LONG BEACH
UNIFIED • SCHOOL • DISTRICT

CAMS

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

In 2023-24, 100% of students earned a C or higher in their English courses. 98% of students met or exceeded on the English Language Arts section of SBAC.

ELA Goals

Through professional development with a focus on student engagement, equitable lesson planning and social emotional learning strategies the percentage of students earning an A, B or C grade in English Language Arts each semester will remain 100% for all students and analyzed each semester.

Comprehensive Needs Assessment: Mathematics

Math Findings

in 2023-24 96% of students earned a C or higher in their math courses. 93% of students scored Met or Exceeded on the SBAC math section.

Math Goals

Through professional development with a focus on student engagement, equitable lesson planning and social emotional learning strategies the percentage of students earning an A, B or C grade in Mathematics each semester will increase to more than 96%. Data will be analyzed at each semester.

Comprehensive Needs Assessment: English Learners

English Learner Findings

N/A

English Learner Goals

N/A

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

The Core survey results were mostly positive with slight increases in most areas. The number of positive responses were: Sense of Belonging 67%, Growth Mindset 80%, Self-Management 79% and Climate of Support of 84%. One area that decreased was in Cultural Awareness from 53% to 48%.

Culture/Climate Goals

Due to the decrease in responses to cultural awareness questions on the CORE survey, the school will focus on professional development to increase supporting students' identity, student voice and teaching about other cultures. Overall students will indicate an increase in the Core survey of 2% in student belonging and cultural awareness. Monitoring will occur three times a year based on the Pulse Survey results.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	**Prior Year Goal**	**Status**	**Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment**	**For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals**
ELA	1) Goal 1: Through professional development with a focus on student engagement, equitable lesson planning and differentiation the percentage of students earning an A, B or C grade in English Language Arts each semester will remain more than 98% for all students and increase to 100% for Homeless/Foster students. Grades will be reviewed and analyzed quarterly by administrators and teachers. Targeted interventions will be utilized when necessary. Data will also be shared during School Site Council meetings.	Goal Met	All students passed their English classes with a grade of C or higher.	Continue to provide strategies for student engagement.

Math	1) Goal 2: Through professional development with a focus on student engagement, equitable lesson planning and differentiation the percentage of students earning an A, B or C grade in Mathematics each semester will increase to more than 98% and 100% for Homeless/Foster students. Grades will be reviewed and analyzed quarterly by administrators and teachers. Targeted interventions will be utilized when necessary. Data will also be shared during School Site Council meetings.	Goal Partially or Not Met	Only 96% of students earned a grade of C or higher. The Homeless/Foster students had a 100% pass rate in Math.	Continue to provide strategies for student engagement.
English Learner	1) Does not meet the minimum requirement of students for subgroup.			

Culture/Climate	1) Goal 4: Through professional development with a focus on creating a welcoming classroom, increasing student voice and supporting students identity, students will indicate an increase in the Pulse survey of 2% overall and 5% for Homeless/Foster students. Pulse Survey data will be reviewed and analyzed three times throughout the year by administrators and teachers. Targeted interventions will be utilized when necessary. Data will also be shared during School Site Council meetings.	Goal Partially or Not Met	All of the areas went up on the Pulse Survey, but not by 2%. Unfortunately, we are unable to pull specific data for the Homeless/Foster group.	Select specific categories to focus on for the next school year.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
CAMS will utilize 2 college aides to support D/F and struggling students through the use of tutoring and small group classroom support. (IN 1)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful
Transportation will be provided for students to attend as supporters of athletic and academic events off campus (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
The ninth grade team of teachers will provide a skills workshop for incoming ninth grade students in August during the LinkCrew week. (IN 3)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	Strong Positive Impact

Design and purchase student planners for 9th grade students. Include additional copies for counselors to use with struggling students in grades 10-12 (SM 1)	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) becomes an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques. Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever-changing and highly motivational curriculum. LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and	Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following: • Interim district assessment • Unit tests • Portfolios Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following: • Unit and section introduction tasks: section overview activities, Launch Text activities • Making Meaning tasks: First Read & Close Read	My Perspectives, 2017, Pearson

literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement. Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf	guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure • Language Development tasks: concept vocabulary, word study, conventions, author’s style • Preparation for performance assessments, Unit reflections, evidence logs, word networks • Short constructed response, Cornell notes, double entry journals, journal quick writes Formative Assessments/Quizzes These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next. These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following: • Brief quizzes and general comprehension checks • Thinking Maps • Selection Tests Homework This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.	

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing. Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those	Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following: • Interim district assessment • Unit tests • Portfolios Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following: • Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc. • Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks • Short constructed response, Cornell notes, double entry journals, journal quick writes • Teacher modeled writing lesson activities Language Production through Speaking & Listening Tasks:	My Perspectives, 2017, Pearson

strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement. Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf	Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following: • Performance Task: Speaking and Listening Focus (small group presentation) • Effective Expression Speaking & Listening tasks • Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader’s theater, choral response, recitations	

Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Precalculus. Algebra 1 The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend	Formative Assessment Lessons embedded into each Unit of Instruction End of Unit Assessment embedded into each Unit of Instruction First Semester Final End of Course (EOC) Assessment (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus) SBAC Summative Assessment (Grade 11) Khan Academy offers the teachers a way to get assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and	Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015 Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015 Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015 Precalculus: Precalculus, McGraw Hill, 2014 Khan Academy

understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. Intensified Algebra I is offered to a small group of approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra. Geometry The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the Geometry conceptual category. In this Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time focuses on five critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.	assessment.		

Algebra 2 Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods. Precalculus Precalculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors. Precalculus is not a required		

course for A-G completion. See additional 4th year options below. 4th Year Options To meet the four year math requirement and to provide access to upper level math classes, some schools offer additional math electives, which may include: • Introduction to Applied Math (not A-G) • Intro to Data Science (IDS) • Functions, Statistics & Trigonometry (FST) • Finite Math • AP Statistics • AP Calculus (AB or BC) For other math offerings and the full catalog of high school courses, please visit: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf		

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
9th grade teacher team recommendation D/F Rate|50, Other College Readiness Measures|50	Design and purchase student planners for 9th grade students. Include additional copies for counselors to use with struggling students in grades 10 -12 for the 2025-26 school year.	Other Targeted Students	LCFF $3,655 Materials - LCFF 100%	07/01/2024 - 06/30/2025 Other	cheryl Cornejo	9th grade teacher and student feedback D/F Rate|50, Other College Readiness Measures|50
Number of students struggling in math and science courses. D/F Rate|100	CAMS will utilize 2 college aides to support D/F and struggling students through the use of tutoring and small group classrooom support.	All Students, Other Targeted Students	LCFF $20,696 College Student Aide (2) for 500 hours annually - LCFF 100%	07/01/2024 - 06/30/2025 Daily	Cheryl Cornejo	Quarterly grade reports D/F Rate|100

CORE and Pulse survey indicate that students are lacking in sense of belonging. Additionally, teachers have identified a lack of study skills as a need for 9th grade students. High School Readiness|80, Culture-Climate Survey (Student-Staff)|20	The ninth grade team of teachers will provide a skills workshop for incoming ninth grade students in August during the LinkCrew week.	Other Targeted Students	LCFF $7,129 Teacher Hourly P Schedule (7) for 12 hours annually - LCFF 100%	07/01/2024 - 06/30/2025 Other	Cheryl Cornejo Ellen Johnson	CORE and Pulse Surveys Teacher Feedback High School Readiness|80, Culture-Climate Survey (Student-Staff)|20
Number of first generation college students Other College Readiness Measures|100	In order to provide more access to colleges and universities for first generation students, CAMS will provide college fieldtrips to students. Funding will cover cost of bus transportation for a minimum of two trips.	Other Targeted Students	LCFF $3,380 Services - LCFF 100%	07/01/2024 - 06/30/2025 Semester	Linda Ramos, Kim Agulto	Student post survey Participation data Other College Readiness Measures| 100

Program Description for Transitions		
Preschool Transition	**Gr. 5 to MS Transition**	**Gr. 8 to HS Transition**

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**

No supplemental budgeted items have been approved.

Describe Teacher Involvement

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)	0
Title I Parent and Family Involvement (3008)	0

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; 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	Cheryl Cornejo	06-10-2025
Staff	Classroom Teacher	James Gallardo	06-10-2025
Staff	Classroom Teacher	Nakiah Lee	06-10-2025
Staff	Classroom Teacher	Nancy Brown	06-10-2025
Staff	Classroom Teacher	Ted Harder	06-12-2026
Staff	Other School Personnel	Elisabeth Rivera	06-10-2025
Community	Parent/Community Member	[redacted] Rojas	06-10-2025
Community	Parent/Community Member	[redacted] Jimenez	06-10-2025
Community	Parent/Community Member	[redacted] Ojeikere	06-12-2026
Community	Student	R[redacted]	06-10-2025
Community	Student	L[redacted]	06-10-2025
Community	Student	M[redacted]	06-10-2025

English Learner Advisory Committee Membership

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

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

Name	Representing

ELAC Recommendations

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

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

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s):
2. The SSC approved the **Home-School Compact** on 09/18/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/18/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:11/20/2024
6. The SPSA was approved at the following SSC Meeting: 11/20/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

ELAC Chair: _____ Printed Name: _____ Date: _____

SBAC ELA 2024 :: School Data by Subgroup

CAMS

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	170	170	2%	2	15	82		98%	↓2		↑5
		All High	47%	27	21	28	24	53%	↑1		↑3
		District	51%	29	22	27	23	49%	↑1		↑2
Grade	Gr. 11	170	2%	2	15	82		98%	↓2		↑5
		All High	47%	27	21	28	24	53%	↑1		↑3
		District	48%	27	21	28	24	52%	↑1		↑3
	Gr. 12	All High*	100%	100				0%	-		-
Ethnicity	Hispanic	58	3%	3	26	71		97%	↓3		↑10
		All High	53%	31	22	29	18	47%	↑1		↑4
		District	57%	33	25	27	16	43%	↑1		↑2
	Asian	54	0%			9	91	100%	-		-
		All High	23%	9	14	32	45	77%	↑5		↑7
		District	32%	15	18	29	38	68%	↑2		↑4
	Filipino	23	4%	4	4	91		96%	↓4		-
		All High	29%	11	18	33	38	71%	↓3		↑9
		District	27%	13	14	32	42	73%	↑1		↑4
	African American	17*	6%	6	24	71		94%	↑27		-
		All High	64%	40	24	21	14	36%	↓1		↑5
		District	66%	42	24	22	12	34%	↑2		↑3
	Other	12*	0%			100		100%	-		-
		All High	33%	15	18	29	38	67%	↑4		↓4
		District	32%	16	15	28	41	68%	↑1		↑-
	White	6*	0%			17	83	100%	-		-
		All High	30%	15	15	27	43	70%	↓1		-

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2024 :: School Data by Subgroup

CAMS

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	White	District	26%	12	14	30	44	74%	↑-		↓-
	Cambodian	5*	0%			20	80	100%	-		-
		All High	31%	14	17	37	32	69%	↑7		↑8
		District	37%	18	20	30	33	63%	↑2		↑3
Gender	Female	81	2%	2		16	81	98%	↓2		-
		All High	41%	21	21	31	28	59%	↑1		↑3
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	89	2%	1	1	15	83	98%	↓1		↑4
		All High	53%	32	21	26	21	47%	↑1		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	All High*	46%	23	23	23	31	54%	↓23		↓11
		District	46%	24	22	34	20	54%	↓6		↑3
Special Populations	EL + RFEP	57	0%			18	82	100%	-		-
		All High	57%	34	23	27	16	43%	↑1		↑4
		District	63%	38	25	25	12	37%	↑1		↑3
	RFEP	57	0%			18	82	100%	-		-
		All High	44%	20	24	35	22	56%	↑1		↑4
		District	41%	16	25	38	21	59%	↑3		↑3
	GATE/Excel	30	3%	3		13	83	97%	↓3		↓4
		All High	15%	6	8	29	56	85%	↑3		↓-
		District	12%	3	9	30	58	88%	↑2		↓1
	ELL	All High	94%	73	21	6		6%	↑1		↑2
		District	86%	61	25	11	3	14%	↓1		↑3
	Foster	All High*	83%	78	6	6	11	17%	↓14		↓10

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SBAC ELA 2024 :: School Data by Subgroup

CAMS

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	Foster	District	77%	55	22	17	6	23%	↓2		↓3
	Homeless	2*	0%			100	100	100%	-		-
		All High	70%	45	25	20	10	30%	↓8		↓2
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	2*	0%			100	100	100%	-		-
		All High	71%	47	24	19	10	29%	↓8		↓2
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	62	0%			21	79	100%	↑2		-
		All High	56%	32	24	27	17	44%	↓3		↑4
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	All High	84%	63	21	12	4	16%	↓-		↑6
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	All High	78%	53	25	16	6	22%	↑1		↑7
		District	79%	57	22	14	7	21%	↑-		↑2

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2024 :: School Data by Subgroup

12/3/24

CAMS

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	170	170	6%	1	5	18	76	94%	↓1		↓7
		All High	76%	55	22	14	10	24%	↓2		↓11
		District	64%	38	25	19	17	36%	↑2		↓2
Grade	Gr. 11	170	6%	1	5	18	76	94%	↓1		↓7
		All High	76%	55	22	14	10	24%	↓2		↓11
		District	77%	55	21	14	10	23%	↓2		↓11
	Gr. 12	All High*	100%	100				0%	-		-
Ethnicity	Hispanic	58	12%	2	10	26	62	88%	↓3		↓5
		All High	83%	62	21	12	5	17%	↓2		↓11
		District	71%	43	27	18	12	29%	↑2		↓2
	Asian	54	4%	4	6	91		96%	↓4		-
		All High	55%	35	21	14	31	45%	↓1		↓17
		District	45%	24	22	21	33	55%	↑3		↓2
	Filipino	23	9%	4	4	17	74	91%	↓9		-
		All High	54%	35	19	24	21	46%	↓4		↓6
		District	38%	18	20	27	35	62%	↑6		↑4
	African American	17*	0%			29	71	100%	↑33		-
		All High	89%	70	19	8	4	11%	↑2		↓8
		District	80%	55	25	13	7	20%	↑2		↓2
	Other	12*	0%			17	83	100%	↑7		-
		All High	61%	35	26	21	18	39%	↓-		↓14
		District	43%	22	21	23	34	57%	↑2		↓2
	White	6*	0%			17	83	100%	-		-
		All High	59%	33	27	22	18	41%	↓6		↓11

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2024 :: School Data by Subgroup

CAMS

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	White	District	38%	17	21	25	37	62%	↓-		↓4
	Cambodian	5*	0%			20	80	100%	-		-
		All High	69%	44	25	15	16	31%	↑1		↓17
		District	50%	26	24	23	28	50%	↑5		↓2
Gender	Female	81	10%	1	9	25	65	90%	↓5		-
		All High	78%	55	23	13	9	22%	↓3		↓15
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	89	3%	1	2	11	85	97%	↑3		↓4
		All High	75%	55	20	14	11	25%	↓1		↓7
		District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	All High*	71%	50	21	14	14	29%	↓18		-
		District	76%	40	36	14	10	24%	↓14		↑3
Special Populations	EL + RFEP	57	7%	2	5	19	74	93%	↑1		-
		All High	85%	65	20	9	6	15%	↓3		↓12
		District	76%	50	26	15	9	24%	↑1		↓2
	RFEP	57	7%	2	5	19	74	93%	↑1		-
		All High	80%	55	25	12	8	20%	↓3		↓15
		District	64%	35	29	21	15	36%	↑2		↓4
	GATE/Excel	30	0%			20	80	100%	↑4		↑4
		All High	43%	17	26	29	28	57%	↑1		↓18
		District	21%	6	16	28	51	79%	↑5		↓4
	ELL	All High	99%	93	6	1%			↓-		↓1
		District	89%	65	23	9	3	11%	↑1		↑1
	Foster	All High*	100%	89	11	0%			↓7		↓10

The percentages in each Claim may not equal 100% due to rounding.
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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2024 :: School Data by Subgroup

12/3/24

CAMS

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	Foster	District	84%	62	23	12	4	16%	↑-		↓3
	Homeless	2*	50%		50		50	50%	↓50		-
		All High	92%	77	15	4	4	8%	↓4		↓10
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	2*	50%		50		50	50%	↓50		-
		All High	92%	78	14	4	4	8%	↓4		↓10
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	62	10%		2 8	15	76	90%	↓3		-
		All High	85%	64	21	10	6	15%	↓5		↓11
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	All High	96%	86	9	3	1	4%	↓-		↓-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	All High	94%	81	13	4	2	6%	↑-		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

12/3/24

CAMS

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	162	162	16%	15		53	31	84%	↑5		-
		All High	76%	15	61	19	5	24%	↓1		-
		District	73%	17	57	19	7	27%	↑1		-
Grade	Gr. 12	162	16%	15		53	31	84%	↑5		-
		All High	76%	15	61	19	5	24%	↓1		-
		District	77%	15	61	18	5	23%	↓1		-
Ethnicity	Hispanic	80	20%	20		60	20	80%	↑12		-
		All High	82%	18	64	15	3	18%	↓-		-
		District	80%	20	60	16	4	20%	↑1		-
	Asian	33	9%	9		42	48	91%	↓-		-
		All High	57%	8	49	31	12	43%	↓3		-
		District	55%	7	48	30	15	45%	↑2		-
	Filipino	24	17%	4	13	58	25	83%	↓9		-
		All High	56%	7	49	37	7	44%	↓6		-
		District	55%	6	49	32	13	45%	↓1		-
	Other	15*	7%	7		33	60	93%	↑6		-
		All High	66%	12	55	22	13	34%	↓4		-
		District	56%	10	46	28	16	44%	↑1		-
	White	6*	0%			50	50	100%	↑14		-
		All High	59%	7	52	30	11	41%	↓-		-
		District	50%	6	44	30	19	50%	↑1		-
	Cambodian	3*	33%		33	33	33	67%	↓33		-
		All High	72%	11	62	22	7	28%	↓6		-
		District	63%	8	55	26	11	37%	↑3		-

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

12/3/24

CAMS

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	African American	3*	33%	33		67		67%	↓5		-
		All High	90%	21	69	9	1	10%	↑-		-
		District	86%	24	62	12	2	14%	↑1		-
	Pacific Islander	1*	100%	100				0%	-		-
		All High	94%	18	76	24		6%	↓2		-
		District	91%	14	76	6	4	9%	↓2		-
Gender	Female	95	12%	12		61	27	88%	↑6		-
		All High	76%	13	62	20	4	24%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	67	22%	1	21	42	36	78%	↑4		-
		All High	78%	17	60	17	5	22%	↓3		-
		District	73%	18	55	19	8	27%	↑-		-
	Nonbinary	All High*	45%	18	27	27	27	55%	↑15		-
		District	61%	9	52	26	13	39%	↑7		-
Special Populations	EL + RFEP	64	16%	2	14	58	27	84%	↑14		-
		All High	84%	18	66	13	2	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	RFEP	64	16%	2	14	58	27	84%	↑14		-
		All High	80%	11	69	17	3	20%	↓2		-
		District	76%	12	64	20	5	24%	↓-		-
	ELL	All High	99%	41	58	1		1%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	GATE/Excel	24	25%	4	21	46	29	75%	↑4		-
		All High	52%	6	46	35	13	48%	↑1		-

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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

CAMS

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	GATE/Excel	District	35%	3	33	39	25	65%	↑8		-
	Foster	All High*	88%	25	63	13		13%	↓2		-
		District	89%	32	57	8	2	11%	↓1		-
	Homeless	1*	0%			100		100%	-		-
		All High	87%	24	63	13		13%	↓-		-
		District	86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	1*	0%			100		100%	-		-
		All High	87%	24	63	13		13%	↓-		-
		District	87%	28	59	12	1	13%	↓-		-
	Low SES	59	15%		15	58	27	85%	↑14		-
		All High	84%	18	66	14	2	16%	↓2		-
		District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	1*	0%				100	100%	-		-
		All High	93%	33	60	5	1	7%	↑7		-
		District	92%	41	51	6	2	8%	↑1		-
	Spec Ed. Speech/RSP	1*	0%				100	100%	-		-
		All High	91%	29	62	7	2	9%	↑9		-
		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.

