



2023-2024

Oropeza 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

SBAC ELA increased for grades 3 (36% to 43%) & 4 (14% to 30%) and decreased for Grade 5 (53% to 27%). Overall scores decreased from 33% to 32%. There was no change for in ELA SBAC scores for AA students (18%). There was a slight increase for EL students (16% to 18%). iReady ELA Placement scores for all students is 63%. AA student scores are 67%. EL student scores are 62%. iReady ELA Typical Growth scores for all students is 58%. AA student scores are 62%. EL student scores are 55%. K-2 FRSA Meet & Exceeded scores are all below the district averages: Kinder (57%, -8%), 1 (60%, -5%), 2 (64%, -7%). Grade 5 SBAC ELA scores experienced a substantial decrease - almost a 50% decrease. AA and EL student scores did not experience substantial growth. Grade 5, AA, and ELs will be a priority.

32% of Grade 3-5 students were proficient on the ELA SBAC - this is a 1% decrease from the previous year. Grade 3 students scored 43% proficient in ELA SBAC - an increase of 7% from the previous year. Grade 4 students scored 30% proficient on ELA SBAC - this is an increase of 16% from the previous year. Grade 5 students scored 27% proficient on the ELA SBAC - this is a 26% decrease from the previous year. 18% of African-American students were proficient on the ELA SBAC - this was no change from the previous year. 18% of English Language Learners were proficient on the ELA SBAC - this is a 2% increase from the previous year. 6% of Special Education Student subgroup was proficient on the ELA SBAC - this is an 8% decrease from the previous year.

Foundational Reading Skills Assessment (FRSA) proficiency for Kindergarten through Grade 2 is 27%. African-American Met or Exceeded rate on FRSA is 23%. ELL Met or Exceeded rate on FRSA is 26%.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading. Implementation of Fab Lab (small group instruction) with interventions based on student need for ELA in 100% of classrooms. Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab (small group instruction). Improve student writing through the use of Power Writing through academic and social-emotional opportunities. Students continue to need support with reading and writing. Implementation of structured literacy instruction in all K-2 classrooms. Progress monitoring will occur during Internal Learning Walk, through regular principal informal classroom visits with feedback, grade level review of summary of data reports, and PDSA cycle work.

Achieve an 8% increase in SBAC ELA, FRSA, and iReady Placement scores by June 2024.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

SBAC Math increased for grades 3 (21% to 33%) & 4 (12% to 23%) and decreased for Grade 5 (25% to 15%). Overall scores increased from 19% to 23%. Math SBAC scores for AA decreased from 12% to 8%. There was a significant increase of Math SBAC scores for EL students from 4% to 15%. iReady Math Typical Growth scores for all students is 56%. AA student scores are 62%. EL student scores are 53%. iReady Math Placement scores for all students is 69%. AA student scores are 78%. EL student scores are 64%. Grade 5 SBAC Math scores experienced a slight decrease, not as dramatic as ELA decrease. AA SBAC Math scores experienced a decrease to 8%. EL SBAC Math scores tripled from the previous year - the scores are still low at 15%. Grade 5, AA, and ELs will be a priority.

23% of Grade 3-5 students were proficient on the Math SBAC - this is a 4% increase from last year. Grade 3 students scored 33% proficient on Math SBAC - this is a 12% increase from last year. Grade 4 students scored 23% proficient on Math SBAC - this is an 11% increase. Grade 5 students scored 15% proficient on Math SBAC - this is a 10% decrease from last year. 8% of African-American students scored proficient on Math SBAC - this is a 4% decrease. 15% of English Language Learners scored proficient on Math SBAC - this is an 11% increase. 6% of our Special Education Student subgroup scored proficient on the Math SBAC - this is a 1% increase.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

1 year academic growth will increase by 8% in I-Ready Math. Increase student growth by 12% between 60-100% on I-Ready Math.

- Collect data on Learning Targets/Teacher Clarity, Active Participation, and student Productive Struggle during classroom observations.
- Math Fab Lab with small group instruction implementation with individualized instructional focus.
- Math Fab Lab - student Must Do's and May Do's during Fab Lab are in the students' Zone of Proximal Development.
- Ongoing classroom visits to provide instructional feedback on instructional practices, including Fab Lab.
- District Math training for grades 3 - 5 teachers.
- Stie professional development, collaboration, and resource support to support District Math training.

Progress monitoring will occur during Internal Learning Walk, through regular principal informal classroom visits with feedback, grade level review of summary of data reports, and PDSA cycle work.

Achieve an 8% increase in SBAC Math and iReady Placement scores by June 2024.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings
Written Analysis
There was a slight increase of ELA SBAC scores for EL students (16% to 18%). iReady ELA Placement score for EL students are 62%. There was a significant increase of Math SBAC scores for EL students from 4% to 15%. iReady Math Placement scores for EL students is 64%. iReady Math Typical Growth scores EL students is 53%.
18% of English Language Learners were proficient on the ELA SBAC - this is a 2% increase from the previous year. ELL Redesignation rate is 10% - a 7% decrease from the previous year. ELL Met or Exceeded rate on FRSA is 26% - a decrease of 21%.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals
Written Analysis
Fab Lab with interventions based on student needs will be provided in both ELA and Math in every classroom. ELL students will increase by 6% on I-Ready Typical Growth on the ELA I-Ready. Power Writing professional development for staff, planning of prompts, and implementation of Power Writing will be beneficial and will provide growth opportunities in ELA. Fab Lab Intervention with Small Group Instruction will support our ELL students. Progress monitoring will occur during Internal Learning Walk, through regular principal informal classroom visits, grade level review of summary of data reports, and PDSA cycle work.
Achieve an 8% increase in SBAC ELA & Math, FRSA, and iReady Placement scores by June 2024.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Grade 5 Core Survey results indicate a decrease in Growth Mindset (72% to 68%), Knowledge of Fairness of Discipline, Rules, and Norms (83% to 78%), Sense of Belonging (73% to 71%), and Social Awareness (69% to 66%). Pulse Survey Belonging scores indicate 75% for all students, 72% for AA students, and 79% for EL students. Pulse Survey Identity scores indicate 81% for all students, 81% for AA students, and 81% for EL students. Attendance rate data indicates a slight increase from 87% to 89%. Kindergarten has the lowest attendance rate of 84%. Grade 3 has the highest at 91%. Chronic absenteeism rate increased from 29% to 38%. Kindergarten has the highest chronic absenteeism at 64%. Fifth and third grades have the lowest at 30%.

79% of students responded positively to Student Knowledge/Fairness/Rules/Norms - this is a 7% decrease from the previous year. 70% of students responded positively to Student Safety - this is a 7% increase from the previous year. 58% of students responded positively to Self-Efficacy - this is a 2% decrease from the previous year. 69% of students responded positively to Growth Mindset - this is a 2% decrease from the previous year. Overall attendance rate is 89% - a 2% increase from the previous year. Chronic absenteeism rate is 38% - an increase of 10% from the previous year.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Equitable opportunities focusing on growth will be provided to all students improving Self-Efficacy by 3% on the CORE Survey. Grade 4 and 5 student Self-Management and School Connectedness will increase by 3% on the CORE Survey. Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, student recognition, and implementation of SEL Harmony curriculum. Progress monitoring will occur during regular principal classroom informal visits to support the implementation of Harmony. Pulse Survey data will be monitored to determine implementation strengths and areas of needed growth.

Achieve a 5% decrease in overall chronic absenteeism by 2024. Achieve a 5% increase in overall attendance rate by June 2024. Achieve a 5% increase in Growth Mindset (CORE Survey) score by June 2024. Progress monitoring will occur monthly by creating attendance reports for each classroom and using the data to celebrate classroom with the highest percentage of perfect attendance. Counselors will also monitor data and meet with parents of students identified as having chronic absences.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading. Provide Fab Lab with interventions based on student needs for both ELA and Math in 100% of classrooms. (teachers) Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab. Improve student writing through the use of Power Writing through academic and social-emotional opportunities. Students continue to need support with Reading to Writing.	Goal Met	Goals were met. 11% increase in ELA iReady. 14% increase in ELA iReady growth.	Continue with Fab Lab small group instruction and target intervention support. Continue focused writing instruction.

<p>Math</p>	<p>1) 1 year academic growth will increase by 8% in I-Ready Math. Increase student growth by 12% between 60-100% on I-Ready Math.</p> <p>-Collect walkthrough data on Learning Targets/Teacher Clarity, Active Participation, and student Productive Struggle.</p> <p>-Math Fab Lab implementation in Math with small group instruction as a focus intervention.</p> <p>-Math Fab Lab: Student Must Do's and May Do's during Fab Lab are in the students' Zone of Proximal Development.</p> <p>-Substitute Release Half Day provided in January, 2023 and this was the focus.</p> <p>Fab Lab Visits: 2 Cycles of Fab Lab Visits with written feedback for every classroom will occur in January and February, 2023. Student Must Do's and May Do's to be worked on in February and March, 2023.</p>	<p>Goal Met</p>	<p>Goals were met. 10% increase in Math iReady. 13% increase in Math iReady growth.</p>	<p>Continue with Fab Lab small group instruction and target intervention support. Continue focused writing instruction. Implementation of best practices from District Math training. Collaboration opportunities for teachers to plan and implement training. Targeted professional development to support District Math training.</p>
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English Learner	1) Fab Lab with interventions based on student needs will be provided in both ELA and Math in every classroom.ELL students will increase by 6% on I-Ready Typical Growth on the ELA I-Ready. Power Writing professional development for staff, planning of prompts, and implementation of Power Writing will be beneficial and will provide growth opportunities in ELA. Fab Lab Intervention with Small Group Instruction will support our ELL students.	Goal Met	Goals were met. 10% increase in Math iReady. 13% increase in Math iReady growth.	Continue with Fab Lab small group instruction and target intervention support. Continue focused writing instruction. Implementation of best practices from District Math and Literacy raining. Collaboration opportunities for teachers to plan and implement training. Targeted professional development to support District Math and ELA training.
Culture/Climate	1) Equitable opportunities focusing on growth will be provided to all students improving Self-Efficacy by 3% on the CORE Survey.Grade 4 and 5 student Self-Management and School Connectedness will increase by 3% on the CORE Survey.Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, and student recognition.	Goal Partially or Not Met	Goals were not met. Self-efficacy score decreased by 2%. Self-management score increased by 1%. School connectedness decreased by 2%.	Continue to cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, and student recognition. Provide teachers with training and resources on building positive relationships with students and families. Implementation of Harmony SEL program to increase self-efficacy, self-management, and school connectedness.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Supplemental materials will be utilized to support student social emotional and academic growth. Supplemental materials will improve student self-efficacy, self-management, awareness, equity, cultural relevance, and connectedness to school. Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$20,000 approved by ELAC and SSC. (SM 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Allocation of funds for learning field trips to extend the learning environment, bring learning of concepts and information to life, and provide opportunities for students to build background knowledge and vocabulary through the field trip experience. Field trips to support ELA, Math, Science, Social Studies, the Arts, Equity, heritage and culture, awareness of others, and Physical Education. (IN 8)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Classified Staff: Professional development, SEL/Safety Meetings, collaborative planning opportunities to create and foster an environment that is inclusive and equitable for all students. Professional development for classified staff Climate/Culture and Social Emotional well-being. Plan for and implement school structures and systems to provide an environment that utilizes Knowledge of Discipline/Fairness and Safety to provide a "Sense of Belonging" for ALL students. Professional development in Social Emotional Learning, deescalation strategies, Safe and Civil, and Restorative Strategies. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Math and ELA material that supports our Language and Math Walls. Mountain Language and Mountain Math may be purchased and used in the classroom to support cyclical reteaching, student conversation, and student production. Use of Mountain Language and Mountain Math may be used during Fab Lab, during Wall time, or reteaching. Other programs outside of Mountain Language and Mountain Math may be purchased and used in the classroom if needed or on a pilot basis. The Mountain Language and Mountain Math program will support our students through cyclical review, support improved productive struggle, and support meaningful activities during Fab Lab Workshop time. (SM 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
School supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed. (SM 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful

Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Additional hourly to support students and families. Additional time to cultivate an equitable, safe, and optimal environment that support civility, safety, and a positive social emotional experience for ALL students. (IN 9)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Intervention support to work with English Language Learner, African-American, or at-risk students to provide intervention in ELA. Students will receive intervention in small group via part-time retired TOSAs. Not to exceed 18 hours per week. Provide intensive small group instruction for phonics, phonemic awareness, and guided reading. Support in Math to develop concepts and procedures utilizing hands-on manipulatives, drawings, use of objects, etc. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVid-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families. (IN 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
This activity involves supporting BIPOC students and parents from the community. Parent involvement through in-person school activities, assemblies, and school events supporting BIPOC students, equity, and cultural awareness. Parents are invited to events and activities that support cultural awareness, understanding, and equity for all students. Student cultural and educational events leading to a positive and accepting school environment. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
Fund 0.2FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate Oroepza and Renaissance High School partnerships to support Social Emotional Learning and Climate/Culture of identified at-promise, ELL, and African-American students. Support IEP implementation of Tier 3 level students. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful

<p>Professional development opportunities will create and foster an environment that is inclusive and equitable for all students. Professional development for credentialed staff in academic subjects as well as Climate/Culture, Social Emotional Learning, and technology. Improve Climate/Culture and Social Emotional Learning. Additional hourly professional development as well as collaboration and planning time to improve teacher efficacy, create opportunities for High Leverage Team Actions, and plan for whole class instruction and Fab Lab workshop time.</p> <p>Academic: If we foster an inclusive and equitable environment, learning in Math and ELA will be positively impacted. Students' achievement will accelerate for our English Language Learners and African-American students in ELA and Math.</p> <p>Analyze data in ELA and Math. Review and collaborate on Unit Planners, Scope and Sequence, and PDSAs to provide an equitable, inclusive, and productive students learning environment. Provide substitute release, optional professional development, and collaborative planning time to meet the needs of our students.</p> <p>Provide paid (before and after school opportunities) and substitute release to meet and engage with parents during the school day and after school to support our efforts to engage parents, increase awareness, and provide support to parents. Support students and families to support and foster an inclusive, equitable, and differentiated learning environment.</p> <p>Professional development support for student data analysis, next steps, and interventions. Continue improvement and growth efforts in equitable practices, unconscious bias, and awareness of others. (PD 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
<p>Part-time Counselor or other staff member (such as a TOSA) for two to three days a week to support school wide social emotional learning, restorative justice, and special education students. Service provided directly to students. Staff will support interventions through conflict resolution, bullying prevention and intervention, and communicate with parents/guardians that support student academic and social growth. Follow up on students who may have interventions for attendance, behavior, and academic learning. Support BIPOC students to help build connections to school, positive relationships with their peers, and support students in attaining emotional and academic growth. (IN 10)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful

100% Intervention Teacher to accelerate the learning of our At-Risk: English Language Learners, African American students, and other struggling students in the area of ELA through small group intensive instruction, one-on-one support as needed, and push-in as appropriate. Support students in standard attainment, learning targets, and progress while receiving services. Services in the area of reading comprehension, decoding/blending of multisyllabic words, and improve vocabulary. Use of vocabulary in Listening and Speaking Standards and Writing. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$10,000 approved by ELAC and SSC. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Intervention will be provided during the school day as well as after school. This position will be school-funded and 3 days a week for a total of 19 hours. (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Additional intervention support for students in academics and social emotional tutorials, groups, and clubs. Credentialed, classified staff, and high school students will support our school interventions. Academic tutorials will include ELA, Math, Science, Social Studies, Art, and Writing. Social Emotional Interventions will include clubs for students using Sanford Harmony and culturally relevant materials. Clubs may include ELLs/Newcomers, African-American Leadership, social groups, sports club, art club, etc to foster school connections, emotional safety, and awareness. Additional hourly and/or pay using LCFF. Materials, supplies, and outside vendor fees to be included. (IN 11)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	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 an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium 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>

<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>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade</p>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium 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>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 Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>
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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
Special Education students in need of assistive technology/devices. Student materials needed for learning and proving behaviors during lessons and Fab Lab. Basic Services 100	School supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	All Students, Special Education, Identified At-Risk Students, English Learners, African-American	LCFF \$2,000 Materials - LCFF 100%	10/24/2023 - 06/13/2024 Monthly	Principal, Counselor, Office Supervisor	Student progress in Reading, Writing, and Mathematics. Special Education students are provided assistive devices/technology to meet IEP goals. Basic Services 100

<p>At-risk students with an emphasis on ELs and AA subgroup that need additional support in the area of ELA and Math. Close the achievement gap for our English Language Learners and AAs by providing small group intensive instruction at the Tier 2 and 3 level. SBAC ELA 20, SBAC Math 20, Elementary Reading - Benchmarks 30, Elementary Math - Math Facts 20, EL Reclassification 10</p>	<p>Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.</p>	<p>English Learners, Identified At-Risk Students, African-American</p>	<p>LCFF \$4,269 Title 1 \$81,110 Program Facilitator .5 FTE - LCFF 5%; Title 1 95%</p>	<p>08/20/2023 - 06/30/2024 Weekly</p>	<p>Certificated Teacher Administrator</p>	<p>Data collected in LROIX Intervention Tracking System. I-Ready Data, District Assessments, and standards-based common assessments. SBAC ELA 20, SBAC Math 20, Elementary Reading - Benchmarks 30, Elementary Math - Math Facts 20, EL Reclassification 10</p>
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<p>African-American subgroup has highest chronic absent rate at 38%. Attendance rate will need to be improved. Transitional support to attend school will be needed. COVID Pandemic related support. Deaths in the community and last year's riots. High need for SEL Support. Attendance/Chronic Absenteeism Rate 30, Suspension/Exclusion Rate 10, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 20</p>	<p>School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.</p>	<p>African-American, English Learners, Identified At-Risk Students, Other Targeted Students</p>	<p>LCFF \$17,500 Title 1 \$52,500 Services - LCFF 25%; Title 1 75%</p>	<p>08/25/2023 - 06/30/2024 Daily</p>	<p>Principal</p>	<p>Attendance rates. SEL groups and programs. CORE Survey results related to attendance and student social emotional well-being. Attendance/Chronic Absenteeism Rate 30, Suspension/Exclusion Rate 10, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 20</p>
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<p>Special Education students and families have specialized needs that an LVN can support as additional intervention. CORE Data shows only 60% of students with self-efficacy and 64% of students with positive outlook on self-management. Culture-Climate Survey (Parent) 60, Basic Services 40</p>	<p>LVN Health Assistant to provide additional hourly support. LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Additional hourly support up to 6 hours per week.</p>	<p>Homeless, Identified At-Risk Students, Low SES, Newcomers, All Parents, English Learners, Foster, Targeted Parents, African-American</p>	<p>Title 1 \$15,000 Services - Title 1 100%</p>	<p>08/25/2023 - 06/25/2024 Daily</p>	<p>School Nurse</p>	<p>Special Education Administrator, Principal, Counselor Culture-Climate Survey (Parent) 60, Basic Services 40</p>
<p>Increase safety and supervision for the school. Additional coverage needed for Kindergarten lunch, arrival, and dismissal. Supervision in unsafe areas needed additional supervision. Suspension/Expulsion</p>	<p>Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide</p>	<p>All Students, All Parents, Identified At-Risk Students, Other Targeted Students</p>	<p>LCFF \$27,941 Hourly - Recreation Aide (8) for 193 hours annually - LCFF 100%</p>	<p>08/20/2023 - 06/20/2024 Daily</p>	<p>Principal, Office Supervisor</p>	<p>CORE Data from Parents, Staff, and Students will show improvement in Safety, Knowledge in Rules in Discipline, Connection to School, and Social Awareness will improve by 3%.</p>

<p>Rate 10, Culture-Climate Survey (Student-Staff) 60, Culture-Climate Survey (Parent) 30</p>	<p>supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVID-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness.</p>					<p>Suspension/Expulsion Rate 10, Culture-Climate Survey (Student-Staff) 60, Culture-Climate Survey (Parent) 30</p>
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<p>African-American subgroup has highest chronic absent rate at 38%. Attendance rate will need to be improved. Transitional support to attend school will be needed. COVID Pandemic related support. Deaths in the community and last year's riots. High need for SEL Support. EL Reclassification 20, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 30, SEL Survey 30</p>	<p>School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. Counselor will support efforts to decrease chronic absenteeism, support a positive school environment, and manage and facilitate social emotional groups.</p>	<p>African-American, English Learners, Identified At-Risk Students, Other Targeted Students</p>	<p>Title 1 \$82,097 Counselor .5 FTE - Title 1 100%</p>	<p>08/01/2023 - 06/30/2024 Daily</p>	<p>Principal</p>	<p>Attendance rates. SEL groups and programs. CORE Survey results related to attendance and student social emotional well-being. EL Reclassification 20, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 30, SEL Survey 30</p>
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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
Kindergarten and Transitional Kindergarten Parent Orientations in August to support families and students in their transition to elementary school. Literacy teachers and Intervention Coordinator will be available to support struggling TK/K students during the first few weeks of school. Literacy and IIC will support assessment of Kindergarten students at the beginning of the year to support small group instruction and the formation of groups.	Middle School Information Night will be held in January. Counselors will visit each 5th Grade classroom and inform students of the process. Information is also available on our school website.	No Data.
Kindergarten and Transitional Kindergarten Parent Orientations in August to support families and students in their transition to elementary school. Literacy teachers and Intervention Coordinator will be available to support struggling TK/K students during the first few weeks of school. Literacy and IIC will support assessment of Kindergarten students at the beginning of the year to support small group instruction and the formation of groups.	Middle School Information Night will be held in January. Counselors will visit each 5th Grade classroom and inform students of the process. Information is also available on our school website.	No Data.

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
Self-Management, Self-Efficacy, and Awareness were identified areas of need by students on the CORE Survey. Positive Reinforcement systems are needed to continue student growth in these areas.	School specific programs are Otter Bucks, Fast Passes, Otter Squad Prize Room, Raffle Ticket Months based on character traits and effort, and Spin 2 Win Effort Program.	Gift Account, LCFF and ASB at cost of up to \$5,000 this year. Cost goes to student incentives and prizes.	Throughout the year.	Principal, Counselors, Teachers, Recreation Aides	Use the CORE Survey to monitor areas of Safety, Discipline and Knowledge, Self-Management, and Awareness.

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
No supplemental budgeted items have been approved.					

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Teachers will be involved through the following avenues:

1. Grade Level Representation at school meetings.
2. Site Decision Making Team
3. Climate/Culture Team
4. Social Committee
5. Teachers provide tutorials after school
6. Teachers will run and manage school clubs.
7. Teachers will participate Back to School Night, Open House, and Parent Conferences.
8. Some teachers will be members of the Instructional Leadership Team

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
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No supplemental budgeted items have been approved.

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	371337
Title I Parent and Family Involvement (3008)	4436

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	63840

* 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	Ed Garcia	06-13-2024
Staff	Classroom Teacher	Cory Schultz	06-12-2025
Staff	Classroom Teacher	Sonja Brown	06-12-2025
Staff	Classroom Teacher	Stacy Christy	06-12-2025
Staff	Non Classroom Teacher	Jessica Conrrad	06-12-2025
Community	Parent	Benjamin [REDACTED]	06-12-2025
Community	Parent	Teresa [REDACTED]	06-12-2025
Community	Parent	Imelda [REDACTED]	12-01-2025
Community	Parent		
Community	Parent		

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)	Teresa [REDACTED]
DELAC Representative	Parent of EL Student (required)	Guadalupe [REDACTED]
Principal or Designee	Staff Member (required)	Ed Garcia
Secretary	Parent of EL Student (required)	Rosa [REDACTED]

Name	Representing
Griselda [REDACTED]	Parent of EL Student
Guadalupe [REDACTED]	Parent of EL Student
Kenia [REDACTED]	Parent of EL Student
Rosa [REDACTED]	Parent of EL Student
Jessica Conrad	Staff Member

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/28/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	ELAC reviewed the draft SPSA on 11/1/23, 11/13/23, and 11/27/23. ELAC voted to recommend approval of the SPSA without revisions.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Attendance Rates Other: iReady, FRSA
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/28/2023
6. What was SSC's response to ELAC recommendations?	SSC accepted ELAC's recommendation to approve the SPSA.

