



2023-2024

Willard 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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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

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

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

- Recommendation 1:** 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, 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 with at least 90% 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

ELA Findings

Students increased proficiency in ELA by approximately 4%. In 2022, 28% of our students were overall proficient in ELA according to SBAC. In 2023, 32% of our students were overall proficient according to SBAC. According to iReady 39% of our students have reached proficiency in ELA.

Comprehensive Needs Assessment

English-Language Arts

ELA Goals

We will increase proficiency as Met or Exceeded in SBAC ELA by 10% and decrease the number of students that did not meet proficiency by 10%. All students will closely read leveled text and experience joy while becoming innovative and critical problem solvers through experiences facilitated by a culturally relevant and responsive teacher trained by the specialists and coaches for the K-5 teachers. Progress will be measured through iReady and also through comparison of the ILW from the fall and CIV in the spring.

Comprehensive Needs Assessment

Mathematics

Math Findings

Students increased proficiency in Math by approximately 2%. In 2022, 25% of our students were overall proficient in Math according to SBAC. In 2023, 27% of our students were overall proficient according to SBAC. According to iReady 35% of our students reached proficiency in Math.

Comprehensive Needs Assessment

Mathematics

Math Goals

We will increase proficiency as Met or Exceeded in SBAC Math by 10% and decrease the number of students that did not meet proficiency by 10%. All students will develop a positive mathematical identity, a spirit of inquiry, and experience joy while becoming innovative and critical problem solvers through experiences facilitated by a culturally relevant and responsive teacher trained by the specialists and coaches for the K-5 teachers. Progress will be measured through iReady and also through comparison of the ILW from the fall and CIV in the spring.

Comprehensive Needs Assessment

English Learners

English Learner Findings

According to SBAC only 26% of our EL-RFEP students are proficient in ELA. And, according to SBAC only 16% of our EL-RFEP students are proficient in Math. According to iReady 33% of our EL-RFEP students were 33% proficient in ELA and 30% proficient in Math.

Comprehensive Needs Assessment

English Learners

English Learner Goals

Reclassification of EL students will increase by 10% on the ELPAC, due to direct and embedded ELD instruction through anecdotal and in class assessments. Teacher's will better understand the state standards for ELD instruction by participating in a PD on packing ELD standards. Progress will be measured through iReady and also through comparison of the ILW from the fall and CIV in the spring.

Comprehensive Needs Assessment

Culture/Climate Domain

Culture/Climate Findings

Our overall chronic absentee decreased from 34% to 33%. Students in TK-1 grade are missing more than 10% of school at an overall rate of 47% which is down from 2022 (55%).

Comprehensive Needs Assessment

Culture/Climate Domain

Culture/Climate Goals

All students will participate in restorative justice practices regularly in order to become ethical decision makers and critical problem solvers while developing a sense of community and belonging with the use of Sanford Harmony.

Culture/Climate goal(s): All students will participate in lessons that develop effective communicators and support the use of appropriate language to express themselves as measured by the core survey results. African American students will be surveyed and help develop a plan that will help students feel a better sense of belonging as measured by the S.W. Pulse survey.

Attendance Goals: Attendance rates will increase by 10% as measured by the chronic absentee rate with a focus on TK, K and 1st grade classes. This will be monitored by monthly check-ins.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) ELA goal(s):We will increase proficiency in SBAC by 10% and decrease the number of students that did not meet proficiency by 10%All students will closely read leveled text and experience joy while becoming innovative and critical problem solvers through experiences facilitated by a culturally relevant and responsive teacher. Progress will be measured through iReady and also through comparison of the ILW from the fall and CIV in the spring.	Goal Partially or Not Met	The school wide intervention plan: Specialist, coaches, and professional development for K-5 teachers.	We will increase proficiency as Met or Exceeded in SBAC ELA by 10% and decrease the number of students that did not meet proficiency by 10%. All students will closely read leveled text and experience joy while becoming innovative and critical problem solvers through experiences facilitated by a culturally relevant and responsive teacher trained by the specialists and coaches for the K-5 teachers. Progress will be measured through iReady and also through comparison of the ILW from the fall and CIV in the spring.

Math	1) Math goal(s):We will increase proficiency in SBAC by 10% and decrease the number of students that did not meet proficiency by 10%.All students will develop a positive mathematical identity, a spirit of inquiry, and experience joy while becoming innovative and critical problem solvers through experiences facilitated by a culturally relevant and responsive teacher. Progress will be measured through iReady and also through comparison of the ILW from the fall and CIV in the spring.	Goal Partially or Not Met	The school wide intervention plan: Specialist, coaches, and professional development for K-5 teachers.	We will increase proficiency as Met or Exceeded in SBAC Math by 10% and decrease the number of students that did not meet proficiency by 10%.All students will develop a positive mathematical identity, a spirit of inquiry, and experience joy while becoming innovative and critical problem solvers through experiences facilitated by a culturally relevant and responsive teacher trained by the specialists and coaches for the K-5 teachers. Progress will be measured through iReady and also through comparison of the ILW from the fall and CIV in the spring.
English Learner	1) EL goal(s): Reclassification of EL students will increase by 10%, due to direct and embedded ELD instruction through anecdotal and in class assessments. Teacher's will better understand the state standards for ELD instruction by participating in a PD on packing ELD standards.	Goal Partially or Not Met	The school wide intervention plan: Specialist, coaches, and professional development for K-5 teachers.	Reclassification of EL students will increase by 10% on the ELPAC, due to direct and embedded ELD instruction through anecdotal and in class assessments. Teacher's will better understand the state standards for ELD instruction by participating in a PD on packing ELD standards. Progress will be measured through iReady and also through comparison of the ILW from the fall and CIV in the spring.

Culture/Climate	1) Social Emotional Learning goal(s): All students will participate in restorative justice practices regularly in order to become ethical decision makers and critical problem solvers while developing a sense of community and belonging.Culture/Climate goal(s):All students will participate in lessons that develop effective communicators and support the use of appropriate language to express themselves as measured by the core survey results.African American students will be surveyed and help develop a plan that will help students feel a better sense of belonging as measured by the S.W. Pulse survey.Attendance Goals:Attendance rates will increase by 10% as measured by the chronic absentee rate.	Goal Met	The specialist trained all of the teachers.	All students will participate in restorative justice practices regularly in order to become ethical decision makers and critical problem solvers while developing a sense of community and belonging with the use of Sanford Harmony. Culture/Climate goal(s): All students will participate in lessons that develop effective communicators and support the use of appropriate language to express themselves as measured by the core survey results. African American students will be surveyed and help develop a plan that will help students feel a better sense of belonging as measured by the S.W. Pulse survey. Attendance Goals: Attendance rates will increase by 10% as measured by the chronic absentee rate with a focus on TK, K and 1st grade classes. This will be monitored by monthly check-ins.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Willard will provide additional activities for student enrichment that are community based to provide a better sense of belonging. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Intervention Reading Recovery (100 FTE) will work specifically with 1st grade students providing Reading Recovery for 1/2 of the day and the other 1/2 of the day will be with at-risk subgroups (African American and Hispanic) in 3rd grade using specific strategies to increase academic achievement in both ELA and Math. The focus of the instruction will be guided reading. (IN 3)	Strong Positive Impact	(Does not apply to this goal)	Somewhat Impactful	(Does not apply to this goal)
Intervention Teacher (.60 FTE) will work specifically with at-risk subgroups (African American and Hispanic) in grades 4th and 5th to provide small group instruction in a pull out model using specific strategies to increase academic achievement in math and reading. The specialist will work on Close reading using DOK question stems with the goal of creating good reader habits that will provide students the skills to prepare and perform on both math and reading task required at their respective grade levels. (IN 2)	Strong Positive Impact	Somewhat Impactful	(Does not apply to this goal)	Strong Positive Impact
Counselor (FTE.60- Title 1) will continue to be a valuable asset to the students, teachers, and parents of Willard by monitoring attendance; maintaining documents for services provided to students such as academic interventions for at-risk students; assist with additional support to EL Learners; Improve redesignation rates; Provide additional support on the playground to maintain a safe school environment; provide individual and group counseling ; Attend meetings with the District Attorney to decrease chronically truant students. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
2 1/2 Release day's for both data analysis and professional development aligned to the performance gaps in ELA and Math. The goal is to increase instructional efficacy with intentional targets based on data analysis. As a result, the expected outcome is to increase proficiency rates in both ELA and Math according to State measures. (PD 1)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Willard will purchase materials to support the guided reading intervention in grades K-2. These materials will be Fontas and Pinnell level text. We will also purchase technology equipment for the special to provide intervention to students in 4th and 5th grades. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials

<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELLevation</p> <p>iReady</p>
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• 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.

