



2023-2024

MacArthur 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 Goals 2022 - 2023

- *achieve at least one year of academic growth
- *students achieving below grade level will demonstrate greater than one year growth
- *increase student achievement in FRSA (L3 & L4) at 85% in K-Grade 2
- *increase met/exceeded in ELA (59% to at least 66%)

Actual: ELA 60.1% (+1)

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

2023 - 2024 Goals

- * By June, 2024, students will achieve at least one year of academic growth as measured by iReady.
- * By June, 2024, students achieving below grade level will demonstrate greater than one year growth as measured by iReady.
- * By June, 2024, we will increase student achievement in FRSA (L3 L4 at 85%) in K-Grade 2.
- * By June, 2024, there will be an increase met/exceeded in SBAC ELA (60% to at least 66%) Grades 3-5

Action Plan:

- * Students will be Literate & Mathematically Prepared because our collective actions include being purposeful in our planning and delivery of instruction using the Components of Planning for Equitable Instruction.
- * LBUSD Understandings will be used as a planning and reflection tool across all content areas during professional development, intentional learning walks (ILW) formal and informal classroom observations to engage teachers in on-going purposeful lesson planning, delivery, and reflection for next instructional steps to increase student achievement.
- * During the QCI Professional Development Days, teachers will understand how to deliver culturally relevant and responsive instruction by centering students as the frame of reference during instructional planning.
- * Teachers will use the components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups
- * prioritize the use LBUSD adopted materials and curriculum guides (TK: Integrated Curriculum, K-2: Literacy - Early Reading Accelerators 3-5: Math 5E Lesson Format), district adopted technology resources, before using other content standards based resources to meet students' diverse learning needs

Monitoring Progress & Evidence

TK-Grade 2: Teachers will plan and deliver daily, 30-minute explicit and systematic foundational skills lessons

TK-Grade 5

- * Teachers will use formative assessment to plan and deliver skill-based small group instruction
- * Teachers will use formative assessment to plan daily opportunities for students to practice skills collaboratively and independently
- * Teachers will plan and implement content rich curricular units of instruction to build knowledge, vocabulary and language

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

Goal 1: Math Goal 2022 - 2023

* achieve at least one year of academic growth

* students achieving below grade level will demonstrate greater than one year growth

* increase met/exceeded in Math (from 53% to 60%) as measured by the end of year SBAC for Grades 3-5.

Actual: MATH 50.3% (-2.90%)

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

2023 - 2024 Goals

- * By June, 2024, students will achieve at least one year of academic growth as measured by iReady Math.
- * By June, 2024, students achieving below grade level will demonstrate greater than one year growth as measured by iReady Math
- * By June 2024, we will increase met/exceeded in SBAC Math (from 50% to 60%) Grades 3-5.

Action Plan:

- * Students will be Mathematically Prepared because our collective actions include being purposeful in our planning and delivery of instruction using the Components of Planning for Equitable Instruction.
 - * LBUSD Understandings will be used as a planning and reflection tool across all content areas during professional development, intentional learning walks (ILW) formal and informal classroom observations to engage teachers in on-going purposeful lesson planning, delivery, and reflection for next instructional steps to increase student achievement.
 - * During the QCI Professional Development Days, teachers will understand how to deliver culturally relevant and responsive instruction by centering students as the frame of reference during instructional planning.
 - * Teachers will use the components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups
- prioritize the use LBUSD adopted materials and curriculum guides (TK: Integrated Curriculum, K-2: Literacy - Early Reading Accelerators 3-5: Math 5E Lesson Format), district adopted technology resources, before using other content standards based resources to meet students' diverse learning needs

Monitoring Progress & Evidence

- * TK-Grade 2: Teachers will plan and deliver daily plan and deliver daily, math lessons using LBUSD unit guides and resources.
- * Grade 2 - Grade 5: Teachers will apply Components of Planning for Equitable Instruction using guiding questions within an Elementary Math (5E) lesson using LBUSD District adopted materials and curriculum guides.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

2022-2023 Goals
7 ELL Students in Grades 3-5
According to SBAC ELA, Grades 3-5 Met + Exceeded results: ELL 50% 3 students, RFEP 83% 5 students
According to SBAC Math, Grades 3-5 Met + Exceeded results: ELL 0%, RFEP 83% 5 students

3 ELL Students in K-2
According to FRSA, Grades K-2 overall Met results: ELL 100%

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals
Written Analysis
<p>Goal: Increase the ELPAC Summative overall Well Developed + Moderately Developed by 5% by Spring 2023.</p> <p>Action: With only 8 students designated as English language learners and 6 RFPs monitored, we will continue to ensure that all students receive the language and academic support to make progress in language proficiency and academics. Teachers will use ELlevation Dashboard and platform to access resources designed to support all learners, especially English language learners.</p> <p>Progress Monitoring</p> <ul style="list-style-type: none"> * Teachers will use ELlevation Dashboard and platform to access and monitor students' current levels. * Continued data analysis embedded throughout the school year * Individual teacher goals set during 1:1 principal data meetings to monitor ELL students and their academic growth * Collaborative Data Study (CDS) - Analyze iReady results and other data to monitor student progress and teacher's next focus area or instructional steps * Data sources include: Math Performance Tasks, Edulastic Math assessments, and teacher formative assessments

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings
Written Analysis
<p>Culture & Climate Goal 2022-2023: Social Emotional Learning MacArthur students' sense of identity, agency and belonging will increase based on implementation of transformative social emotional learning. An increase of 5% for positive student responses on each SEL competency as measured by the CORE survey.</p> <p>Results: Identity +1, Belonging +2, Agency +1</p>

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

2023 - 2024 Goals

An increase of 5% for positive student responses on each SEL competency as measured by the CORE survey. A decrease in suspensions from 1.3% (4) to 0.

Social Emotional Learning - An emphasis in social emotional learning will result in Resilient & Mindful Students. We will ensure rigorous high-quality core instruction, and align culturally responsive pedagogy with Sanford Harmony, Zones of Regulation, Restorative Practices, and Trauma-Responsive Pedagogy so that students will feel with a strong sense of belonging and safe, included, respected, and cared for resulting in high academic achievement and success for all. In addition, we will have monthly cultural awareness and celebrations to maintain a positive school culture by increasing awareness of each unique culture or heritage each month, resulting in belonging, identity, and appreciation for diversity.

Survey Data used to create Advisory Groups

MacArthur will continue to monitor CORE data and determine advisory group support.

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	<p>1) Goals: *By June 2023, Grades 3-5 students will grow from 59% to at least 66% at met and exceeded levels as measured by SBAC. *By June 2023, Grades K-2 students will increase in Foundational Reading Skills Assessment (FRSA) with L3 & L4 levels at 85% in K-Grade 2 measured by LBUSD's FRSA. *By June 2023, students will achieve at least one year of academic growth and students achieving below grade level will demonstrate greater than one year growth as measured by the iReady diagnostic.</p> <p>Action Steps: Teachers as leaders for excellence and equity ~ we are committed to our school's Theory of Action. Teacher commitments include: ELA planning using district unit guides and resources, engaging high quality instruction, providing standards based</p>	Goal Partially or Not Met	LBUSD Understandings was used as a planning and reflection tool across all content areas during professional development, intentional learning walks (ILW) formal and informal classroom observations to engage teachers in on-going purposeful lesson planning, delivery, and reflection for next instructional steps to increase student achievement. (CSTP 4.4: Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.).	<p>During the QCI Professional Development Days, teachers will understand how to deliver culturally relevant and responsive instruction by centering students as the frame of reference during instructional planning. use the components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups prioritize the use LBUSD adopted materials and curriculum guides (TK: Integrated Curriculum, K-2: Literacy - Early Reading Accelerators 3-5: Math 5E Lesson Format), district adopted technology resources, before using other content standards based resources to meet students' diverse learning needs</p> <p>(CSTP 1.4: Using a variety of instructional strategies, resources, and technologies)</p>

differentiated lessons to support our diverse groups and using school / district resources to focus on social emotional competencies and culturally responsive teaching practices as a lever for equity.

Monitoring Progress:
Continued data analysis embedded throughout the school year

- * Teacher Beginning of the Year Analysis, School-wide / Grade Level

- * Grade Levels to set goals and continue to analyze data and determine next steps for instruction

- * Individual teacher goals set during 1:1 principal data meetings

- * Gather school-wide data on instructional practices using the Intentional Learning Walk Protocols

- * Collaborative Data Study (CDS)
- Analyze ELA iReady results and other data to determine next focus area or teacher's instructional steps

- * Data sources include: SBAC, Writing Performance Tasks, Edulastic ELA assessments, and

	teacher formative assessments			
Math	<p>1) Goals: * By June 2023, Grades 3-5 students will make gains from 53% to 60% met and exceeded levels as measured by SBAC. * By June 2023, students will achieve at least one year of academic growth and students achieving below grade level will demonstrate greater than one year growth as measured by the iReady diagnostic.</p> <p>Action Steps: Teachers as leaders for excellence and equity ~ we are committed to our school's Theory of Action. Teacher commitments include: Math planning using district unit guides and resources, engaging high quality instruction, 5E Math tasks, providing standards based differentiated lessons to support our diverse groups and using school / district resources to focus on social emotional competencies and culturally responsive teaching practices as a lever for equity.</p> <p>Monitoring SPSA Effectiveness: Continued data analysis</p>	Goal Partially or Not Met	LBUSD Understandings was used as a planning and reflection tool across all content areas during professional development, intentional learning walks (ILW) formal and informal classroom observations to engage teachers in on-going purposeful lesson planning, delivery, and reflection for next instructional steps to increase student achievement. (CSTP 4.4: Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.).	<p>During the QCI Professional Development Days, teachers will understand how to deliver culturally relevant and responsive instruction by centering students as the frame of reference during instructional planning.</p> <p>use the components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups</p> <p>prioritize the use LBUSD adopted materials and curriculum guides (TK: Integrated Curriculum, K-2: Literacy - Early Reading Accelerators 3-5: Math 5E Lesson Format), district adopted technology resources, before using other content standards based resources to meet students' diverse learning needs</p> <p>(CSTP 1.4: Using a variety of instructional strategies, resources, and technologies)</p>

	<p>embedded throughout the school year</p> <ul style="list-style-type: none"> * Teacher Beginning of the Year Analysis, School-wide / Grade Level * Grade Levels to set goals and continue to analyze data and determine next steps for instruction * Individual teacher goals set during 1:1 principal data meetings * Gather school-wide data on Math instructional practices using the Intentional Learning Walk Protocols * Collaborative Data Study (CDS) <ul style="list-style-type: none"> - Analyze Math iReady results and other data to determine next area of focus and teacher's instructional steps * Data sources include: SBAC, Math Performance Tasks, Edulastic Math assessments, and teacher formative assessments 			
English Learner	<p>1) Goal: Increase the ELPAC Summative overall Well Developed + Moderately Developed by 5% by Spring 2022.</p> <p>Action: With only 10 students designated as English language learners, we</p>	Goal Partially or Not Met	Teachers differentiated support to ensure that all students receive the language and academic support to make progress in language proficiency and academics. Teachers will use ELlevation Dashboard and platform to access resources designed to support all learners, especially English	Continue to use Math and ELA district assessments, iReady assessments, and classroom data to monitor student achievement, impacting ELL levels and goals.

will provide differentiated support to ensure that all students receive the language and academic support to make progress in language proficiency and academics. Teachers will use ELlevation Dashboard and platform to access resources designed to support all learners, especially English language learners.

Progress Monitoring

- * Teachers will use ELlevation Dashboard and platform to access and monitor students' current levels.
- * Continued data analysis embedded throughout the school year
- * Individual teacher goals set during 1:1 principal data meetings to monitor ELL students and their academic growth
- * Collaborative Data Study (CDS)
 - Analyze iReady results and other data to monitor student progress and teacher's next focus area or instructional steps
- * Data sources include: Math Performance Tasks, Edulastic Math assessments, and teacher formative assessments

language learners.

<p>Culture/Climate</p>	<p>1) Goals Attendance: 95% Chronic Absenteeism: 5% Suspension: 0%</p> <p>Social Emotional Engagement Goals Through collective efficacy, social-emotional learning and engagement strategies and programs will continue to improve school culture resulting in positive student outcomes in student CORE surveys. * Support teachers and families with resources to support students with social emotional (SEL) resources, provide PD opportunities for teachers to reflect on SEL work and determine how to best support students. * Continue to engage all stakeholders to maintain traditions and activities in promoting a positive culture & climate. * Continue class discussion in Weekly Words of Wisdom and it's connection to monthly character trait in order to deepen learning around SEL Competencies. * An increase of 1% for positive student responses on each</p>	<p>Goal Partially or Not Met</p>	<p>Provided resources to support student and families with social emotional (SEL) resources, provide PD opportunities for teachers to reflect on SEL work and determine how to best support students. * Continued class discussion in Weekly Words of Wisdom and it's connection to monthly character trait in order to deepen learning around SEL</p>	<p>We will ensure rigorous high-quality core instruction, and align culturally responsive pedagogy with Sanford Harmony, Zones of Regulation, Restorative Practices, and Trauma-informed Pedagogy so that students will feel with a strong sense of belonging and safe, included, respected, and cared for resulting in high academic achievement and success for all.</p>
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Culture/ Climate area as measured by the CORE survey.

2) MacArthur students sense of identity, agency and belonging will increase based on implementation of transformative social emotional learning. An increase of 1% for positive student responses on each SEL competency as measured by the CORE survey. MacArthur Culture/Climate Goals: Teachers, school staff and administration will provide outreach and ongoing support to all students. An increase of 1% for positive student responses on each Culture/ Climate area as measured by the CORE survey.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Parent Involvement Workshops - The need to invite guest speakers and presenters to provide workshop for families. Topics include but not limited to SEL, building connection, family work / life balance and routines, student technology use, etc. This includes presenter fees, rec aide hourly for support, refreshments, and incentives to encourage attendance and parent participation (PI 1)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
We will use LCFF funds to prepare for the overages in basic custodial and student supplies in toiletries, cleaning products, and other products purchased through Waxie and Finsys. (SM 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful

In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we conduct lessons outdoors in our learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
MacArthur will provide organizational planners for students in grades 4 and 5 to assist students in the planning and completion of assignments. Students planners are a means to address our students SEL measures in the area of self-management. (SM 2)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we will launch and prepare our site's ground infrastructure to have a learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year. (SM 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
MacArthur students will receive enrichment or intervention support in content areas or SEL advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students) (IN 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Materials to support instruction including technology needs and upgrades, teaching supplies and resources, supplies to engage students, etc. (SM 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
An hourly substitute/retired teacher will serve as a literacy specialist who will work with specifically targeted students who are reading below grade level and are in need of additional supports and strategies to access the CCSS ELA. Targeted students will receive the support for 10 weeks. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
QCI Data Analysis Teachers will meet with the principal and QCI team to use data in order to plan interventions to meet the needs of all students. Teachers will monitor student progress by creating intervention groups in LROIX. (PD 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
MacArthur School is in need of additional time (FTE) for intervention support staff (counselor) to better serve the needs of its students, parents, teachers, staff and school community. (IN 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
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELlevation</p> <p>iReady</p>

<p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none">• District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.		
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
The need to supplement core curriculum by engaging students in hands-on learning, collaboration, and critical thinking in an outdoor learning garden. Core Curriculum 100	In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we will launch and prepare our site's ground infrastructure to have a learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year.	All Students	Title 1 \$13,000 Services - Title 1 100%	07/01/2023 - 06/30/2024 Trimester	MYepeza, Principal	as needed Core Curriculum 100

Specifically targeted MacArthur students who are below grade level in reading are in need of additional academic support in decoding, fluency, and comprehension to access the ELA Common Core Standards. Elementary Reading - FRSA 100	An hourly substitute/retired teacher will serve as a literacy specialist who will work with specifically targeted students who are reading below grade level and are in need of additional supports and strategies to access the CCSS ELA. Targeted students will receive the support for 10 weeks.	Identified At-Risk Students, Other Targeted Students	Title 1 \$20,145 Teacher Hourly Extra Comp (1) for 233 hours annually - Title 1 100%	08/30/2023 - 06/13/2024 Daily	Principal, Substitute Teacher / Literacy Specialist	Principal, Retired Teacher Elementary Reading - FRSA 100
The need to engage our students with enrichment/intervention with content areas or SEL advisory groups to focus on SEL focus areas before or after school. Culture-Climate Survey (Student-Staff) 100	MacArthur students will receive enrichment or intervention support in content areas or SEL advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students)	Other Targeted Students	Title 1 \$6,000 Services - Title 1 100%	08/30/2023 - 06/13/2024 Semester	MYopez, Principal	weekly Culture-Climate Survey (Student-Staff) 100