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/28/2023
2. The SSC approved the **Home-School Compact** on 10/30/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/30/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/18/2023, 09/18/2023
5. SSC Participated in the Annual Evaluation of SPSA:10/30/2023
6. The SPSA was approved at the following SSC Meeting: 11/28/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

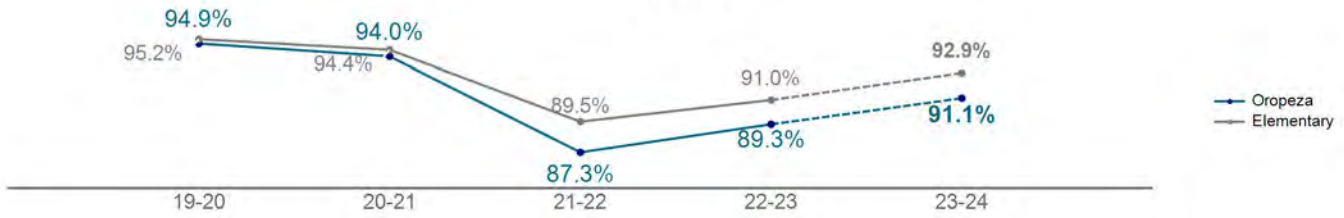
Printed Name: _____ Date: _____

ELAC Chair: _____

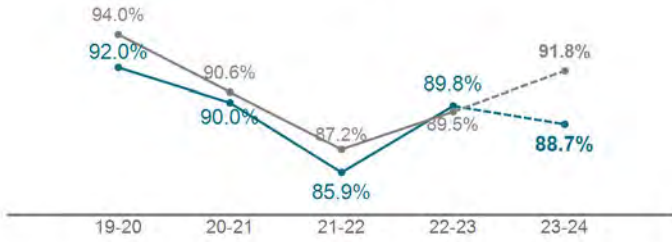
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Attendance Rate

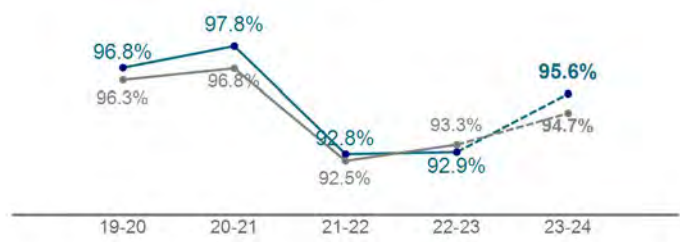
**Oropeza
All Students
N = 564**



**African American
N = 64**



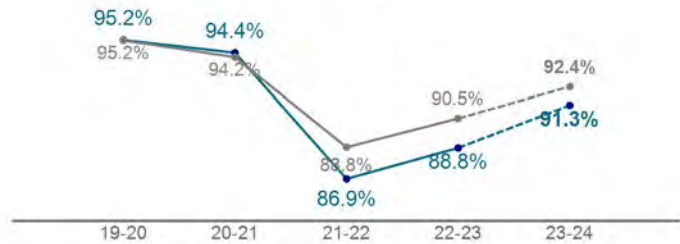
**Asian
N = 27**



Filipino

Subgroup with fewer than 20 students.

**Hispanic
N = 426**



Pacific Islander

Subgroup with fewer than 20 students.

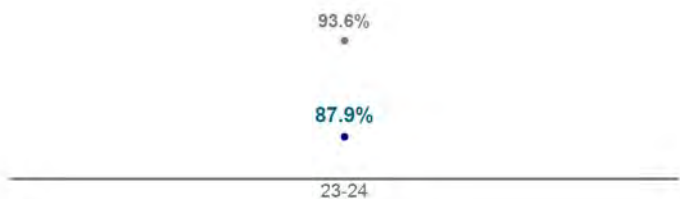
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

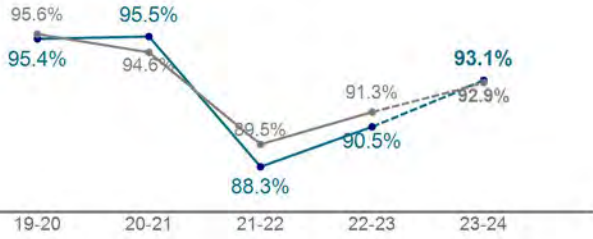
**Other
N = 23**



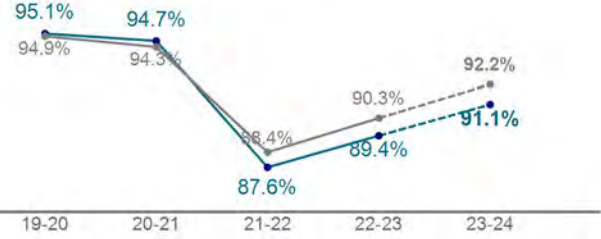
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

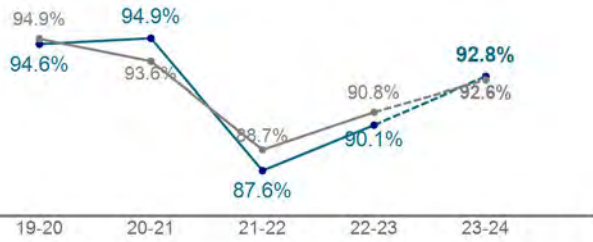
EL + RFEP
N = 264



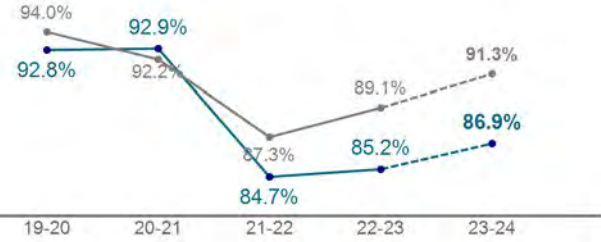
Low SES
N = 556



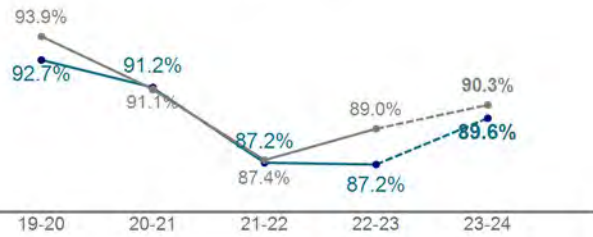
English Learner
N = 231



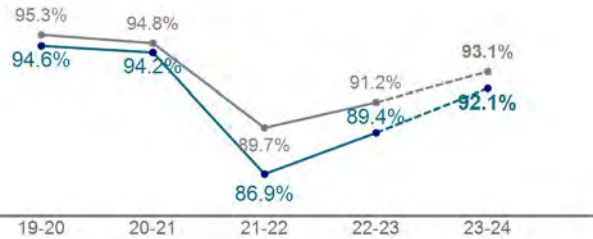
Special Education
N = 94



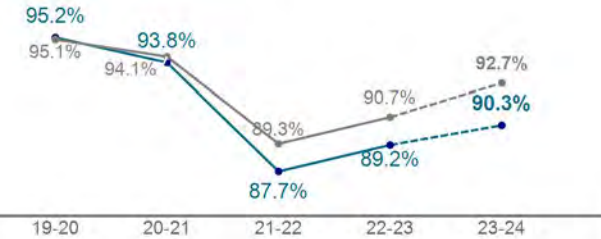
Homeless or Foster Youth
N = 78



Female
N = 265



Male
N = 299



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 Oropeza 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	638	638	14	25	20	19	23	38.2%	28.8%	58.2%	32.2%
Grade	Gr. TK	30	10	60	17	10	3	70.0%	46.2%	86.7%	52.5%
	Gr. K	90	33	31	17	12	7	64.4%	36.0%	81.1%	43.8%
	Gr. 01	95	12	21	20	26	21	32.6%	34.3%	52.6%	35.2%
	Gr. 02	102	11	25	19	19	27	35.3%	21.2%	53.9%	29.4%
	Gr. 03	90	11	19	22	18	30	30.0%	31.8%	52.2%	27.7%
	Gr. 04	117	9	22	23	16	29	31.6%	23.4%	54.7%	27.1%
	Gr. 05	114	10	20	19	26	25	29.8%	21.2%	49.1%	25.6%
Ethnicity	African American	89	16	28	22	12	21	43.8%	37.2%	66.3%	41.6%
	American Indian	3		33		67		33.3%	0.0%	33.3%	35.0%
	Asian	32	3	25	6	25	41	28.1%	9.1%	34.4%	21.4%
	Cambodian	14	14	14	7	29	36	28.6%	22.2%	35.7%	24.5%
	Filipino	7	14	29		29	29	42.9%	0.0%	42.9%	18.9%
	Hispanic	473	14	24	21	19	22	38.3%	29.3%	59.0%	34.8%
	Pacific Islander	2		100				0.0%	0.0%	100.0%	43.8%
	White	14	7	29	14	14	36	35.7%	18.8%	50.0%	18.3%
	Other	18	11	22	17	33	17	33.3%	36.8%	50.0%	27.5%
Gender	Female	293	14	25	20	20	21	38.6%	33.3%	58.4%	31.0%
	Male	345	14	24	20	18	24	38.0%	24.9%	58.0%	33.3%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Oropeza 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					Severely Chronic	Moderately Chronic	At Risk Chronic	Strong Attendance
	Low SES	596	13	25	20	19	23	38.1%	28.5%	58.1%	36.0%
	ELL	267	10	25	21	21	24	35.2%	25.8%	55.8%	33.8%
	RFEP	28	4	14	14	18	50	17.9%	12.2%	32.1%	15.7%
	EL + RFEP	295	9	24	20	20	26	33.6%	23.5%	53.6%	31.0%
	Special Ed.	120	22	32	13	18	16	53.3%	38.6%	66.7%	41.4%
	Spec Ed. Speech/RSP	55	7	29	11	25	27	36.4%	36.2%	47.3%	31.8%
	Homeless/Foster	91	19	24	21	16	20	42.9%	32.1%	63.7%	43.2%
	Foster	9	33	44	11	11		77.8%	33.3%	88.9%	41.7%
	Homeless	82	17	22	22	18	21	39.0%	31.9%	61.0%	43.4%
GATE/Excel	55		16	13	25	45	16.4%	8.3%	29.1%	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%

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

The percentages may not equal 100% due to rounding.

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

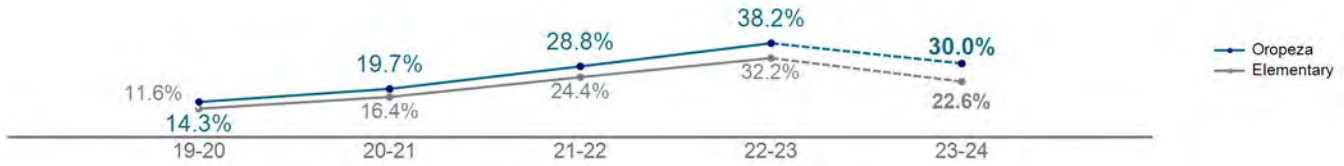
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

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

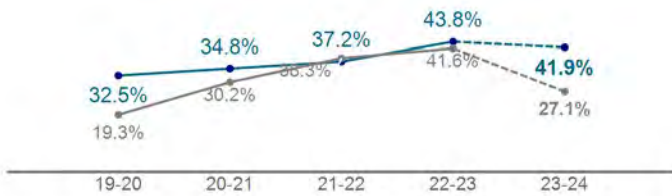
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

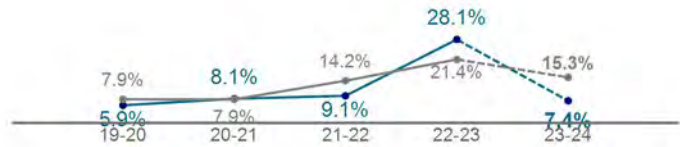
Oropeza
All Students
N = 550



African American
N = 62



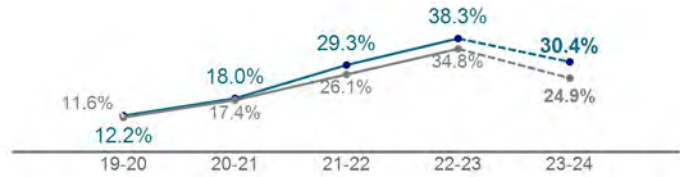
Asian
N = 27



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 415



Pacific Islander

Subgroup with fewer than 20 students.

White

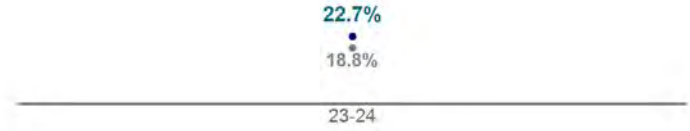
Subgroup with fewer than 20 students.

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

Percent of Students in the Moderately or Severely Chronic Categories

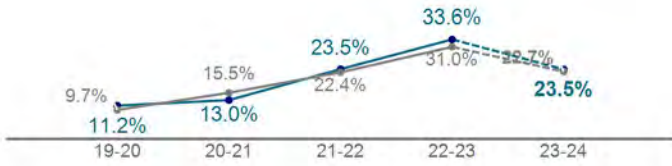
Native American
Subgroup with fewer than 20 students.

Other
N = 22

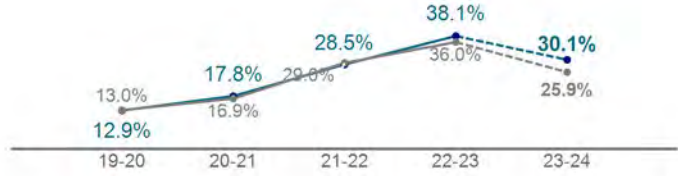


Percent of Students in the Moderately or Severely Chronic Categories

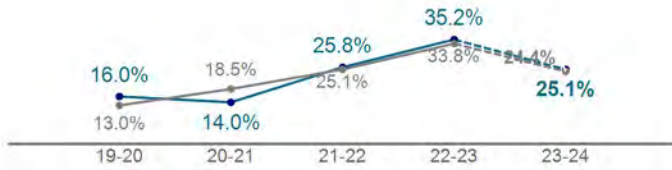
EL + RFEP
N = 260



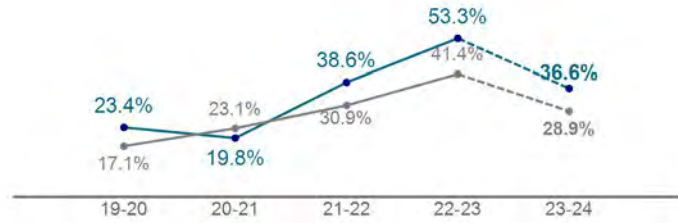
Low SES
N = 549



English Learner
N = 227



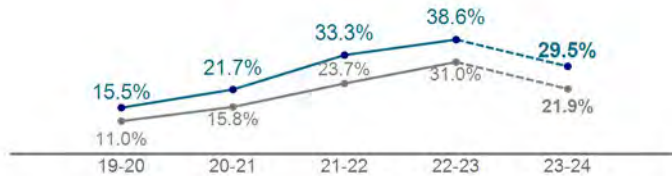
Special Education
N = 93



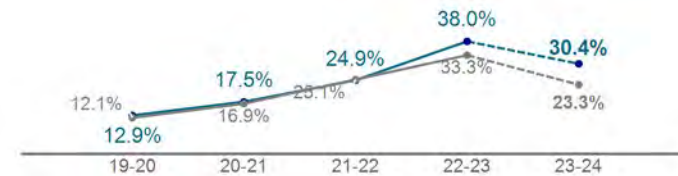
Homeless or Foster Youth
Subgroup with fewer than 20 students.

Homeless or Foster Youth
Subgroup with fewer than 20 students.

Female
N = 254



Male
N = 296



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

SBAC ELA 2023 :: School Data by Subgroup

Oropeza

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	272	68%	46	22	13	19	32%	↓1		↑5	
	All Elementary	52%	31	21	23	25	48%	↑1		↑6	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	75	57%	33	24	12	31	43%	↑7		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	96	70%	48	22	10	20	30%	↑16		↓4
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	101	73%	53	20	17	10	27%	↓26		↑15
		All Elementary	48%	27	21	28	24	52%	↓1		↑8
		District	48%	27	21	28	24	52%	↓1		↑8
Ethnicity	Hispanic	203	68%	46	22	14	18	32%	↓1		↑7
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	40	83%	60	23	10	8	18%	↓1		↑4
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	Asian	15*	40%	20	20	7	53	60%	↓13		-
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1
Cambodian	7*	71%	43	29	29		29%	↓27		-	
	All Elementary	40%	20	19	27	33	60%	↑1		↑7	
	District	39%	19	20	32	29	61%	↑1		↑2	

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

SBAC ELA 2023 :: School Data by Subgroup

Oropeza

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Other	6*	50%	33	17	17	33	50%	↑50		-
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓1
	White	6*	67%	33	33	33	33	33%	↓33		-
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
	Filipino	1*	0%			100	100%	100%	↑100		-
		All Elementary	24%	12	11	27	49	76%	↑2		↑7
		District	28%	11	17	31	41	72%	↑2		↑2
	American Indian	1*	0%			100	100%	100%	-		-
All Elementary		36%	27	9	41	23	64%	↑8		↑9	
District		41%	25	16	41	18	59%	↑18		↑12	
Gender	Female	135	64%	40	24	15	21	36%	↓-		↑5
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	137	72%	52	20	12	17	28%	↓1		↑5
		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	135	73%	47	26	11	16	27%	↓6		↑5
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	110	82%	56	25	9	9	18%	↑8		↑6

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SBAC ELA 2023 :: School Data by Subgroup

Oropeza

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
Special Populations	ELL	All Elementary	80%	54	26	15	5	20%	↑5		↑5	
		District	86%	60	25	11	3	14%	↑4		↑3	
	RFEP	25	36%	8	28	20	44	64%	↓6		-	
		All Elementary	29%	11	18	33	38	71%	↑9		↑7	
		District	44%	17	27	35	21	56%	↑-		↓4	
	Foster	1*	100%	100				0%	↓50		-	
		District	75%	50	25	16	9	25%	↓3		↓4	
		All Elementary	75%	53	22	11	14	25%	↑-		↑7	
	GATE/Excel	44	7%		7	20	73	93%	↑14		↑6	
		All Elementary	10%		2	8	23	67	90%	↑2		↓-
		District	14%		3	11	32	54	86%	↓-		↓3
	Homeless	41	71%	59	12	17	12	29%	↑14		↑14	
		All Elementary	63%	40	23	20	16	37%	↑2		↑6	
		District	64%	40	24	24	12	36%	↓1		↓1	
	Homeless/Foster	42	71%	57	14	17	12	29%	↑10		↑14	
		All Elementary	64%	41	23	20	16	36%	↑2		↑6	
	District	65%	41	24	23	12	35%	↓1		↓1		
Low SES	259	66%	45	21	14	20	34%	↑2		↑5		
	All Elementary	59%	36	23	22	18	41%	↑2		↑6		
	District	59%	34	25	25	16	41%	↑1		↓1		
Special Ed.	35	94%	77	17	3	3	6%	↓10		-		
	All Elementary	81%	64	17	10	9	19%	↑2		↑4		
	District	84%	65	19	11	5	16%	↑1		↑1		
Spec Ed. Speech/RSP	34	94%	76	18	3	3	6%	↓11		-		

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

SBAC ELA 2023 :: School Data by Subgroup

Oropeza

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	Spec Ed. Speech/RSP	All Elementary	77%	57	19	13	11	23%	↑2		↑5
		District	79%	56	23	14	7	21%	↑2		↑2

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

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

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

SBAC Math 2023 :: School Data by Subgroup

Oropeza

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	276	77%	49	29	12	11	23%	↑4		↑3
	All Elementary	60%	33	27	22	18	40%	↑2		↓2
	District	66%	40	26	19	16	34%	↑1		↓5
Grade	75	67%	43	24	16	17	33%	↑13		-
	All Elementary	54%	31	23	26	20	46%	↑5		-
	District	53%	30	23	26	21	47%	↑4		-
	98	77%	41	36	11	12	23%	↑12		↑3
	All Elementary	60%	30	30	22	18	40%	↑2		↓1
	District	59%	30	30	22	18	41%	↑3		↓2
	103	85%	60	25	10	5	15%	↓11		↑3
	All Elementary	66%	37	29	18	16	34%	↓-		↓2
	District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	207	78%	49	29	13	9	22%	↑4		↑3
	All Elementary	67%	37	29	21	12	33%	↑3		↓1
	District	72%	45	27	17	11	28%	↑2		↓5
	40	93%	70	23	5	3	8%	↓5		↓4
	All Elementary	77%	48	28	16	7	23%	↑3		↓1
	District	82%	57	25	12	6	18%	↑1		↓4
	15*	33%	13	20	7	60	67%	↑20		-
	All Elementary	45%	20	26	23	31	55%	↓1		↓2
	District	49%	25	24	22	29	51%	↓1		↓6
	7*	71%	29	43	29		29%	↑6		-
	All Elementary	50%	21	29	24	26	50%	↓3		↓1
	District	55%	28	27	23	23	45%	↓2		↓5

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

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

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SBAC Math 2023 :: School Data by Subgroup

Oropeza

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Other	6*	67%	17	50	17	17	33%	↑33		-
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	White	6*	67%	33	33	17	17	33%	↓17		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
	Filipino	1*	0%			100	100%	100%	↑100		-
		All Elementary	34%	11	23	31	35	66%	↓-		↓2
		District	44%	19	25	24	33	56%	↓-		↓5
	American Indian	1*	100%	100				0%	-		-
All Elementary		64%	27	36	18	18	36%	↓3		↓9	
District		73%	41	31	14	14	27%	↑1		↓8	
Gender	Female	135	77%	47	30	10	13	23%	↑6		↑1
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	141	77%	50	28	13	9	23%	↑2		↑6
		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	141	79%	50	29	11	10	21%	↑5		↑8
		All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	116	85%	55	30	10	4	15%	↑12		↑9

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SBAC Math 2023 :: School Data by Subgroup

Oropeza

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	ELL	All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	25	48%	24	24	16	36	52%	↑12		↑5
		All Elementary	43%	16	27	28	29	57%	↑10		↓2
	Foster	District	66%	36	30	20	14	34%	↑1		↓9
		1*	100%	100				0%	↓25		-
	GATE/Excel	All Elementary	80%	53	26	19	2	20%	↑5		-
		District	85%	62	23	13	2	15%	↑2		↓2
	Homeless	44	18%	5	14	27	55	82%	↑23		-
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
	Homeless/Foster	District	26%	8	18	28	47	74%	↑2		↓9
		43	79%	60	19	7	14	21%	↑12		↑8
	Low SES	All Elementary	72%	44	27	18	11	28%	↑2		-
		District	78%	52	26	14	8	22%	↑-		↓5
	Special Ed.	44	80%	59	20	7	14	20%	↑10		↑8
		All Elementary	72%	45	27	18	10	28%	↑2		-
Spec Ed. Speech/RSP	District	79%	53	25	14	7	21%	↑1		↓4	
	263	77%	49	28	12	11	23%	↑7		↑3	
Special Ed.	All Elementary	68%	39	29	20	12	32%	↑3		↓1	
	District	73%	46	27	17	11	27%	↑2		↓5	
Spec Ed. Speech/RSP	34	94%	79	15	3		6%	↑1		↑4	
	All Elementary	82%	63	20	10	8	18%	↑3		↓-	
Spec Ed. Speech/RSP	District	88%	72	16	8	5	12%	↑2		↓1	
	33	94%	79	15	3		6%	↑1		↑4	

