

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Oropeza Elementary**

School Plan for Student Achievement  
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

**Needs Assessment:**

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

**Accountability Measure I: Increase Achievement:**

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: [lbschools.net/lcap](https://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](https://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](https://lbschools.net/departments/strategic-planning), are rooted in the following core values:

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

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

**Goal 1: Reading: Proficiency**

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

**Goal 2: Reading: Acceleration**

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

**Goal 3: Algebra Proficiency**

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

**Goal 4: College & Career Readiness**

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

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

**DCAC Recommendations:**

**Recommendation 1:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

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

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

**DELAC Recommendations:**

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

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

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

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

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

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

**Title I Schools**

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

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

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

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

## Comprehensive Needs Assessment: English-Language Arts

### ELA Findings

SBAC ELA scores increased for grade 4 (32% to 39%) & grade 5 (27% to 43%) and decreased for grade 3 (43% to 41%). Overall scores increased from 32% to 41% - a 9% increase. ELA SBAC scores for AA students increased from 18% to 20%. English Learner ELA SBAC scores increased from 18% to 23%. Grade 5 experienced the highest SBAC ELA growth of 16%. African American and English Learners experienced modest SBAC growth of 2% and 5% respectively. Grade 3 SBAC ELA scores decreased 2% from 43% to 41%. iReady Reading Placement Early On & Mid Above Diagnostic 3 scores for all students is 39%. African American iReady Reading Placement Early On & Mid Above Diagnostic 3 scores are 23%. English Learner iReady Reading Placement Early On & Mid Above Diagnostic 3 scores are 27%. FRSA On Track All Skills scores are 59% for all students, 67% for African American students, 56% for Hispanic students, and 49% for English Learners. Oropeza's FRSA On Track All Skills score is above the District average. Kindergarten has the highest percentage of FRSA On Track All Skills - 74%. Grade 1s score is 66%. Grade 2s score is 42% - the lowest of the three grade levels.

iReady Reading Placement Early On & Mid Above Diagnostic 3 scores for all students is 39%. African American iReady Reading Placement Early On & Mid Above Diagnostic 3 scores are 23%. English Learner iReady Reading Placement Early On & Mid Above Diagnostic 3 scores are 27%.

FRSA On Track All Skills scores are 59% for all students, 67% for African American students, 56% for Hispanic students, and 49% for English Learners. Oropeza's FRSA On Track All Skills score is above the District average. Kindergarten has the highest percentage of FRSA On Track All Skills - 74%. Grade 1's score is 66%. Grade 2's score is 42% - the lowest of the three grade levels.

SBAC ELA scores increased for grade 4 (32% to 39%) & grade 5 (27% to 43%) and decreased for grade 3 (43% to 41%). Overall scores increased from 32% to 41% - a 9% increase. ELA SBAC scores for AA students increased from 18% to 20%. English Learner SBAC scores increased 5% from 18% to 23%. ELA SBAC scores for SPED students increased 16% from 15% to 31%.

## ELA Goals

Achieve an 8% increase in SBAC ELA, FRSA, and iReady Placement scores by June 2025. Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading.

Implementation of Fab Lab (small group instruction) with interventions based on student need for ELA in 100% of classrooms.

Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab (small group instruction). Improve student writing through the use of writing prompts and social-emotional opportunities. Students continue to need support with reading and writing.

Implementation of structured literacy instruction in all K-2 classrooms.

Area of need is supporting grade 2 with increasing the number of students achieving on track on the Foundational Reading Skills Assessment. Intervention team will provide additional support and resources to grade 2 students and teachers. All teachers will be provided ongoing opportunities to analyze data, collaborate and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work.

Achieve an 8% increase in SBAC ELA, FRSA, and iReady Placement scores by June 2025. Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading.

Implementation of Fab Lab (small group instruction) with interventions based on student need for ELA in 100% of classrooms.

Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab (small group instruction). Improve student writing through the use of writing prompts and social-emotional opportunities. Students continue to need support with reading and writing.

Implementation of structured literacy instruction in all K-2 classrooms.

Area of need is supporting grade 3 with increasing the number of students achieving proficient on ELA SBAC. Intervention team will provide additional support and resources to grade 3 teachers and students. All teachers will be provided ongoing opportunities to analyze data, collaborate and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work.



Achieve an 8% increase in SBAC ELA, FRSA, and iReady Placement scores by June 2025. Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading. Implementation of Fab Lab (small group instruction) with interventions based on student need for ELA in 100% of classrooms. Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab (small group instruction). Improve student writing through the use of writing prompts and social-emotional opportunities. Students continue to need support with reading and writing. Implementation of structured literacy instruction in all K-2 classrooms.

## Comprehensive Needs Assessment: Mathematics

### Math Findings

SBAC Math increased for grade 3 (33% to 38%) grade 4 (23% to 27%) and grade 5 (15% to 27%). Overall scores increased from 23% to 31%. Math SBAC scores for African American students increased from 8% to 15%. There was a slight increase of Math SBAC scores for EL students from 15% to 16%. iReady Math Placement Early On and Mid Above Diagnostic 3 scores for all students is 38% - this is a 6% increase from Diagnostic 2. AA student scores are 33% - 21% increase from Diagnostic 2. EL student scores are 28% - 8% increase from Diagnostic 2. 31% of Grade 3-5 students were proficient on the Math SBAC - this is an 8% increase from last year. Grade 3 students scored 38% proficient on Math SBAC - this is a 5% increase from last year. Grade 4 students scored 27% proficient on Math SBAC - this is a 4% increase from last year. Grade 5 students scored 27% proficient on Math SBAC - this is a 12% increase from last year. 13% of African-American students scored proficient on Math SBAC - this is a 5% increase from last year. 16% of English Language Learners scored proficient on Math SBAC - this is a 1% increase. 23% of our Special Education Student subgroup scored proficient on the Math SBAC - this is a 3% decrease from last year.

iReady Math Placement Early On and Mid Above Diagnostic 3 scores for all students is 38% - this is a 6% increase from Diagnostic 2. AA student scores are 33% - 21% increase from Diagnostic 2. English Learner student scores are 28% - 8% increase from Diagnostic 2.

Math SBAC scores for Students with Disabilities decreased 3% from 26% to 23%. Students with Disabilities fall in the Red Performance Level on the CA Dashboard with 109.5 points below standard.

Grade 3 SBAC Math scores increased 5% from 33% to 38%. Grade 4 SBAC Math scores increased 4% from 23% to 27%. Grade 5 Math SBAC scores increased 12% from 15% to 27%. Grade 5 had the highest increase of 12%. Overall scores increased 8% from 23% to 31%. Math SBAC scores for African American students increased from 8% to 15% Math SBAC scores for English learners increased 1% from 15% to 16%.

## Math Goals

Achieve an 8% increase in SBAC Math overall and for all subgroups in Math SBAC and iReady Placement by June 2025.

Area of need is to increase the number of Students with Disabilities who score proficient on Math SBAC.

Intervention team will provide additional support and resources to teachers to support Students with Disabilities in the general education setting. Fab Lab (small group instruction) will occur in all classes. Data will be used to determine composition of groups and specific instructional focus of small group session. All teachers will be provided ongoing opportunities to analyze data, collaborate, and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. Teachers will be supported to implement instructional best practices from District Math training.

Achieve an 8% increase in iReady Placement by June 2025.

An area of need is to increase the percentage of grades 1 - 5 students achieving Early On/Mid Above scores on iReady Math Diagnostic 3. No grade level is above 50%.

Intervention team will provide additional support and resources to teachers to support Math instruction. Fab Lab (small group instruction) will occur in all classes. Data will be used to determine composition of groups and specific instructional focus of small group session. All teachers will be provided ongoing opportunities to analyze data, collaborate, and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. Teachers will be supported to implement instructional best practices from District Math training.

1 year academic growth will increase by 8% in I-Ready Math. Increase student growth by 12% between 60-100% on I-Ready Math. -Collect data (number of groups, number of students in groups, instructional focus of groups) on the implementation of Fab Lab (small group instruction). -Math Fab Lab with small group instruction implementation with individualized instructional focus. -Math Fab Lab - student Must Dos and May Dos during Fab Lab are in the students Zone of Proximal Development. -Ongoing classroom visits to provide instructional feedback on instructional practices, including Fab Lab. District Math training for grades 3 - 5 teachers. Stie professional development, collaboration, and resource support to support District Math training. Progress monitoring will occur during Internal Learning Walk, through regular principal informal classroom visits with feedback, grade level review of summary of data reports, and PDSA cycle work. Achieve an 8% increase in SBAC Math and iReady Placement scores by June 2025.

Achieve an 8% increase in SBAC Math and iReady Placement scores by June 2025.

An area of need to increase English Learner Math SBAC scores.

Intervention team will provide additional support and resources to teachers to support Math instruction for English Learners. Fab Lab (small group instruction) will occur in all classes. Data will be used to determine composition of groups and specific instructional focus of small group session. All teachers will implement daily Designated English Language Development instruction. All teachers will be provided ongoing opportunities to analyze data, collaborate, and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. Teachers will be supported to implement instructional best practices from District Math training.

## Comprehensive Needs Assessment: English Learners

### English Learner Findings

English Learners achieving Early On/Mid Above on iReady Reading Placement Diagnostic 3 is 27%. This is a 7% increase from Diagnostic 2. English Learners scored 12% lower than all students (39%).

English Learners achieving Early On/Mid Above on iReady Math Placement is 28% - this is a 14% increase from Diagnostic 2. English Learners scored 10% lower than all students (38%).

There was an increase of SBAC ELA scores for EL students (18% to 23%). iReady ELA Placement score for EL students are 27%. There was a significant increase of Math SBAC scores for EL students from 15% to 15%. iReady Math Placement scores for EL students is 28%. 23% of English Language Learners were proficient on the ELA SBAC - this is a 5% increase from the previous year. 53% of English Learners had ELPI progress, 34% maintained, and 13% decreased. 49% of English Learners scored English Learner iReady Reading Placement Early On & Mid Above Diagnostic 3 scores are 27%. English Learner FRSA On Track All Skills scores are 49%.

English Learner FRSA On Track All Skills scores for Cycle 3 are 49%. This is a 14% increase from Cycle 2. English Learners scored 10% lower than all students (59%).

SBAC ELA English Learner scores increased 5% from 18% to 23%. English Learners SBAC ELA scores are 18% lower than all students (41%).

SBAC Math English Learner scores increased 1% from 15% to 16%. English Learner SBAC Math scores are 15% lower than all students (31%).

## English Learner Goals

Achieve an 8% increase in iReady Math and Reading Placement scores by June 2025.

Areas of need for English Learners are SBAC Math and ELA, iReady Math and Reading Placement, and Foundational Reading Skills Assessment.

Intervention team will provide additional support and resources to teachers to support English Learners. Lexia English and Soliday programs will be utilized to support English Learners. Daily Designated English Language Development instruction will occur in all classrooms. Fab Lab (small group instruction) will occur in all classes. Data will be used to determine composition of groups and specific instructional focus of small group session. All teachers will be provided ongoing opportunities to analyze data, collaborate, and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. Teachers will be supported to implement instructional best practices from District Math, ELA, and ELD training.

Achieve an 8% increase in SBAC ELA and Math scores by June 2025.

Areas of need for English Learners are SBAC Math and ELA, iReady Math and Reading Placement, and Foundational Reading Skills Assessment.

Intervention team will provide additional support and resources to teachers to support English Learners. Lexia English and Soliday programs will be utilized to support English Learners. Daily Designated English Language Development instruction will occur in all classrooms. Fab Lab (small group instruction) will occur in all classes. Data will be used to determine composition of groups and specific instructional focus of small group session. All teachers will be provided ongoing opportunities to analyze data, collaborate, and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. Teachers will be supported to implement instructional best practices from District Math, ELA, and ELD training.

Achieve an 8% increase in Foundational Reading Skills Assessment by June 2025.

Areas of need for English Learners are SBAC Math and ELA, iReady Math and Reading Placement, and Foundational Reading Skills Assessment.

Intervention team will provide additional support and resources to teachers to support English Learners. Lexia English and Soliday programs will be utilized to support English Learners. Daily Designated English Language Development instruction will occur in all classrooms. Fab Lab (small group instruction) will occur in all classes. Data will be used to determine composition of groups and specific instructional focus of small group session. All teachers will be provided ongoing opportunities to analyze data, collaborate, and plan. Teachers will analyze data monthly to determine successes, areas of need, and determine next steps. Progress monitoring will occur during internal learning walks, data analysis sessions, regular principal classroom visits with feedback provided to teachers, and PDSA cycle work. Teachers will be supported to implement instructional best practices from District Math, ELA, and ELD training.

Fab Lab (Small Group Instruction) with interventions based on student needs will be provided in both ELA and Math in every classroom. ELL students will increase by 6% on I-Ready Reading Placement. Writing professional development for staff, planning of prompts, and implementation of writing experiences will be beneficial and will provide growth opportunities in ELA. Fab Lab Intervention with Small Group Instruction will support ELL students. Continued implementation and monitoring of Designated English Language Development instruction. Progress monitoring will occur during Internal Learning Walk, through regular principal informal classroom visits, grade level review of summary of data reports, and PDSA cycle work. Achieve an 8% increase in SBAC ELA & Math, FRSA, and iReady Placement scores by June 2025.

## Comprehensive Needs Assessment: Culture/Climate Domain

### Culture/Climate Findings

Core 5 Survey results indicate a 3% increase in Growth Mindset from 69% to 72%. 77% of students indicated they can change their intelligence with hard work - this is a 7% increase from the previous year. 76% of students indicated they are capable of learning anything - a 3% increase from the previous year. The largest increase is in Social Awareness, from 67% to 73%. Responsible Decision-Making decreased from 75% to 74%. 74% of students indicated they are happy to be at school - a 2% increase. Pulse Survey results indicate 95% of students are happy to be at the school - 4% increase from the Winter survey. 86% of students indicated they feel close to someone at the school - a 2% decrease from the Winter survey. 57% of students indicate it is easy for them to make friends at school - 2% decrease from the Winter survey. Attendance rate indicates a slight increase from 89% to 90%. Grade 1 has the lowest attendance rate of 88%. Grade 3 has the highest attendance rate of 92%. Chronic absenteeism rate is 34% - a decrease of 4%

Attendance rate indicates a slight increase from 89% to 90%. Grade 1 has the lowest attendance rate of 88%. Grade 3 has the highest attendance rate of 92%. Chronic absenteeism rate is 34% - a decrease of 4%. Asian students have a chronic absenteeism rate of 28.1% - a 6.9% increase. Students with Disabilities have a chronic absenteeism rate of 57.5% - a 0.1% decrease. Asian students and Students with Disabilities fall in the Red Performance level on the CA School Dashboard.

Pulse Survey results indicate 95% of students are happy to be at the school - 4% increase from the Winter survey. 86% of students indicated they feel close to someone at the school - a 2% decrease from the Winter survey. 57% of students indicate it is easy for them to make friends at school - 2% decrease from the Winter survey.

Core 5 Survey results indicate a 3% increase in Growth Mindset from 69% to 72%. 77% of students indicated they can change their intelligence with hard work - this is a 7% increase from the previous year. 76% of students indicated they are capable of learning anything - a 3% increase from the previous year. The largest increase is in Social Awareness, from 67% to 73%. Responsible Decision-Making decreased from 75% to 74%. 74% of students indicated they are happy to be at school - a 2% increase.

## Culture/Climate Goals

Achieve a 5% increase in Growth Mindset (CORE Survey) on the 2025 Spring Survey.

Achieve a 10% increase in the number of students indicating it is easy for them to make friends at school on the 2025 Spring Survey.

Area of need is to increase the number of students indicating it is easy for them to make friends at school.

Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, student recognition, and implementation of SEL Harmony curriculum. Progress monitoring will occur during regular principal classroom informal visits to support the implementation of Harmony. Pulse Survey data will be monitored to determine implementation strengths and areas of needed growth. Students will be surveyed to determine what resources they need to make and keep friends at school.

Achieve a 5% decrease in overall chronic absenteeism by June 2025. Achieve a 5% increase in overall attendance by June 2025. Achieve a 5% increase in Growth Mindset (CORE Survey) on the 2025 Spring Survey. Achieve a 10% increase in the number of students indicating it is easy for them to make friends at school on the 2025 Spring Survey.

Achieve a 5% decrease in chronic absenteeism for all students, Asian students, and Students with Disabilities by June 2025.

Area of need is to decrease chronic absenteeism for Asian students and Students with Disabilities.

Progress monitoring will occur monthly by creating attendance reports for each teacher and using the data to celebrate students with improved attendance and classrooms with the highest percentage of perfect attendance. Counselors will monitor data and meet with parents of students identified as having chronic absences.

## Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals

<p>ELA</p>	<p>1) Achieve an 8% increase in SBAC ELA, FRSA, and iReady Placement scores by June 2024.  2) Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading.  Implementation of Fab Lab (small group instruction) with interventions based on student need for ELA in 100% of classrooms. Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab (small group instruction).  Improve student writing through the use of Power Writing through academic and social-emotional opportunities. Students continue to need support with reading and writing. Implementation of structured literacy instruction in all K-2 classrooms. Progress monitoring will occur during Internal Learning Walk, through regular principal informal classroom visits with feedback, grade level review of summary of data reports, and PDSA cycle work.</p>	<p>Goal Met</p>	<p>SBAC ELA score increased 9%. Scores for African American, Hispanic, English Learner, and Special Education students also increased. FRSA On Track All Skills score is 59%. this is a 12% increase from Cycle 2 to Cycle 3. iReady Reading Early On/Mid Above score is 39%. This is a 6% increase from Diagnostic 2 to Diagnostic 3.</p> <p>Programs and services that impacted goal attainment include ELA training for grades TK - 2 teachers, implementation of a daily decoding routine (UFLI), teachers providing targeted small group instruction and Designated ELD instruction, Tier 1 ELA Lead classroom support, Tier 2 small group support by intervention teacher, use of Sonday by RSP and intervention teachers, and use of Lexia English for Newcomers.</p>	<p>Continue with Fab Lab small group instruction and targeted intervention support. Continue with focused writing instruction. Continue to implement Designated English Language Development instruction. Continued implementation of best practices from District ELA training. Teachers provided opportunities to analyze student work and data, collaborate, and plan.</p>
<p>Math</p>	<p>1) 1 year academic growth will increase by 8% in I-Ready Math. Increase student growth by 12%</p>	<p>Goal Met</p>	<p>SBAC Math score increased 8%. Scores for African American, Hispanic, and English Learner</p>	<p>Continue with Fab Lab small group instruction and targeted intervention support including monitoring and supporting SPED student</p>

between 60-100% on I-Ready Math.

