2023-2024

# Naples 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 |
| --- |
| Based on 2022-23 iReady ELA data, 81% of students met typical growth while 66% of students met their stretch growth goal. Based on 2022-23 SBAC ELA data, 86% of students overall met or exceeded proficiency of grade level standards. |

## Comprehensive Needs Assessment

# English-Language Arts

### Written Analysis - ELA Goals

| Written Analysis |
| --- |
| With Quality Tier 1 instructional practices and small group instruction, iReady ELA data will show 91% of students who are meeting grade level standards will meet their typical growth goal, and 76% of students performing below grade level will meet their stretch growth goal. By June 2024, Naples students will meet or exceed grade level standards at 90% as determined by SBAC. Progress monitoring and data review will be conducted formally during staff meetings and grade level meetings throughout the year, and informally by the classroom teacher on a regular basis. |

## Comprehensive Needs Assessment

# Mathematics

## Written Analysis - Math Findings

| Written Analysis |
| --- |
| Based on 2022-23 iReady Math data, 71%of students met typical growth while 47% of students met their stretch growth goal. Based on 2022-23 SBAC Math data, 81% of students overall met or exceeded proficiency of grade level standards. |

## Comprehensive Needs Assessment

# Mathematics

## Written Analysis - Math Goals

| Written Analysis |
| --- |
| With Quality Tier 1 instructional practices and small group instruction, iReady Math data will show 81% of students who are meeting grade level standards will meet their typical growth goal, and 57% of students performing below grade level will meet their stretch growth goal. By June 2024, Naples students will meet or exceed grade level standards at 85% as determined by SBAC.  Progress monitoring and data review will be conducted formally during staff meetings and grade level meetings throughout the year, and informally by the classroom teacher on a regular basis. |

## Comprehensive Needs Assessment

# English Learners

## Written Analysis - English Learner Findings

| Written Analysis |
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| Based on 2022-23 SBAC ELA and math data, 80% of EL + RFEP students met or exceeded proficiency of grade level standards. 2022-23 final iReady Diagnostics show English Learners were 100% at grade level in reading and 50% were at grade level in math. |

## Comprehensive Needs Assessment

# English Learners

## Written Analysis - English Learner Goals

| Written Analysis |
| --- |
| With Quality Tier 1 instructional practices and small group instruction, at least 85% of multilingual students will meet or exceed proficiency of ELA grade level standards and 85% will meet or exceed proficiency of math grade level standards. Progress monitoring and data review will be conducted regularly at staff planning and grade level meetings throughout the year to maintain reading scores and improve math scores. Use of ELD strategies, manipulative use, and small group instruction will support our multilingual students. |

## Comprehensive Needs Assessment

# Culture/Climate Domain

## Written Analysis - Culture/Climate Findings

| Written Analysis |
| --- |
| 2022-23 CORE Survey results and anecdotal data reveal that 72% of 4th and 5th grade students feel safe at school, which was a 3% decrease from 2021-22. Fall 2023 Pulse Survey data reveals student agency fell to 85%, which was a 1% decrease from spring 2022. |

## Comprehensive Needs Assessment

# Culture/Climate Domain

## Written Analysis - Culture/Climate Goals

| Written Analysis |
| --- |
| Naples students will create a safer environment for others specifically in the area of teasing and pushing one another. Creating an emotionally and physically safe learning environment is our primary goal through honoring the Peacebuilders Pledge, using restorative practices for conflicts, and through educational opportunities by our SEL facilitator, counselor, psychologist, and classroom teachers. The staff at Naples will also work to increase student agency and student self advocacy. |

## Comprehensive Needs Assessment

# SPSA Effectiveness

| SPSA Effectiveness | | | | |
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| **Area** | **Prior Year Goal** | **Status** | **Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment** | **For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals** |
| ELA | 1) With Quality Tier 1 instructional practices and small group instruction, iReady ELA data will show 95% of students who are meeting grade level standards will meet their typical growth goal, and 80% of students performing below grade level will meet their stretch growth goal. By June 2023, Naples students will meet or exceed grade level standards at 90% as determined by SBAC. Progress monitoring and data review will be conducted formally during staff meetings and grade level meetings throughout the year, and informally by the classroom teacher on a regular basis. | Goal Partially or Not Met | 2023 SBAC data shows 86% of students were able to attain scores of Met/Exceeded in ELA. iReady data reveals 81%of students met their typical growth goal and 66% of students met their stretch growth goal. | We will continue to engage students in high level tier 1, small group instruction, and differentiation with a focus on non-fiction and fiction comprehension strategies. |

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| Math | 1) With Quality Tier 1 instructional practices and small group instruction, iReady Math data will show 95% of students who are meeting grade level standards will meet their typical growth goal, and 80% of students performing below grade level will meet their stretch growth goal. By June 2023, Naples students will meet or exceed grade level standards at 90% as determined by SBAC. Progress monitoring and data review will be conducted formally during staff meetings and grade level meetings throughout the year, and informally by the classroom teacher on a regular basis. | Goal Partially or Not Met | 2023 SBAC data shows 81% of students were able to attain scores of Met/Exceeded in Math. iReady data reveals 71% of students met their typical growth and 47% of students met their stretch growth goal. | We will continue to engage students in high level tier 1 and small group instruction opportunities with a focus on manipulative use for conceptual understanding, small group instruction, and differentiation of instruction.<br><br>The 3rd-5th grade math lead will co-teach and model effective strategies including integration of critical and creative thinking and problem solving to build opportunities for conceptual understanding and transfer of learning. |
| English Learner | 1) With Quality Tier 1 instructional practices and small group instruction, at least 70% of multilingual students will meet or exceed proficiency of ELA grade level standards and 70% will meet or exceed proficiency of math grade level standards. Progress monitoring and data review will be conducted regularly at staff planning and grade level meetings throughout the year. | Goal Met | 2023 SBAC data shows 80% of EL +RFEP Students attained scores of Met/Exceeded in ELA and Math. 2023 iReady data shows 100% of EL students attained grade level proficiency in Reading and 50% proficiency in Math. Note: majority of EL students were in kindergarten and only took one Reading diagnostic and no Math diagnostics. As a result, 7 students took Reading and 2 students took Math. | We will continue to utilize tier 1 strategies to support our multilingual students and provide opportunities for teachers to analyze student data and respond with strategic instructional practices and differentiation. |

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| Culture/Climate | 1) Naples students will create a more welcoming environment for all by honoring the Peacebuilders Pledge and by utilizing strategies learned through the monthly character and scholarly traits. New students to the school will feel a stronger sense of belonging and it will be easier to make new friends. | Goal Met | Using spring 2023 and fall 2023 Pulse Survey data, Sense of Belonging increased by 3% for a total of 84% and again by 6% for a total of 90%, respectively. | We will continue to honor the Peacebuilders Pledge and utilize strategies learned through the monthly traits program through tier 1 instructional practices. We will also promote team based games during recesses to encourage a sense of community and collaboration. Clubs such as Tech Club and Student Leadership will provide students with opportunities to organize, work together, and create events that promote community. Second Chance Breakfast has provided an opportunity for students to feel part of the community. Staff have observed students who don't normally play during recess, now have an engaging activity and are increasing their socialization. |

## Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
|---|---|---|---|---|
| Field trips for grades TK - 5th graders to support science curriculum. (SM 2) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Miscellaneous P.E. equipment to support K-5 elementary PE standards. (SM 3) | (Does not apply to this goal) | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |
| Artzone Art Academy visual arts program for 4th/5th grade students. There will be three elective rotations of six weeks each throughout the 22-23 school year. (SM 1) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful |

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| Enrichment materials for science kits, Professional Development books, classroom and custodial supplies. (SM 4) | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact | Strong Positive Impact |
| Recreation staff will support common areas with supervision and prevention strategies in order to maintain safety and civility on campus. (IN 1) | (Does not apply to this goal) | (Does not apply to this goal) | (Does not apply to this goal) | Strong Positive Impact |
| Teacher will participate in monthly half day release opportunities to plan and work with IIC to progress monitor student achievement. (PD 1) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful |

## Accountability Measure 1: Increase Achievement

# Core Programs (ELA, Writing, Math)

### Core Program - English Language Arts

| Curriculum/Instruction | Assessments | Resources/Materials |
|---|---|---|
| All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:<br>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.<br>• Reading and Writing grounded in evidence from text.<br>• Regular practice with complex text and its academic vocabulary with intensity.<br><br>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 | 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:<br><br>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.<br><br>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language. | Wonders / Maravillas (Dual Immersion) and associated ancillary materials<br>McGraw-Hill<br><br>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.<br><br>Content Area textbooks (e.g. Health, Science, Social Studies)<br><br>Supplemental Reading materials matched to students’ instructional Reading level (Newsela)<br><br>Thinking Maps |

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| Writing and (e) Accountable Independent Reading and Writing.<br>• District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.<br>• 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.<br><br>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.<br>• District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.<br>• 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. | Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response.<br>K - 2: Foundational Reading Skills Assessment (FRSA)<br>3 – 5: Smarter Balanced Assessment Consortium summative Assessments | Core5<br><br>ELLevation<br><br>iReady |

## Accountability Measure 1: Increase Achievement

# Core Programs (ELA, Writing, Math)

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

## Accountability Measure 1: Increase Achievement

# Core Programs (ELA, Writing, Math)

## Core Program - Math

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

## Accountability Measure 1: Increase Achievement

# Interventions

## Interventions

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

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| Recreation staff will take time to problem solve with students and demonstrate proper use of equipment. Supporting students with getting along and good sportsmanship. Culture-Climate Survey (Student-Staff)\|50, Culture-Climate Survey (Parent)\|50 | Recreation staff will support common areas with supervision and prevention strategies in order to maintain safety and civility on campus. | All Students, All Staff | LCFF Rec $45,982 Hourly - Recreation Aide ( 1 ) for 360 hours annually - LCFF Rec 100% Hourly - Recreation Aide ( 1 ) for 419 hours annually - LCFF Rec 100% Hourly - Recreation Aide ( 1 ) for 402 hours annually - LCFF Rec 100% Hourly - Recreation Aide ( 1 ) for 531 hours annually - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% | 08/30/2023 - 06/14/2024 Daily | Principal Classified Staff | CORE Survey Disciplinary Referrals Student Ingress and Egress Culture-Climate Survey (Student-Staff)\|50, Culture-Climate Survey (Parent)\|50 |

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|---|---|---|---|---|---|---|
| Student engagement and school vision to enhance science instruction. Culture-Climate Survey (Student-Staff)\|50, Core Curriculum\|50 | Skydome Planetary Rental for STEM Night - Friday, 10/13/23 | All Students, GATE/Excel, Low SES | LCFF $1,600 Materials - LCFF 100% | 08/30/2023 - 06/15/2024 Annually | Principal Tech TOSA | Attendance Student Engagement Science Assessment Data Culture-Climate Survey (Student-Staff)\|50, Core Curriculum\|50 |
| Student engagement that aligns with school vision of enhanced science instruction. Culture-Climate Survey (Student-Staff)\|50, Core Curriculum\|50 | Helping Hands Coffee - STEM Night workshop with (2) rotations | All Students, GATE/Excel, Low SES | LCFF $300 Materials - LCFF 100% | 08/30/2023 - 06/15/2024 Annually | Principal Tech TOSA | Attendance Student Engagement Science Assessment Data Culture-Climate Survey (Student-Staff)\|50, Core Curriculum\|50 |
| 11-24% of 1st and 2nd grade students were grade level proficient on the iReady Diagnostic #1 Elementary Reading - FRSA\|50, Elementary Reading - Benchmarks\|50 | On-site tutoring for students reading below grade level in grades 1st and 2nd | Identified At-Risk Students | LCFF $1,566 Teacher Hourly P Schedule ( 1 ) for 20 hours annually - LCFF 100% | 11/15/2023 - 06/15/2024 Weekly | Kristy Parra Paula Spenker | iReady Placement Level FRSA Elementary Reading - FRSA\|50, Elementary Reading - Benchmarks\|50 |
| Sense of Belonging Academic Climate Culture-Climate Survey (Student-Staff)\|50, Core Curriculum\|50 | Prehistoric Pets - STEM Night workshop with (2) rotations | All Students, GATE/Excel, Low SES | LCFF $700 Services - LCFF 100% | 08/30/2023 - 06/15/2024 Annually | Principal Tech TOSA | Student Engagement Attendance Science Assessment Data Culture-Climate Survey (Student-Staff)\|50, Core Curriculum\|50 |

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|---|---|---|---|---|---|---|
| Implementation of math program Culture-Climate Survey (Student-Staff)\|10, Core Curriculum\|90 | ST Math Brag Tags for TK-5 students | English Learners, GATE/Excel, All Students, Identified At-Risk Students | LCFF $400 Materials - LCFF 100% | 08/30/2023 - 06/15/2024 Weekly | Tech TOSA | Attendance Student Engagement Math Assessment Data Culture-Climate Survey (Student-Staff)\|10, Core Curriculum\|90 |

## 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** |
| Attendance at the Annual Education Celebration is imperative in providing program information to incoming and School of Choice families.<br><br>Informational meetings and school tours are provided to parents of incoming Transitional Kindergarten and Kindergarten students.<br><br>Communication via the Dolphin Dialogue is consistently deployed regarding upcoming district Kindergarten Festivals created by the district and the school site.<br><br>Social media will be used to announce upcoming events and due dates.<br><br>Open House provides an opportunity for the public to visit classrooms and get a sense of the school culture. | Middle school matriculation informational meetings are held for the parents of 5th grade students by the school counselor.<br><br>Parents are encouraged to attend informational meetings at their neighborhood of school of choice middle school.<br><br>Social media will be used to announce upcoming events and due dates. | |

## Accountability Measure 2: Organizational Climate

# Organizational Climate

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

No supplemental budgeted items have been approved.

## Accountability Measure 3: Professional Development

# Professional Development

| Professional Development | | | | | |
|---|---|---|---|---|---|
| **Indentified Need(s)** | **Planned Staff Development** | **Funding Source & Cost** | **Dates/Hours of Training Session** | **Personnel** | **Tools Used for Monitoring Implementation & Effectiveness** |
| Increased sense of belonging and shared vision for science focus. Attendance/Chronic Absenteeism Rate\|40, Culture-Climate Survey (Parent)\|20, Core Curriculum\|40 | Community STEM Night - offering science, robotics, engineering opportunities to students and their families through demonstrations and hands-on activities. | LCFF $1,489 Teacher Hourly P Schedule ( 2 ) for 2 hours annually - LCFF 100% Teacher Hourly P Schedule ( 5 ) for 3 hours annually - LCFF 100% | 10/13/2023 - 10/13/2023 Annually | Principal Tech TOSA/SEL Facilitator | Science Assessment Data - annually Attendance Rates - annually |
| Systemic excellence related to tier one instruction Core Curriculum\|100 | Internal Learning Walk (ILW) opportunity for peer observation in areas of daily decoding routine implementation, math instructional practices, and tier one instruction for students with disabilities. | LCFF $507 Substitute teacher full day ( 2 ) for 1 days - LCFF 100% | 11/15/2023 - 06/15/2024 Trimester | Kristy Parra Suzanne Castor Paula Spenker | iReady Growth Edulastic Assessments FRSA Scores |

## Accountability Measure 3: Professional Development

# Teacher Involvement

## Describe Teacher Involvement

**Written Analysis**

Teachers take an active role in supporting students through the SST process through interventions and accommodations, fall and spring conferencing, IEP and 504 meetings.

Teachers participate in school committees dedicated to achieving greater student outcomes and a greater sense of belonging to the school community. Active committees for the 2023-24 school year are Teacher Council, School Site Council, GATE representative, and instructional teams.

Teachers take part in grade level and 1:1 progress monitoring meetings with the principal and instructional team leaders to discuss trends, needs, strengths, and weaknesses of students.