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

Oropeza

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

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

Oropeza

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	104	88%	33	56	10	2	12%	↓11		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	74%	17	57	18	8	26%	↑1		-	
Grade	Gr. 05	104	88%	33	56	10	2	12%	↓11		-
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	70%	16	54	20	10	30%	↑1		-	
Ethnicity	Hispanic	77	90%	31	58	8	3	10%	↓13		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	African American	22	86%	36	50	14		14%	↓15		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Asian	3*	67%	33	33	33		33%	↑13		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
	Cambodian	2*	100%	50	50			0%	-		-
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-
	Filipino	1*	100%	100				0%	-		-
		All Elementary	49%	4	45	27	25	51%	↓1		-
		District	54%	5	49	29	18	46%	↑2		-
White	1*	100%	100				0%	↓33		-	
	All Elementary	42%	4	38	31	27	58%	↓2		-	
	District	51%	6	45	29	20	49%	↑1		-	

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

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

SBAC Science 2023 :: School Data by Subgroup

Oropeza

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
Gender	Female	45	91%	29	62	7	2	9%	↓13	-
		All Elementary	71%	14	57	19	10	29%	↑-	-
		District	75%	15	60	18	7	25%	↑1	-
	Male	59	86%	36	51	12	2	14%	↓10	-
		All Elementary	69%	17	52	21	10	31%	↑-	-
		District	74%	19	55	18	8	26%	↑1	-
Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43	-	
	District	68%	18	50	14	18	32%	↑11	-	
Special Populations	EL + RFEP	49	96%	31	65	4		4%	↓16	-
		All Elementary	82%	22	61	14	4	18%	↑-	-
		District	84%	21	63	13	3	16%	↑1	-
	ELL	40	98%	38	60	3		3%	↓5	-
		All Elementary	97%	32	65	3		3%	↑-	-
		District	98%	40	58	2		2%	↑-	-
	RFEP	9*	89%	89		11		11%	↓16	-
		All Elementary	61%	7	55	30	9	39%	↑9	-
		District	75%	10	66	20	5	25%	↑3	-
	GATE/Excel	16*	50%		50	38	13	50%	↓2	-
		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	-
		District	88%	31	58	8	4	12%	↓3	-
	Homeless	11*	100%	45	55			0%	↓20	-
All Elementary		83%	20	63	13	4	17%	↑1	-	

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SBAC Science 2023 :: School Data by Subgroup

Oropeza

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Homeless	District	86%	24	62	10	3	14%	↓1		-
		11*	100%	45	55			0%	↓14		-
	Homeless/Foster	All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	100	88%	33	55	10	2	12%	↓6		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	17*	100%	59	41			0%	-		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	16*	100%	56	44			0%	-		-
		All Elementary	86%	34	52	9	5	14%	↑4		-
District		90%	37	53	7	3	10%	↑1		-	

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

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

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Oropeza

1/17/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	188	57	20	23	19	38	
		All ES	49	22	22	24	32	
		District	27	34	15	16	34	
	Grade	Gr. 04 (Minimum Growth Target: 44)	91	45	25	31	21	23
			All ES	49	21	24	27	28
			District	48	22	24	27	27
		Gr. 05 (Minimum Growth Target: 35)	97	70	15	15	18	52
			All ES	50	22	20	22	36
			District	49	22	20	22	36
	Ethnicity	Hispanic	145	54	21	25	19	34
			All ES	49	23	22	24	31
			District	26	35	15	16	34
		African American	28	85	7	18	11	64
			All ES	50	22	22	22	34
			District	25	36	16	15	33
		Asian	8^	-	38	13	25	25
			All ES	53	21	23	23	34
			District	33	30	16	16	38
Cambodian		5^	-	40		40	20	
		All ES	53	20	22	25	33	
		District	34	30	16	17	37	

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Oropeza

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	4^	-		50	25	25	0
		All ES	49		19	23	27	31
		District	30		32	16	17	35
	White	2^	-				100	0
		All ES	53		19	22	27	33
		District	29		33	16	16	35
	Filipino	1^	-				100	
		All ES	50		21	21	24	34
		District	31		32	14	16	37
Gender	Female	96	59		19	21	21	40
		All ES	50		21	22	25	32
		District	28		34	15	16	34
	Male	92	54		22	25	17	36
		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	88	50		18	30	19	33
		All ES	50		24	21	23	33
		District	25		36	13	15	36
	ELL	68	52		19	26	19	35

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Oropeza

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A Special Populations	ELL	All ES	50	24	21	23	32	
		District	34	31	16	18	35	
	RFEP		20	-	15	40	20	25
		All ES	50		22	21	23	34
	GATE/Excel	District	18		39	12	14	36
			33	55	18	24	21	36
	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		26	48	35	19	12	35
		All ES	55		21	21	25	34
	Low SES	District	28		33	16	17	34
			26	48	35	19	12	35
	Special Ed.	All ES	55		21	20	25	34
		District	28		34	16	17	33
	Special Ed.		179	55	19	24	20	37
		All ES	50		22	22	24	32
	Special Ed.	District	26		35	15	16	34
			29	74	17	10	31	41
Special Ed.	All ES	43		27	20	23	31	

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Oropeza

1/17/24

Category			Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
			N	Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
E L A	Special Populations	Special Ed.	District	27	35	15	15	35	
		Spec Ed. Speech/RSP		28	74	18	7	32	43
			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 Oropeza

1/17/24

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	188	188	42	22	23	32	22	
		All ES	38	23	28	28	20	
		District	16	38	19	18	24	
	Grade	Gr. 04 (Minimum Growth Target: 42)	92	45	20	25	32	24
			All ES	45	18	29	31	22
			District	44	18	29	31	21
		Gr. 05 (Minimum Growth Target: 39)	96	38	25	22	33	20
			All ES	32	28	27	26	19
			District	32	28	27	26	19
Math	Hispanic	146	38	25	23	32	20	
		All ES	39	23	28	28	21	
		District	14	39	19	18	24	
	African American	27	59	15	15	41	30	
		All ES	35	26	27	28	20	
		District	14	40	19	17	24	
	Asian	8^	-		50	25	25	
		All ES	42	21	26	30	23	
		District	19	36	19	20	26	
	Cambodian	5^	-		40	40	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

Oropeza

1/17/24

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	4^	-	25	25	50	0
		All ES	40	21	29	29	21
		District	22	34	22	19	26
	White	2^	-		50		50
		All ES	36	22	33	28	18
		District	19	34	22	19	24
	Filipino	1^	-				100
		All ES	36	24	27	29	20
		District	22	36	17	22	26
Gender	Female	98	46	20	20	39	20
		All ES	38	23	28	29	20
		District	15	38	19	19	24
	Male	90	38	24	27	26	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	91	40	24	23	32	21
		All ES	41	23	26	28	23
		District	12	41	18	17	24
	ELL	71	44	24	20	32	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 Oropeza

1/17/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
Math at Special Populations	ELL	All ES	42		23	25	29	23	
		District	23		35	19	19	28	
	RFEP		20	29		25	35	30	10
		All ES	40		24	27	26	23	
	GATE/Excel	District	4		46	17	15	23	
			33	33		21	39	27	12
	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		26	48		15	27	27	31
		All ES	37		26	27	26	21	
	Low SES	District	13		40	19	17	24	
			26	48		15	27	27	31
	Special Ed.	All ES	38		26	27	26	21	
		District	14		40	19	17	24	
	Special Ed.		179	42		22	23	32	22
		All ES	38		24	28	28	21	
	Special Ed.	District	14		39	19	18	24	
			28	41		29	14	29	29
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

Oropeza

1/17/24

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		27	41		30	15	26	30
		All ES	39		24	26	26	24	
		District	19		36	19	17	28	

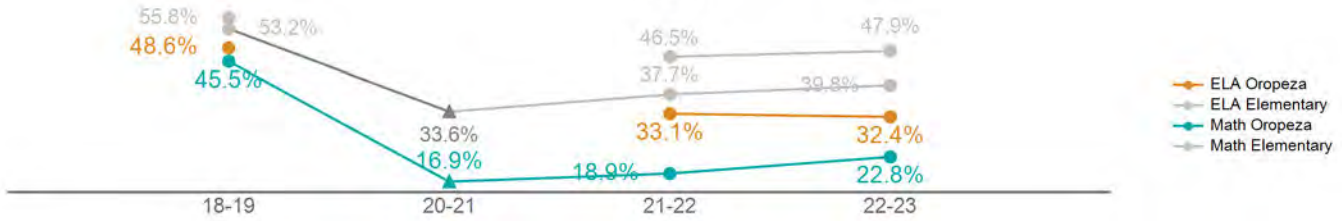
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

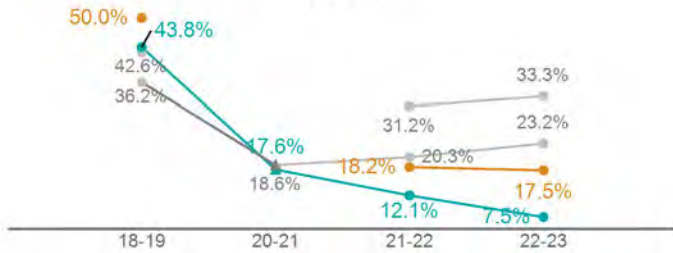
*Accelerated Growth = At least double the minimum growth target for the grade level.

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

**Oropeza
All Students
N = 276**



**African American
N = 40**



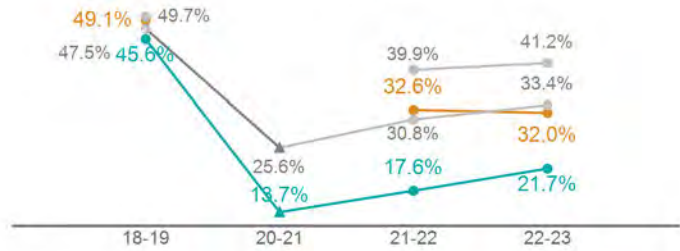
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

**Hispanic
N = 207**



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

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

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

Native American

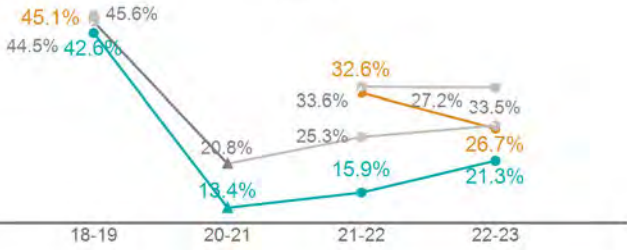
Subgroup with fewer than 20 students.

Other

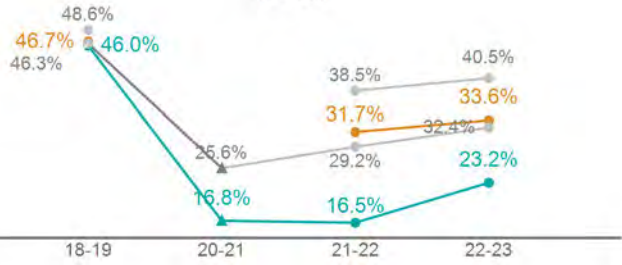
Subgroup with fewer than 20 students.

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

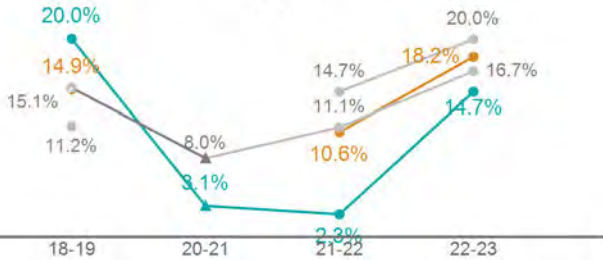
EL + RFEP
N = 141



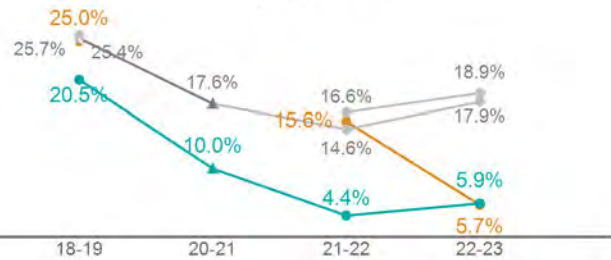
Low SES
N = 263



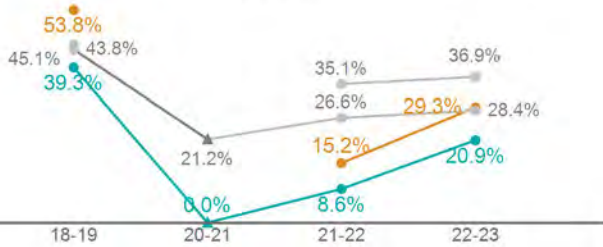
English Learner
N = 116



Special Education
N = 35



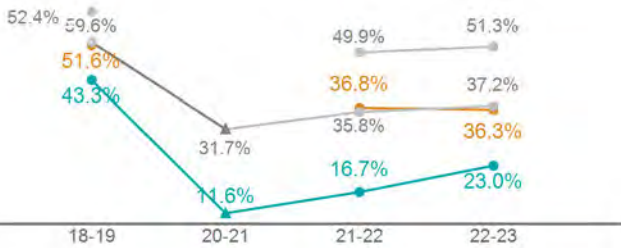
Homeless
N = 43



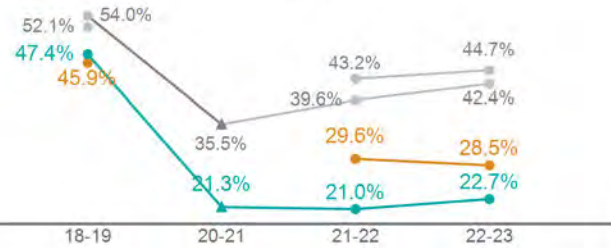
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 135



Male
N = 141



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

1/17/24

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

1/17/24

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

1/17/24

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

1/17/24

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	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

1/17/24

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

1/17/24

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

1/17/24

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

1/17/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%			100	100%	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

1/17/24

All

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

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/17/24

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

1/17/24

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

1/17/24

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

1/17/24

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

1/17/24

All

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

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/17/24

All

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

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/17/24

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

1/17/24

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

1/17/24

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

1/17/24

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	32,799	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

1/17/24

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

1/17/24

All

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

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

SBAC ELA 2023

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

SBAC ELA 2023

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

SBAC ELA 2023

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

SBAC ELA 2023

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

SBAC ELA 2023

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

SBAC ELA 2023

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

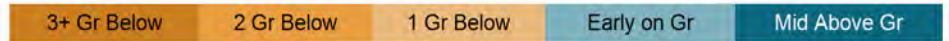


i-Ready Math Overall Relative Placement

School Data by Subgroup

Oropeza 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	75	28	71	1		
			2	79	3	82	11	4	
			3	80	6	51	21	21	
	Teacher	Ahmadi, K	1	24	21	79			
			2	27		78	19	4	
			3	28		57	25	18	
		Hernandez, J	1	25	48	52			
			2	25		92	4	4	
			3	27	19	52	15	15	
		Viola-Manning, B	1	24	25	75			
			2	25	4	80	12	4	
			3	26	4	42	23	31	
	Ethnicity	African American	1	10	100				
			2	14		79	7	14	
			3	12		25	33	42	
		Asian	1	3		67		33	
			2	2	100				
			3	2		50		50	
		Hispanic	1	55	35	65			
			2	57	4	84	11	2	
			3	59	8	58	17	17	
		Pacific Islander	1	1	100				
			3	1	100				
			White	1	1	100			
		2		1	100				
		3		1				100	
		Other	1	5	20	80			
	2		5		60		40		
	3		5		40	20	40		

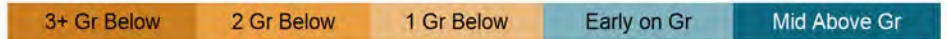
i-Ready Math Overall Relative Placement

School Data by Subgroup

Oropeza 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	Gender	Female	1	37	24	76			
			2	41	2	76	15	7	
			3	40	5	48	20	28	
		Male	1	38	32	66	3		
			2	38	3	89	8		
			3	40	8	55	23	15	
	Special Populations	Low SES	1	73	27	73			
			2	76	3	82	12	4	
			3	76	7	51	20	22	
		ELL	1	31	29	71			
			2	34	6	88	6		
			3	35	6	63	17	14	
		RFEP	1	1	100				
			2	1				100	
			3	1				100	
		EL + RFEP	1	32	28	72			
			2	35	6	86	6	3	
			3	36	6	61	17	17	
			Special Ed.	1	4	50	50		
				2	4	25	50	25	
				3	4	25	50	25	
		Spec Ed. Speech/RSP	1	4	50	50			
			2	4	25	50	25		
			3	4	25	50	25		
	Foster	1	2	100					
		2	2	100					
	Homeless	1	7	29	71				
2		8	13	88					
3		9	11	44	22	22			

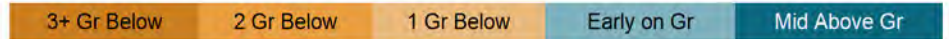
i-Ready Math Overall Relative Placement

School Data by Subgroup

Oropeza 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	91	46	48	32		
			2	91	16	64	12	8	
			3	88	7	39	27	27	
	Teacher	Hecht, B	1	27	59	33	4	4	
			2	28	18	68	7	7	
			3	28	4	39	36	21	
		Renteria, S	1	30	43	47	7	3	
			2	30	20	43	20	17	
			3	30	7	33	17	43	
		Yim, E	1	29	34	66			
			2	29	10	83	7		
			3	29	10	41	31	17	
	Ethnicity	African American	1	11	45	55			
			2	10	20	70	10		
			3	10	10	30	30	30	
		American Indian	1	1	100				
			2	1			100		
		Asian	1	3		33	33	33	
			2	4		25	25	50	
			3	4				100	
		Filipino	1	2	100				
			2	2	100				
			3	2				100	
		Hispanic	1	70	50	47	3		
			2	70	17	67	10	6	
			3	69	7	43	28	22	
		White	1	3	67	33			
			2	3	33	33	33		
			3	2		50		50	
		Other	1	1				100	
2	1					100			
3	1					100			

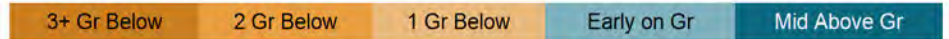
i-Ready Math Overall Relative Placement

School Data by Subgroup

Oropeza 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	39	51	46	3		
			2	37	22	59	14	5	
			3	35		17	31	26	26
		Male	1	52	42	50	4	4	
			2	54	13	67	11	9	
			3	53		43	28	28	
	Special Populations	Low SES	1	83	47	47	4	2	
			2	84	17	64	11	8	
			3	82		7	37	29	27
		ELL	1	40	63	35	3		
			2	41	22	66	10	2	
			3	39		10	46	23	21
		RFEP	1	2	50	50			
			2	2	100				
			3	2			50	50	
		EL + RFEP	1	42	62	36	2		
			2	43	21	67	9	2	
			3	41		10	44	24	22
		Special Ed.	1	12	75	17	8		
			2	12	33	58	8		
			3	12		25	33	33	8
		Spec Ed. Speech/RSP	1	11	73	18	9		
			2	11	27	64	9		
			3	11		18	36	36	9
Homeless	1	9	89	11					
	2	9	33	56	11				
	3	9		67	22	11			
GATE/Excel	1	11		64	18	18			
	2	11			18	36	45		
	3	11			9	91			

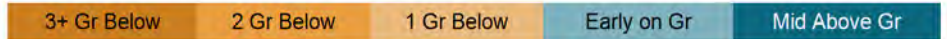
i-Ready Math Overall Relative Placement

School Data by Subgroup

Oropeza 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	77	18	29	44	8	1
			2	75	11	11	52	19	8
			3	73	10	12	36	14	29
	Teacher	Christy, S	1	23	35	30	35		
			2	25	12	20	60	4	4
			3	25	12	12	52	16	8
		Pollard, J	1	23	17	48	35		
			2	24	21	13	63	4	
			3	25	16	28	48	4	4
		Silva, S	1	24	8		71	21	
			2	24			33	46	21
			3	24			4	21	75
	Ethnicity	African American	1	12	33	33	25	8	
			2	12	25	17	50	8	
			3	11	18	18	45	9	9
		Asian	1	7		29	43	14	14
			2	6			33	17	50
			3	6			33		67
		Hispanic	1	52	19	27	48	6	
			2	51	10	12	55	22	2
			3	50	10	14	34	12	30
		White	1	4		50	25	25	
			2	4			50		50
			3	4			50	25	25
Other		1	2			100			
		2	2			50		50	
		3	2					100	
Gender	Female	1	38	16	37	39	8		
		2	37	8	5	57	19	11	
		3	35	6	6	46	14	29	
	Male	1	39	21	21	49	8	3	
		2	38	13	16	47	18	5	
		3	38	13	18	26	13	29	

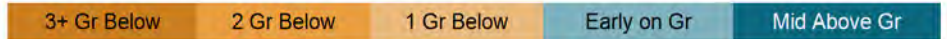
i-Ready Math Overall Relative Placement

School Data by Subgroup

Oropeza 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	74	18	28	46	8	
			2	73	11	11	51	19	8
			3	71	10	13	34	14	30
		ELL	1	34	26	29	41	3	
			2	34	9	15	62	12	3
			3	34	12	18	41	6	24
		RFEP	1	5	40	40	20		
			2	5	20	20	40	20	
			3	4			25	75	
		EL + RFEP	1	39	23	31	41	5	
			2	39	10	13	56	15	5
			3	38	11	16	37	8	29
		Special Ed.	1	6	67	17	17		
			2	6	67	17	17		
			3	6	50	33	17		
		Spec Ed. Speech/RSP	1	6	67	17	17		
			2	6	67	17	17		
			3	6	50	33	17		
		Foster	1	1	100				
			2	1	100				
			3	1	100				
Homeless	1	13	31	23	38	8			
	2	13	23	15	46	15			
	3	11	18	45	9	27			
GATE/Excel	1	12	50		42	8			
	2	11		9	45	45			
	3	11			9	91			

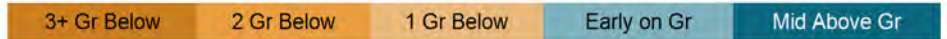
i-Ready Math Overall Relative Placement

School Data by Subgroup

Oropeza 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	93	28	22	39	6	5
			2	98	11	21	49	11	7
			3	98	13	17	31	22	16
	Teacher	Brown, S	1	28	39	43	14	4	
			2	32	16	34	47	3	
			3	33	18	30	36	9	6
		Colburn, L	1	31	39	19	39	3	
			2	33	18	27	45	9	
			3	33	21	21	30	24	3
		Ramos-Davies, K	1	33	12	64	15	9	
			2	32	3	56	25	16	
			3	33	3	24	33	39	
	Ethnicity	African American	1	7	57	14	29		
			2	7	43	29	29		
			3	7	43	29	29		
		Asian	1	6	50	50			
			2	5	20	40	40		
			3	5	20	80			
		Hispanic	1	75	29	23	37	8	3
			2	80	10	24	50	10	6
			3	80	13	21	31	20	15
		White	1	1	100				
			2	1	100				
			3	1	100				
		Other	1	4	50	50			
			2	4	75	25			
			3	4	75	25			
American Indian	2	1	100						
	3	1	100						

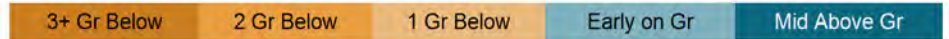
i-Ready Math Overall Relative Placement

School Data by Subgroup

Oropeza 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	Gender	Female	1	52	23	23	42	6	6
			2	54	9	19	52	13	7
			3	53	9	15	38	21	17
		Male	1	41	34	20	34	7	5
			2	44	14	25	45	9	7
			3	45	18	20	22	24	16
	Special Populations	Low SES	1	87	28	21	39	7	6
			2	91	10	21	49	12	8
			3	91	11	18	32	22	18
		ELL	1	39	33	31	33	3	
			2	40	10	35	50	3	
			3	41	12	32	27	20	10
		RFEP	1	11	9	45	27	18	
			2	10	30	40	30		
			3	10	10	40	50		
		EL + RFEP	1	50	26	26	36	8	4
			2	50	8	28	46	10	8
			3	51	10	25	24	24	18
		Special Ed.	1	12	42	25	33		
			2	12	25	25	42	8	
			3	12	25	17	33	17	8
	Spec Ed. Speech/RSP	1	12	42	25	33			
		2	12	25	25	42	8		
		3	12	25	17	33	17	8	
	Homeless	1	18	44	22	33			
		2	22	23	27	36	14		
		3	21	24	24	24	24	5	
GATE/Excel	1	16	44	25	31				
	2	16	19	44	38				
	3	16	6	25	69				

