
 - Noche de Regreso a Clases y Casa Abierta
- ☐ Boletín informativo del Título 1 del Grant

7. Grant School coordinará e integrará los programas y actividades de participación de los padres con Head Start, Early Reading First, preescolares públicos y otros programas que animen y apoyen a los padres a participar más plenamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten de Transición
- Promoción/publicidad del Festival de Kindergarten del Distrito

8. Grant School enviará al distrito cualquier comentario de los padres si el Plan Único para el Logro Estudiantil (SPSA) bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes.

□ Los padres deben presentar sus inquietudes por escrito al director de la escuela, al presidente de ELAC o a los representantes de los padres del Consejo Escolar. El director de la escuela, el presidente de ELAC o el representante de padres del consejo del sitio escolar presentarán la inquietud por escrito en la próxima reunión programada del SSC.

PARTE III.

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. Grant School desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres, a fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de lo siguiente actividades específicamente descritas a continuación:

- Capacitaciones del distrito ofrecidas para padres y personal
- Padres como socios de aprendizaje
- Los temas para los talleres de educación para padres en Grant serán elegidos por los padres en base a los resultados de la encuesta para padres.
- Los talleres para padres proporcionarán a los padres recursos para ayudar a sus hijos después de completar el taller.
- Talleres de educación para padres en el sitio por el distrito y el personal del sitio
- Conferencias de padres y profesores
- Calendarios mensuales de talleres para padres publicados en el sitio web del Distrito
- DCAC, DELAC y otros foros/reuniones de padres del distrito
- Sitio web del distrito: haga clic en "P" para participación de los padres

2. Grant School incorporará el Pacto entre el hogar y la escuela como un componente de sus Pautas para la participación de los padres en la escuela: Propósito del Pacto: Permitir que los padres y el personal de la escuela tomen decisiones con respecto a las expectativas para ayudar a los niños a trabajar para aumentar el rendimiento académico y el bienestar personal. siendo.

- Desarrollar, discutir y revisar el Pacto en las reuniones en curso del SSC y ELAC según sea necesario, aprobado anualmente por el SSC.
- El pacto describe la responsabilidad compartida entre estudiantes, padres y maestros
- El Pacto será firmado por los padres, estudiantes y maestros y distribuido durante las Conferencias de Padres y Maestros. Las copias firmadas se mantendrán en las Aulas hasta fin de año.

3. Grant School, con la asistencia de su distrito, brindará asistencia a los padres de los niños atendidos por la escuela para comprender temas como los siguientes, al emprender las acciones descritas:

- los Estándares Básicos Comunes del Estado
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas
- los requisitos del Título I
- cómo monitorear el progreso de su hijo y cómo trabajar con los educadores -
 - Reuniones públicas anuales del Título 1 en septiembre u octubre

- Talleres de educación para padres sobre varios temas elegidos por los padres de la Encuesta anual para padres
- Calendarios de talleres para padres del Centro de Recursos para Padres
- Reuniones de DCAC y ELAC
- Sitio web del distrito: Participación de los padres en www.lbschools.net
- Se proporcionarán folletos y materiales apropiados para los talleres a los padres en cada una de las capacitaciones para padres.

4. Grant School, con la ayuda de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como alfabetización y uso de tecnología, según corresponda, para fomentar la participación de los padres, al:

- Los maestros brindan recursos a los padres, tales como: cartas familiares de Wonders, tablas de fonemas de Wonders, cuadernos de matemáticas, rectas numéricas, carpetas de tareas, información del sitio web sobre ayudantes con las tareas, tablas de estrategias y habilidades de lectura, preguntas de comprensión, etc.
- Los padres están invitados a varios talleres, como, entre otros, también:
 - Taller de Habilidades Fundamentales de Lectura (FRSA)
 - Talleres para padres con sentido común
 - Socios en Talleres de Impresión
 - Talleres LLife (Mejor Vivir Comenzando con la Intervención y la Prevención)
 - Comprender el taller de evaluación de SBAC
 - Taller de Comprensión de los Estándares de Contenido Básicos Comunes
 - Talleres sobre el uso de recursos comunitarios para el beneficio de sus familias
- Taller de Nutrición

5. Grant School, con la ayuda de su distrito y los padres, educará a sus maestros y otro personal sobre cómo llegar, comunicarse y trabajar con los padres como socios iguales, en el valor y la utilidad de las contribuciones de los padres, y en cómo implementar y coordinar programas para padres y construir lazos entre padres y escuelas:

- Reunión de maestros/personal
 - Padres como socios de los maestros
 - Comunicación positiva con los padres
 - Entender y enseñar a estudiantes de diferentes culturas
 - Llegar a los padres "difíciles de alcanzar"
- Como comunidad escolar, nos esforzaremos por brindar oportunidades para eventos no amenazantes para los padres.

6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, las reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme. incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender:

- Grant Elementary proporcionará las traducciones de materiales escritos/notificaciones que se envían a los padres. La escuela también proporcionará traducción oral para

conferencias con los padres, conversaciones telefónicas, visitas a la oficina de los padres y traducción para visitas domiciliarias entre los padres y la escuela, según sea necesario. Además, los maestros bilingües y el personal de la oficina traducen los materiales para los padres según sea necesario.

- Todos los documentos tales como calendarios para padres, volantes, invitaciones, boletines informativos de Grant Eagle Gazette, etc. se proporcionan en inglés y español para su publicación a los padres y miembros de la comunidad en la escuela Grant.

Índice de abreviaturas y términos

SSC: Consejo del sitio escolar ELAC: Comité asesor de estudiantes de inglés

SPSA: Plan Único para el Rendimiento Estudiantil

ESEA: Ley de Educación Primaria y Secundaria

DCAC: Comité Asesor Comunitario del Distrito

DELAC: Comité Asesor de Aprendices de Inglés del Distrito

School Messenger: Sistema de mensajes telefónicos que llama automáticamente a la casa de cada estudiante con mensajes pregrabados

Boletín informativo del Título 1 del Grant

PARTE IV.

ADOPCIÓN DEL DOCUMENTO DE DIRECTRICES PARA LOS PADRES

Las Normas para la participación de los padres de esta escuela subvencionada han sido desarrolladas en conjunto y acordadas por los padres de los niños que participan en los programas del Título I, Parte A. Las Normas fueron adoptadas por los miembros del Consejo del Plantel Escolar el 24 de septiembre de 2024 y estarán vigentes por el período de un año. La escuela distribuirá las Normas a los padres en diciembre de 2024 o antes y publicar los en el sitio web de la escuela.

Grant Elementary, cuando sea posible, proporcionará una copia de estas Normas a los padres en un idioma que los padres puedan entender.

Firmas:

Padre miembro del SSC _____ Fecha 10-02-24

Presidente de ELAC _____ Fecha 10/14/24

Director de la Escuela Subvencionada _____ Fecha 9/30/24