Teachers, administration, and instructional team leaders will collaborate on Tier 2 intervention strategies and will make determinations for frequency of progress monitoring.

Teachers and instructional team leaders will participate in Quality Core Instruction provided by OCIPD.

Teachers and instructional team leaders will participate in Professional Learning Communities during semester two.

## Accountability Measure 4: Parent & Community

# Parent and Community

| Parent and Community Involvement | | | | | |
|---|---|---|---|---|---|
| **Indentified Need(s)** | **Program & Materials** | **Funding Source & Cost** | **Time Frame** | **Personnel** | **Method for Assessing Effectiveness** |
| Funding for Technology TOSA in support of STEM vision and college and career readiness. | Computer Lab | PTA | 2023-24 | Technology TOSA | Student engagement and sense of belonging through Pulse Survey and CORE Survey data.<br><br>Attendance Data<br><br>Student growth in academic areas such as non-fiction reading comprehension, vocabulary, conceptual math understanding, and science. |

## School Budget for Categorical Programs

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

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

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

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

| State Programs * | Allocation |
|---|---|
| LCFF | 10640 |

* 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 | Paula Spenker | 12-31-1969 |
| Staff | Classroom Teacher | Tracy Thompson | 06-14-2025 |
| Staff | Classroom Teacher | Lynne Bogardus | 06-14-2025 |
| Staff | Classroom Teacher | Brian Sheehan | 06-13-2024 |
| Staff | Non Classroom Teacher | Cherie Bunch | 06-13-2024 |
| Community | Parent | Hayley [redacted] | 06-14-2025 |
| Community | Parent | Amanda [redacted] | 06-14-2025 |
| Community | Parent | Kelly [redacted] | 06-13-2024 |
| Community | Parent | Kirsty [redacted] | 06-13-2024 |
| Community | Parent | Leslie [redacted] | 06-13-2024 |

## English Learner Advisory Committee Membership

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

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

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

# ELAC Recommendations

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

| Question | Answer |
|---|---|
| 1. Does the school have more than 20 EL students enrolled? | |
| 2. At which ELAC meeting did ELAC approve its Recommendations? | |
| 3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement: | |
| 4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply): | |
| 5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations | |
| 6. What was SSC's response to ELAC recommendations? | |

# Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s):
2. The SSC approved the **Home-School Compact** on 10/12/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/12/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:10/26/2023
6. The SPSA was approved at the following SSC Meeting: 10/26/2023

LBUSD Board of Education Approval Date:

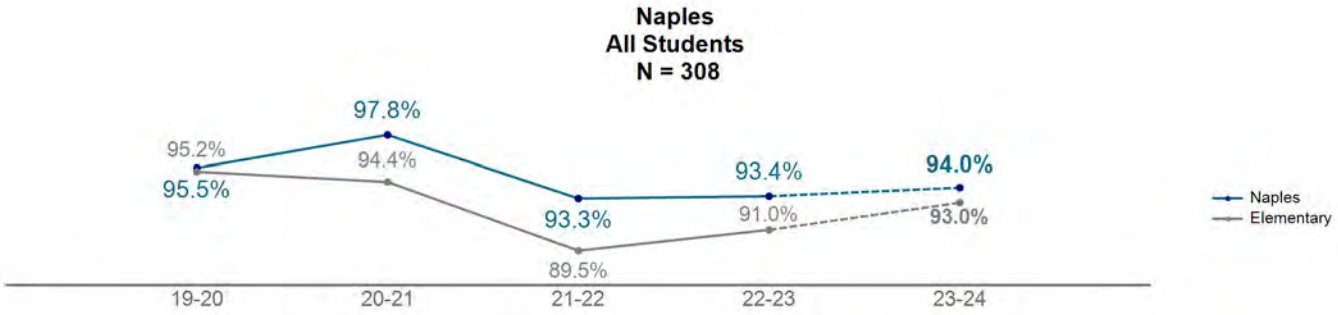
Signatures:

Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

ELAC Chair: _____ Printed Name: _____ Date: _____

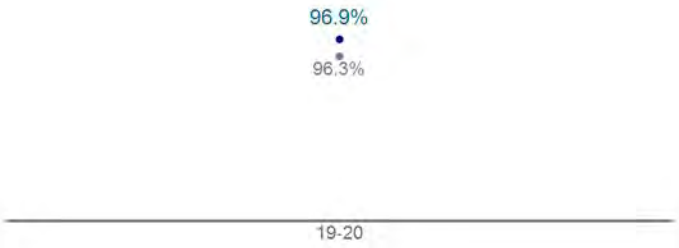
# Attendance Rate




**African American**

Subgroup with fewer than 20 students.

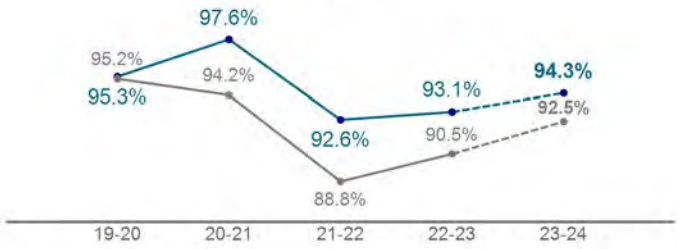
**Asian**




**Filipino**

Subgroup with fewer than 20 students.

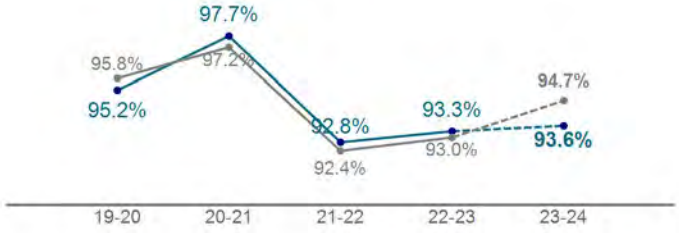
**Hispanic**
**N = 86**




**Pacific Islander**

Subgroup with fewer than 20 students.

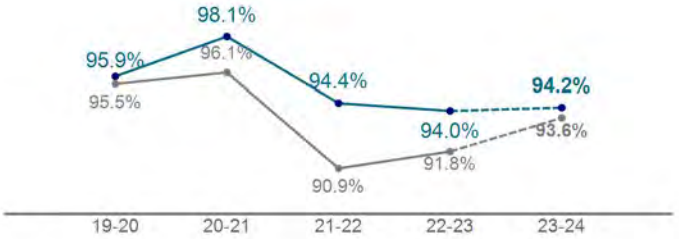
**White**
**N = 157**




**Native American**

Subgroup with fewer than 20 students.

**Other**
**N = 40**



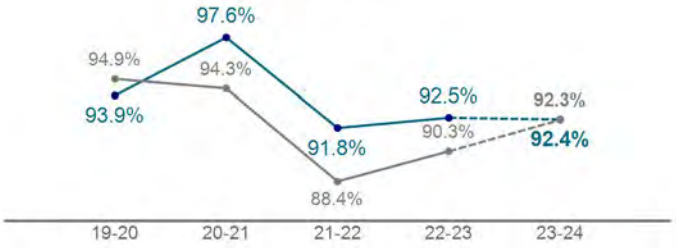

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

# Attendance Rate

## EL + RFEP

Subgroup with fewer than 20 students.

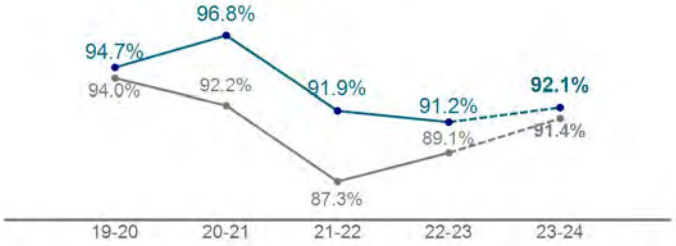
## Low SES
N = 79




## English Learner

Subgroup with fewer than 20 students.

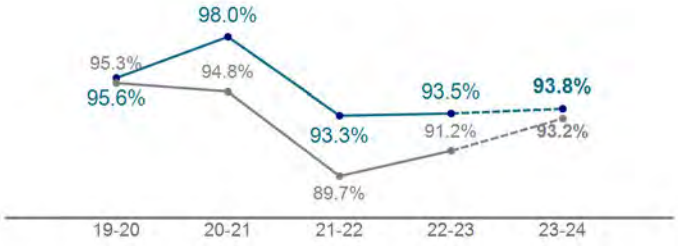
## Special Education
N = 24



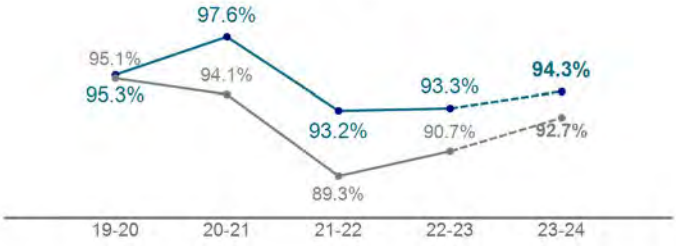

## Homeless or Foster Youth

Subgroup with fewer than 20 students.

## Female
N = 154




## Male
N = 154

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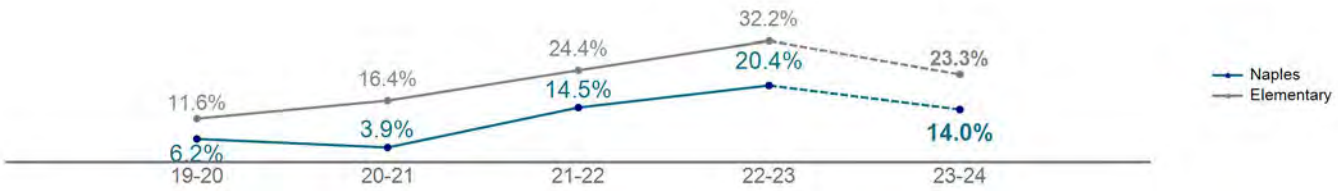
Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories



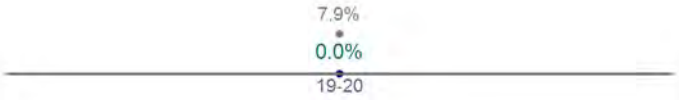
## Naples
## All Students
## N = 307




## African American

Subgroup with fewer than 20 students.

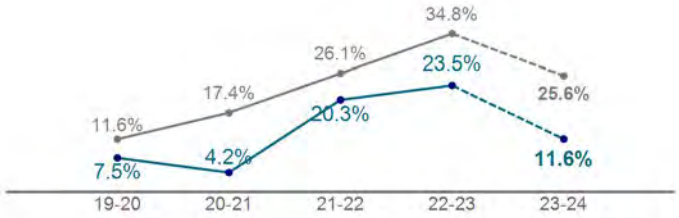
## Asian




## Filipino

Subgroup with fewer than 20 students.

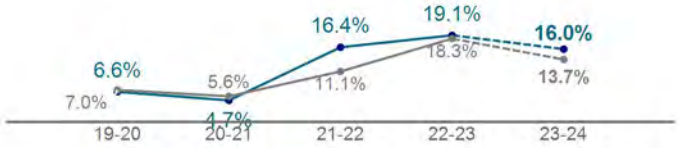
## Hispanic
## N = 86




## Pacific Islander

Subgroup with fewer than 20 students.

## White
## N = 156

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Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

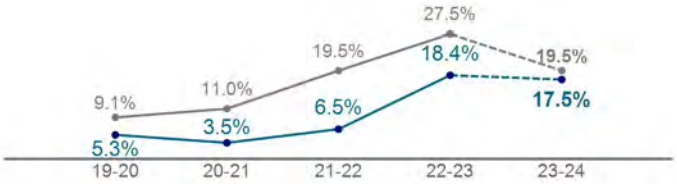
# Percent of Students in the Moderately or Severely Chronic Categories



**Native American**

Subgroup with fewer than 20 students.

**Other**
**N = 40**

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Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

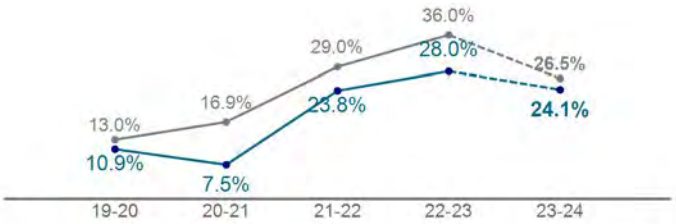
# Percent of Students in the Moderately or Severely Chronic Categories



### EL + RFEP

Subgroup with fewer than 20 students.

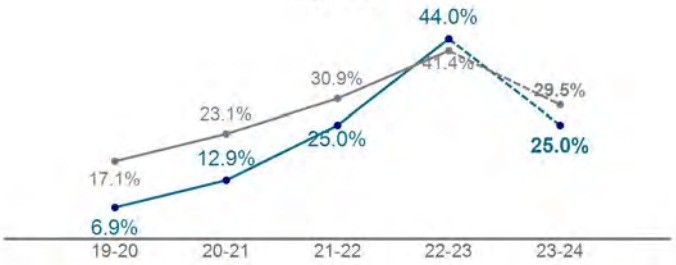
### Low SES
N = 79




### English Learner

Subgroup with fewer than 20 students.

### Special Education
N = 24



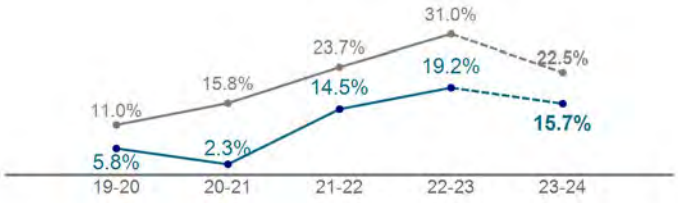

### Homeless or Foster Youth

Subgroup with fewer than 20 students.

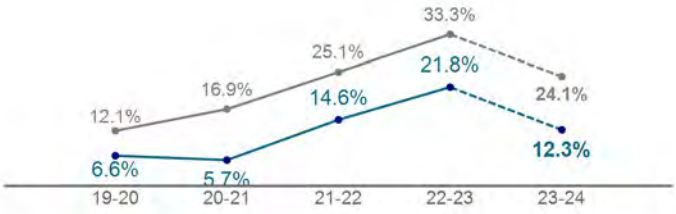
### Homeless or Foster Youth

Subgroup with fewer than 20 students.