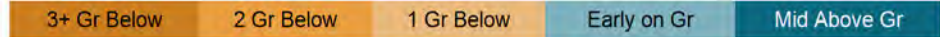
i-Ready Math Overall Relative Placement

School Data by Subgroup

Oropeza 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	101	44	25	25	6	
			2	101	37	19	34	9	2
			3	103	26	17	36	13	9
	Teacher	Jeffries, J	1	30	37	23	27	13	
			2	34	38	12	32	15	3
			3	33	27	9	42	9	12
		Licon, R	1	34	41	35	21	3	
			2	34	35	24	35	6	
			3	35	17	29	37	14	3
		Schultz, C	1	34	53	18	24	3	3
			2	34	35	21	35	6	3
			3	35	31	11	31	14	11
	Barone, M	3	1	100					
	Ethnicity	African American	1	22	55	14	23	9	
			2	22	59	9	23	9	
			3	22	32	27	23	5	14
		Asian	1	4	25		50		25
			2	3			33	33	33
			3	4	50		25		25
		Filipino	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	73	41	30	23	5	
			2	74	30	23	38	8	1
			3	75	23	15	40	16	7
		White	1	1	100				
			2	1	100				
3			1	100					
Gender	Female	1	46	41	28	26	4		
		2	45	33	24	36	7		
		3	44	25	16	45	7	7	
	Male	1	55	45	22	24	7	2	
		2	56	39	14	32	11	4	
		3	59	27	17	29	17	10	

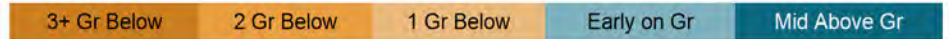
i-Ready Math Overall Relative Placement

School Data by Subgroup

Oropeza 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	97	44	25	24	6	1
			2	98	37	19	33	9	2
			3	98	27	16	36	12	9
		ELL	1	36	50	33	17		
			2	38	42	16	42		
			3	42	31	12	50	5	2
		RFEP	1	9	22	33	44		
			2	9	33		56	11	
			3	9		22	33		44
		EL + RFEP	1	45	44	33	22		
			2	47	34	19	45	2	
			3	51	25	14	47	12	2
		Special Ed.	1	17	76		12	12	
			2	17	71		12	18	
			3	17	65		12	18	6
		Spec Ed. Speech/RSP	1	16	75		13	13	
			2	16	69		13	19	
			3	15	60		13	20	7
		Homeless	1	11	45	27	27		
			2	10	40	20	40		
3	10		40	10	50				
GATE/Excel	1	16		13	44	38	6		
	2	16			44	44	13		
	3	16			19	38	44		
Foster		3	1	100					

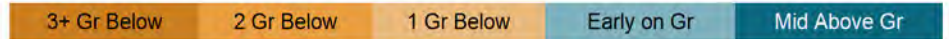
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Oropeza 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	79	22	72	5		
			2	78	3	76	13	9	
			3	81	4	58	14	25	
	Teacher	Ahmadi, K	1	24	17	71	8	4	
			2	27		78	4	19	
			3	28		61	14	25	
		Hernandez, J	1	25	28	64	8		
			2	25		80	12	8	
			3	27	7	67	15	11	
		Viola-Manning, B	1	24	21	79			
			2	25	4	72	24		
			3	26	4	42	12	42	
	Ethnicity	African American	1	11	9	64	18	9	
			2	14		57	21	21	
			3	12		50	25	25	
		Asian	1	3		100			
			2	2		100			
			3	2		100			
		Hispanic	1	58	26	71	3		
			2	56	4	82	9	5	
			3	60	5	62	10	23	
	Pacific Islander	1	1		100				
		3	1				100		
	White	1	1		100				
		2	1		100				
		3	1				100		
	Other	1	5		100				
2		5		40	40	20			
3		5		40		60			

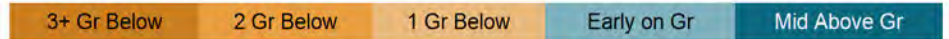
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Oropeza 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	Gender	Female	1	39	21	69	8	3	
			2	41	2	71	15	12	
			3	40	3	55	15	28	
		Male	1	40	23	75	3		
			2	37	3	81	11	5	
			3	41	5	61	12	22	
	Special Populations	Low SES	1	77	22	71	5		
			2	75	3	76	12	9	
			3	77	4	58	12	26	
		ELL	1	34	29	68	3		
			2	33	6	88	3		
			3	36	8	61	11	19	
		RFEP	1	1					100
			2	1					100
			3	1					100
		EL + RFEP	1	35	29	66	6		
			2	34	6	85	3	6	
			3	37	8	59	11	22	
		Special Ed.	1	4	25	75			
			2	4	25	75			
			3	4		100			
	Spec Ed. Speech/RSP	1	4	25	75				
		2	4	25	75				
		3	4		100				
	Foster	1	2		100				
		2	2		100				
	Homeless	1	8	50	50				
2		8	13	88					
3		9	11	67		22			

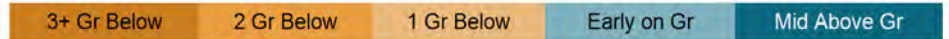
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Oropeza 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	90	52	29	9	10	
			2	90	18	42	12	28	
			3	86	8	37	16	38	
	Teacher	Hecht, B	1	27	59	26	7	7	
			2	28	21	50	11	18	
			3	28	7	43	18	32	
		Renteria, S	1	30	50	20	17	13	
			2	30	17	27	17	40	
			3	30	10	27	7	57	
		Yim, E	1	29	48	38	3	10	
			2	29	10	55	10	24	
			3	29	7	41	28	24	
	Ethnicity	African American	1	12	50	25	8	17	
			2	9	22	44		33	
			3	10		40	30	30	
		American Indian	1	1	100				
			2	1				100	
		Asian	1	3					100
			2	4		25		75	
			3	4					100
		Filipino	1	1	100				
			2	2		50		50	
			3	2					100
		Hispanic	1	69	57	30	9	4	
			2	70	19	44	16	21	
			3	67	10	40	16	33	
		White	1	3	33	33		33	
	2		3	33	33		33		
	3		2		50		50		
	Other	1	1					100	
2		1					100		
3		1					100		

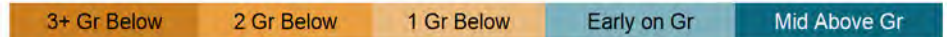
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Oropeza 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	38	45	37	11	8	
			2	37	22	35	14	30	
			3	34	9	35	15	41	
		Male	1	52	58	23	8	12	
			2	53	15	47	11	26	
			3	52	8	38	17	37	
	Special Populations	Low SES	1	82	55	26	9	11	
			2	83	19	41	13	27	
			3	80	9	36	16	39	
		ELL	1	39	64	26	3	8	
			2	41	27	41	20	12	
			3	37	16	41	14	30	
		RFEP	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		EL + RFEP	1	41	63	24	5	7	
			2	43	26	42	19	14	
			3	39	15	41	13	31	
		Special Ed.	1	12	75	17	8		
			2	12	33	58	8		
			3	12	17	58	17	8	
		Spec Ed. Speech/RSP	1	11	73	18	9		
			2	11	27	64	9		
			3	11	9	64	18	9	
Homeless	1	9	78	11	11				
	2	9	44	44	11				
	3	9	11	67	11	11			
GATE/Excel	1	11			36	64			
	2	11				100			
	3	11				100			

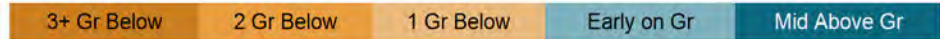
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Oropeza 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	74	9	24	30	23	14	
			2	75	9	19	23	29	20	
			3	73	7	19	21	26	27	
	Teacher	Christy, S	1	23	17	39	39	4		
			2	25	16	20	40	24		
			3	25	4	28	36	32		
		Pollard, J	1	23	13	39	35	13		
			2	24	13	38	25	25		
			3	25	16	24	28	28	4	
		Silva, S	1	24			4	13	50	33
			2	24			4	38	58	
			3	24			4	21	75	
	Ethnicity	African American	1	12	17	33	33	8	8	
			2	12	8	42	17	25	8	
			3	11	9	45	18	18	9	
		Asian	1	7		14	29	14	43	
			2	6		17	17	33	33	
			3	6		33	33	33		
		Hispanic	1	49	10	24	33	24	8	
			2	51	12	16	24	31	18	
			3	50	8	16	20	28	28	
		White	1	4		25	25	50		
			2	4		50	50			
			3	4		25	25	50		
Other	1	2					100			
	2	2				50	50			
	3	2				50	50			
Gender	Female	1	36	8	19	31	31	11		
		2	37	8	16	22	30	24		
		3	35	6	14	23	29	29		
	Male	1	38	11	29	29	16	16		
		2	38	11	21	24	29	16		
		3	38	8	24	18	24	26		

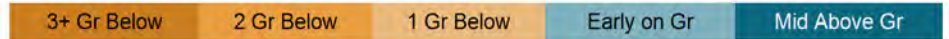
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Oropeza 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	72	10	24	31	24	13
			2	73	8	18	23	30	21
			3	71	7	17	21	27	28
		ELL	1	32	16	38	25	19	3
			2	34	15	26	18	35	6
			3	34	9	24	18	35	15
		RFEP	1	4			25	25	50
			2	5			40		60
			3	4			25		75
		EL + RFEP	1	36	14	36	22	19	8
			2	39	13	23	21	31	13
			3	38	8	21	18	32	21
		Special Ed.	1	6	50	17	33		
			2	6	17	50	17	17	
			3	6	50		33	17	
		Spec Ed. Speech/RSP	1	6	50	17	33		
			2	6	17	50	17	17	
			3	6	50		33	17	
		Foster	1	1	100				
			2	1	100				
			3	1	100				
Homeless	1	11	18	27	18	27	9		
	2	13	15	31	15	15	23		
	3	11	9	36		27	27		
GATE/Excel	1	12				33	67		
	2	11				18	82		
	3	11				9	91		

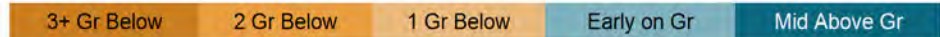
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Oropeza 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	94	34	10	36	11	10
			2	98	18	10	42	12	17
			3	96	20	6	35	19	20
	Teacher	Brown, S	1	29	41	21	34	3	
			2	32	25	16	50	3	6
			3	33	24	6	58	6	6
		Colburn, L	1	31	58	10	23	10	
			2	33	30	15	42	6	6
			3	33	33	15	33	9	9
		Ramos-Davies, K	1	33	3	52	27	18	
			2	33	36	27	36		
			3	33	18	39	42		
	Ethnicity	African American	1	7	43	14	43		
			2	7	43	14	43		
			3	7	43	43	14		
		Asian	1	5	60	40			
			2	6	33	33	33		
			3	5	60	40			
		Hispanic	1	77	35	10	34	13	8
			2	79	19	10	43	10	18
			3	78	21	6	38	15	19
White		1	1	100					
		2	1	100					
		3	1	100					
Other		1	4	25	50	25			
		2	4	25	50	25			
		3	4	25	50	25			
American Indian	2	1	100						
	3	1	100						

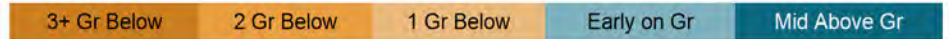
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Oropeza 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	Gender	Female	1	53	26	6	42	19	8
			2	54	13	4	52	15	17
			3	52	13	2	42	21	21
		Male	1	41	44	15	29	12	
			2	44	25	18	30	9	18
			3	44	27	11	27	16	18
	Special Populations	Low SES	1	88	33	9	38	10	10
			2	91	18	10	44	11	18
			3	89	19	6	38	17	20
		ELL	1	37	43	19	35	3	
			2	39	23	18	44	10	5
			3	39	26	8	44	18	5
		RFEP	1	11			45	36	18
			2	11			27	27	45
			3	10			30	20	50
		EL + RFEP	1	48	33	15	38	10	4
			2	50	18	14	40	14	14
			3	49	20	6	41	18	14
		Special Ed.	1	12	50	25	25		
			2	11	45	9	27	18	
			3	12	33	17	25	17	8
		Spec Ed. Speech/RSP	1	12	50	25	25		
			2	11	45	9	27	18	
			3	12	33	17	25	17	8
	Homeless	1	19	47	5	32	11	5	
		2	22	36	5	41	9	9	
		3	21	38		33	14	14	
GATE/Excel	1	17			29	29	41		
	2	17			18	24	59		
	3	16				13	88		

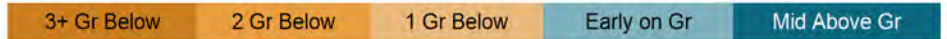
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Oropeza 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	98	34	33	23	5	5	
			2	101	20	34	30	11	6	
			3	104	17	33	33	7	11	
		Teacher	Jeffries, J	1	30	37	23	27	7	7
				2	34	18	35	26	15	6
				3	35	20	29	31	9	11
			Licon, R	1	34	35	41	18	3	3
				2	34	26	35	26	3	9
				3	35	17	31	40	3	9
	Schultz, C		1	34	35	32	21	6	6	
			2	34	18	29	35	15	3	
			3	35	20	34	26	9	11	
	Barone, M	3	1	100						
	Ethnicity	African American	1	22	32	32	32	5		
			2	22	23	27	27	18	5	
			3	22	9	41	27	5	18	
		Asian	1	4	25	25	25	25		
			2	3	33		33	33		
			3	4	50		25	25		
		Filipino	1	1	100					
			2	1	100					
			3	1	100					
		Hispanic	1	70	34	33	21	7	4	
			2	74	19	36	30	9	5	
			3	76	20	29	36	8	8	
		White	1	1	100					
			2	1	100					
3			1	100						
Gender	Female	1	46	30	35	30	4			
		2	45	11	40	38	7	4		
		3	45	9	38	40	7	7		
	Male	1	52	37	31	17	6	10		
		2	56	27	29	23	14	7		
		3	59	24	29	27	7	14		

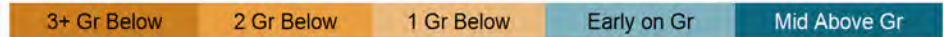
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Oropeza 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	Low SES	1	94	33	34	22	5	5
			2	98	19	34	30	11	6
			3	99	16	32	33	7	11
		ELL	1	34	44	41	12	3	
			2	37	27	43	30		
			3	41	27	41	27	2	
		RFEP	1	9	22	78			
			2	9		22	44	33	
			3	9	11	78		11	
		EL + RFEP	1	43	35	37	26	2	
			2	46	22	39	33	7	
			3	50	22	36	36	4	2
		Special Ed.	1	16	56	38	6		
			2	17	47	35	18		
			3	18	33	56	11		
		Spec Ed. Speech/RSP	1	15	53	40	7		
			2	16	44	38	19		
			3	16	38	50	13		
		Homeless	1	10	50	20	30		
			2	9	22	33	44		
			3	10	40	20	40		
GATE/Excel	1	16		19	31	25	25		
	2	16		13	25	31	31		
	3	16		44	13	44			
Foster	3	1	100						

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

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

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



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	473	3	473	10	12	40	19	19
Grade	Gr. K	3	26	69			15	15
	Gr. 01	3	81	7	51		21	21
	Gr. 02	3	88	7	39	27		27
	Gr. 03	3	75	9	13	35	13	29
	Gr. 04	3	99	13	18	30	22	16
	Gr. 05	3	104	26	16	37	13	9
Ethnicity	African American	3	62	19	15	29	18	19
	Asian	3	22	9	18	9	64	
	Hispanic	3	362	9	13	43	19	17
Gender	Female	3	224	8	12	43	17	20
	Male	3	249	12	12	36	21	19
Special Populations	Low SES	3	448	10	12	39	19	20
	ELL	3	219	10	14	47	14	14
	RFEP	3	27	11	15	37		37
	EL + RFEP	3	246	9	14	44	17	17
	Special Ed.	3	53	32	19	28	17	4
	Spec Ed. Speech/RSP	3	50	30	18	30	18	4
	Homeless	3	64	17	14	38	19	13
GATE/Excel	3	54				9	20	70

The percentages may not equal 100% due to rounding.

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



Legend



Category		Diagnostic Window	# Students	Percent by Category					
Grade	All Students	3	476	9	14	38	17	22	
	Gr. K	3	26			50	38	12	
	Gr. 01	3	82	4		57	13	26	
	Gr. 02	3	88		8	38	17	38	
	Gr. 03	3	75		7	19	21	27	27
	Gr. 04	3	99		19	7	36	18	19
	Gr. 05	3	106	19		32	32	7	10
Ethnicity	African American	3	63		10	22	33	16	19
	Asian	3	22			9	23	27	41
	Hispanic	3	364		10	13	41	16	20
Gender	Female	3	226		6	12	40	19	23
	Male	3	250		12	15	35	15	22
Special Populations	Low SES	3	451		9	13	38	16	23
	ELL	3	219		11	17	40	18	13
	RFEP	3	27			4	44	15	37
	EL + RFEP	3	246		10	16	40	18	16
	Special Ed.	3	54		19	30	37	11	4
	Spec Ed. Speech/RSP	3	51		20	25	39	12	4
	Homeless	3	65		22	11	40	14	14
GATE/Excel	3	54				13	9	78	

The percentages may not equal 100% due to rounding.



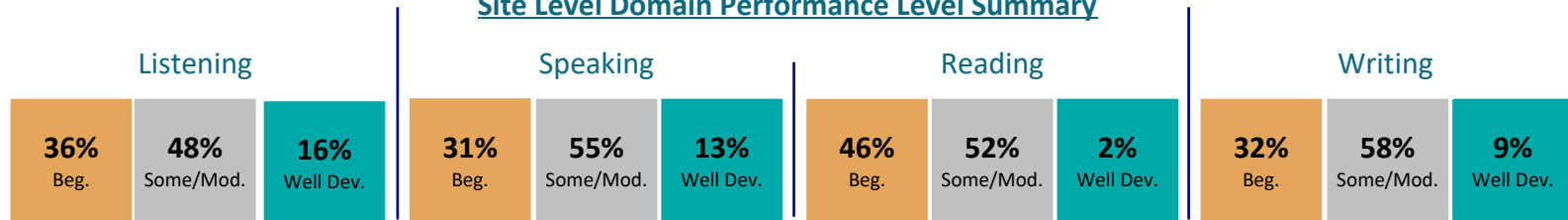
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Oropeza

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



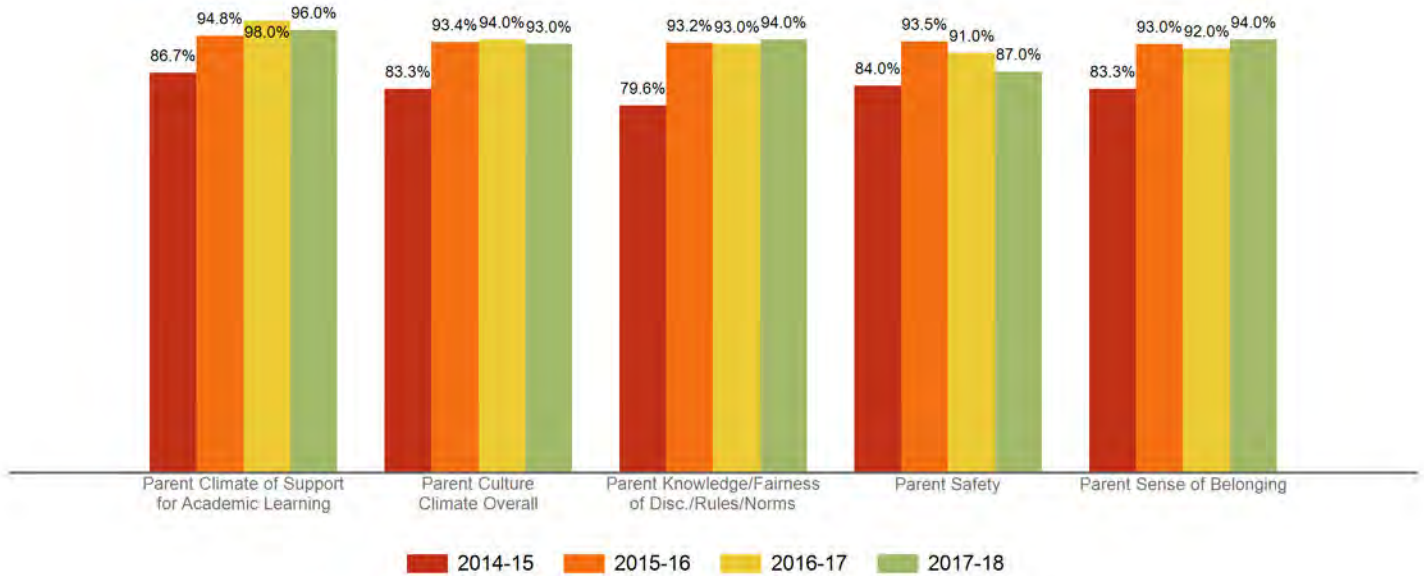
Grade Level Performance Summary (Overall and by Domain)

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
00	83%	17%	0%	0%	100%	0%	0%	83%	17%	0%	33%	67%	0%	83%	17%	0%
01	34%	53%	9%	3%	47%	44%	6%	53%	44%	0%	31%	63%	3%	41%	47%	9%
02	48%	43%	8%	0%	53%	30%	8%	40%	43%	8%	75%	15%	0%	50%	38%	5%
03	15%	47%	35%	3%	24%	65%	6%	18%	65%	12%	32%	59%	3%	12%	65%	18%
04	17%	41%	33%	9%	24%	43%	22%	15%	48%	26%	37%	48%	4%	13%	70%	7%
05	18%	43%	38%	3%	10%	48%	33%	15%	63%	13%	35%	55%	0%	28%	55%	8%

Culture-Climate Survey (Parent)

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	Equitable opportunities focusing on growth will be provided to all students improving Self-Efficacy by 3% on the CORE Survey. Grade 4 and 5 student Self-Management and School Connectedness will increase by 3% on the CORE Survey. Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, and student recognition.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	This activity involves supporting BIPOC students and parents from the community. Parent involvement through in-person school activities, assemblies, and school events supporting BIPOC students, equity, and cultural awareness. Parents are invited to events and activities that support cultural awareness, understanding, and equity for all students. Student cultural and educational events leading to a positive and accepting school environment.		Services
2	Classified Staff: Professional development, SEL/Safety Meetings, collaborative planning opportunities to create and foster an environment that is inclusive and equitable for all students. Professional development for classified staff Climate/Culture and Social Emotional well-being. Plan for and implement school structures and systems to provide an environment that utilizes Knowledge of Discipline/Fairness and Safety to provide a Sense of Belonging for ALL students. Professional development in Social Emotional Learning, deescalation strategies, Safe and Civil, and Restorative Strategies. Fund 0.2FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate Oropeza and Renaissance High School partnerships to support Social Emotional Learning and Climate/Culture of identified at-risk, ELL, and African-American students. Support IEP implementation of Tier 3 level students.		Hourly - Recreation Aide Psychologist
3	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students.		Counselor
6	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVID-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families.		Hourly - Recreation Aide
7	LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Intervention will be provided during the school day as well as after school. This position will be school-funded and 3 days a week for a total of 19 hours.		Senior Health Assistant

Culture-Climate Survey (Parent)