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

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

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
Math -According to SBAC 60% of the Willard students are not proficient. ELA-According to SBAC 60% of Willard students are not proficient. 30% of Willard students are not proficient in English. SBAC ELA 20, SBAC Math 20, EL Reclassification 20, SEL Survey 40	Field Trips will be provided to all students TK-5 in order to supplement all of the curriculum and provide social emotional learning and language development. The goal is to increase curricular efficacy and provide learning opportunities that will increase social emotional learning and language development.	Identified At-Risk Students, All Students	Title 1 \$5,000 Services - Title 1 100%	07/01/2023 - 07/01/2024 Monthly	Principal Facilitator All Teachers TK-5	Pusle Survey Unit Exams ELA/Math SBAC ELA 20, SBAC Math 20, EL Reclassification 20, SEL Survey 40

<p>Over 60% of our current students are scoring below proficient in ELA and Math According to SBAC results. SBAC ELA 20, SBAC Math 20, Attendance/Chronic Absenteeism Rate 20, SEL Survey 20, Core Curriculum 20</p>	<p>Additional FTE School Psycholoist</p>	<p>All Students</p>	<p>LCFF \$33,409 Psychologist .2 FTE - LCFF 100%</p>	<p>07/01/2023 - 07/01/2024 Weekly</p>	<p>Prinicpal Counselor Pschologist</p>	<p>We will meet quarterly to discuss students with IEP's and students that are at risk in order to detrmine next steps as measured by iReady. SBAC ELA 20, SBAC Math 20, Attendance/Chronic Absenteeism Rate 20, SEL Survey 20, Core Curriculum 20</p>
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<p>Below are Willard's Index Levels: Social Emotional: Self Management Skills 3/10 Social Emotional Skills: Growth Mind Set 3/10 EL RE-Designation 3/10 Suspension Rates 5/10 Chronic Absenteeism 5/10 According to SBAC data 60% are not proficient in MATH According to SBAC data 60% are not proficient in ELA EL Reclassification 20, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40, Core Curriculum 20</p>	<p>Counselor (FTE.50- Title 1) will continue to be a valuable asset to the students, teachers, and parents of Willard by monitoring attendance; maintaining documents for services provided to students such as academic interventions for at-risk students; assist with additional support to EL Learners; Improve redesignation rates; Provide additional support on the playground to maintain a safe school environment; provide individual and group counseling ; Attend meetings with the District Attorney to decrease chronically truant students.</p>	<p>All Parents, All Students, African-American, English Learners, GATE/Excel, Hispanic, Identified At-Risk Students, Newcomers, Other Targeted Students</p>	<p>Title 1 \$82,097 Counselor .5 FTE - Title 1 100%</p>	<p>07/01/2023 - 07/01/2024 Daily</p>	<p>Counselor</p>	<p>Principal EL Reclassification 20, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40, Core Curriculum 20</p>
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<p>Math - 60% of students are not proficient according to SBAC data. ELA- 60% of the students are not proficient according to SBAC data. Core Curriculum 100</p>	<p>Intervention Teacher (.60 FTE) will work specifically with at-risk subgroups (African American and Hispanic) in grades 4th and 5th to provide small group instruction in a pull out model using specific strategies to increase academic achievement in math and reading. The specialist will work on Close reading using DOK question stems with the goal of creating good reader habits that will provide students the skills to prepare and perform on both math and reading task required at their respective grade levels.</p>	<p>Identified At-Risk Students</p>	<p>Title 1 \$98,194 Teacher on Special Assignment (TOSA) .6 FTE - Title 1 100%</p>	<p>07/01/2023 - 07/01/2024 Daily</p>	<p>Intervention Teacher</p>	<p>SBAC Data Reading Benchmark Data Unit Exams Core Curriculum 100</p>
<p>MATH and ELA scores are less than 60% proficient SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Parent) 10, SEL Survey 30</p>	<p>School Facilitator-Support SEL, Math, ELA, and Parent Involvement.</p>	<p>All Students</p>	<p>Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%</p>	<p>07/01/2023 - 07/01/2024 Daily</p>	<p>Facilitator</p>	<p>SBAC and Core Survey SBAC ELA 30, SBAC Math 30, Culture-Climate Survey (Parent) 10, SEL Survey 30</p>

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>The Headstart program will work with the Kindergarten team and the specialist team to support students and families with the transition from Preschool to Kindergarten. Once per year a meeting will be set up between the two teams in order to assure a smooth transition.</p> <p>In addition, the Kindergarten team will provide an orientation for parents and students before the start of the new school year.</p>	<p>5th Grade teachers will coordinate opportunities for students to visit local middle schools as well as have guest speakers from neighborhood middle schools speak to students about school of choice options via assemblies.</p> <p>In addition, parent workshops will be provided to families by the admin. staff to support the application process.</p>	<p>No Data.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate

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

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
According to SBAC less than 50% of students are proficient in both ELA and Math. SBAC ELA 50, SBAC Math 50	2 1/2 Release day's for both data analysis and professional development aligned to the performance gaps in ELA and Math. The goal is to increase instructional efficacy with intentional targets based on data analysis. As a result, the expected outcome is to increase proficiency rates in both ELA and Math according to State measures.	LCFF \$23,995 Manager Additional Assignment (2) for 30 hours annually - LCFF 100% Teacher Hourly PD Stipend (24) for 15 hours annually - LCFF 100%	07/01/2023 - 07/01/2024 Monthly	Principal K-5 Teachers District Math and ELA Coaches	SBAC DATA FRSA DATA Math Unit Exam DATA ELA UNIT Exam DATA Benchmark DATA

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	299081
Title I Parent and Family Involvement (3008)	4469

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; Research LROIX Development.	NA
Centralized Services Share	Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Family Resource Centers, Kinder Festival, APEX Online, Youth Orchestra.	NA

State Programs *	Allocation
LCFF	65800

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

Midyear Adjustments:

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), Office of Curriculum Instruction and Professional Development (OCIPD), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, DELAC and EL Services, 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.

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

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 to engage parents about site programs and features.

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.

Family Resource Centers

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

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.

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

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

Assistance to Schools

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Jennifer Rodarte	07-01-2024
Staff	Classroom Teacher	Linda Donoghue	07-01-2025
Staff	Classroom Teacher	Terri Mostert	07-01-2025
Staff	Classroom Teacher	Natalie Salamy	07-01-2025
Staff	Non Classroom Teacher	Jonathan Guevara	07-01-2025
Community	Parent	Madalene [REDACTED]	07-01-2025
Community	Parent	Jessica [REDACTED]	07-01-2025
Community	Parent	Yazmin [REDACTED]	07-01-2025
Community	Parent	Dylan [REDACTED]	07-01-2025
Community	Parent	Maria [REDACTED]	07-01-2024

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)	Maria [REDACTED]
DELAC Representative	Parent of EL Student (required)	Patricia [REDACTED]
Principal or Designee	Staff Member (required)	Jennifer Rodarte
Secretary	Staff Member (required)	Jonathan Guevara

Name	Representing
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ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/26/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Continue Enrichment such as Saturday school, Reading A-Z, Reader's Theatre, and, Field Trips/ Assemblies.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students RFEP Student Grades Reclassification Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/26/2023
6. What was SSC's response to ELAC recommendations?	SSC agreed to fund and support all f the 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): 10/26/2023
2. The SSC approved the **Home-School Compact** on 10/26/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/26/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/22/2023
5. SSC Participated in the Annual Evaluation of SPSA:12/07/2023
6. The SPSA was approved at the following SSC Meeting: 12/07/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

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

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

Category	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
All Students	607	607	11	23	20	19	27	33.9%	34.6%	54.0%	32.2%
Grade	Gr. TK	26	19	50	19	4	8	69.2%	62.1%	88.5%	52.5%
	Gr. K	91	16	33	23	14	13	49.5%	59.3%	72.5%	43.8%
	Gr. 01	97	12	26	21	24	18	38.1%	31.8%	58.8%	35.2%
	Gr. 02	83	10	11	23	28	29	20.5%	30.3%	43.4%	29.4%
	Gr. 03	107	9	19	20	20	33	28.0%	23.3%	47.7%	27.7%
	Gr. 04	96	8	22	18	19	33	30.2%	35.0%	47.9%	27.1%
	Gr. 05	107	9	19	18	18	36	28.0%	21.0%	45.8%	25.6%
Ethnicity	African American	75	25	19	15	17	24	44.0%	46.2%	58.7%	41.6%
	American Indian	2	50			50		50.0%		50.0%	35.0%
	Asian	50	4	22	28	18	28	26.0%	27.9%	54.0%	21.4%
	Cambodian	52	6	23	25	15	31	28.8%	31.0%	53.8%	24.5%
	Filipino	2	50			50		50.0%	0.0%	50.0%	18.9%
	Hispanic	442	9	22	21	21	26	31.4%	33.8%	52.3%	34.8%
	Pacific Islander	5	60		40			60.0%	50.0%	100.0%	43.6%
	White	13	23	31	8	38		53.8%	18.2%	61.5%	18.3%
	Other	18	17	33	11	39		50.0%	28.6%	61.1%	27.7%
Gender	Female	322	12	25	19	20	24	37.6%	34.1%	56.5%	31.0%
	Male	285	10	20	21	19	29	29.8%	35.2%	51.2%	33.3%

The percentages may not equal 100% due to rounding.