### Female
N = 153




### Male
N = 154




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.
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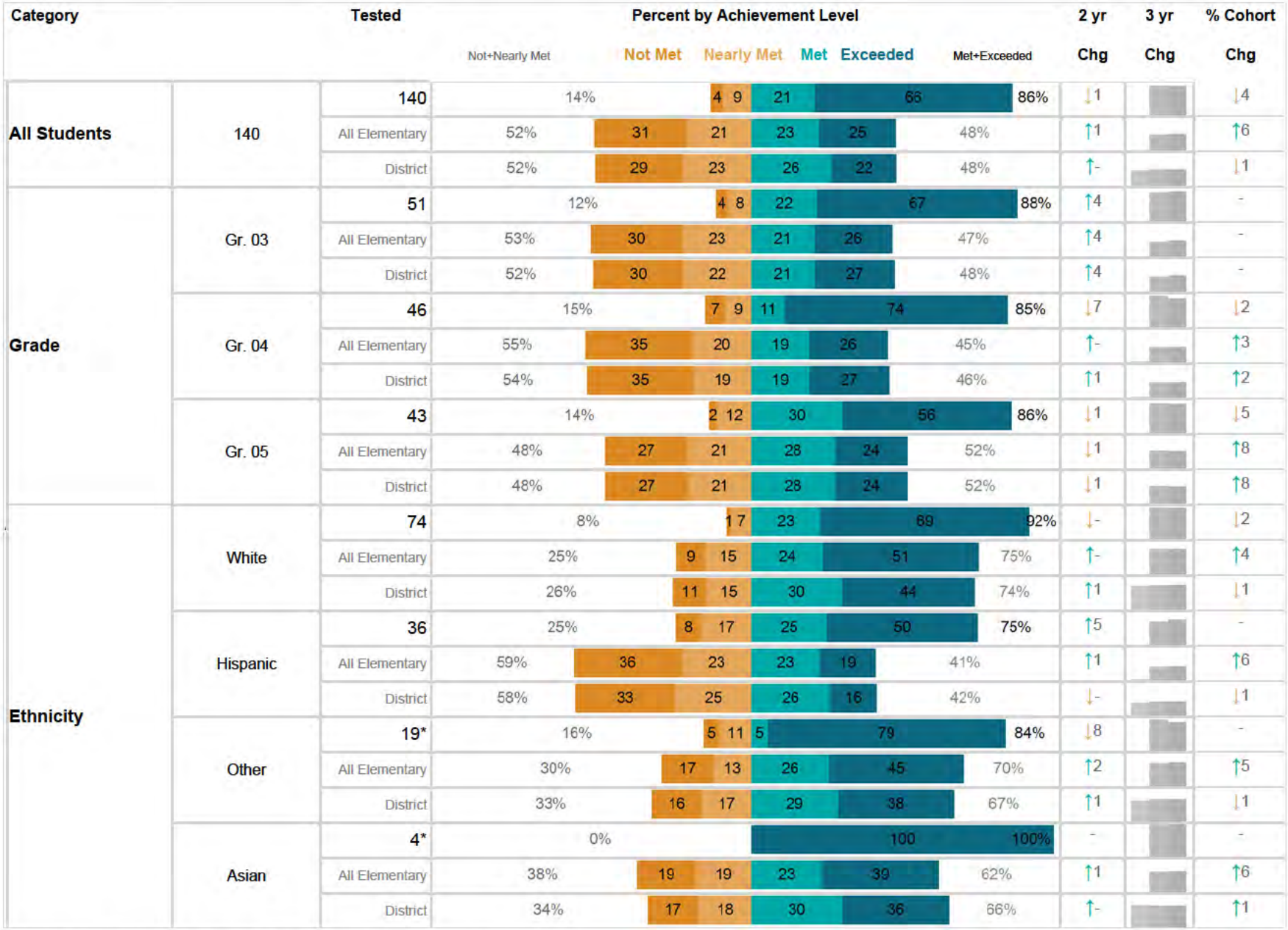
Subgroups under 20 students are not included.

# SBAC ELA 2023 :: School Data by Subgroup

12/22/23

## Naples



| Category | | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 140 | 140 | 14% | 4 | 9 | 21 | 66 | 86% | ↓1 | | ↓4 |
| | | All Elementary | 52% | 31 | 21 | 23 | 25 | 48% | ↑1 | | ↑6 |
| | | District | 52% | 29 | 23 | 26 | 22 | 48% | ↑- | | ↓1 |
| Grade | Gr. 03 | 51 | 12% | 4 | 8 | 22 | 67 | 88% | ↑4 | | - |
| | | All Elementary | 53% | 30 | 23 | 21 | 26 | 47% | ↑4 | | - |
| | | District | 52% | 30 | 22 | 21 | 27 | 48% | ↑4 | | - |
| | Gr. 04 | 46 | 15% | 7 | 9 | 11 | 74 | 85% | ↓7 | | ↓2 |
| | | All Elementary | 55% | 35 | 20 | 19 | 26 | 45% | ↑- | | ↑3 |
| | | District | 54% | 35 | 19 | 19 | 27 | 46% | ↑1 | | ↑2 |
| | Gr. 05 | 43 | 14% | 2 | 12 | 30 | 56 | 86% | ↓1 | | ↓5 |
| | | All Elementary | 48% | 27 | 21 | 28 | 24 | 52% | ↓1 | | ↑8 |
| | | District | 48% | 27 | 21 | 28 | 24 | 52% | ↓1 | | ↑8 |
| Ethnicity | White | 74 | 8% | 1 | 7 | 23 | 69 | 92% | ↓- | | ↓2 |
| | | All Elementary | 25% | 9 | 15 | 24 | 51 | 75% | ↑- | | ↑4 |
| | | District | 26% | 11 | 15 | 30 | 44 | 74% | ↑1 | | ↓1 |
| | Hispanic | 36 | 25% | 8 | 17 | 25 | 50 | 75% | ↑5 | | - |
| | | All Elementary | 59% | 36 | 23 | 23 | 19 | 41% | ↑1 | | ↑6 |
| | | District | 58% | 33 | 25 | 26 | 16 | 42% | ↓- | | ↓1 |
| | Other | 19* | 16% | 5 | 11 | 5 | 79 | 84% | ↓8 | | - |
| | | All Elementary | 30% | 17 | 13 | 26 | 45 | 70% | ↑2 | | ↑5 |
| | | District | 33% | 16 | 17 | 29 | 38 | 67% | ↑1 | | ↓1 |
| | Asian | 4* | 0% | | | 100 | 100% | | - | | - |
| | | All Elementary | 38% | 19 | 19 | 23 | 39 | 62% | ↑1 | | ↑6 |
| | | District | 34% | 17 | 18 | 30 | 36 | 66% | ↑- | | ↑1 |

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC ELA 2023 :: School Data by Subgroup

12/22/23

## Naples

| Category | | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Ethnicity | Filipino | 4* | 0% | | | 50 | 50 | 100% | - | | - |
| | | All Elementary | 24% | 12 | 11 | 27 | 49 | 76% | ↑2 | | ↑7 |
| | | District | 28% | 11 | 17 | 31 | 41 | 72% | ↑2 | | ↑2 |
| | African American | 3* | 33% | 33 | | 67 | | 67% | ↓33 | | - |
| | | All Elementary | 67% | 44 | 23 | 18 | 15 | 33% | ↑2 | | ↑6 |
| | | District | 67% | 42 | 25 | 21 | 12 | 33% | ↓- | | ↓1 |
| | Cambodian | 1* | 0% | | | 100 | | 100% | - | | - |
| | | All Elementary | 40% | 20 | 19 | 27 | 33 | 60% | ↑1 | | ↑7 |
| | | District | 39% | 19 | 20 | 32 | 29 | 61% | ↑1 | | ↑2 |
| Gender | Female | 73 | 11% | 4 | 7 | 16 | 73 | 89% | ↓1 | | ↓5 |
| | | All Elementary | 49% | 27 | 21 | 24 | 28 | 51% | ↑1 | | ↑5 |
| | | District | 47% | 25 | 22 | 28 | 24 | 53% | ↓- | | ↓- |
| | Male | 66 | 17% | 5 | 12 | 26 | 58 | 83% | ↓3 | | ↓2 |
| | | All Elementary | 55% | 34 | 21 | 21 | 23 | 45% | ↑1 | | ↑6 |
| | | District | 56% | 33 | 23 | 25 | 19 | 44% | ↑1 | | ↓1 |
| | Nonbinary | 1* | 0% | | | 100 | | 100% | - | | - |
| | | District | 40% | 13 | 27 | 38 | 22 | 60% | ↑6 | | ↓6 |
| | | All Elementary* | 50% | 13 | 38 | 38 | 13 | 50% | ↑25 | | - |
| Special Populations | EL + RFEP | 5* | 20% | 20 | | 20 | 60 | 80% | ↑13 | | - |
| | | All Elementary | 67% | 43 | 24 | 20 | 14 | 33% | ↓- | | ↑6 |
| | | District | 64% | 38 | 26 | 24 | 12 | 36% | ↓1 | | ↓1 |
| | RFEP | 5* | 20% | 20 | | 20 | 60 | 80% | ↓20 | | - |
| | | All Elementary | 29% | 11 | 18 | 33 | 38 | 71% | ↑9 | | ↑7 |
| | | District | 44% | 17 | 27 | 35 | 21 | 56% | ↑- | | ↓4 |

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC ELA 2023 :: School Data by Subgroup

12/22/23

## Naples

| 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 | GATE/Excel | 51 | 0% | | 2 | | 98 | 100% | - | | - |
| | | All Elementary | 10% | | 2 | 8 | 23 | 67 | 90% | ↑2 | ↓- |
| | | District | 14% | | 3 | 11 | 32 | 54 | 86% | ↓- | ↓3 |
| | ELL | All Elementary | 80% | 54 | 26 | | 15 | 5 | 20% | ↑5 | ↑5 |
| | | District | 86% | 60 | 25 | | 11 | 3 | 14% | ↑4 | ↑3 |
| | Foster | District | 75% | 50 | 25 | | 16 | 9 | 25% | ↓3 | ↓4 |
| | | All Elementary | 75% | 53 | 22 | | 11 | 14 | 25% | ↑- | ↑7 |
| | Homeless | 1* | 0% | | | | 100 | 100% | - | | - |
| | | All Elementary | 63% | 40 | 23 | | 20 | 16 | 37% | ↑2 | ↑6 |
| | | District | 64% | 40 | 24 | | 24 | 12 | 36% | ↓1 | ↓1 |
| | Homeless/Foster | 1* | 0% | | | | 100 | 100% | - | | - |
| | | All Elementary | 64% | 41 | 23 | | 20 | 16 | 36% | ↑2 | ↑6 |
| | | District | 65% | 41 | 24 | | 23 | 12 | 35% | ↓1 | ↓1 |
| | Low SES | 42 | 19% | | 5 | 14 | 29 | 52 | 81% | ↓1 | - |
| | | All Elementary | 59% | 36 | 23 | | 22 | 18 | 41% | ↑2 | ↑6 |
| | | District | 59% | 34 | 25 | | 25 | 16 | 41% | ↑1 | ↓1 |
| | Special Ed. | 12* | 50% | 25 | 25 | | 8 | 42 | 50% | ↓5 | - |
| | | All Elementary | 81% | 64 | 17 | | 10 | 9 | 19% | ↑2 | ↑4 |
| | | District | 84% | 65 | 19 | | 11 | 5 | 16% | ↑1 | ↑1 |
| | Spec Ed. Speech/RSP | 12* | 50% | 25 | 25 | | 8 | 42 | 50% | ↓10 | - |
| | | All Elementary | 77% | 57 | 19 | | 13 | 11 | 23% | ↑2 | ↑5 |
| | | District | 79% | 56 | 23 | | 14 | 7 | 21% | ↑2 | ↑2 |

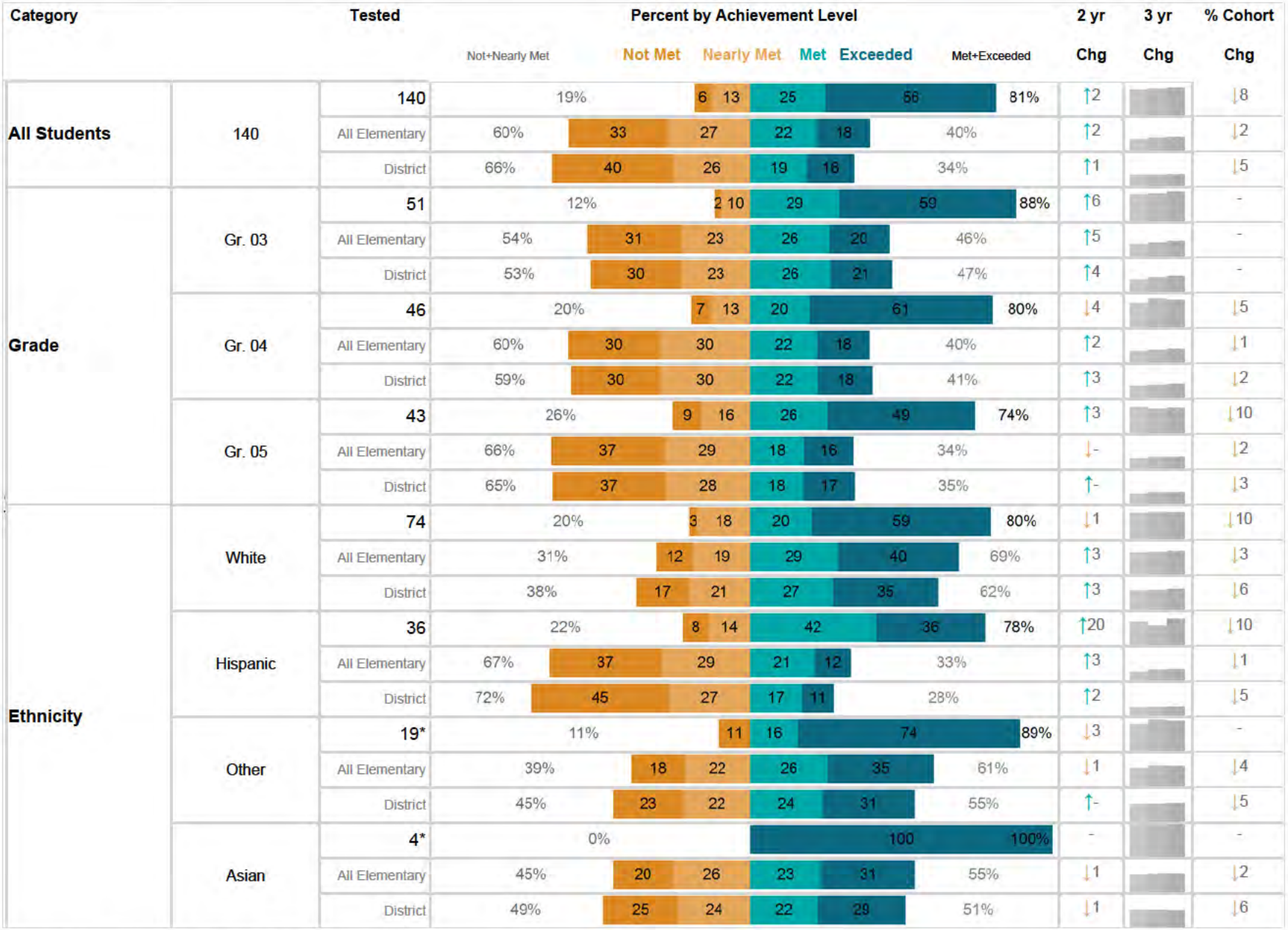
The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC Math 2023 :: School Data by Subgroup

12/22/23

## Naples



| Category | | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 140 | 140 | 19% | 6 | 13 | 25 | 56 | 81% | ↑2 | | ↓8 |
| | | All Elementary | 60% | 33 | 27 | 22 | 18 | 40% | ↑2 | | ↓2 |
| | | District | 66% | 40 | 26 | 19 | 16 | 34% | ↑1 | | ↓5 |
| Grade | Gr. 03 | 51 | 12% | 2 | 10 | 29 | 59 | 88% | ↑6 | | - |
| | | All Elementary | 54% | 31 | 23 | 26 | 20 | 46% | ↑5 | | - |
| | | District | 53% | 30 | 23 | 26 | 21 | 47% | ↑4 | | - |
| | Gr. 04 | 46 | 20% | 7 | 13 | 20 | 61 | 80% | ↓4 | | ↓5 |
| | | All Elementary | 60% | 30 | 30 | 22 | 18 | 40% | ↑2 | | ↓1 |
| | | District | 59% | 30 | 30 | 22 | 18 | 41% | ↑3 | | ↓2 |
| | Gr. 05 | 43 | 26% | 9 | 16 | 26 | 49 | 74% | ↑3 | | ↓10 |
| | | All Elementary | 66% | 37 | 29 | 18 | 16 | 34% | ↓- | | ↓2 |
| | | District | 65% | 37 | 28 | 18 | 17 | 35% | ↑- | | ↓3 |
| Ethnicity | White | 74 | 20% | 3 | 18 | 20 | 59 | 80% | ↓1 | | ↓10 |
| | | All Elementary | 31% | 12 | 19 | 29 | 40 | 69% | ↑3 | | ↓3 |
| | | District | 38% | 17 | 21 | 27 | 35 | 62% | ↑3 | | ↓6 |
| | Hispanic | 36 | 22% | 8 | 14 | 42 | 36 | 78% | ↑20 | | ↓10 |
| | | All Elementary | 67% | 37 | 29 | 21 | 12 | 33% | ↑3 | | ↓1 |
| | | District | 72% | 45 | 27 | 17 | 11 | 28% | ↑2 | | ↓5 |
| | Other | 19* | 11% | 11 | 16 | 74 | | 89% | ↓3 | | - |
| | | All Elementary | 39% | 18 | 22 | 26 | 35 | 61% | ↓1 | | ↓4 |
| | | District | 45% | 23 | 22 | 24 | 31 | 55% | ↑- | | ↓5 |
| | Asian | 4* | 0% | | | 100 | | 100% | - | | - |
| | | All Elementary | 45% | 20 | 26 | 23 | 31 | 55% | ↓1 | | ↓2 |
| | | District | 49% | 25 | 24 | 22 | 29 | 51% | ↓1 | | ↓6 |