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
CAMS

12/3/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	**All Students**	42	42	37	29 / 2 / 7 / 62
			All High	25	38 / 6 / 6 / 50
			District	30	33 / 15 / 16 / 36
	Grade	Gr. 11 (Minimum Growth Target: 12)	42	37	29 / 2 / 7 / 62
			All High	25	38 / 6 / 6 / 50
			District	24	38 / 6 / 6 / 49
	Ethnicity	Hispanic	20	59	15 / 10 / 75
			All High	22	39 / 6 / 5 / 50
			District	29	34 / 15 / 16 / 36
		Asian	9^	-	56 / 11 / 33
			All High	35	36 / 7 / 5 / 52
			District	35	31 / 14 / 15 / 40
		Cambodian	5^	-	40 / 20 / 40
			All High	32	38 / 7 / 5 / 50
			District	34	30 / 16 / 16 / 38
		Filipino	5^	-	60 / 20 / 20
			All High	35	33 / 8 / 9 / 50
			District	35	29 / 16 / 17 / 38
		African American	4^	-	25 / 75
			All High	20	42 / 6 / 7 / 45
			District	28	34 / 15 / 15 / 37

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
CAMS

12/3/24

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Ethnicity	Other	2^	-	100
			All High	26	35 / 8 / 8 / 48
			District	32	30 / 16 / 19 / 35
		White	2^	-	100
			All High	31	34 / 6 / 8 / 53
			District	28	33 / 15 / 18 / 34
	Gender	Female	17^	-	35 / 12 / 53
			All High	27	37 / 6 / 7 / 49
			District	32	31 / 15 / 17 / 36
		Male	25	50	24 / 4 / 4 / 68
			All High	22	39 / 7 / 5 / 50
			District	27	35 / 15 / 15 / 35
		Nonbinary	All High^	2	56 / 44
			District	5	53 / 6 / 12 / 29
	Special Populations	EL + RFEP	16^	-	31 / 6 / 6 / 56
			All High	23	39 / 6 / 6 / 50
			District	29	34 / 14 / 14 / 38
		RFEP	16^	-	31 / 6 / 6 / 56
			All High	23	39 / 6 / 6 / 50
			District	26	35 / 12 / 13 / 40
		GATE/Excel	27	40	26 / 4 / 11 / 59

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
CAMS

12/3/24

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	GATE/Excel	All High	32	32 / 7 / 6 / 54
			District	31	31 / 16 / 18 / 35
		ELL	All High	25	40 / 6 / 6 / 48
			District	33	32 / 17 / 16 / 35
		Foster	All High^	-33	70 / 30
			District	9	40 / 19 / 13 / 28
		Homeless	2^	-	100
			All High	8	43 / 7 / 5 / 44
			District	27	35 / 14 / 14 / 37
		Homeless/Foster	2^	-	100
			All High	6	45 / 7 / 5 / 44
			District	25	35 / 15 / 14 / 36
		Low SES	19^	-	26 / 5 / 5 / 63
			All High	21	40 / 6 / 5 / 49
			District	29	33 / 15 / 16 / 35
		Special Ed.	All High	27	37 / 7 / 6 / 50
			District	28	35 / 15 / 15 / 35
		Spec Ed. Speech/RSP	All High	29	36 / 5 / 7 / 52
			District	31	34 / 15 / 15 / 36
	SLC	Cams - CAMS		42	37	29 / 2 / 7 / 62

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
CAMS

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	**All Students**	42	42	29	29 / 24 / 29 / 19
			All High	8	46 / 23 / 18 / 14
			District	22	35 / 19 / 19 / 27
	Grade	Gr. 11 (Minimum Growth Target: 49)	42	29	29 / 24 / 29 / 19
			All High	8	46 / 23 / 18 / 14
			District	9	46 / 22 / 18 / 14
	Ethnicity	Hispanic	20	45	15 / 35 / 30 / 20
			All High	8	46 / 23 / 17 / 14
			District	20	36 / 20 / 18 / 26
		Asian	9^	-	56 / 22 / 22 / 0
			All High	6	46 / 23 / 21 / 10
			District	25	32 / 18 / 21 / 28
		Cambodian	5^	-	60 / 20 / 20 / 0
			All High	9	43 / 23 / 27 / 8
			District	24	33 / 19 / 21 / 27
		Filipino	5^	-	20 / 20 / 20 / 40
			All High	11	43 / 23 / 20 / 13
			District	37	25 / 19 / 22 / 35
		African American	4^	-	25 / 50 / 25
			All High	7	47 / 22 / 18 / 14
			District	18	38 / 18 / 17 / 26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
CAMS

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Ethnicity	Other	2^	-	50 / 50
			All High	11	46 / 19 / 21 / 14
			District	27	32 / 18 / 20 / 30
		White	2^	-	50 / 50 / 0
			All High	14	45 / 23 / 19 / 13
			District	27	31 / 20 / 21 / 28
	Gender	Female	17^	-	35 / 41 / 12 / 12
			All High	-1	52 / 22 / 16 / 11
			District	21	35 / 19 / 19 / 26
		Male	25	49	24 / 12 / 40 / 24
			All High	17	41 / 23 / 20 / 16
			District	23	34 / 19 / 19 / 28
		Nonbinary	All High^	14	50 / 13 / 13 / 25
			District	11	45 / 15 / 6 / 33
	Special Populations	EL + RFEP	16^	-	25 / 25 / 31 / 19
			All High	6	48 / 22 / 16 / 14
			District	20	37 / 19 / 16 / 27
		RFEP	16^	-	25 / 25 / 31 / 19
			All High	-	50 / 23 / 15 / 12
			District	15	40 / 18 / 15 / 28
		GATE/Excel	27	44	19 / 22 / 37 / 22

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
CAMS

12/3/24

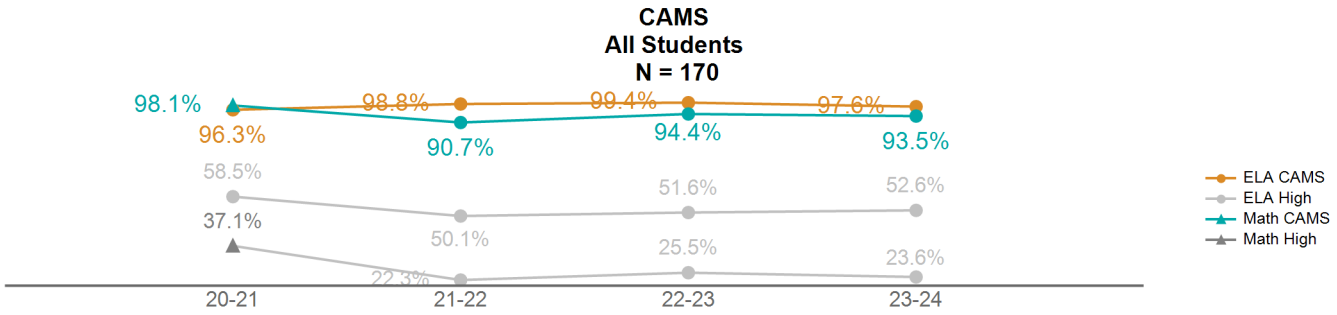
	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	GATE/Excel	All High	5	46 / 23 / 21 / 10
			District	28	29 / 21 / 22 / 29
		ELL	All High	25	39 / 21 / 18 / 22
			District	24	34 / 20 / 18 / 27
		Foster	All High^	-18	70 / 20 / 10 / 0
			District	11	39 / 20 / 14 / 27
		Homeless	2^	-	50 / 50 / 0
			All High	2	50 / 20 / 14 / 16
			District	20	37 / 19 / 17 / 27
		Homeless/Foster	2^	-	50 / 50 / 0
			All High	2	51 / 20 / 14 / 15
			District	19	37 / 19 / 16 / 27
		Low SES	19^	-	26 / 21 / 32 / 21
			All High	7	47 / 21 / 17 / 15
			District	21	36 / 19 / 18 / 27
		Special Ed.	All High	26	36 / 23 / 23 / 18
			District	20	38 / 18 / 17 / 28
		Spec Ed. Speech/RSP	All High	26	36 / 24 / 23 / 18
			District	20	37 / 18 / 17 / 28
	SLC	Cams - CAMS	42	29	29 / 24 / 29 / 19

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Report Name:SBAC - Growth Report - ARC Report #1109

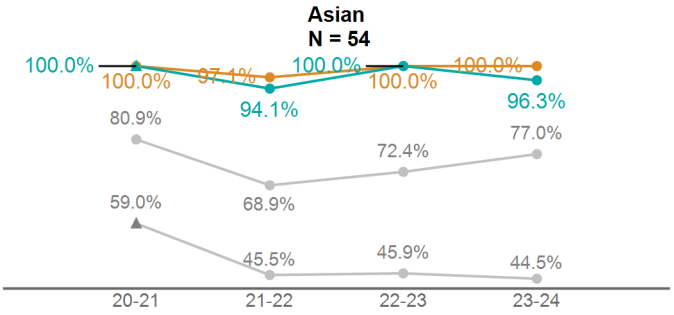
Submit Feedback

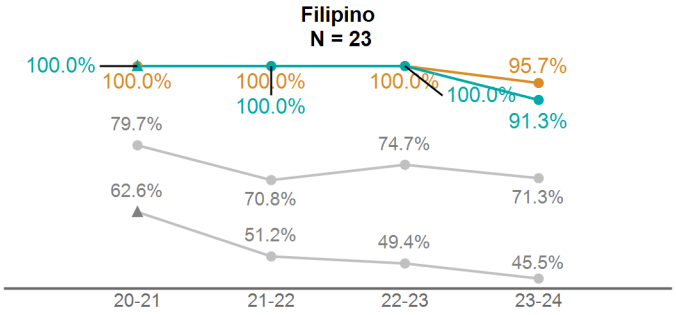
Percent of Students with Achievement Level of Met or Exceeded in SBAC

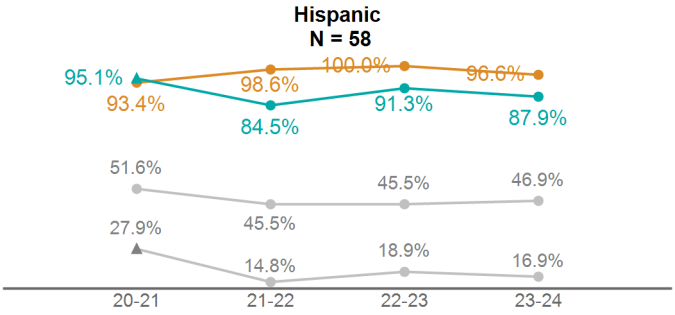


African American

Subgroup with fewer than 20 students.







Pacific Islander

Subgroup with fewer than 20 students.

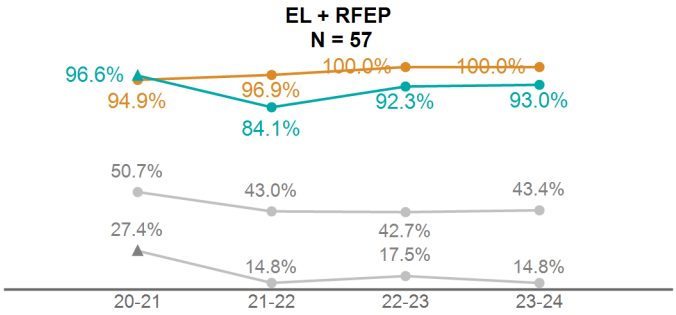
White

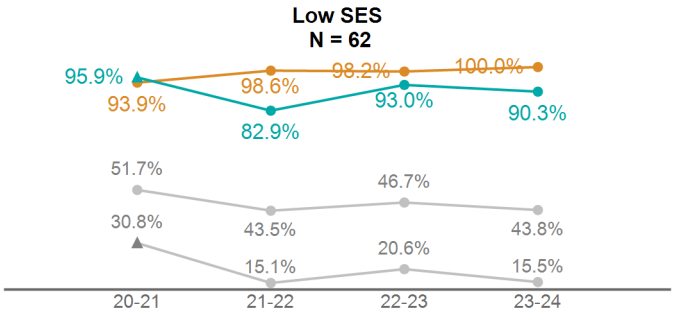
Subgroup with fewer than 20 students.

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

Submit Feedback

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





English Learner

Subgroup with fewer than 20 students.

Special Education

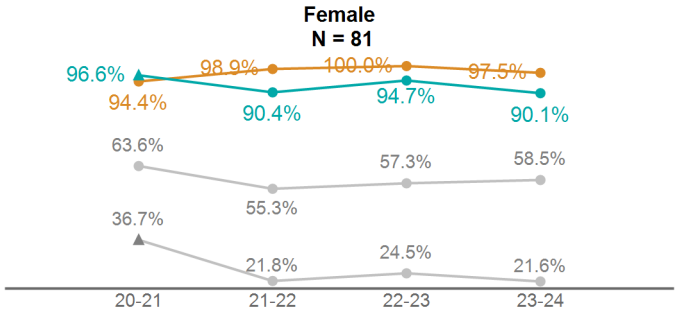
Subgroup with fewer than 20 students.

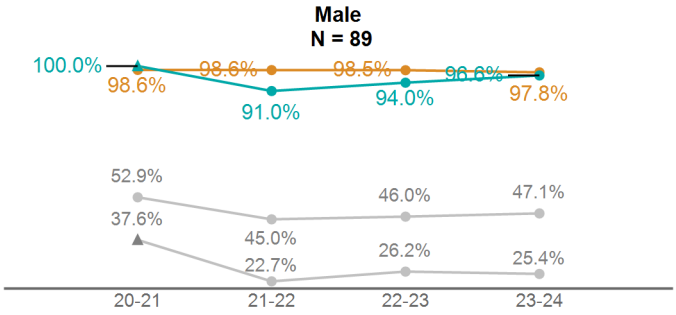
Homeless

Subgroup with fewer than 20 students.

Foster Youth

Subgroup with fewer than 20 students.





N's are from the current year. SBAC was not administered durring 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

12/3/24

All

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/3/24

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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

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	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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/3/24

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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/3/24

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	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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/3/24

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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

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	11,853	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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/3/24

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	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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/3/24

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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

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	3,691	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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/3/24

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	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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/3/24

All

School	Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
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%	↓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%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6		28	66	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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/3/24

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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/3/24

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 (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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

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 (998)	3	67%	33	33	33		33%	-		-

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/3/24

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	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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

12/3/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,113	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.

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

12/3/24

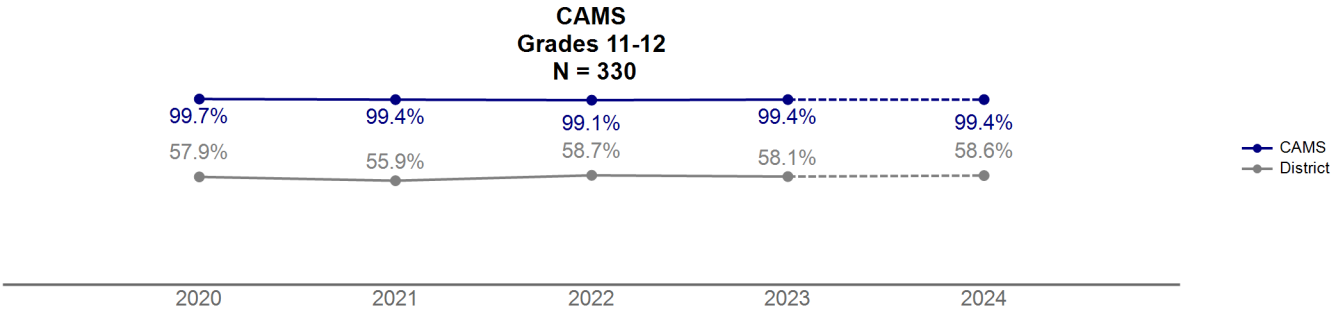
All

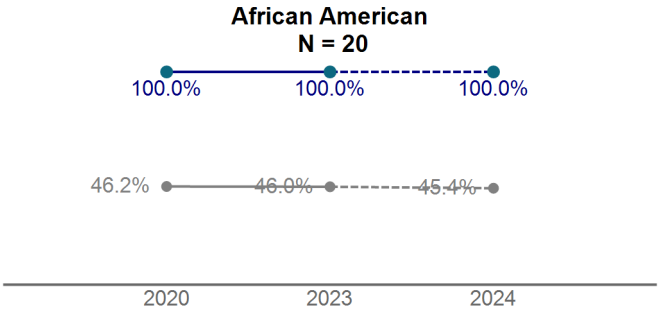
School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
District	13,994	73%	17	57	19	7	27%	↑1		-

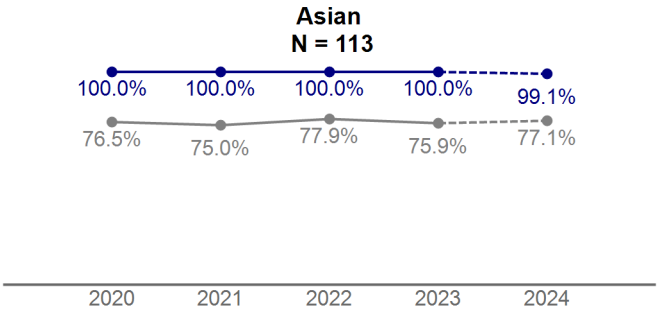
The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

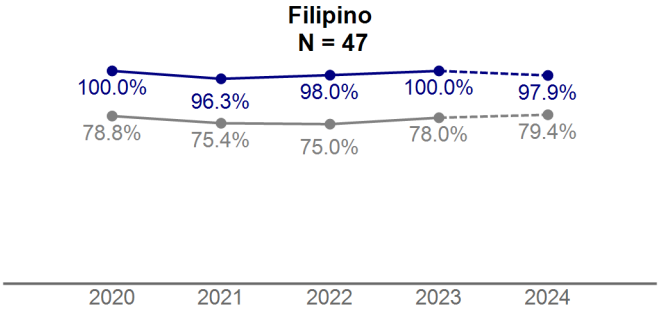
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

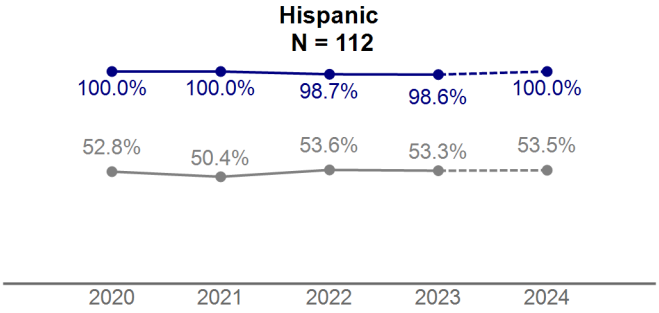
Advanced Placement - Students Enrolled in At Least One Course











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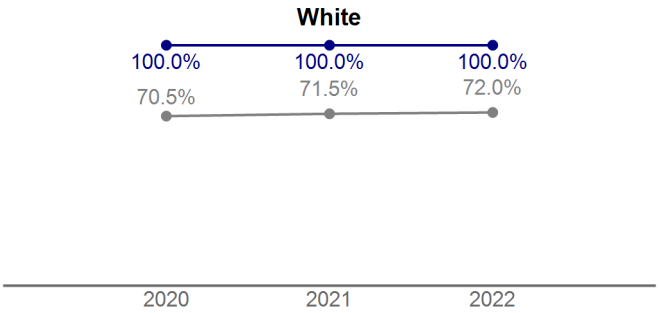

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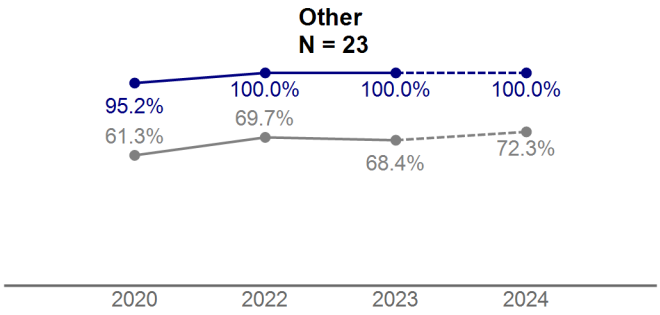
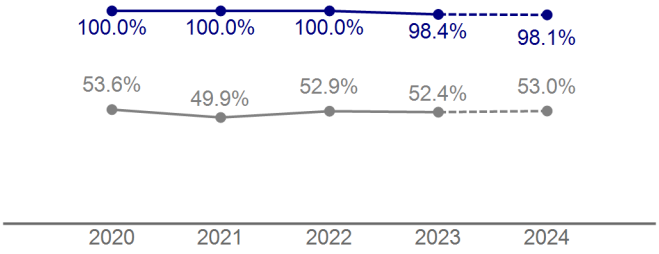


N's are from the latest year.
Subgroups under 20 students are not included.