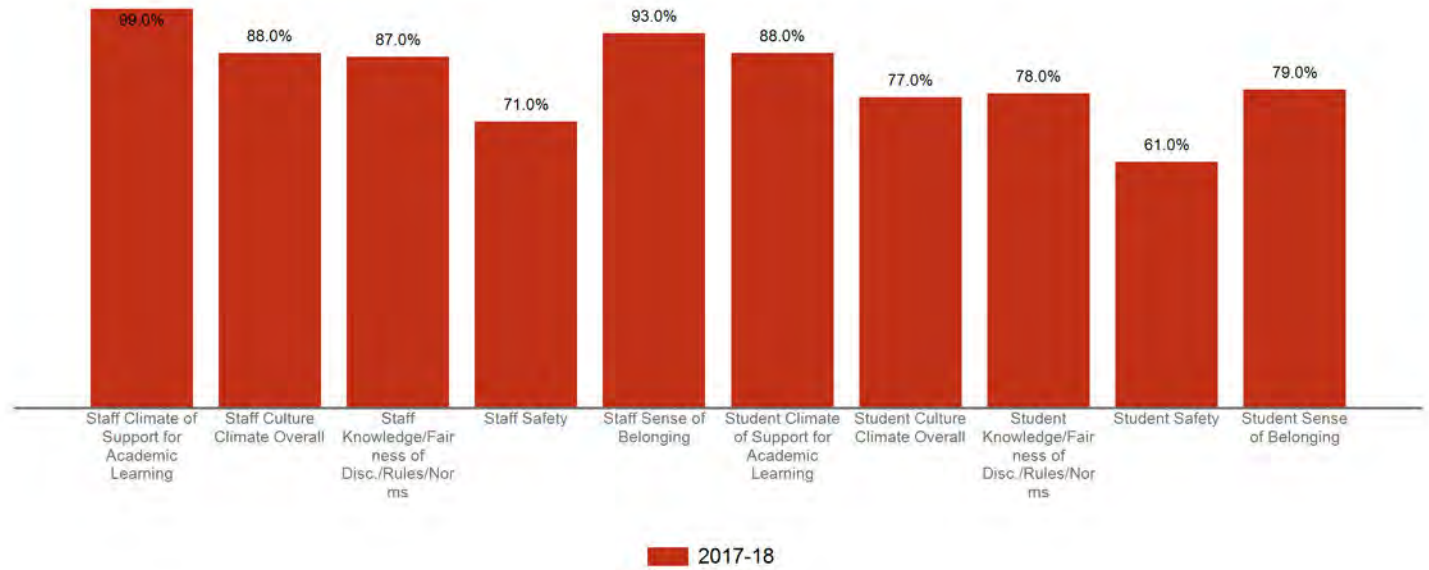
School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
9	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Additional hourly to support students and families. Additional time to cultivate an equitable, safe, and optimal environment that support civility, safety, and a positive social emotional experience for ALL students.		Services
11	Additional intervention support for students in academics and social emotional tutorials, groups, and clubs. Credentialed, classified staff, and high school students will support our school interventions. Academic tutorials will include ELA, Math, Science, Social Studies, Art, and Writing. Social Emotional Interventions will include clubs for students using Sanford Harmony and culturally relevant materials. Clubs may include ELLs/Newcomers, African-American Leadership, social groups, sports club, art club, etc to foster school connections, emotional safety, and awareness.. Additional hourly and/or pay using LCFF. Materials, supplies, and outside vendor fees to be included.		Services
Total			

Culture-Climate Survey (Student-Staff)

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	Equitable opportunities focusing on growth will be provided to all students improving Self-Efficacy by 3% on the CORE Survey. Grade 4 and 5 student Self-Management and School Connectedness will increase by 3% on the CORE Survey. Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, and student recognition.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Professional development opportunities will create and foster an environment that is inclusive and equitable for all students. Professional development for credentialed staff in academic subjects as well as Climate/Culture, Social Emotional Learning, and technology. Improve Climate/Culture and Social Emotional Learning. Additional hourly professional development as well as collaboration and planning time to improve teacher efficacy, create opportunities for High Leverage Team Actions, and plan for whole class instruction and Fab Lab workshop time. Academic: If we foster an inclusive and equitable environment, learning in Math and ELA will be positively impacted. Students'™ achievement will accelerate for our English Language Learners and African-American students in ELA and Math. Analyze data in ELA and Math. Review and collaborate on Unit Planners, Scope and Sequence, and PDSAs to provide an equitable, inclusive, and productive students learning environment. Provide substitute release, optional professional development, and collaborative planning time to meet the needs of our students. Provide paid (before and after school opportunities) and substitute release to meet and engage with parents during the school day and after school to support our efforts to engage parents, increase awareness, and provide support to parents. Support students and families to support and foster an inclusive, equitable, and differentiated learning environment. Professional development support for student data analysis, next steps, and interventions. Continue improvement and growth efforts in equitable practices, unconscious bias, and awareness of others.		Teacher Hourly Extra Comp
	Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$10,000 approved by ELAC and SSC.		Materials
	This activity involves supporting BIPOC students and parents from the community. Parent involvement through in-person school activities, assemblies, and school events supporting BIPOC students, equity, and cultural awareness. Parents are invited to events and activities that support cultural awareness, understanding, and equity for all students. Student cultural and educational events leading to a positive and accepting school environment.		Services
2	Classified Staff: Professional development, SEL/Safety Meetings, collaborative planning opportunities to create and foster an environment that is inclusive and equitable for all students. Professional development for classified staff Climate/Culture and Social Emotional well-being. Plan for and implement school structures and systems to provide an environment that utilizes Knowledge of Discipline/Fairness and Safety to provide a Sense of Belonging for ALL students. Professional development in Social Emotional Learning, deescalation strategies, Safe and Civil, and Restorative Strategies.		Hourly - Recreation Aide

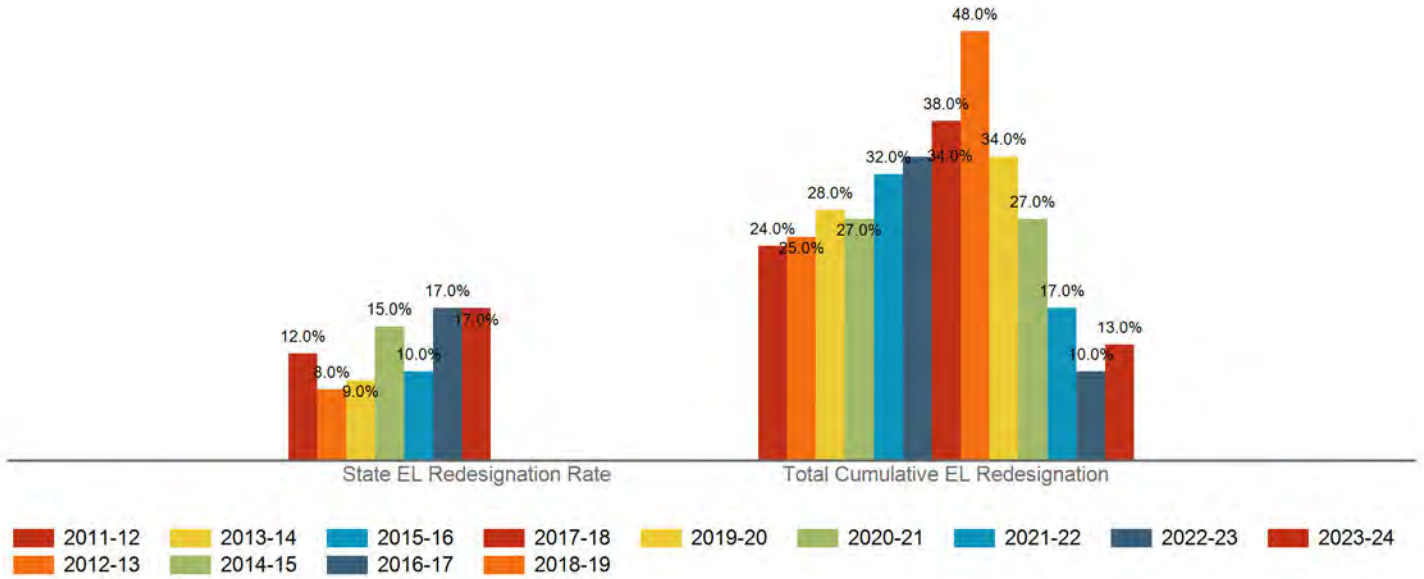
Culture-Climate Survey (Student-Staff)

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students.		Counselor
4	Supplemental materials will be utilized to support student social emotional and academic growth. Supplemental materials will improve student self-efficacy, self-management, awareness, equity, cultural relevance, and connectedness to school. Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$20,000 approved by ELAC and SSC.		Materials
6	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVid-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families.		Hourly - Recreation Aide
7	LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Intervention will be provided during the school day as well as after school. This position will be school-funded and 3 days a week for a total of 19 hours.		Senior Health Assistant
9	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Additional hourly to support students and families. Additional time to cultivate an equitable, safe, and optimal environment that support civility, safety, and a positive social emotional experience for ALL students.		Services
10	Part-time Counselor or other staff member (such as a TOSA) for two to three days a week to support school wide social emotional learning, restorative justice, and special education students. Service provided directly to students. Staff will support interventions through conflict resolution, bullying prevention and intervention, and communicate with parents/guardians that support student academic and social growth. Follow up on students who may have interventions for attendance, behavior, and academic learning. Support BIPOC students to help build connections to school, positive relationships with their peers, and support students in attaining emotional and academic growth.		Services
11	Additional intervention support for students in academics and social emotional tutorials, groups, and clubs. Credentialed, classified staff, and high school students will support our school interventions. Academic tutorials will include ELA, Math, Science, Social Studies, Art, and Writing. Social Emotional Interventions will include clubs for students using Sanford Harmony and culturally relevant materials. Clubs may include ELLs/Newcomers, African-American Leadership, social groups, sports club, art club, etc to foster school connections, emotional safety, and awareness. Additional hourly and/or pay using LCFF. Materials, supplies, and outside vendor fees to be included.		Services
Total			

EL Reclassification

School Year: 22-23



Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	100% Intervention Teacher to accelerate the learning of our At-Risk: English Language Learners, African American students, and other struggling students in the area of ELA through small group intensive instruction, one-on-one support as needed, and push-in as appropriate. Support students in standard attainment, learning targets, and progress while receiving services. Services in the area of reading comprehension, decoding/blending of multisyllabic words, and improve vocabulary. Use of vocabulary in Listening and Speaking Standards and Writing.		Teacher - Elementary
Total			

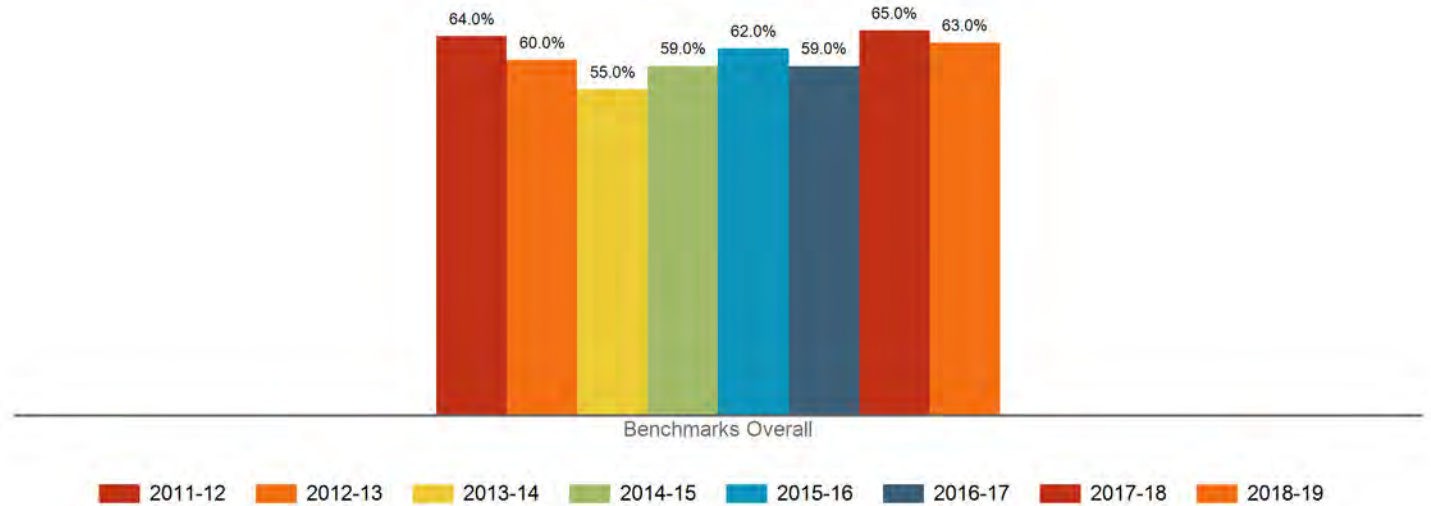
EL Reclassification Interventions

Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
14947	8	1/10/23	3/15/23	23	1	23
	8					23

Elementary Reading - Benchmarks

School Year: 22-23

Goals	
Area	Description
ELA Goals	Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading. Provide Fab Lab with interventions based on student needs for both ELA and Math in 100% of classrooms. (teachers) Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab. Improve student writing through the use of Power Writing through academic and social-emotional opportunities. Students continue to need support with Reading to Writing.

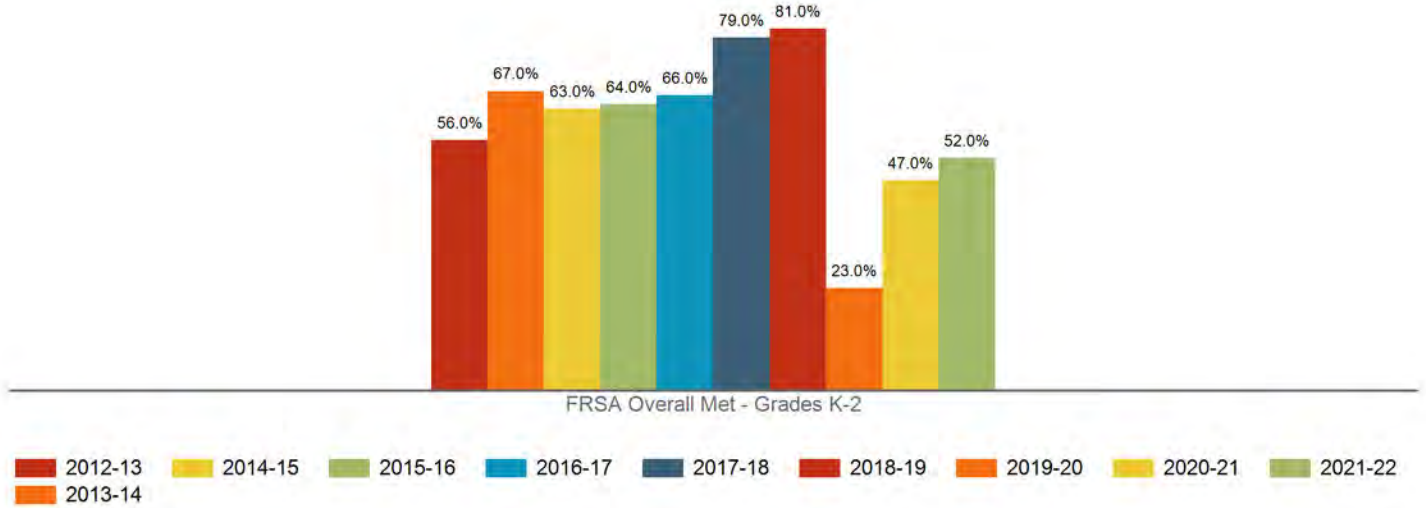


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Math and ELA material that supports our Language and Math Walls. Mountain Language and Mountain Math may be purchased and used in the classroom to support cyclical reteaching, student conversation, and student production. Use of Mountain Language and Mountain Math may be used during Fab Lab, during Wall time, or reteaching. Other programs outside of Mountain Language and Mountain Math may be purchased and used in the classroom if needed or on a pilot basis. The Mountain Language and Mountain Math program will support our students through cyclical review, support improved productive struggle, and support meaningful activities during Fab Lab Workshop time.		Materials
5	Intervention support to work with English Language Learner, African-American, or at-risk students to provide intervention in ELA. Students will receive intervention in small group via part-time retired TOSAs. Not to exceed 18 hours per week. Provide intensive small group instruction for phonics, phonemic awareness, and guided reading. Support in Math to develop concepts and procedures utilizing hands-on manipulatives, drawings, use of objects, etc.		Services
Total			

Elementary Reading - FRSA

School Year: 22-23

Goals	
Area	Description
ELA Goals	Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading. Provide Fab Lab with interventions based on student needs for both ELA and Math in 100% of classrooms. (teachers) Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab. Improve student writing through the use of Power Writing through academic and social-emotional opportunities. Students continue to need support with Reading to Writing.



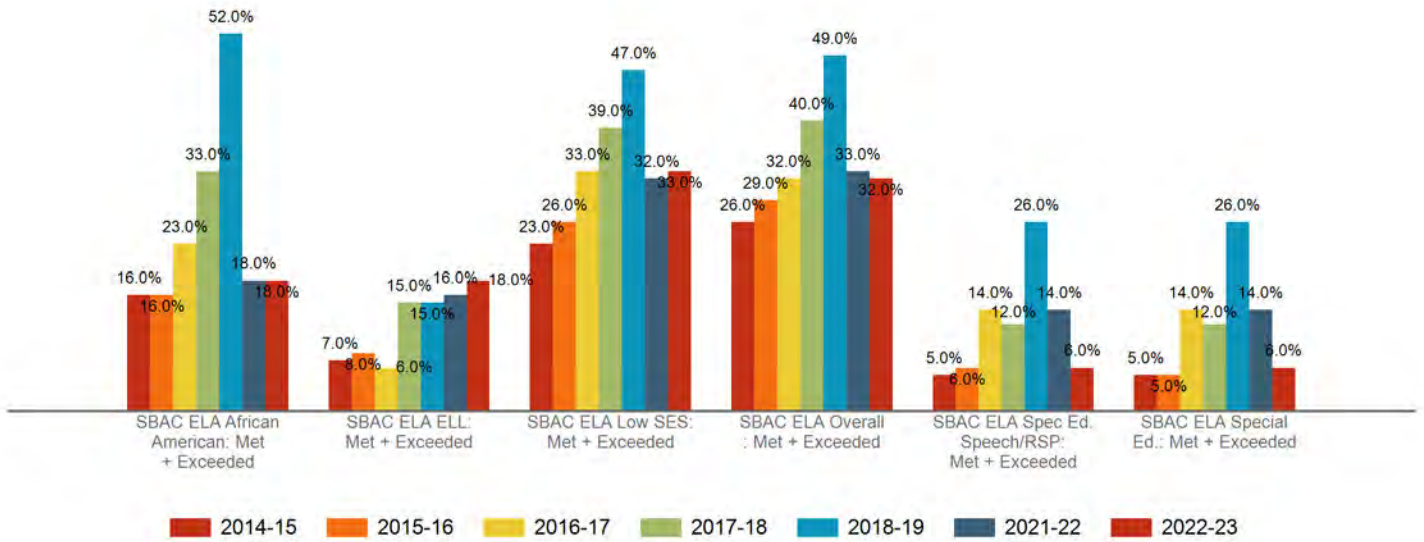
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$10,000 approved by ELAC and SSC.		Materials
3	Math and ELA material that supports our Language and Math Walls. Mountain Language and Mountain Math may be purchased and used in the classroom to support cyclical reteaching, student conversation, and student production. Use of Mountain Language and Mountain Math may be used during Fab Lab, during Wall time, or reteaching. Other programs outside of Mountain Language and Mountain Math may be purchased and used in the classroom if needed or on a pilot basis. The Mountain Language and Mountain Math program will support our students through cyclical review, support improved productive struggle, and support meaningful activities during Fab Lab Workshop time.		Materials
5	Intervention support to work with English Language Learner, African-American, or at-risk students to provide intervention in ELA. Students will receive intervention in small group via part-time retired TOSAs. Not to exceed 18 hours per week. Provide intensive small group instruction for phonics, phonemic awareness, and guided reading. Support in Math to develop concepts and procedures utilizing hands-on manipulatives, drawings, use of objects, etc.		Services
Total			

Reading-FRSA Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
14196	1	10/3/22	12/22/22	20	0.5	10
14875	14	1/16/23	2/6/23	15	0.5	7.5
15506	4	4/3/23	5/19/23	20	0.5	10
15508	6	4/3/23	5/19/23	20	0.5	10
	25					37.5

Elementary Reading - FRSA

School Year: 22-23

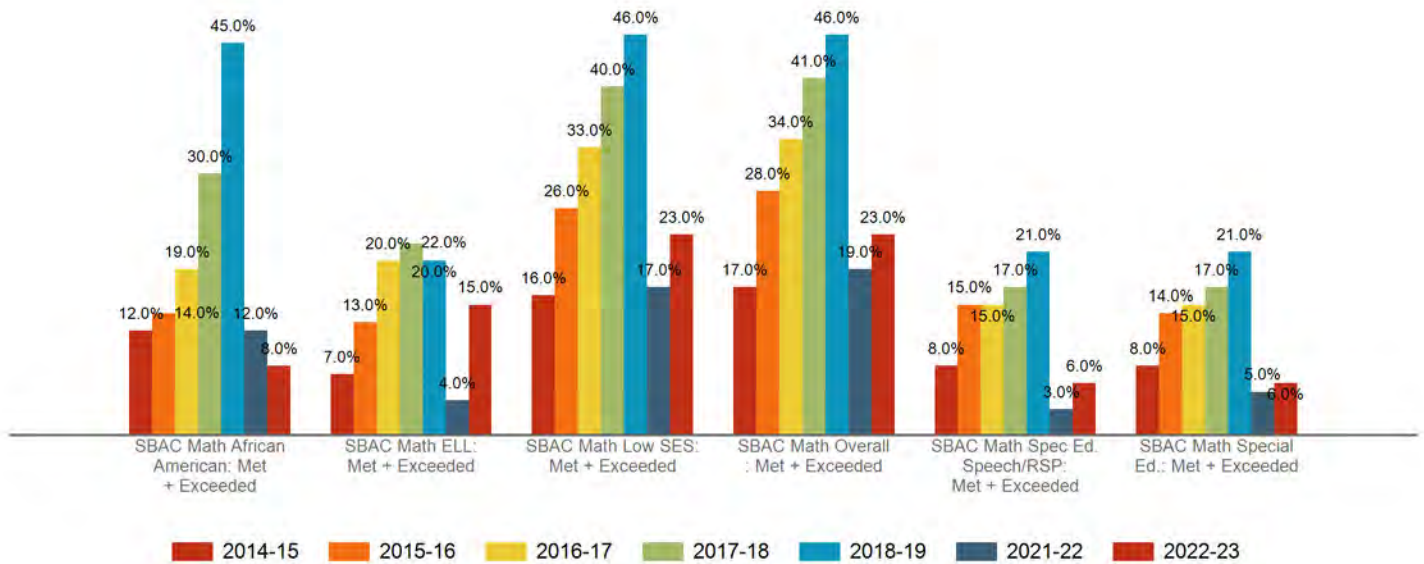
Goals	
Area	Description
ELA Goals	Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading. Provide Fab Lab with interventions based on student needs for both ELA and Math in 100% of classrooms. (teachers) Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab. Improve student writing through the use of Power Writing through academic and social-emotional opportunities. Students continue to need support with Reading to Writing.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	100% Intervention Teacher to accelerate the learning of our At-Risk: English Language Learners, African American students, and other struggling students in the area of ELA through small group intensive instruction, one-on-one support as needed, and push-in as appropriate. Support students in standard attainment, learning targets, and progress while receiving services. Services in the area of reading comprehension, decoding/blending of multisyllabic words, and improve vocabulary. Use of vocabulary in Listening and Speaking Standards and Writing.		Teacher - Elementary
	Professional development opportunities will create and foster an environment that is inclusive and equitable for all students. Professional development for credentialed staff in academic subjects as well as Climate/Culture, Social Emotional Learning, and technology. Improve Climate/Culture and Social Emotional Learning. Additional hourly professional development as well as collaboration and planning time to improve teacher efficacy, create opportunities for High Leverage Team Actions, and plan for whole class instruction and Fab Lab workshop time. Academic: If we foster an inclusive and equitable environment, learning in Math and ELA will be positively impacted. Students'™ achievement will accelerate for our English Language Learners and African-American students in ELA and Math. Analyze data in ELA and Math. Review and collaborate on Unit Planners, Scope and Sequence, and PDSAs to provide an equitable, inclusive, and productive students learning environment. Provide substitute release, optional professional development, and collaborative planning time to meet the needs of our students. Provide paid (before and after school opportunities) and substitute release to meet and engage with parents during the school day and after school to support our efforts to engage parents, increase awareness, and provide support to parents. Support students and families to support and foster an inclusive, equitable, and differentiated learning environment. Professional development support for student data analysis, next steps, and interventions. Continue improvement and growth efforts in equitable practices, unconscious bias, and awareness of others.		Teacher Hourly Extra Comp
	Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$10,000 approved by ELAC and SSC.		Materials

