

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Chavez Elementary

School Plan for Student Achievement

2024-2025

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

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

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. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

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

SBAC Overall ELA:

Overall, there was a slight increase in performance, with the percentage of students meeting expectations rising from 31% to 33%. Notably, there has been a shift in the distribution of students across performance bands. The percentage of students in the "Not Met" category decreased, while there was an increase in students who "Nearly Met," "Met," and "Exceeded" expectations.

(Met + Exceeded) by Grade:

3rd Grade: 22-23: 36% --> 23-24: 26% (Note: DI students testing in English)

4th Grade: 22-23: 30% --> 23-24: 36%

5th Grade: 22-23: 29% --> 23-24: 35%

The African American subgroup showed a slight increase, moving from 31% in 22-23 to 32% in 23-24. A key positive takeaway is the shift toward more students meeting or exceeding expectations in SBAC ELA, with the exception of 3rd grade. This trend aligns with the SBAC growth data, which shows that 56% of students made above-target or accelerated growth.

FRSA - Spanish:

Overall performance in FRSA - Spanish decreased from 70% in 22-23 to 63% in 23-24. Here's a breakdown by grade:

Kindergarten: 22-23: 61% --> 23-24: 54%

1st Grade: 22-23: 57% --> 23-24: 61%

2nd Grade: 22-23: 91% --> 23-24: 72%

For the African American subgroup, performance dropped from 65% in 22-23 to 54% in 23-24.

The FRSA data reveals inconsistencies from year to year. A contributing factor may be that, while teachers focused heavily on the daily decoding routine, there was less emphasis on small group instruction and applying phonics skills in context (such as in leveled and complex texts). As a result, students may have missed out on the rigor of daily decoding practices, which impacted their overall performance.

ELA Goals

ELA Goals:

FRSA (K-2nd): By June 2025, students who score at or above grade level on the FRSA (K-2nd) will increase by 10%, from 63% to 73% for all students.

SBAC (3rd-5th): By June 2025, students who score "Met" or "Exceeded" on the SBAC ELA (3rd-5th) will increase by 8%, from 33% to 41% for all students.

ACTION PLAN:

To achieve these goals, Chavez will provide targeted programming for both K-2nd and 3rd-5th grades. The team will implement the following action plan:

1. Standards Analysis: Analyze content standards to ensure rigor and implement a structured literacy model of instruction.
2. Nonfiction Focus: Prioritize instruction on nonfiction standards.
3. Small Group Instruction: Emphasize small group instruction for targeted support.
4. Tier 3 Intervention: Provide targeted intervention support for Tier 3 students.
5. Phonics Instruction (K-2): Focus on phonics instruction in grades K-2, incorporating daily fluency practices with supplemental materials and continuing DDRSGI with leveled texts and/or extended phonics.
6. Quality Core Instruction Cycles: Engage in Quality Core Instruction cycles at least three times a year (e.g., Fall, Winter, and Spring).
7. Collaborative Planning: Conduct grade-level collaborative full-day planning days three times a year.
8. Co-Teaching: Implement co-teaching with site leads to promote collaboration and instructional alignment.
9. Site-Specific PD: Provide site-specific professional development, along with peer observations and walkthroughs.
10. EL Roadmap and "Look Fors": Use the EL Roadmap and district "look fors" as guides to increase rigor and engagement in lessons.

PROGRESS MONITORING:

Chavez will monitor progress towards these goals through the following strategies:

1. Data Review: Regularly review iReady and SBAC data, and implement practices to address student needs as indicated by these outcomes.
2. Subgroup Tracking: Track and analyze reading performance indicators for all student subgroups (e.g., ELs, SWD, Black/AA, etc.).
3. FRSA Monitoring: Continuously monitor FRSA data to address identified student needs.
4. Progress Analysis: Teachers will analyze student progress during school-wide professional development meetings, grade-level planning, and grade-level meetings.
5. Coaching Support: The site literacy lead will continue to provide coaching support to grade levels according to our learning cycles.

Comprehensive Needs Assessment: Mathematics

Math Findings

SBAC Overall Math:
There was a slight increase in overall performance, with the percentage of students meeting expectations rising from 15% to 21%. Notably, there has been a shift in the distribution of students across performance bands. The percentage of students in the "Not Met" category decreased, while there was an increase in students who "Nearly Met," "Met," and "Exceeded" expectations.

(Met + Exceeded) by Grade:
3rd Grade: 22-23: 21% --> 23-24: 30% (Note: DI students testing in English)
4th Grade: 22-23: 18% --> 23-24: 22%
5th Grade: 22-23: 8% --> 23-24: 11%

The African American subgroup showed a notable increase, moving from 8% in 22-23 to 17% in 23-24. A positive takeaway is the shift towards more students meeting or exceeding expectations in SBAC Math across all grade levels. This trend aligns with the SBAC growth data, which shows that 50% of students made above-target or accelerated growth. The Latinx student subgroup is identified within the "Red" performance level group on the CA Dashboard, indicating a need for focused attention. As a result, this subgroup will be closely monitored as Math action plans and initiatives are implemented throughout the school year to ensure targeted support and improvement.

Math Goals

Math Goals:

(3rd - 5th Grade Students) SBAC: By June 2025, students who score at or above grade level on the SBAC Math will increase by 9%, from 21% to 30%.
By June 2025, Latinx students who score at or above on the SBAC Math will increase by 8%.

ACTION PLAN:

Chavez plans to achieve these goals by providing targeted programming for 3rd-5th grades. The team will focus on enhancing mathematical concept development and impact through the following strategies:

1. Unpack Task Rigor: Examine and elevate the rigor of mathematical tasks.
2. Develop Mathematical Understanding: Build conceptual understanding and number sense through Counting Collections and Small Group Instruction (SGI) for students.
3. Release Days for Teachers: Provide dedicated release days for teachers to focus on math instruction.
4. Book Study: Engage in a book study of Principles to Action to guide best practices.
5. 5E Lesson Plan: Implement the 5E instructional model for lesson planning.
6. Instructional Shifts: Make targeted instructional shifts in math practices and clearly define math block instruction.
7. Quality Core Instruction Cycles: Participate in Quality Core Instruction cycles at least three times a year (e.g., Fall, Winter, and Spring).
8. Collaborative Planning: Hold grade-level collaborative full-day planning sessions three times a year.
9. Co-Teaching with Site Leads: Facilitate co-teaching with site leads to ensure instructional alignment and support.
10. Professional Development: Provide site-specific professional development, along with peer observations and walkthroughs.

PROGRESS MONITORING

Chavez will monitor progress toward these goals using the following methods:

1. Data Analysis: Regularly analyze iReady and SBAC data to track student progress.
2. Tier 2 Math Tutoring: Provide targeted Tier 2 math tutoring to support struggling students (including students from all identified subgroups).
3. Unit Assessments: Analyze math unit assessments to gauge student understanding.
4. Subgroup Performance: Analyze the math progress and performance of students in all subgroups (e.g., Latinx, ELs, SWD, Black/AA, etc.) during school-wide professional development, grade-level planning, and meetings.
5. Co-Teaching Support: Site leads will continue to provide co-teaching support to grade levels in alignment with our learning cycles.

Comprehensive Needs Assessment: English Learners

English Learner Findings

SBAC Overall ELA - ELs:

There was a slight increase in the percentage of ELs meeting or exceeding expectations in SBAC ELA, rising from 6% to 14%. However, the growth is not consistent across grade levels:

3rd Grade: 22-23: 0% --> 23-24: 7%
4th Grade: 22-23: 15% --> 23-24: 5%
5th Grade: 22-23: 0% --> 23-24: 29%

While the growth in SBAC ELA for ELs has not been uniform, there is clear progress. In 2019, 0% of ELs met or exceeded expectations, and now 14% are performing at that level. Although this is still below where we aim to be, the trend is moving in the right direction. Additionally, the growth data supports optimism:

-Growth in SBAC ELA: 54% of students showed above-target or accelerated growth.
-Growth in SBAC Math: 57% of students demonstrated above-target or accelerated growth.

EL FRSA - Spanish:

In FRSA - Spanish, the overall performance decreased from 55% in 22-23 to 48% in 23-24. Here's the breakdown by grade:

Kindergarten: 22-23: 53% --> 23-24: 38%
1st Grade: 22-23: 32% --> 23-24: 50%
2nd Grade: 22-23: 87% --> 23-24: 50%

SBAC Overall Math - ELs:

There was a slight increase in the percentage of ELs meeting or exceeding expectations in SBAC Math, rising from 6% to 16%. The growth by grade level is as follows:

3rd Grade: 22-23: 7% --> 23-24: 33%
4th Grade: 22-23: 0% --> 23-24: 0%
5th Grade: 22-23: 29% --> 23-24: 7%

English Learner Goals

EL GOALS:

FRSA (K-2nd Grade): By June 2025, the percentage of English Language Learners (ELs) meeting or exceeding grade level on the FRSA will increase by 10%, from 48% to 58%.

SBAC ELA (3rd-5th Grade): By June 2025, the percentage of ELs meeting or exceeding grade level on the SBAC ELA will increase by 8%, from 14% to 22%.

SBAC Math (3rd-5th Grade): By June 2025, the percentage of ELs meeting or exceeding grade level on the SBAC Math will increase by 9%, from 16% to 25%.

ACTION PLAN:

To achieve these goals, the following action steps will be implemented:

1. K-2 Phonics Focus: Emphasize phonics instruction for K-2 students, and clearly define math block instruction for 3rd-5th grades.
2. Standard Study: Conduct a study of content standards to ensure a standards-based approach to teaching across all areas.
3. Small Group Instruction: Implement small group instruction in both ELA and Math to provide targeted support for ELs.
4. EL Roadmap Study: Teachers will engage in a study of the EL Roadmap to guide best practices.
5. Learning Cycles: Teachers will participate in learning cycles to analyze data specific to ELs.
6. Peer Observations and Walkthroughs: Engage in peer observations and classroom walkthroughs to promote collaborative learning.
7. Integrated and Designated ELD: Define and implement integrated and designated English Language Development (ELD) instruction.
8. Daily Fluency: Provide daily fluency practice with supplemental materials, focusing on building mathematical conceptual understanding and number sense through Counting Collections in Math.
9. DDRSGI: Continue with DDRSGI (Differentiated Daily Reading Small Group Instruction) using leveled text and/or extended phonics skills.
10. ELAC Parent Engagement: Inform ELAC (English Learner Advisory Committee) parents of data and gather feedback on student progress.
11. Parent Conferences: During parent conferences, inform all EL parents of their child's academic and language proficiency levels.

PROGRESS MONITORING:

Progress will be tracked and monitored using the following strategies:

1. FRSA Data: Regular monitoring of FRSA data with a specific focus on ELs.
2. Reading Levels: Track reading levels for ELs to assess growth and proficiency.
3. iREADY Data: Analyze iReady data for both ELA and Math, as well as ELPAC (English Language Proficiency Assessments for California) scores.
4. ELLevation Tools: Use the ELLevation platform tools to monitor progress, differentiate instruction, and track student growth.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

PULSE Survey Data:

Agency: 76% of respondents indicated a favorable response at the end of the year (EOY). For African American (A.A.) students, 68% responded favorably, while 75% of English Learners (ELs) responded favorably EOY.

Belonging: 75% of respondents reported feeling a sense of belonging at the end of the year. Among African American students, 68% felt a sense of belonging, while 77% of English Learners responded favorably.

Identity: 77% of respondents indicated a positive sense of identity at the end of the year. For African American students, 75% responded favorably, and 76% of English Learners expressed a positive response.

Culture/Climate Goals

Culture/Climate Goal:

By June 2025, Black students' sense of belonging, agency, and identity will be equal to or greater than that of non-Black students.

By June 2025, the percent of favorable answers by students in the areas of sense of belonging, agency, and identity will increase by 5% overall.

ACTION PLAN:

To achieve this goal, the following strategies will be implemented:

1. Lessons on Respect and Friendship: Develop and teach lessons that emphasize respect, empathy, and building friendships.
2. Establish School Guidelines for Success: Create and promote clear school-wide guidelines that outline expectations for success and inclusivity.
3. Focus Groups: Conduct focus groups of Black students to understand their perspectives, gather feedback, and inform school improvement efforts.
4. Harmony SEL Practices: Implement Harmony Social-Emotional Learning (SEL) practices daily to foster emotional intelligence, cooperation, and positive relationships among students.
5. Increase Student Agency and Belonging: Strengthen student voice and sense of belonging through student groups such as the Chavez Student Council and other leadership opportunities.

PROGRESS MONITORING:

Progress will be monitored through the following methods:

1. Pulse and CORE Survey Analysis: Analyze Pulse and CORE survey data at least three times a year (e.g., Fall, Winter, and Spring) to track progress in the areas of belonging, agency, and identity.
2. Referral Data: Review student referral data to identify patterns and address any issues related to inclusion or belonging.
3. Site Surveys: Conduct surveys to gather feedback from staff, students, and families to assess the effectiveness of the initiatives.
4. Teacher and Collaborative Planning Meetings: Monitor progress during teacher and grade-level planning meetings, with a specific focus on the performance of identified student subgroups (e.g., African American, English Language Learners, students of two or more races).
6. Learning Cycles: Teachers will engage in learning cycles to analyze data related to the performance and experiences of the student subgroups mentioned above.
7. Counselor Support: The school counselor will provide targeted support to both teachers and students, addressing needs based on identified areas of focus.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness

Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) ACTION PLAN:</p> <ol style="list-style-type: none"> 1. Implement a structured literacy model of instruction 2. Focus on small group instruction 3. Intervention support for Tier 2 students. 4. Focus on phonics instruction K-2 5. Engage in Quality Core Instruction cycles at least three times a year (e.g., Fall, Winter and Spring). 6. Grade-level collaborative full-day planning days three times a year 7. Co-teaching with site leads. 8. Site specific professional development at long with peer-observations and walkthroughs. <p>PROGRESS MONITORING:</p> <ol style="list-style-type: none"> 1. Review iREADY and SBAC data, and implement practices to address student needs as shown through student outcomes. 2. Track and analyze reading performance indicators of students in all subgroup 	Goal Partially or Not Met	<p>Student data demonstrates that there was an increase in the amount of students that met or exceeded on SBAC ELA. However, we did not meet the school goal of overall 5% growth. The goal was 37% but overall we were at 32%.</p> <p>The following are some inferences about the data:</p> <ul style="list-style-type: none"> -Teachers needed more time to learn and understand the cycles of quality core instruction. -Teachers needed more time getting to know the specific needs of students. -Interventions were focused on supporting struggling readers -For FRSA, there was a change in the structure of the literacy block. 	<p>For the 2024-2025 school year we will:</p> <ol style="list-style-type: none"> 1. We will continue to work toward the 5% increase in the amount of students that met or exceeded in ELA. 2. We are implementing district professional development focusing on K-2 on phonics and 3-5 math. 3. Monitor data and growth towards meeting goals at intervals throughout year. 4. Coaching support for all teachers to reinforce implementation of quality core instruction in accordance with district pacing. 5. Use EL Roadmap and district "look fors" as a guide to increase rigor and engagement in lessons.

categories (e.g., ELs, SWD, Black/AA, etc).
3. Monitor FRSA data and address identified student needs.
4. Teachers will analyze student progress during school-wide professional development meetings, grade-level planning, and grade level meetings.
5. The site literacy lead will continue to provide coaching support to grade levels in accordance to our learning cycles. 2) ELA SITE GOALS

SLA/ELA - FRSA measure
By June 2024, FRSA will increase by 5% from 77% to 82% for all students.

iREADY - ELA measure
By June 2024, 85% of our K-2 students will be mid above or early in the domains of PA, P, and HFW.
By June 2024, 55% of our 3-5 students will be mid above or early in vocabulary and comprehension domains in iREADY ELA.
By June 2024, all of our African-American will achieve at least one year's growth on the iReady ELA D3.