<p>The need to continue to keep students safe in providing their basic needs especially during Covid protocols in cleanliness, safety, and sanitation. Basic Services 100</p>	<p>We will use LCFF funds to prepare for the overages in basic custodial and student supplies in toiletries, cleaning products, and other products purchased through Waxie and Finsys.</p>	<p>All Students</p>	<p>LCFF \$2,000 Materials - LCFF 100%</p>	<p>08/30/2023 - 06/13/2024 Daily</p>	<p>MYepez, Principal</p>	<p>Daily Basic Services 100</p>
<p>There need to improve the social-emotional well being of all students. Culture-Climate Survey (Student-Staff) 50, SEL Survey 50</p>	<p>MacArthur students will use this funding to improve the social-emotional well being of all students. Students may receive enrichment or intervention support in SEL through advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students) or SEL Professional Development for teacher (Trauma Informed Pedagogy), SEL resources, and SEL materials.</p>	<p>All Students, All Staff</p>	<p>LCFF \$6,766 Teacher Hourly Extra Comp (4) for 8 hours annually - LCFF 100% Services - LCFF 100%</p>	<p>08/30/2023 - 06/13/2024 Semester</p>	<p>MYepez, Principal</p>	<p>yearly Culture-Climate Survey (Student-Staff) 50, SEL Survey 50</p>

<p>The need for materials to support science core curriculum by engaging students in hands-on learning, collaboration, and critical thinking activities. Core Curriculum 100</p>	<p>In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we conduct lessons outdoors in our learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year.</p>	<p>All Students</p>	<p>LCFF \$1,500 Materials - LCFF 100%</p>	<p>08/30/2023 - 06/13/2024 Monthly</p>	<p>MYepez, Principal</p>	<p>as needed Core Curriculum 100</p>
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<p>To better prepare our students for the rigors of middle school, MacArthur 4th and 5th grade students will be required to use student planners to assist them in organizing assignments for completion. Attendance/Chronic Absenteeism Rate 10, SEL Survey 20, Core Curriculum 50, Basic Services 20</p>	<p>MacArthur will provide organizational planners for students in grades 4 and 5 to assist students in the planning and completion of assignments. Students planners are a means to address our students SEL measures in the area of self-management.</p>	<p>Other Targeted Students</p>	<p>LCFF \$500 Materials - LCFF 100%</p>	<p>08/30/2023 - 06/13/2024 Daily</p>	<p>4th and 5th Grade Teachers</p>	<p>Teachers Attendance/Chronic Absenteeism Rate 10, SEL Survey 20, Core Curriculum 50, Basic Services 20</p>
<p>Teachers continue to need supplemental materials and supplies to engage students in rich content, engaging curriculum, using the most updated tools and technology to deliver instruction. Core Curriculum 50, Basic Services 50</p>	<p>Materials to support instruction including technology needs and upgrades, teaching supplies and resources, supplies to engage students, etc.</p>	<p>All Students</p>	<p>LCFF \$2,000 Materials - LCFF 100%</p>	<p>08/30/2023 - 06/13/2024 Daily</p>	<p>MYepeez, Principal</p>	<p>Daily Core Curriculum 50, Basic Services 50</p>

Core Survey data Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 20, SEL Survey 30	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec \$46,069 Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Hourly - Recreation Aide (6) for 148 hours annually - LCFF Rec 100%	07/01/2023 - 06/30/2024 Daily	Principal	Core Survey results Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 20, SEL Survey 30
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>MacArthur School provides incoming Kindergarten parents an orientation, an opportunity to "Meet and Greet" in late August. At this informal meeting, parents are informed of district and school policies, school schedules, PTA information, meet and greet teachers and support staff, school & garden tour, and provided the opportunity to ask questions.</p> <p>This year, we will invite incoming Kindergarten parents to a MacArthur Kindergarten Open House in February. This gives incoming families an opportunity to visit all Kindergarten classrooms and ask questions.</p> <p>MacArthur has a transitional kindergarten class (TK) TK is designed for students whose 5th birthday falls between September 1st and December 2nd. TK is a full day program designed to encourage language communication and hands-on, play based opportunities for learning.</p> <p>The curriculum consists of Interactive Writing and Name Game, Shared and Modeled Reading, hands-on math and academic math vocabulary.</p> <p>CAP assessments, Phonemic Awareness assessments and Literacy Screens will be used to monitor student progress.</p>	<p>The counselor meets with the fifth grade class to instruct them in the Middle School application process.</p> <p>The counselor also reviews the process individually with parents of fifth graders. If any parents need translation, it is provided by the Instruction, Intervention Coordinator.</p> <p>Parents are invited to attend the annual School Choice Fair (Education Celebration) hosted by LBUSD.</p> <p>During the second trimester arrangements are made between MacArthur Elementary School fifth grade teachers and Bancroft Middle School for a walking orientation field trip.</p>	<p>No Data.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Based on the Core Survey, there is a need to establish SEL advisory groups for teachers to connect with targeted groups of students.	Sanford Harmony Weekly Words of Wisdom, Core Survey, Video Inspiration	no cost	2023-2024	Principal Counselor Psychologist SEL Facilitator FRC Psychologist	Panorama Ed Surveys

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
SBAC ELA has 59% students at met and exceeded levels, a growth of 3% from 2018-2019. In Math SBAC Math has 53% students at met and exceeded levels, a growth of 6% from 2020-2021. SBAC ELA 20, SBAC Math 10, Elementary Reading - FRSA 10, Core Curriculum 60	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.	Title 1 \$5,187 Teacher Hourly Extra Comp (3) for 20 hours annually - Title 1 100%	08/30/2023 - 06/13/2024 Quarterly	Principal, IIC, Literacy Teacher, SEL / Facilitator	ELA RAPID Assessments, Math End of Unit Assessments, FRSA Grades ETK, K-12 and Grades 3-5 interim assessments in ELA and Math
SBAC ELA has 60% students at met and exceeded levels, a growth of 1% from 2021-202022. In Math SBAC Math has 50% students at met and exceeded levels, a decrease of 3% from 2021-2022. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 10, SEL Survey 10, Core Curriculum 40	QCI Data Analysis Teachers will meet with the principal and QCI team to use data in order to plan interventions to meet the needs of all students. Teachers will monitor student progress by creating intervention groups in LROIX.	LCFF \$6,081 Substitute teacher full day (12) for 2 days - LCFF 100%	08/30/2023 - 06/13/2024 Quarterly	Principal	ELA Common Assessments (Grades 2-5: Performance Tasks & Priority Standards Assessments), Math Common Assessments, FRSA/Fluency, iReady ELA and iReady Math Diagnostics (D1-D3)

<p>SBAC ELA has 60% students at met and exceeded levels, a growth of 1% from 2021-2022. In Math SBAC Math has 50% students at met and exceeded levels, a decrease of 3% from 2021-2022. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 10, SEL Survey 10, Core Curriculum 40</p>	<p>Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.</p>	<p>LCFF \$6,081 Substitute teacher full day (12) for 2 days - LCFF 100%</p>	<p>08/30/2023 - 06/13/2024 Quarterly</p>	<p>Principal, IIC, Literacy Teacher, SEL Facilitator</p>	<p>ELA Common Assessments (Grades 2-5: Performance Tasks & Priority Standards Assessments), Math Common Assessments, FRSA/Fluency, iReady ELA and iReady Math Diagnostics (D1-D3)</p>
<p>Instructional Excellence</p> <p>Support teachers with the implementation of whole group and small group instruction using the district unit curriculum, district adopted technology resources, and other content standards based resources.</p> <p>Provide teachers professional learning opportunities and coaching to prepare them to use formative and interim assessments to monitor student progress and determine differentiated next steps for instruction.</p> <p>Communicate student progress with students and parents.</p>	<p>Instructional Excellence In collaboration with ILT, Canvas Trainer, and TOSAs.</p> <p>Introduce equity leadership strategies/ skills to reflect on individual growth, interpersonal connection and systemic change using Five Dispositions to begin discussions about race and inequities</p>	<p>None</p>	<p>All Year</p>	<p>All Teachers</p>	<p>Equity Survey</p>

<p>Social Emotional Engagement Through collective efficacy, social-emotional learning and engagement strategies and programs will continue to improve school culture resulting in positive student outcomes in student CORE surveys.</p> <p>Support teachers and families with resources to support students with social emotional (SEL) resources, provide PD opportunities for teachers to reflect on SEL work and determine how to best support students.</p> <p>Continue to engage all stakeholders to maintain traditions and activities in promoting a positive culture & climate.</p> <p>Continue lessons and class discussion in Weekly Words of Wisdom and it's connection to monthly character trait in order to deepen learning around SEL Competencies.</p>	<p>Social Emotional Engagement Work with ILT, Safe and Civil, and Culture & Climate committees to provide learning for teachers around SEL Competencies</p>	<p>None</p>	<p>All Year</p>	<p>All Teachers</p>	<p>CORE Survey</p>
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Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Theory of Action:

If we collaborate collectively on effective instruction by purposefully plan high quality, standards based differentiated and engaging lessons, provide targeted interventions, support students' social emotional competencies as a lever for equity, then students will:

*achieve at least one year of academic growth

*students achieving below grade level will demonstrate greater than one year growth

*increase student achievement in FRSA (L3 & L4) at 85% in K-Grade 2

*increase met/exceeded in ELA (59% to at least 66%) and Math (from 53% to 60%) as measured by the end year SBAC, Grades 3-5.

Shared Instructional Values

We will implement district / school-wide goals, lead, and model excellence and equity by committing to our school's Theory of Action (planning using district unit guides and resources, engaging high quality instruction, providing standards based differentiated lessons to support our diverse groups and using school / district resources to focus on social emotional competencies as a lever for equity).

Our shared instructional values include our clarity of the purpose in lessons, exposing students to increasingly rigorous instruction and text, and providing opportunities for students to collaborate and use one another as instructional resources. The work of the Instructional Leadership Team (ILT) and professional development provided to the staff will be grounded in the LBUUSD Understandings and Expectations.

Equity Focus Inquiry Question: How are students actively engaged in their learning, especially our most at-risk students, high achieving students, ELLs, African American, and Special Education students?

Professional Development

Teachers will participate in regular staff meetings, Quality Core Instruction PD Days to discuss specific school and student needs. They will participate in on-going discussions with the principal to dialogue about the progress of students. They will also participate regularly in meetings and contribute in a professional manner to the implementation of the Common Core State Standards through planning and training meetings, grade level meetings, and staff meetings.

Implementation Goals

2022 - 2023

Teachers will engage in unit study PD, where they will collaborate and plan on Math lessons. They will follow a sequence of planning, observing one another teach, provide feedback, and take turns in the process. Understanding 3: Student Engagement ~ Purposeful engagement increases student motivation, interest and meaning-making to develop a deeper understanding of content. Teachers will reflect on current practices and determine ways to engage students to be active learners and participants during whole group and small group instruction.

2020 - 2021

Teachers will collaborate by planning units to address the standards using district resources and materials. Whole group, small group instruction, and independent activities will be aligned to the standards and inspire students to apply learning in new contexts and real-world application.

Data Analysis & Targeted Intervention (Differentiation)

Teachers will understand that the continuous use of assessments (formative, interim, and summative) will impact instructional practices by providing differentiated support for all learners. Teachers use LBUSD's assessment matrix to provide common assessments to monitor student progress determine next steps for each child. Teachers will use current levels from iReady diagnostics, FRSA, and Edulastic Assessments to guide differentiated small group quality core instruction or activities during workshop. Small group instruction for all will result in meeting our progress goals each trimester. Teachers will monitor progress of all students, communicate student progress with students, using the LROIX Student Academic Summary (SAS) during parent conferences, and Achievement Reports (ARs) for the first and 2nd quarter, and track targeted group of students using LROIX Intervention Tracking.

Grade Level Meetings

Grade level meetings are structured around data so teachers can collaborate and plan the next instructional steps. Grade level minutes will be taken to document collaboration and grade level commitments.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
3x year Culture-Climate Survey (Parent) 100	Parent Involvement Workshops - The need to invite guest speakers and presenters to provide workshop for families. Topics include but not limited to SEL, building connection, family work / life balance and routines, student technology use, etc. This includes presenter fees, rec aide hourly for support, refreshments, and incentives to encourage attendance and parent participation	Par Inv \$1,123 Materials - Par Inv 100%	07/01/2023 - 06/30/2024 Quarterly	MYepez, Principal	Core Survey - Families

<p>In order to engage parents/guardians positively in their children’s education, MacArthur Elementary School will:</p> <p>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.</p>	<p>LBUSD Understandings</p> <p>Common Core State Standards</p> <p>School Website</p> <p>PTA Eagles Gazette Newsletter</p> <p>Parent Meetings & Workshops</p> <ul style="list-style-type: none"> * Importance of Attendance * Safety Plan and EOP Input * Student Progress + Interventions during parent conferences * Parent Workshops from Parent University <p>* Canvas Global Announcements</p> <p>* School Messenger</p>	<p>None</p>	<p>All year</p>	<p>Teachers</p> <p>Staff</p> <p>Principal</p>	<p>Sign-Ins for Parent Meetings and Workshops</p> <p>CORE Parent Survey</p>
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School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	57243
Title I Parent and Family Involvement (3008)	1123

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	22960

* 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	Maria Yepez	06-17-2025
Staff	Classroom Teacher	Christopher Whitt	06-17-2025
Staff	Classroom Teacher	Amy Ward-Sharman	06-17-2025
Staff	Classroom Teacher	John Solomon	06-17-2025
Staff	Non Classroom Teacher	Yvette Brotherton	06-17-2024
Community	Parent	Maria [REDACTED]	06-17-2024
Community	Parent	Karina [REDACTED]	06-17-2024
Community	Parent	LaDonna [REDACTED]	06-17-2024
Community	Parent	Amy [REDACTED]	06-17-2024
Community	Parent	Rachael [REDACTED]	06-17-2024

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	Amy [REDACTED]
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing
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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?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
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	
6. What was SSC's response to ELAC recommendations?	

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s):
2. The SSC approved the **Home-School Compact** on 10/04/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/04/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/01/2023, 09/01/2023
5. SSC Participated in the Annual Evaluation of SPSA: 11/01/2023
6. The SPSA was approved at the following SSC Meeting: 11/01/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

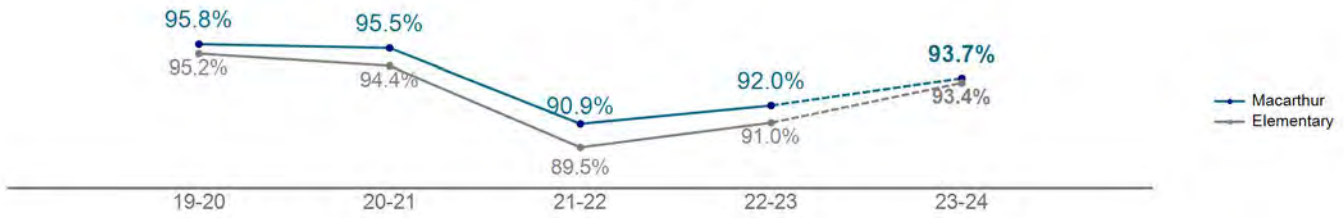
Printed Name: _____ Date: _____

ELAC Chair: _____

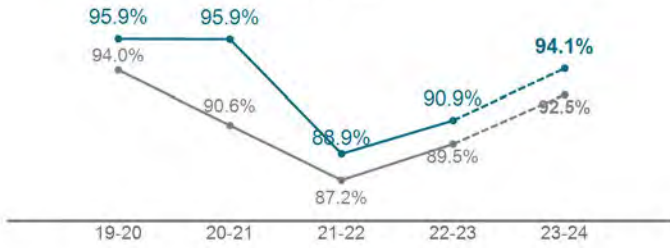
Printed Name: _____ Date: _____

Attendance Rate

Macarthur
All Students
N = 315



African American
N = 23



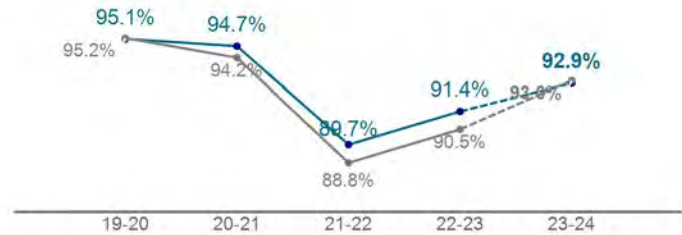
Asian



Filipino

Subgroup with fewer than 20 students.