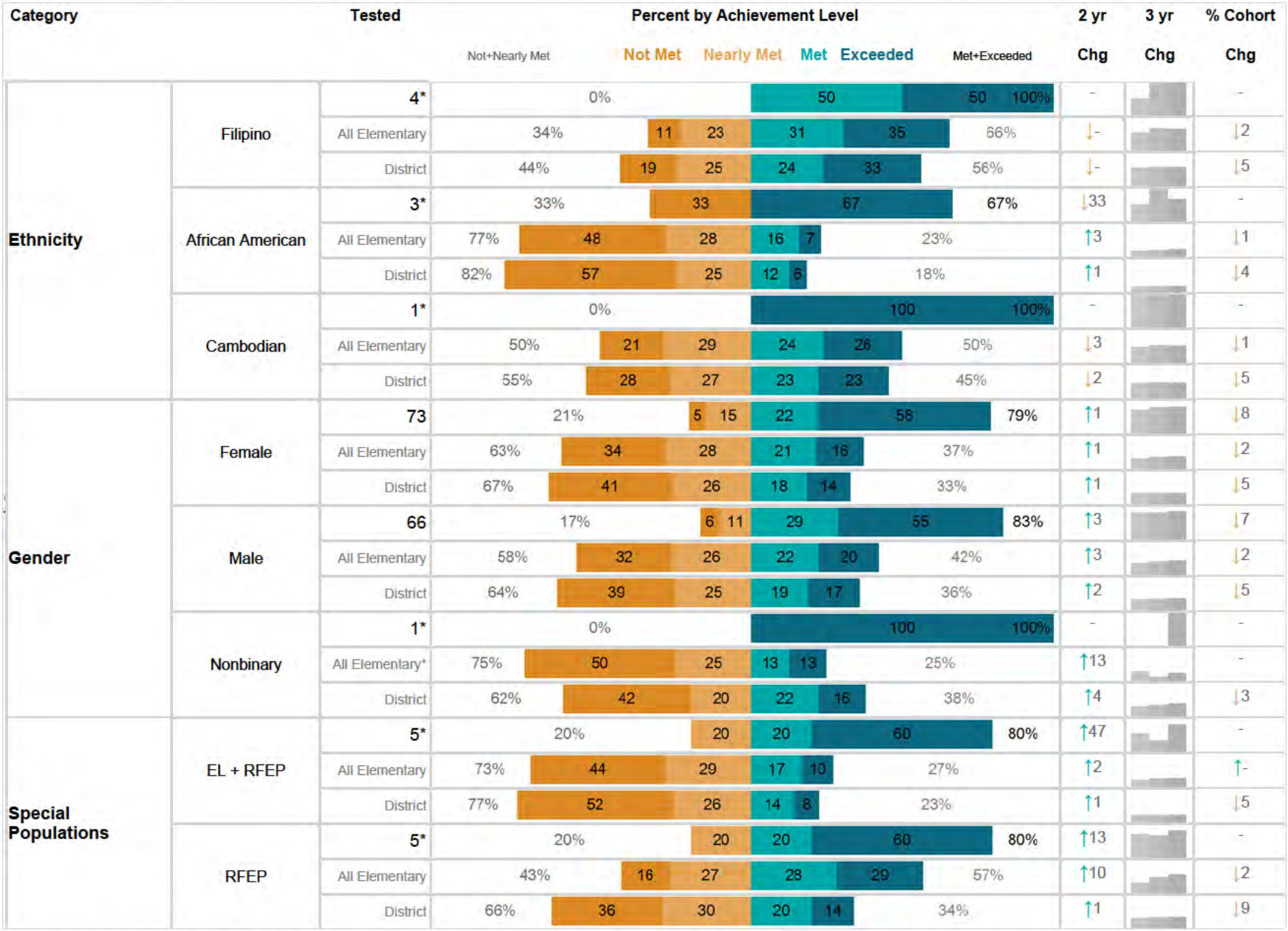
The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC Math 2023 :: School Data by Subgroup

12/22/23

## Naples



| Category | | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Ethnicity | Filipino | 4* | 0% | | | 50 | 50 | 100% | - | | - |
| | | All Elementary | 34% | 11 | 23 | 31 | 35 | 66% | ↓- | | ↓2 |
| | | District | 44% | 19 | 25 | 24 | 33 | 56% | ↓- | | ↓5 |
| | African American | 3* | 33% | 33 | | 67 | | 67% | ↓33 | | - |
| | | All Elementary | 77% | 48 | 28 | 16 | 7 | 23% | ↑3 | | ↓1 |
| | | District | 82% | 57 | 25 | 12 | 6 | 18% | ↑1 | | ↓4 |
| | Cambodian | 1* | 0% | | | 100 | | 100% | - | | - |
| | | All Elementary | 50% | 21 | 29 | 24 | 26 | 50% | ↓3 | | ↓1 |
| | | District | 55% | 28 | 27 | 23 | 23 | 45% | ↓2 | | ↓5 |
| Gender | Female | 73 | 21% | 5 | 15 | 22 | 58 | 79% | ↑1 | | ↓8 |
| | | All Elementary | 63% | 34 | 28 | 21 | 16 | 37% | ↑1 | | ↓2 |
| | | District | 67% | 41 | 26 | 18 | 14 | 33% | ↑1 | | ↓5 |
| | Male | 66 | 17% | 6 | 11 | 29 | 55 | 83% | ↑3 | | ↓7 |
| | | All Elementary | 58% | 32 | 26 | 22 | 20 | 42% | ↑3 | | ↓2 |
| | | District | 64% | 39 | 25 | 19 | 17 | 36% | ↑2 | | ↓5 |
| | Nonbinary | 1* | 0% | | | 100 | | 100% | - | | - |
| | | All Elementary* | 75% | 50 | 25 | 13 | 13 | 25% | ↑13 | | - |
| | | District | 62% | 42 | 20 | 22 | 16 | 38% | ↑4 | | ↓3 |
| Special Populations | EL + RFEP | 5* | 20% | 20 | | 20 | 60 | 80% | ↑47 | | - |
| | | All Elementary | 73% | 44 | 29 | 17 | 10 | 27% | ↑2 | | ↑- |
| | | District | 77% | 52 | 26 | 14 | 8 | 23% | ↑1 | | ↓5 |
| | RFEP | 5* | 20% | 20 | | 20 | 60 | 80% | ↑13 | | - |
| | | All Elementary | 43% | 16 | 27 | 28 | 29 | 57% | ↑10 | | ↓2 |
| | | District | 66% | 36 | 30 | 20 | 14 | 34% | ↑1 | | ↓9 |

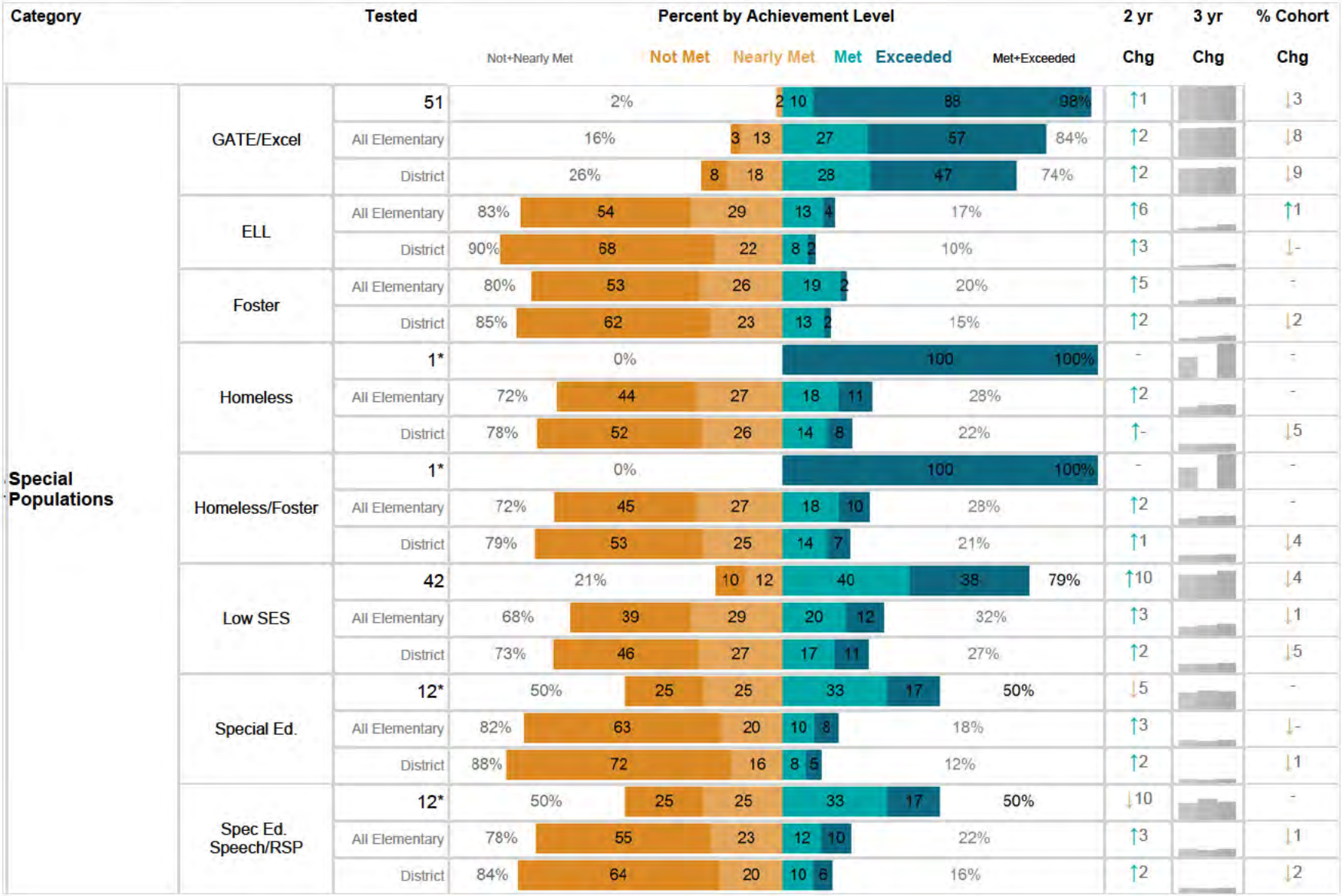
The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC Math 2023 :: School Data by Subgroup

12/22/23

## Naples



| Category | | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Special Populations | GATE/Excel | 51 | 2% | 2 | 10 | 88 | | 98% | ↑1 | | ↓3 |
| | | All Elementary | 16% | 3 | 13 | 27 | 57 | 84% | ↑2 | | ↓8 |
| | | District | 26% | 8 | 18 | 28 | 47 | 74% | ↑2 | | ↓9 |
| | ELL | All Elementary | 83% | 54 | 29 | 13 | 4 | 17% | ↑6 | | ↑1 |
| | | District | 90% | 68 | 22 | 8 | 2 | 10% | ↑3 | | ↓- |
| | Foster | All Elementary | 80% | 53 | 26 | 19 | 2 | 20% | ↑5 | | - |
| | | District | 85% | 62 | 23 | 13 | 2 | 15% | ↑2 | | ↓2 |
| | Homeless | 1* | 0% | | | 100 | | 100% | - | | - |
| | | All Elementary | 72% | 44 | 27 | 18 | 11 | 28% | ↑2 | | - |
| | | District | 78% | 52 | 26 | 14 | 8 | 22% | ↑- | | ↓5 |
| | Homeless/Foster | 1* | 0% | | | 100 | | 100% | - | | - |
| | | All Elementary | 72% | 45 | 27 | 18 | 10 | 28% | ↑2 | | - |
| | | District | 79% | 53 | 25 | 14 | 7 | 21% | ↑1 | | ↓4 |
| | Low SES | 42 | 21% | 10 | 12 | 40 | | 38 | 79% | ↑10 | ↓4 |
| | | All Elementary | 68% | 39 | 29 | 20 | 12 | 32% | ↑3 | | ↓1 |
| | | District | 73% | 46 | 27 | 17 | 11 | 27% | ↑2 | | ↓5 |
| | Special Ed. | 12* | 50% | 25 | 25 | 33 | 17 | 50% | ↓5 | | - |
| | | All Elementary | 82% | 63 | 20 | 10 | 8 | 18% | ↑3 | | ↓- |
| | | District | 88% | 72 | 16 | 8 | 5 | 12% | ↑2 | | ↓1 |
| | Spec Ed. Speech/RSP | 12* | 50% | 25 | 25 | 33 | 17 | 50% | ↓10 | | - |
| | | All Elementary | 78% | 55 | 23 | 12 | 10 | 22% | ↑3 | | ↓1 |
| | | District | 84% | 64 | 20 | 10 | 6 | 16% | ↑2 | | ↓2 |

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC Science 2023 :: School Data by Subgroup

12/22/23

## Naples

| Category | | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| **All Students** | 43 | 43 | 35% | 2 | 33 | 30 | 35 | 65% | ↓15 | | - |
| | | All Elementary | 70% | 16 | 54 | 20 | 10 | 30% | ↑- | | - |
| | | District | 74% | 17 | 57 | 18 | 8 | 26% | ↑1 | | - |
| **Grade** | Gr. 05 | 43 | 35% | 2 | 33 | 30 | 35 | 65% | ↓15 | | - |
| | | All Elementary | 70% | 16 | 54 | 20 | 10 | 30% | ↑- | | - |
| | | District | 70% | 16 | 54 | 20 | 10 | 30% | ↑1 | | - |
| **Ethnicity** | White | 22 | 32% | | 32 | 32 | 36 | 68% | ↓20 | | - |
| | | All Elementary | 42% | 4 | 38 | 31 | 27 | 58% | ↓2 | | - |
| | | District | 51% | 6 | 45 | 29 | 20 | 49% | ↑1 | | - |
| | Hispanic | 9* | 44% | | 44 | 33 | 22 | 56% | ↓3 | | - |
| | | All Elementary | 76% | 18 | 59 | 17 | 6 | 24% | ↑1 | | - |
| | | District | 81% | 19 | 62 | 15 | 4 | 19% | ↑1 | | - |
| | Other | 8* | 38% | 13 | 25 | 25 | 38 | 63% | ↓25 | | - |
| | | All Elementary | 51% | 8 | 43 | 29 | 20 | 49% | ↓2 | | - |
| | | District | 56% | 11 | 46 | 25 | 18 | 44% | ↓- | | - |
| | Filipino | 2* | 50% | | 50 | 50 | | 50% | - | | - |
| | | All Elementary | 49% | 4 | 45 | 27 | 25 | 51% | ↓1 | | - |
| | | District | 54% | 5 | 49 | 29 | 18 | 46% | ↑2 | | - |
| | African American | 1* | 0% | | | 100 | | 100% | - | | - |
| | | All Elementary | 81% | 24 | 57 | 16 | 3 | 19% | ↑4 | | - |
| | | District | 86% | 29 | 57 | 12 | 2 | 14% | ↑1 | | - |
| | Asian | 1* | 0% | | | 100 | | 100% | - | | - |
| | | All Elementary | 57% | 9 | 48 | 24 | 19 | 43% | ↑- | | - |
| | | District | 57% | 6 | 50 | 28 | 15 | 43% | ↑2 | | - |