	<p>By June 2024, all of our SWD will achieve at least one year's growth on the iReady ELA D3. By June 2024, all of our EL students will achieve at least one years growth in iREADY ELA D3.</p> <p>SBAC - ELA measure By June 2024, SBAC ELA will increase by 5% from 32% to 37% for all students. By June 2024, all African American students will show By June 2024, 36% of all African-American students will achieve Met+Exceeds on the SBAC ELA. By June 2024, 17% all of our SWD will achieve Met/Exceeded on SBAC ELA. By June 2024, 17% of all EL students will achieve Met +Exceeds on the SBAC ELA.</p>			
Math	<p>1) ACTION PLAN: Chavez plans to achieve these goals by providing focused programming for TK-2nd grade and 3rd-5th grades. The team will focus on elevating mathematical concept development and impact as follows: 1. Release days for teachers centered around math 2. Book study of Principles to</p>	Goal Partially or Not Met	<p>Student data demonstrates that there was an increase in the amount of students that met or exceeded in SBAC math from 15 % (met/exceeded) to 33%. Our EL students that met/exceeded on SBAC math went from 9% to 16%, which exceeded our EL Math goal from 2023-2024 by 2%.</p> <p>The following are some inferences</p>	<p>For the 2024-2025 school year we will:</p> <ol style="list-style-type: none"> 1. We will continue to work toward the 5% increase in the amount of students that met or exceeded in SBAC MATH. 2. We are implementing district professional development focusing on K-2 on phonics and 3-5 math. 3. Monitor data and growth towards meeting goals at intervals throughout year. 4. Coaching support for all teachers to reinforce

Action

3. Learn the 5 E lesson plan
4. Make instructional shifts in math practices
5. Engage in Quality Core Instruction cycles at least three times a year (e.g., Fall, Winter and Spring).
6. Grade-level collaborative full-day planning days three times a year
7. Co-teaching with site leads.
8. Site specific professional development at long with peer-observations and walkthroughs.

PROGRESS MONITORING:
Chavez will progress monitor progress towards aforementioned goals by:

1. Analyzing iREADY and SBAC data
2. Providing Tier 2 math tutoring
3. Analyzing math unit assessments
4. Analyzing math progress/performance of students in all subgroup categories (e.g., ELs, SWD, Black/AA etc) during school-wide professional development meetings, grade-level planning, and grade level meetings.
5. Co-teaching support by site

about the data:

- Students and teachers needed to gain understanding of new math expectations and practices.
- Teachers need more time to learn and understand the cycles of quality core instruction.
- Teachers were learning the needs of students in math

implementation of quality core instruction in accordance with district pacing.

leads to grade levels in accordance to our learning cycles. 2) GOALS
All students will increase at least one year worth of academic growth in MATH or at least 5% overall growth of met/exceeded as measured by SBAC MATH. Students performing below grade level will increase more than one year of academic growth to close the gaps between their grade level mastery and overall achievement level as measured by iREADY Math assessment.

SBAC - MATH Measure
By June 2024, 20% of all 3rd-5th graders will achieve Met +Exceeds on the SBAC Math.
By June 2024, 13% of all African-American students will achieve Met+Exceeds on the SBAC Math.
By June 2024, 14% of all EL students will achieve Met +Exceeds on the SBAC Math.
By June 2024, 12% of all SWD students will achieve Met +Exceeds on the SBAC Math.

iREADY - MATH Measure
By June 2024, all K-5th graders will achieve at least one years growth on the iReady Math D3

	<p>By June 2024, all African-American students will achieve at least one year's growth on the iReady Math D3.</p> <p>By June 2024, all EL students will achieve at least one year's growth on the iReady Math D3.</p> <p>By June 2024, all SWD students will achieve at least one year's growth on the iReady Math D3.</p>			
English Learner	<p>1) English Language Learners - GOALS</p> <p>By June 2024, FRSA will increase by 5% from 65% to 70% for English language learners</p> <p>By June 2024, 75% of our EL students will be mid above or early in the domains of PA, P, and HFW</p> <p>By June 2024, 40% of our 3rd-5th grade students will be mid above or early in vocabulary and comprehension in iREADY ELA D3.</p> <p>By June 2024, SBAC ELA EL subgroup will increase by 5% from 12% to 17%.</p> <p>By the fall of 2024, all EL students will show at least one level of growth in each domain of the ELPAC</p> <p>ACTION PLAN:</p> <p>1. K-2 phonics focus</p>	Goal Partially or Not Met	<p>Our EL students that met/exceeded on SBAC math went from 9% to 16%, which exceeded our EL Math goal from 2023-2024 by 2%. Our EL students that met/exceeded on the SBAC ELA slightly grew from 12% to 14%. ELPAC scores shows a greater need in the areas of reading and writing as both section show the highest percentage of EL in the "beginning and somewhat developed" score.</p> <p>The following are some inferences about the data:</p> <ul style="list-style-type: none"> -Students and teachers needed to gain understanding of new math expectations and practices. -Teachers need more time to learn and understand the cycles of quality core instruction (applicable to both ELA and Math). -Teachers were learning the needs 	<p>For the 2024-2025 school year we will:</p> <ol style="list-style-type: none"> 1. We will expect to have a 5% increase in the amount of students that met or exceed in all assessment areas for ELs. 2. Strong focus on math instruction in our professional development. 3. Monitor data and growth towards meeting goals at intervals throughout year. 4. Coaching support for all teachers to reinforce implementation of quality core instruction in accordance with district pacing. 5. EL Road map to focus on instructional strategies that support English language learners. 6. Implementation of English Language Development standards (designated and integrated ELD).

	<p>2. Standards based teaching 3. Small group instruction 4. Study of EL Roadmap 5. Teachers will engage in learning cycles to analyze data pertaining ELs. 6. Peer observations and walkthroughs.</p> <p>PROGRESS MONITORING: 1. FRSA with EL focus 2. Reading levels for EL 3. iREADY data for ELA + Math, as well as ELPAC scores. 4. ELlevation platform tools to monitor progress and differentiate instruction.</p>		<p>of students in math -Teachers needed training and understanding of English Language Development standards and training on designated and integrated ELD.</p>	
Culture/Climate	<p>1) CULTURE/CLIMATE GOALS Our goal is to notice at least a 5% increase in all favorable responses in the area of Belonging by the end of the school year. By June 2024, Black students sense of personal belonging/safety will be equal to or greater than non-Black students. By June 2024, 80% of all 4th-5th grade students will respond favorably to Identity related questions. By June 2024, 73% of all 4th-5th grade students will respond</p>	Goal Partially or Not Met	<p>Student data demonstrates that we met our goal for "sense of belonging" overall. However, we did not meet the goal for sense of belonging and identity for our Black/African-American subgroup.</p> <p>The following are some inferences about the data:</p> <p>-There was a strong focus on respect, and lessons were taught. -Students need school programming and/or experiences to support their understanding of "Identity," "Agency," and "Belonging."</p>	<p>For the 2024-2025 school year we will:</p> <ol style="list-style-type: none"> 1. Continue SEL lessons for students. 2. Adding schoolwide SEL curriculum following district guidelines and expectations. 3. Student focus group to hear their input and implement their feedback. 4. Continue to use PULSE and core survey data to monitor progress. 5. Increase student identity, agency and sense of belonging through student groups such as, Chavez Student Council.

favorably to Belonging related questions.

ACTION PLAN:

1. Lessons on respect and friendship
2. Establish school guidelines for success
3. Focus group of students to understand their perspective and provide feedback to school personnel.
4. Implementation of Harmony SEL daily practices.

PROGRESS MONITORING:

1. Analyzing Pulse and CORE survey data at least three times a year (e.g., Fall, Winter and Spring).
2. Referral Data
3. Site Surveys
4. Progress monitoring will also take place during teacher and collaborative planning meetings and through professional development sessions with a specific focus on identified student subgroups (e.g., African American, English Language Learners, Two-or more races student performance), etc.
5. Teachers will engage in learning cycles to analyze data

pertaining to the aforementioned student sub groups.
 6. The SEL facilitator and school counselor will provide support to teachers and students as needed per identified area.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>The Counselor will coordinate an effective SST process that addresses the social-emotional, academic, and behavioral needs of the students. The counselor will be responsible, but not limited to the following academic interventions: monitor academic performance in math and ELA and ensure students have access to appropriate interventions based on their individual academic needs. The Counselor works with teachers and Principal to prepare and deliver parent workshops to provide parents with resources to help their students academically. In addition to academic interventions the counselor will provide support with behaviors and attendance for all subgroups. Based on CORE Survey results, the Counselor will continue to deliver small group lessons that focus on Safety and Self-management. The Counselor will serve as a liaison to SBMH provider and will provide small group direct instruction to students. Counselor will also be responsible for monitoring school data (behavior and academic) to provide support for student intervention groups inside and outside the classroom. Furthermore, counselor will assist in analysis of learning problems for at-risk students and will help the teacher, child, and parent develop a course of action. Counselor will provide individual or group counseling sessions for targeted students related to problems interfering with academic, behavioral or social/emotional growth. (IN 1)</p>	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
<p>Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 2)</p>	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Full day substitutes and hourly pay for teachers to collaborate, plan, observe, and receive training that support both academic and social emotional school goals. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Additional hourly for teacher planning, collaboration, implementation of instructional expectations to help meet school goals. In addition, teachers need to develop and design a dual immersion program. These opportunities would occur before or after school and/or summer. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Purchase materials to support parent involvement at Chavez. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Provide principal with miscellaneous funds to cover the operational expenses and extra added cost of supplies needed to accelerate learning. All expenses would be reported to school site council and would support academic achievement, student safety, or improvement of school climate. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Playground Partners offers students the ability to participate in any playground games such as obstacles courses, team sports, and fitness related activities. They create an emotionally safe outdoor play environment for all students. They also encourage character development through team building and skills development. (SM 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Accountability Measure 1: Increase Achievement

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. 	<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</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>

<ul style="list-style-type: none"> • 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. • 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>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>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>i-Ready Personalized Learning</p> <p>ELlevation</p> <p>iReady</p>
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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>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</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>

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 • ST Math Puzzle Talks 	<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>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

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
CORE Survey data Culture-Climate Survey (Student-Staff) 100	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec \$42,592 Hourly - Recreation Aide (4) for 540 hours annually - LCFF Rec 100%	08/12/2024 - 06/27/2025 Daily	Principal	CORE Survey results Culture-Climate Survey (Student-Staff) 100
Students need a safe and engaging outdoor environment Culture-Climate Survey (Student-Staff) 50, SEL Survey 50	Playground Partners offers students the ability to participate in any playground games such as obstacles courses, team sports, and fitness related activities. They create an emotionally safe outdoor play environment for all students. They also encourage character development through team building and skills development.	All Students	LCFF \$3,000 Services - LCFF 100%	08/13/2024 - 06/20/2025 Weekly	Principal	Principal Culture-Climate Survey (Student-Staff) 50, SEL Survey 50

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
In coming kindergartners and their families are provided multiple opportunities to learn more about our dual immersion program. In January information packets are sent to all nearby and dual language preschools to inform them of our program. In February, we invite families to an information night to learn more about our school and meet teachers. In March, we offer parents a tour of the classrooms where they can see learning in action. In the summer, attending students and their families are invited to kinder orientation to meet their teacher, see their classrooms, and begin to make friends.	In late January, all families of 5th grade students are invited to a "Transition Meeting" hosted by the Counselor. She explains the process for completing required paperwork and provides a brief overview of the programs available in the District. Families and students are invited to attend middle school information nights. Parents then select their school of choice on ParentVUE and are notified of their child's placement towards the end of the year. For English Learners (ELs) who do not reclassify by 5th grade, additional transition support will be provided through a collaborative meeting between Chavez' program facilitator, parents, and a middle school representative. This meeting will ensure that families are informed about the reclassification process at the middle school level and know the appropriate points of contact for ongoing support and follow-up once students transition to Middle School.	N/A.

Accountability Measure 2: 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					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Lessons and resources need to be created for the use of professional development for the implementation of CCSS. SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 40	Full day substitutes and hourly pay for teachers to collaborate, plan, observe, and receive training that support both academic and social emotional school goals.	Title 1 \$15,154 Substitute teacher full day (14) for 4 days - Title 1 100%	08/13/2024 - 06/20/2025 Monthly	Classroom Teachers IIC Literacy Teacher Principal	ILT Grade Level Agendas Classroom Observations Data

Describe Teacher Involvement
The Instructional Leadership Team meets periodically and is comprised of members who represent each grade level. In addition, we have the following committees at Chavez to support all aspects of school goals: elected teacher to represent in the School Site Council (SSC), Reward and Recognition focuses on recognizing and rewarding both students and staff in attaining goals and creating an environment that is celebratory. Our Dual Immersion committee focuses on the development of our Chavez Dual Immersion program. These committees meet as needed to accomplish school goals. Grade level meetings occur monthly with a focus on monitoring student progress and curriculum development. All teachers collaborate with Principal, Counselor, and School Psychologist through SST and IEP process to create plans for struggling and high achieving students.

Accountability Measure 4: Parent & 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)	55775
Title I Parent and Family Involvement (3008)	2532

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; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	34860

* 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:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

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

Administrative Share & Reservations Title I Program Administration

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

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

Research/TISB 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.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services

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.