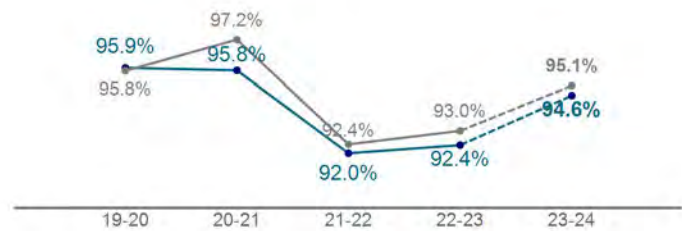
Hispanic
N = 168



Pacific Islander

Subgroup with fewer than 20 students.

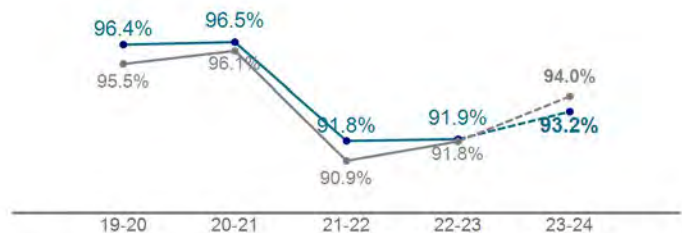
White
N = 72



Native American

Subgroup with fewer than 20 students.

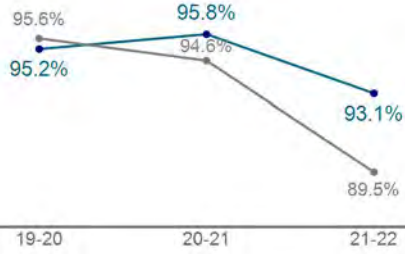
Other
N = 24



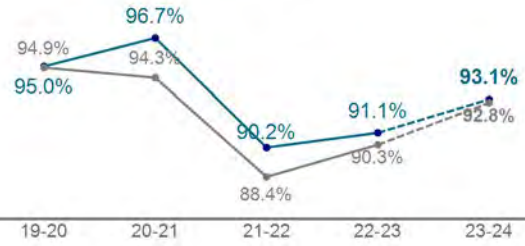
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP



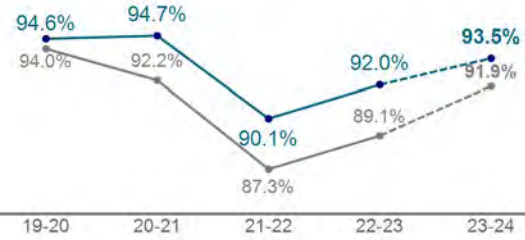
Low SES N = 143



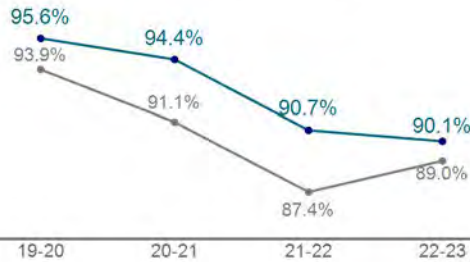
English Learner

Subgroup with fewer than 20 students.

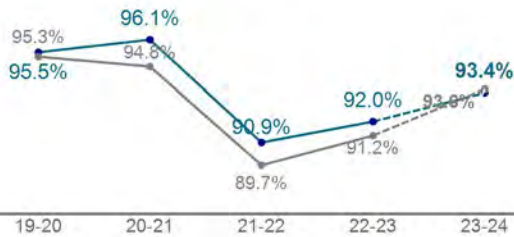
Special Education N = 55



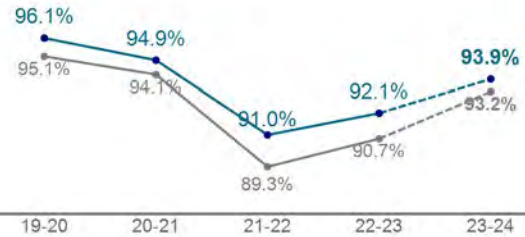
Homeless or Foster Youth



Female N = 137



Male N = 178



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 Macarthur 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	Chronic + At-Risk Rate	ES Chronic Rate		
All Students	307	307	3	27	21	20	29	30.3%	13.6%	51.5%	32.2%	
Grade	Gr. TK	21	5	57	14	10	14	61.9%		76.2%	52.5%	
	Gr. K	36	8	42	14	22	14	50.0%	11.5%	63.9%	43.8%	
	Gr. 01	55	4	24	27	24	22	27.3%	17.1%	54.5%	35.2%	
	Gr. 02	42		29	26	19	26	28.6%	7.8%	54.8%	29.4%	
	Gr. 03	52	4	19	29	15	33	23.1%	12.5%	51.9%	27.7%	
	Gr. 04	45		2	18	20	13	47	20.0%	12.5%	40.0%	27.1%
	Gr. 05	56		2	23	13	27	36	25.0%	20.8%	37.5%	25.6%
Ethnicity	African American	23	9	17	22	35	17	26.1%	33.3%	47.8%	41.6%	
	Asian	16			6	6	88	6.3%	0.0%	6.3%	21.4%	
	Cambodian	19		16	11	5	68	15.8%	0.0%	26.3%	24.5%	
	Filipino	10		20	20	20	40	20.0%	0.0%	40.0%	18.9%	
	Hispanic	163	4	32	20	20	24	36.2%	17.3%	56.4%	34.8%	
	Pacific Islander	2			50		50	0.0%	0.0%	50.0%	43.8%	
	White	71		1	24	23	20	32	25.4%	10.3%	47.9%	18.3%
	Other	22	32		36	14	18	31.8%	0.0%	68.2%	27.5%	
Gender	Female	138	2	30	22	18	27	32.6%	12.9%	55.1%	31.0%	
	Male	169	4	24	20	21	31	28.4%	14.2%	48.5%	33.3%	

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Macarthur 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	Subgroup	Total	Attendance Bands					Attendance Rates				
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	
	Low SES	165	4	33	20	18	25	37.0%	20.1%	57.0%	36.0%	
	ELL	11	18	45		27	9	63.6%	7.7%	63.6%	33.8%	
	RFEP	6			17		83	0.0%	14.3%	16.7%	15.7%	
	EL + RFEP	17	12	29	6	18	35	41.2%	10.0%	47.1%	31.0%	
	Special Ed.	57	5	28	19	28	19	33.3%	17.6%	52.6%	41.4%	
	Spec Ed. Speech/RSP	53	2	30	21	26	21	32.1%	16.7%	52.8%	31.8%	
	Homeless/Foster	21	5	48	19	29		52.4%	23.1%	71.4%	43.2%	
	Homeless	21	5	48	19	29		52.4%	25.0%	71.4%	43.4%	
	GATE/Excel	29			10	14	14	62	10.3%	3.7%	24.1%	13.4%

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	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.

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.

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.

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 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%

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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 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			15	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			15	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.

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

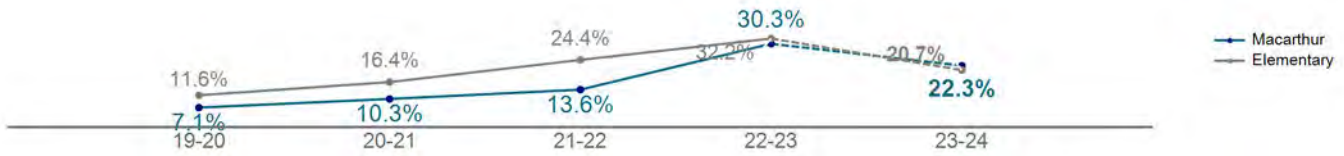
Legend	Attendance Rates:
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Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

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

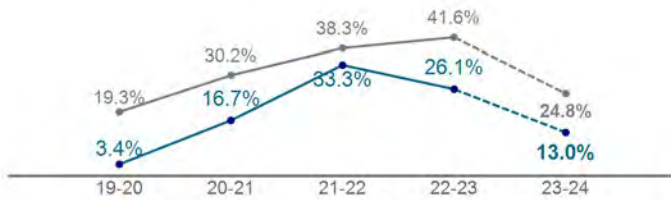
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

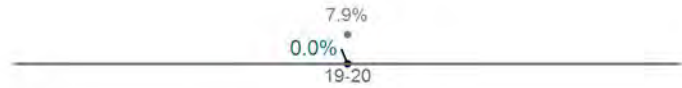
Macarthur
All Students
N = 309



African American
N = 23



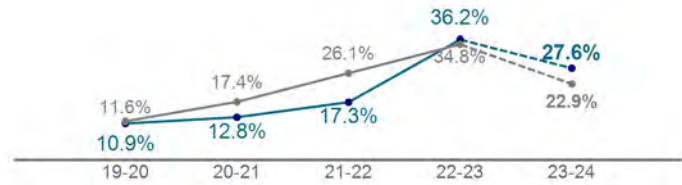
Asian



Filipino

Subgroup with fewer than 20 students.

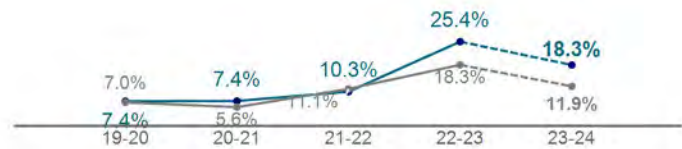
Hispanic
N = 163



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 71

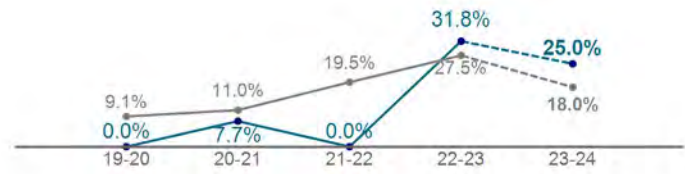


N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

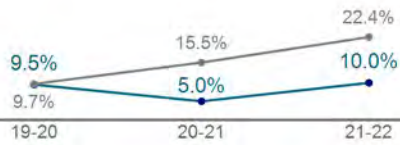
Other
N = 24



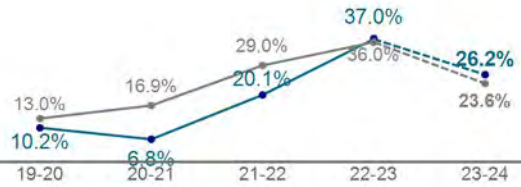
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

EL + RFEP



Low SES
N = 141



English Learner

Subgroup with fewer than 20 students.

Special Education
N = 55



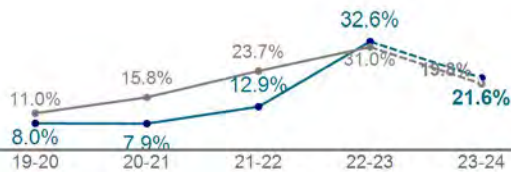
Homeless or Foster Youth

Subgroup with fewer than 20 students.

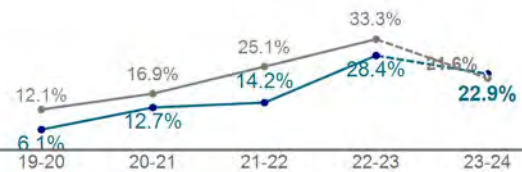
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 134



Male
N = 175



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.

Macarthur

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
All Students	149	40%	15	26	20	40	60%	↑1		↓3	
	All Elementary	52%	31	21	23	25	48%	↑1		↑6	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	51	27%	10	18	18	55	73%	↑11		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	43	47%	19	28	19	35	53%	↓7		↓3
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	55	47%	16	31	24	29	53%	↓3		↓4
		All Elementary	48%	27	21	28	24	52%	↓1		↑8
		District	48%	27	21	28	24	52%	↓1		↑8
Ethnicity	Hispanic	82	44%	20	24	18	38	56%	↑1		↓2
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	White	36	33%	8	25	19	47	67%	↑5		-
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
	Asian	10*	40%	40		30	30	60%	↓10		-
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1
	Cambodian	8*	38%	38		25	38	63%	↓25		-
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2

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Macarthur

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Ethnicity	Other	8*	50%	25	25	25	25	50%	↓25		-
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
	African American	8*	50%	13	38	25	25	50%	↑13		-
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	Filipino	5*	0%			20	80	100%	↑25		-
		All Elementary	24%	12	11	27	49	76%	↑2		↑7
		District	28%	11	17	31	41	72%	↑2		↑2
Gender	Female	68	38%	12	26	24	38	62%	↓4		↓4
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	81	42%	17	25	17	41	58%	↑6		↓2
		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	12*	33%	8	25	33	33	67%	↑10		-
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	6*	50%	17	33	50		50%	↑25		-
		All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	6*	17%	17	17	67		83%	↓4		-

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Macarthur

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Special Populations	RFEP	All Elementary	29%	11	18	33	38	71%	↑9		↑7
		District	44%	17	27	35	21	56%	↑-		↓4
	GATE/Excel	24	13%	13	4	83	88%	↓13		-	
		All Elementary	10%	2	8	23	67	90%	↑2		↓-
	District	14%	3	11	32	54	86%	↓-		↓3	
		Foster	75%	50	25	16	9	25%	↓3		↓4
	All Elementary	75%	53	22	11	14	25%	↑-		↑7	
		Homeless	11*	45%	45	36	18	55%	↓12		-
	All Elementary	63%	40	23	20	16	37%	↑2		↑6	
		District	64%	40	24	24	12	36%	↓1		↓1
	Homeless/Foster	11*	45%	45	36	18	55%	↓12		-	
		All Elementary	64%	41	23	20	16	36%	↑2		↑6
		District	65%	41	24	23	12	35%	↓1		↓1
	Low SES	88	45%	18	27	22	33	55%	↓1		↓4
		All Elementary	59%	36	23	22	18	41%	↑2		↑6
		District	59%	34	25	25	16	41%	↑1		↓1
Special Ed.	23	52%	30	22	17	30	48%	↑17		-	
	All Elementary	81%	64	17	10	9	19%	↑2		↑4	
	District	84%	65	19	11	5	16%	↑1		↑1	
Spec Ed. Speech/RSP	23	52%	30	22	17	30	48%	↑16		-	
	All Elementary	77%	57	19	13	11	23%	↑2		↑5	
	District	79%	56	23	14	7	21%	↑2		↑2	

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Macarthur

Category	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg	
All Students	149	50%	17	33	28	23	50%	↓3		↓10	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	18	34%	↑1		↓5	
Grade	Gr. 03	51	41%	14	27	33	25	59%	↑8		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	43	49%	16	33	28	23	51%	↓12		↑2
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
Gr. 05	55	58%	20	38	22	20	42%	↓2		↓20	
	All Elementary	66%	37	29	18	16	34%	↓-		↓2	
	District	65%	37	28	18	17	35%	↑-		↓3	
Ethnicity	Hispanic	82	50%	20	30	28	22	50%	-		↓9
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	White	36	39%	8	31	28	33	61%	↑6		↑4
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Asian	10*	60%	20	40	30	10	40%	↓30		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
Cambodian	8*	63%	13	50	25	13	38%	↓25		-	
	All Elementary	50%	21	29	24	26	50%	↓3		↓1	
	District	55%	28	27	23	23	45%	↓2		↓5	

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Macarthur

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	African American	8*	63%	25	38	13	25	38%	-		-
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Other	8*	75%	25	50	13	13	25%	↓33		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	Filipino	5*	40%	40		60		60%	↓15		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
Gender	Female	68	54%	18	37	26	19	46%	↓14		↓10
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	81	46%	16	30	28	26	54%	↑8		↓10
		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	12*	58%	17	42	25	17	42%	↑4	
All Elementary			73%	44	29	17	10	27%	↑2		↑-
District			77%	52	26	14	8	23%	↑1		↓5
ELL		6*	100%	33	67			0%	↓13		-
		All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
RFEP		6*	17%	17	50	33	83%	↑21		-	