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

Progress monitoring will occur during Internal Learning Walk, through regular principal informal classroom visits with feedback, grade level review of summary of data reports, and PDSA cycle work. 2) Achieve an 8% increase in SBAC Math and

students also increased. iReady Math Early On/Mid Above score is 38%. This is a 16% increase from Diagnostic 2 to Diagnostic 3.

Programs and services that impacted goal attainment include Math training for grades 3 - 5 teachers, teachers providing targeted small group instruction and Designated ELD instruction, Tier 1 Math Lead classroom support, Tier 2 small group support by intervention teacher, use of Sonday by RSP and intervention teachers, and use of Lexia English for Newcomers.

progress. Continue to implement best practices from District Math training. Continue to implement Designated English Language Development instruction. Teachers provided opportunities to analyze student work and data, collaborate, and plan.



	iReady Placement scores by June 2024.			
English Learner	1) Achieve an 8% increase in SBAC ELA & Math, FRSA, and iReady Placement scores by June 2024. 2) Fab Lab with interventions based on student needs will be provided in both ELA and Math in every classroom. ELL students will increase by 6% on I-Ready Typical Growth on the ELA I-Ready. Power Writing professional development for staff, planning of prompts, and implementation of Power Writing will be beneficial and will provide growth opportunities in ELA. Fab Lab Intervention with Small Group Instruction will support our ELL students. Progress monitoring will occur during Internal Learning Walk, through regular principal informal classroom visits, grade level review of summary of data reports, and PDSA cycle work.	Goal Partially or Not Met	SBAC ELA score for English Learners increased 5%. SBAC Math score for English Learners increased 1%. FRSA On Track All Skills increased 14% from Cycle 2 to Cycle 3. iReady Reading Early On/Mid Above score for English Learners increased 7% from Diagnostic 2 to Diagnostic 3. iReady Math Early On/Mid Above score for English Learners increased 11% from Diagnostic 2 to Diagnostic 3.  Programs and services that impacted goal attainment include Math training for grades 3 - 5 teachers, ELA training for grades K - 2 teacher, teachers providing targeted small group instruction and Designated ELD instruction, Tier 1 Math and ELA Lead classroom support, Tier 2 small group support by intervention teacher, use of Sonday by RSP and intervention teachers, and use of Lexia English for Newcomers.	Continue with Fab Lab small group instruction and targeted intervention support. Continue with focused writing instruction. Continue to implement best practices from District Math and ELA trainings. Continue to implement Designated English Language Development instruction. Teachers provided opportunities to analyze student work and data, collaborate, and plan.
Culture/Climate	1) Achieve a 5% decrease in overall chronic absenteeism by 2024. Achieve a 5% increase in overall attendance rate by June 2024. Achieve a 5% increase in	Goal Partially or Not Met	Chronic absenteeism decreased 2%. Overall attendance rate increased 2%. Growth Mindset score increased 3%. Self-efficacy score increased 1%. Self-	Continue to provide opportunities to increase school pride, growth mindset, and care for others through classroom and school-wide activities including implementation of Harmony SEL program, cultural assemblies, parent trainings,

<p>Growth Mindset (CORE Survey) score by June 2024. Progress monitoring will occur monthly by creating attendance reports for each classroom and using the data to celebrate classroom with the highest percentage of perfect attendance. Counselors will also monitor data and meet with parents of students identified as having chronic absences. 2) Equitable opportunities focusing on growth will be provided to all students improving Self-Efficacy by 3% on the CORE Survey. Grade 4 and 5 student Self-Management and School Connectedness will increase by 3% on the CORE Survey. Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, student recognition, and implementation of SEL Harmony curriculum. Progress monitoring will occur during regular principal classroom informal visits to support the implementation of Harmony. Pulse Survey data will be monitored to determine implementation strengths and areas of needed growth.</p>	<p>management score increased 4%. School Connectedness score increased 4%.</p> <p>Programs and services that impacted goal attainment include a full time and part time counselor who provide individual and group counseling support, positive behavior incentives, implementation of Harmony curriculum, school-wide events and celebrations, cultural celebrations, parent engagement opportunities, and many opportunities for student recognition.</p>	<p>and student recognition. Teachers will be provided training and resources for building positive relationships with students and families. Provide opportunities to engage African American and Asian families to increase attendance and decrease chronic absenteeism.</p>
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. Counselor will support efforts to decrease chronic absenteeism, support a positive school environment, and manage and facilitate social emotional groups. (IN 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
LVN Health Assistant to provide additional hourly support. LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Additional hourly support up to 6 hours per week. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVid-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Provide substitute teachers for two half day release sessions for grade level planning and collaboration on CQI training implementation, differentiated instruction for ELs and African American students, and analyzing data and work samples to plan for small group instruction (Fab Lab). (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Purchase of translation equipment to be used during parent meetings and workshops. Equipment will allow for simultaneous translation during meetings and workshops. (PI 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Purchase of bilingual books for each classroom to have for Spanish-speaking parents to use during monthly school-wide reading. Parents are invited once a month to read with their children in the classroom. (PI 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Provide cultural assemblies for students and parents. (PI 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
School supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> </ul>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p>

<ul style="list-style-type: none"> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul>	<p>grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)  3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELlevation</p> <p>iReady</p>
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<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

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

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

<p>At-risk students with an emphasis on ELs and AA subgroup that need additional support in the area of ELA and Math. Close the achievement gap for our English Language Learners and AAs by providing small group intensive instruction at the Tier 2 and 3 level. Elementary Reading - Benchmarks 30, Elementary Math - Math Facts 20, EL Reclassification 10, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 20</p>	<p>Intervention support to work with English Language Learner, African-American, and/or other at-promise students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classroomss. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.</p>	<p>English Learners, Identified At-Risk Students, African-American</p>	<p>LCFF \$9,030 Title 1 \$81,268 Program Facilitator .5 FTE - LCFF 10%; Title 1 90%</p>	<p>08/23/2024 - 06/13/2025 Daily</p>	<p>Certificated Teacher Administrator</p>	<p>Data collected in LROIX Intervention Tracking System. I-Ready Data, District Assessments, and standards-based common assessments. Elementary Reading - Benchmarks 30, Elementary Math - Math Facts 20, EL Reclassification 10, Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 20</p>
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<p>African-American subgroup has highest chronic absent rate. Attendance rate will need to be improved. Transitional support to attend school will be needed. High need for SEL Support. Attendance/Chronic Absenteeism Rate 30, Suspension/Exclusion Rate 10, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 20</p>	<p>School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.</p>	<p>African-American, English Learners, Identified At-Risk Students, Other Targeted Students</p>	<p>Title 1 \$70,000 Services - Title 1 100%</p>	<p>08/20/2024 - 06/13/2025 Weekly</p>	<p>Principal</p>	<p>Attendance rates. SEL groups and programs. CORE Survey results related to attendance and student social emotional well-being. Attendance/Chronic Absenteeism Rate 30, Suspension/Exclusion Rate 10, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 20</p>
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<p>Special Education students and families have specialized needs that an LVN can support as additional intervention. CORE Data shows need with self-efficacy and need of students with positive outlook on self-management. Culture-Climate Survey (Parent) 60, Basic Services 40</p>	<p>LVN Health Assistant to provide additional hourly support. LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Additional hourly support up to 6 hours per week.</p>	<p>Homeless, Identified At-Risk Students, Low SES, Newcomers, All Parents, English Learners, Foster, Targeted Parents, African-American</p>	<p>LCFF \$20,000 Services - LCFF 100%</p>	<p>08/23/2024 - 06/13/2025 Weekly</p>	<p>School Nurse</p>	<p>Special Education Administrator, Principal, Counselor Culture-Climate Survey (Parent) 60, Basic Services 40</p>
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<p>Increase safety and supervision for the school. Additional coverage needed for Kindergarten lunch, arrival, and dismissal. Supervision in unsafe areas needed additional supervision. Suspension/Expulsion Rate 10, Culture-Climate Survey (Student-Staff) 60, Culture-Climate Survey (Parent) 30</p>	<p>Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness.</p>	<p>All Students, All Parents, Identified At-Risk Students, Other Targeted Students</p>	<p>LCFF \$30,445 Hourly - Recreation Aide ( 8 ) for 193 hours annually - LCFF 100%</p>	<p>08/27/2024 - 06/12/2025 Daily</p>	<p>Principal, Office Supervisor, Counselor</p>	<p>CORE Data from Parents, Staff, and Students will show improvement in Safety, Knowledge in Rules in Discipline, Connection to School, and Social Awareness will improve. Suspension/Expulsion Rate 10, Culture-Climate Survey (Student-Staff) 60, Culture-Climate Survey (Parent) 30</p>
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<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
<p>Kindergarten and Transitional Kindergarten Parent Orientations in August to support families and students in their transition to elementary school. Literacy Lead and Intervention Coordinator will be available to support struggling TK/K students during the first few weeks of school. Literacy and IIC will support assessment of Kindergarten students at the beginning of the year to support small group instruction and the formation of groups. First two weeks of school are minimum days for TK and Kindergarten classes to allow teachers to assess students and meet with parents to discuss assessments and their instructional program.</p>	<p>Middle School Information Night will be held in January. Counselors will visit each 5th Grade classroom and inform students of the process. Information is distributed by flyer and through the School Messenger system.</p>	

**Accountability Measure 2: Organizational Climate**

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
Self-Management, Self-Efficacy, and Growth Mindset are areas of need by students on the CORE Survey. Positive Reinforcement systems will be utilized to achieve growth in these areas.	School specific programs include: Otter Bucks, Fast Passes, Otter Squad Prize Room, monthly raffles, monthly Otter Star Slip raffles, monthly Spin the Wheel raffle, Otter Pop parties, Cupcake Social, Turkey Trot, Egg Hunt, Bunny Hop, Snow Day, Cookiepalooza, monthly and semester award recognition.	Gift Account, ASB, and monetary donations at a cost of up to \$5,000. Funds are used to purchase student incentives and prizes.	Throughout the year.	Principal, Counselors, Teachers, Recreation Aides	Use the CORE Survey to monitor areas of Safety, Discipline and Knowledge, Self-Management, Growth Mindset, and Awareness.

### **Accountability Measure 3: Professional Development**

<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
No supplemental budgeted items have been approved.					

**Describe Teacher Involvement**

Teachers will be involved through the following avenues:

1. Grade Level Representative Committee
2. Social Committee
3. Teachers provide before and/or after school tutoring
4. Teachers participate in Back to School Night, Open House, and Parent Conferences
5. Teacher representatives on the School Site Council

**Accountability Measure 4: Parent & Community**

**Parent and Community Involvement**

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
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No supplemental budgeted items have been approved.

### School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	274282
Title I Parent and Family Involvement (3008)	4182

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	59640

\* 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	Ed Garcia	06-12-2025
Staff	Classroom Teacher	Cory Schultz	06-12-2025
Staff	Classroom Teacher	Sonja Brown	06-12-2025
Staff	Classroom Teacher	Harper Kolodny	06-11-2026
Staff	Other School Personnel	Jessica Thierry	06-12-2025
Community	Parent/Community Member	████████ Gutierrez	06-12-2025
Community	Parent/Community Member	████████ Zarate	06-12-2025
Community	Parent/Community Member	████████ Vazquez	06-12-2025
Community	Parent/Community Member	████████ Oliveros	06-11-2026
Community	Parent/Community Member	████████ Bennett	06-11-2026

## English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Bernal
DELAC Representative	Parent of EL Student (required)	██████ Ledesma
Principal or Designee	Staff Member (required)	Ed Garcia
Secretary	Parent of EL Student (required)	██████ Flores

Name	Representing
██████ Bernal	Parent of EL Student
██████ Velazquez	Parent of EL Student
██████ Flores	Parent of EL Student
██████ Willard	Parent of EL Student
██████ Ledesma	Parent of EL Student
██████ Baca	Parent of EL Student
Jessica Thierry	Staff Member

## ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/31/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	ELAC members reviewed and discussed the Single Plan for Student Achievement. Findings, areas of need, goals, and impact were reviewed and discussed in the areas of ELA, Math, English Learners, and Culture/Climate. ELAC members reviewed English Learner data findings, goals, areas of need, and support to be provided to achieve goals.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Attendance Rates Other: iReady Placement Reading and Math; Foundational Reading Skills Assessment
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/18/2024
6. What was SSC's response to ELAC recommendations?	The School Site Council accepted ELAC's advisement and recommendations as is indicated the unanimous approval of the SPSA, ATSI Addendum, and Safe School Plan.



## Assurances & Approval

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

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/18/2024
2. The SSC approved the **Home-School Compact** on 10/14/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/14/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/09/2024, 09/09/2024
5. SSC Participated in the Annual Evaluation of SPSA:10/14/2024
6. The SPSA was approved at the following SSC Meeting: 11/18/2024

LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

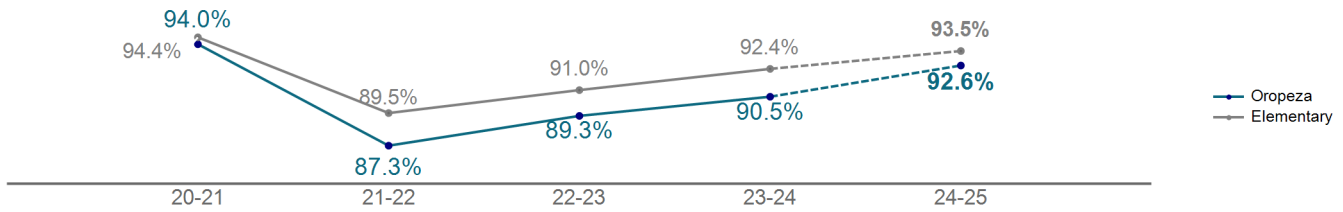
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

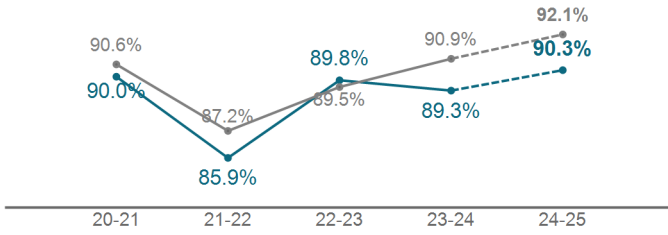
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Attendance Rate

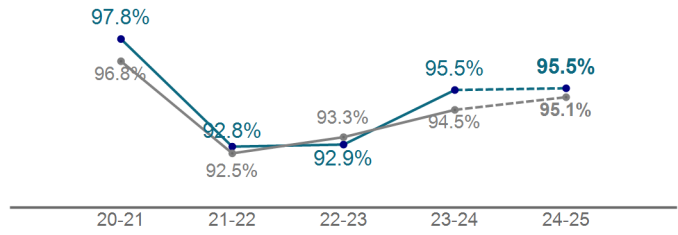
Oropeza  
All Students  
N = 548



**African American**  
N = 68



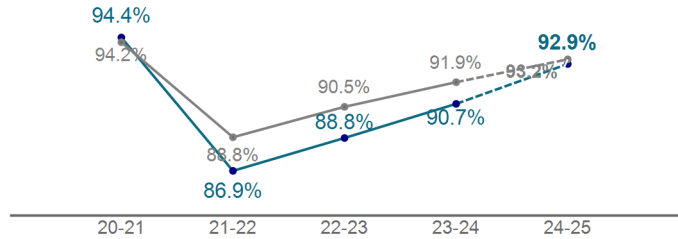
**Asian**  
N = 22



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 411



**Pacific Islander**

Subgroup with fewer than 20 students.