Youth Orchestra

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

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

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.

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.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Brenda Ocampo	12-31-1969
Staff	Classroom Teacher	Yolanda Gonzalez	06-13-2026
Staff	Classroom Teacher	Katelynn Wells	06-13-2026
Staff	Classroom Teacher	Suzy Perez	06-13-2026
Staff	Other School Personnel	Kelly Sommer	06-13-2026
Community	Parent/Community Member	████████ Child	06-14-2025
Community	Parent/Community Member	████████ Santos	06-14-2025
Community	Parent/Community Member	████████ Arnieri	06-13-2026
Community	Parent/Community Member	████████ Hernandez	06-13-2026
Community	Parent/Community Member	████████ Martinez	06-13-2026

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)	█████ Palacios
DELAC Representative	Parent of EL Student (required)	██████████ Hernandez
Principal or Designee	Staff Member (required)	Daisy Garcia
Secretary	Parent of EL Student (required)	█████ Armenta

Name	Representing
█████ Rios	Parent of EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/15/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<ul style="list-style-type: none"> -Newcomer student support. -Tutoring for students in areas specific to ELPAC preparation. -ELA and Writing workshops for parents and students regarding best practices/strategies (including ELPAC test prep workshop) -Small group instruction for English Development during instructional day. -Plan for students exiting elementary school (4-5th graders) in preparation for Middle School (Ex: what can parents/students do if they do not reclassify by 5th grade). -No new attendance recommendation. Keep current processes/activities to improve attendance.

<p>4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):</p>	<p>SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades RFEP Student Grades CELDT/ELPAC Results Reclassification Data Language Census Data EL Attendance Rates Other: Socio-emotional data as reported through CORE and PULSE surveys.</p>
<p>5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations</p>	<p>10/28/2024</p>
<p>6. What was SSC's response to ELAC recommendations?</p>	<p>On 10/28/24 SSC received ELAC recommendation. SSC stated that the members will continue to review ELAC recommendations as they discuss data and/or throughout the SPSA approval process.</p> <p>On 11/19/24 SSC members revisited ELAC recommendations. SSC accepted recommendations, stated that many have been implemented or are in progress. ELAC Recommendation #5 will be added to the SPSA section under program transition (5th grade to MS transition section). For English Learners (ELs) who do not reclassify by 5th grade, additional transition support will be provided through a collaborative meeting between Chavez' program facilitator, parents, and a middle school representative. This meeting will ensure that families are informed about the reclassification process at the middle school level and know the appropriate points of contact for ongoing support and follow-up once students transition to Middle School.</p>

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): 10/28/2024
2. The SSC approved the **Home-School Compact** on 10/28/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/28/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/24/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/19/2024
6. The SPSA was approved at the following SSC Meeting: 11/19/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

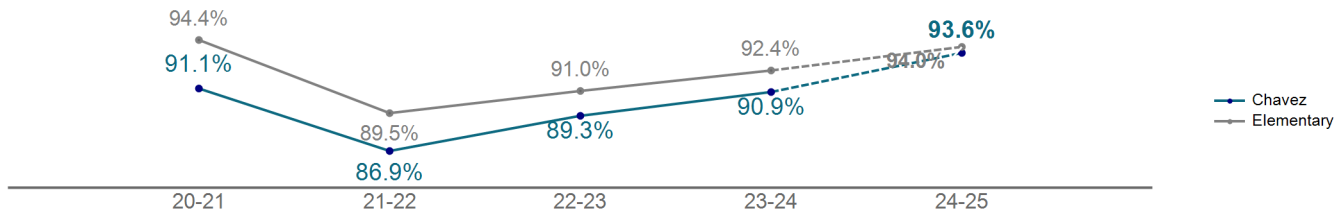
Printed Name: _____ Date: _____

ELAC Chair: _____

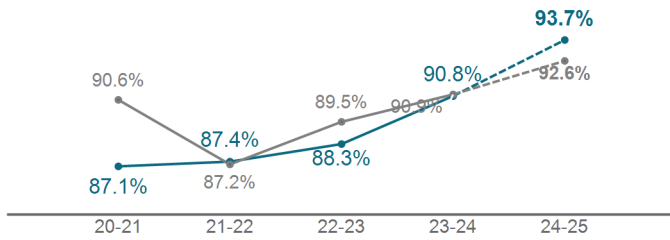
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Attendance Rate

Chavez
All Students
N = 326



African American
N = 47



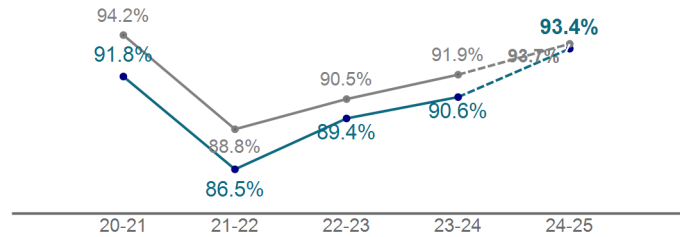
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

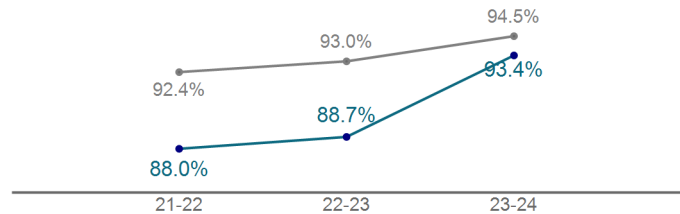
Hispanic
N = 240



Pacific Islander

Subgroup with fewer than 20 students.

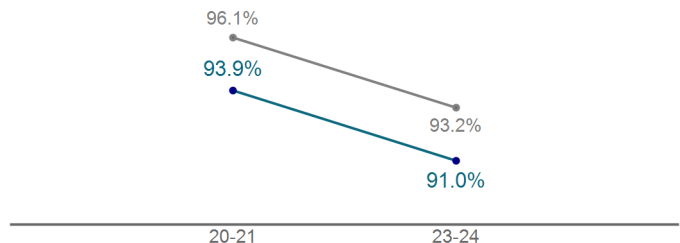
White



Native American

Subgroup with fewer than 20 students.

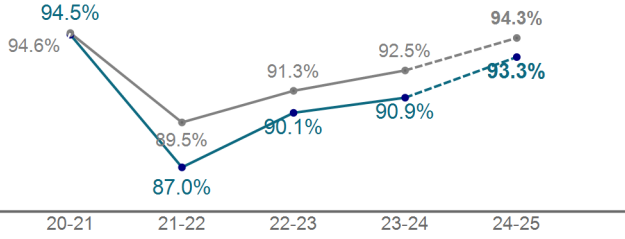
Other



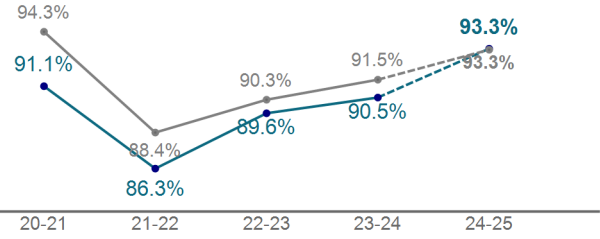
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Attendance Rate

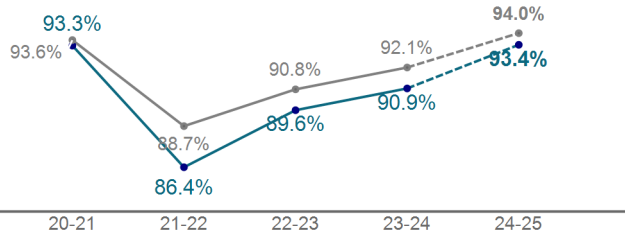
EL + RFEP
N = 98



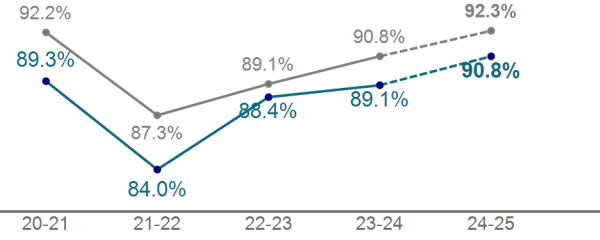
Low SES
N = 243



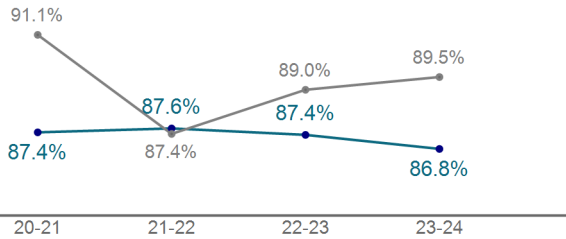
English Learner
N = 93



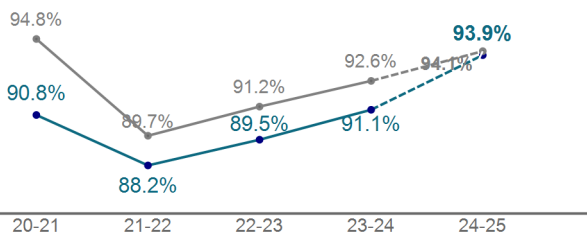
Special Education
N = 72



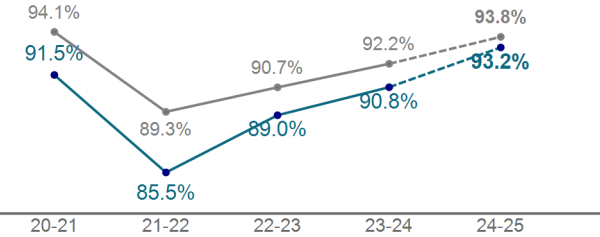
Homeless or Foster Youth



Female
N = 166



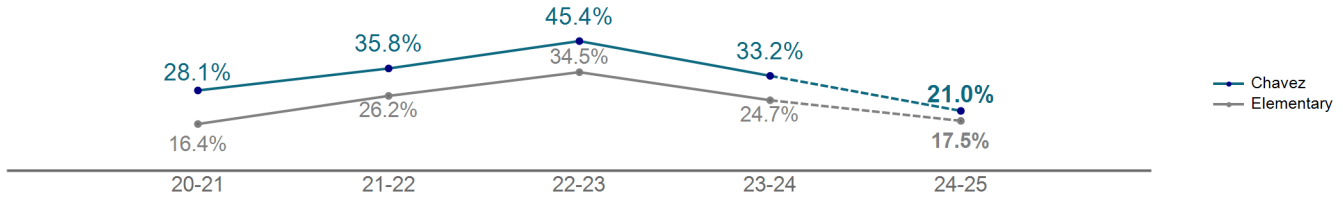
Male
N = 160



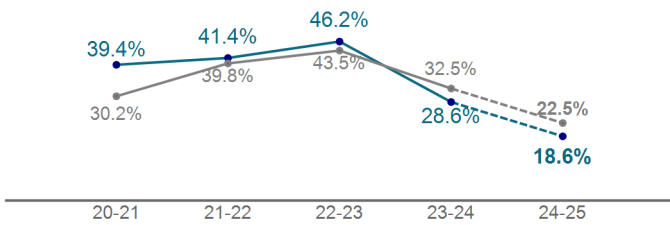
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Chavez
All Students
N = 310



African American
N = 43



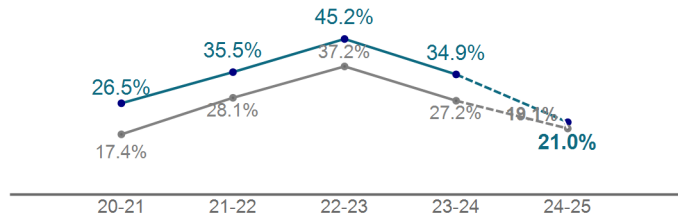
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

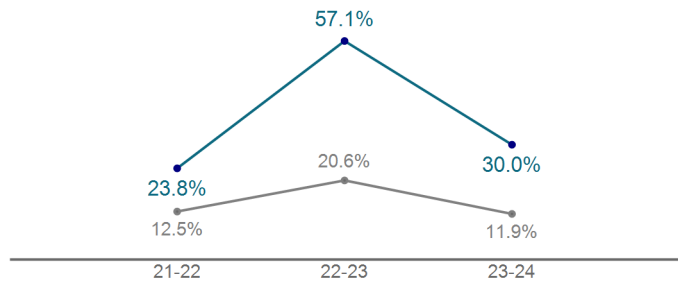
Hispanic
N = 229



Pacific Islander

Subgroup with fewer than 20 students.

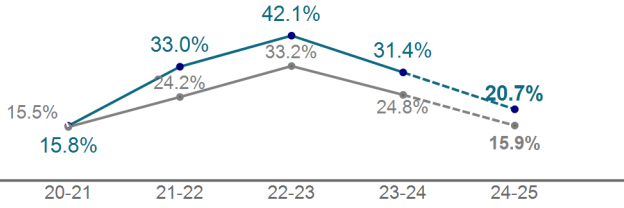
White



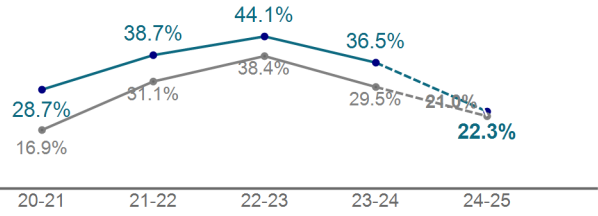
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

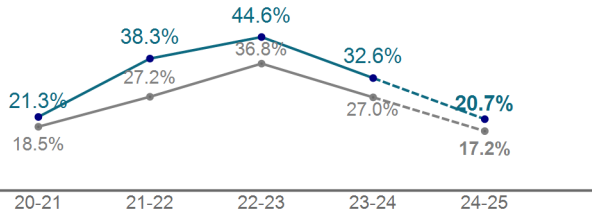
EL + RFEP
N = 92



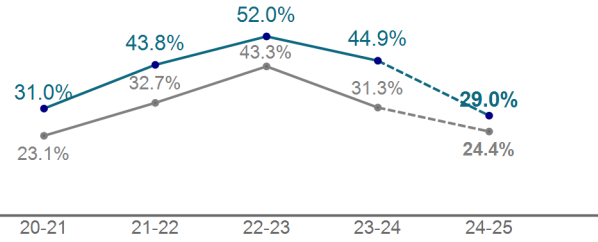
Low SES
N = 233



English Learner
N = 87



Special Education
N = 69



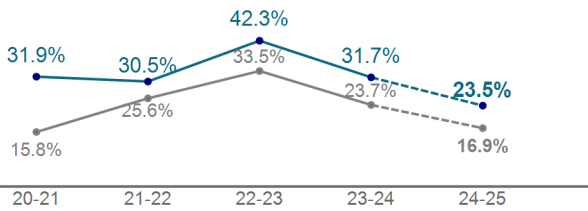
Homeless or Foster Youth

Subgroup with fewer than 20 students.

