2023-2024

Gant Elementary

School Plan for Student Achievement

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

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

Accountability Measure I: Increase Achievement·
- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development
- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances
- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

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

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

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

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

DCAC Recommendations:
Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.
Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.
Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.
Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

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

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

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

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

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

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

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

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

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

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

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

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

DELAC Recommendations:
1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

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

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

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

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

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

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

ELA Finding 23/24 (from 22/23 test scores)
20% of 3rd-5th were Not Met/Nearly Met on SBAC ELA. 80% were Met/Exceeded as compared to 17% that were Not Met/Nearly Met and 83% were Met/Exceeded from 21/22.
Grade Level Data:
3rd : 25% Not Met /Nearly Met and 75% Met /Exceeded on SBAC ELA compared to 14% Not Met / Nearly Met and 86% Met/ Exceeded from 21/22
4th: 23% Not Met/ Nearly Met and 77% Met / Exceeded on SBAC ELA compared to 24% Not Met/Nearly Met and 76% Met/ Exceeded from 21/22
5th: 14% Not Met / Nearly Met and 86% Met / Exceeded on SBAC ELA compared to 13% Not Met / Nearly Met and 87% Met / Exceeded from 21/22

Kinder-2nd Grade FRSA Data from end of 22/23
Kinder: 30% Not Met/Nearly and 70 Met/Exceeded as compared to 25% Not Met or Nearly Met and 75 % Met and Exceeded in 21/22
1st: 14 % Not Met/Nearly Met and 85 % Met/Exceeded as compared to 23% Not Met or Nearly Met and 82% Met and Exceeded in 21/22
2nd: 10% Not Met/Nearly and 91% Met/Exceeded as compared to 17% Not Met or Nearly Met and 83% Met and Exceeded in 21/22

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

82% (+3 from 22/23) of 3-5 students will meet or exceed the annual typical growth goal ELA by the end of the year (SBAC)
83% of 1-5 grade students will meet or exceed annual typical growth on i-Ready D3 ELA.
This year we are implementing more push-in support from our IIC and TOSA to enhance Tier 1 instruction and work to implement practices and analyze data in support of goal attainment. Our K-2 teachers are implementing strategies learned in the Getting Reading Right training focusing on systematic phonics instruction.
Progress will be monitored regularly during teacher planning and collaboration meetings.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

Math Findings 23/24 (from 22/23 test scores)
24% of 3-5 were Not Met/Nearly Met and 76% were Met/Exceeded as compared to 21/22 were 25% of 3-5 were Not Met/Nearly Met and 75% were Met/Exceeded OVERALL- we gained 1% in math.
Grade Level Data:
3rd : 21% Not Met/Nearly met and 79% Met/Exceeded as compared to 21/22 where 19% were Not Met/Nearly Met and 81% were Met/Exceeded- there was an overall 2% drop
4th: 30% Not Met/Nearly Met and 70% Met/Exceeded as compared to 21/22 were 32% were Not Met/Nearly Met and 67% were Met/Exceeded there was an overall 3% drop
5th: 23% Not Met/Nearly Met and 77% Met/Exceeded as compared to 21/22 were 25% Not Met/Nearly Met and 75% Met/Exceeded there was an overall 2% gain

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis
Math 82% of 3rd-5th grade students will meet or exceed the annual typical growth goal for Math SBAC by the end of the year. Math 70% of 1st-5th grade students will meet or exceed the annual typical growth goal for Math i-Ready by the end of the year. This year our 3-5 teachers are focusing on culturally relevant and responsive mathematical inquire to build problem solving and conceptual understanding of mathematical principles. Progress will be monitored regularly during teacher planning and collaboration meetings.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis
Our EL students are not performing well in comparison to other subgroups. On SBAC 11 students tested who were EL's. 33% Met/Exceeded on ELA and 22% Met/Exceeded on Math. Our numbers are too low to give us EL information for Pulse or Core.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis
Gant's EL students sense of identity, agency and belonging will increase based on the implementation of transformative social-emotional learning and targeted support to increase RFEP rates. Teachers will utilize the Ellevation platform and teach integrated and designated ELD to their ELD students to aid in their acquisition of the English Language. When possible, and if available, we will provide primary language support to our EL students. There will be on-going professional development to review the Ellevation resources to meet the needs of our EL students. Progress will be monitored through the Ellevation platform and teachers will collaborate to discuss student needs and best practices.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis
In the 22/23 school year we focused efforts on sense of belonging and saw an increase fron 72% to 77% on the CORE survey. Our Pulse surveys were strong across the board and grew each time, ending the year with belonging at 84% and a 2 point gain from winter. We will continue with the kindness work, student council activities, SEL lessons work to keep the momentum and add additional work.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals
Written Analysis
80% of students will report that Gant Elementary Knowledge and Fairness of Discipline, Rules, and Norms will increase as measured on the CORE survey. *Gant students' sense of identity, agency and belonging will increase based on the implementation of transformative social emotional learning. For this year we will continue with the kindness work, student council activities, SEL lessons work to keep the momentum continue the positive trajectory in sense of belonging. Progress will be monitored through the Pulse and Core surveys and teachers will regularly collaborate around student need, survey results, and best practices.

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) ELA Goal:85% of students will meet or exceed the annual typical growth goal ELA by the end of the year. Given our theory of action: If teachers increase rigor, use differentiation strategies and deepen student engagement through meaningful relationships and equitable, quality core instruction that guides SGI, while monitoring and analyzing student data, then student achievement will increase, narrowing the achievement gap for ALL students. We will focus our ELA instruction on targeted, specific, rigorous, instruction that focuses on targeted small group instruction tailored to student need. Teachers will progress monitoring data from multiple sources to analyze for trends and gaps in order to strategically plan for student success. Grade level teams will meet bimonthly and staff professional development will center around quality core instruction to aide in the the attainment of this goal.	Goal Partially or Not Met	80% of 3-5th grade students met and exceeded on SBAC but we did not meet an overall 85% of all students meeting or exceeding annual typical growth in ELA. We started the year focusing on students 2-3 years below on i ready and worked with our lit teachers to provide tier 2 support while supporting the implementation of QCI an tier 1 in class. We fell short of 85% meeting or exceeding annual typical growth and will continue this year.	This year we are implementing more push-in support from our IIC and TOSA to enhance Tier 1 instruction and work to implement practices and analyze data in support of goal attainment. Our K-2 teachers are implementing strategies learned in the Getting Reading Right training focusing on systematic phonics instruction.

Math	1) MATH: 80% of students will meet or exceed the annual typical growth goal for Math by the end of the year. Given our theory of action: If teachers increase rigor, use differentiation strategies and deepen student engagement through meaningful relationships and equitable, quality core instruction that guides SGI, while monitoring and analyzing student data, then student achievement will increase, narrowing the achievement gap for ALL students. Teachers will focus on PDSA cycles to unpack unit guides and standards to focus on strategic planning of engaging lessons that promote rigor in mathematics. Staff development and QCI days will be focused on team planning to ensure common practices. Data analysis of SBAC, i-Ready, and unit tests will guide next steps in planning during release days and grade level meetings.	Goal Partially or Not Met	Overall, 25% of 3-5 were Not Met/Nearly Met and 75% were Met/Exceeded as compared to 21/22 where 17% of 3-5 were Not Met/Nearly Met and 83% were Met/Exceeded . Therefore, we did not meet our overall goal.	This year our 3-5 teachers are focusing on culturally relevant and responsive mathematical inquire to build problem solving and conceptual understanding of mathematical principles.

| English Learner | 1) Gants EL students sense of identity, agency and belonging will increase based on the implementation of transformative social-emotional learning and targeted support to increase RFEP rates. Teachers will utilize the Ellevation platform and teach integrated and designated ELD to their ELD students to aide in their acquisition of the English Language. When possible, and if available, we will provide primary language support to our EL students. | Goal Partially or Not Met | Our EL students are not a large enough group to be measured on the Pulse and Core surveys, only 9 students test. We were not able to provide primary language aides last year due to a lack of available personnel, but a Spanish speaking teacher did provide one on one designated ELD to a beginning stage EL learner to build skills and confidence and Gant's new office supervisor is bilingual adding to our ability to help children and be of service to Spanish speaking families. | We will continue to utilize the Ellevation platform and provide designated and integrated ELD to our EL students. We will continue to look for primary language support for EL learners at beginning stages of acquisition and focus SEL efforts on identity, agency, belonging and safety for all students. |

Culture/Climate	1) Gant students' sense of identity, agency and belonging will increase as will the CORE survey "Climate of Support for Academic Learning"- Gant students will score 85%, gaining 3 points. Gant will establish and communicate a series of excellence and equity indicators that are transparent and result in implementation of targeted interventions to support specific student needs through our monthly character trait lessons, in class visits with the counselor, start up of the student council, continuation of the kindness committee, and whole school focus on identity and agency through culturally responsive teaching through literature, allowing students windows and mirrors.	Goal Met	In the 22/23 school year we focused efforts on sense of belonging and saw an increase from 72% to 77% on the CORE survey. Our Pulse surveys were strong across the board and grew each time, ending the year with belonging at 84% and a 2 point gain from winter.	For this year we will continue with the kindness work, student council activities, SEL lessons work to keep the momentum continue the positive trajectory in sense of belonging.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The recreational aides serve to help monitor student behavior before school, during lunch, and after school. They proactively interact with studentsto help maintaina positive school climate. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Release days for teachers 1 times per year or 2 1/2 days. Teachers will work with the principal and IIC to unpack the unit guide with the focus area on QCI, SGI, and equity. Teachers will also analyze SBAC and iRready data and plan together next steps to meet students needs. (PD 1)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
Sub release days for the purpose of ensuring a positive educational experience for all students in the 4/5 combo class. (PD 2)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	Strong Positive Impact
Various instructional materials and custodial supplies (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require: Students to demonstrate their understanding of texts and the "essential questions" by meeting	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.

• Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing. • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.	grade level CCSS expectations for reading, listening, and language. Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language. Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments	Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students' instructional Reading level (Newsela) Thinking Maps Core5 ELLevation iReady

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math

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

Accountability Measure 1: Increase Achievement

Interventions

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Parents are encouraged to attend Open House in the Spring. Additional Tours are offered to interested neighborhood families. Fall Tours are provided by our PTA during the first days of school and include parents being invited to the Welcome Back Picnic. Additionally, each classroom offers parents the opportunity to be included in a class roster of parents with their contact information.	Parents of Grade 5 students are offered a parent information night to provide school of choice information as well as details on the Matriculation Process. Middle Schools also offer information via power point presentations and information nights at the individual schools. The Education Celebration offers parents the opportunity to look at information provided by all Middle and K - 8 Schools in one location.	N/A

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate

Indentified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Gant's CORE survey given in March of 2023 indicated a drop from 85% to 77% in the area of "Knowledge and Fairness of Discipline, Rules and Norms". This information helps us understand where to target our Social Emotional Learning lessons and how to better structure our playground guidelines for success and restorative practices.	Grade level assemblies Classroom visits and reminders Weekly Bulletin Monthly awards for character building Meetings with rec. staff and teaching staff Student Council	No funding	Weekly and monthly throughout the year	Teachers/ Principal/counselor Recreation team	LBUSD Pulse Surveys LBUSD CORE survey
Gant students will participate in a year long "Kindness" challenge to build skills in kindness, empathy, and compassion. We have a "Kindness Crew" of 5th graders who lead the work with our counselor. Additionally teachers will participate in a positive phone call challenge in Spring of 2024.	Kindness posters Kindness bulletin boards	n/a	Oct-June	counselor, principal, teachers, office staff, rec staff, custodial staff, cafeteria staff, and IA staff	kindness cards phone call log CORE survey

To ensure all students have consistent messaging, Mrs. Wheel's will be delivering lessons to every class in the areas of: Consent Bullying Mental Health Sexual Harassment (4th and 5th only)	LBUSD provided materials	No additional cost	Sept- Jan.	Counselor	LBUSD Pulse Survey CORE survey

Accountability Measure 3: Professional Development

Professional Development

Professional Development

Indentified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Teachers need further support and time to focus on site goals of Small Group instruction, differentiation and equitable and inclusive practices.	Grade levels will collaborate to build knowledge and share successful teaching practices.	No funding necessary	Ongoing throughout the year via staff and grade level meetings	Principal, National Board Teachers and classroom teachers.	Teachers will determine an implementation plan and incorporate their grade level plan into monthly grade level meeting agendas.

Each grade level will work in a collaborative manner to ensure effective alignment of standards with instructional practices through collaboration and looking at student work.	Grade level collaboration meetings to be scheduled for teams to analyze student work and inform instructional decisions. Agendas will include analysis of specific standards, looking at student work to ensure instructional alignment, collaboration on effective strategies/ideas, and/or development of instructional materials.	No funding necessary	Ongoing	Principal and classroom teachers	Teachers will determine an implementation plan and incorporate their grade level plan into monthly grade level meeting agendas.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Gant School staff is included in the site-based decision making process in regards to the use of academic assessments, the achievement of individual students, and the overall program in the following ways:

* Teachers at each grade level meet collaboratively to bring coherence and consistency to the content and presentation of Common Core State Standards (CCSS). During grade level meetings, teachers share methods to integrate CCSS into Wonders & associated ancillary materials, Informational text, Response to Literature, and LBUSD Performance Tasks. Teachers also analyze unit assessment data, FRSA data, i-Ready, and SBAC data in order to provide tiered support and intervention for students. Teachers in grades TK-5 will participate in training to become more adept at differentiation, Small Group Instruction, and equitable and inclusive practices to accelerate learning.

* Staff participates in the site-based decision making process through the Grade Level Leadership Committee, Staff Meetings, Grade Level Meetings, School Site Council meetings, with advisement from the English Language Advisory Committee. The staff is encouraged to participate in decisions regarding the overall academic program.

* Staff participates in Parent/Teacher conferences (twice a year), the Student Study team process at the grade and site level to share data and collaborate instructional strategies. Staff will communicate with parents via phone calls, emails and in person.

* Coordinating and integrating federal, state, and local funds/services:
Staff participates in the coordination and integration of the federal, state, and local funds/services process through Grade Level Leadership Committee, Staff Meetings, Grade Level Meetings, School Site Council, with advisement from English Language Advisory Committee.

* CIV team participates in grade level and cross grade level classroom walk throughs, curriculum development, Student Support Team meetings, IEPs, and staff development workshops.

Teacher involvement, feedback and voice is encouraged through the use of exit surveys, Google Forms, two way open communication and scheduled staff time. The needs of the teachers varies widely therefore survey feedback is critical to designing supports and involvement.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement

Indentified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Allow for quick, efficient method of communicating with families regarding district and school-wide events, safety alerts, and meetings	School Messenger enables teachers, and district/school administrators to send emails, texts, or pre-recorded telephone messages to families in the languages chosen by the families.	no site cost	as needed	Teachers/ Administrators	Increase in communication between the school/district and parents
Our PTA is an important part of our school. Many of our supplemental programs are funded through PTA and our events would not be possible without their support.	PTA board members will attend the PTA conference to support the different programs at Gant. They will attend workshops on finance, programming, bylaws, fundraising, etc to ensure we are following all of the correct procedures. .	none	ongoing	PTA president	parent survey PTA audit
Additional help is needed for various educational activities.	VIPS	No cost	On-going	PTA support Parent/Guardian support	Teacher input VIP and Teacher survey-May 2024

Students with special needs and their families are welcomed and encouraged to be part of any and all of Gant's events. Additional consideration is taken to make events accessible to all.	Parent Nights/Special events are scheduled.	None at this time	ongoing	Classroom teachers, IBI personnel, office staff, PTA	Attendance
Parents/Guardians need multiple forms of electronic communication including Facebook, Instagram, Minnie Gant website, and Mrs. Hall's "Gant News" newsletter.	Flyers to be electronically added to sites Posts emails	parent involvement	weekly	Secretary, Principal. PTA president, webmaster	Tracking of use of materials and parent response to communications.