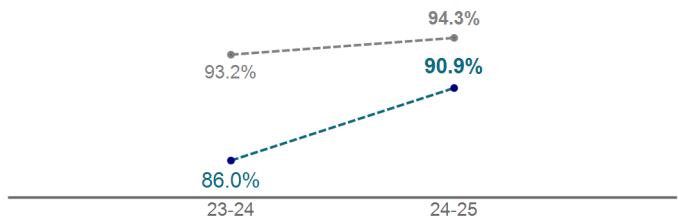
**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

**Other**  
N = 22

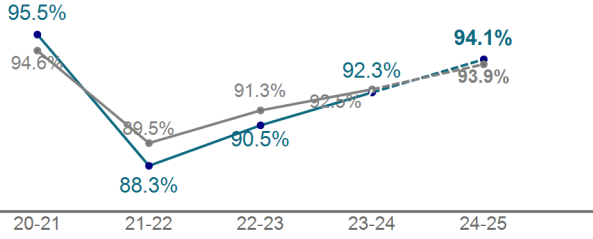


N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

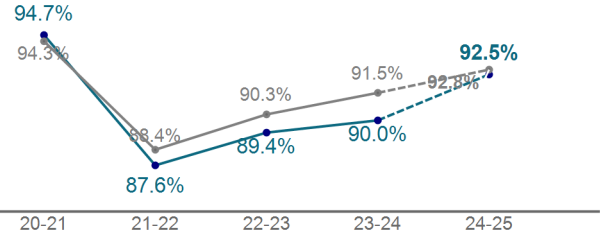


# Attendance Rate

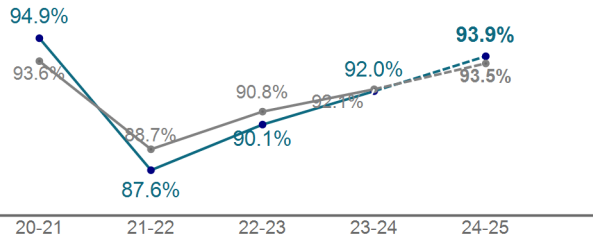
**EL + RFEP**  
N = 227



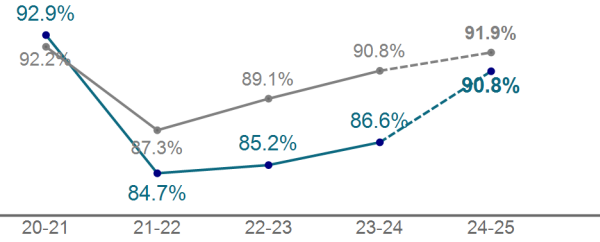
**Low SES**  
N = 438



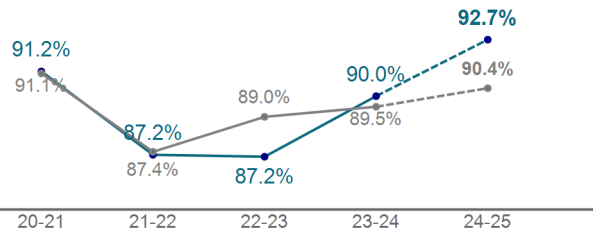
**English Learner**  
N = 198



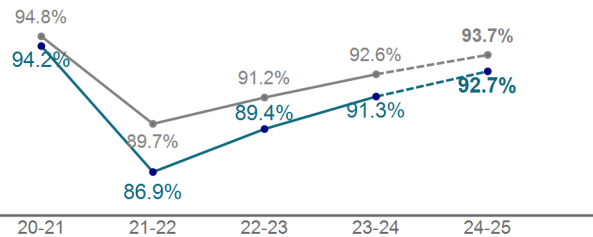
**Special Education**  
N = 91



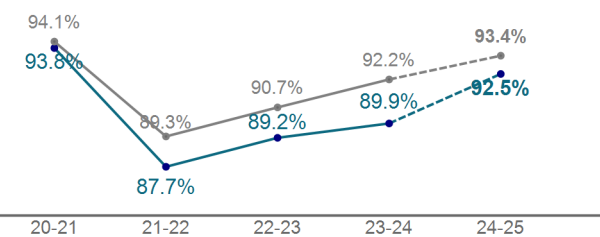
**Homeless or Foster Youth**  
N = 58



**Female**  
N = 250



**Male**  
N = 298



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

# Chronic Absence by Attendance Bands School Data by Subgroup Oropeza 2023-2024

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

Category	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
<b>All Students</b>	591	591	11	25	16	18	30	36.0%	38.1%	52.5%	24.7%
<b>Grade</b>	Gr. TK	29	10	38	17	10	24	48.3%	70.0%	65.5%	38.0%
	Gr. K	86	16	28	15	23	17	44.2%	64.4%	59.3%	32.3%
	Gr. 01	84	15	39	10	15	20	54.8%	31.9%	64.3%	25.1%
	Gr. 02	96	11	24	15	20	30	35.4%	35.3%	50.0%	24.2%
	Gr. 03	104	9	23	21	13	35	31.7%	30.0%	52.9%	19.6%
	Gr. 04	82	9	12	22	22	35	20.7%	31.6%	42.7%	21.8%
	Gr. 05	110	8	20	15	17	39	28.2%	29.8%	43.6%	21.3%
<b>Ethnicity</b>	African American	71	18	27	15	10	30	45.1%	43.8%	60.6%	32.5%
	American Indian	2	50			50		0.0%	33.3%	50.0%	33.3%
	Asian	28	4	4	11	25	57	7.1%	28.1%	17.9%	14.2%
	Cambodian	13	15	8	23	54	23.1%	28.6%	23.1%	18.1%	
	Filipino	5	20	40	40	20.0%	42.9%	20.0%	14.4%		
	Hispanic	444	10	26	17	19	29	36.0%	38.0%	52.7%	27.2%
	Pacific Islander	4	25	25	50	50.0%	0.0%	100.0%	37.4%		
	White	14	14	36	7	14	29	50.0%	35.7%	57.1%	11.9%
	Other	23	22	17	22	17	22	39.1%	36.8%	60.9%	20.5%
<b>Gender</b>	Female	277	12	24	17	14	33	35.7%	38.6%	52.3%	23.7%
	Male	314	11	25	16	21	27	36.3%	37.8%	52.5%	25.6%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Data by Subgroup Oropeza 2023-2024

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

Special Populations	Subgroup	Total	Attendance Bands					Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance
	Low SES	443	12	27	15	16	30	39.1%	38.0%	54.4%	29.5%	
	ELL	249	8	25	15	20	32	32.9%	35.7%	47.8%	27.0%	
	RFEP	35	6	6	23	11	54	11.4%	20.0%	34.3%	12.1%	
	EL + RFEP	284	8	23	16	19	35	30.3%	33.3%	46.1%	24.8%	
	Special Ed.	105	19	26	14	17	24	44.8%	52.1%	59.0%	31.3%	
	Spec Ed. Speech/RSP	18	33	11	28	28	33.3%	35.8%	44.4%	23.3%		
	Homeless/Foster	91	15	24	13	20	27	39.6%	43.9%	52.7%	39.4%	
	Foster	11	18	18	27	18	18	36.4%	88.9%	63.6%	31.7%	
	Homeless	80	15	25	11	20	29	40.0%	38.4%	51.3%	40.7%	
GATE/Excel	70	9	16	24	51	8.6%	16.4%	24.3%	10.1%			

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2023-2024

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

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,319	6	18	17	23	36	24.7%	32.2%	41.7%
Addams	792	7	22	16	22	33	28.9%	36.7%	44.4%
Alvarado	420	6	21	21	20	32	27.6%	40.0%	48.6%
Barton	463	11	26	19	21	23	37.4%	47.3%	56.2%
Birney	513	6	22	17	20	35	27.7%	31.6%	44.4%
Bixby	554	3	14	19	27	37	17.0%	25.1%	35.9%
Bryant	360	9	21	18	22	30	29.4%	35.1%	47.8%
Burbank	599	8	21	20	24	28	28.2%	36.7%	47.7%
Burcham	352	1	13	17	26	44	13.6%	23.8%	30.4%
Carver	525	2	12	13	28	45	13.7%	21.4%	26.7%
Chavez	328	11	22	20	21	26	33.2%	42.9%	53.0%
Cleveland	464	4	10	17	29	41	14.0%	23.9%	30.6%
Dooley	772	8	25	20	21	25	33.3%	38.5%	53.4%
Edison	472	10	20	16	19	35	29.9%	37.8%	45.6%
Emerson	345	2	8	15	25	50	9.9%	18.1%	24.6%
Fremont	456	3	11	15	25	45	14.5%	18.9%	29.8%
Gant	675	2	11	16	21	50	13.0%	19.4%	28.6%
Garfield	580	6	16	16	26	36	21.4%	35.0%	37.8%
Gompers	377	4	14	18	28	36	18.3%	30.5%	35.8%
Grant	1,012	10	22	18	20	30	31.8%	39.7%	50.2%
Harte	800	8	24	17	21	30	32.1%	38.2%	49.5%
Henry	820	6	14	14	27	53	7.0%	10.5%	20.6%
Herrera	720	8	22	20	21	28	30.6%	34.2%	50.6%
Holmes	396	7	19	19	22	32	26.5%	37.0%	45.7%
Hudson	301	11	22	17	20	30	32.9%	38.7%	49.5%
Kettering	354	5	12	15	24	44	17.5%	23.2%	32.2%
King	612	8	22	16	20	34	29.9%	35.6%	45.8%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2023-2024

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

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate
Lafayette	898	7	20	16	25	33	26.7%	36.5%	42.5%
Lincoln	852	9	24	16	19	32	33.7%	40.5%	49.4%
Longfellow	978	2	14	16	25	42	16.6%	23.5%	32.9%
Los Cerritos	479	1	11	16	25	47	12.9%	19.4%	28.6%
Lowell	615	2	13	14	25	47	14.3%	23.5%	28.0%
Macarthur	319	3	20	21	26	30	22.6%	30.3%	43.6%
Madison	434	3	18	17	21	40	21.2%	30.2%	38.2%
Mann	361	6	23	17	22	32	28.3%	32.8%	45.4%
McKinley	522	8	25	17	21	30	32.2%	36.6%	49.2%
Naples	317	3	11	18	28	39	14.2%	20.4%	32.2%
Oropeza	591	11	25	16	18	30	36.0%	38.1%	52.5%
Prisk	480	3	11	16	25	45	13.5%	19.7%	29.4%
Riley	443	2	18	15	29	36	20.1%	29.0%	35.4%
Roosevelt	905	13	22	20	18	28	34.6%	37.9%	54.4%
Signal Hill	649	5	16	16	22	41	21.3%	33.6%	37.1%
Smith	699	9	18	17	20	36	26.3%	32.9%	43.8%
Stevenson	534	10	22	19	18	32	31.6%	42.7%	50.2%
Twain	475	4	19	16	27	34	22.9%	26.1%	39.2%
Webster	516	8	21	18	20	34	29.1%	39.7%	46.7%
Whittier	598	8	19	16	20	36	27.8%	40.1%	43.8%
Willard	592	6	24	19	21	29	30.1%	33.9%	49.5%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2023-2024

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

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,816	8	15	14	20	43	22.8%	26.3%	36.3%
Bancroft	845	4	13	13	21	49	17.3%	22.6%	30.5%
Franklin	1,090	14	20	13	18	35	34.3%	37.8%	47.0%
Hamilton	850	9	19	16	19	38	27.5%	33.7%	43.3%
Hoover	533	6	11	12	20	50	17.4%	19.2%	29.8%
Hughes	1,299	4	11	13	24	47	14.9%	18.0%	28.2%
Jefferson	1,034	9	13	13	22	44	21.5%	27.2%	34.1%
Keller	478	1	5	12	22	59	6.5%	9.2%	18.4%
Lindbergh	437	12	18	16	19	36	29.5%	33.2%	45.1%
Lindsey	753	11	16	15	20	37	27.0%	28.5%	42.2%
Marshall	980	4	13	15	19	49	16.5%	24.4%	31.9%
Nelson	866	9	18	13	19	40	27.8%	25.3%	40.5%
Rogers	805	4	11	12	18	54	15.4%	18.4%	27.8%
Stanford	1,178	4	12	11	23	50	16.1%	18.7%	27.3%
Stephens	725	14	19	15	17	34	33.4%	39.0%	48.8%
Washington	943	15	21	15	19	31	35.6%	36.1%	50.2%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2023-2024

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

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate
All K8	5,844	6	14	14	23	42	20.2%	23.7%	34.6%
Avalon	473	8	24	19	25	24	31.5%	32.7%	51.0%
Cubberley	963	2	10	11	23	54	12.0%	13.4%	22.9%
Muir	1,086	7	16	18	23	37	22.7%	28.6%	40.2%
Newcomb	878	2	9	12	23	54	10.8%	17.6%	22.6%
Powell	808	13	21	16	21	29	33.9%	35.4%	49.8%
Robinson	803	9	17	13	19	42	26.3%	28.1%	39.1%
Tincher	833	1	10	14	27	48	11.0%	14.2%	25.0%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2023-2024

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

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	
All High	20,512	12	15	13	19	41	26.7%	27.9%	39.5%	
Browning	346	17	15	12	18	38	32.1%	39.9%	43.6%	
Cabrillo	1,805	22	20	13	18	26	42.0%	34.3%	55.3%	
CAMS	667			5	5	15	75	5.2%	6.4%	10.2%
Jordan	2,288	11	15	13	20	41	25.7%	29.8%	38.8%	
Lakewood	2,644	10	16	14	19	41	26.1%	28.6%	39.9%	
McBride	723	5	12	13	21	49	16.9%	17.5%	30.3%	
Millikan	3,395	5	12	13	22	48	16.3%	17.8%	29.5%	
PAAL	172	48	27	12	6	6	75.6%	63.2%	87.8%	
Polytechnic	3,823	13	15	13	19	41	27.3%	32.9%	40.0%	
Reid	168	73	18	7	2		91.1%	84.6%	97.6%	
Renaissance	411	11	11	13	19	46	21.7%	30.5%	35.0%	
Sato	502		2	5	10	19	64	6.8%	5.8%	17.1%
Wilson	3,568	16	17	13	18	36	33.0%	29.6%	46.1%	

The percentages may not equal 100% due to rounding.



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# Chronic Absence by Attendance Bands School Comparison by Subgroup All 2023-2024

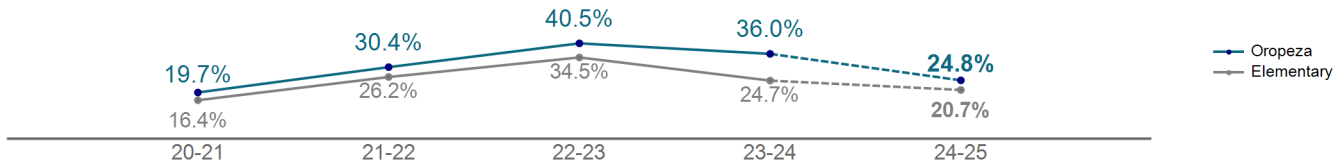
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate
District	65,491	8	16	15	21	40	24.6%	29.0%	39.3%

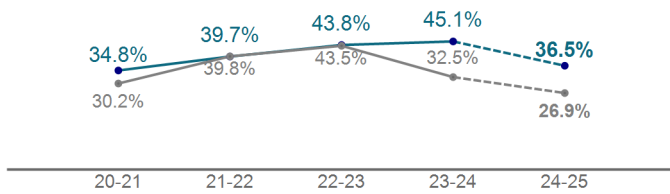
The percentages may not equal 100% due to rounding.

# Percent of Students in the Moderately or Severely Chronic Categories

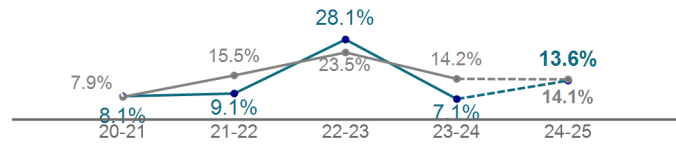
**Oropeza**  
All Students  
N = 524



**African American**  
N = 63



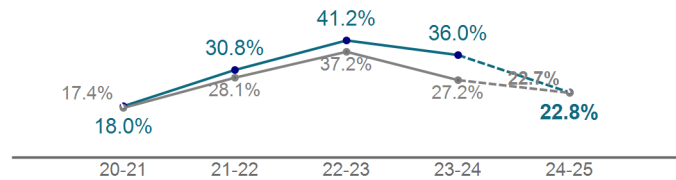
**Asian**  
N = 22



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 394



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**

Subgroup with fewer than 20 students.

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

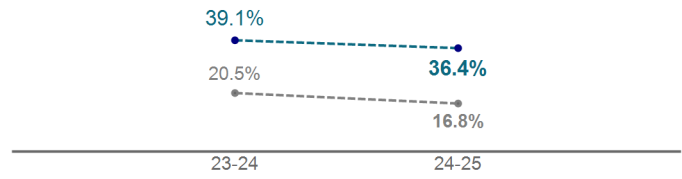
# Percent of Students in the Moderately or Severely Chronic Categories

## Native American

Subgroup with fewer than 20 students.