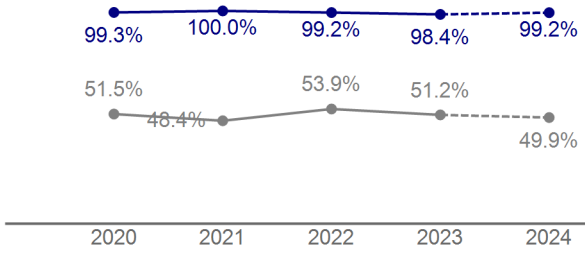
12/3/2024 2:42:38 PM

Advanced Placement - Students Enrolled in At Least One Course

EL + RFEP
N = 108



Low SES
N = 122



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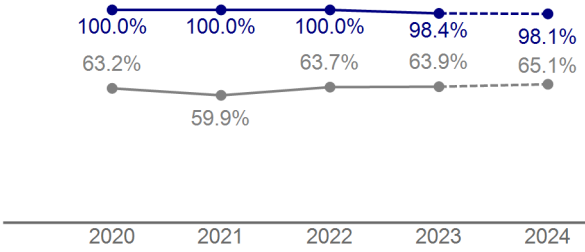
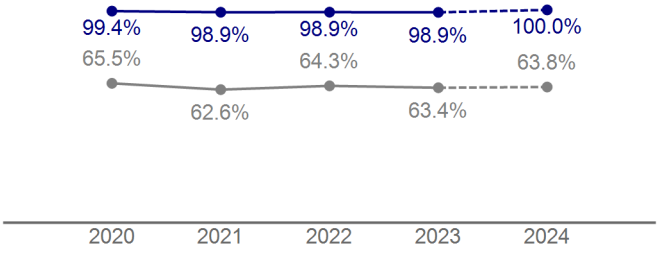
RFEP
N = 108



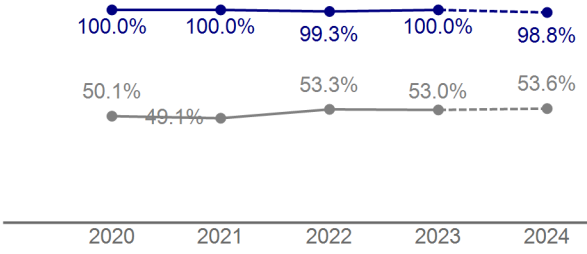
No Data Available

No Data Available

Female
N = 163



Male
N = 166



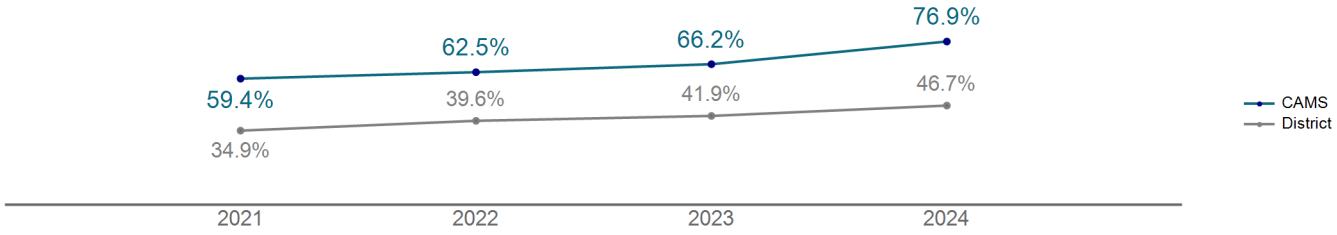
N's are from the latest year.
Subgroups under 20 students are not included.

12/3/2024 2:42:38 PM

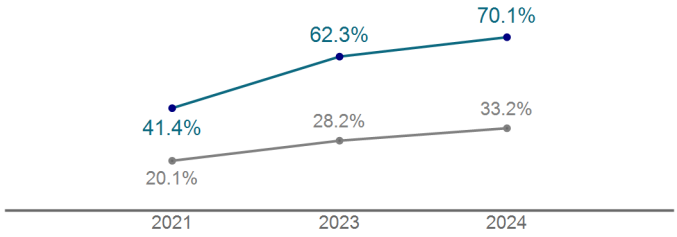
Advanced Placement

Percent of Tests Passed

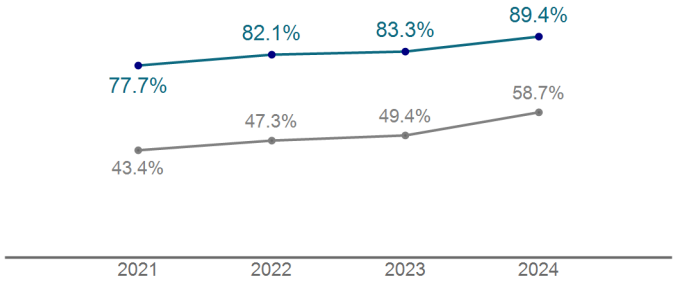
CAMS
All Students



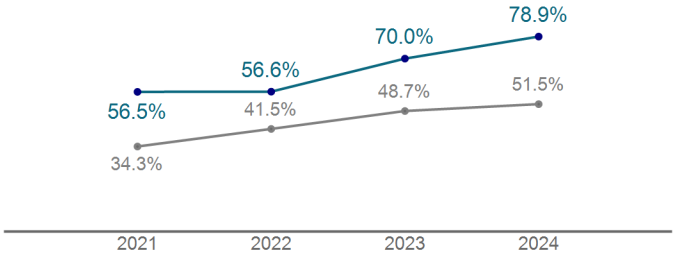
African American



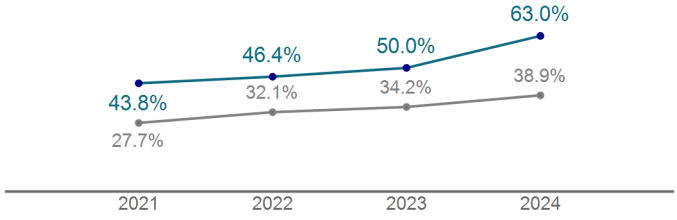
Asian



Filipino



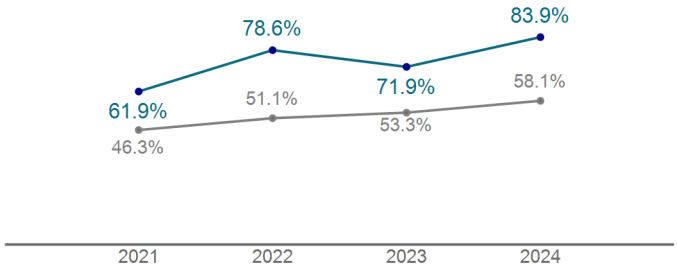
Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

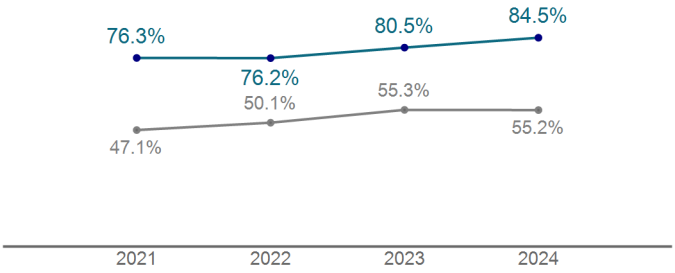
White



Native American

Subgroup with fewer than 20 students.

Other



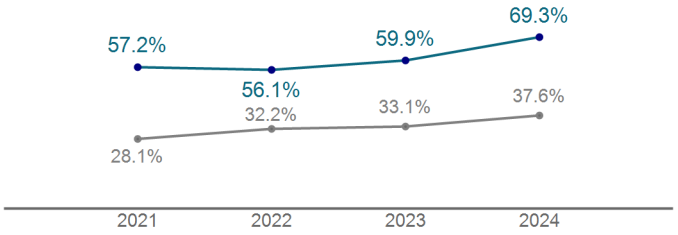
N's are from the latest year. Subgroups with under 20 students are not included.

12/3/2024 2:42:42 PM

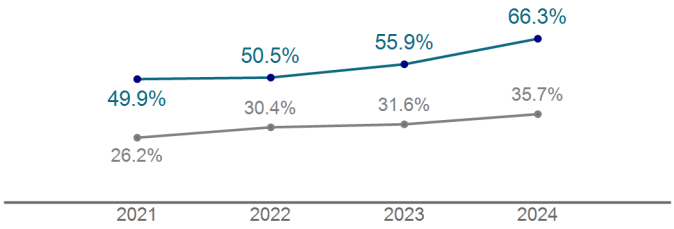
Advanced Placement

Percent of Tests Passed

EL + RFEP



Low SES



English Learner

Subgroup with fewer than 20 students.

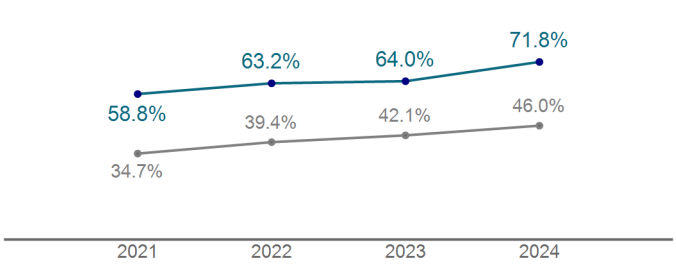
Special Education

Subgroup with fewer than 20 students.

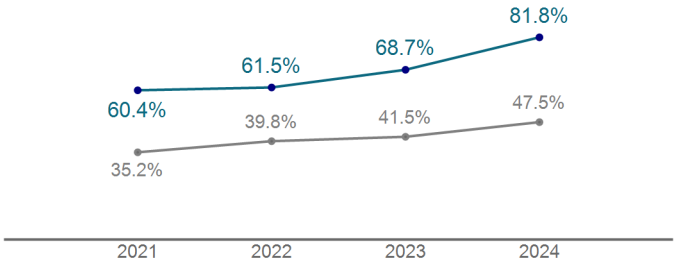
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female



Male



N's are from the latest year. Subgroups with under 20 students are not included.

12/3/2024 2:42:42 PM

PSAT Summary :: 23-24 :: CAMS

Increase in Average Score or Percent Met *Decrease in Avergage Score or Percent Met*			Total				Math				Evidence-Based Reading Writing			
Test	Subgroup		Avg. Total Score Gr 8/9: 240-1440 NMSQT: 320-1520		% Met Both Benchmarks		Avg. Math Score Gr 8/9: 120-720 NMSQT: 160-760		% Met Math Benchmark		Avg. EBRW Score Gr 8/9: 120-720 NMSQT: 160-760		% Met EBRW Benchmark	
	N= 99		2022	**2023**	2022	**2023**	2022	**2023**	2022	**2023**	2022	**2023**	2022	**2023**
NMSQT Gr. 10	All Students		1170	**1190**	90.6%	*90.9%*	581	**594**	91.8%	**94.9%**	588	**595**	97.6%	*94.9%*
	Ethnicity	Asian	1276	*1212*	96.2%	*93.5%*	643	*616*	98.1%	*95.7%*	632	*596*	96.2%	*95.7%*
		Filipino	1170	**1194**	87.0%	*88.2%*	577	**582**	87.0%	**94.1%**	592	**612**	95.7%	*94.1%*
		Hispanic	1091	**1131**	83.1%	*85.0%*	539	**565**	84.7%	**95.0%**	552	**566**	98.3%	*90.0%*
	Gender	Female	1118	**1197**	85.5%	*89.1%*	549	**593**	86.7%	**96.4%**	568	**603**	97.6%	*92.7%*
		Male	1220	*1181*	95.4%	*93.2%*	612	*596*	96.6%	*93.2%*	608	*585*	97.7%	**97.7%**
	Grade	Gr. 10	1170	**1190**	90.6%	*90.9%*	581	**594**	91.8%	**94.9%**	588	**595**	97.6%	*94.9%*
	SLC	Cams - CAMS	1170	**1190**	90.6%	*90.9%*	581	**594**	91.8%	**94.9%**	588	**595**	97.6%	*94.9%*
	Special Populations	EL + RFEP	1154	**1178**	86.4%	*91.7%*	581	**610**	89.8%	**95.8%**	573	*567*	94.9%	**95.8%**
		GATE/Excel	1143	**1210**	93.5%	*100.0%*	561	**591**	96.8%	**100.0%**	581	**618**	96.8%	**100.0%**
		Low SES	1111	**1154**	85.5%	*88.5%*	552	**573**	88.7%	**96.2%**	559	**581**	96.8%	*92.3%*
		RFEP	1154	**1178**	86.4%	*91.7%*	581	**610**	89.8%	**95.8%**	573	*567*	94.9%	**95.8%**

PSAT Summary :: 23-24 :: CAMS

Increase in Average Score or Percent Met *Decrease in Avergage Score or Percent Met*			Total				Math				Evidence-Based Reading Writing			
Test	Subgroup		Avg. Total Score Gr 8/9: 240-1440 NMSQT: 320-1520		% Met Both Benchmarks		Avg. Math Score Gr 8/9: 120-720 NMSQT: 160-760		% Met Math Benchmark		Avg. EBRW Score Gr 8/9: 120-720 NMSQT: 160-760		% Met EBRW Benchmark	
	N= 99		2022	**2023**	2022	**2023**	2022	**2023**	2022	**2023**	2022	**2023**	2022	**2023**
NMSQT Gr. 11	All Students		1202	*1194*	90.7%	*84.7%*	604	**614**	92.5%	*88.5%*	597	*580*	95.0%	*90.1%*
	Ethnicity	African American		**1127**		**85.7%**		**577**		**92.9%**		**550**		**92.9%**
		Asian	1328	*1303*	97.0%	**91.1%**	673	**676**	97.0%	*93.3%*	654	*627*	100.0%	*93.3%*
		Filipino	1209	*1167*	91.7%	*89.5%*	606	*600*	95.8%	*89.5%*	602	*567*	95.8%	*89.5%*
		Hispanic	1142	*1112*	85.9%	*73.8%*	572	*567*	88.5%	*81.0%*	569	*544*	92.3%	*85.7%*
	Gender	Female	1191	*1161*	91.5%	*83.1%*	592	*590*	92.6%	*86.2%*	599	*571*	96.8%	*92.3%*
		Male	1217	**1227**	89.6%	*86.4%*	622	**638**	92.5%	*90.9%*	595	*588*	92.5%	*87.9%*
	Grade	Gr. 11	1202	*1194*	90.7%	*84.7%*	604	**614**	92.5%	*88.5%*	597	*580*	95.0%	*90.1%*
	SLC	Cams - CAMS	1202	*1194*	90.7%	*84.7%*	604	**614**	92.5%	*88.5%*	597	*580*	95.0%	*90.1%*
	Special Populations	EL + RFEP	1171	**1203**	85.9%	*82.6%*	592	**624**	90.6%	*89.1%*	578	**579**	92.2%	*89.1%*
		GATE/Excel	1194	**1224**	88.0%	**92.0%**	602	**620**	88.0%	**96.0%**	592	**604**	96.0%	*92.0%*
		Low SES	1150	*1133*	83.6%	*74.5%*	580	**585**	85.5%	*82.4%*	569	*548*	90.9%	*84.3%*
		RFEP	1171	**1203**	85.9%	*82.6%*	592	**624**	90.6%	*89.1%*	578	**579**	92.2%	*89.1%*

PSAT/SAT EBRW 2023 :: School Data by Subgroup

CAMS

12/3/24

Category		Tested	Percent by Benchmark Level					2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded			
All Students	420	420	5%	4	2	95	95%	↓2		↓4
		District	23%	18	4	77	77%	↑27		↓1
Grade	Gr. 10	105	5%	3	2	95	95%	↓2		↓3
		District	28%	23	5	72	72%	↑30		↓4
	Gr. 11	264	6%	5	2	94	94%	↓2		↓5
		District	23%	18	4	77	77%	↑17		↑-
	Gr. 12	51	2%		2	98	98%	↑4		↓2
		District	9%	6	3	91	91%	↑22		-
	PSAT11	131	10%	8	2	90	90%	↓5		↓8
		District	27%	21	6	73	73%	↑8		↓2
	SAT11	133	3%		2	97	97%	↑1		↓2
		District	20%	16	3	80	80%	↑23		↑2
Ethnicity	Asian	151	4%	3	1	96	96%	↓3		↓2
		District	9%	6	2	91	91%	↑20		↓1
	Hispanic	125	9%	6	3	91	91%	↓3		↓5
		District	32%	26	6	68	68%	↑28		↑1
	Filipino	63	5%	3	2	95	95%	↓3		↓4
		District	18%	13	5	82	82%	↑11		↓4
	Other	33	6%	6		94	94%	↓3		↓5
		District	16%	13	2	84	84%	↑17		↓1
	African American	31	3%	3		97	97%	↑3		↓3
		District	38%	33	5	62	62%	↑26		↑1
Gender	Female	221	5%	4	2	95	95%	↓3		↓4
		District	22%	18	4	78	78%	↑25		↓2
	Male	199	6%	4	2	94	94%	↓1		↓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.

PSAT/SAT EBRW 2023 :: School Data by Subgroup

CAMS

12/3/24

Category		Tested	Percent by Benchmark Level					2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded			
Gender	Male	District	23%	18	5	77	77%	↑29		↑1
Special Populations	EL + RFEP	130	5%	3	2	95	95%	↑1		↓1
		District	34%	27	6	66	66%	↑30		↓-
	RFEP	130	5%	3	2	95	95%	↑1		↓1
		District	30%	24	7	70	70%	↑26		↓-
	GATE/Excel	70	3%	3		97	97%	↑1		↑3
		District	7%	5	2	93	93%	↑11		↑-
	ELL	District	82%	77	5	18	18%	↑13		-
	Low SES	139	9%	4	4	91	91%	↓4		↓5
		District	37%	30	7	63	63%	↑20		↓2
	Homeless	District	42%	35	7	58	58%	↑24		↑4
	Homeless/Foster	District	43%	36	7	57	57%	↑24		↑4
	Special Ed.	District	68%	63	4	32	32%	↑18		↓5
	Spec Ed. Speech/RSP	District	71%	68	3	29	29%	↑11		↓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.

PSAT/SAT Math 2023 :: School Data by Subgroup

CAMS

12/3/24

Category		Tested	Percent by Benchmark Level					2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded			
All Students	420	420	6%	4	3	94	94%	↑1		↓2
		District	44%	34	10	56	56%	↑24		↓7
Grade	Gr. 10	105	5%	3	2	95	95%	↑3		↓3
		District	44%	33	11	56	56%	↑31		↓10
	Gr. 11	264	8%	5	3	92	92%	↑1		↓2
		District	46%	36	10	54	54%	↑17		↓6
	Gr. 12	51	4%		4	96	96%	↑4		-
		District	24%	19	6	76	76%	↑30		-
	PSAT11	131	11%	9	2	89	89%	↓4		↓4
		District	47%	33	13	53	53%	↑10		↓6
	SAT11	133	4%		3	96	96%	↑5		↑1
		District	46%	38	8	54	54%	↑21		↓5
Ethnicity	Asian	151	3%		3	97	97%	↑-		↓2
		District	20%	13	7	80	80%	↑24		↓4
	Hispanic	125	11%	6	6	89	89%	↑2		-
		District	57%	45	12	43	43%	↑20		↓7
	Filipino	63	5%		5	95	95%	↓1		↓1
		District	32%	23	8	68	68%	↑15		↓4
	Other	33	9%	3	6	91	91%	↓7		↓8
		District	34%	23	11	66	66%	↑19		↓8
	African American	31	6%		6	94	94%	↑6		-
		District	68%	61	7	32	32%	↑17		↓9
Gender	Female	221	8%	4	4	92	92%	↑2		↓-
		District	48%	37	12	52	52%	↑22		↓7
	Male	199	5%	4	1	95	95%	↑1		↓3

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

PSAT/SAT Math 2023 :: School Data by Subgroup

CAMS

12/3/24

Category		Tested	Percent by Benchmark Level					2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded			
Gender	Male	District	38%	30	8	62	62%	↑27		↓7
Special Populations	EL + RFEP	130	7%	2	5	93	93%	↑4		↓2
		District	57%	47	11	43	43%	↑21		↓9
	RFEP	130	7%	2	5	93	93%	↑4		↓2
		District	54%	43	11	46	46%	↑20		↓9
	GATE/Excel	70	1%		1	99	99%	↑4		↑1
		District	23%	14	9	77	77%	↑14		↓6
	ELL	District	97%	92	5	3	3%	↓1		↓6
	Low SES	139	8%	5	3	92	92%	↑4		↓2
		District	61%	50	11	39	39%	↑14		↓9
	Homeless	District	81%	69	12	19	19%	↑5		↓4
	Homeless/Foster	District	81%	69	12	19	19%	↑5		↓4
	Special Ed.	District	74%	72	1	26	26%	↑19		↓5
	Spec Ed. Speech/RSP	District	76%	76		24	24%	↑14		↓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.