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

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

Special Populations	Subgroup	Total	Attendance Bands					Attendance Rates				
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	<80%	>=80% & <=90%	>90% & <93%	>=93% & <96%	>=96%
	Low SES	576	11	23	20	19	27	33.7%	33.7%	54.2%	36.0%	
	ELL	189	7	17	16	29	32	23.8%	22.0%	39.7%	34.6%	
	RFEP	47	2	17	21	17	43	19.1%	15.5%	40.4%	17.5%	
	EL + RFEP	236	6	17	17	26	34	22.9%	20.4%	39.8%	31.1%	
	Special Ed.	55	15	22	16	25	22	36.4%	29.3%	52.7%	40.9%	
	Spec Ed. Speech/RSP	51	10	24	18	27	22	33.3%	24.1%	51.0%	31.8%	
	Homeless/Foster	53	21	17	19	19	25	37.7%	38.3%	56.6%	48.2%	
	Foster	10	10	10	50	20	10	20.0%	45.5%	70.0%	48.6%	
Homeless	43	23	19	12	19	28	41.9%	36.1%	53.5%	48.2%		
GATE/Excel	71	4	18	21	21	35	22.5%	20.8%	43.7%	13.4%		

The percentages may not equal 100% due to rounding.

SBAC ELA 2023 :: School Data by Subgroup

Willard

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	273	68%	41	27	18	14	32%	↑4		↑3	
	All Elementary	52%	31	21	23	25	48%	↑1		↑5	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	96	68%	41	27	17	16	32%	↑9		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	86	70%	50	20	19	12	30%	↑6		↑2
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	91	66%	32	34	20	14	34%	↓5		↑3
		All Elementary	48%	27	21	28	24	52%	↓1		↑8
		District	48%	27	21	28	24	52%	↓1		↑7
Ethnicity	Hispanic	195	69%	43	27	21	10	31%	↑2		↑1
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	40	70%	50	20	5	25	30%	↑10		↑13
		All Elementary	67%	44	23	18	15	33%	↑2		↑5
		District	67%	42	25	21	12	33%	↓-		↓1
	Asian	20	60%	20	40	25	15	40%	↑9		-
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1
	Cambodian	19*	58%	16	42	26	16	42%	↓3		-
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑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.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2023 :: School Data by Subgroup

Willard

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Other	9*	56%	22	33	22	22	44%	↓6		-
		All Elementary	30%	17	13	26	45	70%	↑2		↑5
		District	33%	16	17	29	38	67%	↑1		↓-
	White	7*	57%	29	29	43	43%	↑18		-	
		All Elementary	25%	9	15	24	51	75%	↑-		↑3
		District	26%	11	15	30	44	74%	↑1		↓2
	Pacific Islander	2*	50%	50	50	50	50%	↑50		-	
		All Elementary	69%	33	36	19	12	31%	↓4		↑5
		District	63%	31	32	28	9	38%	↓2		↓2
Gender	Female	147	63%	33	30	22	16	37%	↑5		↑1
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓1
	Male	126	74%	50	24	14	12	26%	↑3		↑5
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6
All Elementary*		50%	13	38	38	13	50%	↑25		-	
Special Populations	EL + RFEP	114	74%	50	24	18	9	26%	↓-		↑6
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	81	88%	63	25	11		12%	↑9		↑5
		All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑2
	RFEP	33	39%	18	21	33	27	61%	↑5		↑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.

SBAC ELA 2023 :: School Data by Subgroup

Willard

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	RFEP	All Elementary	29%	11	18	33	38	71%	↑9		↑8
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	5*	60%	20	40	20	20	40%	↑23		-
		District	75%	50	25	16	9	25%	↓3		↓4
		All Elementary	75%	53	22	11	14	25%	↑-		↑4
	GATE/Excel	58	26%	5	21	38	36	74%	↑6		↓2
		All Elementary	10%	2	8	23	67	90%	↑2		↓-
		District	14%	3	11	32	54	86%	↓-		↓4
	Homeless	16*	69%	38	31	31		31%	↓2		-
		All Elementary	63%	40	23	20	16	37%	↑2		↑8
		District	64%	40	24	24	12	36%	↓1		-
	Homeless/Foster	21	67%	33	33	29	5	33%	↑4		-
		All Elementary	64%	41	23	20	16	36%	↑2		↑7
		District	65%	41	24	23	12	35%	↓1		↓-
	Low SES	265	68%	41	26	19	14	32%	↑3		↑4
		All Elementary	59%	36	23	22	18	41%	↑2		↑6
		District	59%	34	25	25	16	41%	↑1		↓1
	Special Ed.	20	95%	85	10	5		5%	↓6		-
All Elementary		81%	64	17	10	9	19%	↑2		↑3	
District		84%	65	19	11	5	16%	↑1		↑1	
Spec Ed. Speech/RSP	20	95%	85	10	5		5%	↓6		-	
	All Elementary	77%	57	19	13	11	23%	↑2		↑3	
	District	79%	56	23	14	7	21%	↑2		↑1	

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

SBAC Math 2023 :: School Data by Subgroup

Willard

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	281	73%	41	32	18	9	27%	↑2		↓6	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	16	34%	↑1		↓5	
Grade	Gr. 03	98	59%	36	23	28	13	41%	↑11		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	89	75%	42	34	17	8	25%	↑8		↓10
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	94	85%	46	39	10	5	15%	↓15		↓3
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	203	75%	43	32	15	10	25%	↓1		↓8
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	40	83%	50	33	18		18%	↑3		↓9
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	Asian	20	60%	25	35	25	15	40%	↑2		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
	Cambodian	19*	53%	21	32	37	11	47%	↓7		-
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5

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

Willard

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Other	9*	33%	22	11	67	67%	↑29		-	
		All Elementary	39%	18	22	26	35	61%	↓1		↓4
		District	45%	23	22	24	31	55%	↑-		↓5
	White	7*	57%	14	43	14	29	43%	↑18		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
Pacific Islander	2*	50%	50		50		50%	↑50		-	
	All Elementary	73%	41	32	18	9	27%	↓3		↓3	
	District	76%	46	30	17	8	24%	↓-		↓5	
Gender	Female	151	74%	45	28	20	7	26%	↑2		↓2
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	130	72%	36	36	16	12	28%	↑1		↓12
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-	
	District	62%	42	20	22	16	38%	↑4		↓2	
Special Populations	EL + RFEP	122	84%	51	33	9	7	16%	↓11		↓12
		All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓6
	ELL	89	91%	62	29	6	3	9%	↓6		↓5
		All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
RFEP	33	64%	21	42	18	18	36%	↓8		↓21	

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

Willard

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	RFEP	All Elementary	43%	16	27	28	29	57%	↑10		↓1
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	5*	80%	40	40	20		20%	↑20		-
		All Elementary	80%	53	26	19	2	20%	↑5		-
		District	85%	62	23	13	2	15%	↑2		↓3
	GATE/Excel	58	38%	7	31	34	28	62%	↑8		↓12
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless	19*	79%	53	26	16	5	21%	↓11		-
		All Elementary	72%	44	27	18	11	28%	↑2		↑1
		District	78%	52	26	14	8	22%	↑-		↓4
	Homeless/Foster	24	79%	50	29	17	4	21%	↓4		-
		All Elementary	72%	45	27	18	10	28%	↑2		↑1
		District	79%	53	25	14	7	21%	↑1		↓4
	Low SES	271	73%	40	33	18	9	27%	↑2		↓6
		All Elementary	68%	39	29	20	12	32%	↑3		↓1
	District	73%	46	27	17	11	27%	↑2		↓5	
Special Ed.	20	90%	70	20	10		10%	↓1		-	
	All Elementary	82%	63	20	10	8	18%	↑3		↓-	
	District	88%	72	16	8	5	12%	↑2		↓1	
Spec Ed. Speech/RSP	20	90%	70	20	10		10%	↓1		-	
	All Elementary	78%	55	23	12	10	22%	↑3		↓-	
	District	84%	64	20	10	6	16%	↑2		↓1	