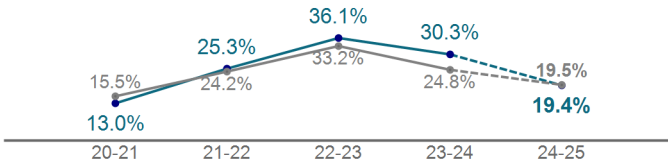
## Other

N = 22

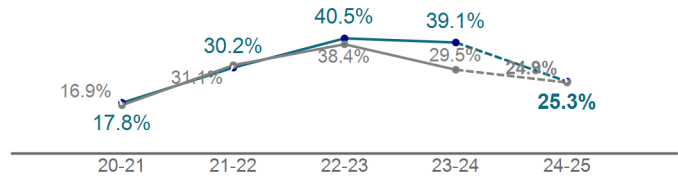


# Percent of Students in the Moderately or Severely Chronic Categories

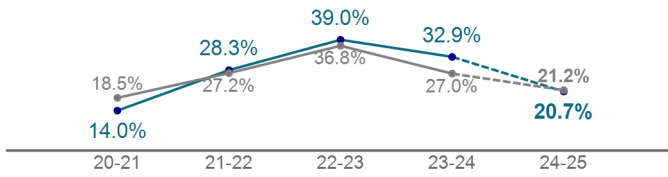
**EL + RFEP**  
N = 222



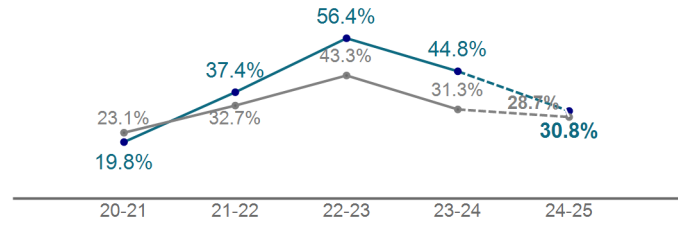
**Low SES**  
N = 427



**English Learner**  
N = 193



**Special Education**  
N = 91



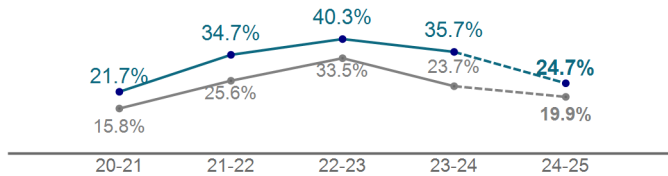
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

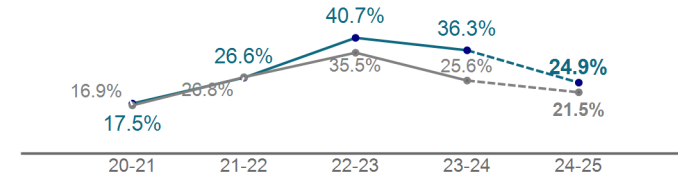
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 239



**Male**  
N = 285



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

# SBAC ELA 2024 :: School Data by Subgroup

## Oropeza

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	250	58%	42	16	18	23	42%	↑9		↑6	
	All Elementary	51%	31	20	23	26	49%	↑1		↑4	
	District	51%	29	22	27	23	49%	↑1		↑2	
Grade	Gr. 03	88	59%	42	17	16	25	41%	↓2		-
		All Elementary	53%	30	23	20	27	47%	↑-		-
		District	52%	30	23	20	28	48%	↑-		-
	Gr. 04	68	60%	49	12	15	25	40%	↑9		↓6
		All Elementary	52%	33	19	21	27	48%	↑3		↑2
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	94	56%	37	19	23	20	44%	↑17		↑15
		All Elementary	49%	30	20	27	24	51%	↓1		↑6
		District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	Hispanic	186	61%	43	18	19	20	39%	↑7		↑5
		All Elementary	58%	36	23	23	19	42%	↑1		↑5
		District	57%	33	25	27	16	43%	↑1		↑2
	African American	30	80%	70	10	10	10	20%	↑3		-
		All Elementary	67%	46	21	19	14	33%	↓-		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	Asian	15*	0%			13	87	100%	↑40		-
		All Elementary	35%	17	18	23	42	65%	↑3		↑6
		District	32%	15	18	29	38	68%	↑2		↑4
	White	8*	63%	50	13	38		38%	↑4		-
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-

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

# SBAC ELA 2024 :: School Data by Subgroup

## Oropeza

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Other	7*	43%	43	29	29	57%	↑7		-	
		All Elementary	32%	18	13	22	46	68%	↓2		↑1
		District	32%	16	15	28	41	68%	↑1		↑-
	Cambodian	6*	17%	17	33	50	83%	↑55		-	
		All Elementary	39%	19	20	24	37	61%	↑1		↑5
		District	37%	18	20	30	33	63%	↑2		↑3
	Filipino	2*	50%	50	50		50%	↓50		-	
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
	American Indian	1*	0%			100	100%	-		-	
		All Elementary	55%	41	14	41	5	45%	↓18		↓6
		District	46%	31	15	44	10	54%	↓5		↓5
Pacific Islander	1*	0%			100	100%	-		-		
	All Elementary	66%	37	29	25	9	34%	↑3		↓2	
	District	57%	28	29	31	11	43%	↑5		↑2	
Gender	Female	116	49%	30	19	22	28	51%	↑15		↑12
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	134	66%	52	14	15	19	34%	↑5		-
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
Nonbinary	All Elementary*	100%	100				0%	↓50		-	
	District	46%	24	22	34	20	54%	↓6		↑3	
Special Populations	EL + RFEP	123	63%	46	16	18	20	37%	↑11		↑5

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

# SBAC ELA 2024 :: School Data by Subgroup

## Oropeza

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	EL + RFEP	All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	93	76%	60	16	16	8	24%	↑5		↑4
		All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	30	20%	3	17	23	57	80%	↑16		↑8
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	52	6%	2	4	15	79	94%	↑1		↓8
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	38	68%	55	13	16	16	32%	↑2		↑4
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	38	68%	55	13	16	16	32%	↑3		↑4
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
	District	70%	46	24	21	9	30%	↓5		↑1	
Low SES	192	65%	48	17	18	17	35%	↑2		↑7	
	All Elementary	61%	38	23	22	18	39%	↓1		↑4	
	District	60%	35	25	25	15	40%	↓1		↑2	
Special Ed.	30	87%	70	17	10	3	13%	↑8		-	
	All Elementary	82%	64	17	11	8	18%	↓-		↑3	

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

Oropeza

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	Special Ed.	District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	26	85%	65	19	12	4	15%	↑10		-
		All Elementary	77%	58	20	13	10	23%	↓-		↑4
		District	79%	57	22	14	7	21%	↑-		↑2

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



# SBAC Math 2024 :: School Data by Subgroup

## Oropeza

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	254	69%	41	28	18	13	31%	↑8		-	
	All Elementary	56%	30	26	23	21	44%	↑4		↓1	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 03	89	62%	37	25	21	17	38%	↑5		-
	All Elementary	51%	28	24	27	22	49%	↑3		-	
	District	51%	27	23	27	23	49%	↑2		-	
	Gr. 04	70	71%	33	39	17	11	29%	↑5		↓6
	All Elementary	55%	26	29	25	20	45%	↑5		↓-	
	District	54%	25	29	25	21	46%	↑5		↓1	
	Gr. 05	95	74%	51	23	15	12	26%	↑12		↑5
	All Elementary	62%	37	26	18	20	38%	↑3		↓2	
	District	62%	36	26	18	20	38%	↑3		↓3	
Ethnicity	Hispanic	190	71%	43	28	19	11	29%	↑8		↑1
	All Elementary	63%	34	29	22	14	37%	↑3		↓2	
	District	71%	43	27	18	12	29%	↑2		↓2	
	African American	30	87%	57	30	10	3	13%	↑6		-
	All Elementary	73%	45	29	17	9	27%	↑3		↓1	
	District	80%	55	25	13	7	20%	↑2		↓2	
	Asian	15*	7%	7	27	67	93%	↑27		-	
	All Elementary	38%	16	22	24	38	62%	↑7		↑4	
	District	45%	24	22	21	33	55%	↑3		↓2	
White	8*	75%	50	25	25	25%	↓8		-		
All Elementary	27%	10	17	28	44	73%	↑4		↓3		
District	38%	17	21	25	37	62%	↓-		↓4		

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.

# SBAC Math 2024 :: School Data by Subgroup

## Oropeza

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Other	7*	71%	29	43	14	14	29%	↓5		-
		All Elementary	37%	18	19	25	38	63%	↑2		↓2
		District	43%	22	21	23	34	57%	↑2		↓2
	Cambodian	6*	17%	17	50	33	83%	↑55		-	
		All Elementary	43%	19	25	25	32	57%	↑7		↑4
		District	50%	26	24	23	28	50%	↑5		↓2
	Filipino	2*	100%	100	0%				↓100		-
		All Elementary	30%	12	18	33	37	70%	↑4		↑4
		District	38%	18	20	27	35	62%	↑6		↑4
	Pacific Islander	1*	0%		100	100%			-		-
		All Elementary	64%	30	34	26	10	36%	↑9		↓6
		District	70%	43	28	21	9	30%	↑5		↓2
American Indian	1*	100%	100	0%				-		-	
	All Elementary	73%	41	32	18	9	27%	↓9		↓6	
	District	69%	41	29	20	10	31%	↑3		↓3	
Gender	Female	118	69%	41	28	19	13	31%	↑8		↑3
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	136	69%	41	28	17	14	31%	↑8		↓3
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
Nonbinary	All Elementary*	100%	100	0%				↓25		-	
	District	76%	40	36	14	10	24%	↓14		↑3	
Special Populations	EL + RFEP	127	70%	46	24	18	12	30%	↑9		↑2

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

# SBAC Math 2024 :: School Data by Subgroup

## Oropeza

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	EL + RFEP	All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	97	82%	57	26	11	6	18%	↑3		↑2
		All Elementary	81%	52	30	14	5	19%	↑2		↑2
	RFEP	District	89%	65	23	9	3	11%	↑1		↑1
		30	30%	13	17	40	30	70%	↑18		↑4
	Foster	All Elementary	32%	8	24	35	33	68%	↑11		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	GATE/Excel	All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	Homeless	52	10%	10	38	52	90%	90%	↑9		↓8
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
	Homeless/Foster	District	21%	6	16	28	51	79%	↑5		↓4
		40	68%	55	13	20	13	33%	↑12		↑7
	Low SES	All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
Special Ed.	40	68%	55	13	20	13	33%	↑12		↑7	
	All Elementary	76%	47	30	15	9	24%	↓4		↑3	
Special Ed.	District	82%	57	25	11	7	18%	↓4		↓2	
	192	76%	47	29	15	9	24%	↑1		↓2	
Special Ed.	All Elementary	65%	36	29	21	13	35%	↑2		↓1	
	District	72%	45	27	17	11	28%	↑-		↓2	
Special Ed.	30	90%	70	20	3	7	10%	↑4		-	
	All Elementary	80%	58	22	12	9	20%	↑2		↑-	

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

# SBAC Math 2024 :: School Data by Subgroup

## Oropeza

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	Special Ed.	District	86%	70	17	8	6	14%	↑1		↓-
		26	88%	65	23	4	8	12%	↑5		-
	Spec Ed. Speech/RSP	All Elementary	76%	51	25	13	11	24%	↑2		↓-
		District	83%	63	20	10	7	17%	↑1		↓-

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

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

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

# SBAC Science 2024 :: School Data by Subgroup

## Oropeza

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	95	74%	16	58	22	4	26%	↑15		-	
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	73%	17	57	19	7	27%	↑1		-	
Grade	Gr. 05	95	74%	16	58	22	4	26%	↑15		-
	All Elementary	70%	17	53	20	10	30%	↓-		-	
	District	69%	17	52	21	10	31%	↑1		-	
Ethnicity	Hispanic	76	75%	17	58	22	3	25%	↑15		-
		All Elementary	77%	19	58	17	6	23%	↓1		-
		District	80%	20	60	16	4	20%	↑1		-
	African American	8*	100%	25	75			0%	↓14		-
		All Elementary	81%	26	55	16	3	19%	↓-		-
		District	86%	24	62	12	2	14%	↑1		-
	Asian	5*	20%		20	40	40	80%	↑47		-
		All Elementary	51%	6	44	27	22	49%	↑6		-
		District	55%	7	48	30	15	45%	↑2		-
	Other	4*	50%		50	50		50%	-		-
		All Elementary	50%	10	41	30	20	50%	↑1		-
		District	56%	10	46	28	16	44%	↑1		-
	Cambodian	3*	33%		33	67		67%	↑67		-
		All Elementary	60%	5	55	27	13	40%	↑1		-
		District	63%	8	55	26	11	37%	↑3		-
American Indian	1*	100%	100				0%	-		-	
	All Elementary*	89%	33	56	11		11%	↓49		-	
	District	81%	23	58	15	4	19%	↓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.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Science 2024 :: School Data by Subgroup

## Oropeza

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	White	1*	100%	100				0%	-		-
		All Elementary	41%	5	36	32	26	59%	↑-		-
		District	50%	6	44	30	19	50%	↑1		-
Gender	Female	51	67%	16	51	31	2	33%	↑24		-
		All Elementary	70%	16	55	20	10	30%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	44	82%	16	66	11	7	18%	↑5		-
		All Elementary	70%	18	52	20	11	30%	↓1		-
		District	73%	18	55	19	8	27%	↑-		-
Nonbinary	District	61%	9	52	26	13	39%	↑7		-	
Special Populations	EL + RFEP	52	77%	17	60	19	4	23%	↑19		-
		All Elementary	84%	25	58	12	4	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	34	97%	26	71	3		3%	↑-		-
		All Elementary	97%	35	62	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	18*	39%		39	50	11	61%	↑50		-
		All Elementary	55%	3	51	32	13	45%	↑7		-
		District	76%	12	64	20	5	24%	↓-		-
	GATE/Excel	16*	6%		6	69	25	94%	↑44		-
		All Elementary	21%		20	40	39	79%	↑11		-
		District	35%	3	33	39	25	65%	↑8		-
Foster	All Elementary	84%	39	45	13	3	16%	↓3		-	
	District	89%	32	57	8	2	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.

# SBAC Science 2024 :: School Data by Subgroup

## Oropeza

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded					
Special Populations	Homeless	21	71%	24	48	29	29%	↑29		-	
		All Elementary	85%	30	56	13	2	15%	↓2		-
		District	86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	21	71%	24	48	29	29%	↑29		-	
		All Elementary	85%	30	54	13	2	15%	↓2		-
		District	87%	28	59	12	1	13%	↓-		-
	Low SES	77	78%	18	60	21	1	22%	↑10		-
		All Elementary	79%	20	58	16	6	21%	↓2		-
		District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	13*	100%	31	69			0%	-		-
		All Elementary	89%	44	45	8	3	11%	↓-		-
		District	92%	41	51	6	2	8%	↑1		-
Spec Ed. Speech/RSP	11*	100%	18	82			0%	-		-	
	All Elementary	86%	35	51	10	4	14%	↓-		-	
	District	89%	34	55	8	3	11%	↑1		-	

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

## Oropeza

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	155	41	30	20	21	29	
		All ES	44	25	22	25	29	
		District	30	33	15	16	36	
	Grade	Gr. 04 (Minimum Growth Target: 44)	67	13	48	22	16	13
			All ES	43	25	24	27	24
			District	42	26	24	27	24
		Gr. 05 (Minimum Growth Target: 35)	88	61	16	18	25	41
			All ES	44	24	19	23	34
			District	42	25	20	22	33
	Ethnicity	Hispanic	117	41	30	20	22	28
			All ES	44	25	22	24	29
			District	29	34	15	16	36
African American		16 <sup>^</sup>	-	19	19	25	38	
		All ES	42	25	21	23	31	
		District	28	34	15	15	37	
Asian		10 <sup>^</sup>	-	30	20	10	40	
		All ES	52	23	20	23	34	
		District	35	31	14	15	40	
Other	6 <sup>^</sup>	-	33	17	17	33		
	All ES	45	22	21	29	28		
	District	32	30	16	19	35		

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

<sup>^</sup>Not currently a significant subgroup.

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



# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

## Oropeza

12/20/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	White	5^	-	60	40	0	
			All ES	41	26	22	26	27
			District	28	33	15	18	34
		Cambodian	5^	-	20	20	20	40
			All ES	53	20	22	25	34
			District	34	30	16	16	38
	American Indian	1^	-			100	0	
		All ES^	32	29	35	18	18	
		District	26	32	21	13	34	
	Gender	Female	81	50	26	21	19	35
			All ES	45	24	22	25	29
			District	32	31	15	17	36
Male		74	31	34	19	24	23	
		All ES	43	25	21	24	29	
		District	27	35	15	15	35	
Nonbinary	All ES^	-23	100	0				
	District	5	53	6	12	29		
Special Populations	EL + RFEP	81	39	31	22	21	26	
		All ES	43	25	22	23	30	
		District	29	34	14	14	38	
	ELL	56	41	30	20	23	27	

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

^Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

## Oropeza

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A  Special Populations	ELL	All ES	43	25	22	23	30	
		District	33	32	17	16	35	
	RFEP		25	33	32	28	16	24
		All ES	44		25	24	22	29
	GATE/Excel	District	26		35	12	13	40
			39	13	49	15	23	13
	Foster	All ES	41		26	21	28	25
		District	31		31	16	18	35
	Homeless	All ES	32		32	31	15	22
		District	9		40	19	13	28
	Homeless/Foster		27	47	26	15	26	33
		All ES	47		25	20	21	33
	Low SES	District	27		35	14	14	37
			27	47	26	15	26	33
	Special Ed.	All ES	45		26	22	20	32
		District	25		35	15	14	36
	Special Ed.		124	41	27	22	22	30
		All ES	44		25	22	24	30
	Special Ed.	District	29		33	15	16	35
			18^	-	39	17	22	22
Special Ed.	All ES	38		30	18	21	30	

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

^Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

## Oropeza

12/20/24

Category			Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N	Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Special Ed.	District	28	35	15	15	35
			16^	-	44	19	25	13
		Spec Ed. Speech/RSP	All ES	43	28	19	20	32
			District	31	34	15	15	36

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Oropeza

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	All Students	157	35	23	29	28	20	
		All ES	39	22	28	29	21	
		District	22	35	19	19	27	
	Grade	Gr. 04 (Minimum Growth Target: 42)	67	40	24	27	27	22
			All ES	48	17	28	32	23
			District	47	17	29	32	23
		Gr. 05 (Minimum Growth Target: 39)	90	30	22	31	29	18
			All ES	31	28	28	25	19
			District	30	29	28	25	18
	Ethnicity	Hispanic	119	35	21	30	30	18
			All ES	38	23	28	28	20
			District	20	36	20	18	26
		African American	16 <sup>^</sup>	-	6	50	6	38
			All ES	38	25	26	26	23
			District	18	38	18	17	26
Asian		10 <sup>^</sup>	-	40	10	40	10	
		All ES	46	18	25	31	25	
		District	25	32	18	21	28	
Other	6 <sup>^</sup>	-	67	17	17			
	All ES	40	22	27	29	22		
	District	27	32	18	20	30		

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

<sup>^</sup>Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

## Oropeza

12/20/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math	Ethnicity	White	5^	-	40	20	20	20
			All ES	43	20	28	33	20
			District	27	31	20	21	28
	Ethnicity	Cambodian	5^	-	40	20	40	
			All ES	42	20	27	30	24
			District	24	33	19	21	27
	Ethnicity	American Indian	1^	-			100	0
			All ES^	32	29	29	29	12
			District	24	35	16	30	19
Math	Gender	Female	81	31	26	30	25	20
			All ES	38	23	28	29	20
			District	21	35	19	19	26
	Gender	Male	76	38	20	29	32	20
			All ES	40	22	28	28	22
			District	23	34	19	19	28
		Gender	Nonbinary	All ES^	30			100
District	11			45	15	6	33	
Math	Special Populations	EL + RFEP	84	33	23	30	32	15
			All ES	40	21	29	27	22
			District	20	37	19	16	27
	Special Populations	ELL	59	35	25	24	32	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.

# SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

## Oropeza

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	ELL	All ES	40	23	27	26	23	
		District	24	34	20	18	27	
	RFEP		25	27	16	44	32	8
		All ES	40	18	33	30	20	
	GATE/Excel	District	15	40	18	15	28	
			39	23	33	26	28	13
	Foster	All ES	41	19	30	32	19	
		District	28	29	21	22	29	
	Homeless	All ES	32	31	21	21	28	
		District	11	39	20	14	27	
	Homeless/Foster		29	44	17	31	24	28
		All ES	42	22	30	26	23	
	Low SES	District	20	37	19	17	27	
			29	44	17	31	24	28
	Special Ed.	All ES	41	23	29	25	23	
		District	19	37	19	16	27	
	Special Ed.		126	34	23	29	29	19
		All ES	39	23	28	28	21	
	Special Ed.	District	21	36	19	18	27	
			17^	-	12	47	18	24
Special Ed.	All ES	39	26	25	23	27		

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

## Oropeza

12/20/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Special Ed.	District	20	38	18	17	28
	Spec Ed. Speech/RSP	15^	-	13	53	20	13
		All ES	40	25	26	24	26
		District	20	37	18	17	28

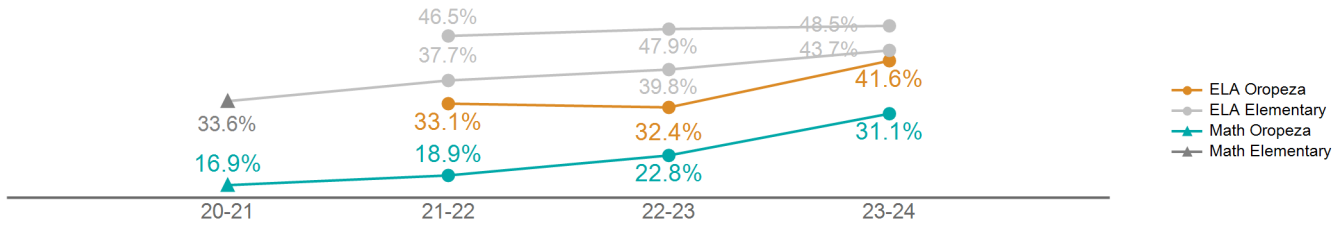
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

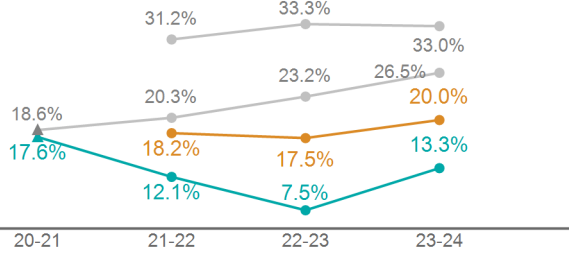
\*Accelerated Growth = At least double the minimum growth target for the grade level.

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

**Oropeza**  
All Students  
N = 254



**African American**  
N = 30



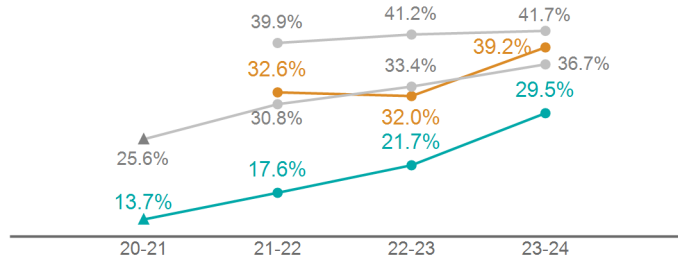
**Asian**

Subgroup with fewer than 20 students.

**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 190



**Pacific Islander**

Subgroup with fewer than 20 students.

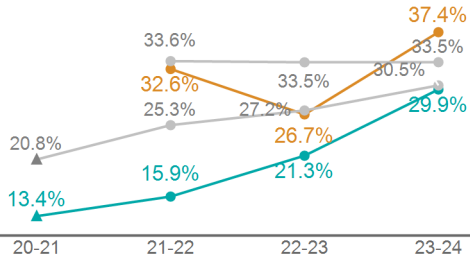
**White**

Subgroup with fewer than 20 students.

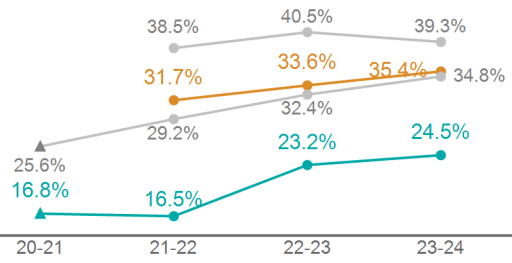


# Percent of Students with Achievement Level of Met or Exceeded in SBAC

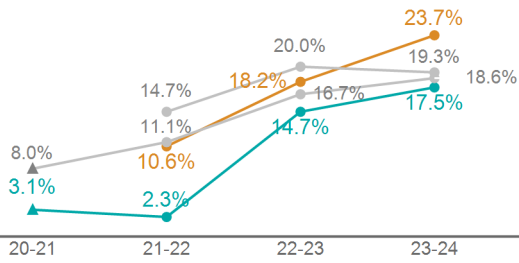
**EL + RFEP**  
N = 127



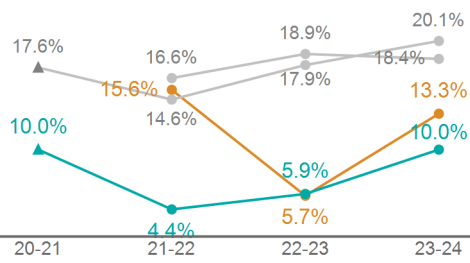
**Low SES**  
N = 192



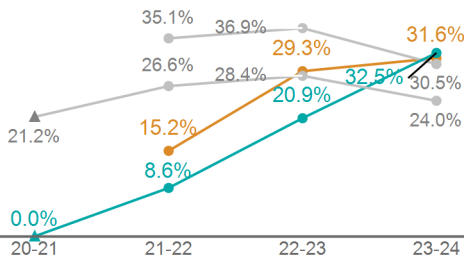
**English Learner**  
N = 97



**Special Education**  
N = 30



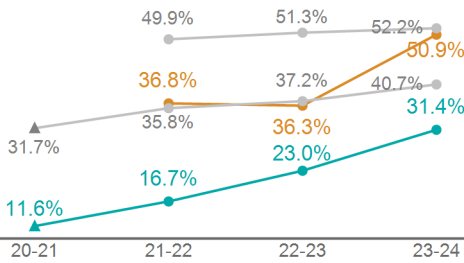
**Homeless**  
N = 40



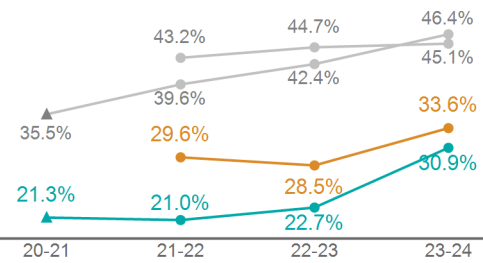
**Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 118



**Male**  
N = 136



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

# SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,840	51%	31	20	23	26	49%	↑1		↑4
Addams	377	69%	46	23	18	13	31%	↓5		↑8
Alvarado	161	36%	14	22	29	35	64%	↑7		↑17
Barton	201	72%	47	25	16	11	28%	↑5		↑3
Birney	250	59%	39	20	20	22	41%	↓7		↓1
Bixby	253	36%	15	20	22	42	64%	↓1		↑10
Bryant	154	53%	34	19	29	19	47%	↑4		↑9
Burbank	269	52%	30	22	29	18	48%	↑10		↑11
Burcham	165	39%	19	19	21	40	61%	↓11		↓3
Carver	239	32%	13	19	25	43	68%	↓3		↑2
Chavez	141	67%	46	21	20	13	33%	↑1		↑5
Cleveland	202	19%	6	12	32	49	81%	↑4		↓4
Dooley	366	57%	35	22	27	15	43%	↑1		↑2
Edison	210	76%	56	20	18	6	24%	↓11		↑4
Emerson	160	26%	12	14	23	52	74%	↑3		↑5
Fremont	216	19%	8	11	28	53	81%	↑-		↑2
Gant	294	19%	3	16	26	55	81%	↑2		↑5
Garfield	269	62%	39	23	17	21	38%	↓6		↓2
Gompers	179	51%	33	18	24	25	49%	↓11		-
Grant	432	68%	42	26	21	12	32%	↓5		↓1
Harte	351	60%	37	23	23	17	40%	↑4		↑6
Henry	379	31%	14	17	30	39	69%	↑3		↑8
Herrera	335	67%	39	27	21	13	33%	↓7		↑7
Holmes	172	36%	21	15	23	41	64%	↑6		↑4

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

# SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	167	71%	53	18	12	17	29%	↓8		↓3
Kettering	136	30%	13	18	26	43	70%	↓-		↓1
King	276	70%	50	20	17	13	30%	↓3		↑4
Lafayette	411	62%	38	24	22	16	38%	↑3		↑4
Lincoln	406	58%	36	22	23	19	42%	↑2		↑6
Longfellow	450	37%	19	19	22	41	63%	↑2		↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9		↓4
Lowell	257	19%	12	6	27	54	81%	↑6		↑7
Macarthur	144	40%	19	21	26	34	60%	↓-		↓5
Madison	174	44%	21	24	26	30	56%	↓1		↓4
Mann	147	61%	44	17	21	18	39%	↑3		↑6
McKinley	238	61%	34	27	24	16	39%	↑2		↑9
Naples	138	16%	7	9	25	59	84%	↓2		↑3
Oropeza	250	58%	42	16	18	23	42%	↑9		↑6
Prisk	239	23%	8	14	22	56	77%	↓1		↑2
Riley	159	39%	20	19	28	33	61%	↑16		↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2		↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1		↑8
Smith	328	69%	47	22	20	11	31%	↓4		↑2
Stevenson	243	62%	38	24	21	17	38%	↑6		↑4
Twain	192	48%	25	23	26	27	52%	↓4		↓2
Webster	197	69%	46	23	17	14	31%	↑2		↑1
Whittier	281	75%	57	18	17	8	25%	↑2		↑6
Willard	253	66%	39	27	19	14	34%	↑1		↓2

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

# SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,940	56%	30	26	23	21	44%	↑4		↓1
Addams	377	71%	42	29	18	11	29%	↓1		↓4
Alvarado	161	48%	18	30	25	26	52%	↑8		↑11
Barton	204	76%	50	26	13	10	24%	↑7		↑1
Birney	254	60%	35	26	23	17	40%	↓1		↓5
Bixby	253	45%	20	25	25	30	55%	↑3		↓3
Bryant	156	65%	35	30	19	17	35%	↓3		↓6
Burbank	275	68%	42	26	22	10	32%	↑2		↑4
Burcham	165	39%	13	27	28	32	61%	↓2		↓6
Carver	241	30%	15	15	30	39	70%	↑2		↓5
Chavez	142	79%	48	31	15	6	21%	↑6		↓1
Cleveland	202	19%	5	14	33	48	81%	↑13		↑4
Dooley	371	67%	39	28	21	12	33%	↑2		↓5
Edison	212	78%	54	24	17	5	22%	↓2		↓6
Emerson	160	33%	13	20	33	35	68%	↑4		↓14
Fremont	218	26%	8	17	35	39	74%	↑7		↓2
Gant	294	19%	5	14	31	51	81%	↑5		↑1
Garfield	266	61%	31	30	25	14	39%	↑8		↑6
Gompers	179	63%	32	31	25	12	37%	↓11		↓8
Grant	436	72%	37	35	18	10	28%	↑1		↓3
Harte	357	66%	38	27	24	10	34%	↑9		↑-
Henry	379	38%	12	26	32	30	62%	↑5		↓7
Herrera	339	72%	39	33	20	8	28%	↑-		↑8
Holmes	172	47%	21	26	26	28	53%	↑8		↑1

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

# SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	167	69%	49	20	22	9	31%	↑3		↓5
Kettering	135	29%	6	23	34	37	71%	↑8		↑2
King	279	74%	46	28	18	9	26%	↓1		↓3
Lafayette	421	64%	37	27	22	14	36%	↑1		↓5
Lincoln	410	59%	26	32	27	15	41%	↑8		↑6
Longfellow	450	45%	19	26	22	33	55%	↑5		↑4
Los Cerritos	226	38%	17	21	24	38	62%	↑3		↓2
Lowell	257	28%	12	16	22	50	72%	↑5		↓1
Macarthur	143	43%	16	27	30	27	57%	↑7		↓3
Madison	174	53%	24	29	26	21	47%	↓6		↓12
Mann	148	61%	34	27	26	12	39%	↑-		↑2
McKinley	241	66%	42	23	24	10	34%	↑7		↑6
Naples	138	20%	9	11	28	53	80%	↓1		↓2
Oropeza	254	69%	41	28	18	13	31%	↑8		-
Prisk	239	26%	8	18	24	50	74%	↑2		-
Riley	159	50%	19	31	33	18	50%	↑16		↓5
Roosevelt	451	69%	41	28	22	9	31%	↑2		↓3
Signal Hill	324	53%	24	29	24	22	47%	↑5		↑8
Smith	330	71%	41	30	17	12	29%	↑4		↑2
Stevenson	250	69%	38	31	20	11	31%	↑4		↓5
Twain	192	58%	29	29	22	20	42%	↓4		↓10
Webster	198	72%	41	31	12	16	28%	↑2		↓4
Whittier	287	79%	57	22	13	8	21%	↑1		↓2
Willard	254	65%	29	36	19	16	35%	↑8		↓1

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

# SBAC Science 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Elementary	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

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

# SBAC Science 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	63	87%	32	56	10	3	13%	↓1	-
Kettering	42	48%	48	40	12	52%	↓7	-	
King	96	85%	18	68	10	4	15%	↓9	-
Lafayette	130	85%	26	59	12	2	15%	↑4	-
Lincoln	141	79%	17	62	18	3	21%	↑-	-
Longfellow	165	50%	6	44	25	25	50%	↑7	-
Los Cerritos	88	56%	6	50	32	13	44%	↓11	-
Lowell	85	39%	12	27	38	24	61%	↑12	-
Macarthur	44	64%	9	55	30	7	36%	↓2	-
Madison	61	61%	8	52	23	16	39%	↓5	-
Mann	49	78%	39	39	22	22%	↑2	-	
McKinley	85	78%	13	65	18	5	22%	↓2	-
Naples	42	36%	2	33	26	38	64%	↓1	-
Oropeza	95	74%	16	58	22	4	26%	↑15	-
Prisk	89	30%	2	28	25	45	70%	↓2	-
Riley	48	65%	8	56	23	13	35%	↑7	-
Roosevelt	170	89%	28	61	7	4	11%	↓6	-
Signal Hill	104	62%	14	47	23	15	38%	↑10	-
Smith	125	82%	25	57	16	2	18%	↓8	-
Stevenson	94	84%	24	60	12	4	16%	↓6	-
Twain	75	77%	25	52	15	8	23%	↓17	-
Webster	61	84%	20	64	13	3	16%	↓7	-
Whittier	107	88%	31	57	7	6	12%	↓4	-
Willard	89	80%	15	65	16	4	20%	↑7	-

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

# SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	11,803	52%	27	24	31	17	48%	↑3		↑1
Bancroft	801	47%	19	28	35	18	53%	↓2		↓2
Franklin	959	65%	37	28	27	8	35%	↓1		↑1
Hamilton	745	63%	35	29	29	8	37%	↑7		↑3
Hoover	491	55%	26	29	31	14	45%	↑11		↑6
Hughes	1,200	50%	27	23	31	19	50%	↑1		↓1
IVA	1	100%	100				0%	↓100		-
Jefferson	981	49%	25	24	32	19	51%	↑-		↑3
Keller	468	35%	12	23	37	28	65%	↑2		↑-
Lindbergh	388	65%	35	30	26	9	35%	↑4		↑6
Lindsey	688	65%	37	28	27	8	35%	↑3		↓1
Marshall	939	38%	17	21	37	25	62%	↑5		↑2
Nelson	775	67%	41	26	22	10	33%	↓4		↓9
Rogers	763	35%	17	18	31	34	65%	↓6		↓7
Stanford	1,111	32%	14	18	37	31	68%	↑1		↓2
Stephens	653	46%	22	24	39	15	54%	↑17		↑16
Washington	841	71%	44	26	23	6	29%	↑3		↑2

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



# SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,853	68%	42	26	17	15	32%	↑2		↓-
Bancroft	797	64%	36	28	19	17	36%	↓2		↓3
Franklin	980	81%	58	23	12	7	19%	↓1		↓2
Hamilton	761	87%	60	27	9	4	13%	↓3		↓7
Hoover	491	76%	51	26	13	10	24%	↑9		↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6		↑4
IVA	1	100%	100				0%	↓100		-
Jefferson	979	71%	45	26	15	14	29%	↑2		↑1
Keller	468	47%	20	27	25	28	53%	↑6		↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3		↑6
Lindsey	691	85%	57	28	9	6	15%	↑1		↓5
Marshall	939	54%	29	25	23	23	46%	↑2		↑2
Nelson	780	81%	55	26	12	8	19%	↓-		↓7
Rogers	765	50%	24	26	22	27	50%	↓4		↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1		↓1
Stephens	661	68%	39	29	19	13	32%	↑9		↑6
Washington	853	84%	59	25	11	5	16%	↑2		↑1

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

# SBAC Science 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	4,011	75%	18	57	19	6	25%	↑3		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		10%	↑1		-

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

# SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,682	48%	27	21	25	27	52%	↑-		↓-
Avalon	224	76%	50	27	18	5	24%	↓2		↓8
Cubberley	646	31%	16	15	29	40	69%	↑1		↑2
Muir	654	59%	34	26	24	17	41%	↓1		↓1
Newcomb	548	21%	8	13	29	51	79%	↓2		↑1
Powell	549	68%	39	29	19	14	32%	↓4		↓4
Robinson	528	71%	47	25	20	9	29%	↓3		-
Tincher	530	28%	13	15	32	40	72%	↑3		↑5