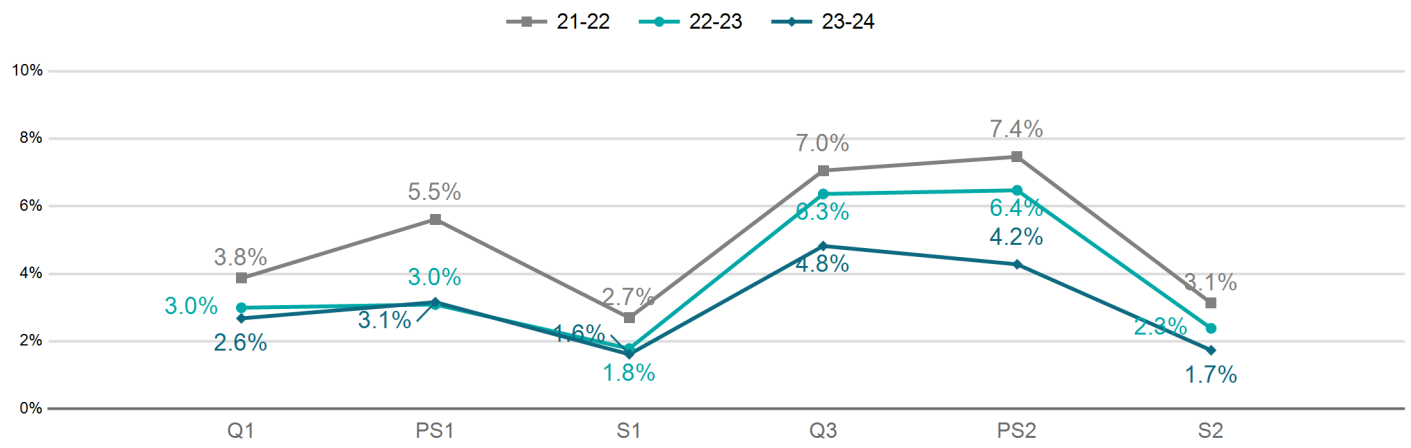
Submit Feedback

CAMS D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



Graphs for subgroups on following pages.

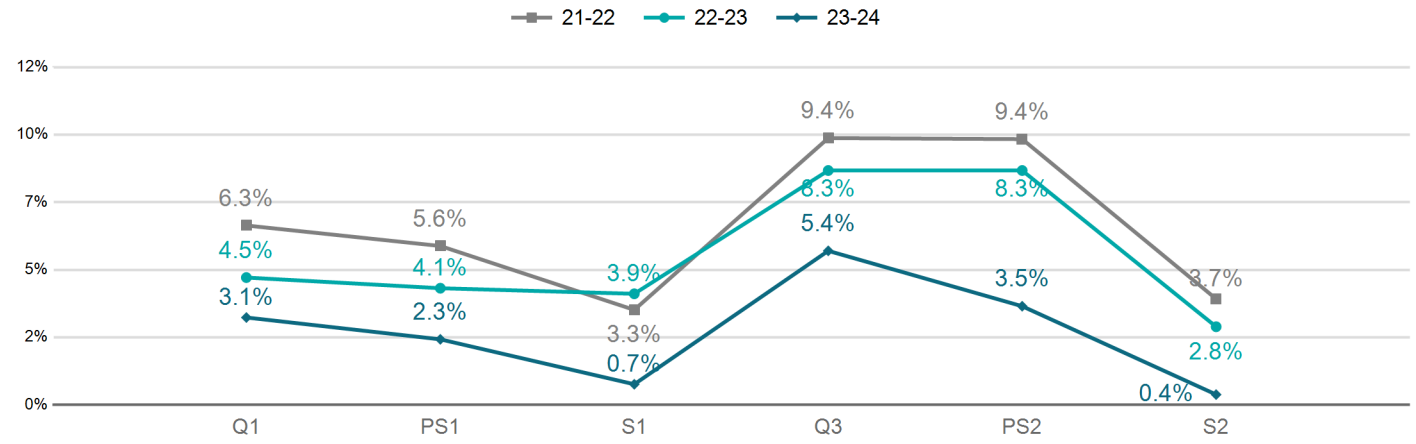
Submit Feedback

CAMS D/F Rate - 3 year Comparison

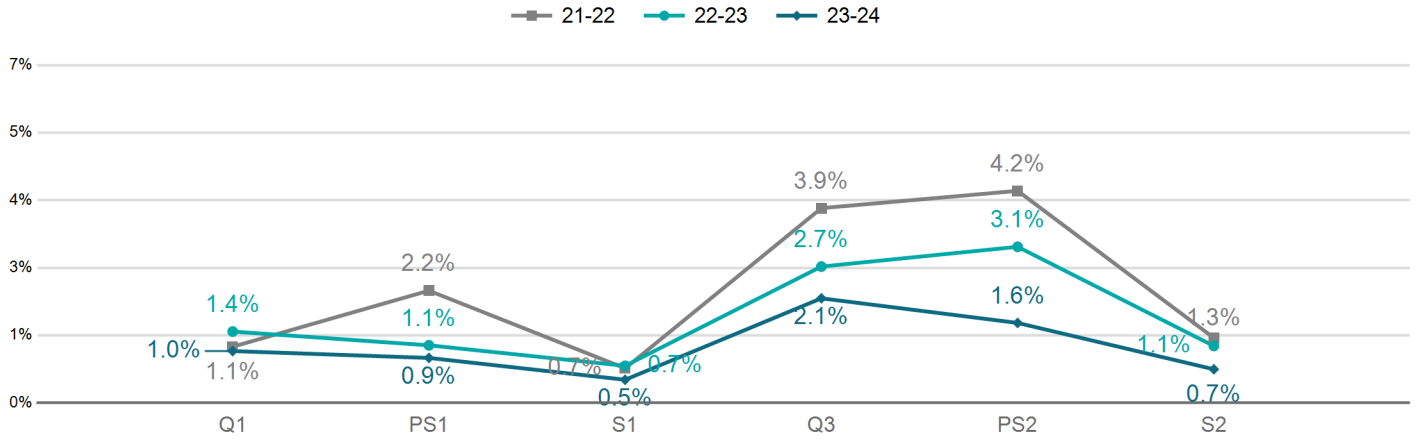
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

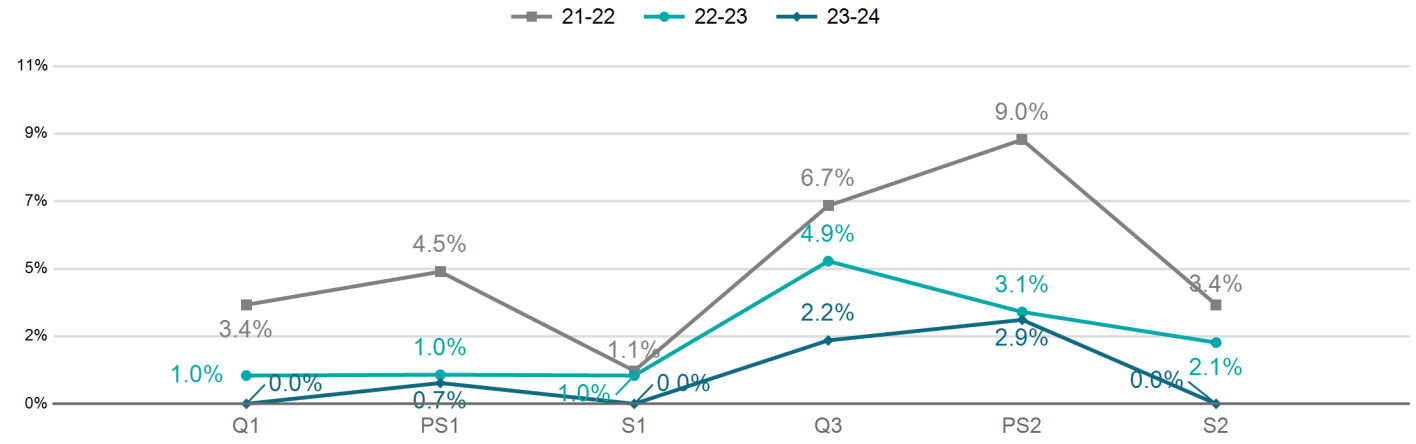
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



Category: Ethnicity - Subgroup: Cambodian



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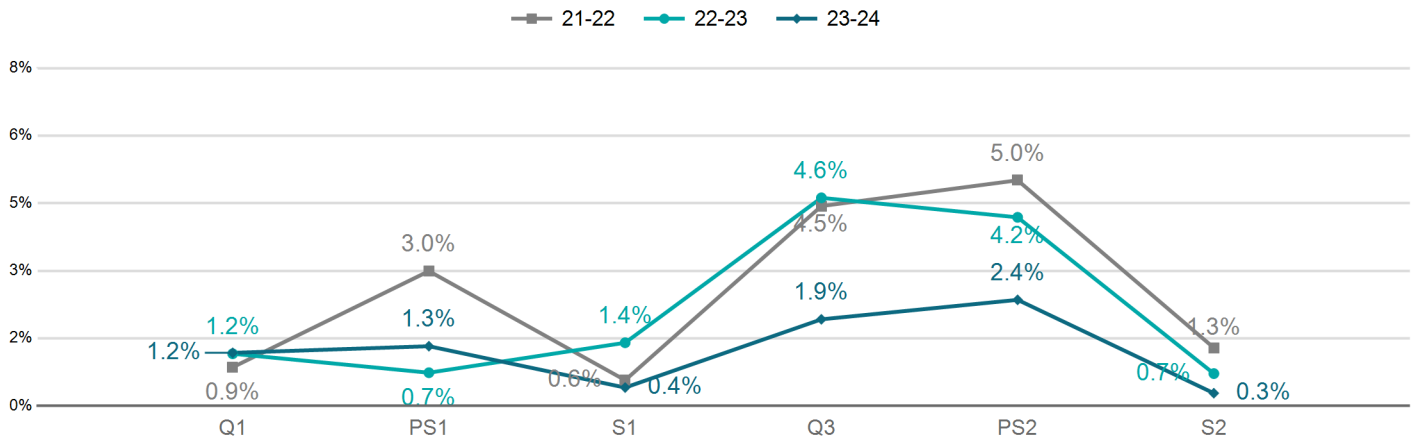
CAMS D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

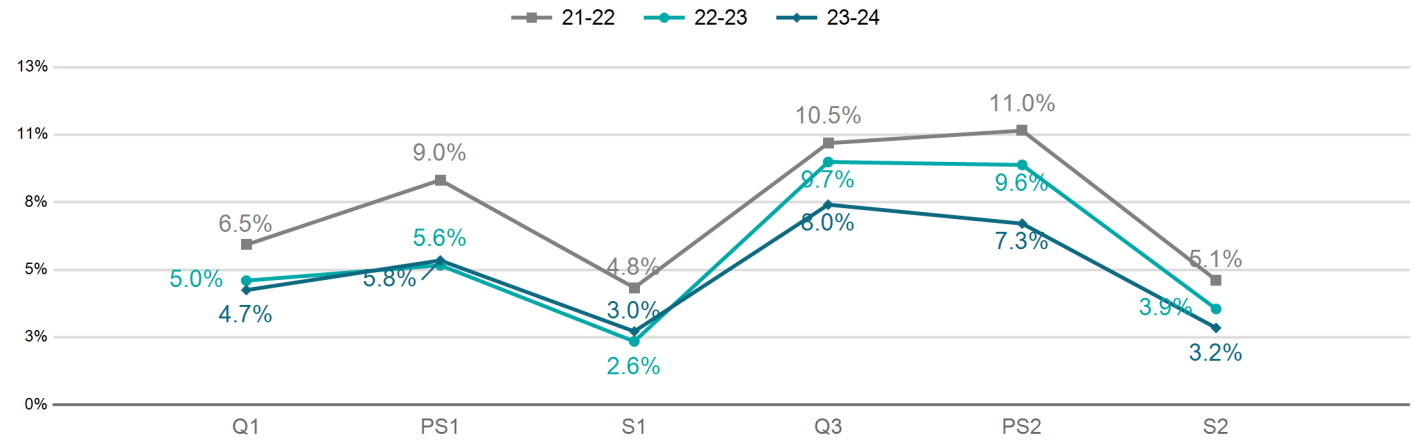
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic



Category: Ethnicity - Subgroup: Pacific Islander

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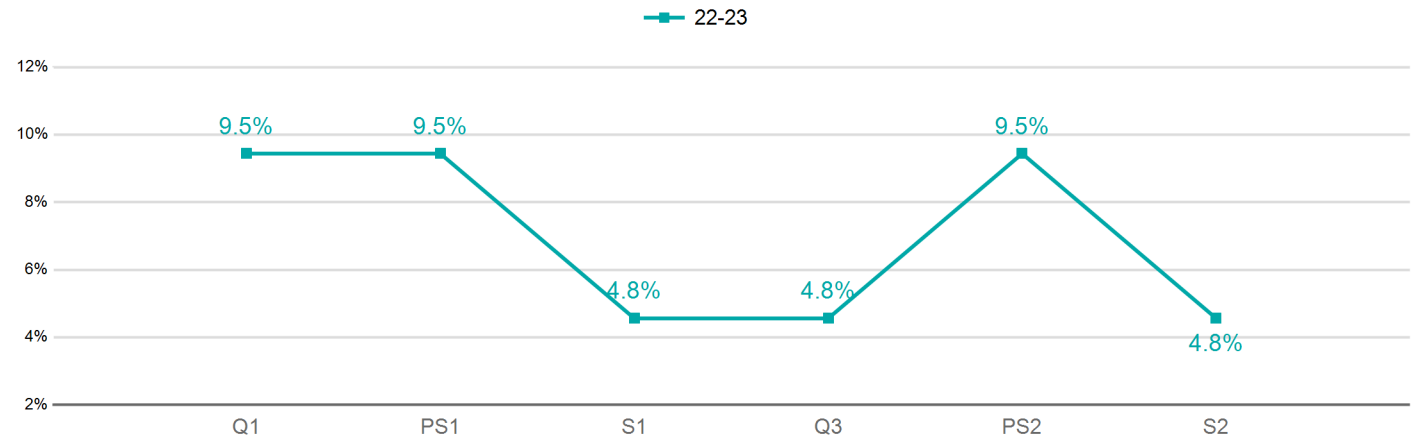
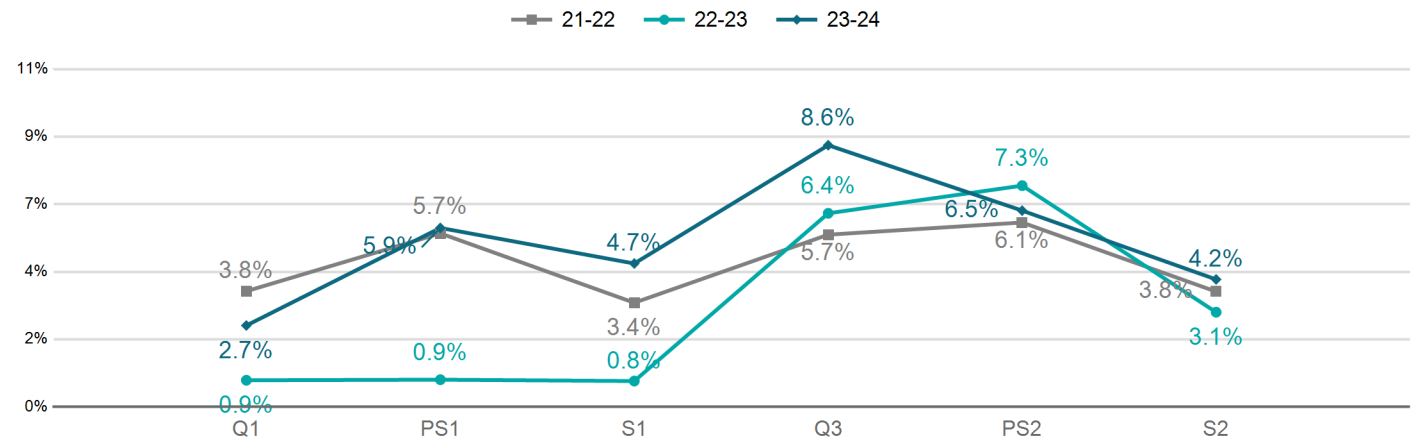
CAMS D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

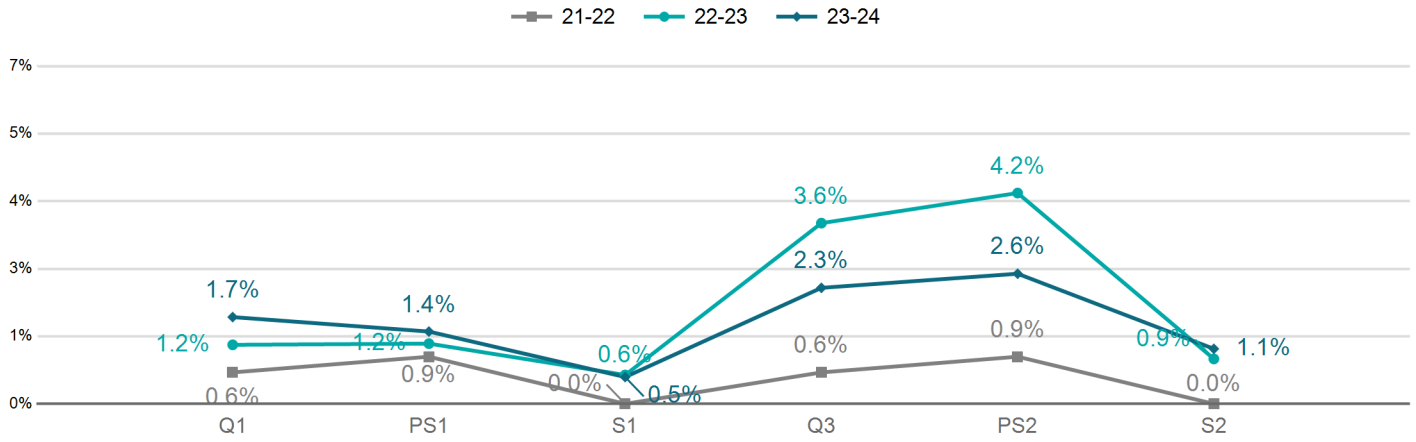
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: White



Category: Ethnicity - Subgroup: Other



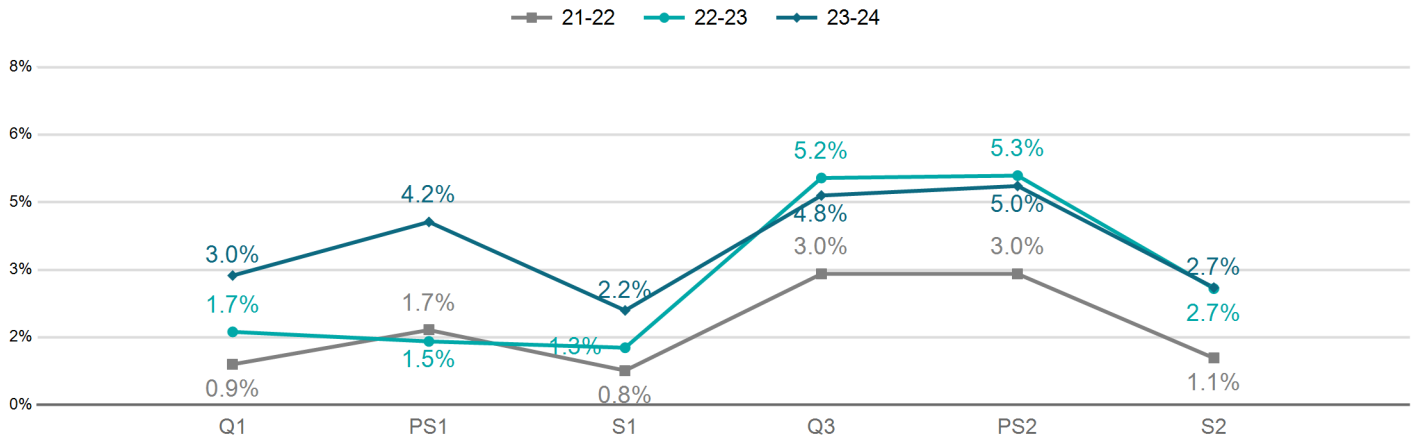
Submit Feedback

CAMS D/F Rate - 3 year Comparison

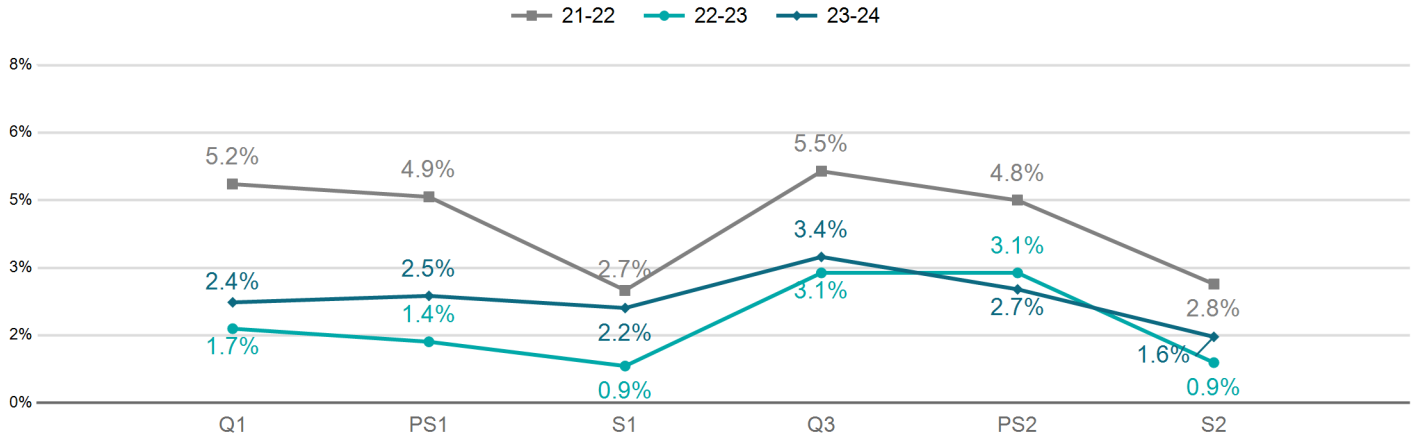
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