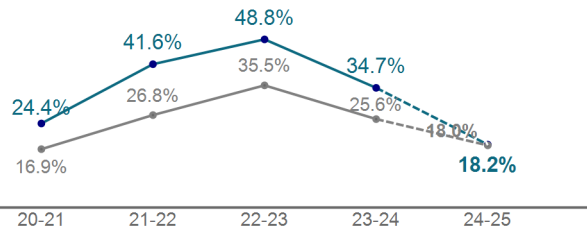
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 162



Male
N = 148



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

SBAC ELA 2024 :: School Data by Subgroup

Chavez

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	141	67%	46	21	20	13	33%	↑1		↑5	
	All Elementary	51%	31	20	23	26	49%	↑1		↑4	
	District	51%	29	22	27	23	49%	↑1		↑2	
Grade	Gr. 03	46	74%	46	28	17	9	26%	↓9		-
		All Elementary	53%	30	23	20	27	47%	↑-		-
		District	52%	30	23	20	28	48%	↑-		-
	Gr. 04	49	63%	47	16	14	22	37%	↑7		↑2
		All Elementary	52%	33	19	21	27	48%	↑3		↑2
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	46	65%	46	20	28	7	35%	↑5		↑7
		All Elementary	49%	30	20	27	24	51%	↓1		↑6
		District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	Hispanic	100	69%	42	27	22	9	31%	↑5		↑10
		All Elementary	58%	36	23	23	19	42%	↑1		↑5
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	19*	68%	63	5	11	21	32%	↑1		-
		All Elementary	67%	46	21	19	14	33%	↓-		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	White	10*	40%	30	10	30	30	60%	↓11		-
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
	Other	7*	86%	86		14		14%	↓43		-
		All Elementary	32%	18	13	22	46	68%	↓2		↑1
		District	32%	16	15	28	41	68%	↑1		↑-

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

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

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

SBAC ELA 2024 :: School Data by Subgroup

Chavez

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Filipino	3*	67%	33	33	33	33%	↓67		-	
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
	Asian	2*	50%	50		50		50%	↓25		-
		All Elementary	35%	17	18	23	42	65%	↑3		↑6
		District	32%	15	18	29	38	68%	↑2		↑4
	Cambodian	2*	50%	50		50		50%	↑17		-
		All Elementary	39%	19	20	24	37	61%	↑1		↑5
		District	37%	18	20	30	33	63%	↑2		↑3
Gender	Female	68	59%	37	22	28	13	41%	↑6		↑2
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	73	75%	55	21	12	12	25%	↓2		↑7
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	All Elementary*	100%	100				0%	↓50		-
		District	46%	24	22	34	20	54%	↓6		↑3
	Special Populations	EL + RFEP	41	76%	44	32	20	5	24%	↓4	
All Elementary			67%	44	23	20	13	33%	↑-		↑5
District			63%	38	25	25	12	37%	↑1		↑3
ELL		36	86%	50	36	14		14%	↑2		-
		All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
RFEP		5*	0%			60	40	100%	-		-

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

SBAC ELA 2024 :: School Data by Subgroup

Chavez

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	RFEP	All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	2*	100%	100				0%	↓50		-
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	12*	8%	8	8		83	92%	↓8		-
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	3*	100%	67	33			0%	↓13		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	5*	100%	80	20			0%	↓18		-
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	121	68%	45	22	21	12	32%	↓-		↑6
		All Elementary	61%	38	23	22	18	39%	↓1		↑4
	District	60%	35	25	25	15	40%	↓1		↑2	
Special Ed.	40	93%	83	10	5	3	8%	↓4		↑4	
	All Elementary	82%	64	17	11	8	18%	↓-		↑3	
	District	83%	64	19	11	6	17%	↑-		↑2	
Spec Ed. Speech/RSP	15*	87%	67	20	7	7	13%	↓13		-	
	All Elementary	77%	58	20	13	10	23%	↓-		↑4	
	District	79%	57	22	14	7	21%	↑-		↑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.
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SBAC Math 2024 :: School Data by Subgroup

Chavez

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	142	79%	48	31	15	6	21%	↑6		↓1	
	All Elementary	56%	30	26	23	21	44%	↑4		↓1	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 03	46	70%	35	35	26	4	30%	↑10		-
	All Elementary	51%	28	24	27	22	49%	↑3		-	
	District	51%	27	23	27	23	49%	↑2		-	
	Gr. 04	49	78%	49	29	12	10	22%	↑5		↑2
	All Elementary	55%	26	29	25	20	45%	↑5		↓-	
	District	54%	25	29	25	21	46%	↑5		↓1	
Gr. 05	47	89%	60	30	9	2	11%	↑2		↓4	
	All Elementary	62%	37	26	18	20	38%	↑3		↓2	
	District	62%	36	26	18	20	38%	↑3		↓3	
Ethnicity	Hispanic	101	80%	48	33	16	4	20%	↑5		↓5
	All Elementary	63%	34	29	22	14	37%	↑3		↓2	
	District	71%	43	27	18	12	29%	↑2		↓2	
	African American	18*	83%	44	39	11	6	17%	↑8		-
	All Elementary	73%	45	29	17	9	27%	↑3		↓1	
	District	80%	55	25	13	7	20%	↑2		↓2	
	White	11*	55%	45	9	27	18	45%	↑17		-
	All Elementary	27%	10	17	28	44	73%	↑4		↓3	
	District	38%	17	21	25	37	62%	↓-		↓4	
Other	7*	86%	71	14	14	14%	14%	↓14		-	
All Elementary	37%	18	19	25	38	63%	↑2		↓2		
District	43%	22	21	23	34	57%	↑2		↓2		

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

Chavez

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	Filipino	3*	67%	33	33	33	33%	↓67		-	
		All Elementary	30%	12	18	33	37	70%	↑4		↑4
		District	38%	18	20	27	35	62%	↑6		↑4
	Asian	2*	100%	50	50		0%	↓25		-	
		All Elementary	38%	16	22	24	38	62%	↑7		↑4
		District	45%	24	22	21	33	55%	↑3		↓2
Cambodian	2*	100%	50	50		0%	↓33		-		
	All Elementary	43%	19	25	25	32	57%	↑7		↑4	
	District	50%	26	24	23	28	50%	↑5		↓2	
Gender	Female	69	81%	41	41	14	4	19%	↑7		↓4
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	73	77%	55	22	16	7	23%	↑4		↑2
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
Nonbinary	All Elementary*	100%	100				0%	↓25		-	
	District	76%	40	36	14	10	24%	↓14		↑3	
Special Populations	EL + RFEP	43	77%	44	33	19	5	23%	↑7		↓5
		All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	38	84%	50	34	16		16%	↑7		↓5
		All Elementary	81%	52	30	14	5	19%	↑2		↑2
		District	89%	65	23	9	3	11%	↑1		↑1
RFEP	5*	20%	20	40	40	80%	↑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.
 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Math 2024 :: School Data by Subgroup

Chavez

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	32%	8	24	35	33	68%	↑11		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	2*	100%	50	50			0%	-		-
		All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	12*	17%	17	33	50		83%	-		-
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	3*	100%	67	33			0%	↓20		-
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	5*	100%	60	40			0%	↓18		-
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	123	80%	50	30	15	6	20%	↑5		↓1
		All Elementary	65%	36	29	21	13	35%	↑2		↓1
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	40	95%	85	10	3	3	5%	↓2		-
All Elementary		80%	58	22	12	9	20%	↑2		↑-	
	District	86%	70	17	8	6	14%	↑1		↓-	
Spec Ed. Speech/RSP	16*	88%	69	19	6	6	13%	↓3		-	
	All Elementary	76%	51	25	13	11	24%	↑2		↓-	
	District	83%	63	20	10	7	17%	↑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 2024 :: School Data by Subgroup

Chavez

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	47	94%	34	60	6	6%	↓9		-	
	All Elementary	70%	17	53	20	10	30%	↓-		
	District	73%	17	57	19	7	27%	↑1		
Grade	Gr. 05	94%	34	60	6	6%	↓9		-	
	All Elementary	70%	17	53	20	10	30%	↓-		
	District	69%	17	52	21	10	31%	↑1		
Ethnicity	Hispanic	34	94%	29	65	6	6%	↓5		-
		All Elementary	77%	19	58	17	6	23%	↓1	
		District	80%	20	60	16	4	20%	↑1	
	African American	5*	100%	40	60		0%	↓25		-
		All Elementary	81%	26	55	16	3	19%	↓-	
		District	86%	24	62	12	2	14%	↑1	
	Other	4*	75%	50	25	25	25%	↑25		-
		All Elementary	50%	10	41	30	20	50%	↑1	
		District	56%	10	46	28	16	44%	↑1	
	White	4*	100%	50	50		0%	-		-
		All Elementary	41%	5	36	32	26	59%	↑-	
		District	50%	6	44	30	19	50%	↑1	
Gender	Female	28	93%	18	75	7	7%	↓15		-
		All Elementary	70%	16	55	20	10	30%	↑1	
		District	73%	15	58	20	7	27%	↑1	
	Male	19*	95%	58	37	5	5%	↑2		-
		All Elementary	70%	18	52	20	11	30%	↓1	
		District	73%	18	55	19	8	27%	↑-	

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 2024 :: School Data by Subgroup

Chavez

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
Gender	Nonbinary	District	61%	9	52	26	13	39%	↑7		-	
Special Populations	EL + RFEP	16*	94%	38	56	6		6%	↑6		-	
		All Elementary	84%	25	58	12	4		16%	↓2		-
		District	84%	22	62	13	3		16%	↓-		-
	ELL	15*	100%	40	60				0%	-		-
		All Elementary	97%	35	62	3			3%	↑-		-
		District	98%	40	58	2			2%	↑-		-
	RFEP	1*			0%			100	100%	↑100		-
		All Elementary	55%	3	51	32	13		45%	↑7		-
		District	76%	12	64	20	5		24%	↓-		-
	Foster	1*	100%	100					0%	-		-
		All Elementary	84%	39	45	13	3		16%	↓3		-
		District	89%	32	57	8	2		11%	↓1		-
	GATE/Excel	1*			0%			100	100%	↑33		-
		All Elementary			21%	20	40	39	79%	↑11		-
		District			35%	3	33	39	25	65%	↑8	
	Homeless	2*	100%	100					0%	↓14		-
All Elementary		85%	30	56	13	2		15%	↓2		-	
District		86%	28	59	12	1		14%	↑-		-	
Homeless/Foster	3*	100%	100					0%	↓14		-	
	All Elementary	85%	30	54	13	2		15%	↓2		-	
	District	87%	28	59	12	1		13%	↓-		-	
Low SES	44	95%	34	61	5			5%	↓11		-	
	All Elementary	79%	20	58	16	6		21%	↓2		-	

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SBAC Science 2024 :: School Data by Subgroup

Chavez

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	Low SES	District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	15*	100%	73	27			0%	↓6		-
		All Elementary	89%	44	45	8	3	11%	↓-		-
		District	92%	41	51	6	2	8%	↑1		-
	Spec Ed. Speech/RSP	6*	100%	50	50			0%	↓10		-
		All Elementary	86%	35	51	10	4	14%	↓-		-
		District	89%	34	55	8	3	11%	↑1		-

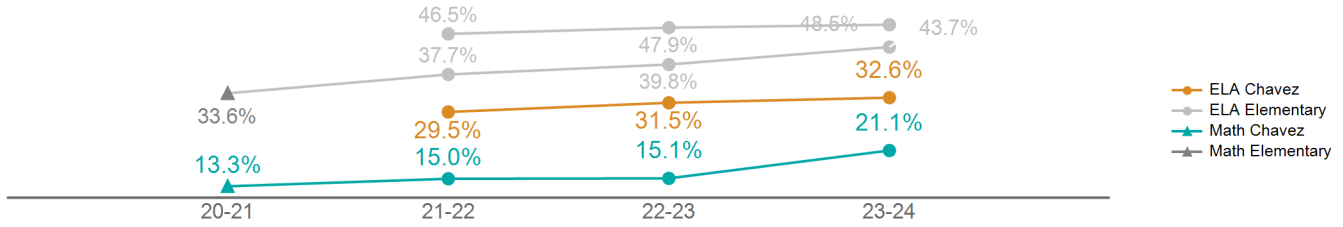
The percentages in each Claim may not equal 100% due to rounding.

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

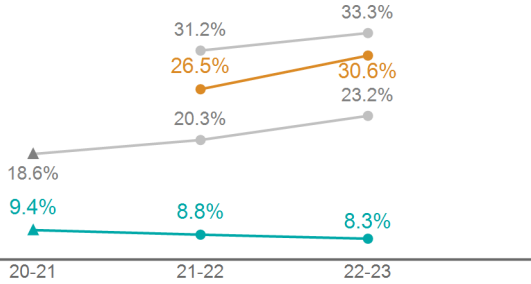
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

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

**Chavez
All Students
N = 142**



African American



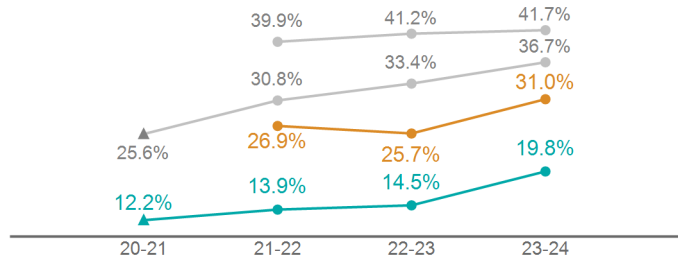
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

**Hispanic
N = 101**



Pacific Islander

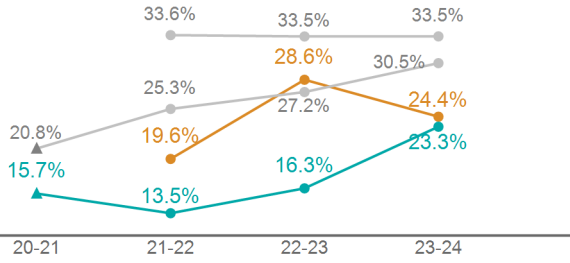
Subgroup with fewer than 20 students.