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Macarthur

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Special Populations	RFEP	All Elementary	43%	16	27	28	29	57%	↑10		↓2
		District	66%	36	30	20	14	34%	↑1		↓9
	GATE/Excel	24	8%	8	13	79	92%	↓8		↓10	
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
	Foster	District	26%	8	18	28	47	74%	↑2		↓9
		All Elementary	80%	53	26	19	2	20%	↑5		-
	Homeless	District	85%	62	23	13	2	15%	↑2		↓2
		11*	55%	9	45	36	9	45%	↓21		-
	Homeless/Foster	All Elementary	72%	44	27	18	11	28%	↑2		-
		District	78%	52	26	14	8	22%	↑-		↓5
	Low SES	11*	55%	9	45	36	9	45%	↓21		-
		All Elementary	72%	45	27	18	10	28%	↑2		-
	Special Ed.	District	79%	53	25	14	7	21%	↑1		↓4
		88	56%	19	36	30	15	44%	↓6		↓15
	Spec Ed. Speech/RSP	All Elementary	68%	39	29	20	12	32%	↑3		↓1
		District	73%	46	27	17	11	27%	↑2		↓5
Special Ed.	23	61%	22	39	13	26	39%	↑9		-	
	All Elementary	82%	63	20	10	8	18%	↑3		↓-	
Spec Ed. Speech/RSP	District	88%	72	16	8	5	12%	↑2		↓1	
	23	61%	22	39	13	26	39%	↑7		-	
Spec Ed. Speech/RSP	All Elementary	78%	55	23	12	10	22%	↑3		↓1	
	District	84%	64	20	10	6	16%	↑2		↓2	

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SBAC Science 2023 :: School Data by Subgroup

Macarthur

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	55	62%	4	58	18	20	38%	↓-	-	
	All Elementary	70%	16	54	20	10	30%	↑-	-	
	District	74%	17	57	18	8	26%	↑1	-	
Grade	Gr. 05	62%	4	58	18	20	38%	↓-	-	
	All Elementary	70%	16	54	20	10	30%	↑-	-	
	District	70%	16	54	20	10	30%	↑1	-	
Ethnicity	Hispanic	29	72%	3	69	14	14	28%	↑4	-
		All Elementary	76%	18	59	17	6	24%	↑1	-
		District	81%	19	62	15	4	19%	↑1	-
	White	12*	33%		33	25	42	67%	↑17	-
		All Elementary	42%	4	38	31	27	58%	↓2	-
		District	51%	6	45	29	20	49%	↑1	-
	Other	4*	75%		75	25		25%	↓32	-
		All Elementary	51%	8	43	29	20	49%	↓2	-
		District	56%	11	46	25	18	44%	↓-	-
	African American	4*	50%		25	25	50	50%	↑50	-
		All Elementary	81%	24	57	16	3	19%	↑4	-
		District	86%	29	57	12	2	14%	↑1	-
	Asian	4*	75%		75	25		25%	↓42	-
		All Elementary	57%	9	48	24	19	43%	↑-	-
		District	57%	6	50	28	15	43%	↑2	-
Cambodian	3*	67%		67	33		33%	↓33	-	
	All Elementary	61%	9	52	24	15	39%	↓4	-	
	District	65%	9	56	25	10	35%	↑-	-	

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Macarthur

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	Filipino	2*	50%	50	50		50%	↑50		-	
		All Elementary	49%	4	45	27	25	51%	↓1		-
		District	54%	5	49	29	18	46%	↑2		-
Gender	Female	29	62%	3	59	17	21	38%	↓1		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	26	62%	4	58	19	19	38%	↑1		-
		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	5*	80%	80	20		20%	↓20		-	
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	4*	100%	100			0%		-		-
		All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	1*	0%				100	100%	↑33		-
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
	GATE/Excel	11*	9%		9	18	73	91%	↓9		-
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		-	

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Macarthur

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
Special Populations	Foster	District	88%	31	58	8	4	12%	↓3		-	
		3*	67%		67		33		33%	↓17		-
	Homeless	All Elementary	83%	20	63	13	4	17%	↑1		-	
		District	86%	24	62	10	3	14%	↓1		-	
	Homeless/Foster	3*	67%		67		33		33%	↓17		-
		All Elementary	83%	21	62	13	4	17%	↑1		-	
		District	87%	25	62	10	3	13%	↓1		-	
	Low SES	33	70%	3	67	15	15	30%	↓7		-	
		All Elementary	77%	18	59	17	6	23%	↑2		-	
		District	81%	20	61	15	4	19%	↑2		-	
	Special Ed.	6*	67%	17	50		33		33%	↑17		-
		All Elementary	89%	44	46	7	4	11%	↑3		-	
		District	93%	47	46	5	2	7%	↑1		-	
	Spec Ed. Speech/RSP	6*	67%	17	50		33		33%	↑17		-
All Elementary		86%	34	52	9	5	14%	↑4		-		
District		90%	37	53	7	3	10%	↑1		-		

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SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Macarthur

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	97	97	31	35	24	13	28
		All ES	49	22	22	24	32
		District	27	34	15	16	34
Grade	Gr. 04 (Minimum Growth Target: 44)	43	32	37	21	21	21
		All ES	49	21	24	27	28
		District	48	22	24	27	27
	Gr. 05 (Minimum Growth Target: 35)	54	29	33	26	7	33
		All ES	50	22	20	22	36
		District	49	22	20	22	36
Ethnicity	Hispanic	53	22	34	34	17	15
		All ES	49	23	22	24	31
		District	26	35	15	16	34
	White	25	46	36	12	8	44
		All ES	53	19	22	27	33
		District	29	33	16	16	35
	Asian	7^	-	29	14		57
		All ES	53	21	23	23	34
		District	33	30	16	16	38
	Cambodian	5^	-	20			80
		All ES	53	20	22	25	33
		District	34	30	16	17	37

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^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

Macarthur

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Other	5^	-	60 40			
		All ES	49	19	23	27	31
		District	30	32	16	17	35
	African American	4^	-	50 25 25			
		All ES	50	22	22	22	34
		District	25	36	16	15	33
	Filipino	3^	-	33 33 33			
		All ES	50	21	21	24	34
		District	31	32	14	16	37
Gender	Female	49	36	39	12	12	37
		All ES	50	21	22	25	32
		District	28	34	15	16	34
	Male	48	24	31	35	15	19
		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	11^	-	36	18	9	36
		All ES	50	24	21	23	33
		District	25	36	13	15	36
	ELL	6^	-	33	33	33	

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^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

Macarthur

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	ELL	All ES	50	24	21	23	32
		District	34	31	16	18	35
	RFEP	5^	-	40	20	40	
		All ES	50	22	21	23	34
	GATE/Excel	District	18	39	12	14	36
		20	-	25	15	15	45
	Foster	All ES	49	21	22	27	30
		District	27	34	15	18	33
	Homeless	All ES	55	25	10	31	33
		District	23	40	12	20	29
	Homeless/Foster	9^	-	33	22	33	11
		All ES	55	21	21	25	34
	Low SES	District	28	33	16	17	34
		9^	-	33	22	33	11
	Special Ed.	All ES	55	21	20	25	34
		District	28	34	16	17	33
Special Populations	61	20	44	20	11	25	
	All ES	50	22	22	24	32	
Special Ed.	District	26	35	15	16	34	
	16^	-	31	19	6	44	
Special Populations	All ES	43	27	20	23	31	

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Macarthur

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Special Ed.	District	27	35	15	15	35
			16^	-	31	19	6	44
	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 Macarthur

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
All Students	97	97	34	31	23	24	23	
		All ES	38	23	28	28	20	
		District	16	38	19	18	24	
Grade	Gr. 04 (Minimum Growth Target: 42)	43	39	26	26	26	23	
		All ES	45	18	29	31	22	
		District	44	18	29	31	21	
	Gr. 05 (Minimum Growth Target: 39)	54	30	35	20	22	22	
		All ES	32	28	27	26	19	
		District	32	28	27	26	19	
Math	Hispanic	53	34	32	19	26	23	
		All ES	39	23	28	28	21	
		District	14	39	19	18	24	
	White	25	46	28	16	24	32	
		All ES	36	22	33	28	18	
		District	19	34	22	19	24	
	Ethnicity	Asian	7^	-	29	43	14	14
			All ES	42	21	26	30	23
			District	19	36	19	20	26
		Cambodian	5^	-	20	40	20	20
			All ES	42	21	26	31	22
			District	19	36	19	20	25

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Macarthur

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Other	5^	-	20	60	20	0
		All ES	40	21	29	29	21
		District	22	34	22	19	26
	African American	4^	-	25	25	25	25
		All ES	35	26	27	28	20
		District	14	40	19	17	24
	Filipino	3^	-	67	33	0	
		All ES	36	24	27	29	20
		District	22	36	17	22	26
Gender	Female	49	37	27	29	22	22
		All ES	38	23	28	29	20
		District	15	38	19	19	24
	Male	48	30	35	17	25	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	11^	-	18	55	18	9
		All ES	41	23	26	28	23
		District	12	41	18	17	24
	ELL	6^	-	17	67	17	0

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Macarthur

12/7/23

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	ELL	All ES	42	23	25	29	23
		District	23	35	19	19	26
	RFEP	5 [^]	-	20	40	20	20
		All ES	40	24	27	26	23
	GATE/Excel	District	4	46	17	15	23
		20	36	25	15	40	20
	Foster	All ES	35	24	30	28	18
		District	19	35	21	20	25
	Homeless	All ES	41	24	26	33	17
		District	21	39	16	19	25
	Homeless/Foster	9 [^]	-	33	33	22	11
		All ES	37	26	27	26	21
	Low SES	District	13	40	19	17	24
		9 [^]	-	33	33	22	11
	Special Ed.	All ES	38	26	27	26	21
		District	14	40	19	17	24
	Special Ed.	61	28	31	26	23	20
		All ES	38	24	28	28	21
Special Ed.	District	14	39	19	18	24	
	16 [^]	-	25	13	13	50	
Special Ed.	All ES	37	26	25	25	24	

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

[^]Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Macarthur

12/7/23

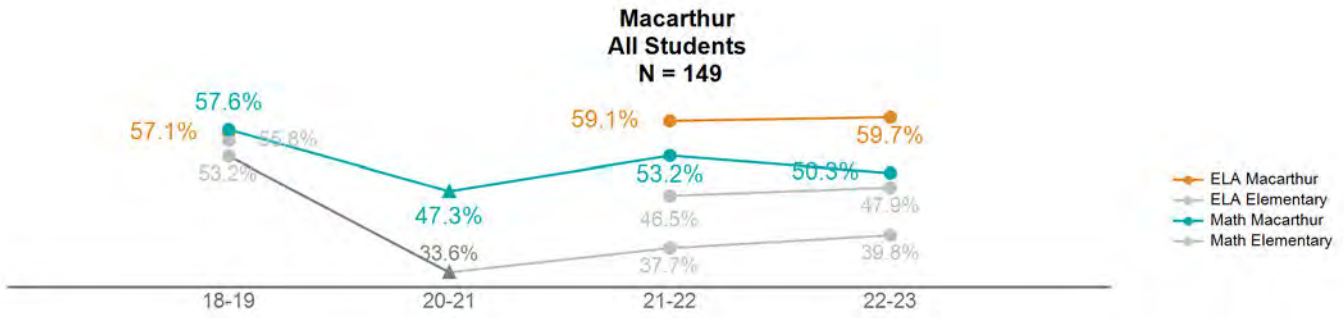
Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Special Ed.	District	20	36	19	16	29
	Spec Ed. Speech/RSP	16^	-	25	13	13	50
		All ES	39	24	26	26	24
		District	19	36	19	17	28

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

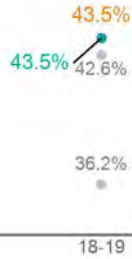
^Not currently a significant subgroup.

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

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



African American



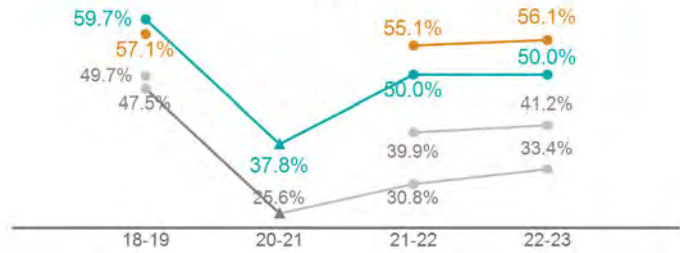
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

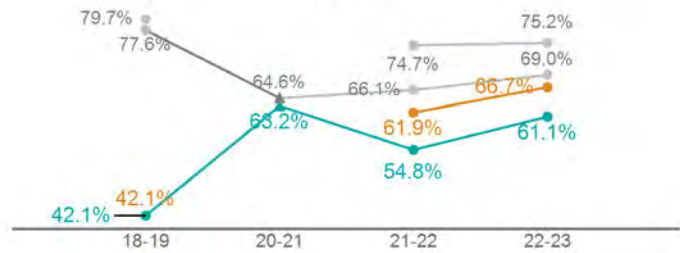
Hispanic N = 82



Pacific Islander

Subgroup with fewer than 20 students.

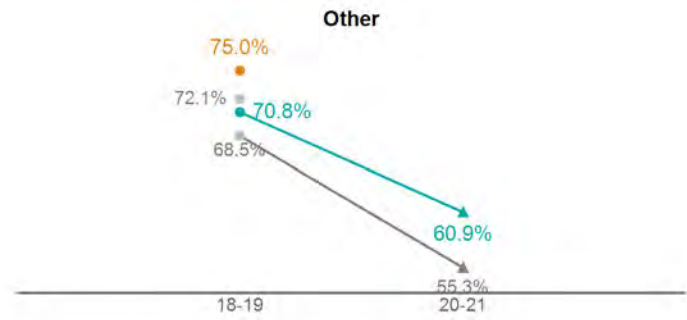
White N = 36



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

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

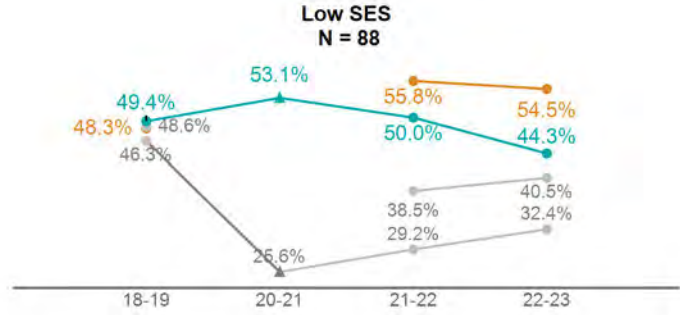
Native American
Subgroup with fewer than 20 students.



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

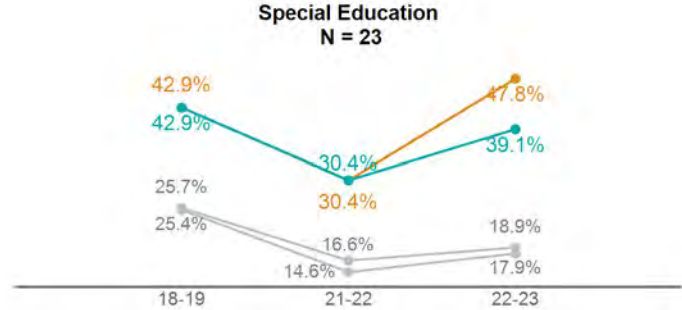
EL + RFEP

Subgroup with fewer than 20 students.



English Learner

Subgroup with fewer than 20 students.



Homeless

54.2%

45.1%

43.8%

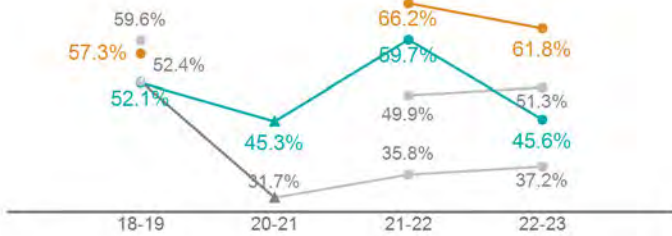
41.7%

18-19

Foster Youth

Subgroup with fewer than 20 students.