School Budget for Categorical Programs

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

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

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

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

State Programs *	Allocation
LCFF	23660

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

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

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

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

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

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

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

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

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

academies.

Research LROIX Development

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

Centralized Services

Middle School Summer Bridge

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

Homework Helpline 562.437.2859

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

Travel/Conferences

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

Education Celebration

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

CORE

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

Data PD / Summer Admin PD

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

Supplemental Examinations

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

achievement and skill acquisition.

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

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

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

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

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

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Tracy Hall	06-19-2024
Staff	Classroom Teacher	Maria Heck	06-19-2024
Staff	Classroom Teacher	Alana Karlowitsch	06-19-2024
Staff	Classroom Teacher	Cameron Little	06-19-2025
Staff	Non Classroom Teacher	Trisha Krug	06-19-2024
Community	Parent	Parag ███	06-19-2024
Community	Parent	Olliesha ███	06-19-2024
Community	Parent	Richie ███	06-19-2024
Community	Parent	Lauren ███	06-19-2025
Community	Parent	Claudia ███	06-19-2025

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)	Mario ██████
DELAC Representative	Parent of EL Student (required)	Olena ███
Principal or Designee	Staff Member (required)	Tracy Hall
Secretary	Staff Member (required)	Trisha Krug

Name	Representing
Manisha ████	Parent of EL Student
Sandra ███	Parent of Non-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?	10/30/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	- Inform parents of when ELPAC testing will take place - Hire an aide to assist with primary language support - Send home information on how to access ELPAC practice tests
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students Reclassification Data Other: iReady scores and growth for the 2022-2023 school year
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/14/2023
6. What was SSC's response to ELAC recommendations?	SSC unanimously voted to accept the ELAC recommendations. A motion was made by Mrs. Hall to allocate $3,000 to hire a bilingual college aide using LCFF funds. Mr. Brand seconded it. The SSC unanimously voted to approve this allocation

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): 11/14/2023
2. The SSC approved the **Home-School Compact** on 10/17/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/17/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:11/14/2023
6. The SPSA was approved at the following SSC Meeting: 11/14/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

ELAC Chair: _____ Printed Name: _____ Date: _____

Attendance Rate

Gant
All Students
N = 665
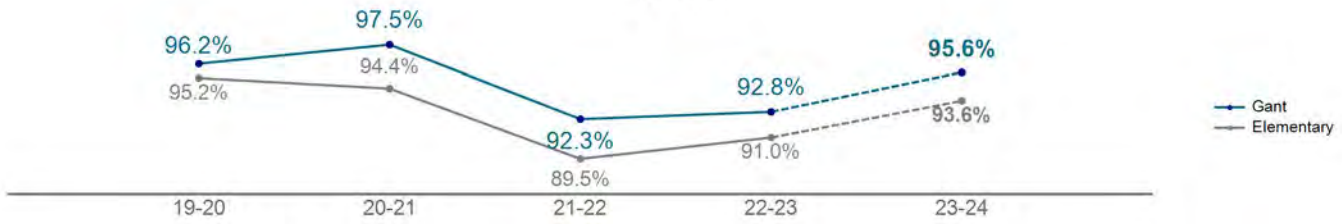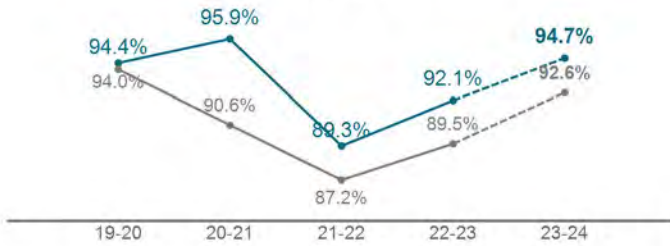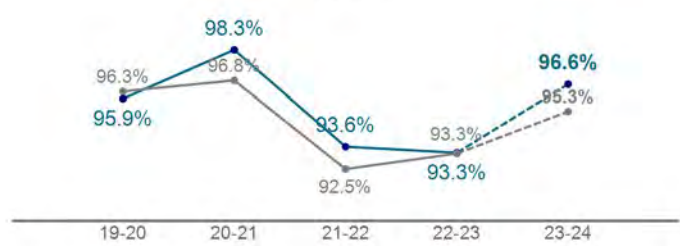
96.2% 97.5% 92.3% 92.8% 95.6%
95.2% 94.4% 89.5% 91.0% 93.6%

19-20   20-21   21-22   22-23   23-24

Gant
Elementary

African American
N = 37

94.4% 95.9% 89.3% 92.1% 94.7%
94.0% 90.6% 87.2% 89.5% 92.6%

19-20   20-21   21-22   22-23   23-24

Asian
N = 56

96.3% 98.3% 92.5% 93.3% 96.6%
95.9% 96.8% 93.6% 93.3% 95.3%

19-20   20-21   21-22   22-23   23-24

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 209

95.8% 96.9% 90.8% 91.0% 94.5%
95.2% 94.2% 88.8% 90.5% 93.2%

19-20   20-21   21-22   22-23   23-24

Pacific Islander

Subgroup with fewer than 20 students.

White
N = 215

96.5% 97.6% 93.0% 93.9% 96.0%
95.8% 97.2% 92.4% 93.0% 95.2%

19-20   20-21   21-22   22-23   23-24

Native American

Subgroup with fewer than 20 students.

Other
N = 131

96.5% 98.6% 93.6% 93.8% 96.5%
95.5% 96.1% 90.9% 91.8% 94.2%

19-20   20-21   21-22   22-23   23-24

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.

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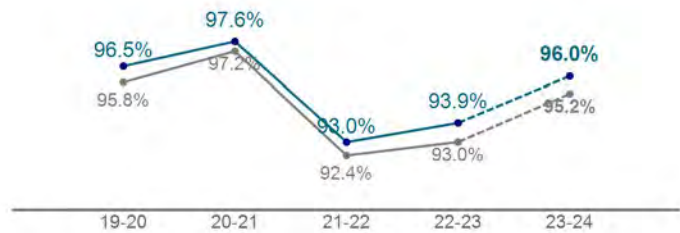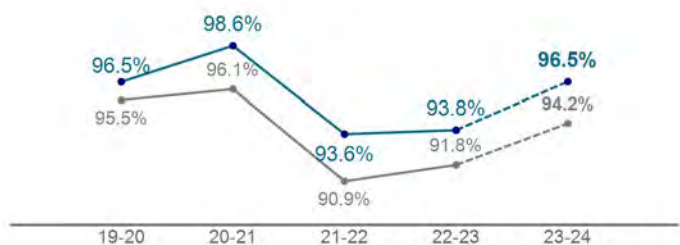
Attendance Rate

EL + RFEP
N = 40
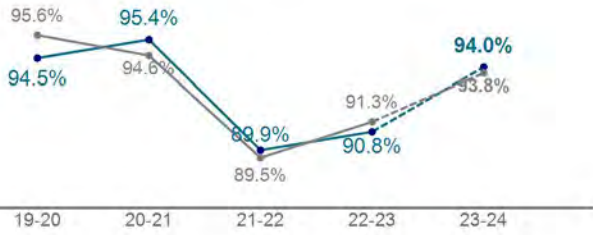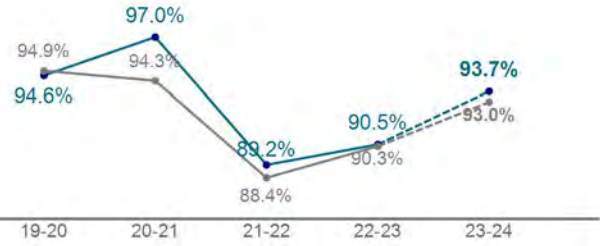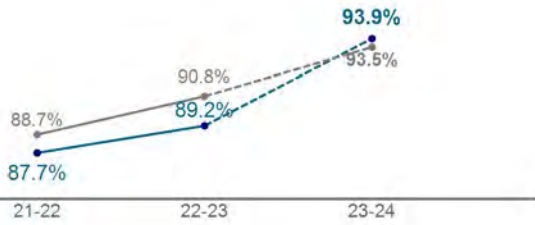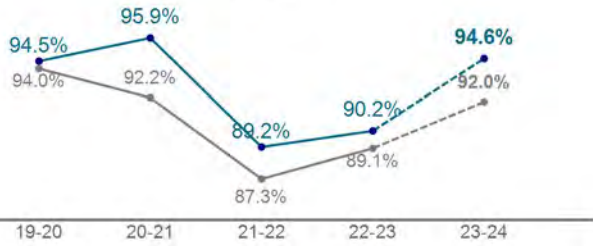
95.6%
95.4%
94.5%
94.6%
94.0%
91.3%
93.8%
89.9%
90.8%
89.5%

19-20   20-21   21-22   22-23   23-24

Low SES
N = 195

97.0%
94.9%
94.3%
94.6%
93.7%
90.5%
93.0%
89.2%
90.3%
88.4%

19-20   20-21   21-22   22-23   23-24

English Learner
N = 24

93.9%
90.8%
93.5%
88.7%
89.2%
87.7%

21-22   22-23   23-24

Special Education
N = 73

95.9%
94.5%
94.6%
94.0%
92.2%
92.0%
89.2%
90.2%
89.1%
87.3%

19-20   20-21   21-22   22-23   23-24

Homeless or Foster Youth

93.9%
93.4%
91.7%
91.1%
88.8%
89.0%
87.4%
85.7%

19-20   20-21   21-22   22-23

Female
N = 307

97.7%
96.3%
94.8%
95.6%
95.3%
92.7%
93.8%
92.5%
91.2%
89.7%

19-20   20-21   21-22   22-23   23-24

Male
N = 358

97.4%
96.1%
94.1%
95.6%
95.1%
92.9%
93.4%
92.1%
90.7%
89.3%

19-20   20-21   21-22   22-23   23-24
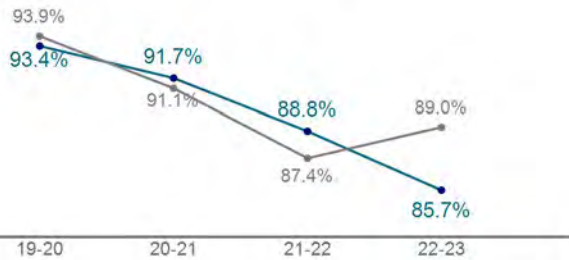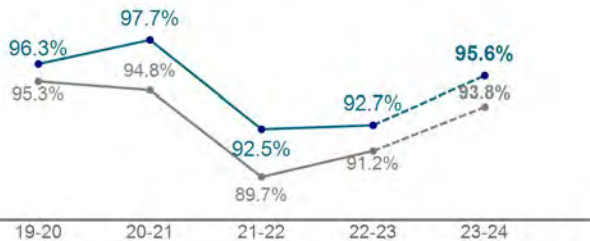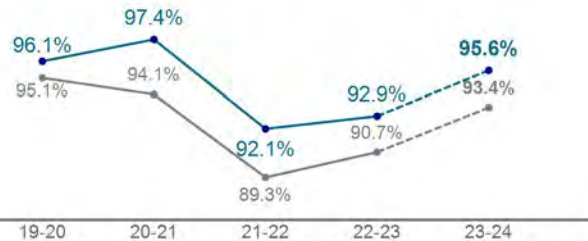
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands
School Data by Subgroup
Gant 2022-2023

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	21-22 Chronic Rate	Chonic + At-Risk Rate	ES Chronic Rate
All Students	670	670	5 14 22 24 34	19.4%	9.7%	41.8%	32.2%
Grade	Gr. TK	24	8 25 29 13 25	33.3%	24.0%	62.5%	52.5%
	Gr. K	112	6 27 23 26 18	33.0%	12.2%	56.3%	43.8%
	Gr. 01	126	7 10 24 21 37	17.5%	9.9%	41.3%	35.2%
	Gr. 02	115	3 14 27 24 31	17.4%	7.4%	44.3%	29.4%
	Gr. 03	118	6 12 19 25 38	17.8%	4.9%	36.4%	27.7%
	Gr. 04	86	3 7 20 23 47	10.5%	11.1%	30.2%	27.1%
	Gr. 05	89	3 11 19 27 39	14.6%	8.0%	33.7%	25.6%
Ethnicity	African American	40	10 20 23 13 35	30.0%	34.4%	52.5%	41.6%
	Asian	60	3 13 18 22 43	16.7%	4.0%	35.0%	21.4%
	Cambodian	28	4 29 11 21 36	32.1%	0.0%	42.9%	24.5%
	Filipino	13	23 31 15 31	23.1%	6.3%	53.8%	18.9%
	Hispanic	203	8 23 20 25 25	30.5%	15.2%	50.2%	34.8%
	Pacific Islander	3	33 67	33.3%	33.3%	100.0%	43.8%
	White	233	3 6 26 27 37	9.9%	3.9%	35.6%	18.3%
	Other	118	3 13 20 23 41	16.1%	7.9%	36.4%	27.5%
Gender	Female	310	4 16 25 20 36	20.0%	8.8%	44.5%	31.0%
	Male	360	6 13 21 28 33	18.9%	10.4%	39.4%	33.3%

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

About this report

Chronic Absence by Attendance Bands
School Data by Subgroup
Gant 2022-2023

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	179	11 21 24 18 26	31.8%	24.2%	55.9%	36.0%
ELL	27	11 26 15 19 30	37.0%	26.1%	51.9%	33.8%
RFEP	19	21 26 26 26	21.1%	6.7%	47.4%	15.7%
EL + RFEP	46	7 24 20 22 28	30.4%	18.4%	50.0%	31.0%
Special Ed.	75	9 25 15 28 23	34.7%	15.3%	49.3%	41.4%
Spec Ed. Speech/RSP	54	6 15 19 30 31	20.4%	7.1%	38.9%	31.8%
Homeless/Foster	24	29 25 25 13 8	54.2%	25.0%	79.2%	43.2%
Foster	6	67 33	100.0%	33.3%	100.0%	41.7%
Homeless	18	17 22 33 17 11	38.9%	23.8%	72.2%	43.4%
GATE/Excel	103	4 23 28 45	3.9%	1.9%	27.2%	13.4%