White

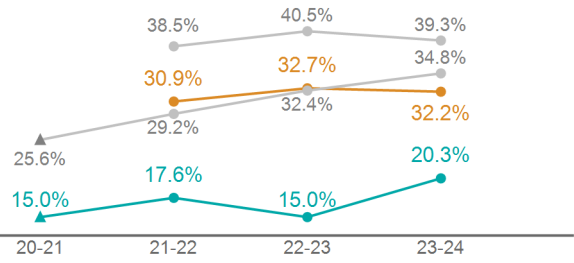
Subgroup with fewer than 20 students.

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

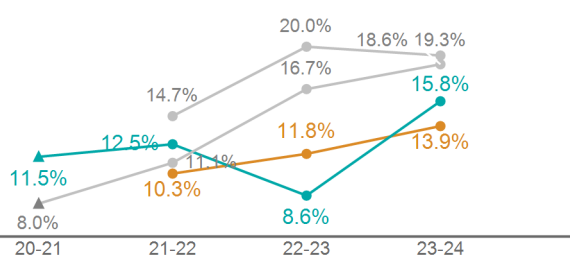
EL + RFEP
N = 43



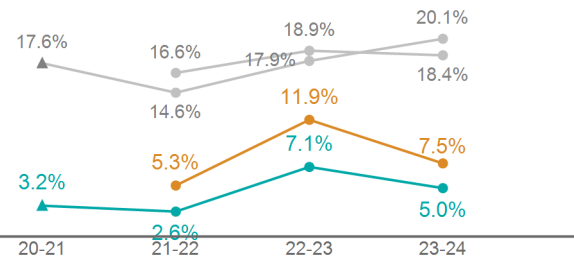
Low SES
N = 123



English Learner
N = 38



Special Education
N = 40



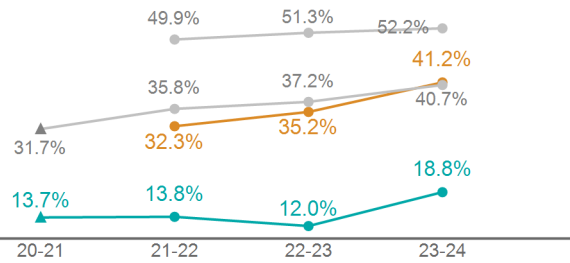
Homeless

Subgroup with fewer than 20 students.

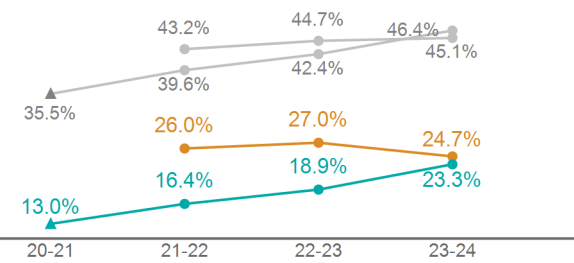
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 69



Male
N = 73



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 2023-2024 :: School Comparison by Subgroup

11/25/24

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	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑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 2023-2024 :: School Comparison by Subgroup

11/25/24

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	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓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 2023-2024 :: School Comparison by Subgroup

11/25/24

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	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑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 2023-2024 :: School Comparison by Subgroup

11/25/24

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	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓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 Science 2023-2024 :: School Comparison by Subgroup

11/25/24

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	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

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 2023-2024 :: School Comparison by Subgroup

11/25/24

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	63	87%	32	56	10	3	13%	↓1	-
Kettering	42	48%	48	40	12	52%	↓7	-	
King	96	85%	18	68	10	4	15%	↓9	-
Lafayette	130	85%	26	59	12	2	15%	↑4	-
Lincoln	141	79%	17	62	18	3	21%	↑-	-
Longfellow	165	50%	6	44	25	25	50%	↑7	-
Los Cerritos	88	56%	6	50	32	13	44%	↓11	-
Lowell	85	39%	12	27	38	24	61%	↑12	-
Macarthur	44	64%	9	55	30	7	36%	↓2	-
Madison	61	61%	8	52	23	16	39%	↓5	-
Mann	49	78%	39	39	22	22%	↑2	-	
McKinley	85	78%	13	65	18	5	22%	↓2	-
Naples	42	36%	2	33	26	38	64%	↓1	-
Oropeza	95	74%	16	58	22	4	26%	↑15	-
Prisk	89	30%	2	28	25	45	70%	↓2	-
Riley	48	65%	8	56	23	13	35%	↑7	-
Roosevelt	170	89%	28	61	7	4	11%	↓6	-
Signal Hill	104	62%	14	47	23	15	38%	↑10	-
Smith	125	82%	25	57	16	2	18%	↓8	-
Stevenson	94	84%	24	60	12	4	16%	↓6	-
Twain	75	77%	25	52	15	8	23%	↓17	-
Webster	61	84%	20	64	13	3	16%	↓7	-
Whittier	107	88%	31	57	7	6	12%	↓4	-
Willard	89	80%	15	65	16	4	20%	↑7	-

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/25/24

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	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑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 2023-2024 :: School Comparison by Subgroup

11/25/24

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 Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	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.

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/25/24

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 Middle	4,011	75%	18	57	19	6	25%	↑3		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		10%	↑1		-

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

11/25/24

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	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

11/25/24

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 K-8	3,691	58%	33	25	20	22	42%	↑-	↓3
Avalon	227	87%	57	30	10	3	13%	↓7	↓12
Cubberley	647	45%	24	21	22	33	55%	↑-	↓4
Muir	654	66%	36	30	20	14	34%	↑-	↓1
Newcomb	549	30%	10	20	27	43	70%	↓4	↓5
Powell	549	74%	49	26	16	10	26%	↑4	↑-
Robinson	532	81%	52	29	14	5	19%	↓2	↓2
Tincher	530	39%	15	24	25	36	61%	↓-	↓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 Science 2023-2024 :: School Comparison by Subgroup

11/25/24

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 K-8	1,285	68%	17	51	22	10	32%	↑2	-
Avalon	114	89%	27	62	10		11%	↓4	-
Cubberley	218	52%	10	43	28	20	48%	↑3	-
Muir	238	78%	17	61	17	5	22%	↑3	-
Newcomb	177	34%	2	32	40	26	66%	↓5	-
Powell	183	84%	33	51	14	2	16%	↑5	-
Robinson	182	87%	24	64	10	2	13%	↓1	-
Tincher	173	56%	10	46	32	12	44%	↑8	-

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 2023-2024 :: School Comparison by Subgroup

11/25/24

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	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2	15	82	98%	98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8	8%	8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6	28	66	94%	94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓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 2023-2024 :: School Comparison by Subgroup

11/25/24

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	4,629	76%	55	22	14	10	24%	↓2		↓11
Browning	46	87%	76	11	13		13%	↑11		↓10
Cabrillo	334	91%	76	15	8		9%	↑1		↓5
CAMS	170	6%		15	18	76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2
Jordan	495	92%	75	17	6	2	8%	↑1		↓10
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12
McBride	178	55%	26	29	26	19	45%	↑10		↓8
Millikan	788	68%	41	27	21	11	32%	↓3		↓13
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10
Reid	37	100%	92	8			0%	-		↓5
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20
Sato	123	29%	9	20	33	38	71%	↓6		↓8
Wilson	753	84%	61	23	12	4	16%	↓9		↓15

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 2023-2024 :: School Comparison by Subgroup

11/25/24

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	4,561	76%	15	61	19	5	24%	↓1		-	
Browning	64	94%	27	67	6		6%	↓2		-	
Cabrillo	383	92%	24	69	8		8%	↓5		-	
CAMS	162			16%	15	53	31	84%	↑5		-
EPHS	144	92%	24	68	8		8%	↑4		-	
Jordan	413	93%	22	72	6		7%	↓3		-	
Lakewood	596	85%	17	68	14	1	15%	↓-		-	
McBride	155	72%	13	59	24	4	28%	↓3		-	
Millikan	755	67%	9	58	27	6	33%	↑5		-	
Polytechnic	873	73%	14	59	19	7	27%	↓3		-	
Reid	90	97%	42	54	3		3%	↑2		-	
Renaissance	73	88%	12	75	11	1	12%	↓2		-	
Sato	96	55%	4	51	32	13	45%	↓35		-	
Wilson	757	75%	13	62	21	5	25%	↑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 ELA 2023-2024 :: School Comparison by Subgroup

11/25/24

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	33%	33	33	33	67%	↑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 2023-2024 :: School Comparison by Subgroup

11/25/24

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 ELA 2023-2024 :: School Comparison by Subgroup

11/25/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
District	31,977	51%	29	22	27	23	49%	↑1	↑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 2023-2024 :: School Comparison by Subgroup

11/25/24

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			
District	32,113	64%	38	25	19	17	36%	↑2	↓2

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

11/25/24

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	13,994	73%	17	57	19	7	27%	↑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.

Chavez

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2022-2023	YR	All	All	2	
		Grade	Gr. 05	2	
		Ethnicity	Hispanic	2	
		Gender	Male	2	
		LowSES	Low SES	2	

Chavez

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2021-2022	YR	All	All	4	
		Grade	Gr. 01	1	
			Gr. 04	3	
		Ethnicity	African American	2	
			Hispanic	1	
			White	1	
		Gender	Male	4	
		Foster	Foster	1	
		LowSES	Low SES	3	
		SPED	Special Ed.	3	
SPED-Speech/RSP	Spec Ed. Speech/RSP	2			

Chavez

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2019-2020	YR	All	All	10	3
		Grade	Gr. 02	5	3
			Gr. 04	3	
			Gr. 05	2	
		Ethnicity	African American	6	1
			Hispanic	4	2
		Gender	Female		2
			Male	10	1
		Fluency	EL + RFEP	1	1
			ELL	1	1
		Homeless	Homeless	1	
		LowSES	Low SES	9	2
		SPED	Special Ed.	5	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	

Chavez

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2018-2019	YR	All	All	56	193
		Grade	Gr. 01	20	69
			Gr. 02	14	47
			Gr. 03	9	50
			Gr. 04		6
			Gr. 05	13	14
			Gr. K		7
			Ethnicity	African American	29
		Hispanic		13	53
		Other		8	43
		White		6	21
		Gender	Female	9	20
			Male	47	173
		Fluency	EL + RFEP	5	15
			ELL	2	9
			RFEP	3	6
		Foster	Foster		4
		GATE/Excel	GATE/Excel	1	2
		Homeless	Homeless	10	29
		LowSES	Low SES	43	148
		SPED	Special Ed.	22	75
		SPED-Speech/RSP	Spec Ed. Speech/RSP	18	48

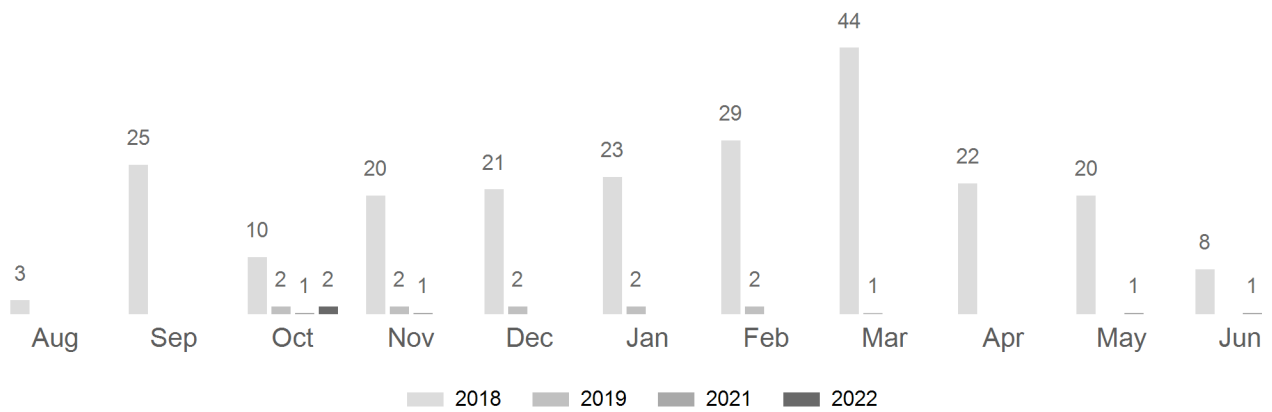
Chavez

23-24

By for 23-24

No Data Available

By Month- 5-year comparison



	18-19	19-20	21-22	22-23
Aug	3			
Sep	25			
Oct	10	2	1	2
Nov	20	2	1	
Dec	21	2		
Jan	23	2		
Feb	29	2		
Mar	44	1		
Apr	22			
May	20			1
Jun	8			1

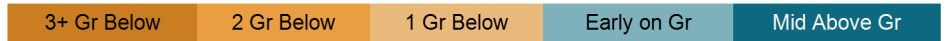


i-Ready Math Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	53	42	55	2		
			2	49	29	63	4	4	
			3	47	19	68	4	9	
	Teacher	Fragoso, A	1	2	100				
			2	3	100				
			3	2	50	50			
		Perez, H	1	22	50	45	5		
			2	21	29	67	5		
			3	20	15	70	5	10	
		Sapiens Loera, J	1	25	32	64	4		
			2	24	21	67	8	4	
			3	25	20	68	4	8	
	Ethnicity	African American	1	7	57	43			
			2	7	57	29	14		
			3	7	29	71			
		Hispanic	1	42	38	57	2		
			2	40	23	70	5	3	
			3	37	16	68	5	11	
		White	1	2	100				
			3	1	100				
		Other	1	2	100				
			2	2	50	50			
			3	2	50	50			
		Gender	Female	1	29	41	59		
	2			25	36	64			
	3			24	29	67	4		
	Male		1	24	42	50	4	4	
2			24	21	63	8	8		
3			23	9	70	9	13		
Special Populations	Low SES	1	44	43	55	2			
		2	39	26	67	3	5		
		3	36	22	67	6	6		

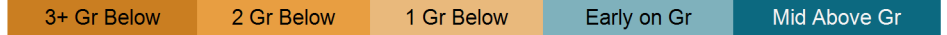


i-Ready Math Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	ELL	1	16	44	50	6		
			2	15	20	67	7	7	
			3	13	31	46	15	8	
		RFEP	1	1	100				
			2	1				100	
			3	1				100	
		EL + RFEP	1	17	41	53	6		
			2	16	19	63	13	6	
			3	14	29	43	14	14	
		Special Ed.	1	8	63	38			
			2	9	44	33	11	11	
			3	8	38	50	13		
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	33	33		33	
			3	3	33	67			
		Foster	1	2	100				
			2	1	100				
			3	1	100				
		Homeless	1	2	100				
			2	1	100				
			3	1	100				