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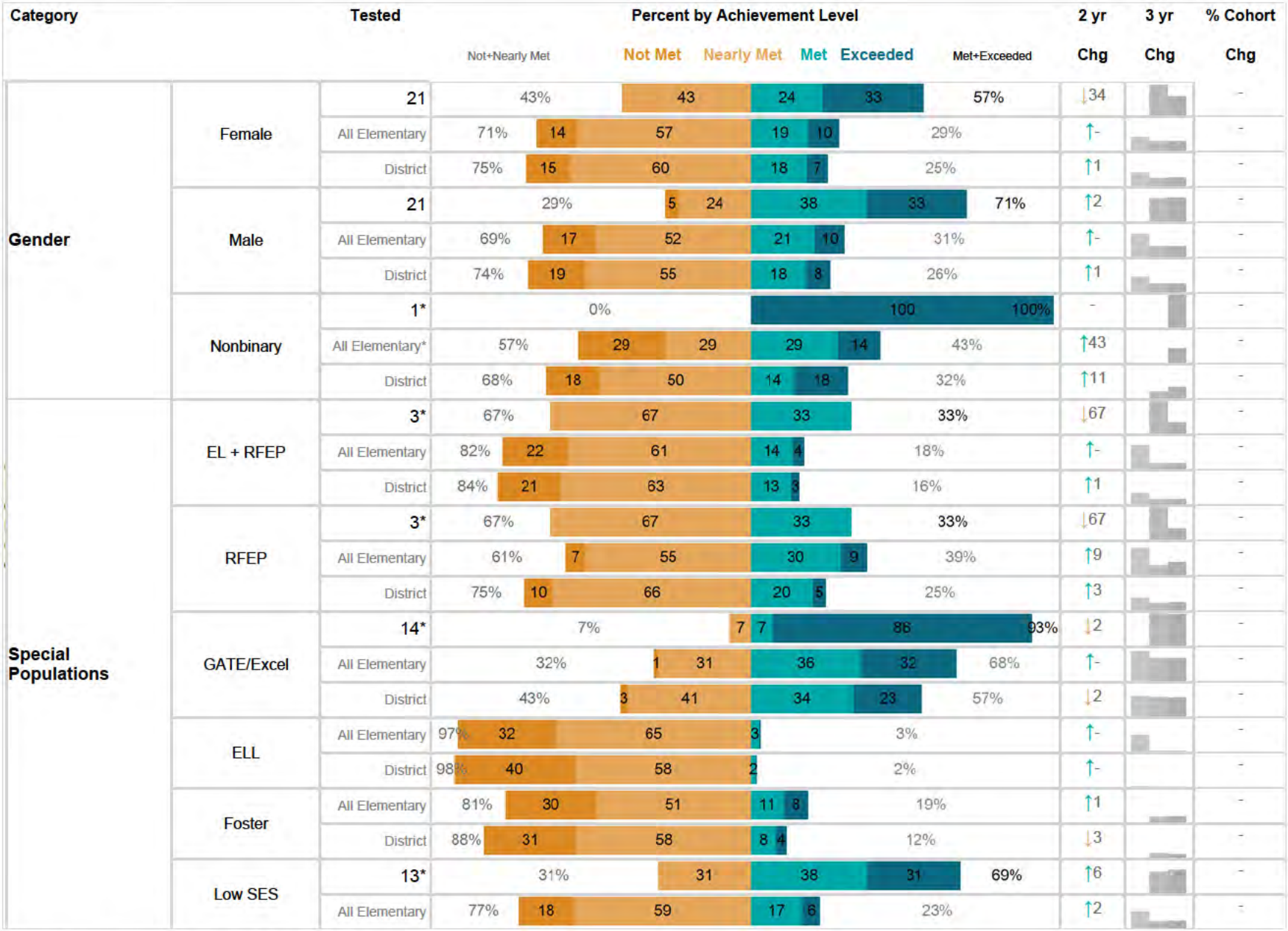
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC Science 2023 :: School Data by Subgroup

12/22/23

## Naples



| Category | | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Gender | Female | 21 | 43% | 43 | | 24 | 33 | 57% | ↓34 | | - |
| | | All Elementary | 71% | 14 | 57 | 19 | 10 | 29% | ↑- | | - |
| | | District | 75% | 15 | 60 | 18 | 7 | 25% | ↑1 | | - |
| | Male | 21 | 29% | 5 | 24 | 38 | 33 | 71% | ↑2 | | - |
| | | All Elementary | 69% | 17 | 52 | 21 | 10 | 31% | ↑- | | - |
| | | District | 74% | 19 | 55 | 18 | 8 | 26% | ↑1 | | - |
| | Nonbinary | 1* | 0% | | | 100 | 100% | | - | | - |
| | | All Elementary* | 57% | 29 | 29 | 29 | 14 | 43% | ↑43 | | - |
| | | District | 68% | 18 | 50 | 14 | 18 | 32% | ↑11 | | - |
| Special Populations | EL + RFEP | 3* | 67% | 67 | | 33 | | 33% | ↓67 | | - |
| | | All Elementary | 82% | 22 | 61 | 14 | 4 | 18% | ↑- | | - |
| | | District | 84% | 21 | 63 | 13 | 3 | 16% | ↑1 | | - |
| | RFEP | 3* | 67% | 67 | | 33 | | 33% | ↓67 | | - |
| | | All Elementary | 61% | 7 | 55 | 30 | 9 | 39% | ↑9 | | - |
| | | District | 75% | 10 | 66 | 20 | 5 | 25% | ↑3 | | - |
| | GATE/Excel | 14* | 7% | 7 | 7 | 86 | | 93% | ↓2 | | - |
| | | All Elementary | 32% | 1 | 31 | 36 | 32 | 68% | ↑- | | - |
| | | District | 43% | 3 | 41 | 34 | 23 | 57% | ↓2 | | - |
| | ELL | All Elementary | 97% | 32 | 65 | 3 | | 3% | ↑- | | - |
| | | District | 98% | 40 | 58 | 2 | | 2% | ↑- | | - |
| | Foster | All Elementary | 81% | 30 | 51 | 11 | 8 | 19% | ↑1 | | - |
| | | District | 88% | 31 | 58 | 8 | 4 | 12% | ↓3 | | - |
| | Low SES | 13* | 31% | | 31 | 38 | 31 | 69% | ↑6 | | - |
| | | All Elementary | 77% | 18 | 59 | 17 | 6 | 23% | ↑2 | | - |

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC Science 2023 :: School Data by Subgroup

12/22/23

## Naples

| 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 | Low SES | District | 81% | 20 | 61 | 15 | 4 | 19% | ↑2 | | - |
| | Special Ed. | 4* | 25% | 25 | | 50 | 25 | 75% | ↑50 | | - |
| | | All Elementary | 89% | 44 | 46 | 7 | 4 | 11% | ↑3 | | - |
| | | District | 93% | 47 | 46 | 5 | 2 | 7% | ↑1 | | - |
| | Spec Ed. Speech/RSP | 4* | 25% | 25 | | 50 | 25 | 75% | ↑42 | | - |
| | | All Elementary | 86% | 34 | 52 | 9 | 5 | 14% | ↑4 | | - |
| | | District | 90% | 37 | 53 | 7 | 3 | 10% | ↑1 | | - |
| | Homeless | All Elementary | 83% | 20 | 63 | 13 | 4 | 17% | ↑1 | | - |
| | | District | 86% | 24 | 62 | 10 | 3 | 14% | ↓1 | | - |
| | Homeless/Foster | All Elementary | 83% | 21 | 62 | 13 | 4 | 17% | ↑1 | | - |
| | | District | 87% | 25 | 62 | 10 | 3 | 13% | ↓1 | | - |

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

| School | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|
| 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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| Hudson | 225 | 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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

| School | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|
| 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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| Hudson | 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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| All Middle | 12,090 | 54% | 29 | 25 | 29 | 16 | 46% | ↓1 | | ↓3 |
| Bancroft | 829 | 45% | 20 | 25 | 35 | 20 | 55% | ↑2 | | ↑2 |
| Franklin | 1,035 | 64% | 40 | 25 | 26 | 9 | 36% | ↓5 | | ↓1 |
| Hamilton | 762 | 70% | 38 | 32 | 23 | 6 | 30% | ↓9 | | ↓9 |
| Hoover | 512 | 66% | 35 | 31 | 25 | 9 | 34% | ↓7 | | ↓8 |
| Hughes | 1,238 | 51% | 29 | 22 | 31 | 18 | 49% | ↓2 | | ↓4 |
| IVA | 1 | 0% | | | 100 | | 100% | ↑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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| All Middle | 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 | 52 | | 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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| All K-8 | 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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC ELA 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| 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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Math 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| 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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC Science 2022-2023 :: School Comparison by Subgroup

12/22/23

## All

| School | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| **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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 1 | All Students | All | 1 | 37 | 8 / 73 / 11 / 8 |
| | | | 2 | 38 | 39 / 24 / 37 |
| | | | 3 | 36 | 19 / 19 / 61 |
| | Teacher | Allen, A | 1 | 19 | 5 / 74 / 16 / 5 |
| | | | 2 | 19 | 42 / 26 / 32 |
| | | | 3 | 19 | 26 / 16 / 58 |
| | | Strauss, L | 1 | 18 | 11 / 72 / 6 / 11 |
| | | | 2 | 19 | 37 / 21 / 42 |
| | | | 3 | 18 | 11 / 22 / 67 |
| | Ethnicity | African American | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | American Indian | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Asian | 1 | 5 | 20 / 60 / 20 |
| | | | 2 | 5 | 20 / 40 / 40 |
| | | | 3 | 5 | 20 / 20 / 60 |
| | | Hispanic | 1 | 10 | 10 / 80 / 10 |
| | | | 2 | 10 | 70 / 30 |
| | | | 3 | 10 | 40 / 30 / 30 |
| | | White | 1 | 15 | 7 / 80 / 13 |
| | | | 2 | 16 | 25 / 31 / 44 |
| | | | 3 | 15 | 13 / 20 / 67 |
| | | Other | 1 | 5 | 60 / 40 |
| | | | 2 | 5 | 60 / 40 |
| | | | 3 | 4 | 100 |
| | Gender | Female | 1 | 16 | 6 / 88 / 6 |
| | | | 2 | 16 | 38 / 31 / 31 |
| | | | 3 | 16 | 25 / 19 / 56 |
| | | Male | 1 | 21 | 10 / 62 / 19 / 10 |
| | | | 2 | 22 | 41 / 18 / 41 |
| | | | 3 | 20 | 15 / 20 / 65 |

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

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

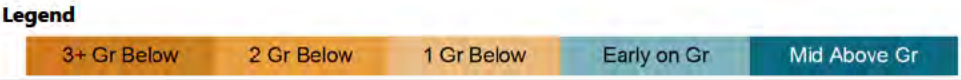
| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 1 | Special Populations | Low SES | 1 | 9 | 22 / 67 / 11 |
| | | | 2 | 10 | 50 / 20 / 30 |
| | | | 3 | 10 | 30 / 30 / 40 |
| | | Special Ed. | 1 | 3 | 100 |
| | | | 2 | 3 | 33 / 33 / 33 |
| | | | 3 | 2 | 100 |
| | | Spec Ed. Speech/RSP | 1 | 3 | 100 |
| | | | 2 | 3 | 33 / 33 / 33 |
| | | | 3 | 2 | 100 |

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

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

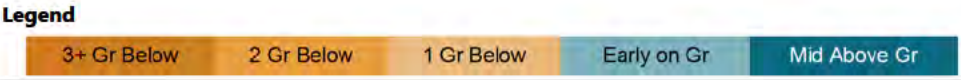
| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 2 | All Students | All | 1 | 44 | 23 / 55 / 16 / 7 |
| | | | 2 | 41 | 10 / 54 / 12 / 24 |
| | | | 3 | 44 | 5 / 30 / 20 / 45 |
| | Teacher | Drago, J | 1 | 22 | 27 / 50 / 14 / 9 |
| | | | 2 | 22 | 14 / 50 / 9 / 27 |
| | | | 3 | 22 | 14 / 18 / 18 / 50 |
| | | Mahnken, K | 1 | 21 | 19 / 57 / 19 / 5 |
| | | | 2 | 23 | 9 / 57 / 17 / 17 |
| | | | 3 | 23 | 39 / 22 / 39 |
| | Ethnicity | African American | 1 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Asian | 1 | 2 | 50 / 50 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Filipino | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Hispanic | 1 | 10 | 30 / 60 / 10 |
| | | | 2 | 11 | 27 / 45 / 9 / 18 |
| | | | 3 | 10 | 20 / 10 / 30 / 40 |
| | | White | 1 | 24 | 21 / 54 / 17 / 8 |
| | | | 2 | 25 | 4 / 60 / 12 / 24 |
| | | | 3 | 25 | 36 / 20 / 44 |
| | | Other | 1 | 6 | 67 / 17 / 17 |
| | | | 2 | 3 | 33 / 67 |
| | | | 3 | 6 | 33 / 67 |
| | Gender | Female | 1 | 19 | 26 / 58 / 11 / 5 |
| | | | 2 | 18 | 67 / 11 / 22 |
| | | | 3 | 20 | 30 / 35 / 35 |
| | | Male | 1 | 25 | 20 / 52 / 20 / 8 |
| | | | 2 | 23 | 17 / 43 / 13 / 26 |
| | | | 3 | 24 | 8 / 29 / 8 / 54 |

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



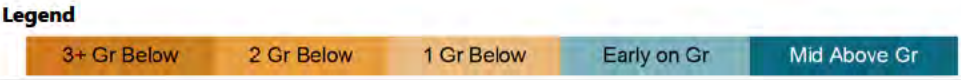

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 2 | Special Populations | Low SES | 1 | 15 | 20 / 67 / 7 / 7 |
| | | | 2 | 13 | 8 / 69 / 8 / 15 |
| | | | 3 | 13 | 38 / 31 / 31 |
| | | ELL | 1 | 1 | 100 |
| | | | 2 | 2 | 100 |
| | | | 3 | 2 | 50 / 50 |
| | | EL + RFEP | 1 | 1 | 100 |
| | | | 2 | 2 | 100 |
| | | | 3 | 2 | 50 / 50 |
| | | Special Ed. | 1 | 7 | 43 / 43 / 14 |
| | | | 2 | 7 | 14 / 86 |
| | | | 3 | 7 | 14 / 71 / 14 |
| | | Spec Ed. Speech/RSP | 1 | 7 | 43 / 43 / 14 |
| | | | 2 | 7 | 14 / 86 |
| | | | 3 | 7 | 14 / 71 / 14 |
| | | Homeless | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | GATE/Excel | 1 | 9 | 11 / 67 / 22 |
| | | | 2 | 9 | 11 / 89 |
| | | | 3 | 9 | 100 |