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

About this report

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

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

School	# Students	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,753	9	23	19	22	27	32.2%	24.4%	51.1%
Addams	806	10	27	20	19	24	36.7%	30.5%	56.6%
Alvarado	412	8	32	19	17	24	40.0%	30.7%	58.7%
Barton	482	13	34	17	19	17	47.3%	34.8%	64.3%
Birney	510	7	25	18	27	24	31.6%	27.0%	49.2%
Bixby	546	6	19	24	23	29	25.1%	19.3%	48.9%
Bryant	339	12	23	19	19	27	35.1%	31.4%	54.6%
Burbank	616	9	28	21	21	22	36.7%	23.4%	57.5%
Burcham	362	4	20	20	27	30	23.8%	20.8%	43.6%
Carver	510	4	17	23	25	31	21.4%	14.6%	44.3%
Chavez	359	14	29	19	19	19	42.9%	34.3%	61.8%
Cleveland	460	4	20	20	26	30	23.9%	12.0%	43.5%
Dooley	784	9	30	18	22	22	38.5%	26.2%	56.1%
Edison	471	14	24	16	18	29	37.8%	31.4%	53.5%
Emerson	354	4	14	23	27	31	18.1%	4.7%	41.5%
Fremont	461	3	15	20	26	35	18.9%	9.8%	38.8%
Gant	670	5	14	22	24	34	19.4%	9.7%	41.8%
Garfield	602	11	24	18	23	24	35.0%	31.2%	53.2%
Gompers	351	8	23	23	25	21	30.5%	10.7%	53.6%
Grant	1,021	13	27	17	21	22	39.7%	33.4%	56.6%
Harte	851	10	28	21	17	23	38.2%	37.1%	59.2%
Henry	817		10	20	29	41	10.5%	8.3%	30.1%
Herrera	748	10	24	21	20	25	34.2%	26.1%	54.9%
Holmes	411	10	27	18	20	26	37.0%	23.5%	54.5%
Hudson	426	15	24	14	17	31	38.7%	22.0%	52.6%
Kettering	341	6	17	23	28	26	23.2%	8.7%	46.0%
King	666	12	24	19	21	25	35.6%	29.8%	54.4%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 11/28/2023

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

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

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
Lafayette	898	11	26	20	22	21	36.5%	41.6%	56.1%
Lincoln	851	13	28	16	19	24	40.5%	24.1%	56.6%
Longfellow	994	6	18	17	24	36	23.5%	11.3%	40.6%
Los Cerritos	475	5	15	20	24	37	19.4%	5.7%	38.9%
Lowell	578	4	19	22	23	32	23.5%	15.8%	45.5%
Macarthur	307	3	27	21	20	29	30.3%	13.6%	51.5%
Madison	397	6	24	17	23	29	30.2%	25.5%	47.6%
Mann	372	7	26	20	20	27	32.8%	15.7%	53.0%
McKinley	541	13	24	18	22	24	36.6%	29.0%	54.2%
Naples	299	2	18	12	29	38	20.4%	14.5%	32.8%
Oropeza	638	14	25	20	19	23	38.2%	28.8%	58.2%
Prisk	497	3	16	17	27	36	19.7%	14.5%	36.6%
Riley	455	5	24	20	21	30	29.0%	18.3%	49.0%
Roosevelt	905	16	22	17	17	28	37.9%	27.7%	54.7%
Signal Hill	675	8	26	17	21	28	33.6%	31.0%	50.2%
Smith	717	10	22	19	22	26	32.9%	21.3%	51.6%
Stevenson	558	14	28	17	16	24	42.7%	41.8%	59.9%
Twain	440	5	22	23	22	29	26.1%	16.5%	48.6%
Webster	567	11	28	14	19	27	39.7%	37.2%	54.1%
Whittier	606	12	28	18	17	24	40.1%	32.7%	58.3%
Willard	607	11	23	20	19	27	33.9%	34.6%	54.0%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 11/28/2023

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

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

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,991	9	17	14	20	39	26.3%	21.7%	40.6%
Bancroft	870	6	16	13	21	43	22.6%	21.7%	35.5%
Franklin	1,147	18	20	16	17	29	37.8%	29.8%	53.7%
Hamilton	860	12	22	15	19	32	33.7%	23.7%	48.5%
Hoover	546	4	15	16	23	42	19.2%	15.4%	34.8%
Hughes	1,344	5	13	13	21	48	18.0%	13.7%	31.1%
Jefferson	1,040	11	16	14	19	40	27.2%	30.5%	41.5%
Keller	458	2	7	12	27	51	9.2%	6.0%	21.6%
Lindbergh	437	13	21	16	19	31	33.2%	34.5%	49.7%
Lindsey	761	11	18	14	19	38	28.5%	18.7%	42.3%
Marshall	930	4	20	15	24	37	24.4%	17.0%	39.9%
Nelson	843	8	18	15	20	39	25.3%	21.0%	40.2%
Rogers	789	5	13	14	21	46	18.4%	10.1%	32.7%
Stanford	1,205	6	12	14	22	46	18.7%	15.0%	32.3%
Stephens	770	16	23	15	17	28	39.0%	34.1%	54.4%
Washington	991	16	20	12	19	33	36.1%	30.8%	48.3%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 11/28/2023

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

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
All K8	5,754	6	18	18	22	37	23.7%	19.8%	41.4%
Avalon	455	7	26	23	22	22	32.7%	28.5%	56.0%
Cubberley	970	3	10	16	23	48	13.4%	11.2%	29.6%
Muir	1,046	8	21	18	21	33	28.6%	24.8%	46.5%
Newcomb	817	3	15	18	24	41	17.6%	9.8%	35.4%
Powell	865	14	22	20	20	25	35.4%	32.6%	54.9%
Robinson	779	6	22	13	20	39	28.1%	21.6%	41.6%
Tincher	822	3	12	18	26	42	14.2%	11.5%	32.6%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

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

School	# Students	Percent by Category	Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
All High	20,821	12 16 14 19 39	27.9%	26.2%	41.9%
Browning	333	20 20 12 17 32	39.9%	29.4%	52.0%
Cabrillo	1,845	16 18 14 17 35	34.3%	38.2%	48.0%
CAMS	673	1 5 8 20 66	6.4%	4.6%	14.3%
Jordan	2,326	13 17 14 18 39	29.8%	35.7%	43.4%
Lakewood	2,820	10 18 16 21 35	28.6%	32.3%	44.1%
McBride	730	6 12 17 20 46	17.5%	13.8%	34.5%
Millikan	3,346	5 12 14 21 47	17.8%	14.3%	32.0%
PAAL	171	43 20 13 8 16	63.2%	72.1%	76.0%
Polytechnic	3,873	16 17 15 20 32	32.9%	23.8%	48.4%
Reid	195	68 17 7 5 3	84.6%	92.4%	91.8%
Renaissance	443	14 17 14 19 36	30.5%	31.3%	44.5%
Sato	483	1 5 10 16 69	5.8%	5.3%	15.3%
Wilson	3,583	14 15 14 18 39	29.6%	24.2%	43.3%

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 11/28/2023

About this report

Chronic Absence by Attendance Bands
School Comparison by Subgroup
All 2022-2023

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

School	# Students	Percent by Category	Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
District	66,319	10 19 16 21 34	29.0%	25.3%	45.3%

Percent of Students in the Moderately or Severely Chronic Categories

Gant
All Students
N = 662
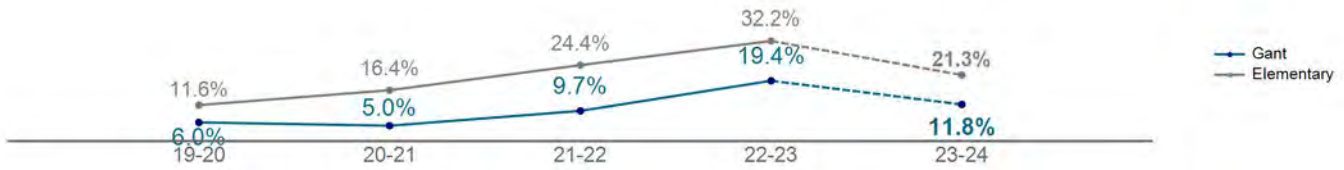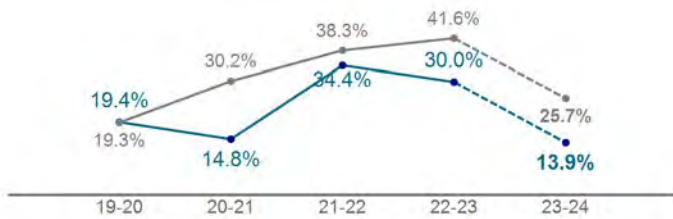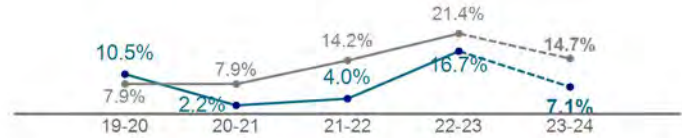
Legend:
- Gant
- Elementary

Data points (Elementary, gray line): 11.6%, 16.4%, 24.4%, 32.2%, 21.3%
Data points (Gant, teal line): 6.0%, 5.0%, 9.7%, 19.4%, 11.8%
Years: 19-20, 20-21, 21-22, 22-23, 23-24

African American
N = 36

Elementary: 19.4%, 30.2%, 38.3%, 41.6%, 25.7%
Gant: 19.3%, 14.8%, 34.4%, 30.0%, 13.9%
Years: 19-20, 20-21, 21-22, 22-23, 23-24

Asian
N = 56

Elementary: 10.5%, 7.9%, 14.2%, 21.4%, 14.7%
Gant: 7.9%, 2.2%, 4.0%, 16.7%, 7.1%
Years: 19-20, 20-21, 21-22, 22-23, 23-24

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 209

Elementary: 11.6%, 17.4%, 26.1%, 34.8%, 23.2%
Gant: 7.7%, 8.1%, 15.2%, 30.5%, 18.2%
Years: 19-20, 20-21, 21-22, 22-23, 23-24

Pacific Islander

Subgroup with fewer than 20 students.

White
N = 214

Elementary: 7.0%, 5.6%, 11.1%, 18.3%, 13.0%
Gant: 2.5%, 3.2%, 3.9%, 9.9%, 8.4%
Years: 19-20, 20-21, 21-22, 22-23, 23-24
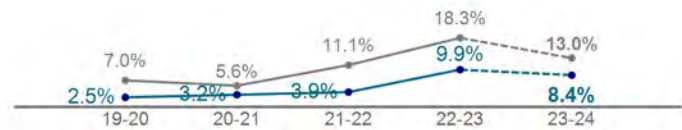
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately
or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other
N = 130
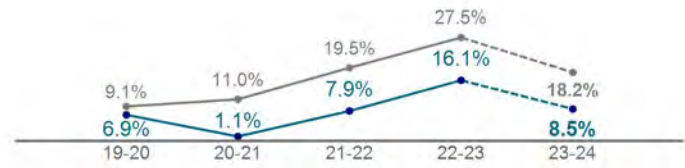
27.5%

19.5%

16.1%

9.1%   11.0%   7.9%   18.2%

6.9%   1.1%   8.5%

19-20   20-21   21-22   22-23   23-24

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

Percent of Students in the Moderately or Severely Chronic Categories

EL + RFEP
N = 40
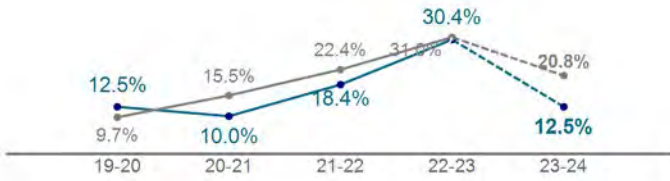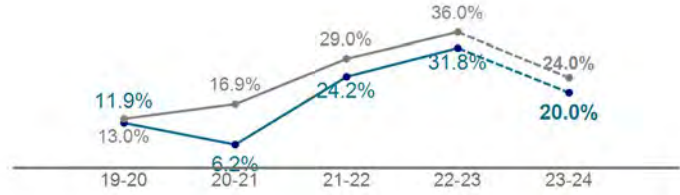
12.5% 15.5% 22.4% 31.0% 30.4% 20.8%
9.7% 10.0% 18.4% 12.5%
19-20 20-21 21-22 22-23 23-24

Low SES
N = 195

11.9% 16.9% 29.0% 36.0% 31.8% 24.0%
13.0% 6.2% 24.2% 20.0%
19-20 20-21 21-22 22-23 23-24

English Learner
N = 24

18.5% 26.1% 37.0% 33.8% 22.2%
15.0% 25.1% 16.7%
20-21 21-22 22-23 23-24

Special Education
N = 73

17.1% 23.1% 30.9% 41.4% 34.7% 27.3%
13.4% 10.2% 15.3% 16.4%
19-20 20-21 21-22 22-23 23-24
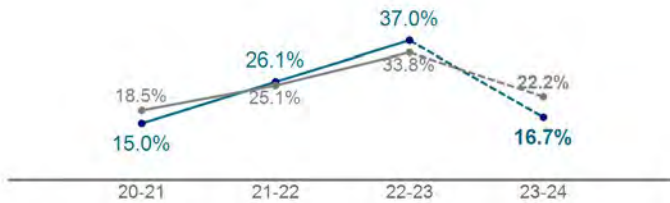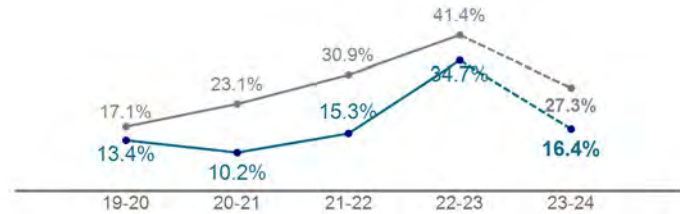
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 306

11.0% 15.8% 23.7% 31.0% 20.0% 20.4%
5.3% 5.2% 8.8% 11.8%
19-20 20-21 21-22 22-23 23-24

Male
N = 356

12.1% 16.9% 25.1% 33.3% 18.9% 22.1%
6.7% 4.8% 10.4% 11.8%
19-20 20-21 21-22 22-23 23-24

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

SBAC ELA 2023 :: School Data by Subgroup

Gant

11/28/23

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	277	277	21%	9	12	25	55	79%	↓4		↑1
		All Elementary	52%	31	21	23	25	48%	↑1		↑6
		District	52%	29	23	26	22	48%	↑-		↓1
Grade	Gr. 03	110	25%	11	14	25	51	75%	↓10		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	81	23%	11	12	28	48	77%	↑-		↓6
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	86	14%	5	9	21	65	86%	↓1		↑8
		All Elementary	48%	27	21	28	24	52%	↓1		↑8
		District	48%	27	21	28	24	52%	↓1		↑8
Ethnicity	White	104	19%	7	13	25	56	81%	↓4		↑5
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
	Hispanic	87	31%	13	18	34	34	69%	↓4		-
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	Other	44	7%	2	5	20	73	93%	↓4		↓8
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
	Asian	20	5%		5	5	90	95%	↑11		-
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2023 :: School Data by Subgroup