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Math and ELA material that supports our Language and Math Walls. Mountain Language and Mountain Math may be purchased and used in the classroom to support cyclical reteaching, student conversation, and student production. Use of Mountain Language and Mountain Math may be used during Fab Lab, during Wall time, or reteaching. Other programs outside of Mountain Language and Mountain Math may be purchased and used in the classroom if needed or on a pilot basis. The Mountain Language and Mountain Math program will support our students through cyclical review, support improved productive struggle, and support meaningful activities during Fab Lab Workshop time.		Materials
8	Allocation of funds for learning field trips to extend the learning environment, bring learning of concepts and information to life, and provide opportunities for students to build background knowledge and vocabulary through the field trip experience. Field trips to support ELA, Math, Science, Social Studies, the Arts, Equity, heritage and culture, awareness of others, and Physical Education.		Services
Total			

Goals	
Area	Description
Math Goals	<p>1 year academic growth will increase by 8% in I-Ready Math. Increase student growth by 12% between 60-100% on I-Ready Math.</p> <ul style="list-style-type: none"> -Collect walkthrough data on Learning Targets/Teacher Clarity, Active Participation, and student Productive Struggle. -Math Fab Lab implementation in Math with small group instruction as a focus intervention. -Math Fab Lab: Student Must Do's and May Do's during Fab Lab are in the students' Zone of Proximal Development. -Substitute Release Half Day provided in January, 2023 and this was the focus. <p>Fab Lab Visits: 2 Cycles of Fab Lab Visits with written feedback for every classroom will occur in January and February, 2023. Student Must Do's and May Do's to be worked on in February and March, 2023.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	<p>Professional development opportunities will create and foster an environment that is inclusive and equitable for all students. Professional development for credentialed staff in academic subjects as well as Climate/Culture, Social Emotional Learning, and technology. Improve Climate/Culture and Social Emotional Learning. Additional hourly professional development as well as collaboration and planning time to improve teacher efficacy, create opportunities for High Leverage Team Actions, and plan for whole class instruction and Fab Lab workshop time. Academic: If we foster an inclusive and equitable environment, learning in Math and ELA will be positively impacted. Students' achievement will accelerate for our English Language Learners and African-American students in ELA and Math. Analyze data in ELA and Math. Review and collaborate on Unit Planners, Scope and Sequence, and PDSAs to provide an equitable, inclusive, and productive students learning environment. Provide substitute release, optional professional development, and collaborative planning time to meet the needs of our students. Provide paid (before and after school opportunities) and substitute release to meet and engage with parents during the school day and after school to support our efforts to engage parents, increase awareness, and provide support to parents. Support students and families to support and foster an inclusive, equitable, and differentiated learning environment. Professional development support for student data analysis, next steps, and interventions. Continue improvement and growth efforts in equitable practices, unconscious bias, and awareness of others.</p>		Teacher Hourly Extra Comp
	<p>Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$10,000 approved by ELAC and SSC.</p>		Materials

SBAC Math
School Year: 22-23

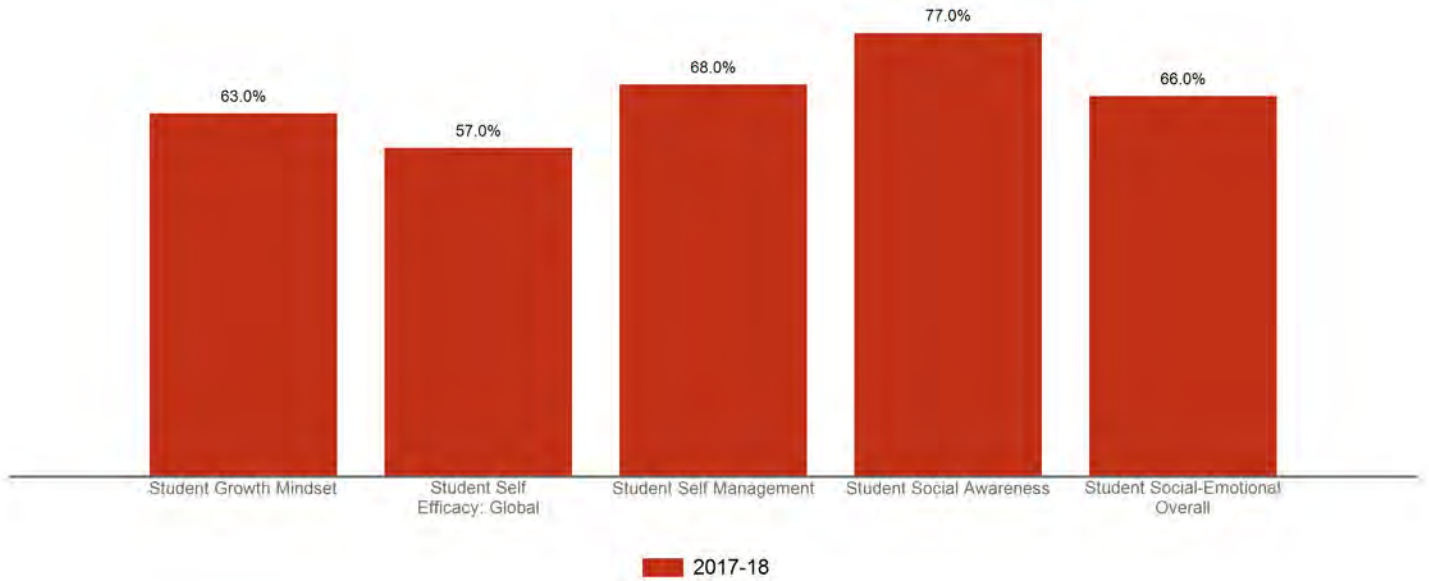
Budgeted Items		Cost	Personnel Summary
Line Number	Description		
3	Math and ELA material that supports our Language and Math Walls. Mountain Language and Mountain Math may be purchased and used in the classroom to support cyclical reteaching, student conversation, and student production. Use of Mountain Language and Mountain Math may be used during Fab Lab, during Wall time, or reteaching. Other programs outside of Mountain Language and Mountain Math may be purchased and used in the classroom if needed or on a pilot basis. The Mountain Language and Mountain Math program will support our students through cyclical review, support improved productive struggle, and support meaningful activities during Fab Lab Workshop time.		Materials
Total			

Mathematics Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
14202	9	10/3/22	11/30/22	20	0.33	6.6
15729	11	4/18/23	5/31/23	14	1	14
15812	14	3/13/23	5/24/23	15	0.5	7.5
15838	16	12/5/22	1/25/23	17	0.75	12.75
15848	17	2/6/23	5/31/23	26	0.5	13
	67					53.85

SEL Survey

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	Equitable opportunities focusing on growth will be provided to all students improving Self-Efficacy by 3% on the CORE Survey. Grade 4 and 5 student Self-Management and School Connectedness will increase by 3% on the CORE Survey. Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, and student recognition.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
4	Supplemental materials will be utilized to support student social emotional and academic growth. Supplemental materials will improve student self-efficacy, self-management, awareness, equity, cultural relevance, and connectedness to school. Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$20,000 approved by ELAC and SSC.		Materials
10	Part-time Counselor or other staff member (such as a TOSA) for two to three days a week to support school wide social emotional learning, restorative justice, and special education students. Service provided directly to students. Staff will support interventions through conflict resolution, bullying prevention and intervention, and communicate with parents/guardians that support student academic and social growth. Follow up on students who may have interventions for attendance, behavior, and academic learning. Support BIPOC students to help build connections to school, positive relationships with their peers, and support students in attaining emotional and academic growth.		Services
11	Additional intervention support for students in academics and social emotional tutorials, groups, and clubs. Credentialed, classified staff, and high school students will support our school interventions. Academic tutorials will include ELA, Math, Science, Social Studies, Art, and Writing. Social Emotional Interventions will include clubs for students using Sanford Harmony and culturally relevant materials. Clubs may include ELLs/Newcomers, African-American Leadership, social groups, sports club, art club, etc to foster school connections, emotional safety, and awareness.. Additional hourly and/or pay using LCFF. Materials, supplies, and outside vendor fees to be included.		Services
Total			

African-American

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	100% Intervention Teacher to accelerate the learning of our At-Risk: English Language Learners, African American students, and other struggling students in the area of ELA through small group intensive instruction, one-on-one support as needed, and push-in as appropriate. Support students in standard attainment, learning targets, and progress while receiving services. Services in the area of reading comprehension, decoding/blending of multisyllabic words, and improve vocabulary. Use of vocabulary in Listening and Speaking Standards and Writing.	\$146,631	Teacher - Elementary
	Professional development opportunities will create and foster an environment that is inclusive and equitable for all students. Professional development for credentialed staff in academic subjects as well as Climate/Culture, Social Emotional Learning, and technology. Improve Climate/Culture and Social Emotional Learning. Additional hourly professional development as well as collaboration and planning time to improve teacher efficacy, create opportunities for High Leverage Team Actions, and plan for whole class instruction and Fab Lab workshop time. Academic: If we foster an inclusive and equitable environment, learning in Math and ELA will be positively impacted. Students' achievement will accelerate for our English Language Learners and African-American students in ELA and Math. Analyze data in ELA and Math. Review and collaborate on Unit Planners, Scope and Sequence, and PDSAs to provide an equitable, inclusive, and productive students learning environment. Provide substitute release, optional professional development, and collaborative planning time to meet the needs of our students. Provide paid (before and after school opportunities) and substitute release to meet and engage with parents during the school day and after school to support our efforts to engage parents, increase awareness, and provide support to parents. Support students and families to support and foster an inclusive, equitable, and differentiated learning environment. Professional development support for student data analysis, next steps, and interventions. Continue improvement and growth efforts in equitable practices, unconscious bias, and awareness of others.	\$12,499	Teacher Hourly Extra Comp
	Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$10,000 approved by ELAC and SSC.	\$10,000	Materials
	This activity involves supporting BIPOC students and parents from the community. Parent involvement through in-person school activities, assemblies, and school events supporting BIPOC students, equity, and cultural awareness. Parents are invited to events and activities that support cultural awareness, understanding, and equity for all students. Student cultural and educational events leading to a positive and accepting school environment.	\$6,500	
2	Classified Staff: Professional development, SEL/Safety Meetings, collaborative planning opportunities to create and foster an environment that is inclusive and equitable for all students. Professional development for classified staff Climate/Culture and Social Emotional well-being. Plan for and implement school structures and systems to provide an environment that utilizes Knowledge of Discipline/Fairness and Safety to provide a Sense of Belonging for ALL students. Professional development in Social Emotional Learning, deescalation strategies, Safe and Civil, and Restorative Strategies.	\$1,526	
	Fund 0.2FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate Oropeza and Renaissance High School partnerships to support Social Emotional Learning and Climate/Culture of identified at-risk, ELL, and African-American students. Support IEP implementation of Tier 3 level students.	\$31,713	
	School supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$5,000	
3	Math and ELA material that supports our Language and Math Walls. Mountain Language and Mountain Math may be purchased and used in the classroom to support cyclical reteaching, student conversation, and student production. Use of Mountain Language and Mountain Math may be used during Fab Lab, during Wall time, or reteaching. Other programs outside of Mountain Language and Mountain Math may be purchased and used in the classroom if needed or on a pilot basis. The Mountain Language and Mountain Math program will support our students through cyclical review, support improved productive struggle, and support meaningful activities during Fab Lab Workshop time.	\$7,500	Materials

African-American

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students.	\$76,153	
4	Supplemental materials will be utilized to support student social emotional and academic growth. Supplemental materials will improve student self-efficacy, self-management, awareness, equity, cultural relevance, and connectedness to school. Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$20,000 approved by ELAC and SSC.	\$10,000	
5	Intervention support to work with English Language Learner, African-American, or at-risk students to provide intervention in ELA. Students will receive intervention in small group via part-time retired TOSAs. Not to exceed 18 hours per week. Provide intensive small group instruction for phonics, phonemic awareness, and guided reading. Support in Math to develop concepts and procedures utilizing hands-on manipulatives, drawings, use of objects, etc.	\$35,000	
6	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVid-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families.	\$27,982	
7	LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Intervention will be provided during the school day as well as after school. This position will be school-funded and 3 days a week for a total of 19 hours.	\$9,540	
8	Allocation of funds for learning field trips to extend the learning environment, bring learning of concepts and information to life, and provide opportunities for students to build background knowledge and vocabulary through the field trip experience. Field trips to support ELA, Math, Science, Social Studies, the Arts, Equity, heritage and culture, awareness of others, and Physical Education.	\$12,000	Services
9	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Additional hourly to support students and families. Additional time to cultivate an equitable, safe, and optimal environment that support civility, safety, and a positive social emotional experience for ALL students.	\$58,000	
10	Part-time Counselor or other staff member (such as a TOSA) for two to three days a week to support school wide social emotional learning, restorative justice, and special education students. Service provided directly to students. Staff will support interventions through conflict resolution, bullying prevention and intervention, and communicate with parents/guardians that support student academic and social growth. Follow up on students who may have interventions for attendance, behavior, and academic learning. Support BIPOC students to help build connections to school, positive relationships with their peers, and support students in attaining emotional and academic growth.	\$50,000	
11	Additional intervention support for students in academics and social emotional tutorials, groups, and clubs. Credentialed, classified staff, and high school students will support our school interventions. Academic tutorials will include ELA, Math, Science, Social Studies, Art, and Writing. Social Emotional Interventions will include clubs for students using Sanford Harmony and culturally relevant materials. Clubs may include ELLs/Newcomers, African-American Leadership, social groups, sports club, art club, etc to foster school connections, emotional safety, and awareness. Additional hourly and/or pay using LCFF. Materials, supplies, and outside vendor fees to be included.	\$7,000	
Total		\$507,044	

All Parents

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	100% Intervention Teacher to accelerate the learning of our At-Risk: English Language Learners, African American students, and other struggling students in the area of ELA through small group intensive instruction, one-on-one support as needed, and push-in as appropriate. Support students in standard attainment, learning targets, and progress while receiving services. Services in the area of reading comprehension, decoding/blending of multisyllabic words, and improve vocabulary. Use of vocabulary in Listening and Speaking Standards and Writing.	\$146,631	Teacher - Elementary
	Professional development opportunities will create and foster an environment that is inclusive and equitable for all students. Professional development for credentialed staff in academic subjects as well as Climate/Culture, Social Emotional Learning, and technology. Improve Climate/Culture and Social Emotional Learning. Additional hourly professional development as well as collaboration and planning time to improve teacher efficacy, create opportunities for High Leverage Team Actions, and plan for whole class instruction and Fab Lab workshop time. Academic: If we foster an inclusive and equitable environment, learning in Math and ELA will be positively impacted. Students' achievement will accelerate for our English Language Learners and African-American students in ELA and Math. Analyze data in ELA and Math. Review and collaborate on Unit Planners, Scope and Sequence, and PDSAs to provide an equitable, inclusive, and productive students learning environment. Provide substitute release, optional professional development, and collaborative planning time to meet the needs of our students. Provide paid (before and after school opportunities) and substitute release to meet and engage with parents during the school day and after school to support our efforts to engage parents, increase awareness, and provide support to parents. Support students and families to support and foster an inclusive, equitable, and differentiated learning environment. Professional development support for student data analysis, next steps, and interventions. Continue improvement and growth efforts in equitable practices, unconscious bias, and awareness of others.	\$12,499	Teacher Hourly Extra Comp
	Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$10,000 approved by ELAC and SSC.	\$10,000	Materials
	This activity involves supporting BIPOC students and parents from the community. Parent involvement through in-person school activities, assemblies, and school events supporting BIPOC students, equity, and cultural awareness. Parents are invited to events and activities that support cultural awareness, understanding, and equity for all students. Student cultural and educational events leading to a positive and accepting school environment.	\$6,500	
2	Classified Staff: Professional development, SEL/Safety Meetings, collaborative planning opportunities to create and foster an environment that is inclusive and equitable for all students. Professional development for classified staff Climate/Culture and Social Emotional well-being. Plan for and implement school structures and systems to provide an environment that utilizes Knowledge of Discipline/Fairness and Safety to provide a Sense of Belonging for ALL students. Professional development in Social Emotional Learning, deescalation strategies, Safe and Civil, and Restorative Strategies.	\$1,526	
	Fund 0.2FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate Oropeza and Renaissance High School partnerships to support Social Emotional Learning and Climate/Culture of identified at-risk, ELL, and African-American students. Support IEP implementation of Tier 3 level students.	\$31,713	
	Classroom supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$5,000	
3	Math and ELA material that supports our Language and Math Walls. Mountain Language and Mountain Math may be purchased and used in the classroom to support cyclical reteaching, student conversation, and student production. Use of Mountain Language and Mountain Math may be used during Fab Lab, during Wall time, or reteaching. Other programs outside of Mountain Language and Mountain Math may be purchased and used in the classroom if needed or on a pilot basis. The Mountain Language and Mountain Math program will support our students through cyclical review, support improved productive struggle, and support meaningful activities during Fab Lab Workshop time.	\$7,500	Materials

All Parents

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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4	Supplemental materials will be utilized to support student social emotional and academic growth. Supplemental materials will improve student self-efficacy, self-management, awareness, equity, cultural relevance, and connectedness to school. Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$20,000 approved by ELAC and SSC.	\$10,000	
5	Intervention support to work with English Language Learner, African-American, or at-risk students to provide intervention in ELA. Students will receive intervention in small group via part-time retired TOSAs. Not to exceed 18 hours per week. Provide intensive small group instruction for phonics, phonemic awareness, and guided reading. Support in Math to develop concepts and procedures utilizing hands-on manipulatives, drawings, use of objects, etc.	\$35,000	
6	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVid-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families.	\$27,982	
7	LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Intervention will be provided during the school day as well as after school. This position will be school-funded and 3 days a week for a total of 19 hours.	\$9,540	
8	Allocation of funds for learning field trips to extend the learning environment, bring learning of concepts and information to life, and provide opportunities for students to build background knowledge and vocabulary through the field trip experience. Field trips to support ELA, Math, Science, Social Studies, the Arts, Equity, heritage and culture, awareness of others, and Physical Education.	\$12,000	Services
9	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Additional hourly to support students and families. Additional time to cultivate an equitable, safe, and optimal environment that support civility, safety, and a positive social emotional experience for ALL students.	\$58,000	
10	Part-time Counselor or other staff member (such as a TOSA) for two to three days a week to support school wide social emotional learning, restorative justice, and special education students. Service provided directly to students. Staff will support interventions through conflict resolution, bullying prevention and intervention, and communicate with parents/guardians that support student academic and social growth. Follow up on students who may have interventions for attendance, behavior, and academic learning. Support BIPOC students to help build connections to school, positive relationships with their peers, and support students in attaining emotional and academic growth.	\$50,000	
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Total		\$507,044	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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	Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$10,000 approved by ELAC and SSC.	\$10,000	Materials
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	Fund 0.2FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate Oropeza and Renaissance High School partnerships to support Social Emotional Learning and Climate/Culture of identified at-risk, ELL, and African-American students. Support IEP implementation of Tier 3 level students.	\$31,713	
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All Staff

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students.	\$76,153	
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6	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVid-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families.	\$27,982	
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11	Additional intervention support for students in academics and social emotional tutorials, groups, and clubs. Credentialed, classified staff, and high school students will support our school interventions. Academic tutorials will include ELA, Math, Science, Social Studies, Art, and Writing. Social Emotional Interventions will include clubs for students using Sanford Harmony and culturally relevant materials. Clubs may include ELLs/Newcomers, African-American Leadership, social groups, sports club, art club, etc to foster school connections, emotional safety, and awareness. Additional hourly and/or pay using LCFF. Materials, supplies, and outside vendor fees to be included.	\$7,000	
Total		\$507,044	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	100% Intervention Teacher to accelerate the learning of our At-Risk: English Language Learners, African American students, and other struggling students in the area of ELA through small group intensive instruction, one-on-one support as needed, and push-in as appropriate. Support students in standard attainment, learning targets, and progress while receiving services. Services in the area of reading comprehension, decoding/blending of multisyllabic words, and improve vocabulary. Use of vocabulary in Listening and Speaking Standards and Writing.	\$146,631	Teacher - Elementary
	Professional development opportunities will create and foster an environment that is inclusive and equitable for all students. Professional development for credentialed staff in academic subjects as well as Climate/Culture, Social Emotional Learning, and technology. Improve Climate/Culture and Social Emotional Learning. Additional hourly professional development as well as collaboration and planning time to improve teacher efficacy, create opportunities for High Leverage Team Actions, and plan for whole class instruction and Fab Lab workshop time. Academic: If we foster an inclusive and equitable environment, learning in Math and ELA will be positively impacted. Students' achievement will accelerate for our English Language Learners and African-American students in ELA and Math. Analyze data in ELA and Math. Review and collaborate on Unit Planners, Scope and Sequence, and PDSAs to provide an equitable, inclusive, and productive students learning environment. Provide substitute release, optional professional development, and collaborative planning time to meet the needs of our students. Provide paid (before and after school opportunities) and substitute release to meet and engage with parents during the school day and after school to support our efforts to engage parents, increase awareness, and provide support to parents. Support students and families to support and foster an inclusive, equitable, and differentiated learning environment. Professional development support for student data analysis, next steps, and interventions. Continue improvement and growth efforts in equitable practices, unconscious bias, and awareness of others.	\$12,499	Teacher Hourly Extra Comp
	Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$10,000 approved by ELAC and SSC.	\$10,000	Materials
	This activity involves supporting BIPOC students and parents from the community. Parent involvement through in-person school activities, assemblies, and school events supporting BIPOC students, equity, and cultural awareness. Parents are invited to events and activities that support cultural awareness, understanding, and equity for all students. Student cultural and educational events leading to a positive and accepting school environment.	\$6,500	
2	Classified Staff: Professional development, SEL/Safety Meetings, collaborative planning opportunities to create and foster an environment that is inclusive and equitable for all students. Professional development for classified staff Climate/Culture and Social Emotional well-being. Plan for and implement school structures and systems to provide an environment that utilizes Knowledge of Discipline/Fairness and Safety to provide a Sense of Belonging for ALL students. Professional development in Social Emotional Learning, deescalation strategies, Safe and Civil, and Restorative Strategies.	\$1,526	
	Fund 0.2FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate Oropeza and Renaissance High School partnerships to support Social Emotional Learning and Climate/Culture of identified at-risk, ELL, and African-American students. Support IEP implementation of Tier 3 level students.	\$31,713	
	Classroom supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$5,000	
3	Math and ELA material that supports our Language and Math Walls. Mountain Language and Mountain Math may be purchased and used in the classroom to support cyclical reteaching, student conversation, and student production. Use of Mountain Language and Mountain Math may be used during Fab Lab, during Wall time, or reteaching. Other programs outside of Mountain Language and Mountain Math may be purchased and used in the classroom if needed or on a pilot basis. The Mountain Language and Mountain Math program will support our students through cyclical review, support improved productive struggle, and support meaningful activities during Fab Lab Workshop time.	\$7,500	Materials