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

SBAC Science 2023 :: School Data by Subgroup

Willard

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	93	87%	24	63	11	2	13%	↓9		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	74%	17	57	18	8	26%	↑1		-	
Grade	Gr. 05	93	87%	24	63	11	2	13%	↓9		-
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	70%	16	54	20	10	30%	↑1		-	
Ethnicity	Hispanic	68	90%	24	66	9	1	10%	↓14		-
		All Elementary	76%	18	59	17	8	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	African American	15*	73%	27	47	27		27%	↑27		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Asian	5*	100%	20	80			0%	↓40		-
		All Elementary	57%	9	48	24	19	43%	↑-		-
		District	57%	6	50	28	15	43%	↑2		-
	Cambodian	5*	100%	20	80			0%	↓100		-
		All Elementary	61%	9	52	24	15	39%	↓4		-
		District	65%	9	56	25	10	35%	↑-		-
	Other	3*	100%	33	67			0%	↓50		-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
Pacific Islander	1*	100%	100				0%	-		-	
	All Elementary	83%	22	61	17		17%	↓14		-	
	District	88%	20	69	10	2	12%	↓4		-	

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SBAC Science 2023 :: School Data by Subgroup

Willard

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
Ethnicity	White	1*	0%			100	100%	↑100		-		
		All Elementary	42%	4	38	31	27	58%	↓2		-	
		District	51%	6	45	29	20	49%	↑1		-	
Gender	Female	56	93%	23	70	52	7%	7%	↓12		-	
		All Elementary	71%	14	57	19	10	29%	↑-		-	
		District	75%	15	60	18	7	25%	↑1		-	
	Male	37	78%	24	54	19	3	22%	↓3		-	
		All Elementary	69%	17	52	21	10	31%	↑-		-	
		District	74%	19	55	18	8	26%	↑1		-	
	Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-	
District		68%	18	50	14	18	32%	↑11		-		
Special Populations	EL + RFEP	42	90%	29	62	10	10%	10%	↓13		-	
		All Elementary	82%	22	61	14	4	18%	↑-		-	
		District	84%	21	63	13	3	16%	↑1		-	
	ELL	24	100%	38	63			0%	0%	-		-
		All Elementary	97%	32	65	3		3%	3%	↑-		-
		District	98%	40	58	2		2%	2%	↑-		-
	RFEP	18*	78%	17	61	22		22%	22%	↓14		-
		All Elementary	61%	7	55	30	9	39%	39%	↑9		-
		District	75%	10	66	20	5	25%	25%	↑3		-
	Foster	3*	67%		67	33		33%	33%	-		-
All Elementary		81%	30	51	11	8	19%	19%	↑1		-	
District		88%	31	58	8	4	12%	12%	↓3		-	
GATE/Excel	27	74%		74	22	4	26%	26%	↓28		-	

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SBAC Science 2023 :: School Data by Subgroup

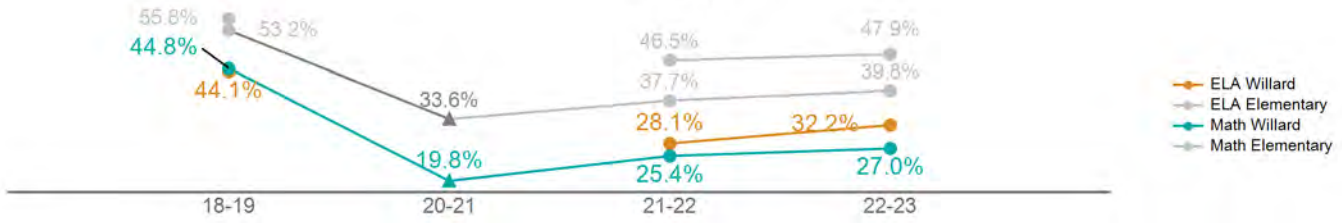
Willard

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	GATE/Excel	All Elementary	32%	1	31	36	32	68%	↑-		-
		District	43%	3	41	34	23	57%	↓2		-
	Homeless	5*	100%	40	60			0%	↓25		-
		All Elementary	83%	20	63	13	4	17%	↑1		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	8*	88%	25	63	13		13%	↓13		-
		All Elementary	83%	21	62	13	4	17%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	91	88%	24	64	11		12%	↓10		-
		All Elementary	77%	18	59	17	6	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	7*	86%	71	14	14		14%	↑14		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	7*	86%	71	14	14		14%	↑14		-
		All Elementary	86%	34	52	9	5	14%	↑4		-
	District	90%	37	53	7	3	10%	↑1		-	

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

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

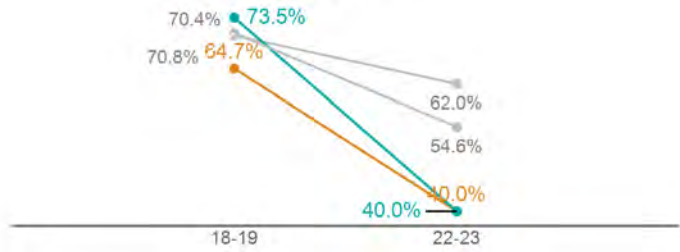
Willard
All Students
N = 281



African American
N = 40



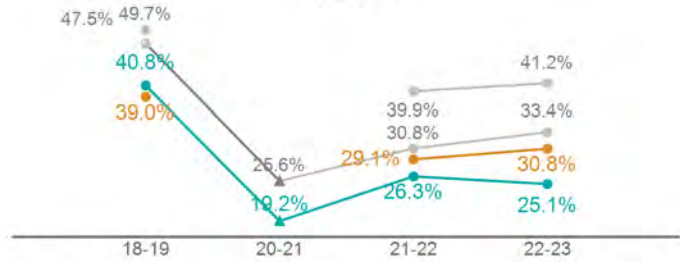
Asian
N = 20



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 203



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

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

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

Native American

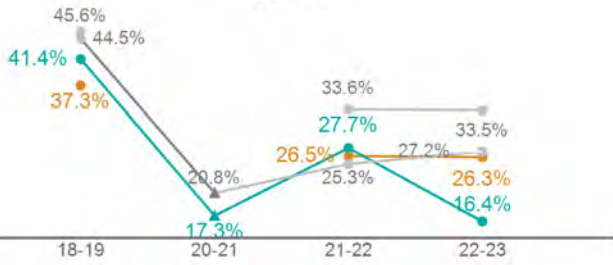
Subgroup with fewer than 20 students.

Other

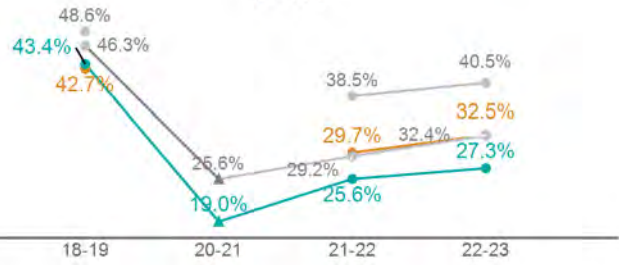
Subgroup with fewer than 20 students.