Gant

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Ethnicity	African American	15*	47%	40	7	13	40	53%	↓22		–
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓–		↓1
	Cambodian	10*	10%	10		30	60	90%	↑3		–
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2
	Filipino	6*	0%				100	100%	–		–
		All Elementary	24%	12	11	27	49	76%	↑2		↑7
		District	28%	11	17	31	41	72%	↑2		↑2
	Pacific Islander	1*	0%				100	100%	–		–
		All Elementary	69%	33	36	19	12	31%	↓4		↑3
		District	63%	31	32	28	9	38%	↓2		↓3
Gender	Female	125	19%	7	12	20	61	81%	↓7		↓3
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓–		↓–
	Male	152	22%	11	12	28	49	78%	↓2		↑4
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6
		All Elementary*	50%	13	38	38	13	50%	↑25		–
Special Populations	EL + RFEP	21	33%	19	14	24	43	67%	↓3		–
		All Elementary	67%	43	24	20	14	33%	↓–		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	9*	67%	33	33	11	22	33%	–		–

The percentages in each Claim may not equal 100% due to rounding.
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SBAC ELA 2023 :: School Data by Subgroup

Gant

Category		Tested	Percent by Achievement Level (Not+Nearly Met / Not Met / Nearly Met / Met / Exceeded / Met+Exceeded)						2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	**ELL**	All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	12*	8%		8	33	58	92%	↑6		-
		All Elementary	29%	11	18	33	38	71%	↑9		↑7
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	2*	0%			100		100%	-		-
		District	75%	50	25	16	9	25%	↓3		↓4
		All Elementary	75%	53	22	11	14	25%	↑-		↑7
	GATE/Excel	82	2%	1	7		90	98%	↓1		↓2
		All Elementary	10%	2	8	23	67	90%	↑2		↓-
		District	14%	3	11	32	54	86%	↓-		↓3
	Homeless	10*	30%	20	10	40	30	70%	↑20		-
		All Elementary	63%	40	23	20	16	37%	↑2		↑6
		District	64%	40	24	24	12	36%	↓1		↓1
	Homeless/Foster	12*	25%	17	8	50	25	75%	↑25		-
		All Elementary	64%	41	23	20	16	36%	↑2		↑6
		District	65%	41	24	23	12	35%	↓1		↓1
	Low SES	82	32%	17	15	22	46	68%	↑1		↑2
		All Elementary	59%	36	23	22	18	41%	↑2		↑6
		District	59%	34	25	25	16	41%	↑1		↓1
	Special Ed.	28	29%	11	18	36	36	71%	↑17		-
		All Elementary	81%	64	17	10	9	19%	↑2		↑4
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	28	29%	11	18	36	36	71%	↑17		-

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Students without scores are not included in the graphical comparison of these results.
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SBAC ELA 2023 :: School Data by Subgroup

Gant

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	Spec Ed. Speech/RSP	All Elementary	77%	57	19	13	11	23%	↑2		↑5
		District	79%	56	23	14	7	21%	↑2		↑2

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Gant

Category		Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		
All Students	277	277	24%	6	18	33	43	76%	↑1	↓1
		All Elementary	60%	33	27	22	18	40%	↑2	↓2
		District	66%	40	26	19	16	34%	↑1	↓5
Grade	Gr. 03	110	21%	6	15	35	45	79%	↓2	-
		All Elementary	54%	31	23	26	20	46%	↑5	-
		District	53%	30	23	26	21	47%	↑4	-
	Gr. 04	81	30%	6	23	33	37	70%	↑2	↓8
		All Elementary	60%	30	30	22	18	40%	↑2	↓1
		District	59%	30	30	22	18	41%	↑3	↓2
	Gr. 05	86	23%	7	16	31	45	77%	↑2	↑6
		All Elementary	66%	37	29	18	16	34%	↓-	↓2
		District	65%	37	28	18	17	35%	↑-	↓3
Ethnicity	White	104	21%	4	17	39	39	79%	↑-	↑3
		All Elementary	31%	12	19	29	40	69%	↑3	↓3
		District	38%	17	21	27	35	62%	↑3	↓6
	Hispanic	87	32%	9	23	37	31	68%	↑6	↑2
		All Elementary	67%	37	29	21	12	33%	↑3	↓1
		District	72%	45	27	17	11	28%	↑2	↓5
	Other	44	2%	2	32		66	98%	↑9	-
		All Elementary	39%	18	22	26	35	61%	↓1	↓4
		District	45%	23	22	24	31	55%	↑-	↓5
	Asian	20	10%	10	15		75	90%	↑1	-
		All Elementary	45%	20	26	23	31	55%	↓1	↓2
		District	49%	25	24	22	29	51%	↓1	↓6

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

SBAC Math 2023 :: School Data by Subgroup

Gant

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	African American	15*	80%	27	53	13	7	20%	↓30		–
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Cambodian	10*	0%			30	70	100%	–		–
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
	Filipino	6*	33%		33	67		67%	↓8		–
		All Elementary	34%	11	23	31	35	66%	↓–		↓2
		District	44%	19	25	24	33	56%	↓–		↓5
	Pacific Islander	1*	0%			100		100%	–		–
		All Elementary	73%	41	32	18	9	27%	↓3		↓3
		District	76%	46	30	17	8	24%	↓–		↓6
Gender	Female	125	30%	10	19	34	37	70%	↓2		↓3
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	152	20%	3	16	33	47	80%	↑4		↑1
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		–
		District	62%	42	20	22	16	38%	↑4		↓3
Special Populations	EL + RFEP	21	38%	14	24	29	33	62%	↑2		–
		All Elementary	73%	44	29	17	10	27%	↑2		↑–
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	9*	78%	33	44	11	11	22%	↑22		–

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2023 :: School Data by Subgroup

Gant

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	ELL	All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	12*	8%		8	42	50	92%	↑6		-
		All Elementary	43%	16	27	28	29	57%	↑10		↓2
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	2*	50%	50		50		50%	-		-
		All Elementary	80%	53	26	19	2	20%	↑5		-
		District	85%	62	23	13	2	15%	↑2		↓2
	GATE/Excel	82	1%		1	11	88	99%	↓1		↓2
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless	10*	30%	10	20	50	20	70%	↑53		-
		All Elementary	72%	44	27	18	11	28%	↑2		-
		District	78%	52	26	14	8	22%	↑-		↓5
	Homeless/Foster	12*	33%	17	17	50	17	67%	↑50		-
		All Elementary	72%	45	27	18	10	28%	↑2		-
		District	79%	53	25	14	7	21%	↑1		↓4
	Low SES	82	38%	11	27	32	30	62%	↑6		↓7
		All Elementary	68%	39	29	20	12	32%	↑3		↓1
		District	73%	46	27	17	11	27%	↑2		↓5
	Special Ed.	28	14%	7	7	57	29	86%	↑11		-
		All Elementary	82%	63	20	10	8	18%	↑3		↓-
		District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	28	14%	7	7	57	29	86%	↑11		-

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

SBAC Math 2023 :: School Data by Subgroup

Gant

Category	Tested		Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		
Special Populations	Spec Ed. Speech/RSP	All Elementary	78%	55	23	12	10	22%	↑3		↓1
		District	84%	64	20	10	6	16%	↑2		↓2

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

Gant

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	86	86	38%	3	35	31	30	62%	↑1		-
		All Elementary	70%	16	54	20	10	30%	↑-		-
		District	74%	17	57	18	8	26%	↑1		-
Grade	Gr. 05	86	38%	3	35	31	30	62%	↑1		-
		All Elementary	70%	16	54	20	10	30%	↑-		-
		District	70%	16	54	20	10	30%	↑1		-
Ethnicity	White	37	41%		41	35	24	59%	↓5		-
		All Elementary	42%	4	38	31	27	58%	↓2		-
		District	51%	6	45	29	20	49%	↑1		-
	Hispanic	20	45%	5	40	30	25	55%	↑7		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	Other	12*	25%		25	33	42	75%	↓2		-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
	Asian	9*	33%	11	22	11	56	67%	-		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
	African American	6*	50%	17	33	50		50%	↑25		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Filipino	2*	0%				100	100%	-		-
		All Elementary	49%	4	45	27	25	51%	↓1		-
		District	54%	5	49	29	18	46%	↑2		-

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2023 :: School Data by Subgroup

Gant

Category		Tested	Not+Nearly Met %	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded %	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Cambodian	1*	100%	100				0%	↓75		-
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-
Gender	Female	42	48%	5	43	31	21	52%	↓18		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	44	30%	2	27	32	39	70%	↑17		-
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
	Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-
		District	68%	18	50	14	18	32%	↑11		-
Special Populations	EL + RFEP	6*	50%	17	33	33	17	50%	↑50		-
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	1*	100%	100				0%	-		-
		All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	5*	40%		40	40	20	60%	-		-
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
	GATE/Excel	29	0%			28	72	100%	↑3		-
		All Elementary	32%	1	31	36	32	68%	↑-		-
		District	43%	3	41	34	23	57%	↓2		-
	Foster	All Elementary	81%	30	51	11	8	19%	↑1		-

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

SBAC Science 2023 :: School Data by Subgroup

Gant

Category		Tested	Percent by Achievement Level (Not+Nearly Met / Not Met / Nearly Met / Met / Exceeded / Met+Exceeded)						2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	Foster	District	88%	31	58	8	4	12%	↓3		-
	Homeless	2*	50%		50	50		50%	-		-
		All Elementary	83%	20	63	13	4	17%	↑1		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	2*	50%		50	50		50%	-		-
		All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	20	55%	5	50	30	15	45%	↑12		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	8*	75%		75	25		25%	↓4		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	8*	75%		75	25		25%	↓4		-
		All Elementary	86%	34	52	9	5	14%	↑4		-
		District	90%	37	53	7	3	10%	↑1		-

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Gant

11/28/23

Category		N	Average Scale Score Change from Prior Year to This Year	Declined	Below Target	Above Target	Accelerated*
All Students	162	162	52	22	25	20	33
		All ES	49	22	22	24	32
		District	27	34	15	16	34
Grade	Gr. 04 (Minimum Growth Target: 44)	79	34	29	23	32	16
		All ES	49	21	24	27	28
		District	48	22	24	27	27
	Gr. 05 (Minimum Growth Target: 35)	83	67	14	27	10	49
		All ES	50	22	20	22	36
		District	49	22	20	22	36
Ethnicity	White	62	47	21	31	19	29
		All ES	53	19	22	27	33
		District	29	33	16	16	35
	Hispanic	47	47	26	23	23	28
		All ES	49	23	22	24	31
		District	26	35	15	16	34
	Other	24	48	29	25	13	33
		All ES	49	19	23	27	31
		District	30	32	16	17	35
	Asian	15^	-	7	20	27	47
		All ES	53	21	23	23	34
		District	33	30	16	16	38

Left margin label: ELA

Percent of Students Change in Scale (Comparing prior year's scale score to this year) — **Growth Target**

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

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Gant

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	African American	9^	-		11	33	56
		All ES	50	22	22	22	34
		District	25	36	16	15	33
	Cambodian	5^	-		20	20	60
		All ES	53	20	22	25	33
		District	34	30	16	17	37
	Filipino	5^	-		20	20	60
		All ES	50	21	21	24	34
		District	31	32	14	16	37
Gender	Female	70	45	20	29	17	34
		All ES	50	21	22	25	32
		District	28	34	15	16	34
	Male	92	57	23	22	23	33
		All ES	50	22	22	24	32
		District	26	35	15	16	34
	Nonbinary	All ES^	72	17	17	33	33
		District	28	33	15	8	44
Special Populations	EL + RFEP	10^	-	30	20	20	30
		All ES	50	24	21	23	33
		District	25	36	13	15	36
	ELL	2^	-		50		50

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Gant

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)			
					Growth Target			
			N		Declined	Below Target	Above Target	Accelerated*
E L A	Special Populations	ELL	All ES	50	24	21	23	32
			District	34	31	16	18	35
		RFEP	8^	-	25	25	25	25
			All ES	50	22	21	23	34
			District	18	39	12	14	36
		Foster	1^	-			100	0
			All ES	55	25	10	31	33
			District	23	40	12	20	29
		GATE/Excel	56	**50**	21	20	25	34
			All ES	49	21	22	27	30
			District	27	34	15	18	33
		Homeless	6^	-	33	33	17	17
			All ES	55	21	21	25	34
			District	28	33	16	17	34
		Homeless/Foster	7^	-	29	29	29	14
			All ES	55	21	20	25	34
			District	28	34	16	17	33
		Low SES	40	**62**	18	23	28	33
			All ES	50	22	22	24	32
			District	26	35	15	16	34
		Special Ed.	17^	-	18	29	24	29

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup
Gant

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target			
					Declined	Below Target	Above Target	Accelerated*
E L A	Special Populations	Special Ed.	All ES	43	27	20	23	31
			District	27	35	15	15	35
			17^	-	18	29	24	29
		Spec Ed. Speech/RSP	All ES	47	24	21	24	31
			District	28	35	15	16	34

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Gant

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target (Declined / Below Target / Above Target / Accelerated*)
Math	**All Students**	164	164	46	13 / 36 / 29 / 23
			All ES	38	23 / 28 / 28 / 20
			District	16	38 / 19 / 18 / 24
	Grade	Gr. 04 (Minimum Growth Target: 42)	80	37	16 / 44 / 26 / 14
			All ES	45	18 / 29 / 31 / 22
			District	44	18 / 29 / 31 / 21
		Gr. 05 (Minimum Growth Target: 39)	84	55	10 / 29 / 31 / 31
			All ES	32	28 / 27 / 26 / 19
			District	32	28 / 27 / 26 / 19
	Ethnicity	White	63	40	13 / 44 / 29 / 14
			All ES	36	22 / 33 / 28 / 18
			District	19	34 / 22 / 19 / 24
		Hispanic	48	53	10 / 29 / 31 / 29
			All ES	39	23 / 28 / 28 / 21
			District	14	39 / 19 / 18 / 24
		Other	24	60	4 / 38 / 21 / 38
			All ES	40	21 / 29 / 29 / 21
			District	22	34 / 22 / 19 / 26
		Asian	15^	-	13 / 20 / 40 / 27
			All ES	42	21 / 26 / 30 / 23
			District	19	36 / 19 / 20 / 26

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Gant

Category: Math

Category	Subgroup	Group	N	Average Scale Score Change from Prior Year to This Year	Declined	Below Target	Above Target	Accelerated*
Ethnicity	African American		9^	–	33	33	22	11
		All ES	35		26	27	28	20
		District	14		40	19	17	24
	Cambodian		5^	–		60	20	20
		All ES	42		21	26	31	22
		District	19		36	19	20	25
	Filipino		5^	–	40	40	20	0
		All ES	36		24	27	29	20
		District	22		36	17	22	26
Gender	Female		70	45	17	27	34	21
		All ES	38		23	28	29	20
		District	15		38	19	19	24
	Male		94	47	10	43	24	23
		All ES	39		24	28	27	21
		District	16		38	20	18	25
	Nonbinary	All ES^	59			33	50	17
		District	5		38	20	18	25
Special Populations	EL + RFEP		10^	–		50	20	30
		All ES	41		23	26	28	23
		District	12		41	18	17	24
	ELL		2^	–		50		50

Growth Target: Declined (dark orange), Below Target (light orange), Above Target (teal), Accelerated* (dark teal). Percent of Students Change in Scale (Comparing prior year's scale score to this year).

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

^Not currently a significant subgroup.