All Students

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students.	\$76,153	
4	Supplemental materials will be utilized to support student social emotional and academic growth. Supplemental materials will improve student self-efficacy, self-management, awareness, equity, cultural relevance, and connectedness to school. Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$20,000 approved by ELAC and SSC.	\$10,000	
5	Intervention support to work with English Language Learner, African-American, or at-risk students to provide intervention in ELA. Students will receive intervention in small group via part-time retired TOSAs. Not to exceed 18 hours per week. Provide intensive small group instruction for phonics, phonemic awareness, and guided reading. Support in Math to develop concepts and procedures utilizing hands-on manipulatives, drawings, use of objects, etc.	\$35,000	
6	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVid-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families.	\$27,982	
7	LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Intervention will be provided during the school day as well as after school. This position will be school-funded and 3 days a week for a total of 19 hours.	\$9,540	
8	Allocation of funds for learning field trips to extend the learning environment, bring learning of concepts and information to life, and provide opportunities for students to build background knowledge and vocabulary through the field trip experience. Field trips to support ELA, Math, Science, Social Studies, the Arts, Equity, heritage and culture, awareness of others, and Physical Education.	\$12,000	Services
9	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Additional hourly to support students and families. Additional time to cultivate an equitable, safe, and optimal environment that support civility, safety, and a positive social emotional experience for ALL students.	\$58,000	
10	Part-time Counselor or other staff member (such as a TOSA) for two to three days a week to support school wide social emotional learning, restorative justice, and special education students. Service provided directly to students. Staff will support interventions through conflict resolution, bullying prevention and intervention, and communicate with parents/guardians that support student academic and social growth. Follow up on students who may have interventions for attendance, behavior, and academic learning. Support BIPOC students to help build connections to school, positive relationships with their peers, and support students in attaining emotional and academic growth.	\$50,000	
11	Additional intervention support for students in academics and social emotional tutorials, groups, and clubs. Credentialed, classified staff, and high school students will support our school interventions. Academic tutorials will include ELA, Math, Science, Social Studies, Art, and Writing. Social Emotional Interventions will include clubs for students using Sanford Harmony and culturally relevant materials. Clubs may include ELLs/Newcomers, African-American Leadership, social groups, sports club, art club, etc to foster school connections, emotional safety, and awareness. Additional hourly and/or pay using LCFF. Materials, supplies, and outside vendor fees to be included.	\$7,000	
Total		\$507,044	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	100% Intervention Teacher to accelerate the learning of our At-Risk: English Language Learners, African American students, and other struggling students in the area of ELA through small group intensive instruction, one-on-one support as needed, and push-in as appropriate. Support students in standard attainment, learning targets, and progress while receiving services. Services in the area of reading comprehension, decoding/blending of multisyllabic words, and improve vocabulary. Use of vocabulary in Listening and Speaking Standards and Writing.	\$146,631	Teacher - Elementary
	Professional development opportunities will create and foster an environment that is inclusive and equitable for all students. Professional development for credentialed staff in academic subjects as well as Climate/Culture, Social Emotional Learning, and technology. Improve Climate/Culture and Social Emotional Learning. Additional hourly professional development as well as collaboration and planning time to improve teacher efficacy, create opportunities for High Leverage Team Actions, and plan for whole class instruction and Fab Lab workshop time. Academic: If we foster an inclusive and equitable environment, learning in Math and ELA will be positively impacted. Students' achievement will accelerate for our English Language Learners and African-American students in ELA and Math. Analyze data in ELA and Math. Review and collaborate on Unit Planners, Scope and Sequence, and PDSAs to provide an equitable, inclusive, and productive students learning environment. Provide substitute release, optional professional development, and collaborative planning time to meet the needs of our students. Provide paid (before and after school opportunities) and substitute release to meet and engage with parents during the school day and after school to support our efforts to engage parents, increase awareness, and provide support to parents. Support students and families to support and foster an inclusive, equitable, and differentiated learning environment. Professional development support for student data analysis, next steps, and interventions. Continue improvement and growth efforts in equitable practices, unconscious bias, and awareness of others.	\$12,499	Teacher Hourly Extra Comp
	Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$10,000 approved by ELAC and SSC.	\$10,000	Materials
	This activity involves supporting BIPOC students and parents from the community. Parent involvement through in-person school activities, assemblies, and school events supporting BIPOC students, equity, and cultural awareness. Parents are invited to events and activities that support cultural awareness, understanding, and equity for all students. Student cultural and educational events leading to a positive and accepting school environment.	\$6,500	
2	Classified Staff: Professional development, SEL/Safety Meetings, collaborative planning opportunities to create and foster an environment that is inclusive and equitable for all students. Professional development for classified staff Climate/Culture and Social Emotional well-being. Plan for and implement school structures and systems to provide an environment that utilizes Knowledge of Discipline/Fairness and Safety to provide a Sense of Belonging for ALL students. Professional development in Social Emotional Learning, deescalation strategies, Safe and Civil, and Restorative Strategies.	\$1,526	
	Fund 0.2FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate Oropeza and Renaissance High School partnerships to support Social Emotional Learning and Climate/Culture of identified at-risk, ELL, and African-American students. Support IEP implementation of Tier 3 level students.	\$31,713	
	Classroom supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$5,000	
3	Math and ELA material that supports our Language and Math Walls. Mountain Language and Mountain Math may be purchased and used in the classroom to support cyclical reteaching, student conversation, and student production. Use of Mountain Language and Mountain Math may be used during Fab Lab, during Wall time, or reteaching. Other programs outside of Mountain Language and Mountain Math may be purchased and used in the classroom if needed or on a pilot basis. The Mountain Language and Mountain Math program will support our students through cyclical review, support improved productive struggle, and support meaningful activities during Fab Lab Workshop time.	\$7,500	Materials

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students.	\$76,153	
4	Supplemental materials will be utilized to support student social emotional and academic growth. Supplemental materials will improve student self-efficacy, self-management, awareness, equity, cultural relevance, and connectedness to school. Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$20,000 approved by ELAC and SSC.	\$10,000	
5	Intervention support to work with English Language Learner, African-American, or at-risk students to provide intervention in ELA. Students will receive intervention in small group via part-time retired TOSAs. Not to exceed 18 hours per week. Provide intensive small group instruction for phonics, phonemic awareness, and guided reading. Support in Math to develop concepts and procedures utilizing hands-on manipulatives, drawings, use of objects, etc.	\$35,000	
6	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVid-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families.	\$27,982	
7	LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Intervention will be provided during the school day as well as after school. This position will be school-funded and 3 days a week for a total of 19 hours.	\$9,540	
8	Allocation of funds for learning field trips to extend the learning environment, bring learning of concepts and information to life, and provide opportunities for students to build background knowledge and vocabulary through the field trip experience. Field trips to support ELA, Math, Science, Social Studies, the Arts, Equity, heritage and culture, awareness of others, and Physical Education.	\$12,000	Services
9	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Additional hourly to support students and families. Additional time to cultivate an equitable, safe, and optimal environment that support civility, safety, and a positive social emotional experience for ALL students.	\$58,000	
10	Part-time Counselor or other staff member (such as a TOSA) for two to three days a week to support school wide social emotional learning, restorative justice, and special education students. Service provided directly to students. Staff will support interventions through conflict resolution, bullying prevention and intervention, and communicate with parents/guardians that support student academic and social growth. Follow up on students who may have interventions for attendance, behavior, and academic learning. Support BIPOC students to help build connections to school, positive relationships with their peers, and support students in attaining emotional and academic growth.	\$50,000	
11	Additional intervention support for students in academics and social emotional tutorials, groups, and clubs. Credentialed, classified staff, and high school students will support our school interventions. Academic tutorials will include ELA, Math, Science, Social Studies, Art, and Writing. Social Emotional Interventions will include clubs for students using Sanford Harmony and culturally relevant materials. Clubs may include ELLs/Newcomers, African-American Leadership, social groups, sports club, art club, etc to foster school connections, emotional safety, and awareness. Additional hourly and/or pay using LCFF. Materials, supplies, and outside vendor fees to be included.	\$7,000	
Total		\$507,044	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	100% Intervention Teacher to accelerate the learning of our At-Risk: English Language Learners, African American students, and other struggling students in the area of ELA through small group intensive instruction, one-on-one support as needed, and push-in as appropriate. Support students in standard attainment, learning targets, and progress while receiving services. Services in the area of reading comprehension, decoding/blending of multisyllabic words, and improve vocabulary. Use of vocabulary in Listening and Speaking Standards and Writing.	\$146,631	Teacher - Elementary
	Professional development opportunities will create and foster an environment that is inclusive and equitable for all students. Professional development for credentialed staff in academic subjects as well as Climate/Culture, Social Emotional Learning, and technology. Improve Climate/Culture and Social Emotional Learning. Additional hourly professional development as well as collaboration and planning time to improve teacher efficacy, create opportunities for High Leverage Team Actions, and plan for whole class instruction and Fab Lab workshop time. Academic: If we foster an inclusive and equitable environment, learning in Math and ELA will be positively impacted. Students' achievement will accelerate for our English Language Learners and African-American students in ELA and Math. Analyze data in ELA and Math. Review and collaborate on Unit Planners, Scope and Sequence, and PDSAs to provide an equitable, inclusive, and productive students learning environment. Provide substitute release, optional professional development, and collaborative planning time to meet the needs of our students. Provide paid (before and after school opportunities) and substitute release to meet and engage with parents during the school day and after school to support our efforts to engage parents, increase awareness, and provide support to parents. Support students and families to support and foster an inclusive, equitable, and differentiated learning environment. Professional development support for student data analysis, next steps, and interventions. Continue improvement and growth efforts in equitable practices, unconscious bias, and awareness of others.	\$12,499	Teacher Hourly Extra Comp
	Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$10,000 approved by ELAC and SSC.	\$10,000	Materials
	This activity involves supporting BIPOC students and parents from the community. Parent involvement through in-person school activities, assemblies, and school events supporting BIPOC students, equity, and cultural awareness. Parents are invited to events and activities that support cultural awareness, understanding, and equity for all students. Student cultural and educational events leading to a positive and accepting school environment.	\$6,500	
2	Classified Staff: Professional development, SEL/Safety Meetings, collaborative planning opportunities to create and foster an environment that is inclusive and equitable for all students. Professional development for classified staff Climate/Culture and Social Emotional well-being. Plan for and implement school structures and systems to provide an environment that utilizes Knowledge of Discipline/Fairness and Safety to provide a Sense of Belonging for ALL students. Professional development in Social Emotional Learning, deescalation strategies, Safe and Civil, and Restorative Strategies.	\$1,526	
	Fund 0.2FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate Oropeza and Renaissance High School partnerships to support Social Emotional Learning and Climate/Culture of identified at-risk, ELL, and African-American students. Support IEP implementation of Tier 3 level students.	\$31,713	
	Classroom supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$5,000	
3	Math and ELA material that supports our Language and Math Walls. Mountain Language and Mountain Math may be purchased and used in the classroom to support cyclical reteaching, student conversation, and student production. Use of Mountain Language and Mountain Math may be used during Fab Lab, during Wall time, or reteaching. Other programs outside of Mountain Language and Mountain Math may be purchased and used in the classroom if needed or on a pilot basis. The Mountain Language and Mountain Math program will support our students through cyclical review, support improved productive struggle, and support meaningful activities during Fab Lab Workshop time.	\$7,500	Materials

English Learners

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students.	\$76,153	
4	Supplemental materials will be utilized to support student social emotional and academic growth. Supplemental materials will improve student self-efficacy, self-management, awareness, equity, cultural relevance, and connectedness to school. Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$20,000 approved by ELAC and SSC.	\$10,000	
5	Intervention support to work with English Language Learner, African-American, or at-risk students to provide intervention in ELA. Students will receive intervention in small group via part-time retired TOSAs. Not to exceed 18 hours per week. Provide intensive small group instruction for phonics, phonemic awareness, and guided reading. Support in Math to develop concepts and procedures utilizing hands-on manipulatives, drawings, use of objects, etc.	\$35,000	
6	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVid-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families.	\$27,982	
7	LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Intervention will be provided during the school day as well as after school. This position will be school-funded and 3 days a week for a total of 19 hours.	\$9,540	
8	Allocation of funds for learning field trips to extend the learning environment, bring learning of concepts and information to life, and provide opportunities for students to build background knowledge and vocabulary through the field trip experience. Field trips to support ELA, Math, Science, Social Studies, the Arts, Equity, heritage and culture, awareness of others, and Physical Education.	\$12,000	Services
9	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Additional hourly to support students and families. Additional time to cultivate an equitable, safe, and optimal environment that support civility, safety, and a positive social emotional experience for ALL students.	\$58,000	
10	Part-time Counselor or other staff member (such as a TOSA) for two to three days a week to support school wide social emotional learning, restorative justice, and special education students. Service provided directly to students. Staff will support interventions through conflict resolution, bullying prevention and intervention, and communicate with parents/guardians that support student academic and social growth. Follow up on students who may have interventions for attendance, behavior, and academic learning. Support BIPOC students to help build connections to school, positive relationships with their peers, and support students in attaining emotional and academic growth.	\$50,000	
11	Additional intervention support for students in academics and social emotional tutorials, groups, and clubs. Credentialed, classified staff, and high school students will support our school interventions. Academic tutorials will include ELA, Math, Science, Social Studies, Art, and Writing. Social Emotional Interventions will include clubs for students using Sanford Harmony and culturally relevant materials. Clubs may include ELLs/Newcomers, African-American Leadership, social groups, sports club, art club, etc to foster school connections, emotional safety, and awareness. Additional hourly and/or pay using LCFF. Materials, supplies, and outside vendor fees to be included.	\$7,000	
Total		\$507,044	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	100% Intervention Teacher to accelerate the learning of our At-Risk: English Language Learners, African American students, and other struggling students in the area of ELA through small group intensive instruction, one-on-one support as needed, and push-in as appropriate. Support students in standard attainment, learning targets, and progress while receiving services. Services in the area of reading comprehension, decoding/blending of multisyllabic words, and improve vocabulary. Use of vocabulary in Listening and Speaking Standards and Writing.	\$146,631	Teacher - Elementary
	Professional development opportunities will create and foster an environment that is inclusive and equitable for all students. Professional development for credentialed staff in academic subjects as well as Climate/Culture, Social Emotional Learning, and technology. Improve Climate/Culture and Social Emotional Learning. Additional hourly professional development as well as collaboration and planning time to improve teacher efficacy, create opportunities for High Leverage Team Actions, and plan for whole class instruction and Fab Lab workshop time. Academic: If we foster an inclusive and equitable environment, learning in Math and ELA will be positively impacted. Students' achievement will accelerate for our English Language Learners and African-American students in ELA and Math. Analyze data in ELA and Math. Review and collaborate on Unit Planners, Scope and Sequence, and PDSAs to provide an equitable, inclusive, and productive students learning environment. Provide substitute release, optional professional development, and collaborative planning time to meet the needs of our students. Provide paid (before and after school opportunities) and substitute release to meet and engage with parents during the school day and after school to support our efforts to engage parents, increase awareness, and provide support to parents. Support students and families to support and foster an inclusive, equitable, and differentiated learning environment. Professional development support for student data analysis, next steps, and interventions. Continue improvement and growth efforts in equitable practices, unconscious bias, and awareness of others.	\$12,499	Teacher Hourly Extra Comp
	Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$10,000 approved by ELAC and SSC.	\$10,000	Materials
	This activity involves supporting BIPOC students and parents from the community. Parent involvement through in-person school activities, assemblies, and school events supporting BIPOC students, equity, and cultural awareness. Parents are invited to events and activities that support cultural awareness, understanding, and equity for all students. Student cultural and educational events leading to a positive and accepting school environment.	\$6,500	
2	Classified Staff: Professional development, SEL/Safety Meetings, collaborative planning opportunities to create and foster an environment that is inclusive and equitable for all students. Professional development for classified staff Climate/Culture and Social Emotional well-being. Plan for and implement school structures and systems to provide an environment that utilizes Knowledge of Discipline/Fairness and Safety to provide a Sense of Belonging for ALL students. Professional development in Social Emotional Learning, deescalation strategies, Safe and Civil, and Restorative Strategies.	\$1,526	
	Fund 0.2FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate Oropeza and Renaissance High School partnerships to support Social Emotional Learning and Climate/Culture of identified at-risk, ELL, and African-American students. Support IEP implementation of Tier 3 level students.	\$31,713	
	Classroom supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$5,000	
3	Math and ELA material that supports our Language and Math Walls. Mountain Language and Mountain Math may be purchased and used in the classroom to support cyclical reteaching, student conversation, and student production. Use of Mountain Language and Mountain Math may be used during Fab Lab, during Wall time, or reteaching. Other programs outside of Mountain Language and Mountain Math may be purchased and used in the classroom if needed or on a pilot basis. The Mountain Language and Mountain Math program will support our students through cyclical review, support improved productive struggle, and support meaningful activities during Fab Lab Workshop time.	\$7,500	Materials

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students.	\$76,153	
4	Supplemental materials will be utilized to support student social emotional and academic growth. Supplemental materials will improve student self-efficacy, self-management, awareness, equity, cultural relevance, and connectedness to school. Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$20,000 approved by ELAC and SSC.	\$10,000	
5	Intervention support to work with English Language Learner, African-American, or at-risk students to provide intervention in ELA. Students will receive intervention in small group via part-time retired TOSAs. Not to exceed 18 hours per week. Provide intensive small group instruction for phonics, phonemic awareness, and guided reading. Support in Math to develop concepts and procedures utilizing hands-on manipulatives, drawings, use of objects, etc.	\$35,000	
6	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVid-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families.	\$27,982	
7	LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Intervention will be provided during the school day as well as after school. This position will be school-funded and 3 days a week for a total of 19 hours.	\$9,540	
8	Allocation of funds for learning field trips to extend the learning environment, bring learning of concepts and information to life, and provide opportunities for students to build background knowledge and vocabulary through the field trip experience. Field trips to support ELA, Math, Science, Social Studies, the Arts, Equity, heritage and culture, awareness of others, and Physical Education.	\$12,000	Services
9	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Additional hourly to support students and families. Additional time to cultivate an equitable, safe, and optimal environment that support civility, safety, and a positive social emotional experience for ALL students.	\$58,000	
10	Part-time Counselor or other staff member (such as a TOSA) for two to three days a week to support school wide social emotional learning, restorative justice, and special education students. Service provided directly to students. Staff will support interventions through conflict resolution, bullying prevention and intervention, and communicate with parents/guardians that support student academic and social growth. Follow up on students who may have interventions for attendance, behavior, and academic learning. Support BIPOC students to help build connections to school, positive relationships with their peers, and support students in attaining emotional and academic growth.	\$50,000	
11	Additional intervention support for students in academics and social emotional tutorials, groups, and clubs. Credentialed, classified staff, and high school students will support our school interventions. Academic tutorials will include ELA, Math, Science, Social Studies, Art, and Writing. Social Emotional Interventions will include clubs for students using Sanford Harmony and culturally relevant materials. Clubs may include ELLs/Newcomers, African-American Leadership, social groups, sports club, art club, etc to foster school connections, emotional safety, and awareness. Additional hourly and/or pay using LCFF. Materials, supplies, and outside vendor fees to be included.	\$7,000	
Total		\$507,044	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	100% Intervention Teacher to accelerate the learning of our At-Risk: English Language Learners, African American students, and other struggling students in the area of ELA through small group intensive instruction, one-on-one support as needed, and push-in as appropriate. Support students in standard attainment, learning targets, and progress while receiving services. Services in the area of reading comprehension, decoding/blending of multisyllabic words, and improve vocabulary. Use of vocabulary in Listening and Speaking Standards and Writing.	\$146,631	Teacher - Elementary
	Professional development opportunities will create and foster an environment that is inclusive and equitable for all students. Professional development for credentialed staff in academic subjects as well as Climate/Culture, Social Emotional Learning, and technology. Improve Climate/Culture and Social Emotional Learning. Additional hourly professional development as well as collaboration and planning time to improve teacher efficacy, create opportunities for High Leverage Team Actions, and plan for whole class instruction and Fab Lab workshop time. Academic: If we foster an inclusive and equitable environment, learning in Math and ELA will be positively impacted. Students' achievement will accelerate for our English Language Learners and African-American students in ELA and Math. Analyze data in ELA and Math. Review and collaborate on Unit Planners, Scope and Sequence, and PDSAs to provide an equitable, inclusive, and productive students learning environment. Provide substitute release, optional professional development, and collaborative planning time to meet the needs of our students. Provide paid (before and after school opportunities) and substitute release to meet and engage with parents during the school day and after school to support our efforts to engage parents, increase awareness, and provide support to parents. Support students and families to support and foster an inclusive, equitable, and differentiated learning environment. Professional development support for student data analysis, next steps, and interventions. Continue improvement and growth efforts in equitable practices, unconscious bias, and awareness of others.	\$12,499	Teacher Hourly Extra Comp
	Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$10,000 approved by ELAC and SSC.	\$10,000	Materials
	This activity involves supporting BIPOC students and parents from the community. Parent involvement through in-person school activities, assemblies, and school events supporting BIPOC students, equity, and cultural awareness. Parents are invited to events and activities that support cultural awareness, understanding, and equity for all students. Student cultural and educational events leading to a positive and accepting school environment.	\$6,500	
2	Classified Staff: Professional development, SEL/Safety Meetings, collaborative planning opportunities to create and foster an environment that is inclusive and equitable for all students. Professional development for classified staff Climate/Culture and Social Emotional well-being. Plan for and implement school structures and systems to provide an environment that utilizes Knowledge of Discipline/Fairness and Safety to provide a Sense of Belonging for ALL students. Professional development in Social Emotional Learning, deescalation strategies, Safe and Civil, and Restorative Strategies.	\$1,526	
	Fund 0.2FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate Oropeza and Renaissance High School partnerships to support Social Emotional Learning and Climate/Culture of identified at-risk, ELL, and African-American students. Support IEP implementation of Tier 3 level students.	\$31,713	
	Classroom supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$5,000	
3	Math and ELA material that supports our Language and Math Walls. Mountain Language and Mountain Math may be purchased and used in the classroom to support cyclical reteaching, student conversation, and student production. Use of Mountain Language and Mountain Math may be used during Fab Lab, during Wall time, or reteaching. Other programs outside of Mountain Language and Mountain Math may be purchased and used in the classroom if needed or on a pilot basis. The Mountain Language and Mountain Math program will support our students through cyclical review, support improved productive struggle, and support meaningful activities during Fab Lab Workshop time.	\$7,500	Materials

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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4	Supplemental materials will be utilized to support student social emotional and academic growth. Supplemental materials will improve student self-efficacy, self-management, awareness, equity, cultural relevance, and connectedness to school. Supplemental materials will be used to provide interventions for students to display growth in ELA, Math, Science, Technology, Social Studies, the Arts, and P.E. Funds to support instructional materials and supplies for classrooms, school clubs, and various programs. Up to \$20,000 approved by ELAC and SSC.	\$10,000	
5	Intervention support to work with English Language Learner, African-American, or at-risk students to provide intervention in ELA. Students will receive intervention in small group via part-time retired TOSAs. Not to exceed 18 hours per week. Provide intensive small group instruction for phonics, phonemic awareness, and guided reading. Support in Math to develop concepts and procedures utilizing hands-on manipulatives, drawings, use of objects, etc.	\$35,000	
6	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVid-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families.	\$27,982	
7	LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Intervention will be provided during the school day as well as after school. This position will be school-funded and 3 days a week for a total of 19 hours.	\$9,540	
8	Allocation of funds for learning field trips to extend the learning environment, bring learning of concepts and information to life, and provide opportunities for students to build background knowledge and vocabulary through the field trip experience. Field trips to support ELA, Math, Science, Social Studies, the Arts, Equity, heritage and culture, awareness of others, and Physical Education.	\$12,000	Services
9	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Additional hourly to support students and families. Additional time to cultivate an equitable, safe, and optimal environment that support civility, safety, and a positive social emotional experience for ALL students.	\$58,000	
10	Part-time Counselor or other staff member (such as a TOSA) for two to three days a week to support school wide social emotional learning, restorative justice, and special education students. Service provided directly to students. Staff will support interventions through conflict resolution, bullying prevention and intervention, and communicate with parents/guardians that support student academic and social growth. Follow up on students who may have interventions for attendance, behavior, and academic learning. Support BIPOC students to help build connections to school, positive relationships with their peers, and support students in attaining emotional and academic growth.	\$50,000	
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	Fund 0.2FTE for school psychologist to support Tier 2 and Tier 3 level interventions with students. Advise principal, school counselor, and teachers on students and next step interventions. Facilitate Oropeza and Renaissance High School partnerships to support Social Emotional Learning and Climate/Culture of identified at-risk, ELL, and African-American students. Support IEP implementation of Tier 3 level students.	\$31,713	
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Special Education

School Year: 22-23

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7	LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Intervention will be provided during the school day as well as after school. This position will be school-funded and 3 days a week for a total of 19 hours.	\$9,540	
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Total		\$507,044	



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI)

Oropeza Elementary School

If ATSI, identify subgroups:

- | | | |
|--|---|--|
| <input checked="" 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 checked="" 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 LBSD'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 Approved by SSC

1/8/24

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]

Resource Inequities

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

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

- There are no resource 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 stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students 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 principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, 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.
- 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 or district departments for objective feedback.