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




| Gr. | Category | Subgroup | Diagnostic Window | # Students | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
|---|---|---|---|---|---|---|---|---|---|
| 3 | All Students | All | 1 | 50 | 24 | 56 | | 16 | 22 |
| | | | 2 | 50 | | 2 | 20 | 42 | 36 |
| | | | 3 | 51 | | | 8 | 18 | 75 |
| | Teacher | Edelbrock, W | 1 | 24 | 4 | 4 | 46 | 17 | 29 |
| | | | 2 | 24 | | | 17 | 46 | 38 |
| | | | 3 | 24 | | | 4 | 8 | 88 |
| | | Sheehan, B | 1 | 27 | 7 | 63 | | 15 | 15 |
| | | | 2 | 27 | | 4 | 26 | 37 | 33 |
| | | | 3 | 27 | | | 11 | 26 | 63 |
| | Ethnicity | Asian | 1 | 2 | | 50 | | 50 | |
| | | | 2 | 2 | | | | 50 | 50 |
| | | | 3 | 2 | | | | | 100 |
| | | Filipino | 1 | 1 | 100 | | | | |
| | | | 2 | 1 | 100 | | | | |
| | | | 3 | 1 | | | | | 100 |
| | | Hispanic | 1 | 13 | | 8 | 85 | 8 | |
| | | | 2 | 12 | | | 25 | 58 | 17 |
| | | | 3 | 13 | | | 8 | 38 | 54 |
| | | White | 1 | 31 | | 6 | 48 | 19 | 26 |
| | | | 2 | 31 | | | 19 | 39 | 42 |
| | | | 3 | 31 | | | 6 | 13 | 81 |
| | | Other | 1 | 3 | | | | 33 | 67 |
| | | | 2 | 3 | | | | 33 | 67 |
| | | | 3 | 3 | | | | | 100 |
| | | African American | 2 | 1 | 100 | | | | |
| | | | 3 | 1 | 100 | | | | |
| | Gender | Female | 1 | 29 | | 3 | 62 | 17 | 17 |
| | | | 2 | 29 | | | 31 | 41 | 28 |
| | | | 3 | 29 | | | 7 | 17 | 76 |
| | | Male | 1 | 21 | 5 | 5 | 48 | 14 | 29 |
| | | | 2 | 21 | | 5 | 5 | 43 | 48 |
| | | | 3 | 22 | | | 9 | 18 | 73 |

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




| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 3 | Special Populations | Low SES | 1 | 16 | 6 / 63 / 19 / 13 |
| | | | 2 | 17 | 6 / 35 / 35 / 24 |
| | | | 3 | 17 | 12 / 12 / 76 |
| | | RFEP | 1 | 2 | 100 |
| | | | 2 | 2 | 100 |
| | | | 3 | 2 | 100 |
| | | EL + RFEP | 1 | 2 | 100 |
| | | | 2 | 2 | 100 |
| | | | 3 | 2 | 100 |
| | | Special Ed. | 1 | 3 | 67 / 33 |
| | | | 2 | 3 | 33 / 33 / 33 |
| | | | 3 | 4 | 25 / 50 / 25 |
| | | Spec Ed. Speech/RSP | 1 | 3 | 67 / 33 |
| | | | 2 | 3 | 33 / 33 / 33 |
| | | | 3 | 4 | 25 / 50 / 25 |
| | | GATE/Excel | 1 | 13 | 15 / 8 / 77 |
| | | | 2 | 13 | 100 |
| | | | 3 | 13 | 100 |

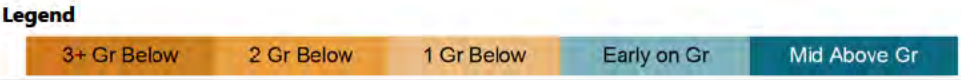
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

## Naples 2022-2023 Grade 4

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 4 | All Students | All | 1 | 47 | 4 4 36 38 17 |
| | | | 2 | 48 | 6 17 27 50 |
| | | | 3 | 45 | 2 11 9 78 |
| | Teacher | Bogardus, L | 1 | 33 | 3 27 45 24 |
| | | | 2 | 33 | 3 12 27 58 |
| | | | 3 | 33 | 3 6 6 85 |
| | | Wong, W | 1 | 13 | 8 15 54 23 |
| | | | 2 | 13 | 15 23 23 38 |
| | | | 3 | 13 | 8 23 15 54 |
| | Ethnicity | African American | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Asian | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Filipino | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Hispanic | 1 | 15 | 13 7 53 27 |
| | | | 2 | 15 | 13 27 20 40 |
| | | | 3 | 13 | 8 8 31 54 |
| | | White | 1 | 21 | 38 48 14 |
| | | | 2 | 22 | 14 36 50 |
| | | | 3 | 21 | 14 86 |
| | | Other | 1 | 8 | 13 13 38 38 |
| | | | 2 | 8 | 13 13 25 50 |
| | | | 3 | 8 | 13 88 |
| | Gender | Female | 1 | 23 | 4 43 43 9 |
| | | | 2 | 24 | 4 21 21 54 |
| | | | 3 | 22 | 14 9 77 |
| | | Male | 1 | 24 | 4 8 29 33 25 |
| | | | 2 | 24 | 8 13 33 46 |
| | | | 3 | 23 | 4 9 9 78 |

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




| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 4 | Special Populations | Low SES | 1 | 14 | 7 / 14 / 36 / 43 |
| | | | 2 | 14 | 14 / 29 / 29 / 29 |
| | | | 3 | 12 | 8 / 25 / 8 / 58 |
| | | Special Ed. | 1 | 4 | 25 / 25 / 25 / 25 |
| | | | 2 | 4 | 50 / 25 / 25 |
| | | | 3 | 3 | 33 / 33 / 33 |
| | | Spec Ed. Speech/RSP | 1 | 4 | 25 / 25 / 25 / 25 |
| | | | 2 | 4 | 50 / 25 / 25 |
| | | | 3 | 3 | 33 / 33 / 33 |
| | | Homeless | 1 | 2 | 50 / 50 |
| | | | 2 | 2 | 50 / 50 |
| | | | 3 | 1 | 100 |
| | | GATE/Excel | 1 | 24 | 17 / 50 / 33 |
| | | | 2 | 24 | 13 / 88 |
| | | | 3 | 24 | 100 |

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 5 | All Students | All | 1 | 43 | 25 40 26 28 |
| | | | 2 | 44 | 5 16 39 41 |
| | | | 3 | 44 | 18 14 68 |
| | Teacher | Rodgers, K | 1 | 33 | 3 33 27 36 |
| | | | 2 | 33 | 12 39 48 |
| | | | 3 | 33 | 9 9 82 |
| | | Wong, W | 1 | 10 | 10 10 60 20 |
| | | | 2 | 11 | 18 27 36 18 |
| | | | 3 | 11 | 45 27 27 |
| | Ethnicity | African American | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Asian | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Filipino | 1 | 2 | 50 50 |
| | | | 2 | 2 | 50 50 |
| | | | 3 | 2 | 100 |
| | | Hispanic | 1 | 8 | 13 25 50 13 |
| | | | 2 | 9 | 11 11 44 33 |
| | | | 3 | 9 | 22 22 56 |
| | | White | 1 | 23 | 4 52 13 30 |
| | | | 2 | 23 | 26 35 39 |
| | | | 3 | 23 | 22 17 61 |
| | | Other | 1 | 8 | 13 38 25 25 |
| | | | 2 | 8 | 13 50 38 |
| | | | 3 | 8 | 13 88 |

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

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 5 | Gender | Female | 1 | 21 | 5 \| 5 \| 57 \| 14 \| 19 |
| | | | 2 | 21 | 5 \| 24 \| 38 \| 33 |
| | | | 3 | 21 | 24 \| 19 \| 57 |
| | | Male | 1 | 21 | 5 \| 24 \| 38 \| 33 |
| | | | 2 | 22 | 5 \| 9 \| 41 \| 45 |
| | | | 3 | 22 | 14 \| 9 \| 77 |
| | | Nonbinary | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | Special Populations | Low SES | 1 | 13 | 8 \| 31 \| 31 \| 31 |
| | | | 2 | 13 | 8 \| 8 \| 31 \| 54 |
| | | | 3 | 13 | 15 \| 23 \| 62 |
| | | RFEP | 1 | 2 | 50 \| 50 |
| | | | 2 | 3 | 33 \| 33 \| 33 |
| | | | 3 | 3 | 33 \| 33 \| 33 |
| | | EL + RFEP | 1 | 2 | 50 \| 50 |
| | | | 2 | 3 | 33 \| 33 \| 33 |
| | | | 3 | 3 | 33 \| 33 \| 33 |
| | | Special Ed. | 1 | 5 | 40 \| 60 |
| | | | 2 | 5 | 20 \| 40 \| 40 |
| | | | 3 | 5 | 20 \| 20 \| 60 |
| | | Spec Ed. Speech/RSP | 1 | 5 | 40 \| 60 |
| | | | 2 | 5 | 20 \| 40 \| 40 |
| | | | 3 | 5 | 20 \| 20 \| 60 |
| | | GATE/Excel | 1 | 14 | 14 \| 29 \| 57 |
| | | | 2 | 14 | 29 \| 71 |
| | | | 3 | 14 | 7 \| 93 |

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

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 1 | All Students | All | 1 | 35 | 57 / 17 / 26 |
| | | | 2 | 37 | 30 / 70 |
| | | | 3 | 35 | 9 / 9 / 83 |
| | Teacher | Allen, A | 1 | 19 | 47 / 26 / 26 |
| | | | 2 | 19 | 32 / 68 |
| | | | 3 | 19 | 5 / 16 / 79 |
| | | Strauss, L | 1 | 19 | 63 / 11 / 26 |
| | | | 2 | 19 | 26 / 5 / 68 |
| | | | 3 | 19 | 11 / 89 |
| | Ethnicity | African American | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | American Indian | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Asian | 1 | 4 | 75 / 25 |
| | | | 2 | 4 | 25 / 75 |
| | | | 3 | 5 | 20 / 80 |
| | | Hispanic | 1 | 9 | 67 / 11 / 22 |
| | | | 2 | 10 | 50 / 50 |
| | | | 3 | 8 | 13 / 25 / 63 |
| | | White | 1 | 15 | 53 / 27 / 20 |
| | | | 2 | 16 | 25 / 75 |
| | | | 3 | 16 | 13 / 88 |
| | | Other | 1 | 5 | 60 / 40 |
| | | | 2 | 5 | 20 / 80 |
| | | | 3 | 4 | 100 |
| | Gender | Female | 1 | 15 | 73 / 7 / 20 |
| | | | 2 | 15 | 20 / 80 |
| | | | 3 | 17 | 6 / 18 / 76 |
| | | Male | 1 | 20 | 45 / 25 / 30 |
| | | | 2 | 22 | 36 / 64 |
| | | | 3 | 18 | 11 / 89 |

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 1 | Special Populations | Low SES | 1 | 8 | 75, 25 |
| | | | 2 | 9 | 56, 44 |
| | | | 3 | 9 | 11, 22, 67 |
| | | Special Ed. | 1 | 3 | 100 |
| | | | 2 | 3 | 33, 67 |
| | | | 3 | 3 | 100 |
| | | Spec Ed. Speech/RSP | 1 | 3 | 100 |
| | | | 2 | 3 | 33, 67 |
| | | | 3 | 3 | 100 |

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

## Naples 2022-2023 Grade 2

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 2 | All Students | All | 1 | 36 | 19 / 39 / 17 / 25 |
| | | | 2 | 39 | 5 / 23 / 13 / 59 |
| | | | 3 | 37 | 3 / 11 / 14 / 73 |
| | Teacher | Drago, J | 1 | 21 | 19 / 29 / 19 / 33 |
| | | | 2 | 22 | 9 / 23 / 9 / 59 |
| | | | 3 | 22 | 5 / 18 / 14 / 64 |
| | | Mahnken, K | 1 | 21 | 14 / 52 / 19 / 14 |
| | | | 2 | 22 | 36 / 14 / 50 |
| | | | 3 | 23 | 17 / 17 / 65 |
| | Ethnicity | African American | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Asian | 1 | 2 | 50 / 50 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Filipino | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Hispanic | 1 | 8 | 38 / 13 / 25 / 25 |
| | | | 2 | 11 | 9 / 27 / 64 |
| | | | 3 | 9 | 11 / 11 / 78 |
| | | White | 1 | 19 | 16 / 47 / 16 / 21 |
| | | | 2 | 21 | 5 / 24 / 19 / 52 |
| | | | 3 | 21 | 10 / 19 / 71 |
| | | Other | 1 | 5 | 60 / 40 |
| | | | 2 | 4 | 100 |
| | | | 3 | 4 | 100 |
| | Gender | Female | 1 | 17 | 24 / 35 / 18 / 24 |
| | | | 2 | 18 | 6 / 17 / 11 / 67 |
| | | | 3 | 19 | 11 / 16 / 74 |
| | | Male | 1 | 19 | 16 / 42 / 16 / 26 |
| | | | 2 | 21 | 5 / 29 / 14 / 52 |
| | | | 3 | 18 | 6 / 11 / 11 / 72 |

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 2 | Special Populations | Low SES | 1 | 13 | 15 / 46 / 15 / 23 |
| | | | 2 | 12 | 17 / 25 / 58 |
| | | | 3 | 12 | 8 / 17 / 8 / 67 |
| | | ELL | 1 | 1 | 100 |
| | | | 2 | 2 | 50 / 50 |
| | | | 3 | 2 | 100 |
| | | EL + RFEP | 1 | 1 | 100 |
| | | | 2 | 2 | 50 / 50 |
| | | | 3 | 2 | 100 |
| | | Special Ed. | 1 | 6 | 33 / 67 |
| | | | 2 | 5 | 20 / 80 |
| | | | 3 | 7 | 43 / 43 / 14 |
| | | Spec Ed. Speech/RSP | 1 | 6 | 33 / 67 |
| | | | 2 | 5 | 20 / 80 |
| | | | 3 | 7 | 43 / 43 / 14 |
| | | Homeless | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | GATE/Excel | 1 | 8 | 13 / 88 |
| | | | 2 | 9 | 11 / 89 |
| | | | 3 | 7 | 100 |

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

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
|---|---|---|---|---|---|---|---|---|---|
| 3 | All Students | All | 1 | 48 | | 19 | 33 | | 48 |
| | | | 2 | 50 | | 24 | 24 | | 70 |
| | | | 3 | 49 | | 2 | 2 | 14 | 82 |
| | Teacher | Edelbrock, W | 1 | 24 | | 13 | 42 | | 46 |
| | | | 2 | 24 | | 4 | 17 | | 79 |
| | | | 3 | 23 | | | 13 | | 87 |
| | | Sheehan, B | 1 | 27 | 4 | 26 | 22 | | 48 |
| | | | 2 | 27 | | 4 | 4 | 30 | 63 |
| | | | 3 | 27 | | 4 | 4 | 15 | 78 |
| | Ethnicity | Asian | 1 | 2 | | | | | 100 |
| | | | 2 | 2 | | | | 50 | 50 |
| | | | 3 | 2 | | | | | 100 |
| | | Filipino | 1 | 1 | | | | | 100 |
| | | | 2 | 1 | | | | | 100 |
| | | | 3 | 1 | | | | | 100 |
| | | Hispanic | 1 | 12 | | 25 | 58 | | 17 |
| | | | 2 | 12 | | 8 | 42 | | 50 |
| | | | 3 | 12 | | | 33 | | 67 |
| | | White | 1 | 30 | | 20 | 27 | | 53 |
| | | | 2 | 31 | | 3 | 16 | | 81 |
| | | | 3 | 30 | | 3 | 7 | | 90 |
| | | Other | 1 | 3 | | | | | 100 |
| | | | 2 | 3 | | | | | 100 |
| | | | 3 | 3 | | | | | 100 |
| | | African American | 2 | 1 | 100 | | | | |
| | | | 3 | 1 | 100 | | | | |
| | Gender | Female | 1 | 28 | | 18 | 29 | | 54 |
| | | | 2 | 29 | | 3 | 31 | | 66 |
| | | | 3 | 29 | | 3 | 14 | | 83 |
| | | Male | 1 | 20 | | 20 | 40 | | 40 |
| | | | 2 | 21 | | 5 | 5 | 14 | 76 |
| | | | 3 | 20 | | | 5 | 15 | 80 |