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

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Gant

Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math	Special Populations	ELL	All ES	42	23	25	29	23
			District	23	35	19	19	26
		RFEP	8^	-		50	25	25
			All ES	40	24	27	26	23
			District	4	46	17	15	23
		Foster	1^	-			100	
			All ES	41	24	26	33	17
			District	21	39	16	19	25
		GATE/Excel	56	**51**	13	25	38	25
			All ES	35	24	30	28	18
			District	19	35	21	20	25
		Homeless	6^	-	17	50	17	17
			All ES	37	26	27	26	21
			District	13	40	19	17	24
		Homeless/Foster	7^	-	14	43	14	29
			All ES	38	26	27	26	21
			District	14	40	19	17	24
		Low SES	42	**41**	19	31	29	21
			All ES	38	24	28	28	21
			District	14	39	19	18	24
		Special Ed.	17^	-	18	41	18	24

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

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

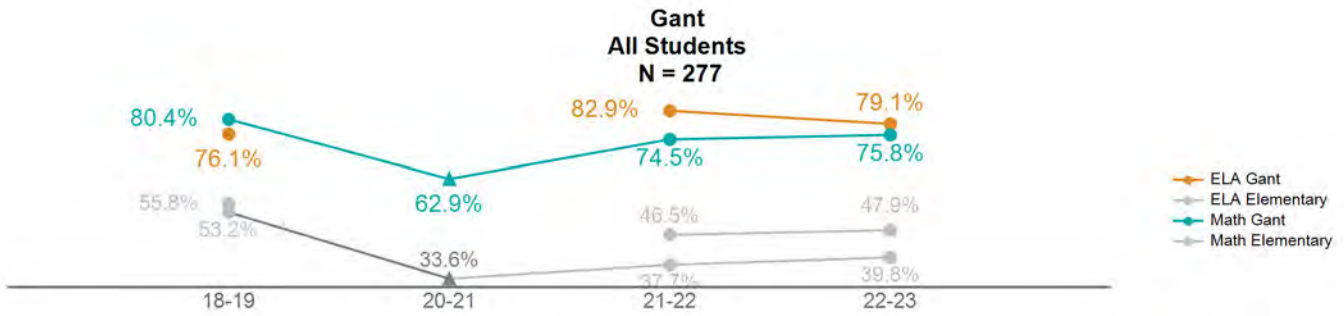# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup
Gant

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)			
						Growth Target		
			N		Declined	Below Target	Above Target	Accelerated*
Math	Special Populations	Special Ed.	All ES	37		26	25	25	24
			District	20		36	19	16	29
			17^	-		18	41	18	24
		Spec Ed. Speech/RSP	All ES	39		24	26	26	24
			District	19		36	19	17	28

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

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

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

Gant
All Students
N = 277

- 80.4%
- 76.1%
- 82.9%
- 79.1%
- 55.8%
- 53.2%
- 74.5%
- 75.8%
- 46.5%
- 47.9%
- 62.9%
- 33.6%
- 37.7%
- 39.8%
- 18-19
- 20-21
- 21-22
- 22-23

Legend:
- ELA Gant
- ELA Elementary
- Math Gant
- Math Elementary

African American

Subgroup with fewer than 20 students.

Asian
N = 20

- 95.0%
- 90.0%
- 62.0%
- 54.6%
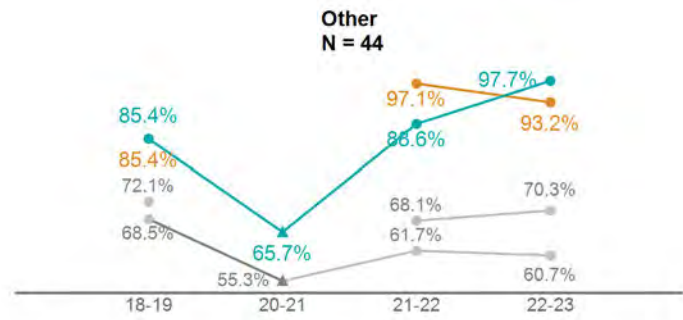- 22-23

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 87
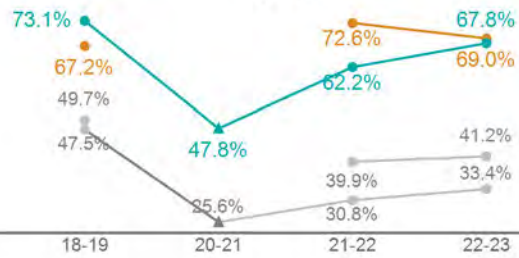
- 73.1%
- 67.2%
- 49.7%
- 47.5%
- 72.6%
- 67.8%
- 69.0%
- 62.2%
- 47.8%
- 41.2%
- 39.9%
- 33.4%
- 25.6%
- 30.8%
- 18-19
- 20-21
- 21-22
- 22-23

Pacific Islander

Subgroup with fewer than 20 students.

White
N = 104

- 84.3%
- 79.7%
- 77.6%
- 77.5%
- 84.8%
- 80.8%
- 78.8%
- 78.8%
- 75.2%
- 74.7%
- 69.0%
- 66.1%
- 69.1%
- 64.6%
- 18-19
- 20-21
- 21-22
- 22-23

N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.
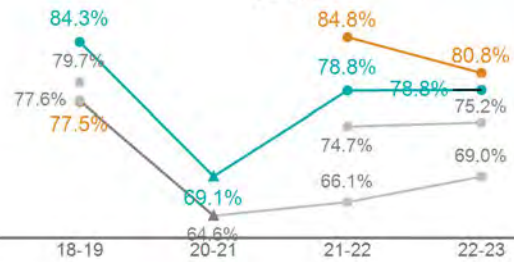
Percent of Students with Achievement Level of
Met or Exceeded in SBAC

Native American

Subgroup with fewer than 20 students.

Other
N = 44

85.4%
85.4%
72.1%
68.5%
65.7%
55.3%

97.7%
97.1%
86.6%
70.3%
93.2%
68.1%
61.7%
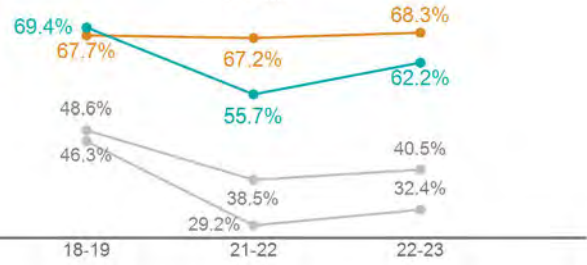60.7%

18-19   20-21   21-22   22-23

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

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

EL + RFEP
N = 21

81.8%
77.3%
66.7%
61.9%
45.6%
44.5%
33.5%
27.2%

18-19   22-23

Low SES
N = 82

69.4%
67.7%
68.3%
67.2%
62.2%
55.7%
48.6%
46.3%
40.5%
38.5%
32.4%
29.2%

18-19   21-22   22-23
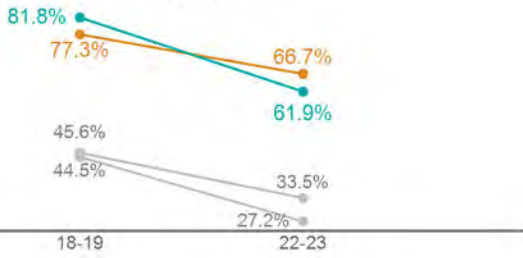
English Learner

Subgroup with fewer than 20 students.

Special Education
N = 28

76.7%
75.0% 85.7%
71.4%
68.2%
54.2%
43.3%
25.7% 25.4%
17.6%
16.6%
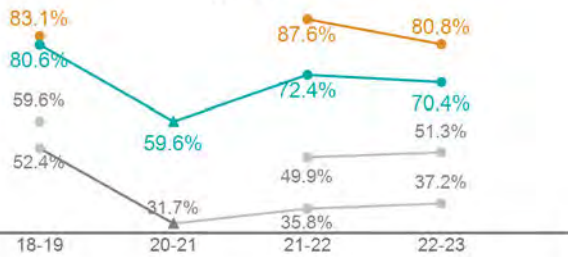18.9%
14.6%
17.9%

18-19   20-21   21-22   22-23

Homeless

Subgroup with fewer than 20 students.

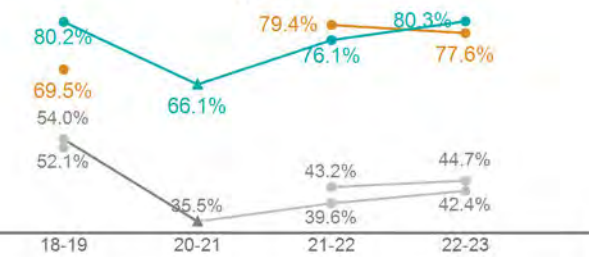## Foster Youth

Subgroup with fewer than 20 students.

Female
N = 125

83.1%
80.6%
87.6%
80.8%
72.4%
70.4%
59.6%
59.6%
51.3%
52.4%
49.9%
37.2%
31.7%
35.8%

18-19   20-21   21-22   22-23

Male
N = 152

80.2%
79.4% 80.3%
76.1%
77.6%
69.5%
66.1%
54.0%
52.1%
44.7%
43.2%
42.4%
35.5%
39.6%

18-19   20-21   21-22   22-23

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

Gant

2022-2023

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2022-2023	YR	All	All	1	5
		Grade	Gr. 01		2
			Gr. 04	1	2
			Gr. TK		1
		Ethnicity	African American	1	
			Filipino		1
			Hispanic		2
			Other		1
			White		1
		Gender	Male	1	5
		Foster	Foster		1
		GATE/Excel	GATE/Excel	1	1
		LowSES	Low SES	1	2
		SPED	Special Ed.		1
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1

Gant

2019-2020

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2019-2020	YR	All	All	1	
		Grade	Gr. 05	1	
		Ethnicity	White	1	
		Gender	Male	1	
		SPED	Special Ed.	1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	

Gant

2018-2019

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2018-2019	YR	All	All	7	
		Grade	Gr. 03	2	
			Gr. 04	1	
			Gr. 05	4	
		Ethnicity	African American	3	
			Hispanic	2	
			Other	2	
		Gender	Male	7	
		Homeless	Homeless	4	
		LowSES	Low SES	6	
		SPED	Special Ed.	3	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	3	

Gant

2017-2018

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2017-2018	YR	All	All	1	4
		Grade	Gr. 03	1	
			Gr. 05		4
		Ethnicity	Other		3
			White	1	1
		Gender	Female		4
			Male	1	
		Fluency	EL + RFEP		1
			RFEP		1
		GATE/Excel	GATE/Excel		1
		LowSES	Low SES	1	1

Gant

22-23

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	
Category	subgroup	# Records	Percent by Category
All Students	All	6	17 / 83
Grade	Gr. 01	2	100
	Gr. 04	3	33 / 67
	Gr. TK	1	100
Ethnicity	African American	1	100
	Filipino	1	100
	Hispanic	2	100
	Other	1	100
	White	1	100
Gender	Male	6	17 / 83
Special Populations	Foster	1	100
	GATE/Excel	2	50 / 50
	Low SES	3	33 / 67
	Spec Ed. Speech/RSP	1	100
	Special Ed.	1	100

Gant

22-23

Students by Subgroup Categorizied by 1 or more than 1 incident

Category	subgroup	YR	
		# Students	Percent by Category
All Students	All	6	100
Grade	Gr. 01	2	100
	Gr. 04	3	100
	Gr. TK	1	100
Ethnicity	African American	1	100
	Filipino	1	100
	Hispanic	2	100
	Other	1	100
	White	1	100
Gender	Male	6	100
Special Populations	Foster	1	100
	GATE/Excel	2	100
	Low SES	3	100
	Spec Ed. Speech/RSP	1	100
	Special Ed.	1	100

Gant

22-23

By Month for 22-23
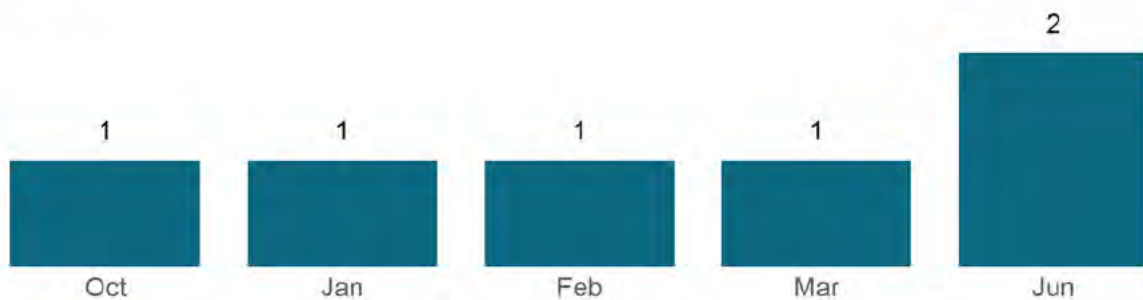
By Month- 5-year comparison
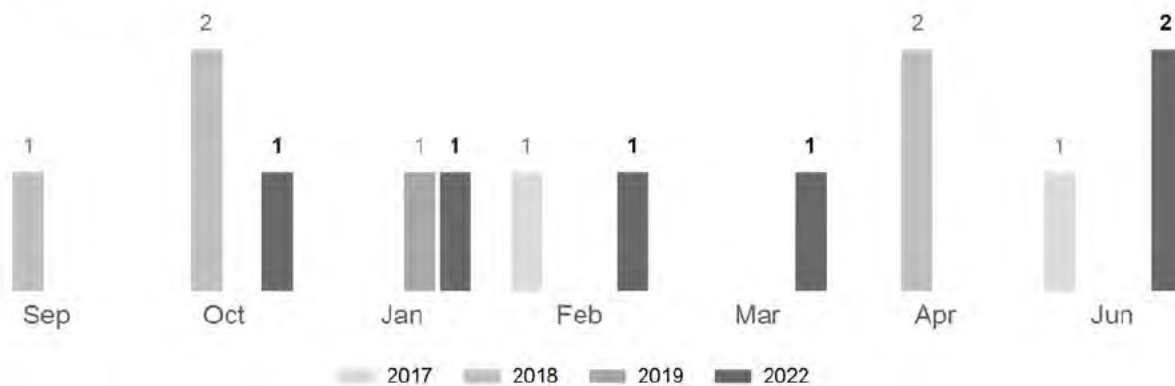
	17-18	18-19	19-20	22-23
Sep		1		
Oct		2		1
Jan			1	1
Feb	1			1
Mar				1
Apr		2		
Jun	1			2

Gant

22-23

Suspension Rate

Gant
All Students
N = 670

0.0% 0.0% 1.3% 1.6% 0.0% 0.3% 0.1% 0.0%

20-21   21-22   22-23   23-24

African American
N = 38

3.9% 4.6% 0.0% 0.0% 0.0% 0.0% 0.0% 2.4% 0.8%

20-21   21-22   22-23   23-24

Filipino
Subgroup with fewer than 20 students.

Asian
N = 56

0.0% 0.0% 0.0% 0.0% 0.0% 0.3% 0.7% 0.3%

20-21   21-22   22-23   23-24

Hispanic
N = 213

Pacific Islander
Subgroup with fewer than 20 students.