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

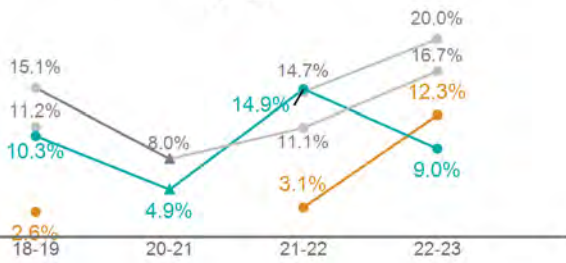
EL + RFEP
N = 122



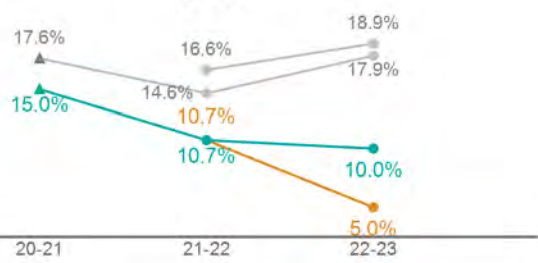
Low SES
N = 271



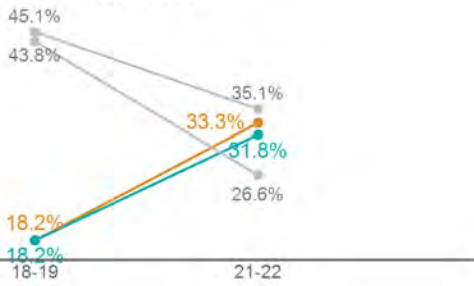
English Learner
N = 89



Special Education
N = 20



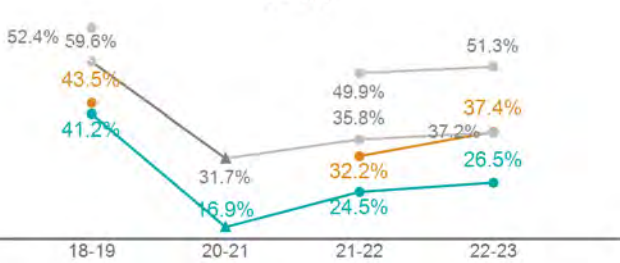
Homeless



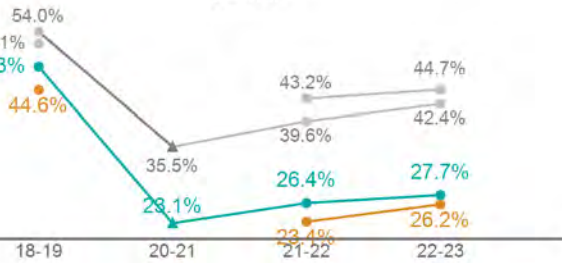
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 151



Male
N = 130



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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/11/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑5
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%	↓-		↓1
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑12
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		↑3
Cleveland	217	23%	6	16	30	47	77%	↑-		↑1
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑16
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑11
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		↑10
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑6
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		↑11

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/11/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	225	63%	45	18	23	14	37%	↑5		↑2
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑5
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		↑10
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		↓7
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		↓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		↑4
Prisk	273	22%	7	15	26	52	78%	↓2		↑8
Riley	196	55%	34	20	22	23	45%	↓2		↑6
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑8
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑14
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		↑5
Willard	273	68%	41	27	18	14	32%	↑4		↑3

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/11/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	225	73%	49	24	17	10	27%	↑6		↓8
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		↓7
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		↓6
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		↑4
Twain	193	54%	26	27	26	20	46%	↑2		↑1
Webster	224	74%	47	27	18	8	26%	↑1		↓6
Whittier	295	81%	61	20	12	7	19%	↑4		↑1
Willard	281	73%	41	32	18	9	27%	↑2		↓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.

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/11/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,776	48%	27	21	28	24	52%	↑2		↓9
Browning	58	78%	62	16	19	3	22%	↓20		↓30
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		↓10
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11
McBride	165	31%	9	22	40	29	69%	↓4		↓9
Millikan	755	35%	16	18	34	32	65%	↑10		↓10
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7
Reid	53	98%	77	21	2		2%	↓2		↓10
Renaissance	91	47%	21	26	29	24	53%	↑19		↓18
Sato	120	4%		3	2	39	57	96%	↓1	↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓14

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/11/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded				
All High	4,737	75%	53	21	15	11	25%	↑3		↓25	
Browning	59	98%	83	15	2		2%	↓5		↓33	
Cabrillo	410	92%	69	23	7	2	8%	↓2		↓26	
CAMS	162		6%		5	20	74	94%	↑4		↓10
EPHS	225	97%	85	12	3		3%	↑1		↓22	
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		↓29	
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		↓26	
Sato	118		23%	6	17	25	52	77%	↓1		↓12
Wilson	769	75%	49	26	16	9	25%	↑5		↓30	

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/11/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,805	66%	40	26	19	15	34%	↑1		↓5

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/11/24

All

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

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

SBAC ELA 2023

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

SBAC ELA 2023

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

SBAC ELA 2023

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

SBAC ELA 2023

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

SBAC ELA 2023

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

SBAC ELA 2023

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

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



Legend



Category		Diagnostic Window	# Students	Percent by Category					
Grade	All Students	3	533	4	9	51	20	15	
	Gr. K	3	80	68			19	14	
	Gr. 01	3	91	8	60			15	16
	Gr. 02	3	78	8	47	24	21		
	Gr. 03	3	98	2	8	50	19	20	
	Gr. 04	3	90	8	16	44	23	9	
	Gr. 05	3	96	15	15	36	22	13	
Ethnicity	African American	3	62	6	13	56	15	10	
	Asian	3	44	7	45			32	16
	Hispanic	3	389	5	9	50	21	16	
Gender	Female	3	287	5	10	52	19	14	
	Male	3	246	4	8	49	22	17	
Special Populations	Low SES	3	511	4	9	50	21	15	
	ELL	3	177	6	11	61	12	10	
	RFEP	3	35	3	6	17	49	26	
	EL + RFEP	3	212	6	10	54	18	12	
	Special Ed.	3	47	19	15	40	13	13	
	Spec Ed. Soeech/RSP	3	46	17	15	41	13	13	
	Homeless	3	30	13	17	50	13	7	
GATE/Excel	3	68	1	15	37	47			

The percentages may not equal 100% due to rounding.

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



Legend



Category		Diagnostic Window	# Students	Percent by Category					
All Students	490	3	490	6	9	44	19	22	
Grade	Gr. K	3	56			43	29	29	
	Gr. 01	3	66	8		58	20	15	
	Gr. 02	3	80		9	48	18	26	
	Gr. 03	3	101		8	14	29	25	25
	Gr. 04	3	90	11	6	50	11	22	
	Gr. 05	3	97	9	14	42	15	19	
Ethnicity	African American	3	62	3	18	45	15	19	
	Asian	3	44		2	50	16	32	
	Hispanic	3	347	7	9	44	20	21	
Gender	Female	3	262	5	10	44	18	23	
	Male	3	228	6	8	44	20	21	
Special Populations	Low SES	3	469	5	10	44	19	22	
	ELL	3	156	13	11	51	14	11	
	RFEP	3	36			3	31	31	36
	EL + RFEP	3	192	10	9	47	17	16	
	Special Ed.	3	42	21	24	31	12	12	
	Spec Ed. Speech/RSP	3	41	20	24	32	12	12	
	Homeless	3	29	21	21	28	24	7	
	GATE/Excel	3	69			20	19	61	

The percentages may not equal 100% due to rounding.



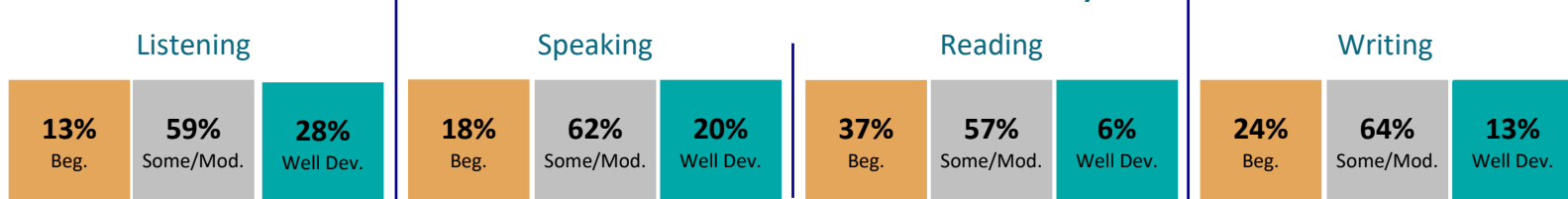
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Willard

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	20%	60%	20%	0%	10%	90%	0%	30%	70%	0%	20%	80%	0%	10%	40%	50%
01	25%	33%	38%	4%	21%	54%	25%	38%	54%	8%	17%	79%	4%	21%	54%	25%
02	17%	58%	21%	4%	13%	63%	25%	17%	75%	8%	58%	25%	17%	33%	63%	4%
03	21%	30%	45%	3%	15%	58%	27%	9%	67%	24%	33%	64%	3%	27%	61%	12%
04	9%	33%	42%	15%	3%	58%	39%	15%	45%	39%	42%	52%	6%	9%	85%	6%
05	21%	29%	42%	8%	17%	50%	33%	8%	71%	21%	42%	54%	4%	38%	58%	4%