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

# SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,691	58%	33	25	20	22	42%	↑-	↓3
Avalon	227	87%	57	30	10	3	13%	↓7	↓12
Cubberley	647	45%	24	21	22	33	55%	↑-	↓4
Muir	654	66%	36	30	20	14	34%	↑-	↓1
Newcomb	549	30%	10	20	27	43	70%	↓4	↓5
Powell	549	74%	49	26	16	10	26%	↑4	↑-
Robinson	532	81%	52	29	14	5	19%	↓2	↓2
Tincher	530	39%	15	24	25	36	61%	↓-	↓3

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

# SBAC Science 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,285	68%	17	51	22	10	32%	↑2		-
Avalon	114	89%	27	62	10		11%	↓4		-
Cubberley	218	52%	10	43	28	20	48%	↑3		-
Muir	238	78%	17	61	17	5	22%	↑3		-
Newcomb	177	34%	2	32	40	26	66%	↓5		-
Powell	183	84%	33	51	14	2	16%	↑5		-
Robinson	182	87%	24	64	10	2	13%	↓1		-
Tincher	173	56%	10	46	32	12	44%	↑8		-

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

# SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,652	47%	27	21	28	24	53%	↑1		↑3
Browning	49	80%	51	29	10	10	20%	↓2		↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-		↑12
CAMS	170	2%	2	15	82	98%	98%	↓2		↑5
EPHS	112	79%	57	22	17	4	21%	↓8		↑6
Jordan	494	66%	44	22	26	9	34%	↑5		↑4
Lakewood	580	50%	23	27	36	14	50%	↑6		↑5
McBride	176	22%	7	14	35	43	78%	↑9		↑4
Millikan	783	38%	23	16	29	33	62%	↓4		↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1		↑4
Reid	37	92%	65	27	8	8%	8%	↑6		↑10
Renaissance	83	28%	8	19	35	37	72%	↑20		↑8
Sato	123	6%	6	28	66	94%	94%	↓2		↑5
Wilson	741	52%	28	25	27	21	48%	↓8		↓3

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

# SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All High	4,629	76%	55	22	14	10	24%	↓2		↓11	
Browning	46	87%	76	11	13		13%	↑11		↓10	
Cabrillo	334	91%	76	15	8		9%	↑1		↓5	
CAMS	170	6%		15	18		76	94%	↓1		↓7
EPHS	106	94%	82	12	5		6%	↑3		↑2	
Jordan	495	92%	75	17	6	2	8%	↑1		↓10	
Lakewood	576	89%	61	27	9	2	11%	↓3		↓12	
McBride	178	55%	26	29	26	19	45%	↑10		↓8	
Millikan	788	68%	41	27	21	11	32%	↓3		↓13	
Polytechnic	940	74%	55	20	14	11	26%	↓5		↓10	
Reid	37	100%	92	8			0%	-		↓5	
Renaissance	83	88%	51	37	10	2	12%	↓2		↓20	
Sato	123	29%	9	20	33	38	71%	↓6		↓8	
Wilson	753	84%	61	23	12	4	16%	↓9		↓15	

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

# SBAC Science 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded				
All High	4,561	76%	15	61	19	5	24%	↓1		-	
Browning	64	94%	27	67	6		6%	↓2		-	
Cabrillo	383	92%	24	69	8		8%	↓5		-	
CAMS	162			16%	15	53	31	84%	↑5		-
EPHS	144	92%	24	68	8		8%	↑4		-	
Jordan	413	93%	22	72	6		7%	↓3		-	
Lakewood	596	85%	17	68	14	1	15%	↓-		-	
McBride	155	72%	13	59	24	4	28%	↓3		-	
Millikan	755	67%	9	58	27	6	33%	↑5		-	
Polytechnic	873	73%	14	59	19	7	27%	↓3		-	
Reid	90	97%	42	54	3		3%	↑2		-	
Renaissance	73	88%	12	75	11	1	12%	↓2		-	
Sato	96	55%	4	51	32	13	45%	↓35		-	
Wilson	757	75%	13	62	21	5	25%	↑2		-	


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



# SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

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

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

# SBAC Math 2023-2024 :: School Comparison by Subgroup

## All

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

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 Report Name:SBAC - Achievement\_Report\_by\_Subgroup - ARC Report #1097

# SBAC ELA 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

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

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

# SBAC Math 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	32,113	64%	38	25	19	17	36%	↑2	↓2

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

# SBAC Science 2023-2024 :: School Comparison by Subgroup

12/20/24

## All

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

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

# SBAC ELA 2024

School Name	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Addams	30.8%	-4.8%	27.6%	0.4%	26.2%	-0.4%	38.3%	-15.9%	African American	27.0%	4.2%
Alvarado	64.0%	6.8%	55.1%	-0.3%	67.9%	16.1%	67.9%	3.9%	African American	42.9%	15.6%
Avalon	23.7%	-2.4%	40.7%	14.8%	17.9%	4.5%	31.3%	-2.1%	Hispanic	20.2%	-0.1%
Barton	27.9%	4.6%	41.1%	15.4%	18.8%	0.7%	26.3%	-0.2%	African American	19.6%	10.4%
Birney	41.2%	-6.5%	31.2%	-16.7%	52.9%	4.5%	40.8%	-6.1%	African American	32.4%	-7.6%
Bixby	64.4%	-1.0%	47.9%	-14.9%	74.4%	12.4%	74.0%	1.6%	African American	50.0%	2.0%
Bryant	47.4%	4.0%	46.2%	14.1%	46.8%	-1.3%	49.1%	-0.9%	African American	23.8%	-8.2%
Burbank	47.6%	10.2%	42.9%	11.5%	43.4%	1.9%	54.9%	17.0%	Hispanic	42.4%	8.9%
Burcham	61.2%	-10.6%	57.9%	-1.0%	57.9%	-17.6%	68.6%	-12.4%	Hispanic	53.2%	-9.6%
Carver	68.2%	-2.6%	60.3%	-6.8%	69.1%	-4.9%	75.0%	3.6%	Hispanic	55.1%	-4.0%
Chavez	32.6%	1.1%	26.1%	-9.3%	36.7%	6.7%	34.8%	4.9%	Hispanic	31.0%	5.3%
Cleveland	81.2%	3.8%	88.1%	12.3%	78.7%	-7.4%	78.0%	8.3%	Hispanic	77.4%	4.9%
Cubberley	68.9%	1.3%	76.7%	-3.6%	66.3%	-14.4%	75.6%	4.8%	African American	43.2%	-2.1%
Dooley	42.6%	1.2%	35.3%	-10.9%	47.2%	0.6%	44.9%	12.5%	African American	32.2%	-0.6%
Edison	23.8%	-11.4%	15.2%	-9.8%	26.8%	-0.6%	30.7%	-19.3%	African American	23.3%	-3.6%
Emerson	74.4%	3.5%	72.2%	1.3%	74.1%	3.9%	77.1%	5.7%	Hispanic	65.2%	1.6%
Fremont	80.6%	0.3%	77.8%	-2.0%	81.0%	-3.4%	84.3%	6.2%	Hispanic	75.6%	8.5%
Gant	80.6%	1.6%	83.2%	7.7%	78.3%	1.8%	80.2%	-5.8%	Hispanic	75.0%	6.0%
Garfield	37.5%	-6.0%	40.0%	-3.3%	39.4%	3.5%	34.0%	-18.8%	Hispanic	31.9%	-7.2%
Gompers	48.6%	-10.9%	48.4%	-5.9%	42.1%	-10.8%	55.2%	-15.4%	African American	31.8%	-11.9%
Grant	32.2%	-4.9%	25.0%	-18.9%	37.9%	7.5%	33.3%	-3.5%	African American	15.2%	-18.9%
Harte	39.9%	3.9%	39.3%	2.8%	32.7%	3.7%	47.1%	5.1%	African American	20.9%	4.3%
Henry	69.4%	3.2%	63.4%	0.7%	67.5%	0.1%	77.3%	9.2%	Hispanic	68.7%	5.8%
Herrera	33.1%	-7.2%	28.6%	0.3%	25.9%	-5.8%	42.2%	-15.0%	African American	18.6%	-6.9%
Holmes	64.0%	6.4%	66.1%	6.1%	78.7%	17.2%	51.5%	0.6%	African American	52.0%	5.4%
Hudson	28.7%	-8.1%	30.8%	-14.8%	26.9%	-1.3%	28.6%	-9.4%	African American	24.3%	4.3%
Kettering	69.9%	-0.4%	68.1%	0.0%	76.6%	4.1%	64.3%	-6.2%	Hispanic	46.3%	-7.9%
King	30.1%	-2.9%	29.1%	-1.9%	24.5%	-2.9%	36.5%	-3.2%	African American	20.7%	-5.4%
Lafayette	37.7%	2.5%	40.0%	1.5%	33.6%	7.7%	39.5%	-2.2%	African American	34.8%	4.8%
Lincoln	41.9%	1.8%	42.6%	4.8%	38.8%	2.2%	44.6%	-2.5%	Hispanic	40.1%	2.9%
Longfellow	62.7%	2.0%	64.2%	8.7%	54.0%	-7.5%	68.5%	4.4%	African American	35.2%	-8.6%
Los Cerritos	63.3%	-9.3%	60.7%	-9.3%	70.7%	0.4%	58.0%	-19.5%	African American	41.7%	-12.9%
Lowell	81.3%	6.3%	84.6%	5.4%	81.5%	9.9%	77.6%	3.3%	Hispanic	69.0%	7.8%
Macarthur	59.7%	0.0%	67.4%	-5.2%	57.4%	3.9%	54.5%	1.8%	Hispanic	59.7%	3.6%
Madison	55.7%	-1.5%	56.7%	6.7%	45.3%	-17.9%	63.9%	5.8%	African American	40.0%	0.0%
Mann	38.8%	3.4%	40.7%	7.4%	28.9%	-6.3%	45.8%	8.5%	African American	36.0%	5.0%
McKinley	39.1%	2.3%	36.9%	12.3%	30.4%	-5.2%	48.2%	0.0%	African American	27.3%	-22.7%
Muir	40.7%	-0.6%	38.2%	-1.8%	34.3%	1.2%	37.5%	-1.3%	Hispanic	36.2%	-2.6%
Naples	84.1%	-2.4%	74.4%	-13.8%	92.5%	7.7%	83.3%	-2.7%	Hispanic	71.8%	-3.2%
Newcomb	79.2%	-1.9%	78.9%	7.3%	69.1%	-4.7%	77.6%	-7.4%	African American	62.5%	-12.5%
Oropeza	41.6%	9.2%	40.9%	-1.8%	39.7%	9.5%	43.6%	16.9%	African American	20.0%	2.5%
Powell	32.4%	-3.6%	29.4%	-16.3%	49.5%	11.9%	32.2%	-5.6%	Other	18.2%	0.0%
Prisk	77.4%	-1.0%	77.2%	2.2%	77.4%	3.0%	77.5%	-8.2%	African American	47.8%	0.2%
Riley	61.0%	15.6%	61.8%	27.0%	55.4%	4.5%	66.7%	16.0%	African American	48.0%	24.0%
Robinson	28.8%	-2.6%	18.8%	0.5%	15.0%	-11.1%	34.1%	-1.8%	African American	25.5%	2.7%

# SBAC ELA 2024

	Difference	Highest Performing		ELL + RFEF		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
63	3.6%	Hispanic	275	30.7%	-3.5%	23.1%	-11.0%	6.8%	-4.9%	6.0%	-1.2%
21	33.7%	Cambodian	47	61.4%	10.4%	33.3%	7.0%	0.0%	-5.3%	0.0%	-5.3%
178	13.9%	White	41	14.4%	-4.2%	0.0%	0.0%	6.5%	3.4%	6.5%	3.4%
56	8.1%	Hispanic	108	15.6%	4.7%	22.2%	-5.6%	6.7%	1.0%	6.4%	0.4%
37	44.0%	Filipino	34	31.0%	-5.4%	23.1%	-12.1%	3.6%	-6.1%	2.0%	-4.9%
28	37.9%	White	33	60.7%	6.9%	57.1%	-12.1%	20.7%	-1.0%	20.7%	-1.0%
21	28.8%	Hispanic	95	36.4%	8.2%	36.4%	-38.6%	23.5%	-5.0%	9.5%	-1.6%
198	22.6%	African American	40	39.8%	5.9%	38.5%	11.4%	17.5%	9.8%	17.5%	10.0%
77	16.5%	White	43	28.6%	0.0%	33.3%	-26.7%	25.0%	-22.8%	23.5%	-24.3%
78	30.6%	Other	42	44.4%	-30.6%	80.0%	25.5%	23.3%	1.6%	23.3%	2.5%
100	0.0%	Hispanic	100	24.4%	-4.2%	0.0%	-17.6%	13.3%	-13.0%	7.5%	-4.4%
84	6.8%	White	82	100.0%	40.0%	100.0%	50.0%	70.0%	2.6%	65.6%	2.6%
44	44.8%	Asian	25	44.2%	2.7%	52.0%	-4.4%	50.8%	12.2%	31.4%	8.7%
59	10.2%	Hispanic	269	34.7%	1.1%	29.0%	-1.7%	3.4%	-5.9%	3.0%	-4.7%
30	0.7%	Hispanic	162	22.1%	-12.7%	25.0%	3.9%	3.2%	-24.8%	3.6%	-11.6%
46	13.7%	White	71	37.5%	-12.5%	66.7%	46.7%	50.0%	3.8%	34.1%	-4.3%
78	13.8%	White	85	66.7%	29.2%	75.0%	8.3%	48.1%	-1.9%	48.1%	-1.9%
92	25.0%	Asian	25	78.3%	11.6%	25.0%	-50.0%	59.4%	-12.1%	59.4%	-12.1%
207	30.2%	Filipino	29	24.8%	-7.6%	30.0%	11.8%	4.2%	-20.8%	4.2%	-20.8%
22	47.3%	Other	24	33.3%	14.6%	43.8%	-19.4%	28.6%	-15.9%	17.5%	-17.8%
33	34.8%	Cambodian	26	23.2%	-5.9%	7.4%	-13.0%	3.4%	-10.3%	3.4%	-9.9%
43	38.0%	Asian	39	34.3%	0.5%	20.7%	-14.4%	7.4%	-5.1%	4.4%	-2.5%
249	9.1%	Other	27	54.7%	3.2%	80.0%	-1.8%	35.7%	-4.3%	35.7%	-4.3%
43	17.1%	Asian	42	25.2%	-15.7%	30.8%	-7.5%	6.5%	-1.0%	5.9%	-1.5%
50	4.2%	Hispanic	73	44.4%	-15.6%	43.8%	13.8%	28.0%	10.4%	26.9%	9.3%
37	34.0%	Filipino	24	26.8%	-6.5%	6.7%	-21.3%	8.3%	-6.0%	2.6%	-6.1%
41	36.3%	Other	23	70.6%	-0.8%	66.7%	22.2%	20.0%	-2.7%	20.0%	-2.7%
29	9.7%	Hispanic	227	25.0%	-2.0%	10.0%	-12.9%	7.1%	-7.6%	6.7%	-9.1%
46	1.3%	Hispanic	338	31.3%	3.6%	26.5%	6.0%	13.9%	8.8%	13.9%	8.8%
342	22.4%	Asian	24	42.2%	4.8%	25.0%	-7.3%	27.7%	11.8%	29.9%	14.5%
71	52.4%	White	89	41.3%	-6.2%	50.0%	7.1%	35.0%	9.4%	34.1%	8.6%
36	33.3%	White	36	60.0%	-9.6%	42.1%	-7.9%	30.0%	-0.8%	30.0%	0.4%
58	18.4%	White	135	76.9%	6.3%	0.0%	-57.1%	60.7%	6.2%	38.8%	4.6%
77	8.0%	White	31	44.4%	-22.2%	33.3%	-21.2%	45.8%	-2.0%	48.0%	0.2%
25	29.6%	Asian	23	42.9%	-23.8%	16.7%	-27.1%	25.0%	15.9%	25.0%	15.9%
25	2.6%	Hispanic	83	19.4%	-0.6%	28.6%	-1.4%	0.0%	-13.3%	0.0%	-6.1%
33	10.9%	Hispanic	173	26.7%	-3.0%	18.2%	-31.8%	14.3%	8.2%	13.9%	8.0%
453	26.8%	Filipino	73	34.6%	-4.3%	35.3%	1.2%	4.7%	-2.6%	2.9%	-1.2%
39	17.1%	White	72	60.0%	-20.0%	33.3%	-66.7%	53.3%	3.3%	53.3%	3.3%
32	25.5%	Other	75	64.0%	-5.6%	90.9%	15.9%	32.8%	-12.1%	32.8%	-12.1%
30	19.2%	Hispanic	186	37.4%	10.7%	31.6%	3.0%	15.4%	9.5%	13.3%	7.6%
22	16.4%	Hispanic	344	29.5%	-4.8%	20.4%	-15.2%	10.6%	-10.2%	12.0%	-6.9%
23	39.1%	White	69	53.3%	-21.7%	45.5%	-23.3%	55.3%	-8.6%	53.8%	-10.0%
25	27.0%	Cambodian	24	54.2%	22.7%	40.0%	-8.0%	15.0%	-9.1%	15.0%	2.3%
110	3.8%	Hispanic	372	26.1%	-5.9%	31.6%	-7.3%	9.8%	3.2%	9.8%	3.3%

# SBAC ELA 2024

Gender Diff
10.2%
11.5%
3.4%
0.7%
9.3%
21.4%
8.4%
8.0%
12.7%
4.8%
16.5%
8.8%
10.9%
0.0%
18.0%
5.6%
2.9%
1.1%
16.1%
17.3%
0.4%
8.0%
9.8%
6.0%
8.3%
3.9%
10.9%
9.6%
4.5%
1.5%
8.6%
2.8%
12.3%
8.4%
5.5%
8.3%
3.5%
13.0%
2.0%
15.6%
17.3%
7.4%
5.7%
4.0%
11.0%