Female N = 68



Male N = 81



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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/7/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑6
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		-
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑13
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑2
Cleveland	217	23%	6	16	30	47	77%	↑-		↑2
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑17
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑12
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑12
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑7
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑9

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/7/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	225	63%	45	18	23	14	37%	↑5		↑3
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑1
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑9
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓3
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		-
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑5
Prisk	273	22%	7	15	26	52	78%	↓2		↑9
Riley	196	55%	34	20	22	23	45%	↓2		↑8
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑7
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑16
Smith	352	65%	39	26	19	16	35%	↓2		↑-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑4
Willard	273	68%	41	27	18	14	32%	↑4		↑3

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/7/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓6
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓5
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/7/23

All

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

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/7/23

All

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

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/7/23

All

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

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/7/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓3
Bancroft	829	45%	20	25	35	20	55%	↑2		↑2
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓9
Hoover	512	66%	35	31	25	9	34%	↓7		↓8
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100	100%	100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑8
Keller	448	37%	11	25	41	22	63%	↓5		↓5
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓1
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓3
Rogers	746	29%	14	15	33	38	71%	↓1		↓2
Stanford	1,124	33%	15	19	36	31	67%	↑7		↑-
Stephens	700	63%	34	29	27	10	37%	↑10		↑5
Washington	909	74%	43	31	20	6	26%	↓3		↓5

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/7/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%				100	100%	↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/7/23

All

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

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/7/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓-
Avalon	249	74%	44	30	19	7	26%	↓6		↓4
Cubberley	635	32%	17	16	29	39	68%	↑2		↑1
Muir	644	59%	33	26	25	16	41%	↓5		↓1
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		↓-
Robinson	541	69%	40	28	22	9	31%	↓7		↓2
Tincher	529	31%	13	18	32	37	69%	↑-		↓-

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/7/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓6
Cubberley	638	45%	24	21	23	32	55%	↑2		↓7
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/7/23

All

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

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/7/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All High	4,776	48%	27	21	28	24	52%	↑2		↓9	
Browning	58	78%	62	16	19	3	22%	↓20		↓29	
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1	
CAMS	162	1%			16		83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8	
Jordan	422	71%	44	27	21	9	29%	↓2		↓7	
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11	
McBride	165	31%	9	22	40	29	69%	↓4		-	
Millikan	755	35%	16	18	34	32	65%	↑10		↓11	
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7	
Reid	53	98%	77	21	2		2%	↓2		↓11	
Renaissance	91	47%	21	26	29	24	53%	↑19		↓23	
Sato	120	4%		3	2	39	57	96%	↓1		↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓13	

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/7/23

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,737	75%	53	21	15	11	25%	↑3		↓25
Browning	59	98%	83	15	2		2%	↓5		↓33
Cabrillo	410	92%	69	23	7	2	8%	↓2		↓26
CAMS	162		6%		5	20	74	94%	↑4	↓10
EPHS	225	97%	85	12	3		3%	↑1		↓23
Jordan	420	93%	75	18	7		7%	↑1		↓28
Lakewood	603	85%	62	23	12	3	15%	↑2		↓22
McBride	168	65%	36	29	28	7	35%	↑3		↓31
Millikan	756	66%	35	30	21	13	34%	↑4		↓30
Polytechnic	902	69%	54	15	17	13	31%	↑2		↓19
Reid	53	100%	96	4			0%	-		↓16
Renaissance	92	86%	64	22	10	4	14%	↑8		↓27
Sato	118		23%	6	17	25	52	77%	↓1	↓12
Wilson	769	75%	49	26	16	9	25%	↑5		↓29

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/7/23

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All High	4,432	75%	14	62	19	6	25%	↑3	-
Browning	59	92%	29	63	8		8%	↑1	-
Cabrillo	375	87%	14	73	13		13%	↑4	-
CAMS	163			21%	20	47	33	79%	↓-
EPHS	88	95%	19	76	5		5%	↓8	-
Jordan	454	91%	20	71	9		9%	↑2	-
Lakewood	635	85%	12	72	14	2	15%	↓4	-
McBride	152	69%	7	62	19	12	31%	↑15	-
Millikan	657	72%	12	59	23	6	28%	↑2	-
Polytechnic	852	70%	14	56	23	8	30%	↑2	-
Reid	60	98%	43	55	2		2%	↑2	-
Renaissance	88	85%	16	69	15		15%	-	-
Sato	93			20%	20	45	34	80%	↑19
Wilson	756	76%	14	62	20	4	24%	↑11	-

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/7/23

All

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

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/7/23

All

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

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/7/23

All

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

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/7/23

All

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

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

12/7/23

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,805	66%	40	26	19	16	34%	↑1		↓5

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

12/7/23

All

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

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

SBAC ELA 2023

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

SBAC ELA 2023

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

SBAC ELA 2023

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

SBAC ELA 2023

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

SBAC ELA 2023

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

SBAC ELA 2023















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

Macarthur

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 of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2022-2023	YR	All	All	 5	
		Grade	Gr. 01	 1	
			Gr. 05	 3	
			Gr. K	 1	
		Ethnicity	African American	 1	
			Hispanic	 3	
			White	 1	
		Gender	Female	 3	
			Male	 2	
		Fluency	EL + RFEP	 1	
			ELL	 1	
		LowSES	Low SES	 5	
		SPED	Special Ed.	 1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	 1	

Macarthur

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 of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2018-2019	YR	All	All	10	1
		Grade	Gr. 02	7	1
			Gr. 05	3	
		Ethnicity	African American	7	1
			Other	1	
			White	2	
		Gender	Male	10	1
		LowSES	Low SES	9	1
		SPED	Special Ed.	1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	

Macarthur

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 of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2017-2018	YR	All	All	1	
		Grade	Gr. 04	1	
		Ethnicity	White	1	
		Gender	Male	1	
		LowSES	Low SES	1	

Macarthur

22-23

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

subgroup		YR	
Category		# Records	Percent by Category
All Students	All	5	100
Grade	Gr. 01	1	100
	Gr. 05	3	100
	Gr. K	1	100
Ethnicity	African American	1	100
	Hispanic	3	100
	White	1	100
Gender	Female	3	100
	Male	2	100
Special Populations	EL + RFEP	1	100
	ELL	1	100
	Low SES	5	100
	Spec Ed. Speech/RSP	1	100
	Special Ed.	1	100

Macarthur

22-23

Students by Subgroup Categorized by 1 or more than 1 incident

subgroup		YR	
		# Students	Percent by Category
Category			
All Students	All	5	100
Grade	Gr. 01	1	100
	Gr. 05	3	100
	Gr. K	1	100
Ethnicity	African American	1	100
	Hispanic	3	100
	White	1	100
Gender	Female	3	100
	Male	2	100
Special Populations	EL + RFEP	1	100
	ELL	1	100
	Low SES	5	100
	Spec Ed. Speech/RSP	1	100
	Special Ed.	1	100

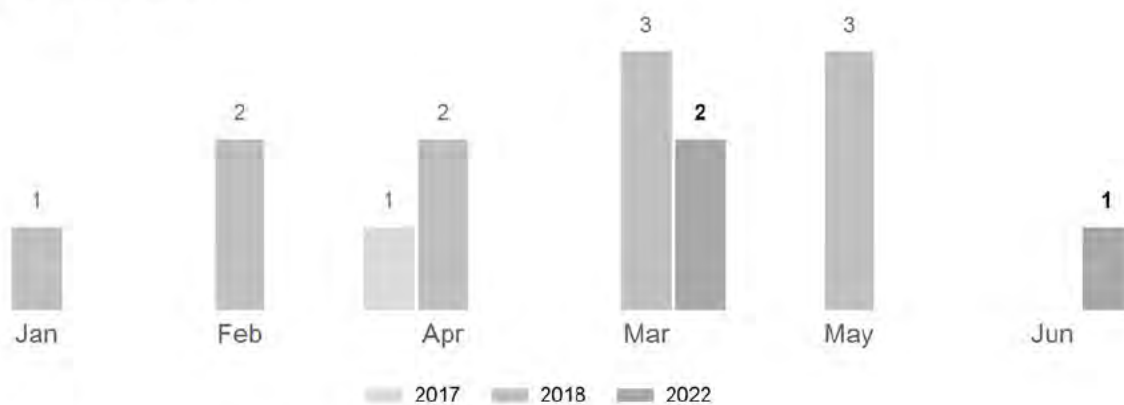
Macarthur

22-23

By Month for 22-23



By Month- 5-year comparison



	17-18	18-19	22-23	
Jan			1	
Feb			2	
Apr		1	2	
Mar			3	2
May			3	
Jun				1

[Submit Feedback](#)

Macarthur

22-23

Suspension Rate

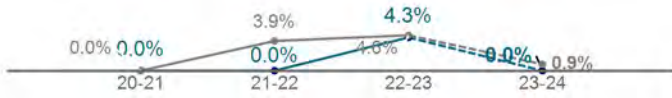
Macarthur
All Students
N = 316



African American
N = 23

Asian

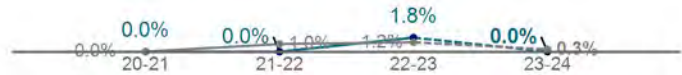
Subgroup with fewer than 20 students.



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 169



Pacific Islander

Subgroup with fewer than 20 students.

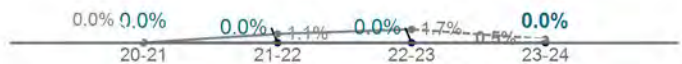
White
N = 72



Native American

Subgroup with fewer than 20 students.

Other
N = 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.

Suspension Rate

EL + RFEP



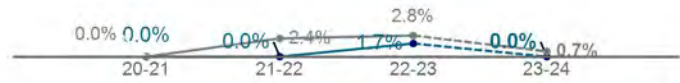
Low SES
N = 144



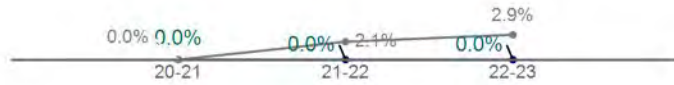
English Learner

Subgroup with fewer than 20 students.

Special Education
N = 55



Homeless or Foster Youth



Female
N = 137



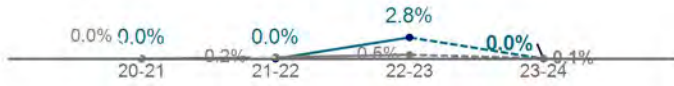
Male
N = 179



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

Suspension Rate

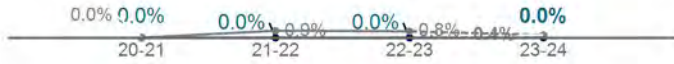
Gr. K
N = 49



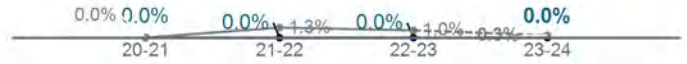
Gr. 01
N = 42



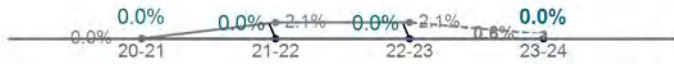
Gr. 02
N = 56



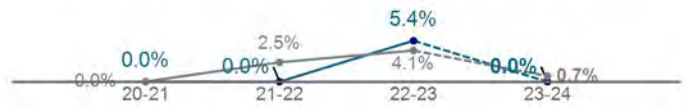
Gr. 03
N = 44



Gr. 04
N = 54



Gr. 05
N = 46



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

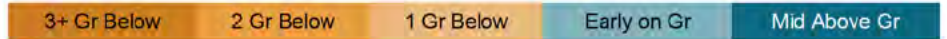


i-Ready Math Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	50	12	82	24		
			2	52	4	56	25	15	
			3	52	2	33	23	42	
	Teacher	Palma-Ramos, F	1	27	22	70	4	4	
			2	27	4	67	15	15	
			3	27	4	30	26	41	
		Van, L	1	26	8	88	4		
			2	26	4	42	35	19	
			3	26		38	19	42	
	Ethnicity	African American	1	5	20	60	20		
			2	6		50	50		
			3	6		17	17	67	
		Filipino	1	1		100			
			2	1		100			
			3	1				100	
		Hispanic	1	24	13	83	4		
			2	25		72	20	8	
			3	25	4	32	36	28	
		Pacific Islander	1	1		100			
			2	1				100	
			3	1				100	
		White	1	16	13	81	6		
			2	17		12	29	41	18
			3	17		41	6	53	
	Other	1	3		100				
		2	2		100				
		3	2		50	50			
Gender	Female	1	21	14	81	5			
		2	21	10	67	14	10		
		3	22		32	27	41		
	Male	1	29	10	83	3	3		
		2	31		48	32	19		
		3	30	3	33	20	43		



i-Ready Math Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	Low SES	1	17	18	76	6		
			2	19	5	68	16	11	
			3	19		47	26	26	
		Special Ed.	1	11	18	73	9		
			2	11		9	45	18	27
			3	10		50	10	40	
		Spec Ed. Speech/RSP	1	11	18	73	9		
			2	11		9	45	18	27
			3	10		50	10	40	
		Homeless	1	5	20	80			
			2	5		80	20		
			3	5		60		40	

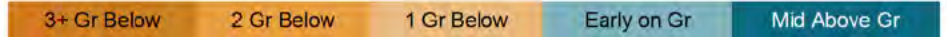
i-Ready Math Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	1	40	35	50	8	8		
			2	39	8	59	15	18		
			3	38		37	13	50		
	Teacher	Arnold, S	1	20	40	40	10	10		
			2	20	10	65	15	10		
			3	20		50	15	35		
		Zellner, J	1	18	28	61	6	6		
			2	19	5	53	16	26		
			3	19		26	11	63		
	Ethnicity	African American	1	4	25	50		25		
			2	4		50	25	25		
			3	4		25		50	25	
		Asian	1	3	33	67				
			2	4		50		50		
			3	4		25		75		
		Filipino	1	2		50		50		
			2	2		50		50		
			3	2					100	
		Hispanic	1	18	44	50	6			
			2	17	12	71	18			
			3	17		47	18	35		
			Pacific Islander	1	2		50		50	
				2	1		100			
				3	1					100
		White	1	5	20	80				
			2	5		60		40		
			3	4		25		75		
Other	1	6	33	33		33				
	2	6		17	33		50			
	3	6		50		50				

i-Ready Math Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	20	45	45	5	5	
			2	17	18	59	6	18	
			3	18		39	6	56	
		Male	1	20	25	55	10	10	
			2	22		59	23	18	
			3	20		35	20	45	
	Special Populations	Low SES	1	18	33	56	11		
			2	18	6	72	22		
			3	19		47	16	37	
		ELL	1	1	100				
			2	1	100				
			3	1	100				
		EL + RFEP	1	1	100				
			2	1	100				
			3	1	100				
		Special Ed.	Special Ed.	1	6	50	33	17	
				2	6		67	17	17
				3	6		33	17	50
			Spec Ed. Speech/RSP	1	6	50	33	17	
				2	6		67	17	17
				3	6		33	17	50
Homeless	1	2	100						
	2	1	100						
	3	2		50		50			
GATE/Excel	1	5		20	20	60			
	2	5			20	80			
	3	5			20	80			