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) ▾

Willard Elementary School ▾

If ATSI, identify subgroup(s):

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

Attestation:

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

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

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

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

Date Approved by SSC

12-7-23

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]

Resource Inequities

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

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

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

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

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

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

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

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

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



Frances E. Willard Elementary School
1055 Freeman Ave. Long Beach, CA 90804
(562) 438-9934 FAX (562) 439-8156

HOME/SCHOOL COMPACT 2023-2024

Willard School Staff

We understand the importance of providing a challenging school experience. We, the staff, pledge to do the following:

- ❖ Provide a high-quality education that reflects best practices in instruction
- ❖ Teach grade level skills and concepts based on California Standards
- ❖ Strive to address the individual needs of your child and provide additional intervention as appropriate
- ❖ Communicate with you regarding your child's progress
- ❖ Provide a safe, positive and healthy learning environment for your child
- ❖ Communicate homework and class work expectations

Willard School Parents/Guardians

We believe that family involvement is key to school success. We, the parents/ guardians, pledge to do the following:

- ❖ Send our children to school daily in uniform, on time, and with a positive attitude that shows willingness to do their best
- ❖ Send a note or call the school when our children are ill or absent telling why they were out
- ❖ Provide a quiet, nurturing environment at home so that our children will complete their homework.
- ❖ Volunteer in classrooms or participate in school activities/organizations each month (i.e. PTO Meetings, Parent Workshops, School Site Council Meetings, ELAC Meetings, VIPS, Leadership Team Meetings, etc.)
- ❖ Spend a minimum of 15 - 30 minutes daily with our children reading or having them read independently
- ❖ Communicate regularly with the school to determine our children's progress and participate in scheduled parent/teacher conferences
- ❖ Work together with school staff towards a solution if a problem arises
- ❖ Work together with the school as a caring, nurturing team to see that our children grow to live in harmony and be productive adults.
- ❖ Share concerns and/or questions regarding our child's progress with the teacher

Student Name

Parent/Guardian Signature

Jennifer Rodarte, Principal

Teacher

Approved: School Site Council: 10/26/23

Date



Frances E. Willard Elementary School
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(562) 438-9934 FAX (562) 439-8156

CONTRATO ENTRE HOGAR/ESCUELA 2023-2024

El Personal de la Escuela Willard

Comprendemos la impotancia de proveer una experiencia escolar retadora. Nosotros, el personal de la escuela, prometemos hacer lo siguiente:

- ❖ Proveer educación de alta calidad que refleje las mejores prácticas de instrucción
- ❖ Enseñar destrezas y conceptos a nivel de grado
- ❖ Esfornarnos para identificar las necesidades individuales de sus hijos y proveer intervenciones adicionales según sea apropiado
- ❖ Comunicarnos con usted respecto al progreso académico de sus hijos
- ❖ Proveer un medio ambiente de aprendizaje seguro, positivo y saludable para su hija
- ❖ Comunicar las expectativas respecto a la tarea y el trabajo en clase

Los Padres/Tutores de Estudiantes de la Escuela Willard

Nosotros creemos que el involucramiento de la familia es una clave para el éxito en la escuela. Nosotros, los padres/tutores, prometons hacer lo siguiente:

- ❖ Mandar a nuestros hijos diariamente a la escuela, con su uniforme y con una actitud positiva que muestre entusiasmo por hacer su mejor esfuerzo
- ❖ Mandar una nota o llamar a la escuela cuando el niño está enfermo o ausente especificando la razón por la ausencia
- ❖ Proveer un lugar tranquilo, acogedor en la casa para que nuestros hijos hagan su tarea.
- ❖ Ser voluntario/a en el salón de mi hijo/a, o participar en actividades escolares/organizaciones cada mes (Ejem. Reuniones de 'PTA', Reuniones para Padres, etc.)
- ❖ Pasar un mínimo de 15 minutos leyendo con, o, a mis hijos y poniéndolos a leer independientemente
- ❖ Comunicarnos regularmente a la escuela para determinar el progreso de nuestros hijos y participar en conferencias entre padres y maestros
- ❖ Trabajar juntos con el personal de la escuela en la solución de problemas si llegaran a ocurrir
- ❖ Trabajar junto con la escuela como un equipo unido para asegurarnos de que nuestros hijos crezcan en armonía y lleguen a ser ciudadanos productivos
- ❖ Compartir preguntas o preocupaciones respecto al progreso de nuestros hijos/as con el/la maestro/a

Nombre del Estudiante

Firma del Padre/Tutor

Jennifer Rodarte, Director

Maestro/a

Willard Elementary School

Parental Involvement Guidelines

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

PART I WILLARD ELEMENTARY SCHOOL AGREES TO IMPLEMENT THE FOLLOWING REQUIREMENTS:

- Jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Guidelines that the school and parents of participating children agree on.
- Notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute this Guidelines to parents in a language the parents can understand.
- Make the School Parental Involvement Guidelines available to the local community.
- Periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- Adopt the school's parent-school compact as a component of its School Parental Involvement Guidelines.
- Agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

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

1. Willard Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at District meetings for School Site Council parents and teams. Topics include:
 - Responsibilities & Roles of SSC and its members
 - Composition of School Site Councils
 - Budgetary considerations
 - Single Plans for Student Achievement
 - Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC parents (at a convenient time) to review the Single Plan for Student Achievement and the previous year's Guidelines
 - Invite other parents and stakeholders to attend the meeting in the school newsletter by School Messenger, or by announcement at other parent meetings
 - At the meeting
 - Review school plan & previous year's guidelines and Home School Compact. As a group, note changes and adjust (deletions or additions) as necessary
 - Re-write or update the Parent Involvement Guidelines & Home School Compacts
 - Oral and/or written translations will be available for Spanish parents to allow for discussions
2. Willard Elementary School will take the following actions to distribute the School Parental Involvement Guidelines to parents of participating children and the local community:
 - SSC & ELAC
 - Annual Title I Meeting
 - Available in main office
 - Handed out during Parent Teacher Conferences
 - Back to School Night/Open House
3. Willard Elementary School will update periodically its Parental Involvement Guidelines to meet the changing needs of parents and the school:
 - At SSC and ELAC meetings
 - At parent information meetings
 - When there are changes in supplemental services
 - When there are changes in interventions that are needed and implemented

4. Willard Elementary School will convene an Annual Meeting to inform parents that their child's school participates in Title I, about the requirements of Title I, and the parental rights to be involved:
 - 2 meetings will be offered - one in the morning and one in the afternoon
 - Invitations will be sent home with each child in English and Spanish
 - Local community partners will receive flyers
 - Meeting information given to parents through the School Messenger phone system

5. Willard Elementary School will provide information about Title I programs to parents of participating children in a timely manner:
 - In a section of the school newsletter
 - At Annual Title I Meeting
 - In the Main Office
 - At SSC and ELAC meetings and other Parent meetings (PTO, etc.)
 - At Parent Teacher Conferences
 - At Back to School Night/Open House
 - On School Marquee
 - School Website
 - School Messenger

6. Willard Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. This will be done at various meetings, such as:
 - Parent Teacher Conferences
 - Parent Workshops
 - School Site Council and ELAC meetings
 - School newsletters
 - School Website

7. Willard will coordinate and integrate parental involvement programs and activities with **CDC Pre-School**, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:
 - Promotion/advertisement of the District's Kindergarten festivals.