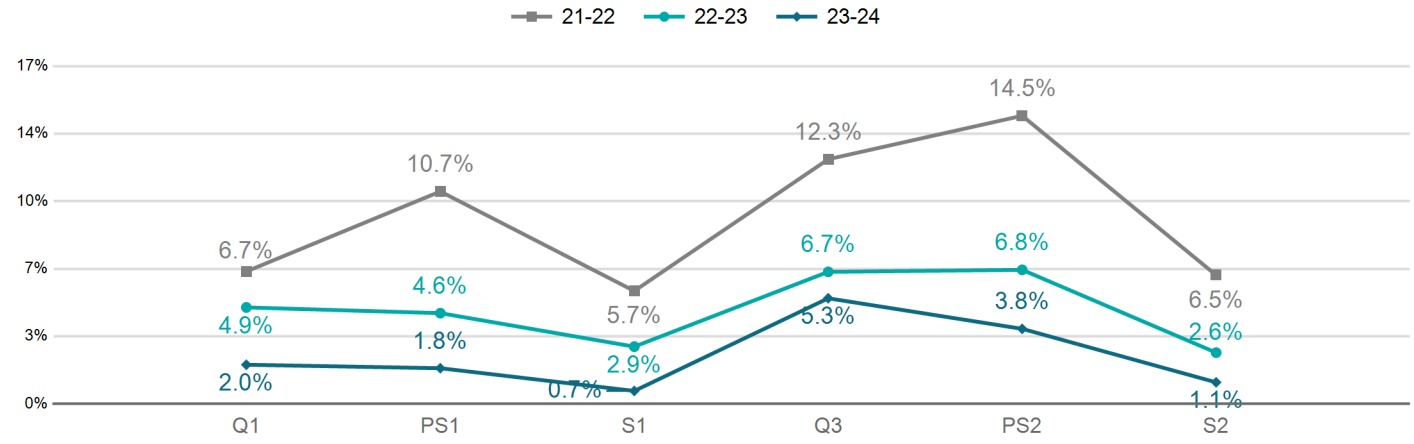
Category: Grade - Subgroup: Gr. 09



Category: Grade - Subgroup: Gr. 10



Category: Grade - Subgroup: Gr. 11



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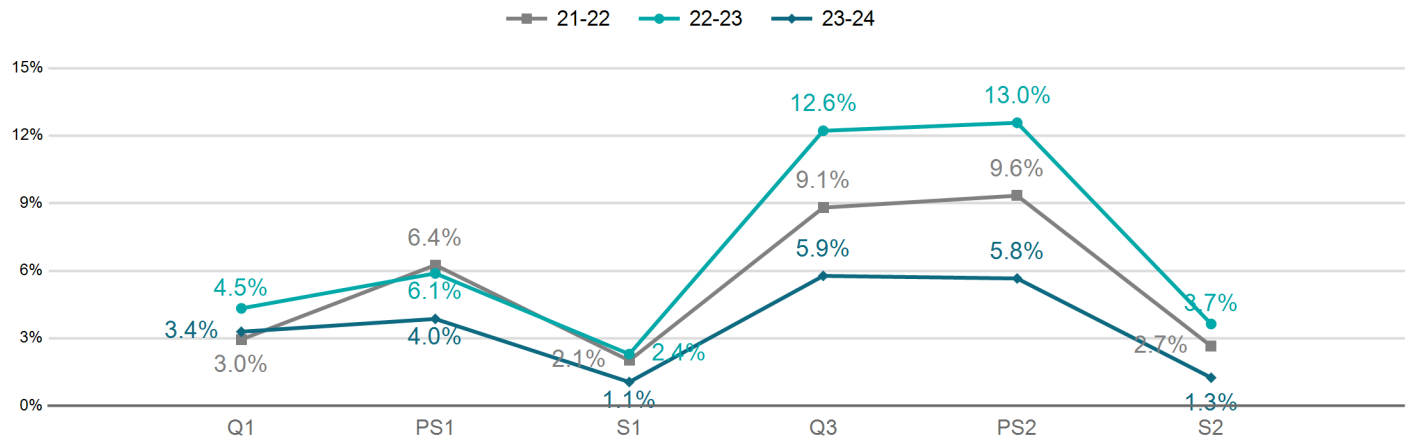
CAMS D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Grade - Subgroup: Gr. 12



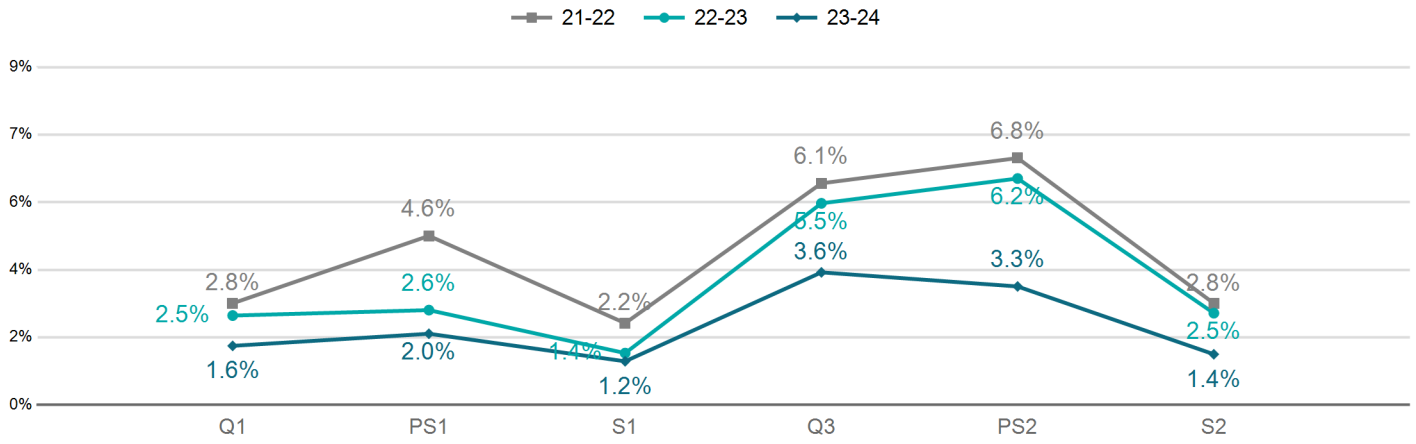
Submit Feedback

CAMS D/F Rate - 3 year Comparison

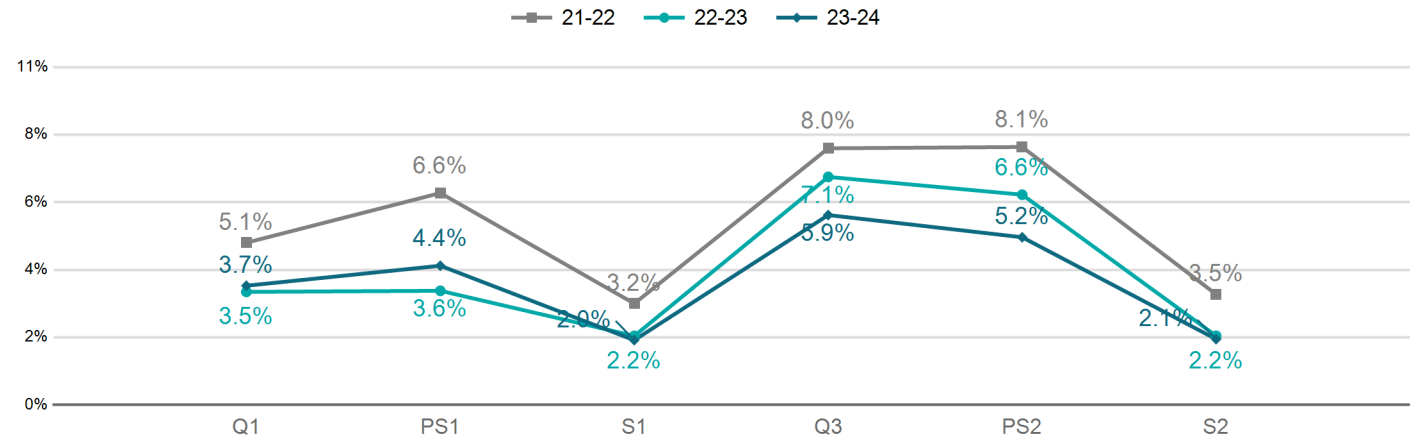
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male



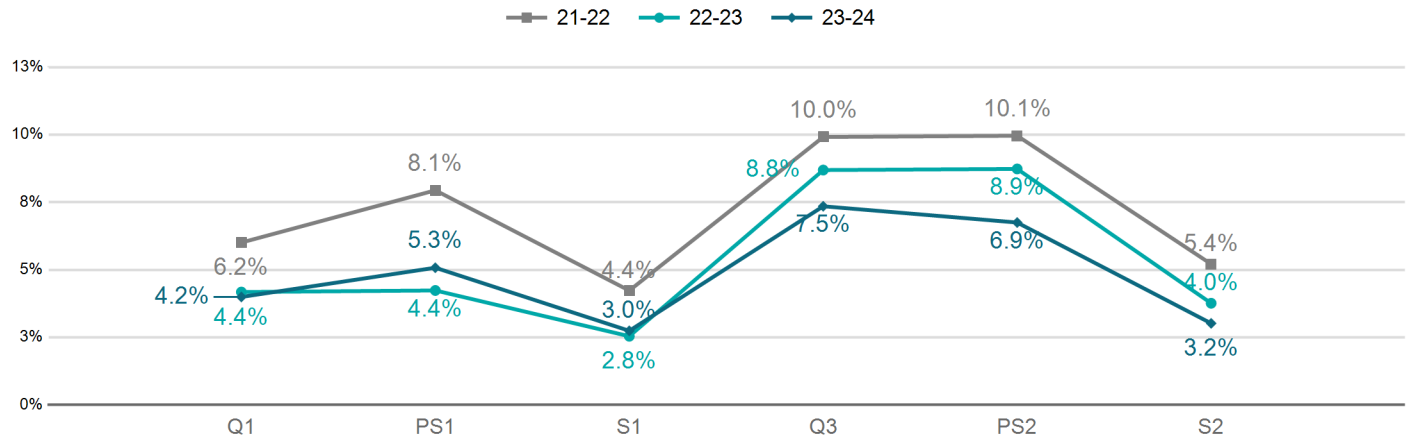
Submit Feedback

CAMS D/F Rate - 3 year Comparison

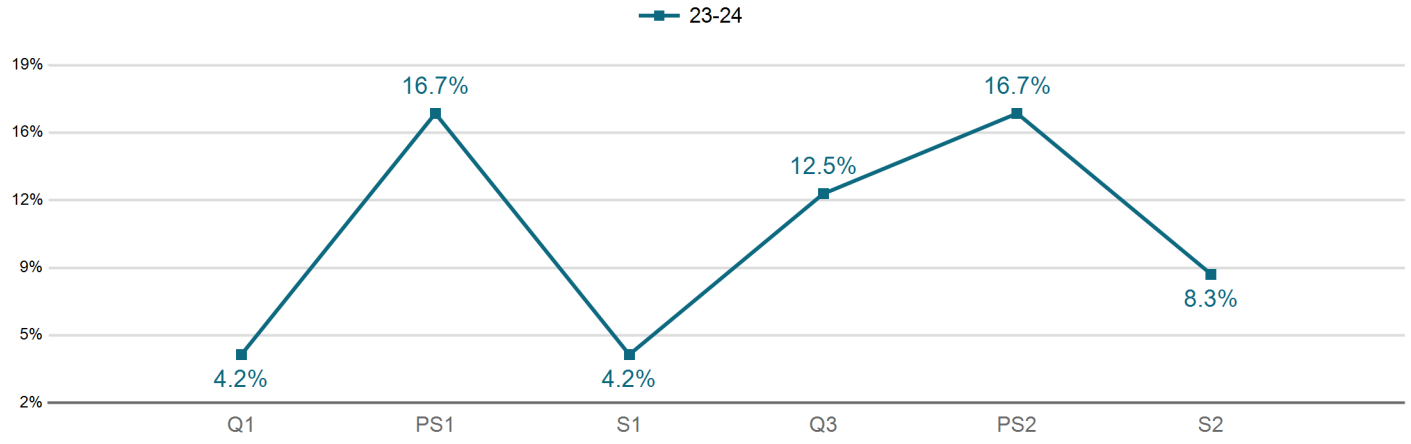
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

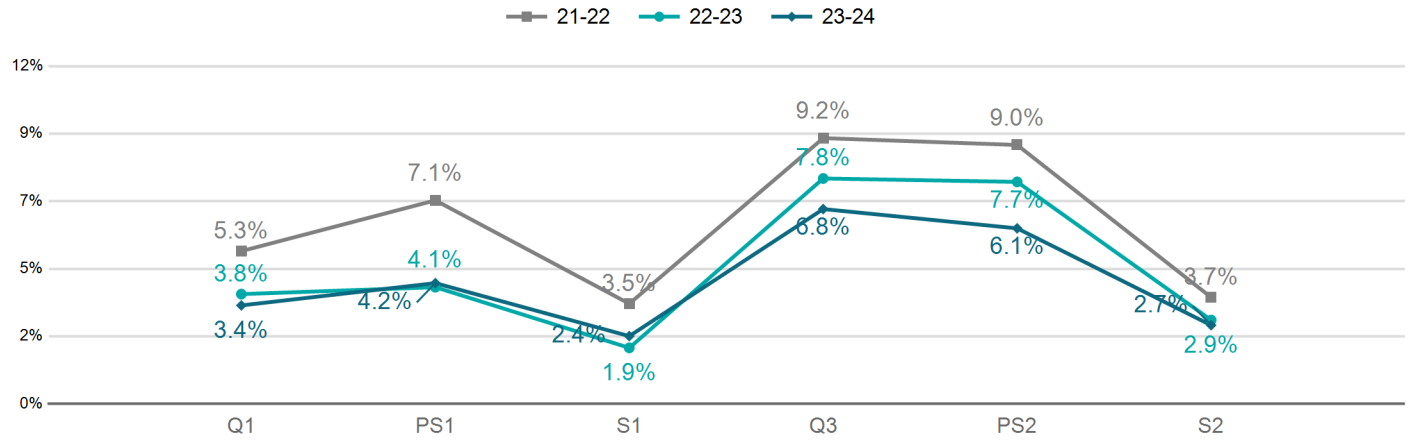
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP



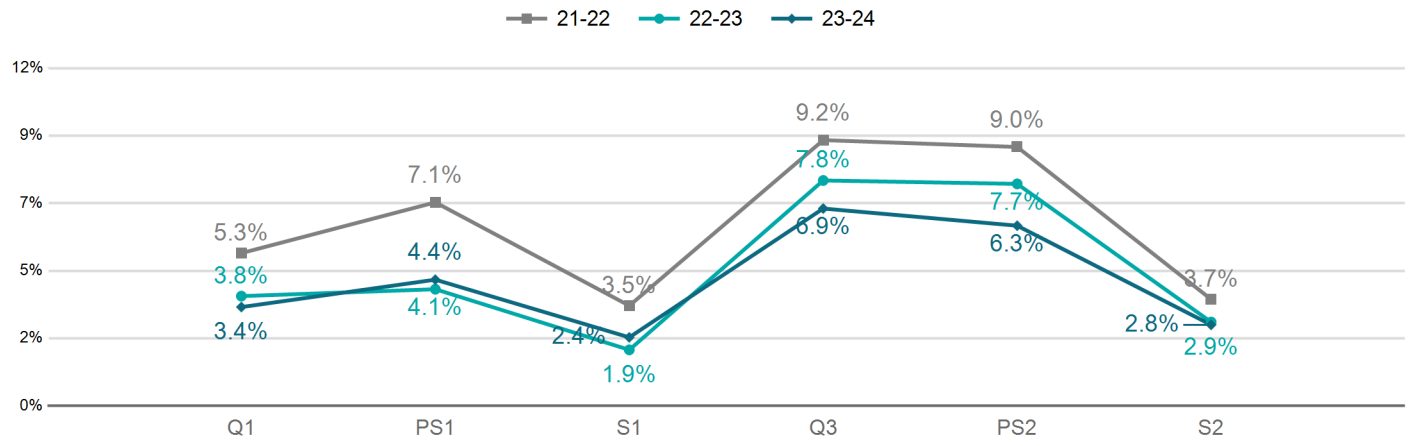
Submit Feedback

CAMS D/F Rate - 3 year Comparison

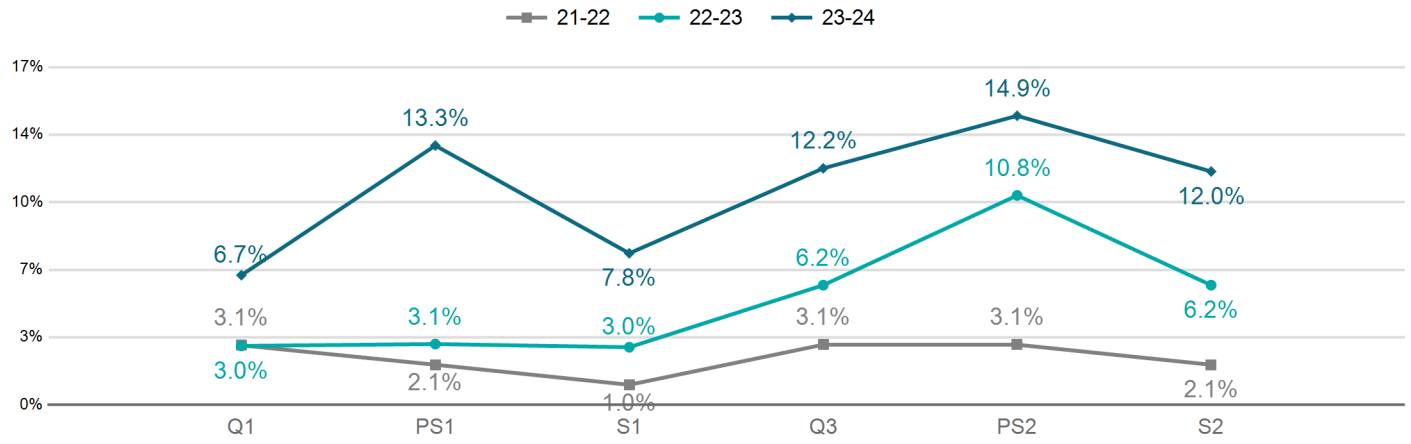
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Homeless/Foster



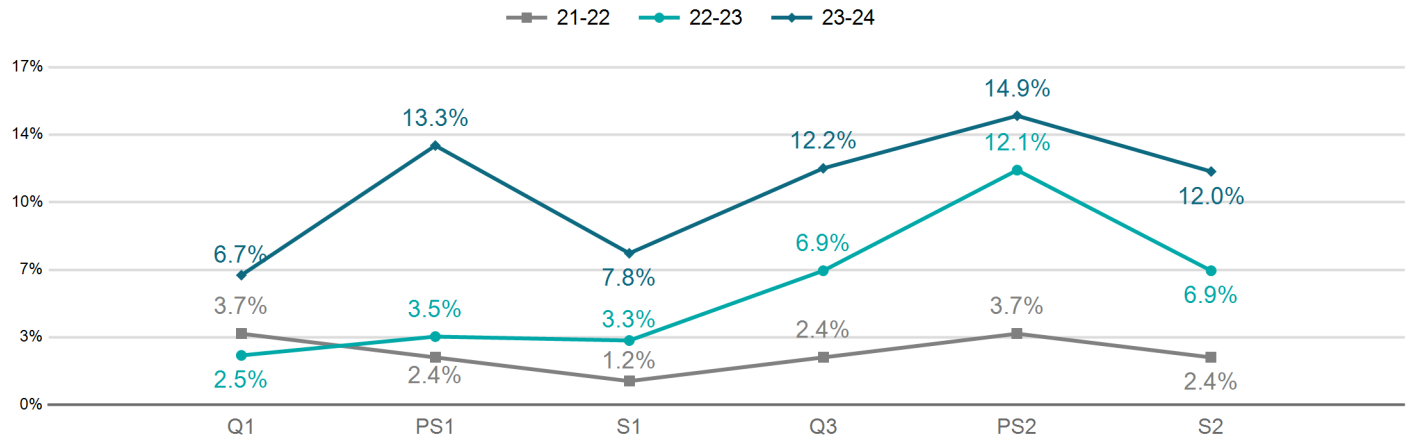
Category: Special Populations - Subgroup: Homeless