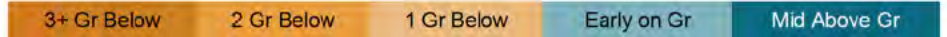


i-Ready Math Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	48	13	21	56	8	2
			2	51	2	8	55	22	14
			3	51	4	37	27	31	
	Teacher	FLORES, A	1	25	20	12	64	4	
			2	26	4	12	50	19	15
			3	26	8	42	15	35	
		Stranahan, L	1	24	4	33	46	13	4
			2	25	4	60	24	12	
			3	25		32	40	28	
	Ethnicity	African American	1	3		33		67	
			2	4		50		50	
			3	4		50		50	
		Asian	1	2	100				
			2	2		50		50	
			3	2				50	50
		Filipino	1	2	100				
			2	2				100	
			3	2				100	
		Hispanic	1	28	18	18	57	4	4
			2	29	3	10	55	17	14
			3	29		3	41	34	21
White	1	10	30		60	10			
	2	11			64	9	27		
	3	11			36	27	36		
Other	1	3	33		67				
	2	3	33		67				
	3	3		33	33	33			
Gender	Female	1	15	33	27	27	13		
		2	18	6	11	61	17	6	
		3	18		6	50	17	28	
	Male	1	33	3	18	70	6	3	
		2	33		6	52	24	18	
		3	33		3	30	33	33	

i-Ready Math Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Special Populations	Low SES	1	26	23	19	50	8		
			2	27	4	11	52	19	15	
			3	27		4	44	22	30	
		RFEP	1	1					100	
			2	1					100	
			3	1					100	
		EL + RFEP	1	1					100	
			2	1					100	
			3	1					100	
		Special Ed.	1	7	57	14	29			
			2	7	14	29	43	14		
			3	7		14	43	29	14	
		Spec Ed. Speech/RSP	1	7	57	14	29			
			2	7	14	29	43	14		
			3	7		14	43	29	14	
		Homeless	1	2	50		50			
			2	2			100			
			3	2			100			
		GATE/Excel	1	4			50	25	25	
			2	4					100	
			3	4				25	75	

i-Ready Math Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	44	2	30	45	16	7	
			2	41	2	20	41	20	17	
			3	43	9	37	16	37		
		Teacher	Solomon, J	1	31	3	39	45	10	3
				2	31	3	26	52	16	3
				3	31	13	45	16	26	
	Whitt, C		1	12	8	42	33	17		
			2	12	17	33	50			
			3	12	17	17	67			
	Ethnicity	Asian	1	4	25	75				
			2	4		25	75			
			3	4		50	25	25		
		Filipino	1	1				100		
			2	1				100		
			3	1				100		
		Hispanic	1	1	25	4	28	44	16	8
				2	23	4	17	52	13	13
				3	24	8	42	17	33	
			White	1	13	31	46	15	8	
				2	12	17	42	8	33	
				3	13	8	31	15	46	
		Other	1	1	100					
			2	1	100					
			3	1	100					
Gender	Female	1	22	32	45	9	14			
		2	19	16	47	21	16			
		3	21	10	43	10	38			
	Male	1	22	5	27	45	23			
		2	22	5	23	36	18	18		
		3	22	9	32	23	36			
Special Populations	Low SES	1	29	3	28	52	14	3		
		2	26	4	15	50	23	8		
		3	28	14	39	21	25			

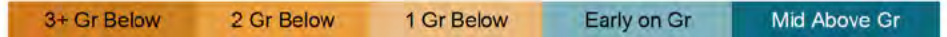


i-Ready Math Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Special Populations	ELL	1	2	100					
			2	2	100					
			3	2	100					
		RFEP	1	4	50		50			
			2	4	75			25		
			3	4	25	25	50			
		EL + RFEP	1	6	33	33	33			
			2	6	33	50		17		
			3	6	50	17	33			
		Special Ed.	1	10	10	40	30	10	10	
			2	10	10	20	40	20	10	
			3	10	20	30	10	40		
		Spec Ed. Speech/RSP	1	10	10	40	30	10	10	
			2	10	10	20	40	20	10	
			3	10	20	30	10	40		
		Homeless	1	6	33	50		17		
			2	5	20	40	20	20		
			3	6	50	17	33			
		GATE/Excel	1	9	33	44		22		
			2	8	25		75			
			3	9	22		78			

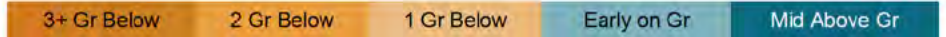
i-Ready Math Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
5	All Students	All	1	55	7	15	49	18	11		
			2	54			44	24	41	28	
			3	55			22	22	29	45	
	Teacher	Cornwall, S	1	35	9	11	60	14	6		
			2	35			6	6	34	37	17
			3	35			33	26	34	34	
		Whitt, C	1	19			5	21	26	26	21
			2	20					10	45	45
			3	20					15	20	65
	Ethnicity	African American	1	4			25	50	25		
			2	4				25	50	25	
			3	4				25		75	
		Asian	1	4			75		25		
			2	4						75	25
			3	4					25	75	
		Filipino	1	2			100				
			2	2				50	50		
			3	2				50	50		
		Hispanic	1	30	7	23	43	17	10		
			2	29			7	7	31	34	21
			3	29			33	31	28	34	
		White	1	11			9		45	27	18
			2	11					18	27	55
			3	12					8	33	58
Other	1	4			25	50	25				
	2	4						75	25		
	3	4						50	50		
Gender	Female	1	28	7	11	50	18	14			
		2	29			3	17	48	31		
		3	29			3	17	31	48		
	Male	1	27	7	19	48	19	7			
		2	25			4	8	32	32	24	
		3	26			4	27	27	42		

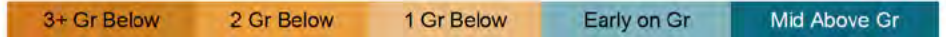


i-Ready Math Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Special Populations	Low SES	1	33	6	18	58	15	3
			2	33	3	27	48	21	
			3	33	30	30	39		
		ELL	1	4	25	75			
			2	4	100				
			3	4	25	50	25		
		RFEP	1	1	100				
			2	1			100		
			3	1			100		
		EL + RFEP	1	5	20	80			
			2	5	80	20			
			3	5	20	40	40		
		Special Ed.	1	6	33	17	17	33	
			2	6	33	17	17	33	
			3	6	17	17	33	33	
		Spec Ed. Speech/RSP	1	6	33	17	17	33	
			2	6	33	17	17	33	
			3	6	17	17	33	33	
		Homeless	1	3	67	33			
			2	3		67	33		
			3	3		100			
GATE/Excel	1	11	9	45	45				
	2	11	18	82					
	3	11		100					

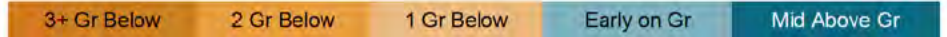
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	53	8	75	11	6	
			2	53		53	15	32	
			3	51			12	18	71
	Teacher	Palma-Ramos, F	1	27	7	70	15	7	
			2	27		52	15	33	
			3	27			11	19	70
		Van, L	1	26	8	81	8	4	
			2	26		54	15	31	
			3	26			12	19	69
	Ethnicity	African American	1	6		50	17	33	
			2	6		33	33	33	
			3	6					100
		Filipino	1	1		100			
			2	1		100			
			3	1					100
		Hispanic	1	25	12	80	4	4	
			2	25		60	20	20	
			3	25			12	24	64
		Pacific Islander	1	1		100			
			2	1		100			
		White	1	17	6	76	18		
			2	17		41	6	53	
			3	17			18	12	71
		Other	1	3		67		33	
	2		3		67		33		
	3		2					100	
	Gender	Female	1	22	5	73	14	9	
2			22		64		36		
3			21			19	24	57	
Male		1	31	10	77	10	3		
		2	31		45	26	29		
		3	30			7	13	80	

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



Legend

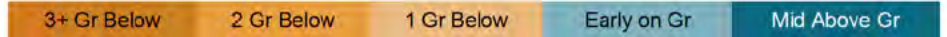


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	Low SES	1	19	16	79	5		
			2	19		74	11	16	
			3	19			16	26	58
		Special Ed.	1	11		91	9		
			2	11		55	27	18	
			3	10		30		70	
		Spec Ed. Speech/RSP	1	11		91	9		
			2	11		55	27	18	
			3	10		30		70	
		Homeless	1	5		100			
			2	5		80		20	
			3	5				40	60

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



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	38	21	50	13	16	
			2	37	5	41	16	38	
			3	39		13	36	51	
	Teacher	Arnold, S	1	20	20	65	5	10	
			2	20	5	45	25	25	
			3	20		25	40	35	
		Zellner, J	1	18	17	33	28	22	
			2	19	5	37	11	47	
			3	19			32	68	
	Ethnicity	African American	1	4	25	25		50	
			2	4		50		50	
			3	4				50	50
		Asian	1	3		33		33	33
			2	4	25	25		50	
			3	4				25	75
		Filipino	1	2				50	50
			2	2					100
			3	2					100
		Hispanic	1	18	22	67	11		
			2	18	6	44	28	22	
			3	17		24	41	35	
		White	1	5	20	80			
			2	3		67		33	
			3	5		20	40	40	
		Other	1	6	17	33	17	33	
			2	5		20	20	60	
			3	6				33	67
Pacific Islander	2	1	100						
	3	1					100		

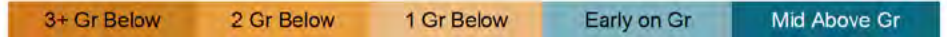
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Gender	Female	1	18	28	44	17	11	
			2	15	7	33	7	53	
			3	18		17	28	56	
		Male	1	20	15	55	10	20	
			2	22	5	45	23	27	
			3	21		10	43	48	
	Special Populations	Low SES	1	17	12	71	18		
			2	18		56	28	17	
			3	19		16	47	37	
		ELL	1	1	100				
			2	1	100				
			3	1			100		
		EL + RFEP	1	1	100				
			2	1	100				
			3	1			100		
		Special Ed.	1	6	83	17			
			2	6		50	33	17	
			3	6		17	50	33	
		Spec Ed. Speech/RSP	1	6	83	17			
			2	6		50	33	17	
			3	6		17	50	33	
Homeless	1	2	100						
	2	2			50	50			
	3	2			100				
GATE/Excel	1	5			100				
	2	5			100				
	3	5			100				

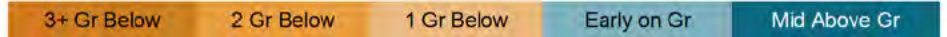
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	47	4	15	21	43	17
			2	51		10	12	33	45
			3	51		8	10	33	49
	Teacher	FLORES, A	1	26	4	19	27	35	15
			2	26		15	4	35	46
			3	26		12	15	27	46
		Stranahan, L	1	24	4	17	17	46	17
			2	25		4	20	32	44
			3	25		4	4	40	52
	Ethnicity	African American	1	4		25		25	50
			2	4		25		25	50
			3	4				25	75
		Asian	1	2	50		50		
			2	2				50	50
			3	2		50		50	
		Filipino	1	2				50	50
			2	2					100
			3	2					100
		Hispanic	1	28	7	11	18	46	18
			2	29		14	7	31	48
			3	29		14	7	31	48
		White	1	8		38		63	
			2	11		18		55	27
			3	11				45	55
	Other	1	3	67		33			
		2	3		33	33	33		
		3	3		67		33		
Gender	Female	1	17	12	24	24	24	18	
		2	18		17	17	28	39	
		3	18		17	11	17	56	
	Male	1	30		10	20	53	17	
		2	33		6	9	36	48	
		3	33		3	9	42	45	

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



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Special Populations	Low SES	1	24	8	17	21	38	17
			2	27	15	11	33	41	
			3	27	15	7	37	41	
		RFEP	1	1					100
			2	1					100
			3	1					100
		EL + RFEP	1	1					100
			2	1					100
			3	1					100
		Special Ed.	1	6	33	17	33	17	
			2	7	43	14	14	29	
			3	7	43		43	14	
		Spec Ed. Speech/RSP	1	6	33	17	33	17	
			2	7	43	14	14	29	
			3	7	43		43	14	
		Homeless	1	1					100
			2	2	50		50		
			3	2			50	50	
GATE/Excel	1	3				67	33		
	2	4				100			
	3	4			25	75			

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 4



Legend

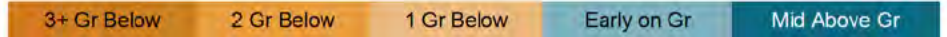


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	All Students	All	1	41	10	10	44	20	17
			2	42	10	2	38	21	29
			3	41	5	5	41	10	39
	Teacher	Solomon, J	1	31	13	16	45	16	10
			2	31	13	3	45	23	16
			3	31	6	6	52	16	19
		Whitt, C	1	12			42	25	33
			2	12			25	17	58
			3	12			17		83
	Ethnicity	Asian	1	4	100				
			2	4			50		50
			3	4			50		50
		Filipino	1	1					100
			2	1					100
			3	1					100
		Hispanic	1	22	9	9	45	18	18
			2	23	9		39	30	22
			3	24	8	4	33	17	38
		White	1	13	15	8	31	31	15
			2	13	15		38		46
			3	11	9		55		36
	Other	1	1	100					
		2	1	100					
		3	1	100					
	Gender	Female	1	21	14		57	5	24
			2	20		5	40	25	30
			3	20			45	15	40
Male		1	20	20	5	30	35	10	
		2	22	18		36	18	27	
		3	21	10	10	38	5	38	
Special Populations	Low SES	1	27	11	11	48	19	11	
		2	27	11	4	41	26	19	
		3	27	4	7	48	11	30	

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



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Special Populations	ELL	1	2	100					
			2	2	100					
			3	2	50	50				
		RFEP	1	4	50		50			
			2	4	75			25		
			3	4	100					
		EL + RFEP	1	6	67		33			
			2	6	33		50		17	
			3	6	17	17	67			
		Special Ed.	1	10	40	10	20	10	20	
			2	10	40		20	20	20	
			3	10	20	10	30	10	30	
		Spec Ed. Speech/RSP	1	10	40	10	20	10	20	
			2	10	40		20	20	20	
			3	10	20	10	30	10	30	
		Homeless	1	6	83		17			
			2	6	50		17	33		
			3	5	60		20	20		
		GATE/Excel	1	9	22		33		44	
			2	9	11	11	78			
			3	8	13	88				

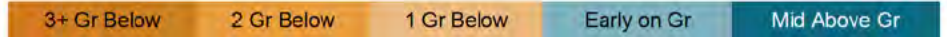
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	54	2	19	41	22	17
			2	54	2	13	37	20	28
			3	53	4	4	28	28	36
	Teacher	Cornwall, S	1	35	3	20	49	23	6
			2	35	3	20	40	26	11
			3	35	6	6	34	29	26
		Whitt, C	1	19	21	26	16	37	
			2	20	30	10	60		
			3	20	20	30	50		
	Ethnicity	African American	1	4	50	25	25		
			2	4	25	25	25	25	
			3	4	25	50	25		
		Asian	1	4	25	25	50		
			2	4	25	75			
			3	4	25	50	25		
		Filipino	1	2	100				
			2	2	50	50			
			3	2	100				
		Hispanic	1	30	3	23	47	13	13
			2	29	3	17	45	17	17
			3	29	7	7	38	24	24
		White	1	10	40	20	40		
			2	11	27	9	64		
			3	10	10	20	70		
	Other	1	4	50	25	25			
		2	4	50	50				
		3	4	25	50	25			
Gender	Female	1	28	18	39	25	18		
		2	28	14	36	25	25		
		3	28	36	25	39			
	Male	1	26	4	19	42	19	15	
		2	26	4	12	38	15	31	
		3	25	8	8	20	32	32	

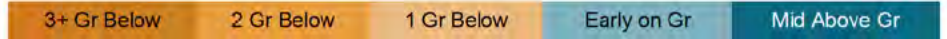
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Macarthur 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	Low SES	1	32	22	47	25	6	
			2	32	9	53	22	16	
			3	31		3	32	39	26
		ELL	1	4	25	75			
			2	4		75	25		
			3	4		75	25		
		RFEP	1	1					100
			2	1					100
			3	1					100
		EL + RFEP	1	5	20	60	20		
			2	5		60	40		
			3	5		60	40		
		Special Ed.	1	6	17	33	17	33	
			2	5	20	60	20		
			3	6	33	33	33		
		Spec Ed. Speech/RSP	1	6	17	33	17	33	
			2	5	20	60	20		
			3	6	33	33	33		
		Homeless	1	3		67	33		
			2	3		67	33		
			3	3		33	33	33	
GATE/Excel	1	11			9	18	73		
	2	10				20	80		
	3	11				18	82		

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

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

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



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	241	3	241	3	33	22	41	
Grade	Gr. 01	3	53	2	34	23	42	
	Gr. 02	3	39		38	13	49	
	Gr. 03	3	51	4	37	27	31	
	Gr. 04	3	43	9	37	16	37	
	Gr. 05	3	55	2	22	29	45	
Ethnicity	Hispanic	3	124	4	38	27	30	
	White	3	58	2	31	17	50	
Gender	Female	3	108	3	34	19	43	
	Male	3	133	4	32	25	39	
Special Populations	Low SES	3	126	4	40	24	32	
	Special Ed.	3	39	3	10	38	13	36
	Spec Ed. Soeech/RSP	3	39	3	10	38	13	36
	GATE/Excel	3	29			14	86	

The percentages may not equal 100% due to rounding.