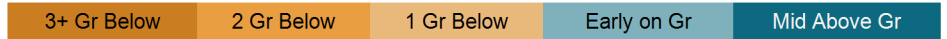


i-Ready Math Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	50	56	40	4		
			2	47	57	38	2		
			3	53	42	43	9	6	
		Teacher	De Leon Rodarte, S	1	21	57	38	5	
				2	18	39	50	6	6
				3	22	36	45	9	9
			Ramirez, R	1	8	88		13	
				2	9	89		11	
				3	9	67	11	22	
	Salgado, J		1	21	43	57			
			2	19	58	42			
			3	21	38	52	5	5	
	Ethnicity	African American	1	5	60	40			
			2	5	60	40			
			3	6	50	33	17		
		Asian	1	2	100				
			2	1	100				
			3	2	50	50			
		Hispanic	1	39	56	38	5		
			2	37	65	32	3		
			3	41	44	44	7	5	
		White	1	3	33	67			
			2	3		67	33		
			3	3		33	67		
		Other	1	1	100				
			2	1	100				
			3	1	100				
Gender	Female	1	26	69	27	4			
		2	22	73	27				
		3	26	54	42	4			
	Male	1	24	42	54	4			
		2	25	44	48	4	4		
		3	27	30	44	19	7		



i-Ready Math Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Special Populations	Low SES	1	34	62	35	3		
			2	32	75	19	33		
			3	36	47	42	8	3	
		ELL	1	18	61	33	6		
			2	20	75	25			
			3	20	45	50	5		
		EL + RFEP	1	18	61	33	6		
			2	20	75	25			
			3	20	45	50	5		
		Special Ed.	1	13	69	23	8		
			2	14	79	21			
			3	16	69	19	13		
		Spec Ed. Speech/RSP	1	4	50	50			
			2	3	67	33			
			3	4	75	25			
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	4	75	25			
			2	4	100				
			3	5	80	20			
GATE/Excel	1	6		83		17			
	2	6		83		17			
	3	6			33	33	33		

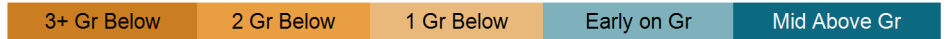
i-Ready Math Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	48	29	21	44	6		
			2	49	16	14	53	10	6	
			3	47	13	9	49	23	6	
	Teacher	Marin, V	1	20	20	10	60	10		
			2	20	5	15	65	10	5	
			3	20	10		60	20	10	
		Ramirez, R	1	9	78		11	11		
			2	9	89			11		
			3	9	78		22			
	RIVAS, L	1	20	10	35	50	5			
		2	20	15		65	15	5		
		3	20	10		50	35	5		
	Ethnicity	African American	1	5	40	20	40			
			2	4	25		75			
			3	4		25	25	25	25	
		Filipino	1	2	50		50			
			2	2	50		50			
			3	2	100					
		Hispanic	1	36	28	25	42	6		
			2	38	16	16	55	11	3	
			3	37	14	8	51	24	3	
			White	1	4	25		50	25	
				2	4			25	25	50
				3	3			33	33	33
Other		1	1	100						
		2	1	100						
		3	1	100						
Gender	Female	1	23	13	22	61	4			
		2	23	4	17	65	9	4		
		3	23	4	9	65	22			
	Male	1	25	44	20	28	8			
		2	26	27	12	42	12	8		
		3	24	21	8	33	25	13		

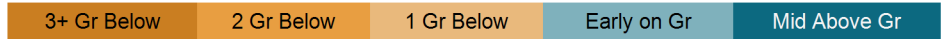
i-Ready Math Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
3	Special Populations	Low SES	1	37	30	24	41	5			
			2	39	18	15	49	13	5		
			3	37	14	11	43	24	8		
		ELL	1	16	31	31	31	6			
			2	16	19	19	50	13			
			3	15	13	13	47	27			
		RFEP	1	3	100						
			2	3			67		33		
			3	3			67		33		
		EL + RFEP	1	19	26	26	42	5			
			2	19	16	16	53	16			
			3	18	11	11	50	22	6		
		Special Ed.	1	15	73					7	20
			2	15	53	13	27	7			
			3	14	43	21	29	7			
		Spec Ed. Speech/RSP	1	4	100						
			2	5	20	40	40				
			3	5	60		40				
GATE/Excel	1	4	25		50		25				
	2	4			50	25	25				
	3	4					100				

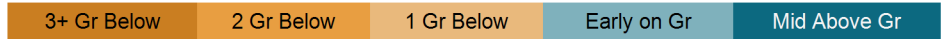
i-Ready Math Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	46	35	22	41	2	
			2	49	22	22	35	16	4
			3	49	12	18	39	20	10
	Teacher	Finder, D	1	9	100				
			2	9	78		22		
			3	9	56		33	11	
		Leake, B	1	26	31	27	42		
			2	26	15	23	38	19	4
			3	27	7	22	48	15	7
		Wells, K	1	14	7	29	57		7
			2	14	21		50	21	7
			3	14			43	36	21
	Ethnicity	African American	1	10	40	30	30		
			2	10	30	20	20	30	
			3	9	11		56	33	
		Asian	1	2	50		50		
			2	2	50		50		
			3	2	50		50		
		Filipino	1	1	100				
			2	1				100	
			3	1				100	
		Hispanic	1	29	38	21	38		3
			2	32	22	25	41	9	3
			3	32	13	25	38	13	13
		White	1	3	100				
			2	3			33	33	33
			3	3				67	33
Other	1	1	100						
	2	1	100						
	3	2	50		50				

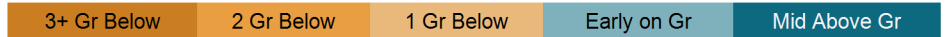
i-Ready Math Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	18	28	39	33		
			2	18	17	22	50	11	
			3	17	6	18	59	6	12
		Male	1	28	39	11	46	4	
			2	31	26	23	26	19	6
			3	32	16	19	28	28	9
	Special Populations	Low SES	1	41	37	20	41	2	
			2	43	23	19	35	19	5
			3	42	14	19	36	21	10
		ELL	1	6	33	17	50		
			2	9	33	22	44		
			3	9	33	11	33	11	11
		RFEP	1	1					100
			2	1					100
			3	1					100
		EL + RFEP	1	7	29	14	43	14	
			2	10	30	20	40	10	
			3	10	30	10	30	10	20
		Special Ed.	1	9	89			11	
			2	12	67		25	8	
			3	12	42		33	8	17
		Spec Ed. Speech/RSP	1	2	50			50	
			2	3	33		33	33	
			3	3	33			67	
	Foster	1	1	100					
		2	1	100					
		3	1	100					
	Homeless	1	1	100					
		2	1	100					
		3	1	100					
GATE/Excel	1	7	86			14			
	2	7			14	57	29		
	3	7				57	43		

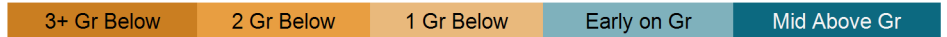


i-Ready Math Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	47	49	11	34	4	2
			2	47	47	9	34	6	4
			3	48	35	2	44	15	4
	Teacher	Chai, E	1	26	42	8	42	4	4
			2	26	38	8	38	12	4
			3	28	29		43	21	7
		Finder, D	1	9	89				11
			2	9	89				11
			3	9	89				11
	Wells, K	1	12	33	25	33		8	
		2	12	33	17	42		8	
		3	12	17	8	67		8	
	Ethnicity	African American	1	5	60		40		
			2	5	60		20	20	
			3	5	60			40	
		Hispanic	1	34	41	15	38		6
			2	34	38	12	41		6 3
			3	36	25	3	56		14 3
		White	1	4	75		25		
			2	4	75		25		
			3	3	67		33		
		Other	1	4	75			25	
			2	4	75			25	
			3	4	75			25	
Gender	Female	1	28	39	14	39		4 4	
		2	28	36	11	39		11 4	
		3	28	25	4	46		18 7	
	Male	1	19	63	5	26		5	
		2	19	63	5	26		5	
		3	20	50		40		10	
Special Populations	Low SES	1	44	48	11	36		5	
		2	44	45	9	36		7 2	
		3	43	35	2	44		16 2	

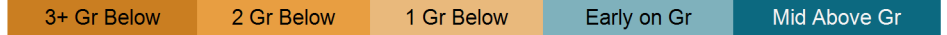
i-Ready Math Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Special Populations	ELL	1	15	53	47			
			2	15	53	7	33	7	
			3	14	36	36	29		
		RFEP	1	1					100
			2	1					100
			3	1					100
		EL + RFEP	1	16	50	44	6		
			2	16	50	6	31	13	
			3	15	33	33	27	7	
		Special Ed.	1	15	87	13			
			2	15	87	13			
			3	15	80	20			
		Spec Ed. Speech/RSP	1	5	80	20			
			2	5	80	20			
			3	5	60	40			
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	2	50	50			
			2	2	50	50			
			3	4	25	75			
GATE/Excel	1	1					100		
	2	1					100		
	3	1					100		

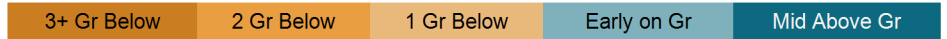
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	9	44	56			
			2	12	25	58	8	8	
			3	5	40	60			
	Teacher	Fragoso, A	1	2	100				
			2	3	67	33			
			3	4	50	50			
		Perez, H	1	4	50	50			
			2	7	14	57	29		
		Sapiens Loera, J	1	2	100				
	2		3	67	33				
	Ethnicity	African American	1	1	100				
			2	1	100				
			3	3	67	33			
		Hispanic	1	8	50	50			
			2	11	27	55	9	9	
			3	2	100				
	Gender	Female	1	3	33	67			
			2	5	20	60	20		
		Male	1	6	50	50			
			2	7	29	57	14		
			3	5	40	60			
	Special Populations	Low SES	1	8	50	50			
			2	11	27	55	9	9	
			3	2	100				
		ELL	1	3	100				
			2	9	22	67	11		
			3	1	100				
		EL + RFEP	1	3	100				
			2	9	22	67	11		
			3	1	100				
Special Ed.		1	2	100					
		2	5	40	40	20			
	3	4	50	50					

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Special Populations	Foster	1	1	100
			2	1	100
			3	1	100
		Spec Ed. Speech/RSP	2	1	100
		Homeless	3	1	100

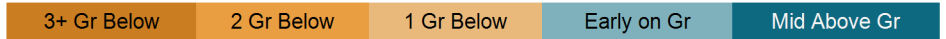
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category	
					3+ Gr Below	2 Gr Below
2	All Students	All	1	10	100	
			2	22	73	27
			3	9	56	44
	Teacher	Ramirez, R	1	8	100	
			2	9	78	22
			3	9	56	44
		Salgado, J	1	1	100	
			2	7	57	43
			2	7	57	43
	Ethnicity	African American	1	3	100	
			2	2	50	50
			3	2	100	
		Hispanic	1	7	100	
			2	20	75	25
			3	7	71	29
	Gender	Female	1	2	100	
			2	11	73	27
			3	2	100	
		Male	1	8	100	
			2	11	73	27
			3	7	71	29
	Special Populations	Low SES	1	8	100	
			2	21	71	29
			3	8	63	38
		ELL	1	3	100	
			2	16	69	31
			3	4	75	25
EL + RFEP		1	3	100		
		2	16	69	31	
		3	4	75	25	
Special Ed.		1	8	100		
		2	12	83	17	
		3	9	56	44	

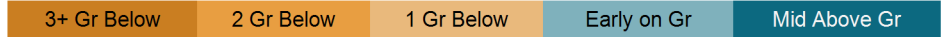
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category		
2	Special Populations	Foster	1	1	100		
			2	1	100		
			3	1	100		
		Spec Ed. Speech/RSP	2	2	100		
		Homeless	2	3	67	33	
			3	1	100		

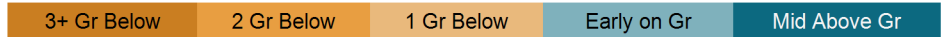
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	51	27	27	18	18	10
			2	50	22	24	14	30	10
			3	47	19	11	11	30	30
	Teacher	Marin, V	1	20	10	35	20	25	10
			2	20	10	25	25	30	10
			3	20	5	5	20	50	20
		Ramirez, R	1	9	100				
			2	9	89	11			
			3	9	89	11			
		RIVAS, L	1	20	10	30	25	20	15
			2	20	5	25	10	45	15
			3	20	25	5	25	45	
	Ethnicity	African American	1	5	20	40	20	20	
			2	5	60		20	20	
			3	5	40		20	40	
		Filipino	1	2	50		50		
			2	2	50		50		
			3	2	50		50		
		Hispanic	1	39	26	31	18	15	10
			2	38	16	29	16	32	8
			3	35	17	14	9	34	26
		White	1	4	50		25	25	
			2	4	50		25	25	
			3	4	25		75		
Other	1	1	100						
	2	1	100						
	3	1	100						
Gender	Female	1	24	8	29	25	25	13	
		2	23	4	22	22	30	22	
		3	22	5	14	9	36	36	
	Male	1	27	44	26	11	11	7	
		2	27	37	26	7	30		
		3	25	32	8	12	24	24	

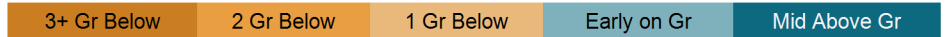
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Special Populations	Low SES	1	40	28	35	15	15	8
			2	39	21	28	18	28	5
			3	36	19	11	14	28	28
		ELL	1	17	29	41	12	12	6
			2	16	19	38	19	25	
			3	14	21	21	14	21	21
		RFEP	1	3		33		67	
			2	3				100	
			3	3				33	67
		EL + RFEP	1	20	25	35	15	20	5
			2	19	16	32	16	37	
			3	17	18	18	12	24	29
		Special Ed.	1	16	69	25	6		
			2	16	56	31	13		
			3	15	60	27	7	7	
		Spec Ed. Speech/RSP	1	5	40	60			
			2	5	20	60	20		
			3	4	25	50		25	
GATE/Excel	1	4		25		25	50		
	2	4				25	75		
	3	4					100		