8. Willard Elementary School will submit to the district any parent comments if the school wide plan under section (1114) (b)(2) is not satisfactory to parents of participating children.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

Frequent parent education workshops including topics such as:

- Understanding the California Standards
- Understanding the Benchmarks and Math Facts
- Understanding SBAC
- How to Have an Effective Parent-Teacher Conference
- Parents as Homework Coaches

EXCEL parent meetings
 Parent resources on the LBUSD website
 Kindergarten parent workshops
 WRAP Family Nights

Music Programs
 Pre-School parent activities

Immersion Program Family Night
School-wide Assemblies
STEAM Night

2. Willard Elementary School will incorporate the school-parent compact as a component of its School Parental Involvement Guidelines:

*We, **the staff**, pledge to do the following:*

- Provide a high-quality education that reflects best practices in instruction
- Teach grade level skills and concepts based on California Standards
- Strive to address the individual needs of your child and provide additional intervention as appropriate
- Communicate with you regarding your child's progress
- Provide a safe, positive and healthy learning environment for your child
- Communicate homework and class work expectations

*We, **the parents/ guardians**, pledge to do the following:*

- Send our children to school daily in uniform, on time, and with a positive attitude that shows willingness to do their best
- Send a note or call the school when our children are ill or absent telling why they were out
- Provide a quiet, nurturing environment at home so that our children will complete homework.
- Volunteer in classrooms or participate in school activities/organizations each month as appropriate.
- Spend a minimum of 15 -30 minutes daily with our children reading or having them read independently
- Communicate regularly with the school to determine our children's progress and participate in scheduled parent/teacher conferences
- Work together with school staff towards a solution if a problem arises
- Work together with the school as a caring, nurturing team to see that our children grow to live in harmony and be productive adults.
- Share concerns and/or questions regarding our child's progress with the teacher

The Parent-School Compact will be discussed, reviewed, and revised annually at School Site Council and English Learner Advisory Committee meetings

The Parent-School Compact will be distributed to parents:

- Signed by parent at Parent Teacher Conferences, or sent home with each parent and/or student in the English and Spanish

3. Willard Elementary School will, with the assistance of the District, help parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph

- the State's academic standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and
- how to work with educators

4. Willard Elementary School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- School Parent Workshops
- District Parent Center workshops
- District Website: Parent Involvement and Parent Resources

5. Willard Elementary School will, with the assistance of the District and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent

programs and build ties between parents and schools, by:

Staff Meetings/ Inservices will include the following:

- Parents as Partners

- Positive communication with Parents

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

- The school support staff will be asked to translate written materials/ notifications to be sent to parents.
- The school support staff and Bilingual staff will contact parents and communicate information orally as needed.

PART IV. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES COMPONENTS

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

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

* * * * *

PART V. ADOPTION

The Willard Elementary Parental Involvement Guidelines have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. These Guidelines were adopted by Willard **Elementary School Site Council** on **October 26th, 2023** and will be in effect for the period of one year. The school will distribute the Guidelines to all parents on or before **January 30th, 2024**. Willard, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Jennifer Rodarte
 (Signature of Authorized Official)

 10/26/23
 (Date)

Escuela Primaria Willard
Reglas para el Involucramiento de los Padres

Como escuela que recibe fondos del Título I (Title I) la Escuela Primaria Willard ha desarrollado conjuntamente con, estuvo de acuerdo con, y en distribuir a padres de niños participantes, un plan llamado Reglas para el Involucramiento Para Padres en la Escuela, que contiene información requerida por la sección 1118 (b), Act (ESEA) de Educación Primaria y Secundaria. Estas guías establecen las expectativas que tiene la escuela Willard para el involucramiento de padres y describe cómo la escuela implementará un número específico de actividades para el involucramiento de padres. El contrato Hogar-Escuela está incorporado en las Reglas para el Involucramiento de los Padres en la Escuela

PARTE 1 LA ESCUELA PRIMARIA WILLARD ESTA DE ACUERDO EN IMPLEMENTAR Y SEGUIR LOS SIGUIENTES REQUERIMIENTOS:

- Desarrollar conjuntamente con los padres, distribuir a padres de niños participantes, un juego de Reglas para el Involucramiento para Padres en la Escuela en el cual la escuela y los padres participantes estén de acuerdo
- Notificar a los padres acerca de las Reglas para el Involucramiento de los Padres en una manera fácil de entender, formato uniforme y practicable, estas Reglas se distribuirán a los padres en un idioma que los padres comprendan.
- Tener disponible estas Reglas para el Involucramiento para Padres listas para la comunidad local.
- Renovar periódicamente estas Reglas para el Involucramiento para Padres para que satisfagan las necesidades de los padres de la escuela.
- Adoptar el contrato Hogar-Escuela como un componente de las Reglas para el Involucramiento de los Padres.
- Está de acuerdo en ser gobernada por la siguiente definición de involucramiento de Padres y llevará a cabo los programas, actividades y procedimientos de acuerdo a su definición:

PARTE II DESCRIPCION DE COMO LA ESCUELA IMPLEMENTARA LOS COMPONENTES REQUERIDOS EN LAS REGLAS PARA EL INVOLUCRAMIENTO PARA PADRES

1. La escuela primaria Willard tomará las siguientes acciones para involucrar a los padres en el desarrollo y acuerdo unido para sus Reglas para el Involucramiento para Padres en el plan de la escuela, si aplicara, en una manera organizada y breve bajo la sección 1118 (b) del ESEA:
 - Asistencia a uno de los cuatro entrenamientos (uno un día sábado) para padres participantes en el Concilio Situado en la Escuela (SSC). Los temas incluyen:
 - Responsabilidades y Roles de los miembros del Comité Situado en la Escuela (SSC)
 - Composición de los Comités Situados en la Escuela (SSC)
 - Consideraciones Presupuestarias
 - Plan Singular para el Aprovechamiento de los Estudiantes
 - Responsabilidades del Comité ELAC (Comité de Estudiantes cuyo inglés no es el Primer Idioma) y otros comités asesores
 - Planear reuniones con padres representantes del Concilio Escolar Situado en la Escuela (SSC) y el Comité para Estudiantes cuyo inglés no es el primer idioma (ELAC) (a una hora conveniente) para revisar el plan Singular para el Aprovechamiento de los Estudiantes y las Reglas del año anterior.
 - Invitar otros padres y personas involucradas a asistir a las reuniones a través del Periódico de la escuela o haciendo anuncios en algunas otras reuniones.
 - Durante la Reunión
 - Revisar el plan escolar y las reglas del año anterior y el Contrato Hogar-Escuela. Como grupo, tomar nota de los cambios y hacer ajustes (aumentos o eliminaciones) como sea necesario
 - Re-escribir o actualizar las Reglas para el Involucramiento para Padres y el Contrato Hogar-Escuela
 - Traducciones orales o escritas estarán disponibles para padres que hablen español para que puedan participar
2. La Escuela Primaria Willard tomará las siguientes acciones para distribuir las Reglas para el Involucramiento para Padres a la comunidad local y a los padres de los niños participantes.
 - Comités del SSC e ELAC
 - Reuniones Anuales de Título I
 - Disponibles en la Oficina Principal
 - Distribuirán durante conferencias entre Padres y Maestros
 - Noche de Regreso a Classes
3. La Escuela Primaria Willard actualizará periódicamente sus Reglas para el Involucramiento para Padres para responder a las necesidades de los padres y la escuela:
 - En reuniones de los comités SSC e ELAC
 - Durante reuniones Informática's para Padres

- Cuando haya cambios en servicios suplementales
 - Cuando haya cambios en intervenciones que sean necesarias e implementadas
4. La Escuela Primaria Willard convendrá una Reunión Anual para informar a los padres que la escuela de sus hijos participa en Título I, acerca de los requisitos del Título I, y los derechos de los padres involucrados.
- Se ofrecerán 2 reuniones – una en la mañana y otra en la tarde
 - Se mandarón invitaciones a la casa con los estudiantes en inglés y español
 - Negocios locales de la comunidad recibirón volantes
 - Información de la reunión se dará a los padres alavés del sistema 'Teleparent'
5. La Escuela Primaria Willard proveerá información acerca de programas del Título I a padres con hijos participantes en una manera pronta:
- En una sección del Periódico Escolar
 - En la Reunión Anual del Título I
 - En la Oficine Principal
 - Durante reuniones de los Comités SSC e ELAC y otras reuniones para padres (Ejem. PTA, etc.)
 - Durante Conferencias entre Padres y Maestros
 - Durante Noche de Regreso a Clases
 - En el Marqué de la escuela
 - En la página de Internet de la Escuela
6. La Escuela Primaria Willard proveerá a los padres de estudiantes participantes una descripción y explicación del currículo o programa instruccional usado en la escuela, las formas de evaluación académica para medir el progreso de los estudiantes y el nivel de proficiencia que se espera que los estudiantes logren. Esto se hará en diferentes reuniones tales como:
- Conferencias entre Padre y Maestros
 - Réunionese Informatica's para Padres
 - Reuniones de los Comités SSC e ELAC
 - Periodic Escolar
 - En la página de Internet de la Escuela
7. La Escuela Primaria Willard coordinará e integrará programas y actividades para el involucramiento para padres con 'CDC' Pre-Escolar; escuelas pre-escolares públicas que motiven y apoyen a los padres a participar más activamente en la educación temprana para sus hijos:
- Promoviendo/Anunciando los Festivales del Distrito de Kínder
8. La Escuela Primaria Willard presentará al Distrito cualquier comentario de los padres si el plan escolar bajo la sección (1114) no es satisfactorio a los padres de estudiantes participantes.