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



Legend



Category		Diagnostic Window	# Students	Percent by Category						
All Students	242	3	242	2	3	21	26	48		
Grade	Gr. 01	3	53			11	19	70		
	Gr. 02	3	39			13	36	51		
	Gr. 03	3	51			8	10	33	49	
	Gr. 04	3	43	5	5	42	12	37		
	Gr. 05	3	55			4	4	29	29	35
Ethnicity	Hispanic	3	125			3	6	22	27	42
	White	3	58			2	22	22	53	
Gender	Female	3	109			3	27	24	47	
	Male	3	133			3	4	16	28	50
Special Populations	Low SES	3	127			6	26	32	35	
	Special Ed.	3	39	10	8	23	18	41		
	Spec Ed. Soeech/RSP	3	39	10	8	23	18	41		
	GATE/Excel	3	29				7	10	83	

The percentages may not equal 100% due to rounding.



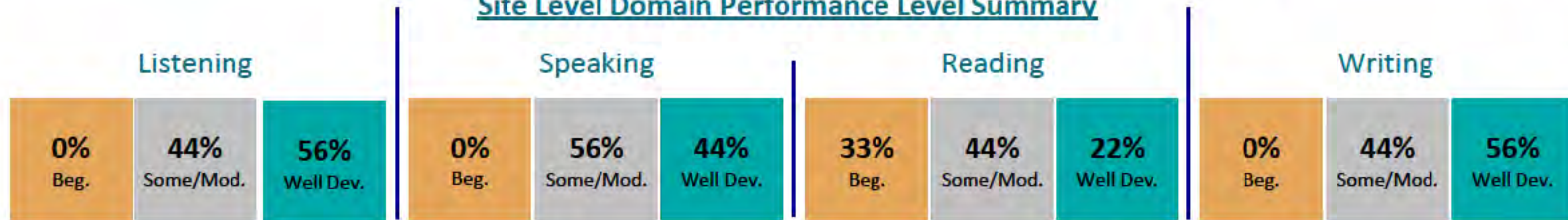
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Macarthur

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



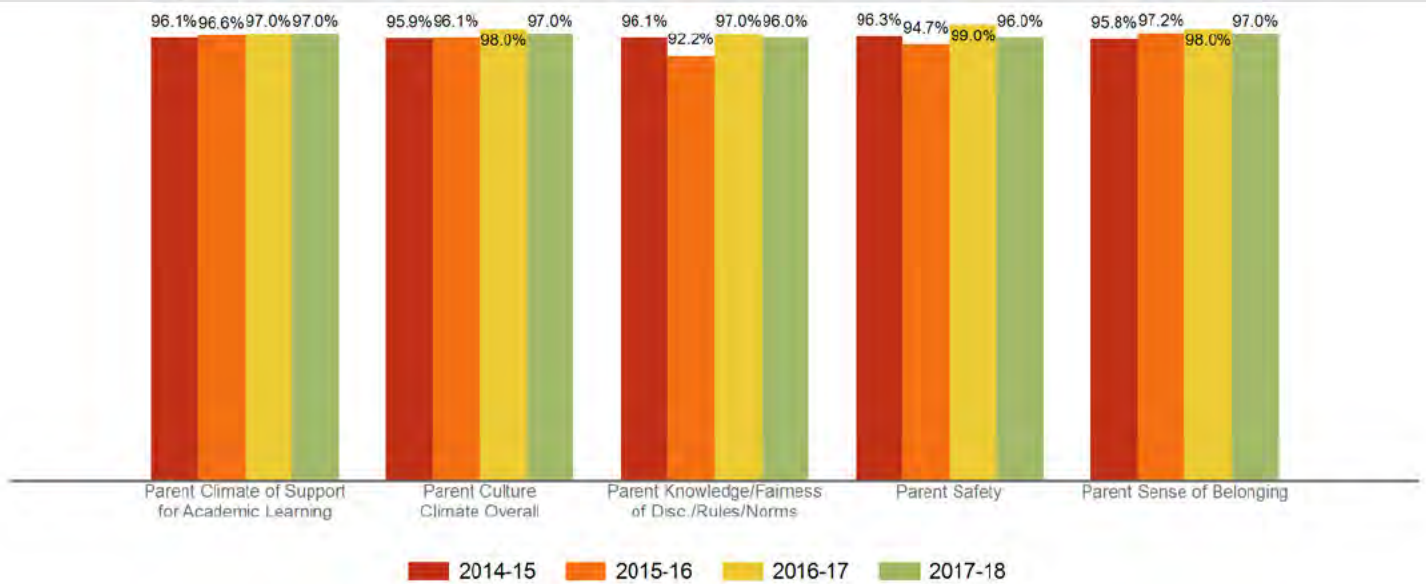
Grade Level Performance Summary (Overall and by Domain)

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
02	0%	100%	0%	0%	0%	0%	100%	0%	100%	0%	100%	0%	0%	0%	100%	0%
04	0%	25%	25%	50%	0%	75%	25%	0%	50%	50%	50%	25%	25%	0%	50%	50%
05	0%	0%	100%	0%	0%	25%	75%	0%	50%	50%	0%	75%	25%	0%	25%	75%

Culture-Climate Survey (Parent)

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	MacArthur students sense of identity, agency and belonging will increase based on implementation of transformative social emotional learning. An increase of 1% for positive student responses on each SEL competency as measured by the CORE survey. MacArthur Culture/Climate Goals: Teachers, school staff and administration will provide outreach and ongoing support to all students. An increase of 1% for positive student responses on each Culture/ Climate area as measured by the CORE survey.
Culture/Climate Goals	<p>Goals Attendance: 95% Chronic Absenteeism: 5% Suspension: 0%</p> <p>Social Emotional Engagement Goals Through collective efficacy, social-emotional learning and engagement strategies and programs will continue to improve school culture resulting in positive student outcomes in student CORE surveys. * Support teachers and families with resources to support students with social emotional (SEL) resources, provide PD opportunities for teachers to reflect on SEL work and determine how to best support students. * Continue to engage all stakeholders to maintain traditions and activities in promoting a positive culture & climate. * Continue class discussion in Weekly Words of Wisdom and it's connection to monthly character trait in order to deepen learning around SEL Competencies. * An increase of 1% for positive student responses on each Culture/ Climate area as measured by the CORE survey.</p>

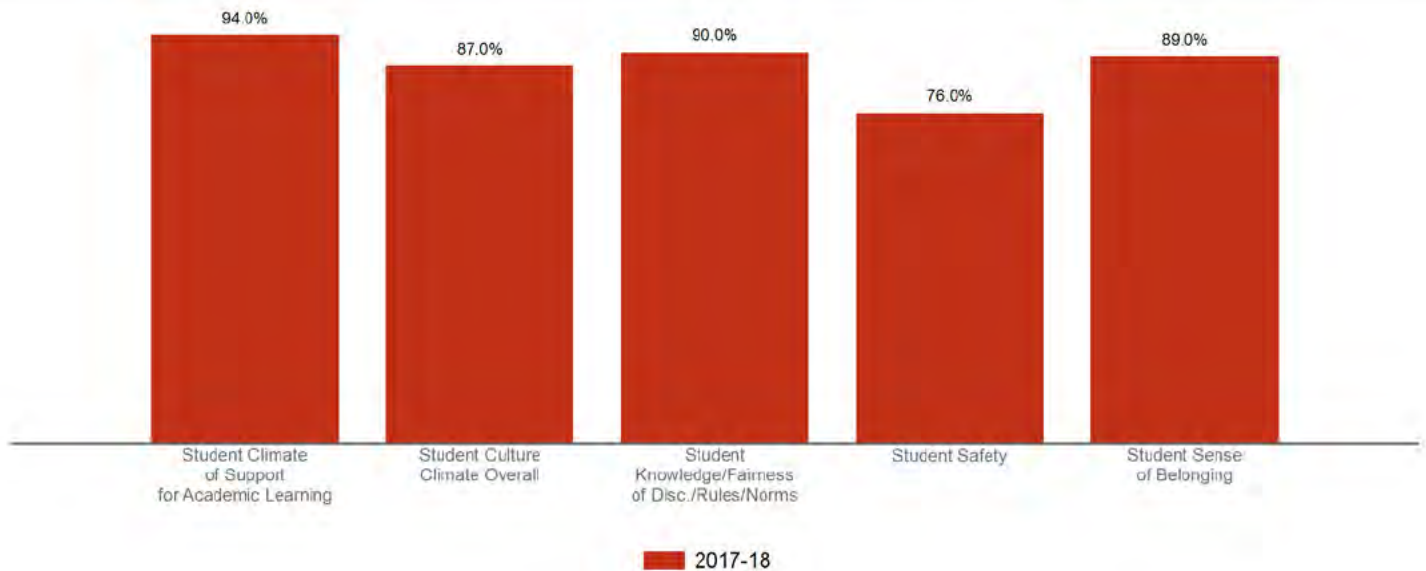


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Parent Involvement Workshops - The need to invite guest speakers and presenters to provide workshop for families. Topics include but not limited to SEL, building connection, family work / life balance and routines, student technology use, etc. This includes presenter fees, rec aide hourly for support, refreshments, and incentives to encourage attendance and parent participation		Hourly - Recreation Aide, Materials, Services
4	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.		Hourly - Recreation Aide, Recreation Aide
Total			

Culture-Climate Survey (Student-Staff)

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	MacArthur students sense of identity, agency and belonging will increase based on implementation of transformative social emotional learning. An increase of 1% for positive student responses on each SEL competency as measured by the CORE survey. MacArthur Culture/Climate Goals: Teachers, school staff and administration will provide outreach and ongoing support to all students. An increase of 1% for positive student responses on each Culture/ Climate area as measured by the CORE survey.
Culture/Climate Goals	<p>Goals</p> <p>Attendance: 95%</p> <p>Chronic Absenteeism: 5%</p> <p>Suspension: 0%</p> <p>Social Emotional Engagement Goals</p> <p>Through collective efficacy, social-emotional learning and engagement strategies and programs will continue to improve school culture resulting in positive student outcomes in student CORE surveys.</p> <p>* Support teachers and families with resources to support students with social emotional (SEL) resources, provide PD opportunities for teachers to reflect on SEL work and determine how to best support students.</p> <p>* Continue to engage all stakeholders to maintain traditions and activities in promoting a positive culture & climate.</p> <p>* Continue class discussion in Weekly Words of Wisdom and it's connection to monthly character trait in order to deepen learning around SEL Competencies.</p> <p>* An increase of 1% for positive student responses on each Culture/ Climate area as measured by the CORE survey.</p>

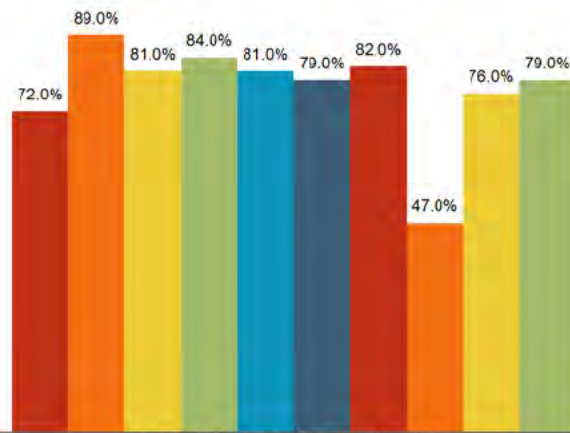


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	MacArthur School is in need of additional time (FTE) for intervention support staff (counselor) to better serve the needs of its students, parents, teachers, staff and school community.		Counselor
2	MacArthur will provide organizational planners for students in grades 4 and 5 to assist students in the planning and completion of assignments. Students planners are a means to address our students SEL measures in the area of self-management.		Materials
	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.		Substitute teacher full day
4	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.		Hourly - Recreation Aide, Recreation Aide
Total			

Elementary Reading - FRSA

School Year: 22-23

Area	Description
ELA Goals	<p>Goals: *By June 2023, Grades 3-5 students will grow from 59% to at least 66% at met and exceeded levels as measured by SBAC. *By June 2023, Grades K-2 students will increase in Foundational Reading Skills Assessment (FRSA) with L3 & L4 levels at 85% in K-Grade 2 measured by LBUSD's FRSA. *By June 2023, students will achieve at least one year of academic growth and students achieving below grade level will demonstrate greater than one year growth as measured by the iReady diagnostic.</p> <p>Action Steps: Teachers as leaders for excellence and equity ~ we are committed to our school's Theory of Action. Teacher commitments include: ELA planning using district unit guides and resources, engaging high quality instruction, providing standards based differentiated lessons to support our diverse groups and using school / district resources to focus on social emotional competencies and culturally responsive teaching practices as a lever for equity.</p> <p>Monitoring Progress: Continued data analysis embedded throughout the school year * Teacher Beginning of the Year Analysis, School-wide / Grade Level * Grade Levels to set goals and continue to analyze data and determine next steps for instruction * Individual teacher goals set during 1:1 principal data meetings * Gather school-wide data on instructional practices using the Intentional Learning Walk Protocols * Collaborative Data Study (CDS) - Analyze ELA iReady results and other data to determine next focus area or teacher's instructional steps * Data sources include: SBAC, Writing Performance Tasks, Edulastic ELA assessments, and teacher formative assessments</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	An hourly substitute/retired teacher will serve as a literacy specialist who will work with specifically targeted students who are reading below grade level and are in need of additional supports and strategies to access the CCSS ELA. Targeted students will receive the support for 10 weeks.		Teacher Hourly P Schedule
Total			

Reading-FRSA Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15615	4	3/16/23	5/26/23	10	0.25	2.5
15618	3	3/27/23	5/5/23	18	0.25	4.5
15777	5	3/27/23	5/5/23	10	0.5	5

Elementary Reading - FRSA

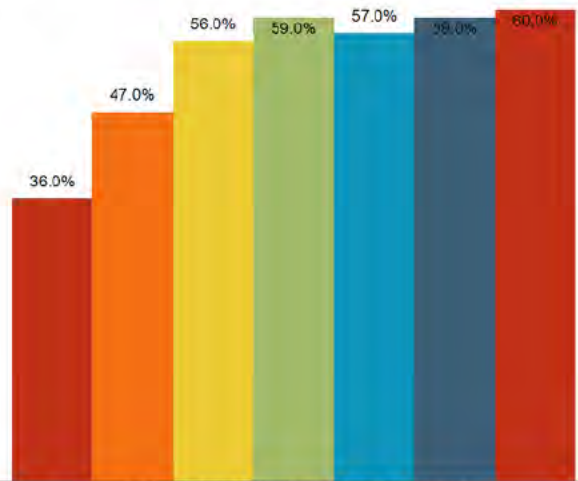
School Year: 22-23

Reading-FRSA Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
	12					12

SBAC ELA

School Year: 22-23

Goals	
Area	Description
ELA Goals	<p>Goals:</p> <ul style="list-style-type: none"> *By June 2023, Grades 3-5 students will grow from 59% to at least 66% at met and exceeded levels as measured by SBAC. *By June 2023, Grades K-2 students will increase in Foundational Reading Skills Assessment (FRSA) with L3 & L4 levels at 85% in K-Grade 2 measured by LBUSD's FRSA. *By June 2023, students will achieve at least one year of academic growth and students achieving below grade level will demonstrate greater than one year growth as measured by the iReady diagnostic. <p>Action Steps:</p> <p>Teachers as leaders for excellence and equity ~ we are committed to our school's Theory of Action. Teacher commitments include: ELA planning using district unit guides and resources, engaging high quality instruction, providing standards based differentiated lessons to support our diverse groups and using school / district resources to focus on social emotional competencies and culturally responsive teaching practices as a lever for equity.</p> <p>Monitoring Progress:</p> <ul style="list-style-type: none"> Continued data analysis embedded throughout the school year * Teacher Beginning of the Year Analysis, School-wide / Grade Level * Grade Levels to set goals and continue to analyze data and determine next steps for instruction * Individual teacher goals set during 1:1 principal data meetings * Gather school-wide data on instructional practices using the Intentional Learning Walk Protocols * Collaborative Data Study (CDS) - Analyze ELA iReady results and other data to determine next focus area or teacher's instructional steps * Data sources include: SBAC, Writing Performance Tasks, Edulastic ELA assessments, and teacher formative assessments