Submit Feedback

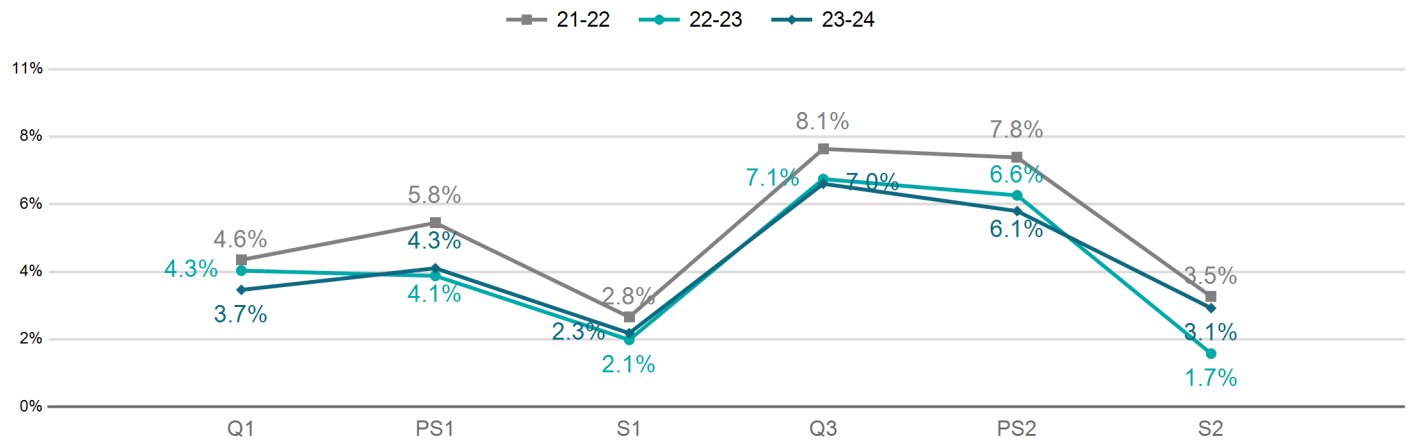
CAMS D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: GATE/Excel



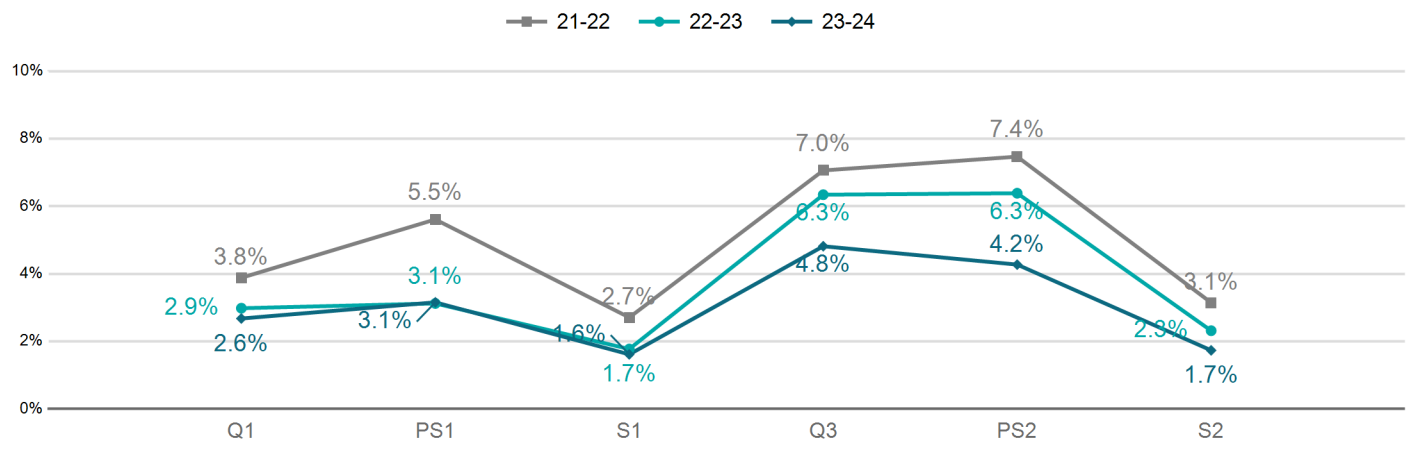
Submit Feedback

CAMS D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

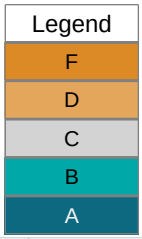
Category: SLC - Subgroup: Cams - CAMS



Submit Feedback

Grade Distribution - CAMS
2023-2024 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	4,852	4,852	1 5 14 80	1.7%	98.3%
Grade	Gr. 09	1,369	2 6 13 78	2.7%	97.3%
	Gr. 10	1,351	3 14 81	1.6%	98.4%
	Gr. 11	1,200	4 9 85	1.1%	98.9%
	Gr. 12	932	7 19 72	1.3%	98.7%
Ethnicity	African American	276	4 17 78	0.4%	99.6%
	Asian	1,498	2 7 90	0.7%	99.3%
	Cambodian	146	5 11 84	0.0%	100.0%
	Filipino	711	3 11 85	0.3%	99.7%
	Hispanic	1,793	1 2 8 20 69	3.2%	96.8%
	Pacific Islander	14	7 29 29 29	7.1%	92.9%
	White	191	3 1 6 11 79	4.2%	95.8%
	Other	369	4 8 86	1.1%	98.9%
Gender	Female	2,518	4 13 82	1.4%	98.6%
	Male	2,334	1 6 14 78	2.1%	97.9%
Special Populations	Low SES	1,851	1 2 7 17 73	3.2%	96.8%
	ELL	24	8 17 33 42	8.3%	91.7%
	RFEP	1,611	2 4 6 16 75	2.7%	97.3%
	EL + RFEP	1,635	2 4 6 17 75	2.8%	97.2%
	Special Ed.	15	7 93	0.0%	100.0%
	Spec Ed. Speech/RSP	15	7 93	0.0%	100.0%
	Homeless/Foster	75	5 7 8 16 64	12.0%	88.0%
	Homeless	75	5 7 8 16 64	12.0%	88.0%
	GATE/Excel	776	1 2 7 15 74	3.1%	96.9%
Pathway	Cams - CAMS	4,852	1 5 14 80	1.7%	98.3%

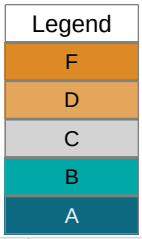
The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 12/3/2024

Submit Feedback

Grade Distribution - CAMS
2023-2024 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	4,646	4,646	2 2 6 18 71	4.2%	95.8%
Grade	Gr. 09	1,368	3 2 5 15 75	5.0%	95.0%
	Gr. 10	1,309	1 4 4 18 75	2.7%	97.3%
	Gr. 11	1,111	1 2 7 19 71	3.8%	96.2%
	Gr. 12	858	2 3 9 24 61	5.8%	94.2%
Ethnicity	African American	259	2 2 6 23 68	3.5%	96.5%
	Asian	1,447	1 3 15 81	1.6%	98.4%
	Cambodian	140	2 4 16 78	2.9%	97.1%
	Filipino	677	2 3 17 77	2.4%	97.6%
	Hispanic	1,714	3 4 10 23 60	7.3%	92.7%
	Pacific Islander	12	17 25 25 33	16.7%	83.3%
	White	186	5 1 8 16 70	6.5%	93.5%
	Other	351	1 4 3 11 83	2.6%	97.4%
Gender	Female	2,397	2 2 5 18 73	3.3%	96.7%
	Male	2,249	2 3 7 19 69	5.2%	94.8%
Special Populations	Low SES	1,764	4 3 8 22 63	6.9%	93.1%
	ELL	24	8 8 25 25 33	16.7%	83.3%
	RFEP	1,542	3 3 7 22 64	6.1%	93.9%
	EL + RFEP	1,566	3 3 7 22 64	6.3%	93.7%
	Special Ed.	14	7 93	0.0%	100.0%
	Spec Ed. Speech/RSP	14	7 93	0.0%	100.0%
	Homeless/Foster	74	9 5 8 14 64	14.9%	85.1%
	Homeless	74	9 5 8 14 64	14.9%	85.1%
	GATE/Excel	734	3 3 7 21 66	6.1%	93.9%
Pathway	Cams - CAMS	4,646	2 2 6 18 71	4.2%	95.8%

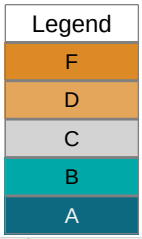
The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 12/3/2024

Submit Feedback

Grade Distribution - CAMS
2023-2024 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	4,627	4,627	2 2 7 17 72	4.8%	95.2%
Grade	Gr. 09	1,368	3 2 5 15 76	4.8%	95.2%
	Gr. 10	1,309	2 2 7 17 73	3.4%	96.6%
	Gr. 11	1,109	2 3 8 15 72	5.3%	94.7%
	Gr. 12	841	3 3 9 21 64	5.9%	94.1%
Ethnicity	African American	258	2 3 7 19 69	5.4%	94.6%
	Asian	1,443	2 4 15 80	2.1%	97.9%
	Cambodian	139	1 6 17 75	2.2%	97.8%
	Filipino	674	1 5 16 77	1.9%	98.1%
	Hispanic	1,704	4 4 11 19 62	8.0%	92.0%
	Pacific Islander	12	17 25 17 42	16.7%	83.3%
	White	186	6 2 9 18 65	8.6%	91.4%
	Other	350	1 5 11 81	2.3%	97.7%
Gender	Female	2,389	2 2 6 16 75	3.6%	96.4%
	Male	2,238	3 3 8 18 68	5.9%	94.1%
Special Populations	Low SES	1,758	4 3 8 19 65	7.5%	92.5%
	ELL	24	8 4 8 38 42	12.5%	87.5%
	RFEP	1,537	4 3 8 19 66	6.8%	93.2%
	EL + RFEP	1,561	4 3 8 20 65	6.9%	93.1%
	Special Ed.	14	7 7 86	0.0%	100.0%
	Spec Ed. Speech/RSP	14	7 7 86	0.0%	100.0%
	Homeless/Foster	74	11 1 11 9 68	12.2%	87.8%
	Homeless	74	11 1 11 9 68	12.2%	87.8%
	GATE/Excel	730	4 3 7 19 67	7.0%	93.0%
Pathway	Cams - CAMS	4,627	2 2 7 17 72	4.8%	95.2%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 12/3/2024

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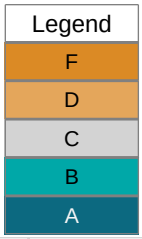
Grade Distribution - CAMS
2023-2024 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	4,962	4,962	1 5 14 79	1.6%	98.4%
Grade	Gr. 09	1,379	2 7 17 74	2.2%	97.8%
	Gr. 10	1,343	2 4 15 78	2.2%	97.8%
	Gr. 11	1,230	3 9 87	0.7%	99.3%
	Gr. 12	1,010	6 15 78	1.1%	98.9%
Ethnicity	African American	276	5 17 78	0.7%	99.3%
	Asian	1,524	2 8 89	0.5%	99.5%
	Cambodian	147	3 11 86	0.0%	100.0%
	Filipino	737	3 12 85	0.4%	99.6%
	Hispanic	1,841	2 9 20 68	3.0%	97.0%
	Pacific Islander	14	14 43 43	0.0%	100.0%
	White	191	1 4 4 17 75	4.7%	95.3%
	Other	379	2 8 89	0.5%	99.5%
Gender	Female	2,591	4 13 81	1.2%	98.8%
	Male	2,371	1 6 15 77	2.0%	98.0%
Special Populations	Low SES	1,886	2 8 17 72	3.0%	97.0%
	ELL	24	4 25 21 50	4.2%	95.8%
	RFEP	1,658	2 6 17 74	2.4%	97.6%
	EL + RFEP	1,682	2 7 17 74	2.4%	97.6%
	Special Ed.	16	13 88	0.0%	100.0%
	Spec Ed. Speech/RSP	16	13 88	0.0%	100.0%
	Homeless/Foster	77	1 6 12 18 62	7.8%	92.2%
	Homeless	77	1 6 12 18 62	7.8%	92.2%
	GATE/Excel	780	2 7 17 74	2.3%	97.7%
Pathway	Cams - CAMS	4,962	1 5 14 79	1.6%	98.4%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 12/3/2024

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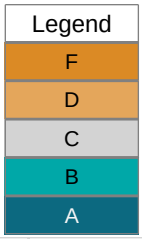
Grade Distribution - CAMS
2023-2024 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	4,655	4,655	2 6 16 75	3.1%	96.9%
Grade	Gr. 09	1,376	2 3 6 16 74	4.2%	95.8%
	Gr. 10	1,310	2 5 15 77	2.5%	97.5%
	Gr. 11	1,114	1 5 13 80	1.8%	98.2%
	Gr. 12	855	3 8 20 68	4.0%	96.0%
Ethnicity	African American	260	2 3 22 72	2.3%	97.7%
	Asian	1,455	3 13 83	0.9%	99.1%
	Cambodian	141	1 16 82	0.7%	99.3%
	Filipino	677	1 4 13 82	1.3%	98.7%
	Hispanic	1,712	2 4 10 20 64	5.8%	94.2%
	Pacific Islander	13	8 15 23 54	7.7%	92.3%
	White	187	2 4 6 14 74	5.9%	94.1%
	Other	351	1 4 9 85	1.4%	98.6%
Gender	Female	2,405	2 5 14 79	2.0%	98.0%
	Male	2,250	2 3 7 18 71	4.4%	95.6%
Special Populations	Low SES	1,784	2 4 8 19 68	5.3%	94.7%
	ELL	24	17 13 21 50	16.7%	83.3%
	RFEP	1,550	2 3 7 19 69	4.2%	95.8%
	EL + RFEP	1,574	2 3 8 19 69	4.4%	95.6%
	Special Ed.	14	14 86	0.0%	100.0%
	Spec Ed. Speech/RSP	14	14 86	0.0%	100.0%
	Homeless/Foster	75	3 11 5 19 61	13.3%	86.7%
	Homeless	75	3 11 5 19 61	13.3%	86.7%
	GATE/Excel	737	2 2 8 18 70	4.3%	95.7%
Pathway	Cams - CAMS	4,655	2 6 16 75	3.1%	96.9%

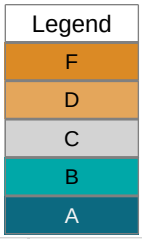
The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 12/3/2024

Submit Feedback

Grade Distribution - CAMS
2023-2024 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	4,657	4,657	2 4 5 13 79	2.6%	97.4%
Grade	Gr. 09	1,376	2 4 5 14 78	3.0%	97.0%
	Gr. 10	1,310	2 5 13 79	2.4%	97.6%
	Gr. 11	1,116	1 3 11 84	2.0%	98.0%
	Gr. 12	855	3 8 13 75	3.4%	96.6%
Ethnicity	African American	260	2 4 3 16 78	3.1%	96.9%
	Asian	1,457	3 9 86	1.0%	99.0%
	Cambodian	141	3 13 84	0.0%	100.0%
	Filipino	677	3 11 84	1.2%	98.8%
	Hispanic	1,712	2 3 9 16 70	4.7%	95.3%
	Pacific Islander	13	8 8 23 62	7.7%	92.3%
	White	187	1 2 6 11 81	2.7%	97.3%
	Other	351	2 4 10 87	1.7%	98.3%
Gender	Female	2,405	1 4 12 82	1.6%	98.4%
	Male	2,252	2 2 6 13 77	3.7%	96.3%
Special Populations	Low SES	1,784	1 3 7 14 75	4.2%	95.8%
	ELL	24	4 25 17 54	4.2%	95.8%
	RFEP	1,550	1 2 7 15 75	3.4%	96.6%
	EL + RFEP	1,574	1 2 7 15 75	3.4%	96.6%
	Special Ed.	14	7 93	0.0%	100.0%
	Spec Ed. Speech/RSP	14	7 93	0.0%	100.0%
	Homeless/Foster	75	3 4 12 15 65	6.7%	93.3%
	Homeless	75	3 4 12 15 65	6.7%	93.3%
	GATE/Excel	737	2 2 6 14 76	3.7%	96.3%
Pathway	Cams - CAMS	4,657	2 4 5 13 79	2.6%	97.4%

The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

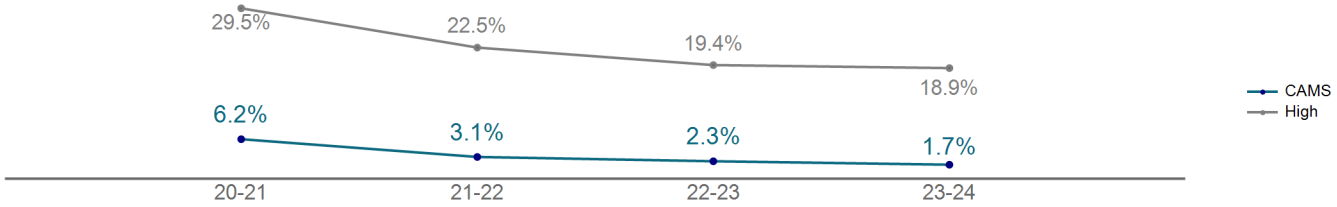
Run date: 12/3/2024

[About this report]

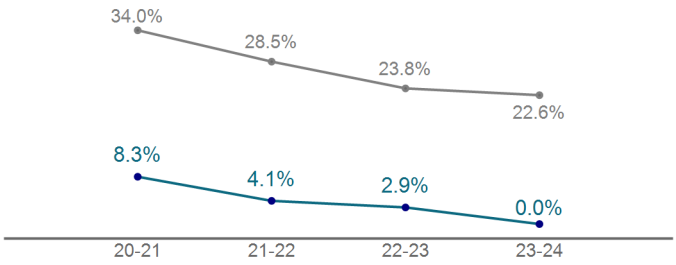
Semester 2 - D/F Rate

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

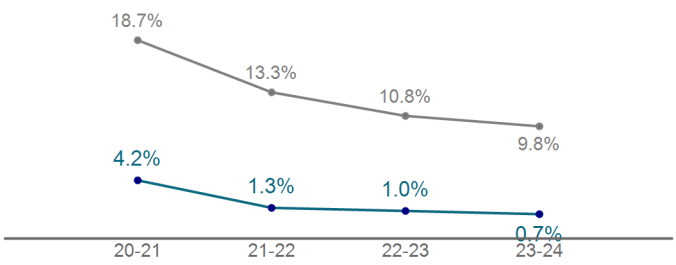
CAMS
All Students
N = 4,842



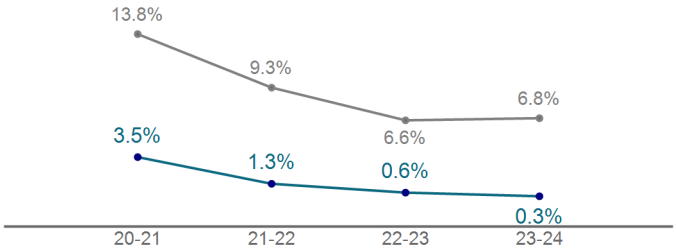
African American
N = 217



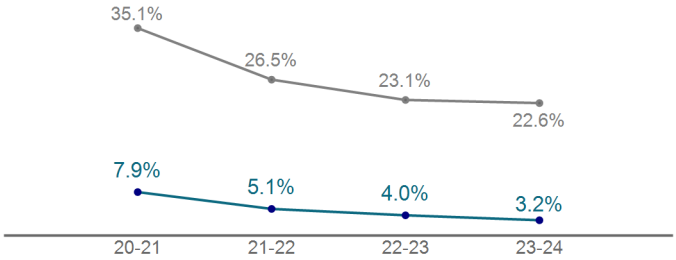
Asian
N = 1,496



Filipino
N = 695



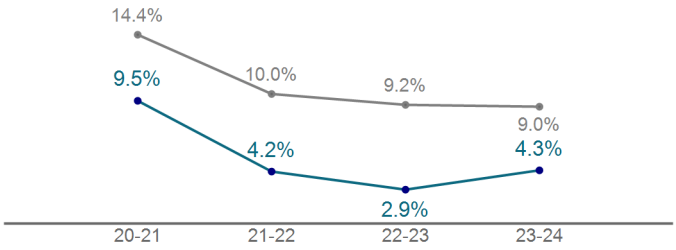
Hispanic
N = 1,788



Pacific Islander

Subgroup with fewer than 20 total grades.

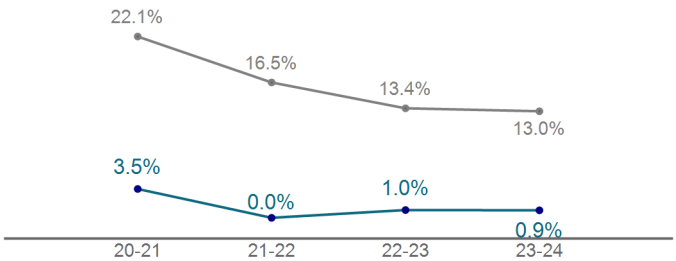
White
N = 163



Native American

Subgroup with fewer than 20 total grades.