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

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors 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, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, 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.



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Home/School Compact

The Home/School Compact has been formed to provide the highest quality instructional program to the students at Oropeza Elementary School. The staff and parents/guardians of Oropeza Elementary School agree to implement the following programs and activities:

The School

- OES will provide daily instruction that is centered on the State Standards, is organized, prepared, and well-planned.
- OES will provide instruction in Social Emotional Learning to help students reach their full potential so they are college and career ready.
- OES will provide students with a safe, kind, respectful, and well-managed environment, both inside and outside of the classroom.
- OES will provide a setting for the WRAP after school program.
- OES will provide interventions for struggling students including but not limited to: Student Success Team, Interventionist, After School Tutorial (some based on available funding).
- OES will provide positive incentives for regular school attendance.
- OES will closely monitor daily student attendance and follow up accordingly.
- OES will monitor students' progress in a meaningful and measurable manner.
- OES will share student progress with parents in a meaningful and timely manner.
- OES will respond to parent concerns in a timely and respectful manner.
- OES will encourage parents/guardians to become involved in school by participate in a variety of organizations (i.e. VIPS, PTO, School Site Council, ELAC, Coffee with the Principal, Back to School Night, Open House, Parent Classes, etc.).

The Home

- Parents/Guardians at OES will send their children to school every day well rested (establish an appropriate bedtime routine), in good health, and ready to learn.
- Parents/Guardians will work collaboratively with the school to help students reach their full potential.
- Parents/Guardians at OES will ensure their children eat a healthy breakfast either by getting them to school between 7:30 and 7:45 a.m. to eat in the cafeteria or providing them with a healthy breakfast at home before coming to school.
- Parents/Guardians at Oropeza Elementary School will make sure that their children 1st-3rd, arrive no later than 7:55 and are in line by 8:00. 4th and 5th grade students walk to class at the 7:55 bell and are in class by 8:00.
- Parents/Guardians at OES will pick up their children on time every day after school.
- Parents/Guardians at OES will send their children to school every day dressed in clean uniforms. At Oropeza, uniforms consist of dark blue bottoms; white, red, dark blue or light blue collared shirts; school-logo shirts; closed toed shoes and socks.
- Parents/Guardians at OES will assist their children with their homework assignments to make sure the work is done CAREFULLY and COMPLETELY.
- Parents/Guardians at OES will read and/or listen to their children read at least 20 minutes every night.
- Parents/Guardians at OES will attend a parent/teacher conference in the fall, as well as at other times during the school year if necessary, to discuss the progress of their children.
- Parents/Guardians are strongly encouraged to become involved in school by participating in a variety of organizations (i.e. VIPS, PTO, School Site Council, ELAC, Coffee with the Principal Gathering).

This Home/School Compact is to be signed by the principal, the teacher, and the parent/guardian once the compact has been read and understood. Once signed and returned, this page will be kept on file at school.



Principal's Signature

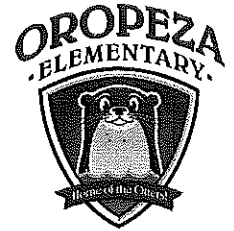
Teacher's Signature

Parent/Guardian's Signature

Student



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Hogar/Escuela Compacto

El Pacto Hogar/Escuela se formó para brindar un programa de instrucción de la más alta calidad a los estudiantes de la Escuela Primaria Oropeza. El personal y los padres/tutores de la Escuela Primaria Oropeza acuerdan implementar los siguientes programas y actividades:

La Escuela

- OES proporcionará instrucción diaria centrada en los estándares estatales, organizada, preparada y bien planificada.
- OES brindará instrucción en aprendizaje socioemocional para ayudar a los estudiantes a alcanzar su máximo potencial para que estén preparados para la universidad y una carrera.
- OES brindará a los estudiantes un ambiente seguro, amable, respetuoso y bien administrado, tanto dentro como fuera del aula.
- OES proporcionará un entorno para el programa extracurricular WRAP.
- OES proporcionará intervenciones para estudiantes con dificultades que incluyen, entre otras: Equipo de éxito estudiantil, intervencionista, tutoría después de clases (algunas basadas en los fondos disponibles).
- OES proporcionará incentivos positivos para la asistencia regular a la escuela.
- OES monitoreará de cerca la asistencia diaria de los estudiantes y hará el seguimiento correspondiente.
- OES monitoreará el progreso de los estudiantes de manera significativa y mensurable.
- OES compartirá el progreso de los estudiantes con los padres de manera significativa y oportuna.
- OES responderá a las inquietudes de los padres de manera oportuna y respetuosa.
- OES alentará a los padres/tutores a involucrarse en la escuela participando en una variedad de organizaciones (es decir, VIPS, PTO, Consejo Escolar, ELAC, Café con el Director, Noche de Regreso a la Escuela, Casa Abierta, Clases para Padres, etc.).

El hogar

- Los padres/tutores de OES enviarán a sus hijos a la escuela todos los días bien descansados (establezcan una rutina adecuada para acostarse), con buena salud y listos para aprender.
- Los padres/tutores trabajarán en colaboración con la escuela para ayudar a los estudiantes a alcanzar su máximo potencial.
- Los padres/tutores de OES se asegurarán de que sus hijos coman un desayuno saludable, ya sea llevándolos a la escuela entre las 7:30 y las 7:45 a. m. para comer en la cafetería o brindándoles un desayuno saludable en casa antes de venir a la escuela.
- Los padres/tutores de la Escuela Primaria Oropeza se asegurarán de que sus hijos de 1º a 3º lleguen a más tardar a las 7:55 y estén en fila a las 8:00. Los estudiantes de 4to y 5to grado caminan a clase cuando suena el timbre de las 7:55 y están en clase a las 8:00.
- Los padres/tutores de OES recogerán a sus hijos a tiempo todos los días después de la escuela.
- Los padres/tutores de OES enviarán a sus hijos a la escuela todos los días vestidos con uniformes limpios. En Oropeza, los uniformes consisten en pantalones de color azul oscuro; camisas con cuello blanco, rojo, azul oscuro o celeste; camisetas con el logo de la escuela; zapatos cerrados y calcetines.
- Los padres/tutores de OES ayudarán a sus hijos con sus tareas para asegurarse de que el trabajo se haga CUIDADOSAMENTE y COMPLETAMENTE.
- Los padres/tutores de OES leerán y/o escucharán a sus hijos leer al menos 20 minutos cada noche.
- Los padres/tutores de OES asistirán a una conferencia de padres/maestros en el otoño, así como en otros momentos durante el año escolar si es necesario, para discutir el progreso de sus hijos.
- Se recomienda encarecidamente a los padres/tutores que se involucren en la escuela participando en una variedad de organizaciones (es decir, VIPS, PTO, consejo escolar, ELAC, reunión de café con el director).

Este Convenio Hogar/Escuela debe ser firmado por el director, el maestro y el padre/tutor una vez que se haya leído y comprendido el convenio. Una vez firmada y devuelta, esta página se mantendrá archivada en la escuela.

Firma del director: _____
Firma de los padres: _____

Firma del maestro/a: _____
Alumno/a: _____



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Parental Involvement Guidelines

Revised October, 2023

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

PART I

Oropeza Elementary School agrees to implement the following requirements:

- Jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Guidelines that the school and parents of participating children agree upon
- Notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute this Guidelines to parents in a language the parents can understand
- Make the School Parental Involvement Guidelines available to the local community
- Periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school
- Adopt the school's school-parent compact as a component of its School Parental Involvement Guidelines

PART II

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

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

Attendance at one of the following district trainings or school site trainings:

- Responsibilities & Roles of SSC and its members
- Composition of SSC
- Budgetary considerations
- Single Plan for Student Achievement
- Role of ELAC and other advisory committees

Plan meetings with SSC & ELAC parents to review the previous year's guidelines and parental involvement activities as outlined in the Single Plan for Student Achievement:

- Invite other parents and stakeholders to attend the meeting
- Advertise in Title 1 Newsletter, at Back-to-School night, through School Messenger, etc.
- Make personal contacts/invitations by school personnel to encourage involvement

SSC will do the following at the regular meetings:

- Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
- Write or update the Parent Involvement Guidelines & Home-School Compacts
- Provide Spanish and Khmer translations (oral and written) for parents to allow for discussions

- Review and revise the Safe School Plan or delegate to an appropriate committee
2. Oropeza Elementary will take the following actions to distribute the Parent Involvement Guidelines to parents and the local community:
- SSC & ELAC meeting
 - Title I Newsletter
 - Main Office Counter
 - School Website
 - Parent/Teacher Conferences
3. Oropeza Elementary will update periodically its school's Parental Involvement Guidelines to meet the changing needs of parents and the school. The needs will be discussed at Coffee with the Principal, PTO, ELAC and SSC. SSC will vote to approve the updates in the guidelines.
4. Oropeza Elementary will hold an Annual Title I Public Meeting to inform parents of the requirements of Title I, how Title I funds are used at this school, and parents' right to be involved. Incentives, refreshments, and as funds permit, childcare will be provided. Parents will be informed in the following ways:
- Multiple meetings will be held varying times to accommodate parents' schedules
 - Notifications/fliers will be sent home in languages that parents understand
 - Announcements will be made through School Messenger and the OES website
5. Oropeza Elementary School provide updated information to parents about Title I programs throughout the school year at the following events and in the following publications:
- Section of Newsletter (4 times a year)
 - Flyers sent home with child in appropriate language
 - Flyers available on Main Office Counter
 - Make announcements at School Spirit Assemblies and when needed, invite parents to remain after for a brief informational meeting (translation will be provided)
 - Provide Spanish translation for the announcement section of the Spirit Assembly
 - More utilization of School Messenger in English and Spanish
 - Provide more signage to alert parents of special school events
 - Hold Parent information meetings before or after Back-to-School Night and Open House
 - Provide a recruitment table at these special events to gather parent volunteers for school needs
 - At SSC, ELAC meetings and other parent meetings (PTA/PTO/CAAP, etc.)
6. Oropeza Elementary School will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
- Parent workshops; parent surveys
 - Coffee with the Principal
 - In school newsletters – Title I Newsletter
 - Back-to-School night, Parent/Teacher Conferences, Open House
 - At SSC, ELAC and PTO meetings
7. Oropeza Elementary School will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:
- Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten Festivals
8. Oropeza Elementary will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:
- At School Site Council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

- District trainings offered for parents and staff
- Parent education workshops on site
- Parent-Teacher Conferences
- Monthly calendars of Parent Workshops posted on district website and in the Spotlight
- DCAC, DELAC and other district parent forums/meetings
- District website resources: click "P" for Parent Involvement
- Parent Teacher Organization (PTO)
- Volunteers in Public Schools (VIPS)
- Coffee with the Principal
- WRAP Program
- Spirit Assemblies
- Student Recognitions

2. Oropeza Elementary will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines. The Home-School Compact outlines the shared responsibility of the home, school, and student in academic achievement. The Home-School Compact will follow the following protocol:

- The Home-School Compact will be reviewed, discussed, and developed at the first SSC and ELAC meeting
- School Site Council must vote to approve compact the Home-School Compact annually
- The Home-School Compact will be distributed at Parent/Teacher Conferences, included in enrollment packets, and provided at any time of the year under OES' discretion

3. Oropeza Elementary will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following

- the state's academic content standards
- the state and local academic assessments including alternate assessments

4. Oropeza Elementary will, with the assistance of its district and the Community Schools partnership, will provide materials and training to help parents work with their children to improve their children's academic achievement. Materials, training and workshops will focus on literacy, math, and the use of technology to support student learning. The following is a list of, but not limited to, materials, trainings and workshops that will be provided to parents throughout the school year:

- Parent Workshops and/or Informational Training Meetings
- Kindergarten Festivals, OES Kindergarten Preview Day
- The Importance of Being Involved with your Child's Education
- Content Standards/Grade Level Learning Expectations
- Understanding Standardized Testing and How to Support Your Child's Efforts
- Helping Your Child with Math Facts
- Parenting Strategies to Use at Home
- Other workshops as requested and needed

5. Oropeza Elementary will, with the assistance of its district and parents, educate its teachers and support staff, in ways to reach out, communicate, and collaborate with parents as equal partners. The goal is to build and strengthen ties between staff and parents, maintain the value and utility of parent contributions, and improve OES staff's skills in implementing and coordinating parent partnership programs. OES will provide ongoing teacher/staff in-services on the following areas:
Teacher/Staff In-services

- Working with parents at Back to School, Parent Conferences, and Open House
- Documenting interventions and academic progress

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

language the parents can understand. Under the direction of the principal, various OES staff members will do the translations of written materials/notifications that are sent to parents

**PART IV.
DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINE COMPONENTS**

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

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents
- Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend conferences at school. The goal is to maximize parental participation in their children's education
- Adopting and implementing model approaches to improve/increase parental involvement
- Establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request

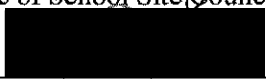
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**PART V.
ADOPTION**

The Jenny Oropeza Elementary Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/30/23 and will be in effect for the period of 2 years. The school will distribute the Guidelines to all parents on or before November 30, 2023.



Signature of School Site Council Chairperson



Signature of Principal

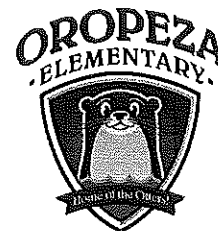
11/7/23

Date



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Guías de participación de los padres

Revisado en octubre de 2023

Como la escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Primaria Jenny Oropeza (OES) ha desarrollado junto con los miembros del Concilio Escolar y distribuido a los padres de los niños participantes, unas Pautas de participación de los padres en la escuela, que contienen información requerido por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Directrices establecen las expectativas de OES para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El Pacto Hogar-Escuela está incorporado en las Pautas de participación de los padres en la escuela.

PARTE I

OES se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente con los padres y distribuir a los padres de los niños participantes unas Guías para la participación de los padres en la escuela que la escuela y los padres de los niños participantes acuerden.
- Notificar a los padres sobre las Guías para la participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Guías a los padres en un idioma que los padres puedan entender.
- Poner las Directrices sobre participación de los padres en la escuela a disposición de la comunidad local.
- Actualizar periódicamente las Guías de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- Adoptar el pacto entre la escuela y los padres como componente de sus Directrices para la participación de los padres en la escuela.

PARTE II

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS GUÍAS DE PARTICIPACIÓN DE LOS PADRES ESCOLAR

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

Asistencia a una de las siguientes capacitaciones del distrito o capacitaciones en el sitio escolar:

- Responsabilidades y funciones del SSC y sus miembros
- Composición del CSS
- Consideraciones presupuestarias
- Plan Único de Rendimiento Estudiantil
- Papel del ELAC y otros comités asesores

Planificar reuniones con los padres de SSC y ELAC para revisar las pautas del año anterior y las actividades de participación de los padres como se describe en el Plan Único para el Rendimiento Estudiantil:

- Invitar a otros padres y partes interesadas a asistir a la reunión.
- Publicidad en el boletín informativo Título 1, en la noche de regreso a clases, a través de “School Messenger”, etc.

- Hacer contactos personales/invitaciones por parte del personal de la escuela para fomentar la participación.

El SSC hará lo siguiente en las reuniones regulares:

- Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario.
- Redactar o actualizar las guías de participación de los padres y los pactos entre el hogar y la escuela.
- Proporcionar traducciones al español y jemer (orales y escritas) para que los padres permitan discusiones.
- Revisar y revisar el Plan de Escuela Segura o delegar en un comité apropiado

2. La Primaria Oropeza tomará las siguientes acciones para distribuir las guías de participación de los padres a los padres y la comunidad local:

- Reunión del SSC y ELAC
- el boletín informativo Título 1
- Mostrador de la oficina principal
- Sitio web de la escuela
- Conferencias de padres/maestros

3. La Primaria Oropeza actualizará periódicamente las Guías de participación de los padres de su escuela para satisfacer las necesidades cambiantes de los padres y la escuela. Las necesidades se discutirán en el Café con el Director, PTO, ELAC y SSC. El SSC votará para aprobar las actualizaciones de las guías.

4. La Primaria Oropeza llevará a cabo una reunión pública anual de Título I para informar a los padres sobre los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela y el derecho de los padres a participar. Se proporcionarán incentivos, refrigerios y, según lo permitan los fondos, cuidado de niños. Los padres serán informados de las siguientes maneras:

- Se llevarán a cabo varias reuniones en distintos horarios para adaptarse a los horarios de los padres.
- Las notificaciones/folleto se enviarán a casa en idiomas que los padres comprendan.
- Los anuncios se harán a través de “School Messenger” y el sitio web de OES.

5. La Escuela Primaria Oropeza proporciona información actualizada a los padres sobre los programas de Título I durante todo el año escolar en los siguientes eventos y en las siguientes publicaciones:

- Sección de Noticiero (4 veces al año)
- Folletos enviados a casa con el niño en el idioma apropiado.
- Folletos disponibles en el mostrador de la oficina principal
- Hacer anuncios en las Asambleas de Espíritu Escolar y, cuando sea necesario, invitar a los padres a quedarse después para una breve reunión informativa (se proporcionará traducción).
- Proporcionar traducción al español para la sección de anuncios de la Asamblea del Espíritu.
- Mayor utilización de “School Messenger” en inglés y español
- Proporcionar más señalización para alertar a los padres sobre eventos escolares especiales.
- Celebrar reuniones informativas para padres antes o después de la Noche de regreso a clases y la jornada de puertas abiertas.
- Proporcionar una mesa de reclutamiento en estos eventos especiales para reunir padres voluntarios para las necesidades escolares.
- En las reuniones del SSC, ELAC y otras reuniones de padres (PTA/PTO/CAAP, etc.)

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

- Talleres para padres; encuestas para padres
- Café con el director

- El boletín informativo Título I
- Noche de regreso a clases, conferencias de padres y maestros, jornada de puertas abiertas
- En las reuniones del SSC, ELAC y PTO

7. La Escuela Primaria Oropeza coordinará e integrará programas y actividades de participación de los padres con Head Start, Early Reading First, preescolares públicos y otros programas que alientan y apoyan a los padres a participar más plenamente en la educación temprana de sus hijos al:

- Coordinación del jardín de infantes de transición en sitios seleccionados
- Promoción/publicidad de los festivales de jardín de infantes del distrito

8. La Primaria Oropeza presentará al distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes:

- En las reuniones del Consejo Escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. La Primaria Oropeza desarrollará la capacidad de las escuelas y los padres para una fuerte participación de los padres, con el fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades. se describe específicamente a continuación:

- Capacitaciones del distrito ofrecidas para padres y personal.
- Talleres de educación para padres en el sitio.
- Conferencias de padres y maestros
- Calendarios mensuales de talleres para padres publicados en el sitio web del distrito y en Boletín Informativo del Título I
- DCAC, DELAC y otros foros/reuniones de padres del distrito
- Recursos del sitio web del distrito: haga clic en "P" para participación de los padres.
- Organización de padres y maestros (PTO)
- Voluntarios en Escuelas Públicas (VIPS)
- Café con el director
- Programa ENVOLTURA
- Asambleas espirituales
- Reconocimientos de estudiantes

2. La Primaria Oropeza incorporará el Pacto Hogar-Escuela como un componente de su Acuerdo Escolar para Padres. Pautas de participación. El Pacto Hogar-Escuela describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico. El Pacto Hogar-Escuela seguirá el siguiente protocolo:

- El Pacto Hogar-Escuela será revisado, discutido y desarrollado en la primera reunión del SSC y ELAC.
- El Consejo Escolar debe votar para aprobar el Pacto Hogar-Escuela anualmente.
- El Pacto Hogar-Escuela se distribuirá en las conferencias de padres y maestros, se incluirá en los paquetes de inscripción y se proporcionará en cualquier momento del año a discreción de OES.

3. La Primaria Oropeza, con la ayuda de su distrito, brindará asistencia a los padres de niños atendidos por la escuela para comprender temas como los siguientes

- los estándares de contenido académico del estado
- las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas

4. La Primaria Oropeza, con la ayuda de su distrito y la asociación de Escuelas Comunitarias, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos. Los materiales, la capacitación y los talleres se centrarán en la alfabetización, las matemáticas y el uso de la tecnología para apoyar el aprendizaje de los estudiantes. La siguiente es una lista de, entre otros, materiales, capacitaciones y talleres que se brindarán a los padres durante el año escolar:

- Talleres para padres y/o reuniones de capacitación informativa
- Festivales de Kindergarten, Día de presentación previa de OES Kindergarten
- La importancia de participar en la educación de su hijo
- Estándares de contenido/Expectativas de aprendizaje a nivel de grado
- Comprender las pruebas estandarizadas y cómo apoyar los esfuerzos de su hijo
- Ayudar a su hijo con operaciones matemáticas
- Estrategias de crianza para usar en casa
- Otros talleres según sea necesario y necesario

5. La Primaria Oropeza, con la ayuda de su distrito y los padres, educará a sus maestros y personal de apoyo, en formas de acercarse, comunicarse y colaborar con los padres como socios iguales. El objetivo es construir y fortalecer los vínculos entre el personal y los padres, mantener el valor y la utilidad de las contribuciones de los padres y mejorar las habilidades del personal de OES para implementar y coordinar programas de colaboración con los padres. OES proporcionará servicios de capacitación continuos para maestros/personal en las siguientes áreas: Servicios de capacitación para maestros/personal

- Trabajar con los padres en el regreso a clases, las conferencias de padres y las jornadas de puertas abiertas.
- Documentar las intervenciones y el progreso académico.

6. La Primaria Oropeza, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme. incluyendo formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender. Bajo la dirección del director, varios miembros del personal de OES harán las traducciones de los materiales escritos/notificaciones que se envían a los padres.

PARTE IV

COMPONENTES DE LA GUÍA DE PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA DISCRECIONAL

NOTA: Las Guías para la participación de los padres en la escuela pueden incluir párrafos adicionales que enumeren y describan otras actividades discrecionales que la escuela, en consulta con sus padres, decida realizar para desarrollar la capacidad de los padres de participar en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales enumeradas en la sección 1118(e) de ESEA:

- Involucrar a los padres en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación.
- Proporcionar la capacitación necesaria en alfabetización para los padres con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación.
- Pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado infantil, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela.
- Capacitar a los padres para mejorar la participación de otros padres.
- Organizar reuniones escolares en distintos horarios o realizar conferencias en casa entre maestros u otros educadores que trabajan directamente con los niños participantes, con padres que no pueden asistir a las conferencias en la escuela. El objetivo es maximizar la participación de los padres en la educación de sus hijos.
- Adoptar e implementar enfoques modelo para mejorar/aumentar la participación de los padres.
- Establecer un consejo asesor de padres de todo el distrito (DCAC) para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas del Título I, Parte A.
- Desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación de los padres.
- Proporcionar otro apoyo razonable para las actividades de participación de los padres según la sección 1118, según lo soliciten los padres.

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PARTE V

ADOPCIÓN

Las Guías de participación de los padres de la escuela primaria Jenny Oropeza han sido desarrolladas conjuntamente y acordadas por los padres de niños que participan en los programas del Título I, Parte A. Las guías fueron adoptadas por los miembros del Consejo Escolar del sitio el 10/30/23 y estarán vigentes por un periodo de 2 años. La escuela distribuirá las Guías a todos los padres el 30 de noviembre de 2023 o antes.

[Redacted Signature]

Presidente/a del Concilio Escolar

[Redacted Signature]

Director

10/30/23

Fecha