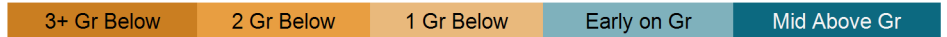
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	48	42	8	27	10	13	
			2	47	28	2	43	13	15	
			3	50	26	8	32	16	18	
	Teacher	Finder, D	All	1	9	89				11
				2	9	89				11
				3	9	89				11
		Leake, B	All	1	26	46	12	23	12	8
				2	26	27	4	42	19	8
				3	27	19	15	33	19	15
		Wells, K	All	1	14	7	7	43	14	29
				2	14			57	7	36
				3	14			43	21	36
	Ethnicity	African American	All	1	10	60	10	20	10	
				2	10	40	40	10	10	
				3	10	30	10	20	20	20
		Asian	All	1	2	50	50			
				2	2	50	50			
				3	2		50		50	
		Filipino	All	1	1				100	
				2	1				100	
				3	1				100	
		Hispanic	All	1	31	42	10	32	6	10
				2	30	27	3	43	13	13
				3	32	25	9	38	16	13
		White	All	1	3			33	33	33
				2	3			33	33	33
				3	3			33		67
Other	All	1	1	100						
		2	1	100						
		3	2	50	50					

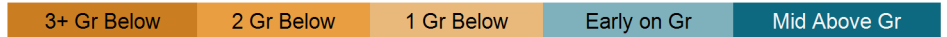
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	18	33	11	39	6	11
			2	17	18		53	12	18
			3	18	17	11	39	17	17
		Male	1	30	47	7	20	13	13
			2	30	33	3	37	13	13
			3	32	31	6	28	16	19
	Special Populations	Low SES	1	42	43	7	24	12	14
			2	41	29	2	37	15	17
			3	43	28	9	26	16	21
		ELL	1	8	63	13	25		
			2	7	43		57		
			3	9	44	11	33	11	
		RFEP	1	1					100
			2	1					100
			3	1					100
		EL + RFEP	1	9	56	11	22	11	
			2	8	38		50	13	
			3	10	40	10	30	10	10
		Special Ed.	1	11	82	9	9		
			2	10	70		20	10	
			3	13	77	15	8		
		Spec Ed. Speech/RSP	1	3	67		33		
			2	3	33		33	33	
			3	4	50		25	25	
	Foster	1	1	100					
		2	1	100					
		3	1	100					
	Homeless	1	1	100					
		2	1	100					
		3	1	100					
GATE/Excel	1	7			29	29	43		
	2	7			14	43	43		
	3	7			14	14	71		

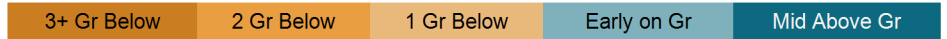
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	47	38	32	19	6	4
			2	46	26	37	24	11	2
			3	48	25	21	35	10	8
	Teacher	Chai, E	1	26	31	35	23	4	8
			2	26	23	38	27	8	4
			3	27	15	26	48	4	7
		Finder, D	1	9	89				11
			2	9	78		11		11
			3	9	78				22
	Wells, K	1	12	25	33	25		17	
		2	12	50		25		25	
		3	12	8	8	33		33	17
	Ethnicity	African American	1	4	75				25
			2	5	60				40
			3	5	60				40
		Hispanic	1	34	32	35	24	6	3
			2	34	21	41	26	9	3
			3	35	20	23	40	11	6
		White	1	4	50		25		25
			2	3	33		33		33
			3	4	25		25		25
	Other	1	5	40		40		20	
		2	4	25	25	25		25	
		3	4	25	25	25		25	
Gender	Female	1	27	22	37	22	11	7	
		2	28	14	39	29	14	4	
		3	28	14	21	39	14	11	
	Male	1	20	60		25		15	
		2	18	44	33	17		6	
		3	20	40	20	30	5	5	
Special Populations	Low SES	1	43	40	30	21	7	2	
		2	43	28	35	26	9	2	
		3	44	27	18	36	11	7	

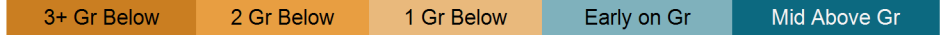
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Chavez 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	Special Populations	ELL	1	15	47	27	27			
			2	15	40	33	27			
			3	15	27	33	33	7		
		RFEP	1	1					100	
			2	1					100	
			3	1					100	
		EL + RFEP	1	16	44	25	25	6		
			2	16	38	31	25	6		
			3	16	25	31	31	6	6	
		Special Ed.	1	14	86	7	7			
			2	14	64	21	7	7		
			3	15	67	20	7	7		
		Spec Ed. Speech/RSP	1	5	80	20				
			2	5	60	20	20			
			3	5	60	20	20			
		Foster	1	1	100					
			2	1	100					
			3	1	100					
		Homeless	1	2	50	50				
			2	2	100					
			3	3	33	67				
GATE/Excel	1	1					100			
	2	1					100			
	3	1					100			



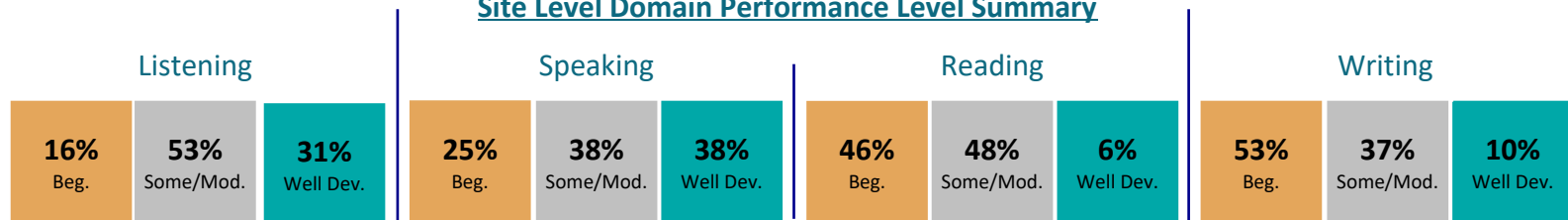
ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Chavez

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	0%	50%	50%	0%	0%	100%	0%	0%	50%	50%	0%	100%	0%	100%	0%	0%
01	0%	53%	29%	18%	6%	65%	29%	12%	59%	29%	12%	88%	0%	41%	41%	18%
02	35%	50%	5%	10%	5%	35%	60%	30%	45%	25%	80%	10%	10%	65%	35%	0%
03	35%	20%	35%	10%	20%	60%	20%	25%	20%	55%	45%	40%	15%	55%	30%	15%
04	50%	38%	13%	0%	38%	63%	0%	38%	25%	38%	75%	25%	0%	63%	38%	0%
05	29%	21%	50%	0%	29%	43%	29%	29%	29%	36%	29%	71%	0%	36%	50%	14%



Chavez Elementary School-Parent Compact 2024-2025

Teacher-Student-Parent Agreement

Our Goal

Cesar Chavez Elementary is committed to developing each child's potential to be a successful, responsible and productive member of society. If this is our goal, we, as students, teachers and parents must be willing to recognize and agree upon our individual responsibilities and roles and be willing to commit and work cooperatively to accomplish our goal.

As a **TEACHER**, I understand the importance of a quality education for all children and I am willing to carry out the following commitments to the best of my ability:

- Treat all children with respect and dignity.
- Provide instruction, as directed by Common Core Standards, in a manner that engages all students.
- Consider and respect the intellectual, social emotional and physical well being of each child.
- Provide a safe, healthy and positive learning environment for each child.
- Provide a communication platform for teacher-to-parent contact, as well as, ways parents may contact you directly as needed. (e.g., Remind app, Class Dojo, office hours).
- Communicate with parents on their child's progress as needed based on performance levels (e.g., fall conferences, achievement reports and spring conferences).
- Explain my expectations, instructional goals and grading policy to parents and students.
- Communicate with students the recommended reading time per grade level span.
- Follow-up with parents when a student has frequent absences/tardies.
- Offer parents resources to support student success

Teacher's name

Teacher's Signature

As a **STUDENT**, I know that I am ultimately responsible for my own success and I am willing to carry out the following assignments to the best of my ability:

- Get to class on time (e.g., make sure to listen to the bell for time warning), dressed appropriately (uniform policy), and ready to learn.
- Take care of myself and be responsible for my own behavior.
- Be present and focused in your learning.
- Follow Chavez Guidelines for Success: Be Kind... in thoughts ,words, and actions
- Ask for help when I do not understand.
- Read for 30 minutes (or the recommended reading time per grade level span on a daily basis
- Respect the rights of others to work without disruptions or distractions.
- Work to the best of my ability on all assignments.
- Advocate for yourself when you need support with assignments.
- Talk to my parents and teacher about my schoolwork and progress.
- Provide my parents with all school notices in a timely manner.



Student's Name

Student's Signature

As a **PARENT**, I want the best education for my child, and understand that my participation and cooperation is crucial to his/her/their success in school and agree to carry out the following assignments to the best of my ability:

- Provide adequate food and rest for my child to study at home to ensure the best conditions for learning.
- Prioritize the safety of your child and other children during drop-off and pick-up times.
- Being mindful and respectful during drop-off and pick-up times (e.g., being patient, friendly communication, making sure your car is not blocking others, not parking in a spot that may cause a hazard).
- Make sure that my child is appropriately dressed and on time for school. If uniform support is needed, I will reach out by contacting the main office.
- Provide a time and an environment for my child to study and encourage him/her/them to complete all assignments to the best of his/her/their ability.
- Respect the health and safety of others (per district guidelines).
- Call for an appointment if I have any concerns about my child's performance or attitude towards school and meet with my child's teacher or support staff to discuss ways to correct the situation.
- Encourage my child to read for 30 minutes independently or with an adult (use grade level recommended reading time)
- Provide a reason for absences via phone call or written note.
- Communicate with the school with specific needs/resources that are needed to make students successful

Parent's Name

Parent's signature

Date

With teachers, students, and parents working together all of our students have the best chance for success! Thank you for all of your support!

Revised and approved: October 2024



COMPACTO ENTRE LA ESCUELA-PADRES DE LA ESCUELA CHAVEZ 24-25

Compromiso Entre el Maestro-Estudiante-Padre

NUESTRA META

La escuela Elemental César Chávez está comprometida en asistir a cada estudiante con su potencial de ser capaz, responsable y un miembro productivo de la sociedad. Si esta es nuestra meta, nosotros como estudiantes, maestros y padres tenemos la obligación de reconocer y tener un arreglo con nuestras responsabilidades individuales y el papel de comprometernos y trabajar en cooperación mutua para lograr nuestra meta.

Como **MAESTRA** (o) yo entiendo la importancia de una educación de calidad para todos los niños y estoy de acuerdo en seguir con el compromiso a lo mejor de mi habilidad:

- Tratar a todos los estudiantes con respeto y dignidad.
- Proveer instrucción como es dirigido por los Estándares Básicos Comunes en una manera que involucra a todos los estudiantes.
- Considerar y respetar el bienestar intelectual, socioemocional y físico de cada niño.
- Proporcionar un ambiente de aprendizaje seguro, saludable y positivo para cada niño.
- Proporcionar una plataforma de comunicación para el contacto entre maestros y padres, también explicar formas de cómo los padres pueden comunicarse con usted directamente según sea necesario. (por ejemplo, aplicación Remind, Class Dojo, agendar citas).
- Comunicarse con los padres sobre el progreso de sus hijos según sea necesario, según los niveles de desempeño (por ejemplo, conferencias de otoño, informes de logros y conferencias de primavera).
- Explicarle a los padres y estudiantes mis expectativas, metas de instrucción y mi póliza de calificaciones al igual que la expectativa de los minutos de lectura en casa de acuerdo al grado de su hijo/a,
- Seguimiento con los padres cuando un estudiante tiene ausencias/tardanzas frecuentes.
- Ofrecer a los padres recursos para apoyar el éxito de los estudiantes.

Nombre del Maestro/a

Firma del Maestro/

Como **ESTUDIANTE**, yo reconozco que soy básicamente responsable de mi propio éxito y estoy de acuerdo de hacer los siguientes trabajos a lo mejor de mi habilidad:

- Llegar a clase a tiempo (por ejemplo, asegurarme de escuchar el timbre que indica dirigirme a clase), vestirme apropiadamente (de acuerdo a la póliza de uniforme) y estar listo para aprender.
- Cuidarme a mí mismo/a y ser responsable de mi conducta/comportamiento.
- Respetar la salud y seguridad de los demás
- Estar presente y enfocado en la enseñanza
- Trabajar lo mejor de mis habilidades en todas mis tareas.
- Seguir las Normas del Éxito de la Escuela Chávez



✓ **Se Bondadoso...en pensamientos,
palabras y acciones**

- Pedir ayuda cuando no entiendo algo.
- Leer 30 minutos diariamente (o la recomendación de acuerdo a mi grado).
- Respetar el derecho de los demás para trabajar sin interrupciones o distracciones.
- Trabajar lo mejor que pueda en todas las tareas y pedir ayuda cuando necesites apoyo con las tareas.
- Hablar con mis padres y maestro/a sobre mi trabajo en el salón y mi progreso.
- Darle a mis padres todas las notificaciones de la escuela lo más pronto posible.

Nombre del Estudiante

Firma del Estudiante

Como **PADRE/ TUTOR**. Yo quiero la mejor educación para mi hijo/a y entiendo que la participación y cooperación es crucial para el éxito en la escuela de mi hijo/a y estoy de acuerdo en asistir en lo siguiente a lo mejor de mi habilidad:

- Proveer comida adecuada y descanso adecuado para mi hijo/a para asegurar la mejor condición para su aprendizaje.
- Priorizar la seguridad de su hijo y de otros niños durante los horarios de entregar y recoger a sus hijos en la escuela.
- Ser consciente y respetuoso durante los horarios de dejar y recoger a los niños (por ejemplo, ser paciente, tener una comunicación amigable con otros, asegurarse de que su automóvil no bloquee a otros, no estacionarse en un lugar que pueda causar un peligro o accidente).
- Asegurarme que mi hijo/a este vestido apropiadamente y de que llegue a tiempo a la escuela. Si se necesita apoyo uniforme, me comunicaré con la oficina principal.
- Proveer un horario y un lugar callado para que mi hijo/a estudie en casa y animarlo/a a terminar todas sus tareas a lo mejor de su habilidad.
- Tener todos los materiales de aprendizaje disponibles para su hijo/a.
- Respetar la salud y la seguridad de los demás (según las pautas del distrito).
- Llamar para hacer una cita si yo tengo preocupaciones acerca del logro o actitud de mi hijo/a en la escuela y reunirme con el maestro/a de mi hijo/a o el personal de apoyo de la escuela para discutir maneras de corregir la situación.
- Motivar a mi hijo/a a leer por lo menos 30 minutos independientemente o con un adulto (o usar la recomendación para el grado de su hijo/a para el tiempo de la lectura)
- Proveer a la escuela una razón sobre las faltas escolares ya sea por teléfono o por escrito.
- Comunicarse con la escuela con necesidades/recursos específicos que se necesitan para que los estudiantes tengan éxito.