White
N = 215

0.0% 0.0% 0.0% 0.0% 0.0% 1.9% 1.3% 0.3%

20-21   21-22   22-23   23-24

Native American
Subgroup with fewer than 20 students.

Other
N = 131

0.0% 0.0% 0.0% 0.0% 0.0% 0.5% 0.5% 0.1%

20-21   21-22   22-23   23-24

0.0% 0.0% 0.0% 0.0% 0.0% 1.1% 1.7% 0.5%

20-21   21-22   22-23   23-24

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

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Suspension Rate

EL + RFEP
N = 43
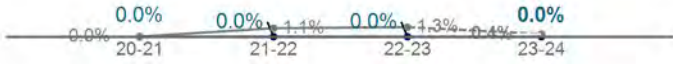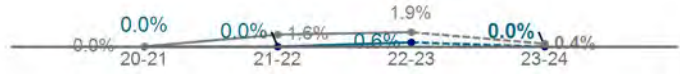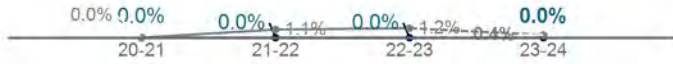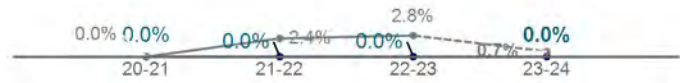
	0.0%	0.0%	1.1%	0.0%	1.3%	0.4%	0.0%
0.0%	20-21		21-22		22-23		23-24

Low SES
N = 199

		0.0%	0.0%	1.6%	1.9%	0.6%	0.0%	0.4%
0.0%	20-21		21-22			22-23		23-24

English Learner
N = 27

0.0%	0.0%	0.0%	1.1%	0.0%	1.2%	0.4%	0.0%
20-21		21-22		22-23			23-24

Special Education
N = 75

0.0%	0.0%	0.0%	2.4%	2.8%	0.0%	0.7%	0.0%
20-21		21-22			22-23		23-24

Homeless or Foster Youth

0.0%	0.0%	0.0%	2.1%	2.9%	0.0%
20-21		21-22			22-23

Female
N = 308

	0.0%	0.0%	0.5%	0.0%	0.7%	0.1%	0.0%
0.0%	20-21		21-22		22-23		23-24

Male
N = 362

	0.0%	0.0%	2.0%	2.3%	0.3%	0.0%	0.6%
0.0%	20-21		21-22		22-23		23-24

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

11/28/2023 10:14:40 AM
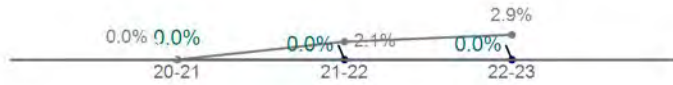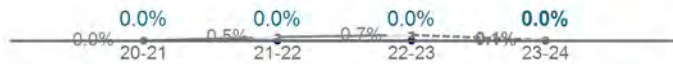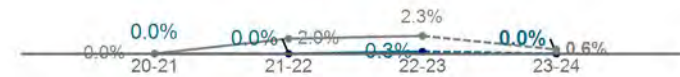
Suspension Rate

Gr. K
N = 104

0.0% 0.0%   0.0%   0.0%   **0.0%**
0.2%   0.5%   0.0%

20-21   21-22   22-23   23-24

Gr. 01
N = 110

0.0% 0.0%   0.0%   0.0% 0.9%   **0.0%**
0.6%   0.1%

20-21   21-22   22-23   23-24

Gr. 02
N = 118

0.0% 0.0%   0.0%   0.0%   **0.0%**
0.9%   0.8% 0.3%

20-21   21-22   22-23   23-24

Gr. 03
N = 114

0.0% 0.0%   0.0% 1.3%   0.0% 1.0% 0.3%   **0.0%**

20-21   21-22   22-23   23-24

Gr. 04
N = 113

2.1%

0.0%   0.0% 2.1%   1.2%   **0.0%**
0.0%   0.6%

20-21   21-22   22-23   23-24

Gr. 05
N = 84

4.1%

2.5%

0.0%   0.0%   0.0% 0.7% **0.0%**
0.0%

20-21   21-22   22-23   23-24

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

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i-Ready Math Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 1

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	All Students	All	1	114	13 / 65 / 9 / 13
			2	117	48 / 21 / 31
			3	119	24 / 21 / 55
	Teacher	Haney, M	1	25	32 / 56 / 8 / 4
			2	29	76 / 7 / 17
			3	30	40 / 23 / 37
		Hankinson, L	1	30	10 / 73 / 17
			2	30	47 / 37 / 17
			3	30	23 / 27 / 50
		Jay, A	1	30	13 / 77 / 10
			2	30	60 / 20 / 20
			3	30	30 / 17 / 53
		Lahera, A	1	30	3 / 47 / 3 / 47
			2	30	10 / 20 / 70
			3	30	3 / 17 / 80

i-Ready Math Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 1

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
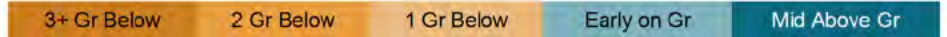
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Ethnicity	African American	1	5	40 / 40 / 20
			2	3	100
			3	4	100
		Asian	1	11	27 / 55 / 9 / 9
			2	11	36 / 27 / 36
			3	11	18 / 27 / 55
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	31	16 / 61 / 10 / 13
			2	34	56 / 18 / 26
			3	34	35 / 18 / 47
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	40	8 / 78 / 8 / 8
			2	42	45 / 24 / 31
			3	43	14 / 21 / 65
		Other	1	25	8 / 56 / 12 / 24
			2	25	40 / 20 / 40
			3	25	20 / 20 / 60
	Gender	Female	1	56	11 / 68 / 5 / 16
			2	60	47 / 27 / 27
			3	60	28 / 25 / 47
		Male	1	58	16 / 62 / 12 / 10
			2	57	49 / 16 / 35
			3	59	20 / 17 / 63
	Special Populations	Low SES	1	26	27 / 62 / 4 / 8
			2	27	63 / 26 / 11
			3	27	33 / 26 / 41
		ELL	1	2	50 / 50
			2	2	50 / 50
			3	2	50 / 50

i-Ready Math Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 1

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
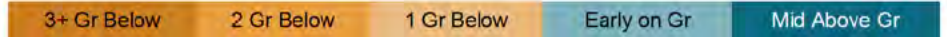
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Special Populations	EL + RFEP	1	2	50 / 50
			2	2	50 / 50
			3	2	50 / 50
		Special Ed.	1	8	38 / 50 / 13
			2	8	50 / 25 / 25
			3	8	13 / 13 / 75
		Spec Ed. Speech/RSP	1	8	38 / 50 / 13
			2	8	50 / 25 / 25
			3	8	13 / 13 / 75
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	2	50 / 50
			2	2	100
			3	2	50 / 50
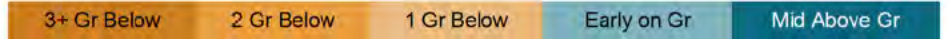
i-Ready Math Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 2

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	108	17 / 55 / 20 / 8
			2	108	8 / 31 / 31 / 29
			3	108	2 / 14 / 21 / 63
	Teacher	Biri, M	1	27	22 / 56 / 11 / 11
			2	27	4 / 37 / 30 / 30
			3	27	30 / 19 / 52
		Goldberg, P	1	30	3 / 43 / 37 / 17
			2	30	10 / 40 / 50
			3	30	20 / 80
		Loprieato, K	1	26	15 / 69 / 12 / 4
			2	26	8 / 35 / 42 / 15
			3	26	8 / 19 / 73
		Ness, J	1	25	28 / 52 / 20
			2	26	23 / 50 / 15 / 12
			3	26	8 / 19 / 31 / 42

i-Ready Math Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 2

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Ethnicity	African American	1	6	50 / 17 / 17 / 17
			2	7	14 / 43 / 43
			3	7	43 / 57
		Asian	1	13	8 / 62 / 31
			2	13	8 / 31 / 46 / 15
			3	13	8 / 38 / 54
		Filipino	1	4	50 / 25 / 25
			2	4	25 / 25 / 50
			3	4	50 / 50
		Hispanic	1	27	19 / 56 / 22 / 4
			2	28	11 / 39 / 32 / 18
			3	28	4 / 4 / 25 / 68
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	41	7 / 61 / 22 / 10
			2	40	5 / 20 / 33 / 43
			3	39	15 / 15 / 69
		Other	1	16	38 / 44 / 6 / 13
			2	15	13 / 40 / 33 / 13
			3	16	6 / 25 / 13 / 56
	Gender	Female	1	51	16 / 67 / 12 / 6
			2	52	8 / 38 / 40 / 13
			3	52	2 / 15 / 27 / 56
		Male	1	57	18 / 44 / 28 / 11
			2	56	9 / 25 / 23 / 43
			3	56	2 / 13 / 16 / 70
	Special Populations	Low SES	1	20	50 / 40 / 10
			2	20	30 / 40 / 20 / 10
			3	21	5 / 24 / 33 / 38
		ELL	1	3	33 / 67
			2	4	50 / 50
			3	4	25 / 25 / 25 / 25

i-Ready Math Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 2

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
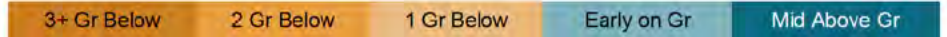
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Special Populations	RFEP	1	7	57 / 29 / 14
		RFEP	2	7	43 / 29 / 29
		RFEP	3	7	14 / 86
		EL + RFEP	1	10	10 / 60 / 20 / 10
		EL + RFEP	2	11	18 / 45 / 18 / 18
		EL + RFEP	3	11	9 / 9 / 18 / 64
		Special Ed.	1	12	58 / 33 / 8
		Special Ed.	2	13	46 / 31 / 23
		Special Ed.	3	12	8 / 25 / 25 / 42
		Spec Ed. Speech/RSP	1	12	58 / 33 / 8
		Spec Ed. Speech/RSP	2	13	46 / 31 / 23
		Spec Ed. Speech/RSP	3	12	8 / 25 / 25 / 42
		Foster	1	1	100
		Foster	2	1	100
		Foster	3	1	100
		Homeless	1	2	50 / 50
		Homeless	2	3	67 / 33
		Homeless	3	3	33 / 33 / 33
		GATE/Excel	1	21	10 / 57 / 33
		GATE/Excel	2	21	5 / 14 / 81
		GATE/Excel	3	21	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 3

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	All Students	All	1	111	13 / 48 / 23 / 16
			2	109	8 / 37 / 28 / 28
			3	110	20 / 25 / 55
	Teacher	Fisher, K	1	25	4 / 16 / 60 / 16 / 4
			2	26	19 / 50 / 19 / 12
			3	26	31 / 31 / 38
		Johnson, M	1	30	23 / 30 / 47
			2	29	3 / 31 / 66
			3	30	7 / 93
		Leitner, S	1	25	20 / 56 / 16 / 8
			2	25	8 / 56 / 20 / 16
			3	26	4 / 42 / 23 / 31
		Usui, M	1	27	11 / 63 / 22 / 4
			2	27	4 / 44 / 37 / 15
			3	28	11 / 39 / 50

i-Ready Math Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 3

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
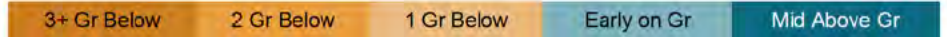
Gr.	Category	Subgroup	Diagnostic Window	# Students	*Percent by Category* 3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Ethnicity	African American	1	7	14	57	14	14	
			2	6		67	17	17	
			3	5			60	20	20
		Asian	1	5			20	20	60
			2	5			20	20	60
			3	5					100
		Filipino	1	1					100
			2	1					100
			3	1					100
		Hispanic	1	37		16	57	14	14
			2	37		5	49	22	24
			3	38		3	26	32	39
		Pacific Islander	1	1				100	
			2	1					100
			3	1				100	
		White	1	41		10	56	22	12
			2	40		8	43	33	18
			3	41			22	24	54
		Other	1	19			37	42	21
			2	19			16	37	47
			3	19				16	84
	Gender	Female	1	55	2	11	53	20	15
			2	56		11	41	25	23
			3	54		2	20	26	52
		Male	1	56		14	43	25	18
			2	53		6	32	30	32
			3	56			20	23	57
	Special Populations	Low SES	1	40	3	20	55	10	13
			2	41		12	39	29	20
			3	39		3	23	33	41
		ELL	1	7		14	71	14	
			2	7		29	57	14	
			3	7		14	43	14	29

i-Ready Math Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 3

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Special Populations	RFEP	1	4			25	25	50
		RFEP	2	4				25	75
		RFEP	3	4					100
		EL + RFEP	1	11	9	55		18	18
		EL + RFEP	2	11		18	36	9	36
		EL + RFEP	3	11		9	27	9	55
		Special Ed.	1	10	30	50	10	10	
		Special Ed.	2	10		10	50	30	10
		Special Ed.	3	10			10	20	70
		Spec Ed. Speech/RSP	1	10	30	50	10	10	
		Spec Ed. Speech/RSP	2	10		10	50	30	10
		Spec Ed. Speech/RSP	3	10			10	20	70
		Foster	1	1			100		
		Foster	2	1			100		
		Foster	3	1				100	
		Homeless	1	4		25	25	25	25
		Homeless	2	4			25	50	25
		Homeless	3	4				50	50
		GATE/Excel	1	26			19	27	54
		GATE/Excel	2	25				36	64
		GATE/Excel	3	26					100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 4

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	80	4	13	43	21	20
			2	82	2	1	32	34	30
			3	80	3	1	15	25	56
	Teacher	Boyd, T	1	32	9	13	47	28	3
			2	32	6	3	38	38	16
			3	32	6	3	25	22	44
		Heck, M	1	15			7	33	60
			2	15			7	33	60
			3	15			7		93
		Karlowitsch, A	1	32		16	56	9	19
			2	34			35	32	32
			3	33			12	36	52
	Ethnicity	African American	1	4	50		25	25	
			2	4		75		25	
			3	4			50	50	
		Asian	1	6			17		83
			2	6				33	67
			3	6					100
		Filipino	1	3			67		33
			2	3			33	33	33
			3	3			33	33	33
		Hispanic	1	29	3	21	41	21	14
			2	29		3	31	45	21
			3	29		3	24	21	52
		White	1	26	8	8	50	23	12
			2	27	4	4	44	26	22
			3	25		8	8	32	52
		Other	1	12			42	33	25
			2	13			8	31	62
			3	13				23	77

i-Ready Math Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 4

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Gender	Female	1	29	7	21	52	10	10
			2	29		7	38	38	17
			3	29	3	3	24	28	41
		Male	1	51	2	8	37	27	25
			2	53		2	28	32	38
			3	51		2	10	24	65
	Special Populations	Low SES	1	24	8	21	50	8	13
			2	24	4	4	38	33	21
			3	23		4	22	35	39
		ELL	1	1			100		
			2	1				100	
			3	1			100		
		RFEP	1	3			33	33	33
			2	3				67	33
			3	3				33	67
		EL + RFEP	1	4			50	25	25
			2	4				75	25
			3	4			25	25	50
		Special Ed.	1	10	20	10	50	20	
			2	10	10	10	50	20	10
			3	10			10	40	50
		Spec Ed. Speech/RSP	1	10	20	10	50	20	
			2	10	10	10	50	20	10
			3	10			10	40	50
		Foster	1	1		100			
			2	1	100				
			3	1			100		
		Homeless	1	3		33	67		
			2	5			80	20	
			3	3			33	67	
		GATE/Excel	1	27			19	26	56
			2	27				30	70
			3	27				7	93

i-Ready Math Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 5

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	All Students	All	1	81	5 / 12 / 30 / 25 / 28
			2	84	4 / 24 / 21 / 51
			3	86	2 / 12 / 13 / 73
	Teacher	Barragan, J	1	31	10 / 19 / 35 / 16 / 19
			2	33	6 / 39 / 27 / 27
			3	34	3 / 15 / 21 / 62
		Heck, M	1	18	11 / 39 / 50
			2	18	22 / 78
			3	18	100
		Peoples, L	1	34	6 / 15 / 32 / 24 / 24
			2	34	3 / 24 / 15 / 59
			3	34	3 / 15 / 12 / 71
	Ethnicity	African American	1	6	17 / 50 / 33
			2	6	50 / 33 / 17
			3	6	50 / 50
		Asian	1	8	13 / 25 / 13 / 50
			2	9	11 / 11 / 78
			3	9	11 / 11 / 78
		Filipino	1	2	100
			2	2	100
			3	2	100
		Hispanic	1	18	17 / 17 / 17 / 28 / 22
			2	20	5 / 45 / 10 / 40
			3	20	25 / 25 / 50
		White	1	35	14 / 37 / 26 / 23
			2	36	3 / 17 / 28 / 53
			3	37	3 / 5 / 14 / 78
		Other	1	12	8 / 25 / 25 / 42
			2	11	9 / 36 / 55
			3	12	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 5