## SBAC ELA 2024

Roosevelt	32.3%	2.3%	27.9%	-0.6%	27.1%	2.6%	40.0%	2.8%	African American	21.6%
Signal Hill	53.3%	1.3%	51.4%	10.3%	44.4%	-8.9%	64.4%	2.7%	African American	43.1%
Smith	31.1%	-3.8%	32.3%	1.4%	27.0%	-4.1%	33.9%	-8.6%	Hispanic	27.5%
Stevenson	38.3%	6.3%	45.3%	13.7%	33.8%	5.3%	34.8%	-0.6%	Hispanic	34.7%
Tincher	72.3%	3.5%	68.6%	-5.8%	80.2%	14.4%	75.0%	7.4%	African American	51.2%
Twain	52.1%	-3.7%	58.6%	-2.2%	53.3%	1.9%	45.9%	-10.4%	African American	28.0%
Webster	31.5%	2.1%	31.9%	-0.5%	40.3%	14.5%	21.3%	-8.2%	African American	16.7%
Whittier	24.9%	2.3%	20.0%	-2.0%	25.3%	5.6%	28.4%	2.2%	African American	12.9%
Willard	33.6%	1.4%	35.9%	3.6%	36.0%	5.8%	29.2%	-4.9%	African American	15.6%

## SBAC ELA 2024

-2.0%	51	19.2%	Asian	27	28.4%	1.5%	26.0%	6.6%	11.5%	-0.5%	11.3%
0.0%	58	31.0%	Asian	58	46.4%	-2.1%	35.7%	-14.3%	19.0%	-0.2%	8.3%
-5.3%	240	24.0%	Asian	33	31.9%	4.6%	26.8%	-8.2%	11.1%	6.9%	6.8%
5.8%	173	1.9%	African American	41	27.3%	2.8%	50.0%	18.4%	14.7%	3.6%	14.7%
1.2%	41	33.6%	Asian	46	53.1%	11.2%	58.3%	6.8%	25.9%	-2.9%	25.5%
-9.5%	25	41.2%	White	26	66.7%	19.6%	58.3%	3.8%	36.0%	1.0%	22.0%
5.3%	42	13.3%	Hispanic	130	34.6%	7.7%	0.0%	-20.8%	27.6%	15.5%	25.0%
1.4%	31	38.2%	Cambodian	47	17.6%	-1.0%	11.1%	-2.7%	4.0%	-4.6%	4.7%
-14.4%	32	29.4%	Cambodian	20	25.5%	-0.8%	18.8%	-14.6%	20.0%	15.0%	20.0%

# SBAC ELA 2024

-0.3%	6.5%
-1.9%	9.4%
4.1%	9.9%
3.6%	2.4%
-2.8%	13.7%
-0.6%	3.2%
13.6%	1.5%
-1.2%	3.4%
15.0%	8.4%

# Oropeza

## 2023-2024

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All		4	5	
		Grade	Gr. 02		1	5	
			Gr. 04		3		
		Ethnicity	African American		1		
			Hispanic		3	5	
		Gender	Male		4	5	
		Fluency	EL + RFEP		2		
			ELL		2		
		GATE/Excel	GATE/Excel		2		
		Homeless	Homeless		1		
		LowSES	Low SES		4	1	
		SPED	Special Ed.			4	
		SPED-Speech/RSP	Spec Ed. Speech/RSP			4	

# Oropeza

## 2022-2023

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken	
2022-2023	YR	All	All		5	5		
		Grade	Gr. 01				1	
			Gr. 04		1			
			Gr. 05		4	4		
		Ethnicity	Asian		1			
			Hispanic		4	5		
		Gender	Male		5	5		
		Fluency	EL + RFEP		5	5		
			ELL		5	5		
		LowSES	Low SES		5	5		
		SPED	Special Ed.		2	5		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		2	5		

# Oropeza

## 2021-2022

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	1	16	22	1
		Grade	Gr. 01			5	
			Gr. 04		10	9	1
			Gr. 05	1	5	6	
			Gr. K			2	
			Gr. TK			1	
		Ethnicity	African American		6	9	
			Filipino	1		1	
			Hispanic		10	9	1
			White			3	
		Gender	Female		2		
			Male	1	14	22	1
		Fluency	EL + RFEP	1	6	7	1
			ELL	1	6	7	1
		Foster	Foster			1	
		GATE/Excel	GATE/Excel		1		
		Homeless	Homeless		1		
		LowSES	Low SES		9	11	1
		SPED	Special Ed.		8	9	1
		SPED-Speech/RSP	Spec Ed. Speech/RSP		4	7	1

# Oropeza

## 2019-2020

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken	
2019-2020	YR	All	All		13	21		
		Grade	Gr. 01				2	
			Gr. 02		5	4		
			Gr. 03		6	7		
			Gr. 04		1	4		
			Gr. 05		1			
			Gr. K			4		
		Ethnicity	African American		4	6		
			Hispanic		8	15		
			Pacific Islander		1			
		Gender	Female		5	6		
			Male		8	15		
		Fluency	EL + RFEP		3	2		
			ELL			2		
			RFEP		3			
		Foster	Foster			1		
		Homeless	Homeless		2	2		
		LowSES	Low SES		13	19		
		SPED	Special Ed.		5	6		
		SPED-Speech/RSP	Spec Ed. Speech/RSP		4	5		

# Oropeza

## 2018-2019

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		19	34	
		Grade	Gr. 01		1	7	
			Gr. 03		7	10	
			Gr. 04		2	3	
			Gr. 05		6	13	
			Gr. K		3	1	
		Ethnicity	African American		7	8	
			Hispanic		8	22	
			Pacific Islander			3	
			White		4	1	
		Gender	Female		2	2	
			Male		17	32	
		Fluency	EL + RFEP		3	9	
			ELL		2	5	
			RFEP		1	4	
		Foster	Foster		2	2	
		Homeless	Homeless		2	4	
		LowSES	Low SES		15	32	
		SPED	Special Ed.		7	8	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		7	8	



# Oropeza

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type).  
 Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

		YR	
subgroup			
Category		# Records	Percent by Category
<b>All Students</b>	All	9	44 56
<b>Grade</b>	Gr. 02	6	17 83
	Gr. 04	3	100
<b>Ethnicity</b>	African American	1	100
	Hispanic	8	38 63
<b>Gender</b>	Male	9	44 56
<b>Special Populations</b>	EL + RFEP	2	100
	ELL	2	100
	GATE/Excel	2	100
	Homeless	1	100
	Low SES	5	80 20
	Spec Ed. Speech/RSP	4	100
	Special Ed.	4	100

# Oropeza

23-24

## Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	6	17 83
Grade	Gr. 02	3	33 67
	Gr. 04	3	100
Ethnicity	African American	1	100
	Hispanic	5	20 80
Gender	Male	6	17 83
Special Populations	EL + RFEP	2	100
	ELL	2	100
	GATE/Excel	2	100
	Homeless	1	100
	Low SES	5	100
	Spec Ed. Speech/RSP	1	100
	Special Ed.	1	100

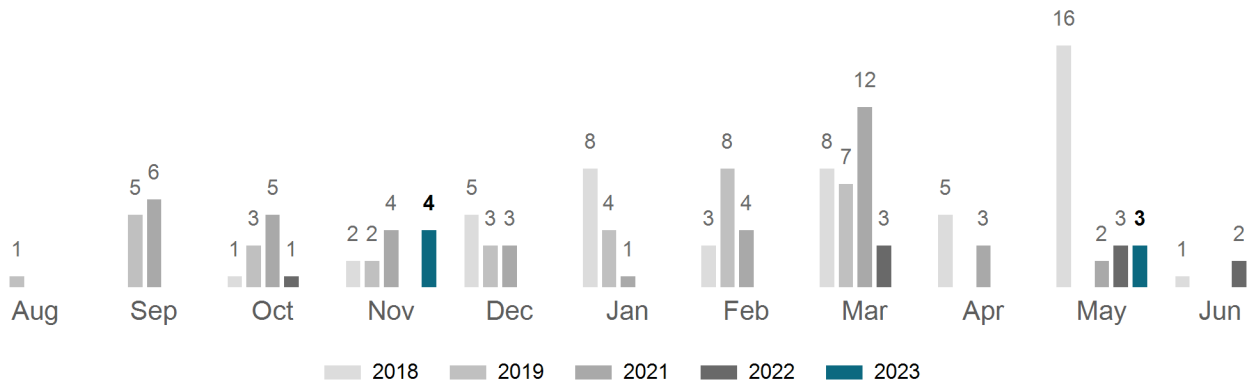
# Oropeza

## 23-24

### By Month for 23-24



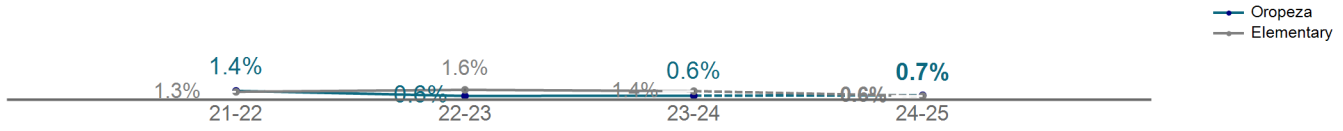
### By Month- 5-year comparison



	18-19	19-20	21-22	22-23	23-24
Aug			1		
Sep			5	6	
Oct		1	3	5	1
Nov		2	2	4	4
Dec		5	3	3	
Jan		8	4	1	
Feb		3	8	4	
Mar		8	7	12	3
Apr		5		3	
May		16		2	3
Jun		1			2

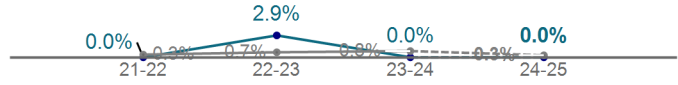
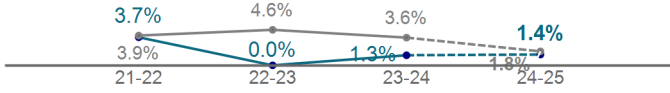
# Suspension Rate

Oropeza  
All Students  
N = 565



**African American**  
N = 71

**Asian**  
N = 22



**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 422



**Pacific Islander**

Subgroup with fewer than 20 students.

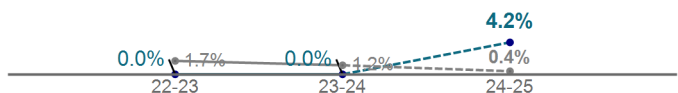
**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

**Other**  
N = 24



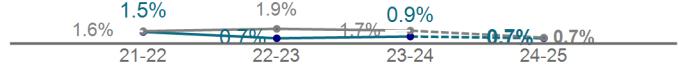
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

**EL + RFEP**  
N = 233



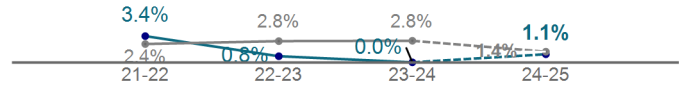
**Low SES**  
N = 454



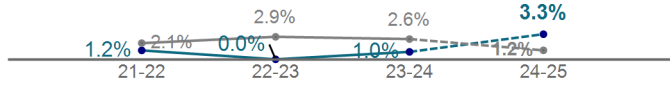
**English Learner**  
N = 204



**Special Education**  
N = 95



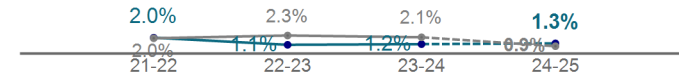
**Homeless or Foster Youth**  
N = 61



**Female**  
N = 257



**Male**  
N = 308



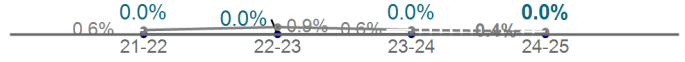
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

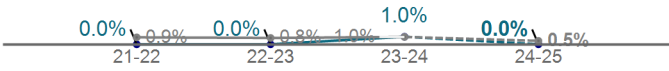
**Gr. K**  
N = 79



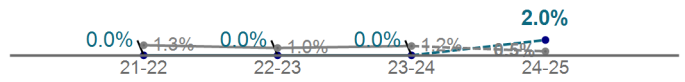
**Gr. 01**  
N = 84



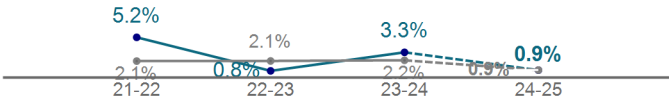
**Gr. 02**  
N = 77



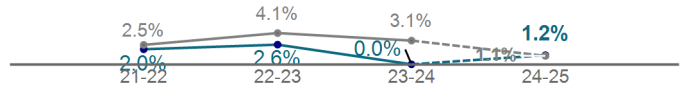
**Gr. 03**  
N = 100



**Gr. 04**  
N = 107



**Gr. 05**  
N = 84



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

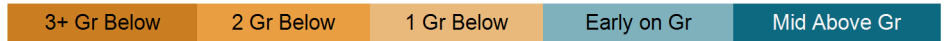
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	60	25	72	3		
			2	57	2	77	12	9	
			3	61	3	51	15	31	
	Teacher	Ahmadi, K	1	18	28	72			
			2	19		84	16		
			3	21	5	48	19	29	
		Renteria, S	1	17	18	82			
			2	17		76	18	6	
			3	19		58	16	26	
		Viola-Manning, B	1	19	26	68	5		
			2	19	5	68	5	21	
			3	21	5	48	10	38	
	Ethnicity	African American	1	3	67	33			
			2	2	100				
			3	2		50	50		
		Asian	1	3	100				
			2	3		67	33		
			3	3			100		
		Hispanic	1	48	25	73	2		
			2	48	2	79	10	8	
			3	52	4	54	15	27	
			White	1	3		67	33	
				2	2		50	50	
				3	1			100	
		Other	1	3	33	67			
			2	2		50	50		
			3	3		67	33		
Gender	Female	1	33	36	58	6			
		2	29	3	83	7	7		
		3	31	3	58	13	26		
	Male	1	27	11	89				
		2	28		71	18	11		
		3	30	3	43	17	37		

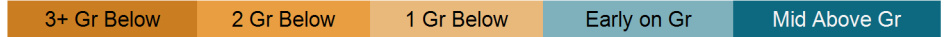
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	Low SES	1	50	24	74	2		
			2	47		77	15	9	
			3	46		50	17	33	
		ELL	1	27	33	63	4		
			2	27		85	7	7	
			3	30	7	57	10	27	
		RFEP	1	1		100			
			2	1				100	
			3	1				100	
		EL + RFEP	1	28	32	64	4		
			2	28		82	11	7	
			3	31	6	55	10	29	
		Special Ed.	1	5	40	60			
			2	6	17	83			
			3	6		50	33	17	
		Spec Ed. Speech/RSP	1	1		100			
			2	1		100			
			3	1		100			
		Foster	1	1		100			
			3	1		100			
		Homeless	1	6	50	50			
2	5			100					
3	8		25	63	13				



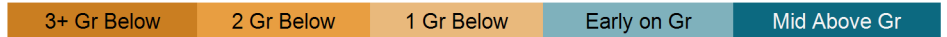
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	76	50	47	3		
			2	81	27	60	10	2	
			3	83	17	43	27	13	
	Teacher	Hecht, B	1	27	44	52	4		
			2	28	14	68	18		
			3	28	7	36	36	21	
		Hernandez, J	1	26	54	46			
			2	25	36	56	4	4	
			3	27	26	56	15	4	
		Yim, E	1	26	58	38	4		
			2	27	26	63	7	4	
			3	28	14	43	29	14	
	Ethnicity	African American	1	12	42	50	8		
			2	12	17	58	17	8	
			3	13	15	31	31	23	
		Asian	1	2	50	50			
			2	2	100				
			3	2	100				
		Hispanic	1	55	55	44	2		
			2	60	33	58	8		
			3	61	20	43	26	11	
		Pacific Islander	1	1	100				
			2	1	100				
			3	1				100	
White		1	1	100					
		2	1	100					
		3	1	100					
Other	1	5	40	60					
	2	5		60	20	20			
	3	5		60	20	20			

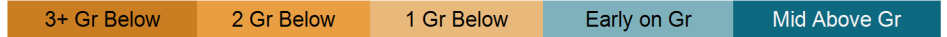
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	39	49	49	3		
			2	42	29	52	14	5	
			3	44	11	45	27	16	
		Male	1	37	51	46	3		
			2	39	26	69	5		
			3	39	23	41	26	10	
	Special Populations	Low SES	1	62	48	48	3		
			2	62	23	65	10	3	
			3	62	13	44	31	13	
		ELL	1	32	53	44	3		
			2	35	26	69	6		
			3	37	16	46	30	8	
		RFEP	1	1	100				
			2	1			100		
			3	1			100		
		EL + RFEP	1	33	52	45	3		
			2	36	25	67	8		
			3	38	16	45	32	8	
		Special Ed.	1	6	67	33			
			2	7	43	57			
			3	7	57	29	14		
		Spec Ed. Speech/RSP	1	2	100				
			2	3	67	33			
			3	3	67	33			
		Foster	1	2		50	50		
			2	2		50	50		
			3	2		50	50		
		Homeless	1	6	50	50			
			2	9	44	56			
			3	10		30	30	40	
GATE/Excel	1	9	89	11					
	2	9		22	67	11			
	3	9		11	22	67			