Nombre del padre/Tutor

Firma del Padre /Tutor

Fecha

¡Cuando los maestros, estudiantes y padres trabajan juntos todos nuestros estudiantes tienen la mejor oportunidad al éxito! ¡Gracias por todo su apoyo!

Actualizado: **Revisado y aprobado en octubre del 2024**



2024-2025
Chavez Elementary School
Parental Involvement Guidelines

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

PART I

Chavez agrees to implement to the following requirements:

- Jointly develop with parent, 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 these 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.
- Adapt the school's school-parent compact as a component of its School Parent Involvement Guidelines.
- Agree to be governed by the following statutory definition of parent 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. Chavez will take the following actions to involve parent in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site trainings. Topics include:
 - Responsibilities & Roles of SSC and its member
 - Composition of SSCs
 - Budgetary considerations
 - Single Plan for Student Achievement
 - Role of ELAC and other advisory committees
 - Plan meeting with SSC and ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
 - Invite all parents to attend meetings
 - Advertise the Title I Newsletter throughout the school year.
 - At meeting
 - Review Single Plan for Student Achievement, and as a group, note changes and make adjustment (deletions or additions) as necessary
 - Write or update the Parent Involvement Guidelines & Home-School-Compact
 - Oral and written translations be made available for Spanish and Khmer parents to allow for discussions.



2. Chavez will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:
 - At a SSC and ELAC meeting
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
 - Chavez Website
3. Chavez will update periodically its school's Parental Involvement Guidelines to meet the changing needs of parents and the school: Public School Choice notifications
 - Supplemental Services
 - Interventions
 - At SSC and ELAC Meetings
 - Parent Information Meetings
4. Chavez will convene an Annual Title I Public Meeting to inform parents:
 - That their children's school participates in Title I.
 - Of the requirement of Title I
 - Of their rights to be involved
 - Meetings times and locations
 - Invitation/fliers sent home with each child in the appropriate language.
5. Chavez will provide updated information to parents about Title I programs throughout the school year.
 - Section of Newsletter



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- On Main Office Counter
 - At SSC, ELAC meetings and other parent meetings (PTA/PTO/CAAP, etc.)
 - School Website
6. Chavez will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
- Parent workshops (e.g., as needed); parent surveys (CORE)
 - Coffee with the Principal / PTO (monthly meetings)
 - In school newsletters (i.e., Title 1 Newsletters 1 per quarter, Monthly calendars)
 - Back-to-School Night (September)
 - At SSC and ELAC meetings
7. Chavez will coordinate and integrate parental involvement programs and activities with Head Start 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. Chavez will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parent of participating children:
- At school site council meetings



PART III

SHARED RESPONSIBILITY FOR HIGH STUDENT
ACADEMIC ACHIEVEMENT

1. Chavez will build the schools and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parent, and the community to improve student academic achievement, through the following activities specifically described below:
 - Parent education workshops on site
 - Parent-Teacher Conferences
 - Monthly calendar of Parent workshops posted on district website
 - DCAC, DELAC and other district parent forums/meeting
 - District website resources: click "P" for Parental Involvement
 - Actively recruit VIPS
2. Chavez will incorporate the Home-School Compact as a component of its School Parent Involvement Guidelines:
 - Outlines shared responsibilities of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - Distribution method to include: tear offs sent home with each student and presentation of the compact during Parent Teacher Conferences.
3. Chavez will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics as the following:



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- The state's academic content standards
 - The state and local academic assessments including alternate assessments
4. Chavez 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:
- Parent Workshops
5. Chavez will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parent as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and school by:
- Teacher/Staff In-services
6. The 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:
- Our school secretary and/or designee will be doing the translations of written materials/notifications that are sent to parents.

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, choose 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:



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- Involving parent in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parent from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding of the 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 improve parental involvement;
- Establishing a district wide parent advisory council (DCAC) to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.



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PART V

ADOPTION

The Chavez Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the School Site Council members on October 28, 2024 and will be in effect for the period of 1 year. The school will distribute the guidelines on or before 03/18/25. When feasible, will provide a copy of these Guidelines to parents in a language the parent can understand.

Principal Signature: Brenda Ocampo

X

Signature of Principal

X

Date

Date approved: Oct 28, 2024



Escuela Elemental Cesar E. Chavez

Guía para la Participación de Padres

Como escuela que recibe fondos de la Parte A del Título 1, La escuela Chavez ha desarrollado adjunto con los miembros del Concilio del Plantel Escolar y distribuirá a los padres de los niños participantes, el Guía Escolar para la Participación de Padre que contiene información requerida por la sección 1118(b) de las Leyes Educativas de las Escuelas Primarias y Secundarias (ESEA) Las guías establecen las expectativas de la Primaria Chávez para la participación de padres y describe como la escuela implementará un número de actividades específicas para la participación de padres. El compacto entre el Hogar-Escuela se incorporará dentro del Guía Escolar de la participación de padres.

PARTE I

Chavez está de acuerdo de implementar los siguientes requisitos:

- Junto a los padres desarrollar, distribuir a los padres de los estudiantes participantes el Guía para la Participación de Padres que la escuela y padres de los estudiantes estuvieron de acuerdo.
- Informar a los padres sobre la Guía para la Participación de Padres en una manera que sea comprensible y uniforme en el idioma que los padres puedan comprender.
- Tener la Guía para la Participación de Padres disponible para la comunidad.
- Periódicamente actualizar la Guía para la Participación de Padres para reunir los cambios necesarios de los padres y la escuela.
- Adaptar el Compacto Entre el Hogar-Escuela como un componente del Guía para la Participación de Padres.



- Estar de acuerdo de ser gobernado por el siguiente estatuto definido por la participación de padres y llevará a cabo programas, actividades y procedimientos de acuerdo a esta definición.

PARTE II

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ EL GUIA PARA LA PARTICIPACIÓN DE PADRES

1. Chavez tomará las siguientes acciones para involucrar a padres en el desarrollo y el acuerdo en conjunto del Guía para la Participación de Padres y el plan escolar. Si aplica, en manera organizada y a tiempo bajo la sección 1118(b) del ESEA:

- Responsabilidades y la labor de SSC y sus miembros
- Composición de SSC
- Consideraciones presupuestales
- Plan Único para el Rendimiento Estudiantil
- Labor de ELAC y otros comités consultivos

Planear una junta con los padres de SSC y ELAC para repasar la guía del año pasado y las actividades de participación de padres que están subrayadas en el Plan Único para el Rendimiento Estudiantil.

- Invitar a todos los padres a asistir a las juntas
- Anunciar en el Boletín Escolar del Título I todo el año escolar

En la Junta



- Repasar el Plan Único para el Rendimiento Estudiantil y en grupo hacer cambios y ajustes (borrar o agregar) como sea necesario escribir o actualizar el Guía par a la Participación de Padres y el Compacto ente el Hogar-Escuela
- Traducciones verbales y por escrito en Español y Khmer disponible para los padres y para poder tener discusiones
- 2. Chavez tomará las siguientes acciones para distribuir a los padres y la comunidad el Guía para la Participación de Padres:
 - En las juntas de SSC y ELAC
 - Junta Anual del Título I
 - Mostrador de la Escuela
 - Noche de Regreso a la Escuela
 - Página de Internet de Chávez
- 3. Regularmente Chavez actualizará la Guía para la Participación de Padres para reunir los cambios necesarios de los padres y la escuela. Notificación de Escuelas Públicas
 - Servicios Suplementales
 - Intervenciones
 - En las juntas de SSC y ELAC
 - Juntas informativas para padres
- 4. Chavez tendrá una junta anual del Título I para informar a los padres:
 - Que la escuela de sus hijos participa en el Título I
 - De los requisitos del Título I



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- Sobre sus derechos de estar involucrados
- Horario y lugar de las juntas
- Invitaciones/volantes mandados a casa en el idioma apropiado
- 5. Chavez proveerá información actualizada a los padres sobre el Título I durante el año escolar.
 - Sección del boletín
 - Mostrador en la oficina de la escuela
 - En las juntas de SSC, ELAC y otras juntas de padres (PTA, PTO/CAAP)
 - Página de Internet de la escuela
- 6. Chavez proveerá a los padres una descripción y explicación sobre el plan de estudio que se usa en la escuela, las formas de evaluación académicas para medir el progreso y los niveles de capacidad que los estudiantes deben de reunir. La escuela también proveerá oportunidades de juntas regulares para formular sugerencias y de participar en las decisiones relacionadas con la educación de sus hijos.
 - Talleres de padres; encuestas de padres
 - Pláticas con el director
 - Boletín escolar
 - Noche de Regreso a la Escuela
 - Juntas de SSC y ELAC
- 7. Chavez coordinará e incorporará el programa de participación de padres y actividades con Head Start y otros programas que animan y apoyan la participación de padres en una edad temprana para sus hijos.
 - Promover/anunciar en el Festival de Kinder del Distrito



8. Chavez entregará al distrito cualquier comentario de padres si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio a los padres de estudiantes participantes:

- En las juntas del Concilio Escolar

PARTE III

COMPARTIR LA RESPONSABILIDAD DE LOS ESTUDIANTES DE ALTO LOGRO ACADÉMICO

1. Chaves levantara la capacidad escolar y de padres para poder asegurar efectivamente la participación de padres y para apoyar la colaboración entre la escuela, padres y la comunidad para mejorar el logro académico de los estudiantes, a través de las siguientes actividades específicas descritas abajo:
 - Taller para padres en la escuela
 - Conferencias de Padres y Maestros
 - Calendario mensuales de los talleres de padres en la página de internet
 - Juntas y foros de padres en el distrito tal como DCAC, DELAC
 - Recursos en la página de internet: elija "P" para participación de padres
 - Activamente registrar a padres voluntarios (VIPS) para ayudar en el salón.
2. Chavez incluirá el Compacto entre el Hogar-Escuela como un componente del Guía de Participación de los Padres:
 - Subraya las responsabilidades en el hogar, escuela y del estudiante en el logro académico
 - Desarrollar, discutir y repasar en la primera junta de SSC y ELAC
 - El Concilio del Plantel Escolar debe de aprobar el compacto
 -



- Método de distribución incluirá: Mandar a casa con cada estudiante y entregar el compacto durante las conferencias de Padres y Maestros
3. Con la asistencia del distrito, Chavez proveerá asistencia para los padres de los estudiantes de la escuela para entender los siguientes temas:
 - Los Estándares Básicos del estado
 - Las evaluaciones académicas y estatales incluyendo evaluaciones alternativas
 4. Con la asistencia del distrito, Chavez proveerá materiales y entrenamiento para ayudar a los padres a trabajar con sus hijos para mejorar el logro académico, tal como entrenamiento de alfabetización, y el uso de tecnología, como sea apropiado para promover la participación de padres:
 - Talleres de Padres
 5. Con la asistencia del distrito y de los padres, Chavez educará a sus maestros y otro personal escolar en cómo comunicarse con y trabajar con los padres como compañeros en el valor y utilidad de la contribución de padres, y cómo implementar y coordinar los programas de padre y aumentar la comunicación entre los padres y la escuela proveyendo:
 - Entrenamiento de Maestros/Personal
 6. La escuela extenderá de manera viable y apropiada, las siguientes acciones para asegurar que la información relacionada con la escuela y los programas de padres, juntas, y otras actividades, se mande a los padres de estudiantes participantes en una forma comprensible y uniforme, incluyendo formatos alternativos cuando se necesario, y de manera viable en un idioma que los padres pueden entender:
 - La secretaria escolar o personal asignado hará las traducciones de materiales escritos/notificaciones que se manden a los padres.



PARTE IV

COMPONENTE DISCRECIONAL DEL GUÍA DE PARTICIPACIÓN DE PADRES

Nota: El Guía de Participación de Padres puede incluir párrafos adicionales describiendo otras actividades discrecionales que la escuela, bajo consulta de los padres, eligen comprometerse para aumentar la capacidad de la participación de padres en la escuela para apoyar el logro académico de sus hijos, tal como las siguientes actividades discrecionales anotadas bajo la sección 1118(e) del ESEA:

- Involucrando padres en el desarrollo de entrenamiento para los maestros, director y otros educadores para mejorar la efectividad del entrenamiento.
- Proveer entrenamiento necesario de alfabetización para los padres usando fondos del Título I Parte A, si el distrito escolar exhausto todos los recursos disponibles del entrenamiento;
- Pagar gastos razonables y necesarios asociados con las actividades de la participación de padres incluyendo el costo de transportación y del cuidado de niños para permitir que los padres participen en juntas y sesiones de entrenamiento relacionadas con la escuela;
- Entrenamiento de padres para aumentar la participación de los padres;
- Para aumentar la participación de padres en la educación de sus hijos, organizar las juntas escolares a distintos horarios, o tener conferencias de padres y otros educadores en el hogar de los estudiantes participantes para asegurar que los padres que no pueden asistir a las conferencias en la escuela tengan la oportunidad de asistir a una conferencia.
- Adoptando e implementar modelos para mejorar la participación de padres;
- Establecer un comité de padres (DCAC) para proveer consejos en todos los asuntos relacionados a la participación de padres del Título I, Parte A;




- Desarrollar participaciones apropiadas para las organizaciones comunitarias y negocios, incluyendo organizaciones religiosas, en actividades de participación de padres; y
- Proveer otro apoyo razonable para actividades de la participación de padres bajo la sección 1118 como lo pidan los padres.

PARTE V

ADOPCIÓN

La Guía de Participación de Padres de Chavez fue desarrollada en conjunto con y de acuerdo con los padres de los estudiantes participantes en los programas del Título I Parte A. La Guía fue adoptada por el Concilio del Plantel Escolar el 28 de octubre del 2024 y estará en efecto por el periodo de 1 año. La escuela brindará una copia de esta Guía a todas las familias el o antes del 18 de marzo del 2025. Cuando sea viable, Chavez proveerá una copia del Guía a los padres en el idioma que los padres pueden entender.

Firma del Director: Brenda Ocampo


Firma del Director(a)

10/28/24
Fecha

Aprobada: 28 octubre del 2024