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Gender	Female	1	39	5	18	38	18	21
		Female	2	41		7	27	32	34
		Female	3	42		2	14	17	67
		Male	1	42	5	7	21	31	36
		Male	2	43			21	12	67
		Male	3	44		2	9	9	80
	Special Populations	Low SES	1	18	11	17	33	28	11
		Low SES	2	20		5	30	30	35
		Low SES	3	20			25	20	55
		ELL	1	1	100				
		ELL	2	1	100				
		ELL	3	1	100				
		RFEP	1	5		20	20	40	20
		RFEP	2	4			25	50	25
		RFEP	3	5			20		80
		EL + RFEP	1	6	17	17	17	33	17
		EL + RFEP	2	5		20	20	40	20
		EL + RFEP	3	6			33		67
		Special Ed.	1	8	38	38	25		
		Special Ed.	2	7			86	14	
		Special Ed.	3	8			13	25	63
		Spec Ed. Speech/RSP	1	8	38	38	25		
		Spec Ed. Speech/RSP	2	7			86	14	
		Spec Ed. Speech/RSP	3	8			13	25	63
		Homeless	1	1			100		
		Homeless	2	2				50	50
		Homeless	3	2				50	50
		GATE/Excel	1	29				31	69
		GATE/Excel	2	28				7	93
		GATE/Excel	3	29					100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 1

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	All Students	All	1	115	6 / 71 / 7 / 16
			2	114	39 / 16 / 45
			3	115	17 / 10 / 74
	Teacher	Haney, M	1	27	19 / 78 / 4
			2	29	45 / 24 / 31
			3	30	30 / 10 / 60
		Hankinson, L	1	29	3 / 86 / 3 / 7
			2	30	57 / 10 / 33
			3	30	20 / 10 / 70
		Jay, A	1	29	86 / 10 / 3
			2	30	47 / 20 / 33
			3	30	17 / 20 / 63
		Lahera, A	1	30	37 / 13 / 50
			2	30	7 / 7 / 87
			3	30	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 1

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Ethnicity	African American	1	5	20, 60, 20
			2	3	67, 33
			3	3	67, 33
		Asian	1	11	9, 64, 27
			2	11	27, 9, 64
			3	11	18, 82
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	32	6, 72, 6, 16
			2	33	45, 18, 36
			3	34	24, 15, 62
		Pacific Islander	1	1	100
			3	1	100
		White	1	42	5, 81, 10, 5
			2	41	49, 15, 37
			3	40	10, 10, 80
		Other	1	23	4, 61, 9, 26
			2	25	20, 20, 60
			3	25	12, 88
	Gender	Female	1	59	3, 73, 7, 17
			2	59	32, 19, 49
			3	60	12, 10, 78
		Male	1	56	9, 70, 7, 14
			2	55	47, 13, 40
			3	55	22, 9, 69
	Special Populations	Low SES	1	26	15, 62, 12, 12
			2	26	58, 8, 35
			3	27	37, 11, 52
		ELL	1	1	100
			2	2	100
			3	2	50, 50

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 1

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
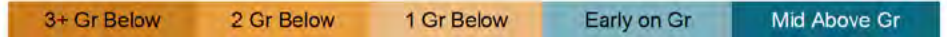
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Special Populations	EL + RFEP	1	1	100
			2	2	100
			3	2	50 / 50
		Special Ed.	1	8	88 / 13
			2	8	63 / 13 / 25
			3	8	25 / 13 / 63
		Spec Ed. Speech/RSP	1	8	88 / 13
			2	8	63 / 13 / 25
			3	8	25 / 13 / 63
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	2	50 / 50
			2	2	50 / 50
			3	2	100

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

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	102	15 / 35 / 21 / 29
			2	105	6 / 15 / 25 / 54
			3	107	10 / 9 / 80
	Teacher	Biri, M	1	26	12 / 58 / 12 / 19
			2	27	4 / 19 / 33 / 44
			3	27	11 / 11 / 78
		Goldberg, P	1	30	3 / 40 / 57
			2	30	10 / 90
			3	30	100
		Loprieato, K	1	26	19 / 50 / 8 / 23
			2	26	8 / 12 / 31 / 50
			3	26	4 / 15 / 81
		Ness, J	1	25	28 / 40 / 20 / 12
			2	26	12 / 35 / 19 / 35
			3	26	27 / 15 / 58

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

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
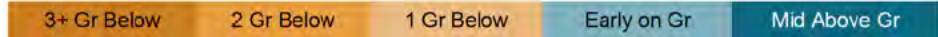
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Ethnicity	African American	1	7	14 / 43 / 43
			2	7	14 / 14 / 14 / 57
			3	6	17 / 83
		Asian	1	11	9 / 27 / 45 / 18
			2	11	9 / 27 / 64
			3	13	8 / 92
		Filipino	1	4	25 / 50 / 25
			2	4	100
			3	4	100
		Hispanic	1	26	31 / 27 / 19 / 23
			2	28	7 / 21 / 25 / 46
			3	28	18 / 11 / 71
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	40	5 / 40 / 20 / 35
			2	40	20 / 23 / 58
			3	40	8 / 8 / 85
		Other	1	13	23 / 38 / 8 / 31
			2	14	14 / 7 / 36 / 43
			3	15	7 / 20 / 73
	Gender	Female	1	50	14 / 34 / 30 / 22
			2	50	8 / 12 / 32 / 48
			3	51	10 / 8 / 82
		Male	1	52	15 / 37 / 12 / 37
			2	55	4 / 18 / 18 / 60
			3	56	11 / 11 / 79
	Special Populations	Low SES	1	19	32 / 37 / 11 / 21
			2	19	21 / 21 / 16 / 42
			3	20	25 / 15 / 60
		ELL	1	3	67 / 33
			2	4	25 / 50 / 25
			3	4	50 / 25 / 25

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

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
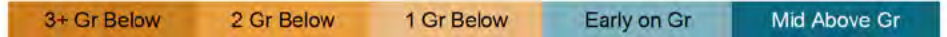
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Special Populations	RFEP	1	7	29 / 43 / 29
			2	6	33 / 67
			3	7	100
		EL + RFEP	1	10	20 / 20 / 40 / 20
			2	10	10 / 20 / 20 / 50
			3	11	18 / 9 / 73
		Special Ed.	1	12	58 / 42
			2	13	31 / 23 / 23 / 23
			3	12	25 / 33 / 42
		Spec Ed. Speech/RSP	1	12	58 / 42
			2	13	31 / 23 / 23 / 23
			3	12	25 / 33 / 42
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	2	50 / 50
			2	2	50 / 50
			3	3	33 / 67
		GATE/Excel	1	20	25 / 75
			2	19	100
			3	21	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 3

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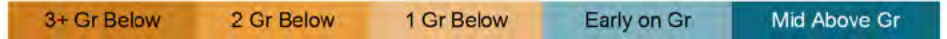
| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	All Students	All	1	112	5 / 15 / 19 / 23 / 38
			2	109	6 / 10 / 28 / 57
			3	109	3 / 5 / 20 / 72
	Teacher	Fisher, K	1	25	8 / 32 / 8 / 28 / 24
			2	26	15 / 27 / 15 / 42
			3	26	23 / 19 / 58
		Johnson, M	1	30	3 / 10 / 87
			2	30	3 / 97
			3	30	3 / 97
		Leitner, S	1	25	12 / 8 / 32 / 28 / 20
			2	25	12 / 44 / 44
			3	26	12 / 31 / 58
		Usui, M	1	28	4 / 18 / 36 / 29 / 14
			2	28	7 / 50 / 43
			3	28	29 / 71

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 3

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Ethnicity	African American	1	8	13 / 50 / 13 / 13 / 13
			2	5	20 / 60 / 20
			3	4	50 / 25 / 25
		Asian	1	5	20 / 80
			2	5	100
			3	5	100
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	36	8 / 19 / 19 / 25 / 28
			2	38	5 / 16 / 37 / 42
			3	38	5 / 5 / 34 / 55
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	42	5 / 14 / 26 / 21 / 33
			2	41	7 / 5 / 32 / 56
			3	41	2 / 2 / 20 / 76
		Other	1	19	11 / 26 / 63
			2	18	6 / 94
			3	19	100
	Gender	Female	1	57	4 / 14 / 19 / 21 / 42
			2	56	4 / 7 / 32 / 57
			3	54	24 / 15 / 80
		Male	1	55	7 / 16 / 18 / 25 / 33
			2	53	8 / 13 / 23 / 57
			3	55	4 / 5 / 25 / 65
	Special Populations	Low SES	1	41	10 / 29 / 10 / 22 / 29
			2	41	12 / 20 / 24 / 44
			3	39	8 / 10 / 13 / 69
		ELL	1	7	14 / 57 / 29
			2	7	14 / 57 / 29
			3	7	14 / 43 / 43

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 3

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Special Populations	RFEP	1	3	33 / 67
		RFEP	2	4	25 / 75
		RFEP	3	4	25 / 75
		EL + RFEP	1	10	10 / 40 / 20 / 10 / 20
		EL + RFEP	2	11	9 / 36 / 27 / 27
		EL + RFEP	3	11	9 / 27 / 9 / 55
		Special Ed.	1	10	20 / 50 / 20 / 10
		Special Ed.	2	10	30 / 20 / 10 / 40
		Special Ed.	3	10	10 / 10 / 80
		Spec Ed. Speech/RSP	1	10	20 / 50 / 20 / 10
		Spec Ed. Speech/RSP	2	10	30 / 20 / 10 / 40
		Spec Ed. Speech/RSP	3	10	10 / 10 / 80
		Foster	1	1	100
		Foster	2	1	100
		Foster	3	1	100
		Homeless	1	4	75 / 25
		Homeless	2	4	50 / 25 / 25
		Homeless	3	4	50 / 50
		GATE/Excel	1	26	4 / 12 / 85
		GATE/Excel	2	25	100
		GATE/Excel	3	26	100

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

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	All Students	All	1	78	4 4 / 33 / 26 / 33
			2	80	5 / 25 / 20 / 50
			3	78	1 4 / 15 / 22 / 60
	Teacher	Boyd, T	1	32	9 6 / 44 / 31 / 9
			2	32	13 / 16 / 41 / 31
			3	32	3 6 / 28 / 25 / 38
		Heck, M	1	15	13 / 27 / 60
			2	15	7 / 93
			3	15	13 / 87
		Karlowitsch, A	1	32	3 / 34 / 19 / 44
			2	34	44 / 9 / 47
			3	34	12 / 24 / 65
	Ethnicity	African American	1	4	50 / 50
			2	4	25 / 25 / 50
			3	4	25 / 50 / 25
		Asian	1	6	17 / 33 / 50
			2	6	100
			3	6	100
		Filipino	1	3	33 / 67
			2	3	100
			3	3	33 / 67
		Hispanic	1	27	4 / 48 / 22 / 26
			2	29	34 / 31 / 34
			3	27	19 / 22 / 59
		White	1	26	12 8 / 27 / 23 / 31
			2	26	15 / 27 / 8 / 50
			3	25	4 4 / 20 / 24 / 48
		Other	1	12	25 / 25 / 50
			2	12	17 / 33 / 50
			3	13	23 / 77

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

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
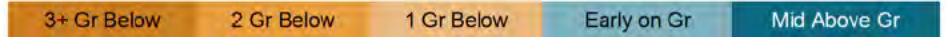
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	Gender	Female	1	28	4 / 39 / 14 / 43
			2	29	3 / 21 / 31 / 45
			3	28	4 / 25 / 14 / 57
		Male	1	50	4 / 6 / 30 / 32 / 28
			2	51	6 / 27 / 14 / 53
			3	50	2 / 10 / 26 / 62
	Special Populations	Low SES	1	24	4 / 4 / 46 / 25 / 21
			2	24	8 / 29 / 21 / 42
			3	23	4 / 30 / 17 / 48
		ELL	1	1	100
			2	1	100
			3	1	100
		RFEP	1	3	33 / 33 / 33
			2	3	67 / 33
			3	3	100
		EL + RFEP	1	4	25 / 25 / 25 / 25
			2	4	75 / 25
			3	4	100
		Special Ed.	1	10	10 / 20 / 50 / 20
			2	10	20 / 50 / 10 / 20
			3	10	10 / 20 / 10 / 60
		Spec Ed. Speech/RSP	1	10	10 / 20 / 50 / 20
			2	10	20 / 50 / 10 / 20
			3	10	10 / 20 / 10 / 60
		Foster	1	1	100
			2	1	100
			3	1	100
		Homeless	1	3	100
			2	4	50 / 25 / 25
			3	4	50 / 25 / 25
		GATE/Excel	1	27	11 / 22 / 67
			2	26	12 / 88
			3	27	4 / 4 / 93

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 5
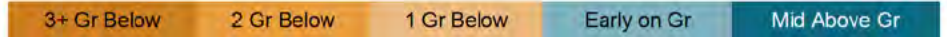
Legend: 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	All Students	All	1	82	6, 17, 15, 26, 37
			2	84	15, 18, 23, 54
			3	85	1, 4, 16, 15, 66
	Teacher	Barragan, J	1	33	9, 21, 24, 30, 15
			2	34	9, 29, 29, 32
			3	34	3, 18, 24, 56
		Heck, M	1	18	6, 28, 67
			2	18	100
			3	18	6, 94
		Peoples, L	1	34	9, 21, 15, 18, 38
			2	34	33, 18, 26, 50
			3	34	3, 26, 12, 59
	Ethnicity	African American	1	6	33, 50, 17
			2	5	40, 40, 20
			3	6	50, 50
		Asian	1	9	11, 11, 22, 56
			2	9	11, 22, 67
			3	9	11, 22, 67
		Filipino	1	2	100
			2	2	100
			3	2	100
		Hispanic	1	20	10, 25, 15, 25, 25
			2	20	5, 10, 30, 20, 35
			3	20	5, 30, 15, 50
		White	1	34	6, 18, 15, 24, 38
			2	36	3, 14, 22, 61
			3	36	19, 14, 67
		Other	1	11	9, 45, 45
			2	12	8, 8, 25, 58
			3	12	8, 92