Other
N = 327

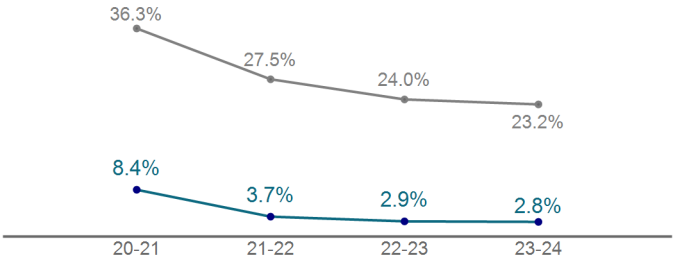


N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

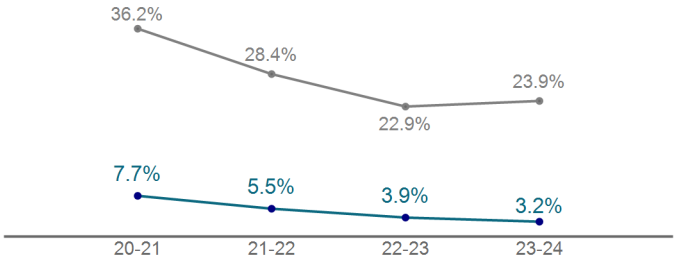
[About this report]

Semester 2 - D/F Rate

EL + RFEP
N = 1,630



Low SES
N = 1,847



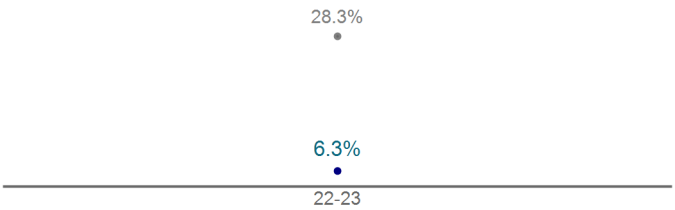
English Learner

Subgroup with fewer than 20 total grades.

Special Education

Subgroup with fewer than 20 total grades.

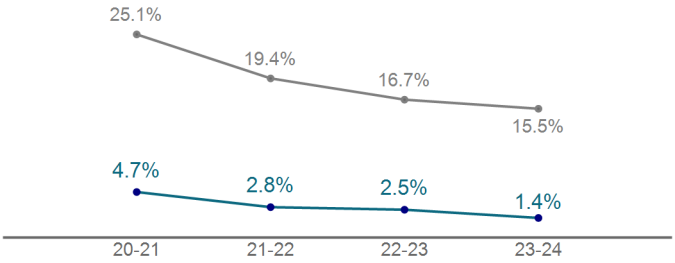
Homeless



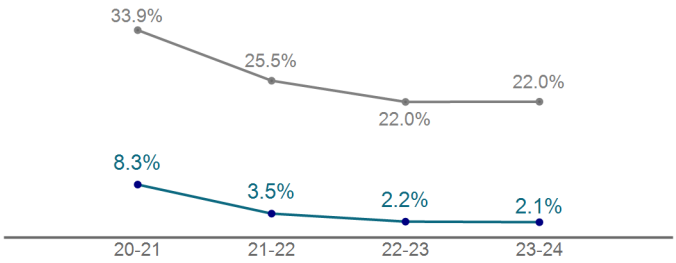
Foster Youth

Subgroup with fewer than 20 total grades.

Female
N = 2,511



Male
N = 2,331



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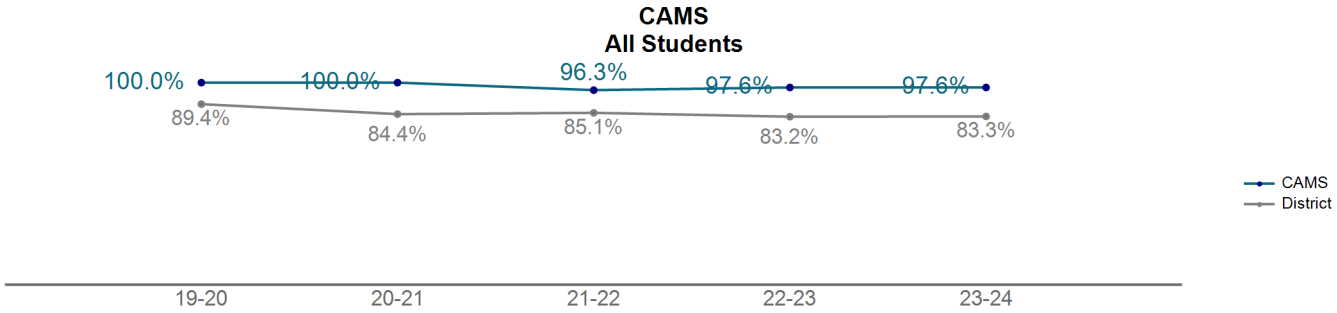
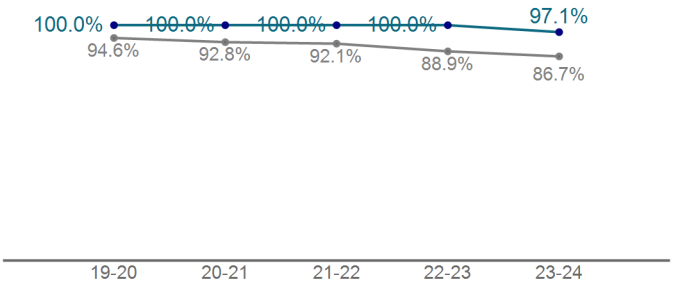
Cohort Graduation Rate



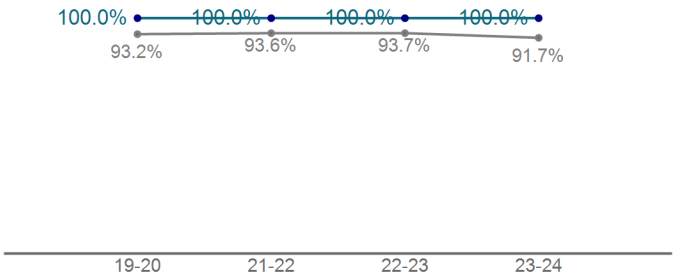
African American

Subgroup with fewer than 20 students.

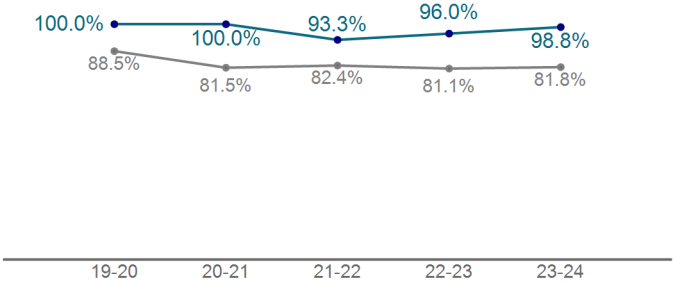
Asian



Filipino



Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

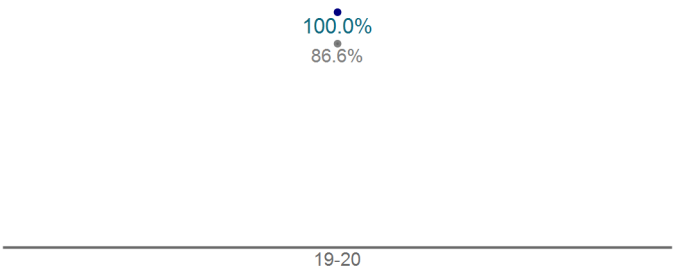
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

Other



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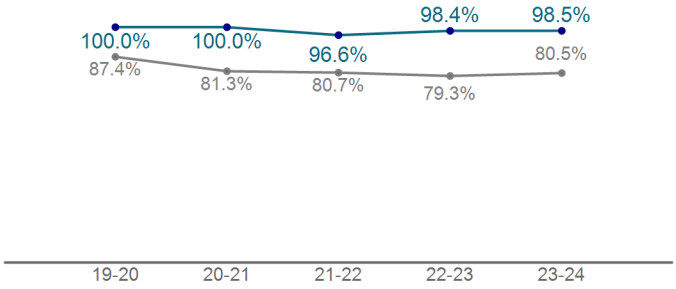
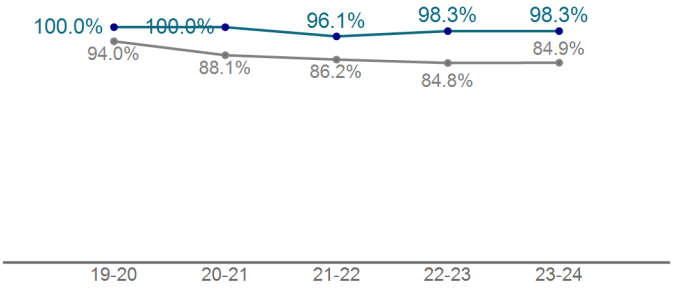
12/3/2024 2:43:21 PM

Cohort Graduation Rate

EL + RFEP



Low SES



English Learner

Subgroup with fewer than 20 students.

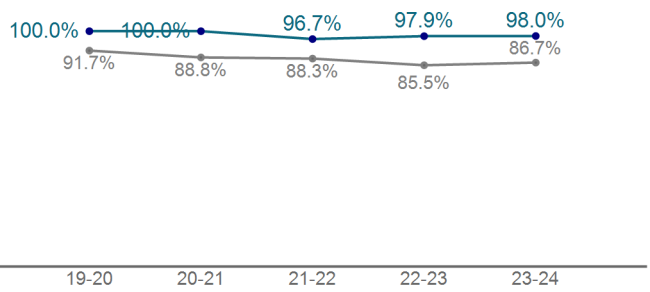
Special Education

Subgroup with fewer than 20 students.

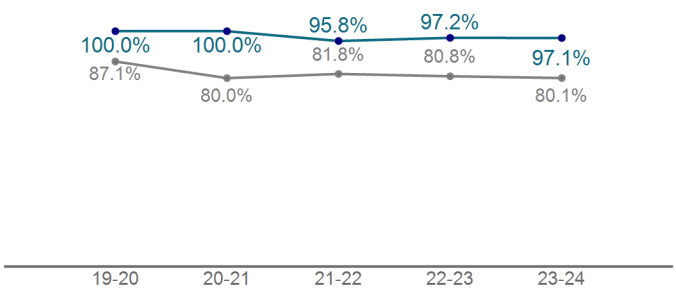
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female



Male



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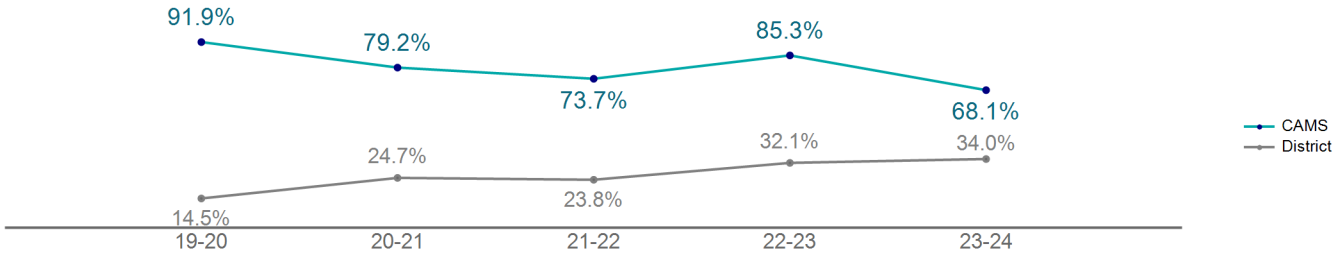
12/3/2024 2:43:21 PM

Percent of Graduates Completing Career Technical Education Pathway

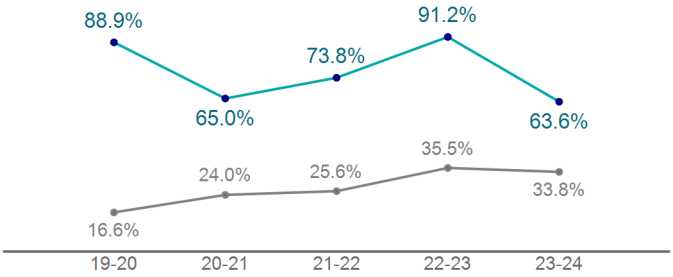
CAMS
All Students



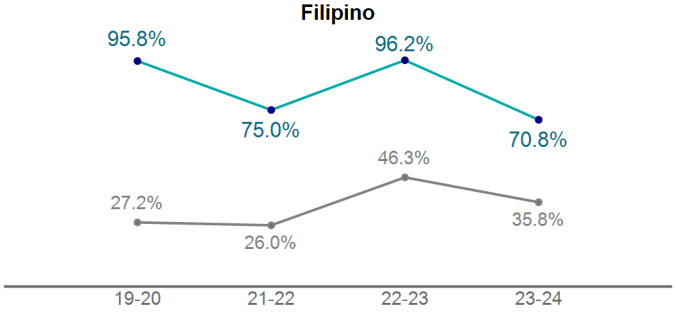
African American

Subgroup with fewer than 20 students.

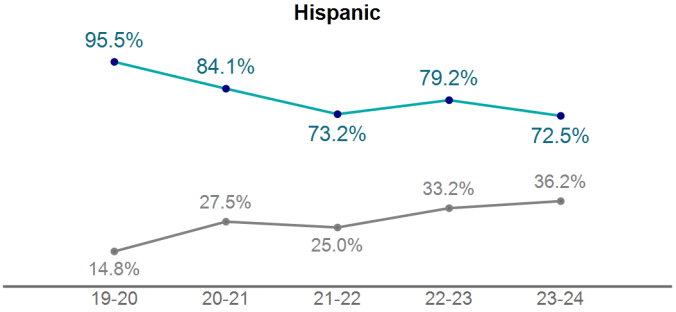
Asian



Filipino



Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

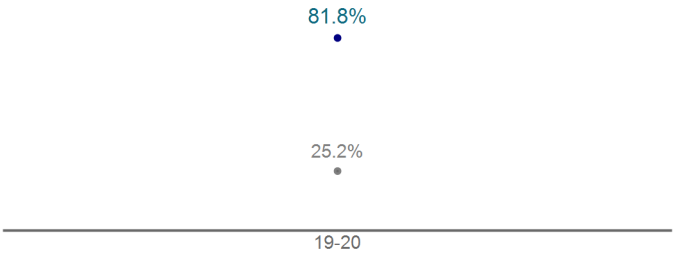
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

Other



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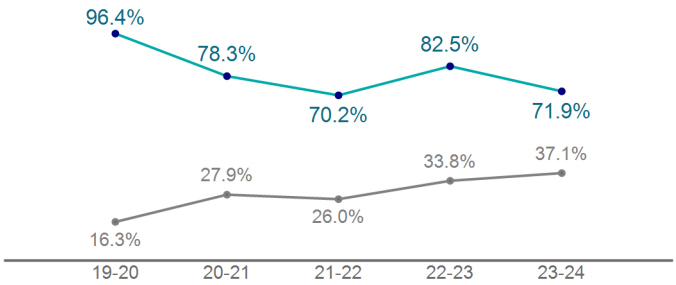
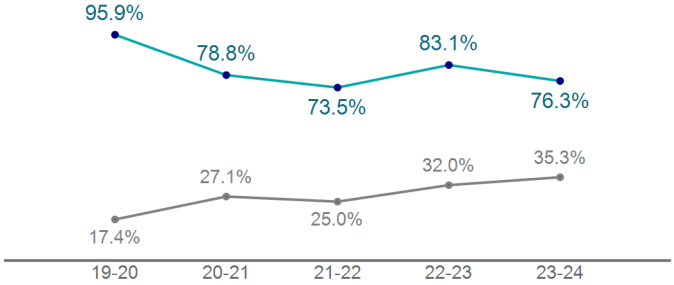
12/3/2024 2:43:23 PM

Percent of Graduates Completing Career Technical Education Pathway

EL + RFEP



Low SES



English Learner

Subgroup with fewer than 20 students.

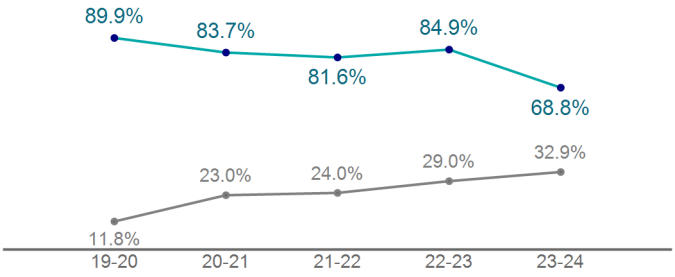
Special Education

Subgroup with fewer than 20 students.

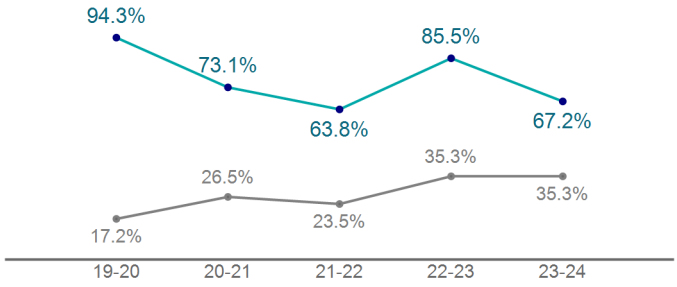
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female



Male



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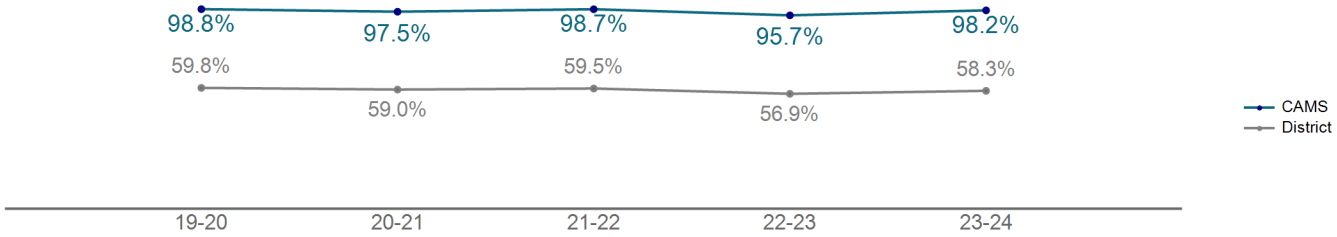
12/3/2024 2:43:23 PM

Percent of Graduates that Met A-G Requirements

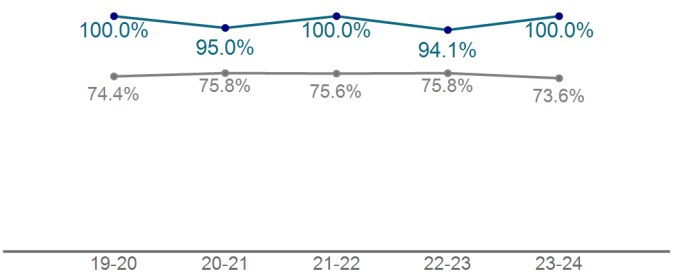
CAMS
All Students



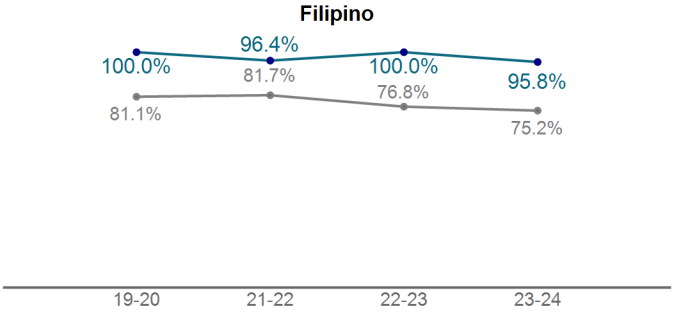
African American

Subgroup with fewer than 20 students.