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 3 | Special Populations | Low SES | 1 | 15 | 20 / 33 / 47 |
| | | | 2 | 17 | 6 / 6 / 29 / 59 |
| | | | 3 | 16 | 6 / 31 / 63 |
| | | RFEP | 1 | 2 | 50 / 50 |
| | | | 2 | 2 | 50 / 50 |
| | | | 3 | 2 | 100 |
| | | EL + RFEP | 1 | 2 | 50 / 50 |
| | | | 2 | 2 | 50 / 50 |
| | | | 3 | 2 | 100 |
| | | Special Ed. | 1 | 2 | 100 |
| | | | 2 | 3 | 33 / 33 / 33 |
| | | | 3 | 3 | 33 / 33 / 33 |
| | | Spec Ed. Speech/RSP | 1 | 2 | 100 |
| | | | 2 | 3 | 33 / 33 / 33 |
| | | | 3 | 3 | 33 / 33 / 33 |
| | | GATE/Excel | 1 | 13 | 100 |
| | | | 2 | 13 | 100 |
| | | | 3 | 12 | 100 |

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

## Naples 2022-2023 Grade 4

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 4 | All Students | All | 1 | 45 | 2 2 29 31 36 |
| | | | 2 | 48 | 2 19 15 65 |
| | | | 3 | 45 | 2 9 11 78 |
| | Teacher | Bogardus, L | 1 | 33 | 3 27 30 39 |
| | | | 2 | 33 | 15 18 67 |
| | | | 3 | 33 | 3 12 85 |
| | | Wong, W | 1 | 13 | 8 38 23 31 |
| | | | 2 | 13 | 8 31 62 |
| | | | 3 | 13 | 8 31 8 54 |
| | Ethnicity | African American | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Asian | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Filipino | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Hispanic | 1 | 12 | 8 8 33 33 17 |
| | | | 2 | 15 | 7 40 53 |
| | | | 3 | 13 | 8 15 15 62 |
| | | White | 1 | 22 | 36 18 45 |
| | | | 2 | 22 | 9 27 64 |
| | | | 3 | 21 | 5 14 81 |
| | | Other | 1 | 8 | 13 50 38 |
| | | | 2 | 8 | 13 13 75 |
| | | | 3 | 8 | 13 88 |
| | Gender | Female | 1 | 23 | 4 30 30 35 |
| | | | 2 | 24 | 4 17 17 63 |
| | | | 3 | 23 | 4 9 4 83 |
| | | Male | 1 | 22 | 5 27 32 36 |
| | | | 2 | 24 | 21 13 67 |
| | | | 3 | 22 | 9 18 73 |

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 4 | Special Populations | Low SES | 1 | 12 | 8 / 25 / 50 / 17 |
| | | | 2 | 14 | 29 / 14 / 57 |
| | | | 3 | 12 | 17 / 17 / 67 |
| | | Special Ed. | 1 | 4 | 25 / 25 / 25 / 25 |
| | | | 2 | 4 | 25 / 50 / 25 |
| | | | 3 | 4 | 25 / 25 / 50 |
| | | Spec Ed. Speech/RSP | 1 | 4 | 25 / 25 / 25 / 25 |
| | | | 2 | 4 | 25 / 50 / 25 |
| | | | 3 | 4 | 25 / 25 / 50 |
| | | Homeless | 1 | 1 | 100 |
| | | | 2 | 2 | 100 |
| | | | 3 | 1 | 100 |
| | | GATE/Excel | 1 | 23 | 13 / 26 / 61 |
| | | | 2 | 24 | 8 / 92 |
| | | | 3 | 24 | 100 |

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

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 5 | All Students | All | 1 | 42 | 5 5 29 24 38 |
| | | | 2 | 40 | 3 20 28 50 |
| | | | 3 | 44 | 18 23 59 |
| | Teacher | Rodgers, K | 1 | 33 | 33 27 21 45 |
| | | | 2 | 33 | 3 15 30 52 |
| | | | 3 | 33 | 12 21 67 |
| | | Wong, W | 1 | 10 | 10 10 30 40 10 |
| | | | 2 | 11 | 9 45 18 27 |
| | | | 3 | 11 | 36 27 36 |
| | Ethnicity | African American | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Asian | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Filipino | 1 | 2 | 50 50 |
| | | | 2 | 2 | 100 |
| | | | 3 | 2 | 50 50 |
| | | Hispanic | 1 | 8 | 13 25 38 25 |
| | | | 2 | 9 | 44 56 |
| | | | 3 | 9 | 22 22 56 |
| | | White | 1 | 23 | 4 4 35 26 30 |
| | | | 2 | 21 | 5 14 43 38 |
| | | | 3 | 23 | 22 22 57 |
| | | Other | 1 | 7 | 14 14 14 57 |
| | | | 2 | 6 | 17 83 |
| | | | 3 | 8 | 13 25 63 |

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 5 | Gender | Female | 1 | 21 | 10 / 24 / 24 / 43 |
| | | | 2 | 20 | 20 / 40 / 40 |
| | | | 3 | 21 | 24 / 19 / 57 |
| | | Male | 1 | 20 | 10 / 35 / 25 / 30 |
| | | | 2 | 19 | 5 / 21 / 16 / 58 |
| | | | 3 | 22 | 14 / 27 / 59 |
| | | Nonbinary | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | Special Populations | Low SES | 1 | 13 | 8 / 8 / 23 / 31 / 31 |
| | | | 2 | 12 | 8 / 33 / 8 / 50 |
| | | | 3 | 13 | 15 / 31 / 54 |
| | | RFEP | 1 | 2 | 100 |
| | | | 2 | 3 | 100 |
| | | | 3 | 3 | 100 |
| | | EL + RFEP | 1 | 2 | 100 |
| | | | 2 | 3 | 100 |
| | | | 3 | 3 | 100 |
| | | Special Ed. | 1 | 5 | 40 / 60 |
| | | | 2 | 5 | 40 / 60 |
| | | | 3 | 5 | 20 / 80 |
| | | Spec Ed. Speech/RSP | 1 | 5 | 40 / 60 |
| | | | 2 | 5 | 40 / 60 |
| | | | 3 | 5 | 20 / 80 |
| | | GATE/Excel | 1 | 14 | 14 / 7 / 79 |
| | | | 2 | 14 | 21 / 79 |
| | | | 3 | 14 | 7 / 93 |

# 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

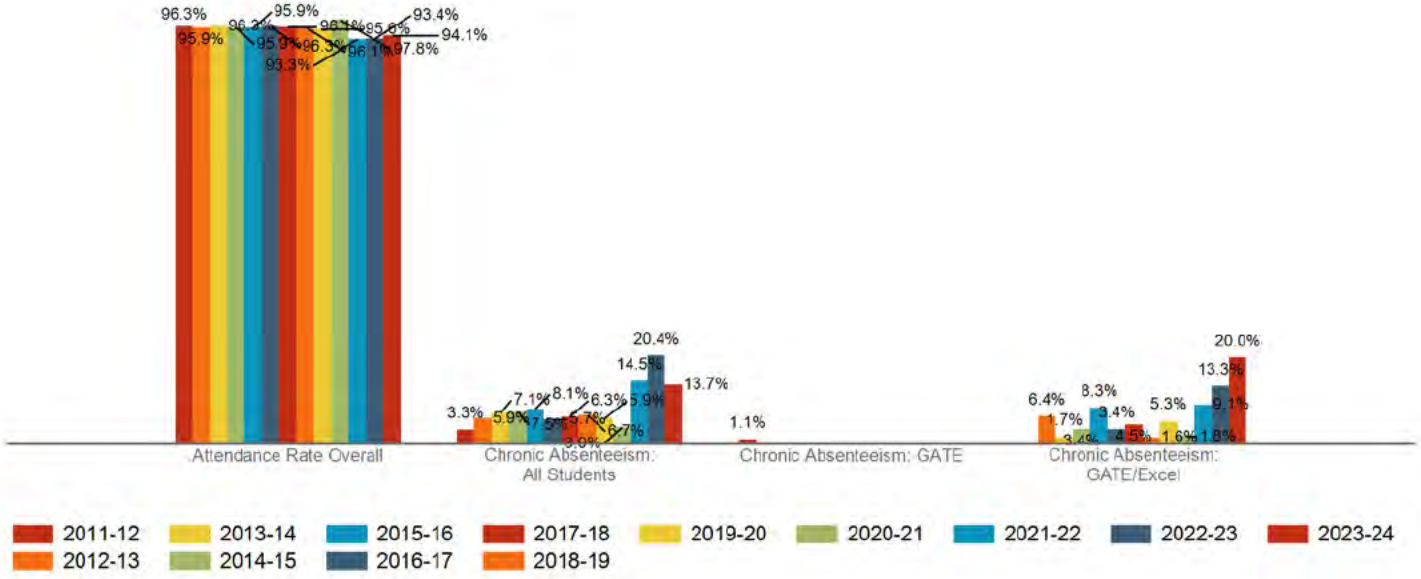
| School Demographics | | | |
|---|---|---|---|
| | School | District | State |
| | | | |
| African American | 1.9% | 11.6% | |
| Am. Indian | .6% | .1% | |
| Asian | 4.5% | 6.1% | |
| Filipino | 1% | 2% | |
| Hispanic/Latino | 28.2% | 60.9% | |
| Multiple | 13.3% | 7.1% | |
| Pacific Islander | 0% | .7% | |
| White | 50.5% | 11.3% | |
| English Learner | 3.9% | 21.2% | |
| Reclassified Fluent English Proficient | .3% | 2.1% | |
| Students w/Disabilities | 7.8% | 13.2% | |
| Free/Reduced Lunch | #Error | #Error | |

# Attendance/Chronic Absenteeism Rate

**School Year: 22-23**

## Goals

| Area | Description |
|---|---|
| Culture/Climate Goals | Naples students will create a more welcoming environment for all by honoring the Peacebuilders Pledge and by utilizing strategies learned through the monthly character and scholarly traits. New students to the school will feel a stronger sense of belonging and it will be easier to make new friends. |




## Budgeted Items

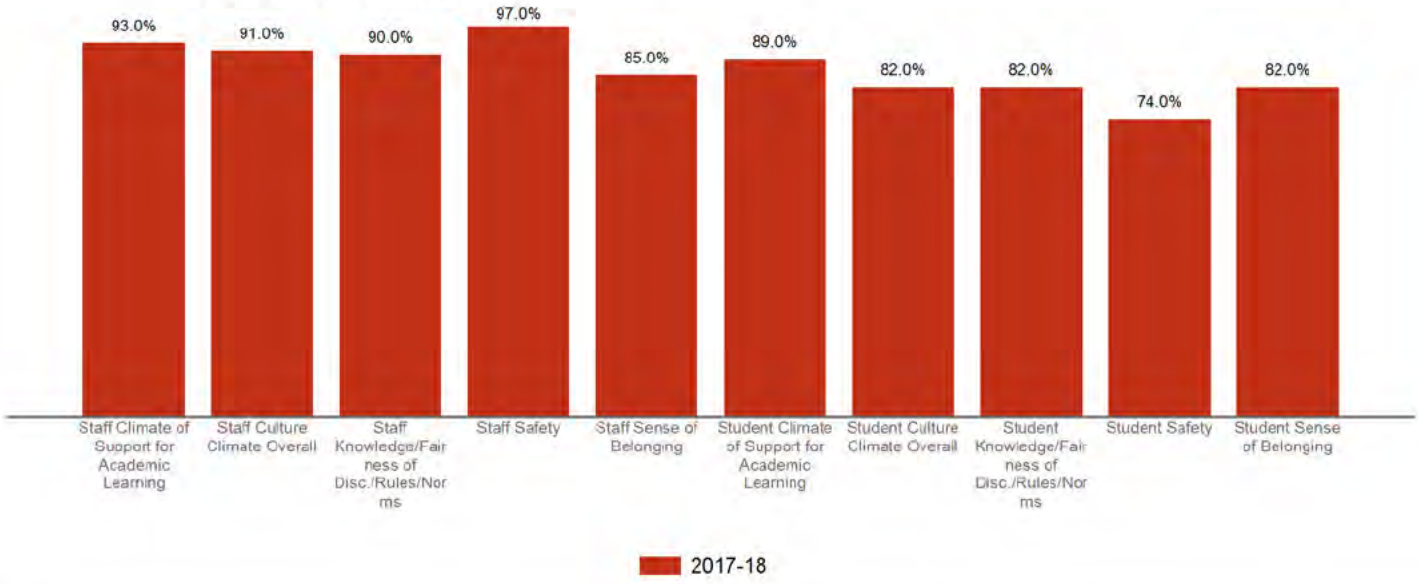
| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 1 | Artzone Art Academy visual arts program for 4th/5th grade students. There will be three elective rotations of six weeks each throughout the 22-23 school year. | | Services |
| 2 | Field trips for grades TK - 5th graders to support science curriculum. | | Services |
| 3 | Miscellaneous P.E. equipment to support K-5 elementary PE standards. | | Materials |
| Total | | | |

# Culture-Climate Survey (Student-Staff)

**School Year: 22-23**

## Goals

| Area | Description |
|---|---|
| Culture/Climate Goals | Naples students will create a more welcoming environment for all by honoring the Peacebuilders Pledge and by utilizing strategies learned through the monthly character and scholarly traits. New students to the school will feel a stronger sense of belonging and it will be easier to make new friends. |




## Budgeted Items

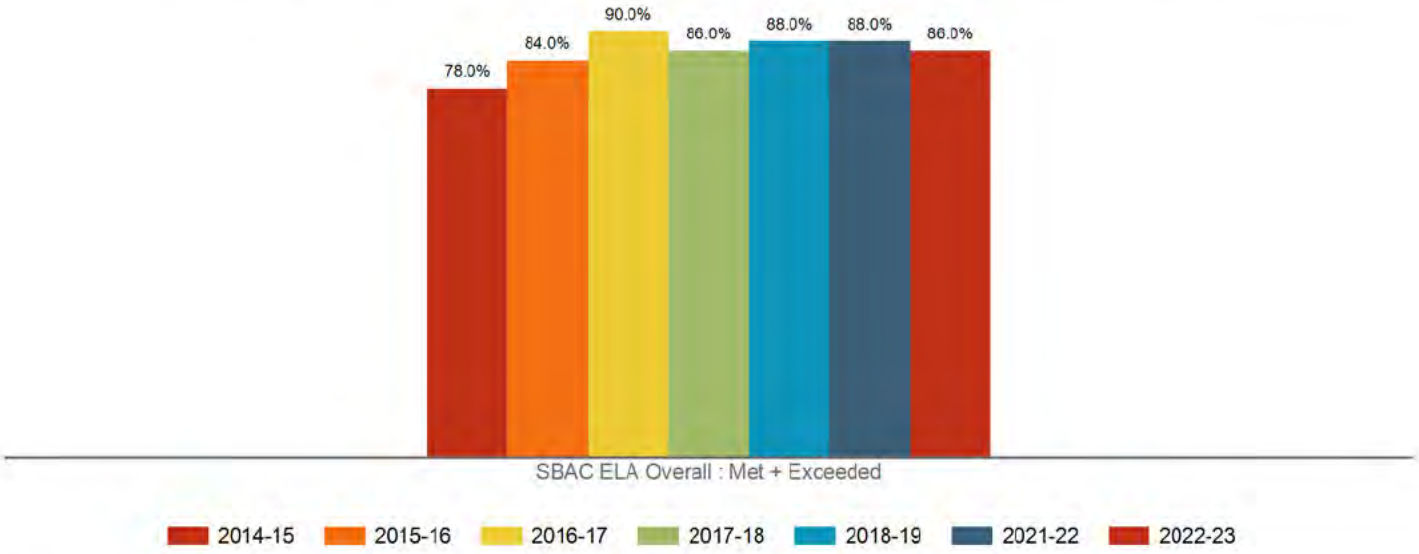
| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 1 | Recreation staff will support common areas with supervision and prevention strategies in order to maintain safety and civility on campus. | | Hourly - Recreation Aide, Recreation Aide |
| 2 | Field trips for grades TK - 5th graders to support science curriculum. | | Services |
| Total | | | |