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Gant 2022-2023 Grade 5

Legend

| 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
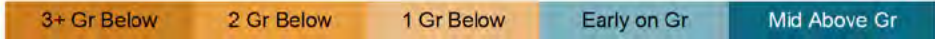
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Gender	Female	1	40	5 / 20 / 15 / 30 / 30
			2	41	2 / 2 / 20 / 29 / 46
			3	42	2 / 2 / 17 / 19 / 60
		Male	1	42	7 / 14 / 14 / 21 / 43
			2	43	7 / 16 / 16 / 60
			3	43	16 / 12 / 72
	Special Populations	Low SES	1	19	11 / 21 / 16 / 32 / 21
			2	19	5 / 5 / 26 / 26 / 37
			3	20	5 / 25 / 15 / 55
		ELL	1	1	100
			2	1	100
			3	1	100
		RFEP	1	5	40 / 40 / 20
			2	5	20 / 20 / 60
			3	5	20 / 20 / 60
		EL + RFEP	1	6	17 / 33 / 33 / 17
			2	6	17 / 17 / 17 / 50
			3	6	17 / 17 / 17 / 50
		Special Ed.	1	7	57 / 29 / 14
			2	6	67 / 17 / 17
			3	7	57 / 43
		Spec Ed. Speech/RSP	1	7	57 / 29 / 14
			2	6	67 / 17 / 17
			3	7	57 / 43
		Homeless	1	2	50 / 50
			2	2	50 / 50
			3	2	50 / 50
		GATE/Excel	1	29	14 / 86
			2	29	3 / 97
			3	29	100

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

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

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

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

Legend

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

Category		Diagnostic Window	# Students	Percent by Category				
All Students	505	3	505		1	17	21	60
Grade	Gr. 01	3	120			24	21	55
	Gr. 02	3	109		2	14	22	62
	Gr. 03	3	110			20	25	55
	Gr. 04	3	80		3 1	15	25	56
	Gr. 05	3	86		2	12	13	73
Ethnicity	African American	3	27		56		11	33
	Asian	3	44		2	7	20	70
	Hispanic	3	149		2	23	24	50
	White	3	186		1	13	21	64
	Other	3	85		1	11	15	73
Gender	Female	3	237		2	21	24	53
	Male	3	268			15	18	66
Special Populations	Low SES	3	130		2	25	30	42
	EL + RFEP	3	34		6	24	12	59
	Special Ed.	3	48		2 4	10	25	58
	Spec Ed. Speech/RSP	3	48		2 4	10	25	58
	GATE/Excel	3	103				2	98

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 11/28/2023

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

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Category		Diagnostic Window	# Students	Percent by Category
All Students	612	3	612	12 / 16 / 71
Grade	Gr. K	3	106	7 / 22 / 72
	Gr. 01	3	120	17 / 10 / 73
	Gr. 02	3	109	10 / 10 / 80
	Gr. 03	3	110	3 5 / 20 / 72
	Gr. 04	3	81	1 2 16 / 22 / 58
	Gr. 05	3	86	1 / 17 / 15 / 65
Ethnicity	African American	3	33	24 / 30 / 45
	Asian	3	53	2 6 9 / 83
	Hispanic	3	184	1 17 / 21 / 60
	White	3	218	1 10 / 15 / 73
	Other	3	109	6 10 / 84
Gender	Female	3	288	11 / 15 / 73
	Male	3	324	1 12 / 18 / 69
Special Populations	Low SES	3	153	3 22 / 18 / 56
	ELL	3	20	5 5 35 / 20 / 35
	EL + RFEP	3	39	3 3 21 / 15 / 59
	Special Ed.	3	51	2 2 24 / 16 / 57
	Spec Ed. Speech/RSP	3	51	2 2 24 / 16 / 57
	GATE/Excel	3	103	98

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

ELPAC Summative Assessment Grade Level Summary 2022-2023

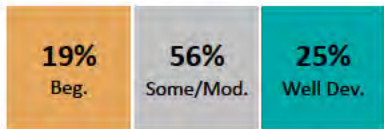**Site :: Gant**

Site Level Overall Performance Level Summary

33% Beginning Stage	**19%** Somewhat Developed	**33%** Moderately Developed	**14%** Well Developed
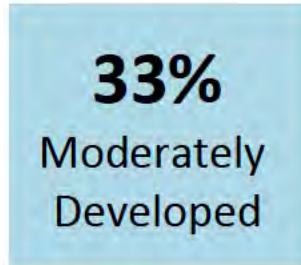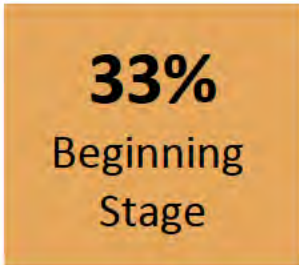
Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
19% Beg.	38% Some/Mod.	44% Well Dev.	19% Beg.	56% Some/Mod.	25% Well Dev.	31% Beg.	56% Some/Mod.	13% Well Dev.	25% Beg.	63% Some/Mod.	13% Well Dev.
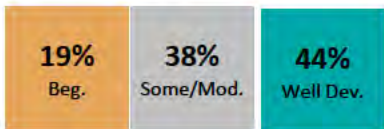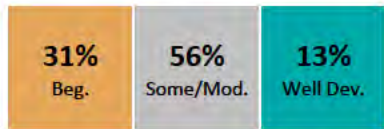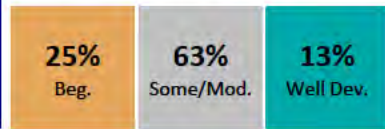
Grade Level Performance Summary (Overall and by Domain)

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
01	33%	33%	33%	0%	33%	0%	33%	33%	33%	0%	33%	33%	0%	0%	33%	33%
02	0%	40%	20%	40%	0%	20%	80%	0%	60%	40%	40%	20%	40%	20%	80%	0%
03	33%	11%	44%	11%	11%	44%	22%	11%	44%	22%	11%	67%	0%	22%	44%	11%
04	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%
05	100%	0%	0%	0%	33%	0%	0%	33%	0%	0%	33%	0%	0%	33%	0%	0%

Reclassifcation Criteria   ELPAC Results (CDE Site)

Culture-Climate Survey (Student-Staff)

School Year: 22-23

Goals

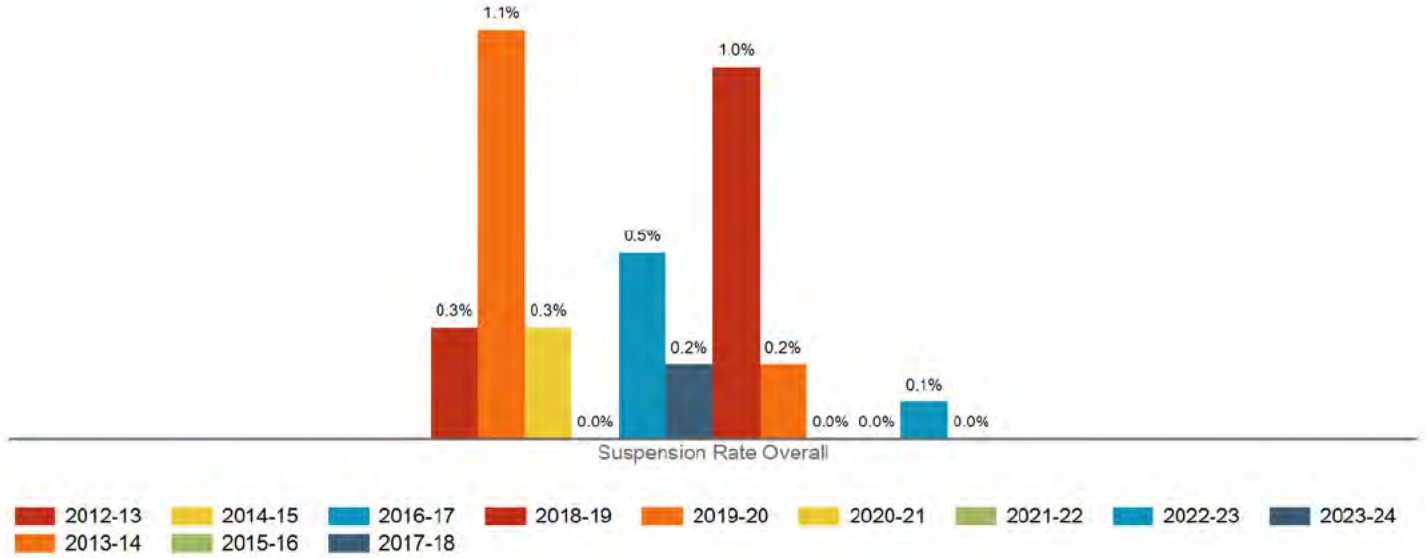| Area	Description
Culture/Climate Goals	Gant students' sense of identity, agency and belonging will increase as will the CORE survey "Climate of Support for Academic Learning"- Gant students will score 85%, gaining 3 points. Gant will establish and communicate a series of excellence and equity indicators that are transparent and result in implementation of targeted interventions to support specific student needs through our monthly character trait lessons, in class visits with the counselor, start up of the student council, continuation of the kindness committee, and whole school focus on identity and agency through culturally responsive teaching through literature, allowing students windows and mirrors.

Bar chart — 2017-18:
- Student Climate of Support for Academic Learning: 84.0%
- Student Culture Climate Overall: 79.0%
- Student Knowledge/Fairness of Disc./Rules/Norms: 79.0%
- Student Safety: 69.0%
- Student Sense of Belonging: 83.0%

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	The recreational aides serve to help monitor student behavior before school, during lunch, and after school. They proactively interact with studentsto help maintaina positive school climate.		Hourly - Recreation Aide, Hourly - Recreation Leader, Recreation Aide, Recreation Leader
Total			

Suspension/Explusion Rate

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	Gant students' sense of identity, agency and belonging will increase as will the CORE survey "Climate of Support for Academic Learning"- Gant students will score 85%, gaining 3 points. Gant will establish and communicate a series of excellence and equity indicators that are transparent and result in implementation of targeted interventions to support specific student needs through our monthly character trait lessons, in class visits with the counselor, start up of the student council, continuation of the kindness committee, and whole school focus on identity and agency through culturally responsive teaching through literature, allowing students windows and mirrors.

Suspension Rate Overall

Legend: 2012-13, 2014-15, 2016-17, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23, 2023-24, 2013-14, 2015-16, 2017-18

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	The recreational aides serve to help monitor student behavior before school, during lunch, and after school. They proactively interact with studentsto help maintaina positive school climate.		Hourly - Recreation Aide, Hourly - Recreation Leader, Recreation Aide, Recreation Leader
Total			

All Students

School Year: 22-23

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Release days for teachers 1 times per year or 2 1/2 days. Teachers will work with the principal and IIC to unpack the unit guide with the focus area on QCI, SGI, and equity. Teachers will also analyze SBAC and iRready data and plan together next steps to meet students needs.	$6,268	
	The recreational aides serve to help monitor student behavior before school, during lunch, and after school. They proactively interact with studentsto help maintaina positive school climate.	$64,259	
	Various instructional materials and custodial supplies	$13,000	
2	Sub release days for the purpose of ensuring a positive educational experience for all students in the 4/5 combo class.	$1,205	
Total		**$84,732**	

The staff and parents/guardians at Minnie Gant have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of Minnie Gant agree to partner together to support student success.

THE SCHOOL

As a staff/teacher I/ we will...

- Provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- Serve as positive role models for our students.
- Provide additional opportunities for learning, including but not limited to small group instruction, and tutoring.
- Involve parents/guardians in the governance of the school, and create a welcoming environment that values the diversity of the students and families we serve.
- Our school will keep parents informed of their child's progress.

Teacher Signature_____

THE HOME

As a parent/guardian we will...

- Send our children to school well-rested, appropriately dressed, and on time each day.
- We will provide a quiet place for children to study and complete work.
- We will encourage dialogue, reading, and sharing of daily learning with our students.
- We will attend all teacher-requested conferences to discuss the academic progress of our children and regularly check ParentVue.

Parent Signature_____

THE STUDENT

As a student we will...

- Come to school prepared to learn by being on time, rested, with my materials, and appropriately dressed.
- We will be responsible learners by paying attention in class, reading every day, and doing our best in school.
- We will strive to be active participants, hold a positive attitude, and be cooperative and engaged learners.
- We will interact with teachers, staff, and peers in a positive manner.

Student Signature _____

Minnie Gant Elementary

El personal y los padres de familia/tutores en Minnie Gant tienen altas expectativas para los estudiantes en la escuela y para ellos mismos. En un esfuerzo por brindar el programa educativo de la más alta calidad para los estudiantes, el personal y los padres de familia/tutores en Minnie Gant están de acuerdo en implementar las siguientes actividades:

LA ESCUELA

- La escuela proporcionará un programa de instrucción riguroso y desafiante basado en los Estándares Estatales de California para cada nivel de grado.
- El personal escolar será un modelo positivo a seguir para los estudiantes.
- La escuela proporcionará ayuda académica después del horario escolar cuando haya recursos disponibles.
- La escuela tendrá en cuenta a los padres/tutores en la gobernación de la escuela.
- La escuela mantendrá a los padres de familia informados sobre el progreso de sus niños.

EL HOGAR

- Los padres de familia/tutores enviarán a sus niños a la escuela bien descansados, teniendo la oportunidad de desayunar o haber desayunado y de llegar tiempo todos los días.
- Los padres de familia/tutores ofrecerán un lugar tranquilo para que sus niños estudien y revisen su trabajo.
- Los padres de familia/tutores pasarán por lo menos veinte minutos cada noche hablando, leyendo o escribiendo con sus niños.
- Los padres de familia/tutores asistirán a todas las conferencias solicitadas por los maestros para hablar acerca del progreso académico de sus niños.

EL ESTUDIANTE

- Los estudiantes vendrán a la escuela preparados para aprender al llegar a tiempo y estar bien descansados.
- Los estudiantes serán aprendices responsables al prestar atención en la clase, leer todos los días y dar su mayor esfuerzo en la escuela.
- Los estudiantes se esforzarán por creer en sus habilidades, mantener una actitud positiva y ser un aprendiz cooperativo y comprometido.
- Los estudiantes convivirán con maestros y compañeros de una manera positiva.

Parent/Guardian Involvement Guidelines
Minnie Gant

Minnie Gant Elementary School recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage parents/guardians positively in their children's education, Minnie Gant will:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society

2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home

3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities

4. Receive training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking parents/guardians and how to give parents/guardians opportunities to assist in the instructional process both at school and at home

5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

6. Include parents/guardians of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform parents about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language or other barriers which may inhibit such participation.