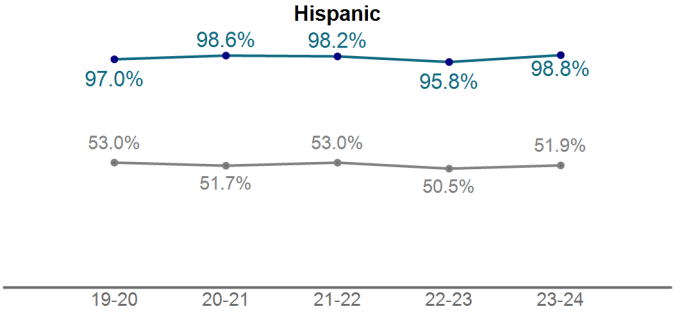
Asian



Filipino



Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

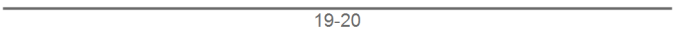
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

Other



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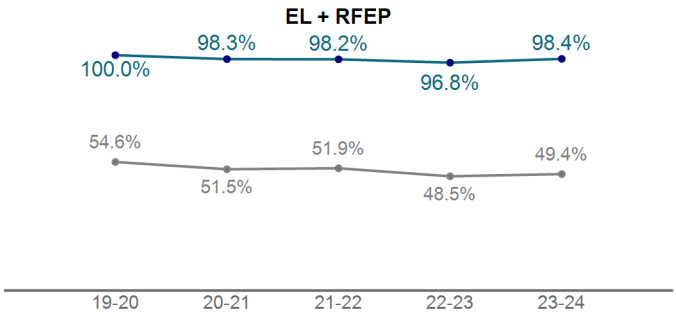
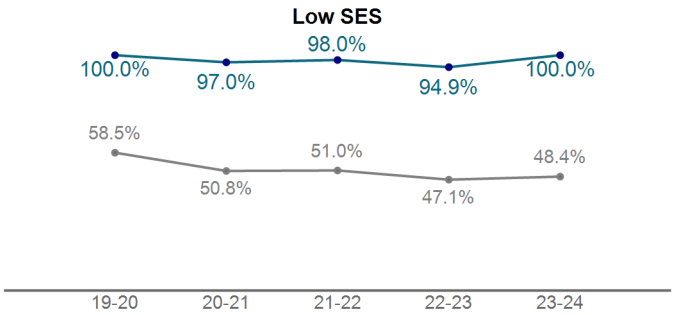
12/3/2024 2:43:25 PM

Percent of Graduates that Met A-G Requirements





English Learner

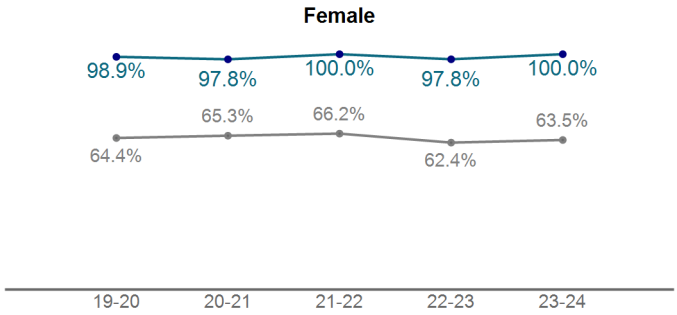
Subgroup with fewer than 20 students.

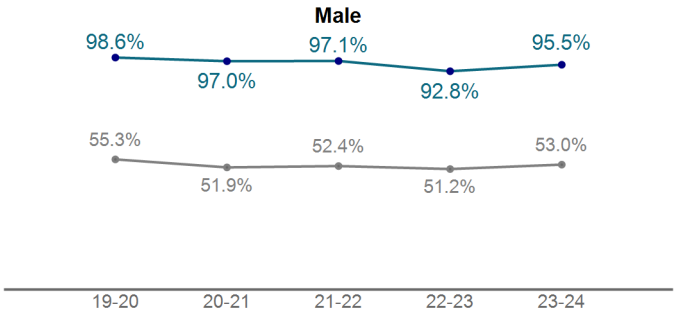
Special Education

Subgroup with fewer than 20 students.

Homeless or Foster Youth

Subgroup with fewer than 20 students.





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12/3/2024 2:43:25 PM

California Academy of Mathematics and Science

Student – Parent – School Compact

2024-25

The educational program of CAMS High School is designed to provide rigorous, effective curriculum and instruction in a supportive learning environment. In order to achieve our high standards, the staff, parents/guardians, and students of CAMS High School agree and commit to implementing the following activities that are related to the learning process.

As a student, I will carry out the following responsibilities.

1. **I will attend school regularly and arrive on time to all classes**.

2. I will accept responsibility for my own education by completing my homework, class work, and preparing for all tests.

3. I will follow the CAMS academic integrity policy.

4. I will accept responsibility for my own behavior and respect the right of others to learn without distraction and disruption.

5. I will show respect towards all adults and other students in the school.

6. I will regularly log on to my Canvas classes to track my assignments and grades.

7. I will request assistance and tutoring when needed and attend school based tutorials. I will attend tutoring when recommended.

8. I will follow the LBUSD attendance, discipline, acceptable use, and homework policies.

9. I understand that use of cell phones and electronic devices is governed by teachers within the classroom, and that I am responsible for the loss of, or damage to, any such items brought on campus.

As a parent or guardian, we will carry out the following responsibilities.

1. **I will support the academic program and help my child in any way possible to meet his/her educational responsibilities.**

2. I will inform the school of the correct address, telephone number, and e-mail address where I can be reached, and will update any changes so I can always be reached in case of an emergency.

3. I will keep a list of important school phone numbers so that I can contact the appropriate person at CAMS.

4. I will actively pursue school based tutoring and support services for my child when needed.

5. I will log on to the Canvas classes and register my information to regularly monitor my child's grades and assignments.

6. I will provide a quiet place and time for my student to study and to complete homework assignments.

7. I will attend school-based functions to support my child, such as parent conferences, Back-to-School and Open House, performances, sporting events, parent information meetings, etc.

8. My child and I will follow and abide by the LBUSD regulations as outlined in the Parent Guidelines Handbook.

As a school, the CAMS Staff will carry out the following responsibilities.

1. **We will work as dedicated professionals with our students' best interest as our primary concern.**

2. We will provide a common core state standards-based program that is rigorous and challenging. Our program will also address the individual needs of all students.

3. We will communicate the content standards, classroom and homework expectations, and instructional goals to students and parents.

4. We will communicate to parents/guardians and students on an ongoing basis regarding the academic progress of the students.

5. We will regularly post assignments and grades on Canvas classes or have them available so students and parents can easily monitor student progress.

6. We will encourage students to strive for their personal best, motivate them to pursue their dreams, and help them develop, plan, and implement goals for post-secondary life.

7. We will encourage parents and students to attend school functions and visit the campus.

8. We provide opportunities for parents to participate in improving the CAMS program through various parent activities.

All parties understand and agree that it is a privilege not a right to attend CAMS and that doing so is entirely voluntary. We understand and agree that if not attending CAMS voluntarily, the student would be legally obligated to attend a school in the school district of residence. We understand and agree that a student can be dismissed from CAMS and returned to the home school district of residence in the event the administration of CAMS determines, in its sole discretion, that a student has violated any student code of conduct, any federal law and/or state law and that if such a determination is made there shall be no right to challenge said determination in an evidentiary hearing or appeal.

Student: _____ Parent / Guardian: _____ Administrator: _____

Grade: _____Date: _____ Phone Number: _____ Date: _____ School Phone #: (310) 243-2025

California Academy of Mathematics and Science

Student – Parent – School Compact

2024-25

The educational program of CAMS High School is designed to provide rigorous, effective curriculum and instruction in a supportive learning environment. In order to achieve our high standards, the staff, parents/guardians, and students of CAMS High School agree and commit to implementing the following activities that are related to the learning process.

Como <u>estudiante,</u> yo llevare a cabo las siguientes responsabilidades.

1. **Asistirá la escuela diariamente y llegare a tiempo a todas las clases.**
2. Aceptaré responsabilidad por mi educación cumpliendo tareas y trabajos asignados y preparando para los examines.
3. Seguiré la política de integridad académica de CAMS.
4. Aceptare responsabilidad para mi comportamiento y respetare el derecho de los demás a aprender sin distracciones o interrupciones.
5. Mostrare respeto hacia todos los adultos en la escuela y cooperare con ellos.
6. Regularmente iniciaré sesión en mis clases de Canvas para realizar un seguimiento de mis asignaciones y calificaciones..
7. Solicitare ayuda a los tutores cuando la necesite y asistir tutorías.
8. Seguiré los reglamentos de asistencia, disciplina y tareas del distrito Escolar de Long Beach.
9. Entiendo que el uso de teléfonos celulares y dispositivos electrónicos está gobernado por los maestros dentro del salón de clases, y que soy responsable de la pérdida o daño de dichos artículos traídos al campus.

Como <u>padre o guardián,</u> me haré cargo de las siguientes responsabilidades.

1. **Apoyare el programa académico y ayudare a mi hijo/hija en cualquier manera posible para que pueda cumplir con sus responsabilidades educacionales.**
2. Informara la escuela de la dirección y el teléfono correcto para la correspondencia y para contactarme en caso de una emergencia.
3. Mantendré una lista de números importante de la escuela para poder contactar a la persona adecuada en CAMS..
4. Buscare activamente tutoría o servicios de apoyo para mi hijo/hija cuando sea necesario.
5. Usare las clases de CANVAS para monitorear las calificaciones de me hijo/a y sus tareas.
6. Proveeré un lugar tranquilo, el tiempo y los materiales necesarios para que mi hijo/a estudie y complete sus tareas y limitare el tiempo que mi hijo/a vea la televisión, computadora, juegos de video, música y teléfono.
7. Asistirá actividades en la escuela para apoyar a mi hijo/hija, como conferencias, Regreso a la Escuela, producciones, deportes y sesiones para padres.
8. Segáramos los reglamentos escritos en el LBUSD "Guía para Padres".

<u>CAMS,</u> como escuela, llevara a cabo las siguientes responsabilidades.

1. **Trabajaremos como profesionales dedicados tomando en cuenta al estudiante como nuestro interés primordial.**
2. Proveeremos un currículum riguroso y retador basado las Estándares Académicos Fundamentales. Nuestro programa se enfocara en las necesidades de los estudiantes.
3. Comunicáremos los Estándares Académicos Fundamentales, las expectativas del aula y de las tareas y las metas de enseñanza a los estudiantes y padres.
4. Comunicaremos a los padres/guardianes el progreso académico de los estudiantes continuamente. La escuela se asegurara de que los padres podan ponerse en contacto con los maestros.
5. Pondremos las tareas y calificaciones en Canvas para que los padres y estudiantes puedan fácilmente monitorear el progreso de los estudiantes.
6. Animaremos a los estudiantes para que hagan su mayor esfuerzo personal. Los motivaremos a seguir sus sueños.
7. Animaremos a los padres que se involucren en las funciones escolares y que visiten las aulas de sus hijos/hijas.
8. Proveernos oportunidades para que padres puedan participar en mejorando programas de CAMS..

Todas las partes comprenden y aceptan que es un privilegio, no un derecho, asistir a CAMS y que hacerlo es completamente voluntario. Entendemos y aceptamos que si no asiste a CAMS voluntariamente, el estudiante estaría legalmente obligado a asistir a una escuela en el distrito escolar de residencia. Entendemos y aceptamos que un estudiante puede ser expulsado de CAMS y devuelto al distrito escolar de residencia de origen en caso de que la administración de CAMS determine, a su sola discreción, que un estudiante ha violado cualquier código de conducta estudiantil, cualquier ley federal y / o la ley estatal y que si se toma dicha determinación no habrá derecho a impugnar dicha determinación en una audiencia probatoria o apelación.

Student: _____ Parent / Guardian: _____ Administrator: _____

Grade: _____Date: _____ Phone Number: _____ Date: _____ School Phone #: (310) 243-2025

CAMS High School Parent Involvement Guidelines 2024-25

CAMS has developed jointly with the members of School Site Council and distributed to parents a school Parent Involvement Guidelines. The Guidelines establish CAMS' expectations for parental involvement and describe how the school will implement a number of specific parental involvement activities. The Home-School compact is incorporated into the Parent Involvement Guidelines.

PART I CAMS agrees to implement the following requirements:

- Jointly develop with parents, and distribute to parents of participating children, a school Parent Involvement Guidelines that the school and parents of participating children agree on.

- Notify parents about the school Parent 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 when requested.

- Make the school Parent Involvement Guidelines available to the local community.

- Periodically update the school Parent Involvement Guidelines to meet the changing needs of parents and the school. The School Site Council (SSC) must approve these Guidelines annually.

- Adopt the school's Home-School compact as a component of its school Parent Involvement Guidelines. The School Site Council must approve the Compact annually.

- Agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.

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

1. CAMS will take the following actions to involve parents in the joint development and joint agreement of its school Parent Involvement Guidelines and its schoolwide plan. CAMS will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school through:

- Attendance at one of the district trainings or school site training:

i. Responsibilities & Roles of School Site Council (SSC) and its members
ii. Composition of SSC
iii. Budgetary considerations

● Plan meeting with SSC parents (at a convenient time) to review assessment data, WASC action plan, and previous year's Parent Involvement Guidelines

i. Invite other parents and stakeholders to attend the meeting via CAMS Website
iii. Use website and email to announce dates/location of meetings

● At Meeting

i. Review School Plan, Parent Involvement Guidelines, and Home School Compact. As a group, make changes (deletions or additions) as necessary
ii. School Site Council (SSC) must vote to approve the Parent Involvement Guidelines & Home School Compact. This vote must be stated in the meeting minutes.
iii. Oral and written translations made available for Spanish parents when requested

2. CAMS will take the following actions to distribute to parents of participating children and the local community, the school Parent Involvement Guidelines:

● SSC meetings
● Main Office Display Board
● Back to School Night
● School website
● Canvas, School Messenger and e-mail

3. CAMS will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

● Back-to-School Night
● Parent-teacher Conferences
● School Messenger or Newsletter type of announcements

4. CAMS will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

● Parent-Teacher conferences, telephone calls, email, Canvas

5. CAMS will submit to the district any parent comments if the schoolwide plan is not satisfactory to parents of participating children.

PART III SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. CAMS will build capacity for strong parental involvement in order to ensure effective parent/school partnership and to improve student academic achievement, through the following activities specifically described below:

- Parent-Teacher conferences
- District trainings offered for parents and staff
- Parent education workshops on site
- District website resources: click "P" for Parents

2. CAMS will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines:

- Outlines the shared responsibility of home, school and student in academic achievement
- Developed/reviewed at early SSC meetings
- School Site Council must vote to approve compact
- Home-School Compact, once approved, will be distributed to parents via the website.

3. CAMS 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 parents as equal partners and build ties between parents and schools by:

- Teacher/Staff in-services

4.. CAMS 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:

- **Contact person for parental involvement information/activities/education**
  Ms. Cheryl Cornejo (310) 243-2025 ccornejo@lbschools.net

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PART V. ADOPTION

This **CAMS** Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of the School Site Council. The Guidelines were adopted by the School Site Council members on **September 18, 2024** and will be in effect for the period of 1 year. The school will post the Guidelines on the CAMS website for all parents to read on or before September 25, 2024. When feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Cheryl A Cornejo Signature of Principal

__09/18/2024_____ Date

CAMS Escuela Preparatoria Guía de Participación de Padres

CAMS ha desarrollado en conjunto de los miembros del Concilió Escolar y distribuyo a los padres de la escuela la Guía de Participación de Padres. La Guía estabiliza las expectativas para la participación de los padres de CAMS' y describe como la escuela debe implementar la cantidad de actividades específicas a los padres. El Compacto del Hogar-Escuela forma parte del Guía de Participación de Padres.

PARTE I CAMS acuerdo para implementar los siguientes requisitos:

• En conjunto desarrollar con los padres, y distribuir a los padres de alumnos participantes, la Guía de padres de involucración para la escuela y padres participantes y lo que acuerden los padres de alumnos participantes.
• Notificar a los padres sobre el Guía de Participación de Padres de la escuela de una forma que puedan entender y uniforme al formato y a exento practico, repartición practica y distribución a los padres en un idioma que puedan entender.

• Hacer disponible la Guía de Participación de Padres a la comunidad local.

• Deben revisar de vez en cuando el Guía de Participación de Padres para reunir los cambios necesarios de padres y de la escuela. El Concilio Escolar (SSC) debe ser aprobado anualmente.

• Adoptar el compromiso del Hogar-Escuela como parte del Guía de Participación de Padres. El Concilio Escolar debe aprobar el Contrato/Compromiso anualmente.

• Estar de acuerdo a la siguiente definición de las siguientes sobre la participación de padres, actividades y procedimientos desacuerdo a esta definición.

PARTE II. DESCRIPCION DE COMO LA ESCUELA VA IMPLEMENTAR LOS REQUISITOS DEL LOS COMPONENTES DEL GUIA DE PARTICIPACION DE PADRES.

1. CAMS va tomar las siguientes acciones para mejorar la participación de padres en conjunto al desarrollo del Guía de Participación de Padres el en plan de la escuela. CAMS ara cambios así como sea necesario al Guía de Participación de Padres cuando sea necesario para alcanzar las necesidades de los padres y de la escuela:

• Asistencia a uno de los entrenamientos del distrito o entrenamiento en la escuela: i. Responsabilidades y Metas del Concilio Escolar (SSC) y sus miembros
ii. Composición de SSC
iii. Consideraciones de presupuesto

• Planificar las reuniones con los padres de SSC (hora conveniente) para repasar datos de asesoramiento, el plan de acción de WASC, y Guía de Participación de Padres del año anterior.
i. Invitar a otros padres y personas de interés de la comunidad en asistir a la reunión por medio de folletos enviados al hogar de los alumnos
ii. Anunciar la noche de Regreso a clases

iii. Uso de los anuncios grabados escolares para avisar las fechas y lugar de la reunión.

• En la Reunión i. Revisión de Plan Escolar, Guía de Padres, y el compacto del Hogar y Escuela. Como grupo hacer cambios así sea necesario (agregar y quitar cosas necesario)
ii.
Concilio de la Escuela (SSC) debe aprobar la votación del Guía de Participación de Padres & El Contrato del Hogar. Esta votación debe estar notada en las minutas de la reunión. iii. Interpretación escrita y oral debe ser disponible en español y en jemer.

2. CAMS tomara las siguientes acciones para distribuir a los padres y alumnos participantes y la comunidad local, el Guía de Participación para:

- Reuniones de SSC
- Anuncio del Director
- Mostrador de la Oficina Central
- Noche de Regreso a la Escuela
- Página de la Red Escolar
- Correo de Canvas (E-mail)

3. CAMS proveerá a los padres de alumnos participantes una descripción y explicación y currículo del uso de la escuela, las formas de asesoramiento usado por alumno del progreso del alumno y niveles de los alumnos y espera que los logren:

- Noche de Regreso a la Escuela
- Conferencias de Padre-Maestros
- Notificaciones Escolares

4. CAMS proveerá a los padres de alumnos participantes, si es pedido por los padres, oportunidades a las reuniones regulares sugerencias y participación cuando sea apropiado y en relación a decisiones de educación de sus hijos:

- Conferencias de Padres-Maestros, llamadas telefónicas, correo electrónico (email), Canvas

5. CAMS entregara al distrito y a cualquier padre comentarios a la escuela completa si no es satisfactorio a los padres de los alumnos participantes:

PART III COMPARTIR RESPONSABILIDADES A LOS ALUMNOS DE LA PREPARATORIA

Y PROVECHO ACADEMICO

1. CAMS creara una fuerte capacidad de involucración de padres para asegurar la efectividad de la sociedad entre padres y la escuela y mejorar el aprovechamiento académico del estudiante, dentro de estas actividades específicas que encontrar abajo:

- Conferencias de Padre-Maestros
- Entrenamientos del distrito ofrecidos para padres y personal
- Talleres educativos para padres en la escuela
- Recursos en la página de la red del Distrito: Oprime "P" para Participación de Padres

2. CAMS incorporará el Contrato de Hogar-Escuela como parte del Guía de Participación de Padres:

- Resume la responsabilidad compartida del hogar, escuela y provecho académico del alumno.
- Desarrollar/repasar en las primeras reuniones de SSC y ELAC
- Votar y aprobar el Compacto del Concilio Escolar
- Compacto de Hogar-Escuela, una vez aprobado, será distribuido a los padres por la red, o por el periódico del director, coreo de Canvas (e-mail) y por medio del paquete de registración durante el verano. .

3. CAMS, con la asistencia del distrito y padres, educara a sus maestros/as y otro personal, sobre cómo comunicar y trabajar con los padres y socios comunitarios y formar buenas relaciones entre los padres y escuelas al:

- Maestros/Personal de -servicios

4. CAMS, con lo apropiado y accesible, toma las siguientes acciones para asegurar que la información relacionada a la escuela y los programas de padres, reuniones, y otras actividades, fueron enviados los alumnos participantes de una formato uniforme que con idioma que se entienda incluyendo diferentes formatos disponibles a petición y un exentó practico, e idioma que los padres puedan entender:

- Persona de contacto para participación de padres información/actividades/educación

Dra. Cheryl Cornejo (310) 243-2025 ccornejo@lbschools.net

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PARTE V. ADOPCION

Este es el Guía de Participación para Padres de CAMS que ha sido desarrollado conjunto y acordado con y por los padres del Concilio Escolar. Las Guías fueron adoptadas por el Concilio Escolar por los miembros del **Septiembre 18, 2024** y estarán en efecto durante el primer periodo. La escuela repartirá las leyes del Guia a todos los padres el o antes del **Septiembre 25, 2024** CAMS, cuando sea posible, proveerán una copia del
guía a los padres en su idioma para para que entiendan.

_*Cheryl A Cornejo*_____

Firma de la Directora

__09/18/2024_____

Fecha