PARTE III. RESPONSABILIDES COMPARTIDAS PARA ESTUDIANTES CON ALTOS LOGROS ACADEMICOS

1. La Escuela Primaria Willard aumentará la capacidad de la Escuela y los Padres para lograr un mejor involucramiento con los padres, para asegurarnos del involucramiento efectivo y apoyar un compañerismo entre la escuela, los padres y la comunidad para mejorar el aprovechamiento académico de los estudiantes, a través de las siguientes actividades específicamente descritas a continuación:

Frecuentes reuniones informativas para padres incluyendo temas tales como:

- Compendia los Estándares Académicos
- Comprendiendo los Exámenes de Lectura 'Benchmark' y Matemáticas Básicas
- Atacando los Exámenes Estándar
- Conferencias Efectivas entre Padres y Maestros
- Padres como Entrenadores de la Tarea

Entrenamiento para padres de estudiantes EXCEL
 Recursos para Padres en el sitio de Internet del Distrito
 Reuniones Informativas para padres de estudiante de Kínder
 Noches Familiares del programa WRAP
 Programas Musicales
 Actividades Escolares para padres de estudiantes de pre-escolar

Programa de Noches Familiares del Programa Inmersión

2. La Escuela Primaria Willard incorporará el Contrato Hogar-Escuela como un componente de sus Reglas para el Involucramiento para Padres.

El personal de la Escuela Willard propone:

- Proveer educación de alta calidad que refleje las mejores prácticas de instrucción
- Enseñar conceptos y habilidades a nivel del grado
- Luchar por enfrentar las necesidades individuales de los estudiantes
- Comunicarse con los padres sobre el progreso de los hijos
- Proveer un medio ambiente positivo y saludable para los estudiantes
- Comunicar sus expectativas respecto a la tarea y el trabajo en clase

Los **Padres/Tutores** de estudiantes de la Escuela Willard proponen:

- Mandar a los estudiantes a la escuela diariamente y en uniforme escolar y con una actitud positiva
- Reportar enfermedades/ausencias a la escuela
- Proveer un lugar tranquilo y acogedor en casa para que el niño pueda hacer sus tareas y trabajos
- Ser voluntario/a en el salón de clases y/o participar en actividades escolares cada mes
- Pasar un mínimo de 20 minutos leyendo con, o, a sus hijos o dejarlos leer independientemente
- Comunicarse regularmente con la escuela respecto al progreso de sus hijos y participar en conferencias entre padres y maestros
- Trabajar juntos con el personal de la escuela para encontrar soluciones si surgiera algún problema
- Trabajar con la escuela para lograr que los niños crezcan en armonía y sean adultos productivos
- Compartir preocupaciones y/o preguntas relacionadas con el progreso de los niños en la escuela

El Contrato Hogar-Escuela será discutido, revisado y corregido anualmente durante reuniones del Concilio Escolar (SSC) y reuniones del Comité ELAC

El Contrato Hogar-Escuela será distribuido a los padres:

- Firmado por los padres durante las conferencias entre Padres y Maestros, o se enviará a casa con los padres y/o niños en inglés y español

3. La Escuela Primaria Willard proveerá, con ayuda del Distrito, asistencia para padres de estudiantes que asisten a la escuela en comprender temas tales como, tomando las acciones descritas en este párrafo

- Áreas de Contenido Académico Estatales,
- Evaluaciones Académicas Estatales y locales incluyendo evaluaciones alternativas,
- Los requisitos del Tituli I
- Cómo monitorear el progreso académico de su hijo, y
- Como tribular con los educators

4. La Escuela Primaria Willard, con la ayuda del distrito, proveerá materiales y entrenamiento para que los padres trabajen con sus hijos para mejorar sus logros académicos, tales como, entrenamiento en literatura, usando la tecnología, según sea apropiado, para fomentar el involucramiento de los padres, apoyándolos en:

- Reunions Informatica's para padres
- Reuniones para padres en Centro para Padres del Distrito
- Sitio de Internet del Distrito: Involucramiento para padres y Centros de Recursos para ellos

5. La Escuela Primaria Willard con la ayuda del Distrito y los padres, educará a sus maestros, personal de servicios para los estudiantes, directores y otro personal, en cómo solicitar ayuda, comunicarse con, y trabajar con los padres como compañeros a un mismo nivel, en el valor y la utilidad de la contribución de los padres y en cómo implementar y coordinar programas para padres y en unir esfuerzos entre padres y la escuela, teniendo:

- Reuniones del Personal/Entrenamientos que incluyan lo siguiente:
 - Padres como Compañeros en un mismo esfuerzo
 - Comunicaciones positiva con los padres

- 6 la Escuela Primaria Willard, con un esfuerzo pausable y apropiado tomará las siguientes acciones para asegurarse que información relacionada a la escuela, programas escolares, reuniones y otras actividades, sea enviada a los padres de los estudiantes participantes de una manera comprensible y con un formato uniforme, incluyendo formatos alternativos en cuanto se soliciten, y en lo posible, en el idioma que los padres puedan comprender:

- Se le pedirá a la Trabajadora Comunitaria que traduzca materiales escritos/notificaciones que vayan a mandarse a los padres.
- La Trabajadora Comunitaria y Personal bilingüe contactará a padres y les comunicará información oralmente cuando sea necesario.

PARTE IV. COMPONENTES DISCRECIONALES DE LAS REGLAS ESCOLARES PARA EL INVOLUCRAMIENTO PARA PADRES

NOTE: Las Reglas Para el Involucramiento de los Padres puede incluir párrafos adicionales enlistando y describiendo otras actividades discrecionales que la escuela, en consulta con los padres, escoge, para aumentar la capacidad del involucramiento en la escuela para apoyar el aprovechamiento académico de los estudiantes, tales como las siguientes actividades discrecionales mencionadas bajo la sección 1118(e) del ‘ESEA’:

- Involucrando a los padres en el desarrollo de entrenamiento para maestros, directores y otros educadores para mejorar la efectividad del entrenamiento;
- Proveer entrenamiento necesario en literatura para padres del Título 1, fondos de la Parte A, si el distrito escolar ha agotado todos los fondos disponibles razonables para financiar el entrenamiento;
- Pagar gastos razonables y necesarios asociados con actividades para el involucramiento para padres incluyendo transportación y costos para el cuidado de niños para facilitar a los padres a participar en juntas relacionadas con la escuela y sesiones de entrenamiento;
- Entrenar a los padres para mejorar el involucramiento con otros padres, para maximizar el involucramiento de los padres y la participación en la educación de sus hijos, arreglar reuniones escolares a diferentes horas, o conducir conferencias desde el hogar entre maestros u otros educadores los cuales trabajan directamente con estudiantes participantes, con padres los cuales no pueden atender las conferencias en la escuela;
- Adoptar e implementar el enfoque de otras escuelas para mejorar el involucramiento para padres;
- Establecer un Concilio Asesor modelo en todo el distrito (DCAC) para proveer consejo en todos los asuntos relacionados al involucramiento para padres del Título I, programas de la Parte A;
- Desarrollar roles apropiados para organizaciones y negocios basados en la comunidad, incluyendo organizaciones que tengan fe en actividades que involucren a los padres; y
- Proveer otro apoyo razonable para actividades para el involucramiento de los padres bajo la sección 1118 según los padres puedan solicitar.

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PARTE V. ADOPCION

Las Reglas del Involucramiento para Padres de la **Escuela Primaria Willard** han sido desarrolladas en conjunto con, y en acuerdo con, padres de estudiantes participantes en el Programa del Título I, Parte A. Estas reglas fueron adoptadas por **El Consejo Escolar de la Escuela (SSC por su sigla en Inglés) de la Escuela Primaria Willard el 26 de Octubre del 2023** y estarán en efecto por el período de un año. La escuela distribuirá estas Reglas a todos los padres participantes en, o, después del **30 de enero del 2024**. Willard, cuando sea posible, proveerá una copia de estas Guías a los padres en el idioma que los padres puedan comprender.

_____ *Jennifer Rodarte* _____
(Firma Oficial Autorizada)

_____ *10/26/23* _____
(Fecha)