# SBAC ELA

**School Year: 22-23**

## Goals

| Area | Description |
|---|---|
| ELA Goals | With Quality Tier 1 instructional practices and small group instruction, iReady ELA data will show 95% of students who are meeting grade level standards will meet their typical growth goal, and 80% of students performing below grade level will meet their stretch growth goal. By June 2023, Naples students will meet or exceed grade level standards at 90% as determined by SBAC. Progress monitoring and data review will be conducted formally during staff meetings and grade level meetings throughout the year, and informally by the classroom teacher on a regular basis. |




## Budgeted Items

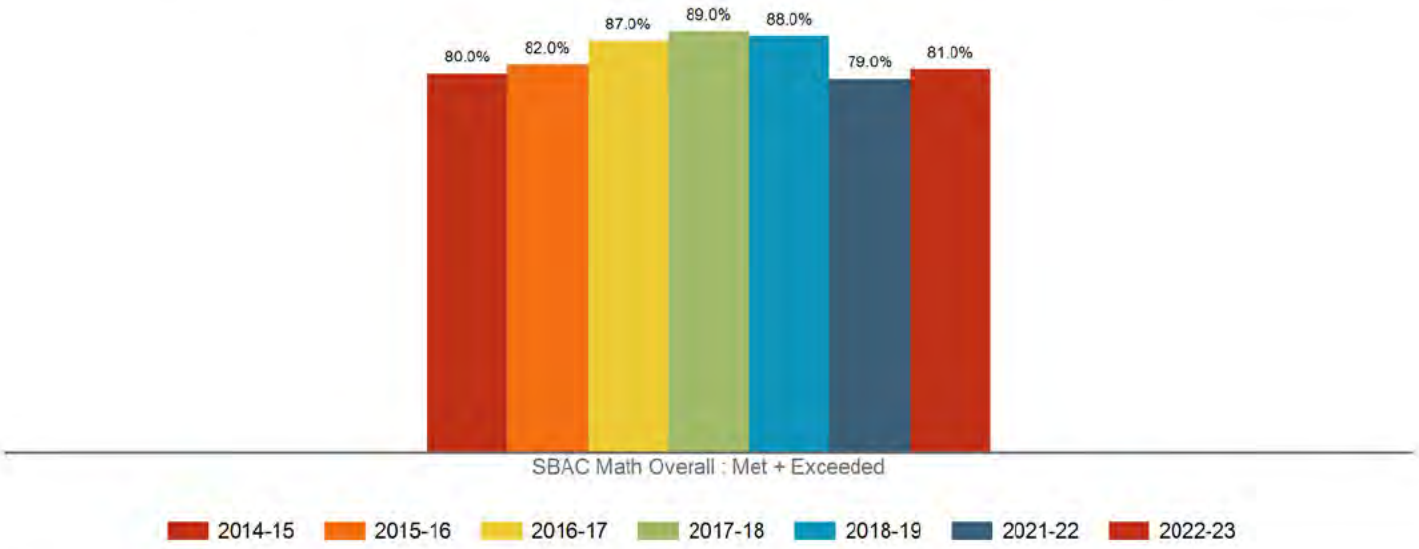
| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 1 | Teacher will participate in monthly half day release opportunities to plan and work with IIC to progress monitor student achievement. | | Substitute teacher half day |
| Total | | | |

# SBAC Math

**School Year: 22-23**

## Goals

| Area | Description |
|---|---|
| Math Goals | With Quality Tier 1 instructional practices and small group instruction, iReady Math data will show 95% of students who are meeting grade level standards will meet their typical growth goal, and 80% of students performing below grade level will meet their stretch growth goal. By June 2023, Naples students will meet or exceed grade level standards at 90% as determined by SBAC. Progress monitoring and data review will be conducted formally during staff meetings and grade level meetings throughout the year, and informally by the classroom teacher on a regular basis. |




## Budgeted Items

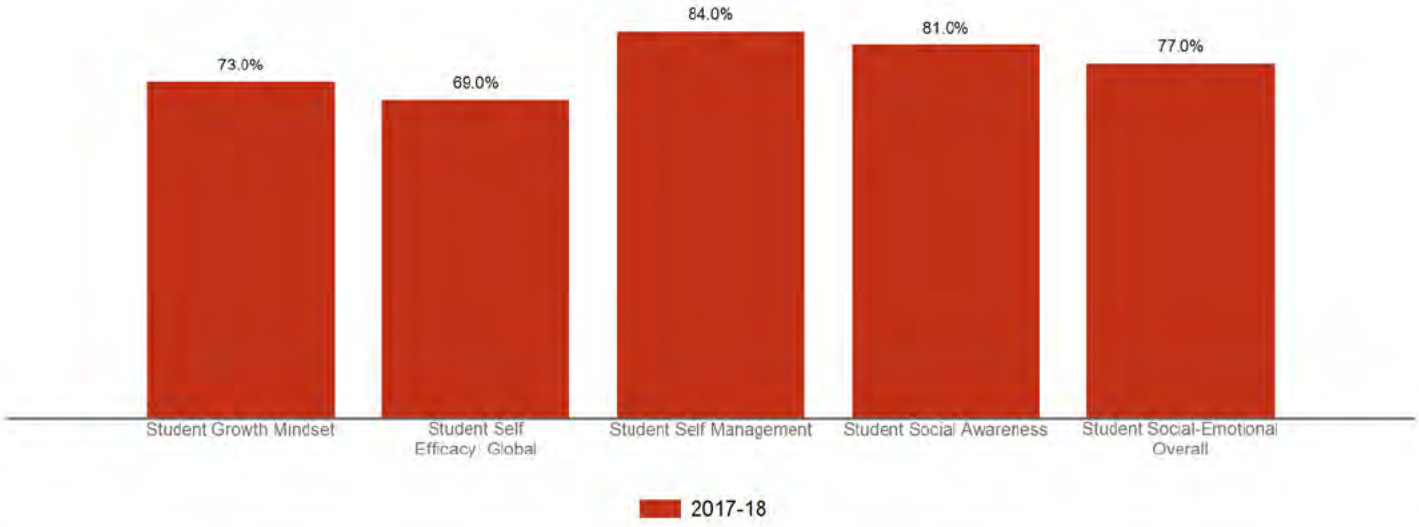
| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 1 | Teacher will participate in monthly half day release opportunities to plan and work with IIC to progress monitor student achievement. | | Substitute teacher half day |
| Total | | | |

# SEL Survey

**School Year: 22-23**

## Goals

| Area | Description |
|---|---|
| Culture/Climate Goals | Naples students will create a more welcoming environment for all by honoring the Peacebuilders Pledge and by utilizing strategies learned through the monthly character and scholarly traits. New students to the school will feel a stronger sense of belonging and it will be easier to make new friends. |




## Budgeted Items

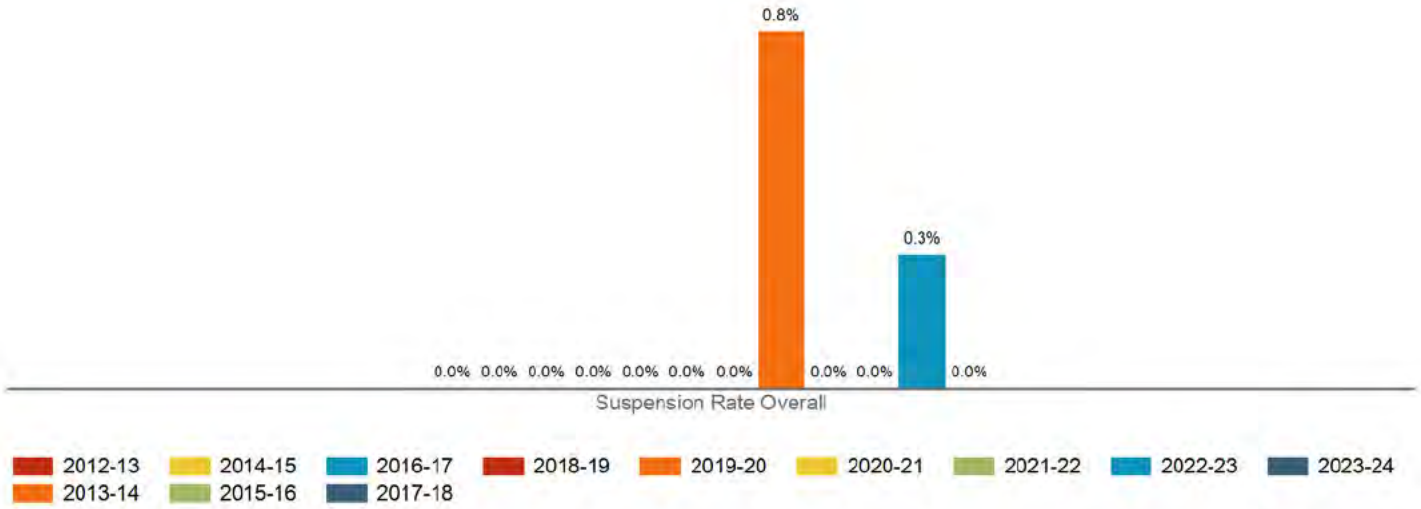
| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 1 | Artzone Art Academy visual arts program for 4th/5th grade students. There will be three elective rotations of six weeks each throughout the 22-23 school year. | | Services |
| Total | | | |

# Suspension/Explusion Rate

**School Year: 22-23**

## Goals

| Area | Description |
|---|---|
| Culture/Climate Goals | Naples students will create a more welcoming environment for all by honoring the Peacebuilders Pledge and by utilizing strategies learned through the monthly character and scholarly traits. New students to the school will feel a stronger sense of belonging and it will be easier to make new friends. |




## Budgeted Items

| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 1 | Recreation staff will support common areas with supervision and prevention strategies in order to maintain safety and civility on campus. | | Hourly - Recreation Aide, Recreation Aide |
| Total | | | |

# All Staff

**School Year: 22-23**

## Budgeted Items

| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 1 | Artzone Art Academy visual arts program for 4th/5th grade students. There will be three elective rotations of six weeks each throughout the 22-23 school year. | $2,025 | |
| | Recreation staff will support common areas with supervision and prevention strategies in order to maintain safety and civility on campus. | $41,074 | |
| | Teacher will participate in monthly half day release opportunities to plan and work with IIC to progress monitor student achievement. | $658 | Substitute teacher half day |
| 2 | Field trips for grades TK - 5th graders to support science curriculum. | $1,700 | |
| 3 | Miscellaneous P.E. equipment to support K-5 elementary PE standards. | $1,500 | |
| 4 | Enrichment materials for science kits, Professional Development books, classroom and custodial supplies. | $1,300 | |
| Total | | **$48,257** | |

# All Students

**School Year: 22-23**

## Budgeted Items

| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 1 | Artzone Art Academy visual arts program for 4th/5th grade students. There will be three elective rotations of six weeks each throughout the 22-23 school year. | $2,025 | |
| | Recreation staff will support common areas with supervision and prevention strategies in order to maintain safety and civility on campus. | $41,074 | |
| | Teacher will participate in monthly half day release opportunities to plan and work with IIC to progress monitor student achievement. | $658 | Substitute teacher half day |
| 2 | Field trips for grades TK - 5th graders to support science curriculum. | $1,700 | |
| 3 | Miscellaneous P.E. equipment to support K-5 elementary PE standards. | $1,500 | |
| 4 | Enrichment materials for science kits, Professional Development books, classroom and custodial supplies. | $1,300 | |
| Total | | **$48,257** | |

# GATE/Excel

## School Year: 22-23

### Budgeted Items

| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 1 | Artzone Art Academy visual arts program for 4th/5th grade students. There will be three elective rotations of six weeks each throughout the 22-23 school year. | $2,025 | |
| | Recreation staff will support common areas with supervision and prevention strategies in order to maintain safety and civility on campus. | $41,074 | |
| | Teacher will participate in monthly half day release opportunities to plan and work with IIC to progress monitor student achievement. | $658 | Substitute teacher half day |
| 2 | Field trips for grades TK - 5th graders to support science curriculum. | $1,700 | |
| 3 | Miscellaneous P.E. equipment to support K-5 elementary PE standards. | $1,500 | |
| 4 | Enrichment materials for science kits, Professional Development books, classroom and custodial supplies. | $1,300 | |
| Total | | **$48,257** | |

# School Plan for Student Achievement Addendum 2023-2024

## Additional Targeted Support and Improvement (ATSI)

Naples Bayside Academy

If ATSI, identify subgroups:

- ☐ African-American
- ☐ American Indian
- ☐ Asian-American
- ☐ English Learner
- ☐ Filipino
- ☐ Foster Youth
- ☐ Hispanic
- ☐ Homeless
- ☐ Pacific Islander
- ☐ Socioeconomically Disadvantaged
- ☑ Students with Disabilities
- ☑ Two or More Races
- ☐ White

## Attestation:

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

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

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

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

Date Approved by SSC **November 30, 2023** 12/14/23

Signature of Principal [redacted]

Signature of SSC Chair [redacted]

## 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.

**Naples Bayside Academy**
5537 The Toledo
Long Beach, CA 90803
Telephone: (562)433-0489 Fax: (562)434-9016

# NAPLES BAYSIDE ACADEMY HOME-SCHOOL COMPACT

The staff and parents/guardians at Naples Bayside Academy have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to the students of Naples Bayside Academy, the staff, parents/guardians, and students of Naples Bayside Academy agree to the following:

| **Naples Bayside Academy** ***Staff*** **Will:** | **Naples Bayside Academy** ***Parents/Guardians*** **Will:** | **Naples Bayside Academy** ***Students*** **Will:** |
|---|---|---|
| • Provide an academic program that is rigorous and challenging to all students.<br>• Be positive role models for students.<br>• Provide opportunities for parents/guardians to participate in shared decision-making of the school.<br>• Communicate with parents/guardians on an ongoing basis regarding the academic progress of their children.<br>• Provide instruction and foster a learning environment in accordance with the State standards.<br>• Implement a TK-5 homework program that emphasizes responsibility and supports the district adopted curriculum. | • Volunteer as much as possible during the year, and attend as many school events/functions as is appropriate for your child.<br>• Send their child/children to school on time, appropriately dressed in school uniform, and prepared to learn.<br>• Ensure their child/children attend school regularly and miss only when sick or absolutely necessary.<br>• Encourage daily reading.<br>• Attend at least one parent/teacher conference a year to discuss the academic progress of their children.<br>• Monitor the homework of their child/children to ensure completeness and sincerity of effort.<br>• Assist and contribute to the safety of students at all times. | • Come to school on time, appropriately dressed in school uniform, and prepared to learn.<br>• Bring in their homework on time – neat and complete.<br>• Attend school regularly and miss only when sick or absolutely necessary.<br>• Respect adults, each other, and themselves.<br>• Follow school rules in the class and on the playground.<br>• Respect the property of school and the property of others. |

Approved: 10/12/23

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# Parent Involvement Guidelines
# Naples Bayside Academy

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

1. Encourage parents/guardians to provide home environments that support their children's academic efforts and their development as responsible members of society;

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

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

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

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

6. Support parents/guardians in navigating online platforms in order to monitor and aid student learning.

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

**ADOPTION**

Naple Bayside Academy's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families at the school. The Guidelines were adopted by the site's School Site Council members on **10/12/23** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families during fall conferences. Naples Bayside Academy, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Paula K Spenker
Signature of Principal

October 12, 2023
Date

Adopted: October 12, 2023 by the School Site Council