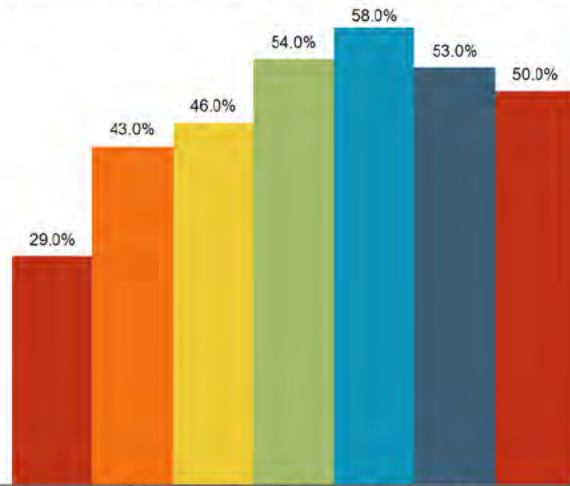
■ 2014-15
 ■ 2015-16
 ■ 2016-17
 ■ 2017-18
 ■ 2018-19
 ■ 2021-22
 ■ 2022-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.		Substitute teacher full day
Total			

Reading-SBAC/Benchmark Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15613	6	3/27/23	5/5/23	6	0.75	4.5
15614	5	3/27/23	5/5/23	8	0.33	2.64
15616	4	3/14/23	5/20/23	10	0.5	5
	15					12.14

Goals

Area	Description
Math Goals	<p>Goals: * By June 2023, Grades 3-5 students will make gains from 53% to 60% met and exceeded levels as measured by SBAC. * By June 2023, students will achieve at least one year of academic growth and students achieving below grade level will demonstrate greater than one year growth as measured by the iReady diagnostic.</p> <p>Action Steps: Teachers as leaders for excellence and equity ~ we are committed to our school's Theory of Action. Teacher commitments include: Math planning using district unit guides and resources, engaging high quality instruction, 5E Math tasks, providing standards based differentiated lessons to support our diverse groups and using school / district resources to focus on social emotional competencies and culturally responsive teaching practices as a lever for equity.</p> <p>Monitoring SPSA Effectiveness: Continued data analysis embedded throughout the school year * Teacher Beginning of the Year Analysis, School-wide / Grade Level * Grade Levels to set goals and continue to analyze data and determine next steps for instruction * Individual teacher goals set during 1:1 principal data meetings * Gather school-wide data on Math instructional practices using the Intentional Learning Walk Protocols * Collaborative Data Study (CDS) - Analyze Math iReady results and other data to determine next area of focus and teacher's instructional steps * Data sources include: SBAC, Math Performance Tasks, Edulastic Math assessments, and teacher formative assessments</p>



2014-15 2015-16 2016-17 2017-18 2018-19 2021-22 2022-23

Budgeted Items

Line Number	Description	Cost	Personnel Summary
2	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.		Substitute teacher full day
Total			

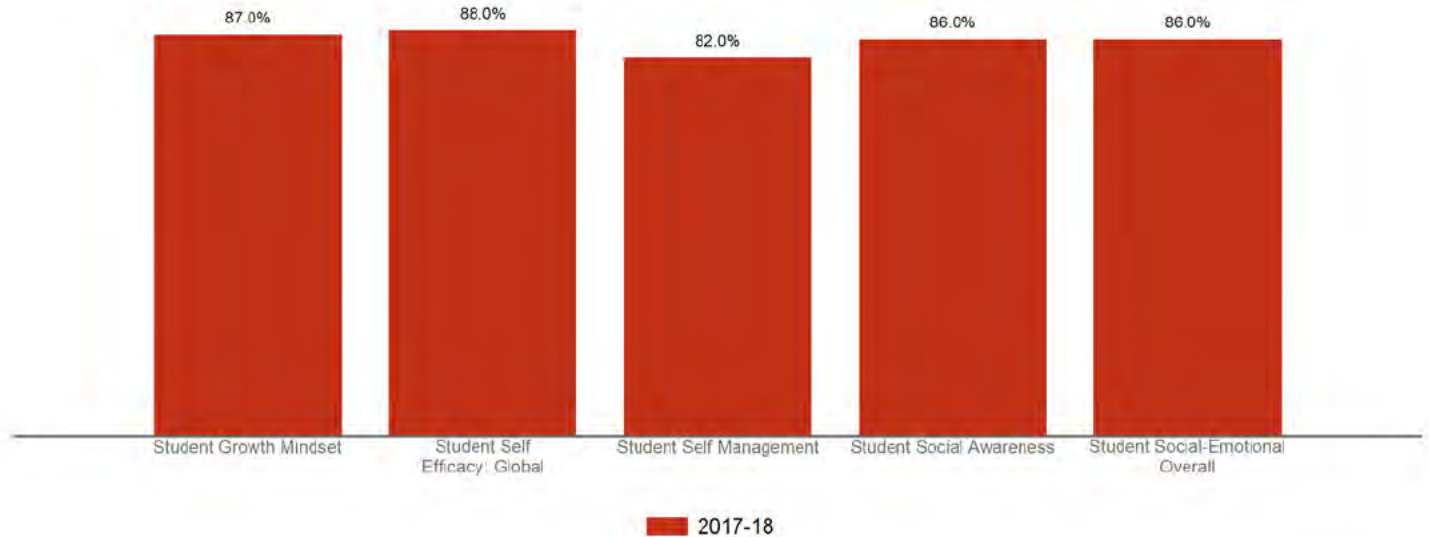
Mathematics Interventions

Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15612	6	3/27/23	5/5/23	15	0.25	3.75
15617	6	3/27/23	5/5/23	15	0.25	3.75
15620	5	3/27/23	5/5/23	5	0.5	2.5
15621	3	3/27/23	5/5/23	18	0.25	4.5
	20					14.5

SEL Survey

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	MacArthur students sense of identity, agency and belonging will increase based on implementation of transformative social emotional learning. An increase of 1% for positive student responses on each SEL competency as measured by the CORE survey. MacArthur Culture/Climate Goals: Teachers, school staff and administration will provide outreach and ongoing support to all students. An increase of 1% for positive student responses on each Culture/ Climate area as measured by the CORE survey.
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Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	MacArthur School is in need of additional time (FTE) for intervention support staff (counselor) to better serve the needs of its students, parents, teachers, staff and school community.		Counselor
2	MacArthur will provide organizational planners for students in grades 4 and 5 to assist students in the planning and completion of assignments. Students planners are a means to address our students SEL measures in the area of self-management.		Materials
4	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.		Hourly - Recreation Aide, Recreation Aide
Total			

Social/Emotional Learning Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15404	4	3/14/23	5/9/23	8	0.5	4
15925	9	6/5/23	6/14/23	8	1	8

SEL Survey

School Year: 22-23

Social/Emotional Learning Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15933	11	3/1/23	5/10/23	8	0.75	6
	24					18

All Parents

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we conduct lessons outdoors in our learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year.	\$14,000	
	MacArthur School is in need of additional time (FTE) for intervention support staff (counselor) to better serve the needs of its students, parents, teachers, staff and school community.	\$30,460	
	Parent Involvement Workshops - The need to invite guest speakers and presenters to provide workshop for families. Topics include but not limited to SEL, building connection, family work / life balance and routines, student technology use, etc. This includes presenter fees, rec aide hourly for support, refreshments, and incentives to encourage attendance and parent participation	\$1,334	
	QCI Data Analysis Teachers will meet with the principal and QCI team to use data in order to plan interventions to meet the needs of all students. Teachers will monitor student progress by creating intervention groups in LROIX.	\$2,893	
2	An hourly substitute/retired teacher will serve as a literacy specialist who will work with specifically targeted students who are reading below grade level and are in need of additional supports and strategies to access the CCSS ELA. Targeted students will receive the support for 10 weeks.	\$18,977	
	MacArthur will provide organizational planners for students in grades 4 and 5 to assist students in the planning and completion of assignments. Students planners are a means to address our students SEL measures in the area of self-management.	\$500	
	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.	\$8,679	Substitute teacher full day
3	In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we will launch and prepare our site's ground infrastructure to have a learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year.	\$1,500	
	MacArthur students will receive enrichment or intervention support in content areas or SEL advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students)	\$4,354	
4	Materials to support instruction including technology needs and upgrades, teaching supplies and resources, supplies to engage students, etc.	\$2,000	
	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$43,999	
5	We will use LCFF funds to prepare for the overatges in basic custodial and student supplies in toiletries, cleaning products, and other products purchased through Waxie and Finsys.	\$2,000	
Total		\$130,696	

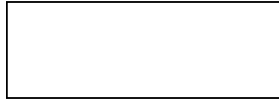
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	MacArthur will provide organizational planners for students in grades 4 and 5 to assist students in the planning and completion of assignments. Students planners are a means to address our students SEL measures in the area of self-management.	\$500	
	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.	\$8,679	Substitute teacher full day
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	MacArthur students will receive enrichment or intervention support in content areas or SEL advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students)	\$4,354	
4	Materials to support instruction including technology needs and upgrades, teaching supplies and resources, supplies to engage students, etc.	\$2,000	
	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	\$43,999	
5	We will use LCFF funds to prepare for the overages in basic custodial and student supplies in toiletries, cleaning products, and other products purchased through Waxie and Finsys.	\$2,000	
Total		\$130,696	



MacArthur Elementary School

School Site Council Minutes

Wednesday, April 19, 2023



Record of Attendance:

Parent Members: Amy Vasquez, Rachel Del Pozo, LaDonna Trollier
Staff Members: Maria Yepez, Chris Whitt, Yvette Brotherton,
John Solomon
Staff Alternates: n/a
Recorder: Yvette Brotherton
DELAC Representative: n/a
DCAC Representative: n/a
Superintendent's Parent Forum: n/a
Elementary Parent Forum: n/a
SpEd Community Advisory
Members Absent: Maria Avalos, Karina Perez
Guests: Megan Gonzales, Liz Carne, Cynthia Acosta

Public Comments: None

Call to Order

The meeting was called to order by Mr. Solomon at 3:15 p.m.

Roll Call – Introduction of SSC Members and Guests

Committee Reports - None

Approval of Minutes:

SSC members reviewed the minutes from January 31, 2023

Mrs. Brotherton motioned to move to approve the minutes. Mr. Whitt seconded the motion. Vote was unanimous to approve the minutes.

Old Business

Progress Monitoring

Mrs. Yepez revisited our Theory of Action, Equity Focus Question, and our school's professional development timeline. She shared the iReady data from our specific subgroups, with an emphasis on our Special Education population, in connection with today's new business ~ Additional Targeted Support and Improvement (ATSI), which was discussed in detail (below)

Revisit Safety Plan

Mrs. Yepez revisited our school safety plan which incorporates our Emergency Operations plan, especially to our guests present at today's meeting. It was hoped to have a bigger turnout, however, there is another opportunity to discuss and share this with families at our PTA Association Meeting on May 16, 2023. We are committed as a group to increase attendance at this meeting, especially since Cameron Smith, representing LBUSD's School Safety Division will be in attendance.

New Business

A. Additional Targeted Support and Improvement (ATSI)

Mrs. Yepez discussed the need to hold this meeting in order to analyze our SPSA services. She went over the iReady data of our Special Education (SpEd) students. At MacArthur, we have 36 SpEd students receiving both Speech and RSP services. Mrs. Yepez shared the goals of both Speech and RSP teachers, their data as of January 2023, and their next steps for the remainder of the year.

She also shared the roles of our counselor and psychologist in supporting our SpEd students. Most importantly, data continues to be studied and revisited by our intervention team (principal, counselor, psychologist, RSP teacher, Speech teacher, literacy teacher, and instruction and intervention coordinator (IIC)) by meeting each month to discuss the progress, needs, and support for all students, especially our subgroups stated in our Equity Focus question, which includes our SpEd students.

After discussing the goals and current services of our SpEd students, Mrs. Yepez motioned that our SSC found that there are no resource inequalities present in our SPSA. Mrs. Brotherton seconded the motion. The ATSI addendum was signed and approved by our principal Mrs. Yepez and SSC chair, Mr. Solomon.

Adjournment

Mr. Solomon asked for a motion to adjourn the meeting at 3:45 p.m. and Mrs. Vasquez seconded the motion, all voted in favor, the meeting adjourned.

Submitted by,

Yvette Brotherton,
Recorder



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) -

MacArthur Elementary School -

If ATSI, identify subgroups:

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

Attestation:

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

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

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

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

Date **April 19, 2023**

Signature of Principal *Maria X. Yopez*

Signature of SSC Chair *John Solomon*

Resource Inequities

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

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

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help their principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related to school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, distance learning participation, learning loss, and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- For the two CSI middle schools, a block schedule will be used to provide 3 electives for every student that will include: 1) targeted intervention electives for all students requiring intervention in ELA and/or math and 2) expanded enrichment electives aligned to the school's signature program and the pre-pathway industries of the feeder high school. The block schedule will also include built-in collaboration for department-level teams in one of the five conference periods per week to dedicate time for department-level planning and collaboration. Finally, the staff will participate in a week-long summer training and month professional development that support teachers with the shift in pedagogy required for the block schedule, including strategies that promote engagement, inquiry and rigor.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. The monitoring and evaluation activities will be conducted in-person following appropriate public-health guidelines.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments) develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

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



Douglas MacArthur Elementary School

6011 Centralia Street, Lakewood, CA 90713
Phone (562) 420-3588 Fax (562) 420-7883
MacArthur Eagles "SOAR to Success"



Home School Compact 2023 - 2024

MacArthur School Staff will:

- Provide an academic program that is *equitable*, rigorous and challenging for all students.
- Be positive role models for students.
- Communicate on a regular basis regarding the academic progress of your student.
- Provide opportunities for parents to be involved in school activities supporting student achievement. This includes parent conferences, volunteers in the classroom (VIPS), observations, and school governance.
- Provide resources and educational materials that reinforce reading, writing, and math skills.
- *Engage students in social emotional learning (SEL) by introducing [social emotional competencies](#) (self-awareness, self-management, social awareness, relationship skills, responsible decision making) resulting in students' positive social, emotional well being and academic development and success.*

Parents/Guardians will:

- *Commit to [LBUSD Parent Guidelines 2023](#) and LBUSDs mission, [Vision 2035](#), and [core values](#) to "support the personal and intellectual success of every student, every day."*
- Send child/children to school regularly, on time, appropriately dressed for learning (in uniform when we return in person) and prepared to learn.
- Read to/with their child/children at least **15** minutes (K-1) to **20** minutes (2-5) every day.
- Assist their children with their homework assignments and check assignments for completion. Parent signature on homework if the classroom teacher requires it.
- Be involved in school activities by attending at least five functions during the year (Family Nights, Back to School Night, Parent-Teacher Conferences, PTA, Open House).
- Support school staff help children reach grade-level expectations.
- Reinforce social and emotional learning (**SEL**) competencies at home.

Students will:

- *Commit to **MacArthur's Guidelines to Success**.*
- *SOAR (Safe, Open-Minded, Accountable, and Be Respectful) at all times.*
- Dress appropriately for learning and wear uniforms daily.
- Complete class assignments in a timely manner.
- Always do their best.
- Work daily towards **SEL** competencies and maintain a positive "Growth Mindset".

Mrs. Maria Yopez, Principal & MacArthur Teachers & Staff 2023-2024

_____ Parent Signature

_____ Student Signature

Child's Teacher _____



Douglas A. MacArthur Elementary School

6011 Centralia Street, Lakewood, CA 90713

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Parent / Guardian **Involvement Guidelines** **2023-2024**

MacArthur 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.

MacArthur Elementary School has developed, with the members of MacArthur's School Site Council, our school's Parent/ Guardian Involvement Guidelines. These guidelines establish MacArthur School's expectations for parental involvement and describe how the school will implement a number of specific parental involvement activities.

In order to engage parents/guardians positively in their children's education, MacArthur Elementary School will:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Receive training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking parents/guardians and how to give parents/guardians opportunities to assist in the instructional process both at school and at home.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory and advocacy roles.
6. Include parents and guardians of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform parents about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.

7. Ensure that all notices, reports, statements or records sent to the parents or guardians will be translated in the appropriate language. In addition, oral translations of materials will be provided upon the request of the parents, if necessary.

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 that may inhibit such participation.

LEGAL REFERENCES

EDUCATION CODE 11500-11506 Programs to encourage parental involvement

LABOR CODE Time off to visit child's school

Adopted: **October 4, 2023**
MacArthur Elementary School
School Site Council