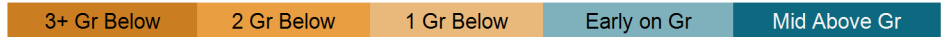
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	91	15	27	47	8	2
			2	89	6	24	44	16	11
			3	90	6	12	47	18	18
	Teacher	Brown, S	1	30	30	43	23	3	
			2	29	10	41	34	10	3
			3	30	10	23	53	10	3
		Christy, S	1	28	18	32	46	4	
			2	28	7	29	50	11	4
			3	30	7	10	57	17	10
		Silva, S	1	29	10		69	14	7
			2	29			48	28	24
			3	30		3	30	27	40
	Ethnicity	African American	1	12	17	42	33	8	
			2	11		36	45	18	
			3	11		27	45	18	9
		Asian	1	5			20	60	20
			2	5				20	80
			3	5					100
		Filipino	1	2		100			
			2	2		100			
			3	2		100			
		Hispanic	1	66	17	29	50	5	
			2	66	8	24	45	18	5
			3	67	6	12	51	18	13
Pacific Islander		1	1		100				
		2	1		100				
		3	1				100		
White	1	3	33	33	33				
	2	3		33	33	33			
	3	3		33	33	33			
Other	1	2			50	50			
	2	1				100			
	3	1				100			

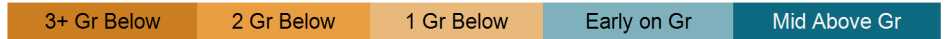
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Gender	Female	1	36	19	25	50	6	
			2	34	12	24	41	18	6
			3	37	11	19	41	14	16
		Male	1	55	13	29	45	9	4
			2	55	2	24	45	15	15
			3	53	2	8	51	21	19
	Special Populations	Low SES	1	68	19	29	46	4	1
			2	66	6	29	44	12	9
			3	64	6	14	50	19	11
		ELL	1	35	23	34	37	6	
			2	35	9	29	40	11	11
			3	36	11	14	50	14	11
		RFEP	1	5			40	40	20
			2	5			40	20	40
			3	5			20	20	60
		EL + RFEP	1	40	20	30	38	10	3
			2	40	8	25	40	13	15
			3	41	10	12	46	15	17
		Special Ed.	1	13	23	62	8	8	
			2	13	23	23	46	8	
			3	13	15	15	54	8	8
	Spec Ed. Speech/RSP	1	4	100					
		2	4	25	75				
		3	4	100					
	Homeless	1	7	14	43	43			
		2	7	14	43	14	14	14	
		3	8	25	25	13	25	13	
GATE/Excel	1	14	71		14	14			
	2	14			14	36	50		
	3	13				23	77		

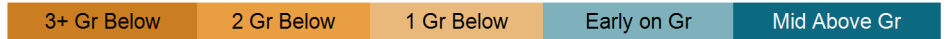


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 4

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	67	19	22	40	12	6	
			2	69	17	14	39	22	7	
			3	69	12	12	43	22	12	
	Teacher	Colburn, L	1	33	33	21	39	6		
			2	33	30	12	36	18	3	
			3	34	15	15	41	24	6	
		Ramos-Davies, K	1	33	9	21	42	18	9	
			2	33	6	15	42	27	9	
			3	33	9	9	48	18	15	
	Ethnicity	African American	1	10	30	50	10	10		
			2	10	30	30	30	10		
			3	11	36	18	27	9	9	
		Asian	1	6			17	17	33	33
			2	6			33		33	33
			3	5			20		40	40
		Hispanic	1	45	20	18	49	11	2	
			2	47	17	15	38	26	4	
			3	47	6	13	49	23	9	
			White	1	4	25		50		25
				2	4	25		50		25
				3	4	25		50		25
		Other	1	2	50		50			
			2	2	100					
			3	2			50		50	
	Gender	Female	1	32	9	25	44	13	9	
			2	33	9	18	45	18	9	
			3	31	3	10	55	19	13	
Male		1	35	29	20	37	11	3		
		2	36	25	11	33	25	6		
		3	38	18	13	34	24	11		
Special Populations	Low SES	1	51	22	27	39	10	2		
		2	53	19	19	38	17	8		
		3	52	12	13	52	15	8		

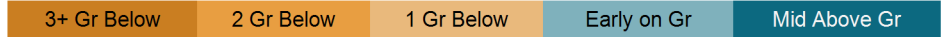
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	Special Populations	ELL	1	26	27	23	42	4	4	
			2	27	22	19	41	15	4	
			3	28	7	18	50	18	7	
		RFEP	1	8		13	38		50	
			2	8			13	13	50	25
			3	7			43		29	29
		EL + RFEP	1	34	21	21	41	15	3	
			2	35	17	17	34	23	9	
			3	35	6	14	49	20	11	
		Special Ed.	1	5	60		20	20		
			2	5	60		20	20		
			3	5	60		20	20		
		Spec Ed. Speech/RSP	1	2	100					
			2	2	100					
			3	2	100					
		Homeless	1	11	27	27	36	9		
			2	11	27	9	36	18	9	
			3	11	27	9	36	18	9	
GATE/Excel	1	23		4	43	35	17			
	2	23			26	52	22			
	3	22			23	41	36			

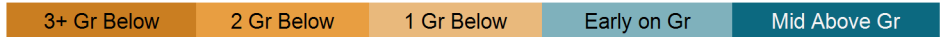
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	97	33	21	30	11	5	
			2	94	19	17	41	15	7	
			3	97	20	11	35	22	12	
	Teacher	Jeffries, J	1	32	34	16	31	19		
			2	32	16	16	44	19	6	
			3	32	16	9	47	25	3	
		Licon, R	1	32	25	28	25	6	16	
			2	32	13	19	44	9	16	
			3	32	16	9	34	19	22	
		Schultz, C	1	29	38	17	34	10		
			2	29	31	17	38	14		
			3	31	23	16	26	23	13	
		Barone, M	3	1	100					
			African American	1	7	57		43		
				2	8	38	25	38		
	3	8		38	13	25	13	13		
	American Indian	1	1	100						
		2	1	100						
		3	1				100			
	Ethnicity	Asian	1	5			20	20	60	
			2	5			20	80		
			3	5				40	60	
		Hispanic	1	79	35	20	29	13	3	
			2	75	20	17	40	19	4	
			3	77	19	13	36	21	10	
		White	1	1	100					
			2	1	100					
			3	1	100					
	Other	1	4	50		50				
		2	4	25		75				
3		4		75		25				
Filipino	3	1	100							

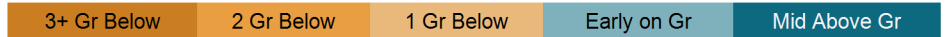
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Gender	Female	1	51	31	20	33	10	6
			2	50	14	22	44	14	6
			3	52	19	12	35	21	13
		Male	1	46	35	22	26	13	4
			2	44	25	11	39	16	9
			3	45	20	11	36	22	11
	Special Populations	Low SES	1	81	37	23	27	11	1
			2	77	23	17	43	13	4
			3	78	21	13	38	19	9
		ELL	1	34	50	32	12	6	
			2	32	28	19	41	13	
			3	35	29	23	34	14	
		RFEP	1	18	6	56	28	11	
			2	18	6	50	28	17	
			3	18		28	39	33	
		EL + RFEP	1	52	35	21	27	13	4
			2	50	18	14	44	18	6
			3	53	19	15	32	23	11
		Special Ed.	1	13	38	31	23	8	
			2	12	25	25	42	8	
			3	14	29	14	50	7	
		Spec Ed. Speech/RSP	1	7	43	57			
			2	7	29	14	57		
			3	7	29	29	43		
Homeless	1	21	48	19	24	10			
	2	20	30	20	35	10	5		
	3	22	32	9	27	23	9		
GATE/Excel	1	24		46	33	21			
	2	23		30	39	30			
	3	24		13	46	42			



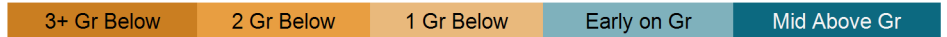
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	All Students	All	1	59	19	73	8			
			2	56	2	57	18	23		
			3	60	7	47	8	38		
	Teacher	Ahmadi, K	1	18	6	89	6			
			2	19		79	11	11		
			3	21	10	52	10	29		
		Renteria, S	1	16	13	81	6			
			2	16		44	25	31		
			3	19		37	11	53		
		Viola-Manning, B	1	19	26	58	16			
			2	19	5	47	21	26		
			3	21	10	48	5	38		
	Ethnicity	African American	1	2	50	50				
			2	1	100					
			3	2	100					
		Asian	1	3		67	33			
			2	3		33	67			
			3	3			100			
		Hispanic	1	49	20	73	6			
			2	48	2	56	21	21		
			3	51	8	45	10	37		
			White	1	3		67	33		
				2	2	100				
				3	1	100				
	Other	1	2	100						
		2	2		50	50				
		3	3		67	33				
Gender	Female	1	32	22	69	9				
		2	28		61	21	18			
		3	31	3	55	10	32			
	Male	1	27	15	78	7				
		2	28	4	54	14	29			
		3	29	10	38	7	45			

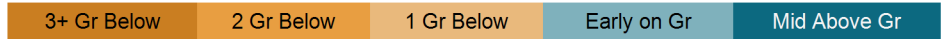
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	Low SES	1	49	16	78	6		
			2	46		2	57	20	22
			3	45		2	47	11	40
		ELL	1	28	32	64	4		
			2	27	4	67	22	7	
			3	29	14	59	3	24	
		RFEP	1	1	100				
			2	1				100	
			3	1				100	
		EL + RFEP	1	29	31	66	3		
			2	28	4	64	25	7	
			3	30	13	57	3	27	
		Special Ed.	1	5	40	60			
			2	5	100				
			3	6		83	17		
		Spec Ed. Speech/RSP	1	1	100				
			2	1	100				
			3	1	100				
		Foster	1	1	100				
			3	1	100				
		Homeless	1	6	33	67			
2	5			60	40				
3	8		38	38	13	13			

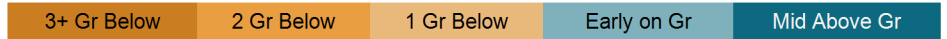
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	1	72	40	47	7	6		
			2	81	28	46	12	14		
			3	81	17	46	19	19		
	Teacher	Hecht, B		1	27	41	44	4	11	
				2	28	14	50	18	18	
				3	28	14	39	21	25	
		Hernandez, J		1	26	50	35	12	4	
				2	26	38	38	4	19	
				3	27	19	56	11	15	
		Yim, E		1	26	38	54	4	4	
				2	27	30	48	15	7	
				3	28	14	43	25	18	
	Ethnicity	African American		1	10	30	50	10	10	
				2	13	38	23	8	31	
				3	12	8	50		42	
		Asian		1	2	50	50			
				2	1	100				
				3	1	100				
		Hispanic		1	53	43	47	6	4	
				2	60	30	50	12	8	
				3	62	21	45	21	13	
		Pacific Islander		1	1	100				
				2	1				100	
				3	1				100	
		White		1	1	100				
				2	1	100				
				3	1	100				
Other		1	5	40	20	20	20			
		2	5		40	20	40			
		3	4		25	25	50			

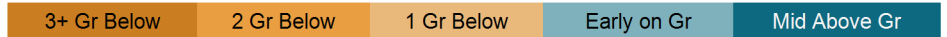
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	35	31	49	11	9	
			2	44	27	43	9	20	
			3	44	16	45	16	23	
		Male	1	37	49	46	3		
			2	37	30	49	16	5	
			3	37	19	46	22	14	
	Special Populations	Low SES	1	58	38	50	7	5	
			2	61	25	48	15	13	
			3	61	13	46	21	20	
		ELL	1	30	43	50	7		
			2	36	31	56	8	6	
			3	37	24	46	16	14	
		RFEP	1	1					100
			2	1					100
			3	1					100
		EL + RFEP	1	31	42	48	3	6	
			2	37	30	54	11	5	
			3	38	24	45	16	16	
		Special Ed.	1	6	67	33			
			2	6	50	33	17		
			3	7	29	57	14		
		Spec Ed. Speech/RSP	1	2	100				
			2	2	100				
			3	3	33	67			
	Foster	1	2	50	50				
		2	2		50		50		
		3	2		50		50		
	Homeless	1	7	43	57				
		2	9	56	33	11			
		3	10	40	50	10			
GATE/Excel	1	8			13	63	25		
	2	9			11	89			
	3	9				100			

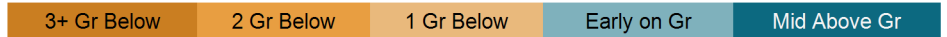
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	89	17	30	24	15	15	
			2	88	11	26	18	24	20	
			3	86	10	21	20	23	26	
	Teacher	Brown, S	1	30	23	57	13	7		
			2	28	25	46	18	7	4	
			3	30	17	37	20	23	3	
		Christy, S	1	28	29	32	32	4	4	
			2	28	11	29	25	29	7	
			3	30	13	27	27	20	13	
		Silva, S	1	29		7	28	28	38	
			2	29			3	14	38	45
			3	30			3	10	27	60
	Ethnicity	African American	1	12	17	50	8	8	17	
			2	10	40		30	30		
			3	11	45		27	18	9	
		Asian	1	5				40	60	
			2	5				20	80	
			3	5				20	80	
		Filipino	1	2	50	50				
			2	2		50		50		
			3	2		50		50		
		Hispanic	1	64	19	31	27	14	9	
			2	66	14	29	17	27	14	
			3	63	14	19	21	22	24	
		Pacific Islander	1	1	100					
			2	1	100					
			3	1				100		
White	1	3	33	33		33				
	2	3		33		33	33			
	3	3		33		33	33			
Other	1	2				50	50			
	2	1					100			
	3	1					100			

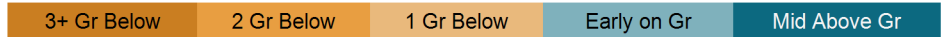
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Gender	Female	1	35	11	34	17	23	14
			2	34	9	32	12	26	21
			3	34	18	15	18	18	32
		Male	1	54	20	28	28	9	15
			2	54	13	22	22	22	20
			3	52	6	25	21	27	21
	Special Populations	Low SES	1	67	22	33	22	10	12
			2	65	15	28	20	23	14
			3	61	11	23	23	21	21
		ELL	1	35	29	31	23	11	6
			2	35	23	26	20	23	9
			3	36	22	22	17	31	8
		RFEP	1	5			20	60	20
			2	5			20	20	60
			3	5			20	80	
		EL + RFEP	1	40	25	30	20	18	8
			2	40	20	23	20	23	15
			3	41	20	20	17	27	17
		Special Ed.	1	13	31	38	23	8	
			2	13	31	23	23	15	8
			3	13	15	31	31	15	8
		Spec Ed. Speech/RSP	1	4	25	75			
			2	4		25	25	50	
			3	4		25	25	50	
	Homeless	1	7	71	14	14			
		2	7	43	43	14			
		3	8	50	25	13	13		
GATE/Excel	1	14				29	71		
	2	14				14	86		
	3	13					100		

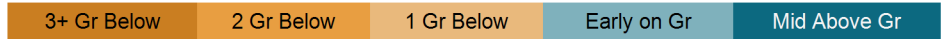
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	67	21	7	51	7	13	
			2	69	14	13	41	19	13	
			3	68	13	13	40	19	15	
	Teacher	Colburn, L	1	33	27	9	52	3	9	
			2	33	21	15	42	18	3	
			3	34	18	15	41	18	9	
		Ramos-Davies, K	1	33	15	9	42	12	21	
			2	33	9	9	39	18	24	
			3	33	12	9	39	21	18	
	Ethnicity	African American	1	9	78	11	11			
			2	10	50	20	20	10		
			3	11	45	27	18	9		
		Asian	1	6		67		33		
			2	6		50		17	33	
			3	5		20	20	20	40	
		Hispanic	1	46	13	11	59	9	9	
			2	47	9	15	45	19	13	
			3	47	9	11	47	21	13	
			White	1	4		25	25	50	
				2	4		25	25	25	25
				3	3		33	33	33	33
		Other	1	2		50		50		
			2	2		50		50		
			3	2		50		50		
	Gender	Female	1	32	9	6	63	9	13	
			2	33	6	12	48	15	18	
			3	31	6	10	45	26	13	
		Male	1	35	31	9	40	6	14	
			2	36	22	14	33	22	8	
			3	37	19	16	35	14	16	
Special Populations	Low SES	1	51	22	10	55	6	8		
		2	53	17	13	45	15	9		
		3	51	12	14	45	22	8		

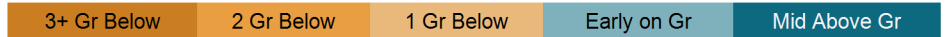
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
4	Special Populations	ELL	1	27	19	19	63				
			2	27	11	22	52	15			
			3	28	11	21	46	14	7		
		RFEP	1	8			50	13	38		
			2	8			13	13	13	63	
			3	7			14		57	29	
		EL + RFEP	1	35	14	14	60	3	9		
			2	35	9	20	43	14	14		
			3	35	9	17	40	23	11		
		Special Ed.	1	4			75		25		
			2	5	40		60				
			3	5	20		60		20		
		Spec Ed. Speech/RSP	1	2			100				
			2	2	50		50				
			3	2	50		50				
		Homeless	1	11			36		55	9	
			2	11			27	9	36	9	18
			3	11			27	18	27	27	
		GATE/Excel	1	23				39	22	39	
			2	23				13	48	39	
			3	22				14	45	41	



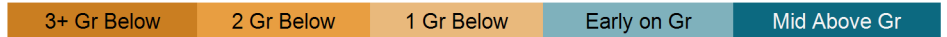
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	94	28	32	21	12	7	
			2	96	16	28	28	19	9	
			3	97	16	26	28	14	15	
	Teacher	Jeffries, J	1	32	25	28	31	9	6	
			2	32	13	38	28	22		
			3	32	13	22	31	22	13	
		Licon, R	1	32	25	38	13	13	13	
			2	32	9	19	41	9	22	
			3	32	6	25	41	9	19	
		Schultz, C	1	29	38	24	17	14	7	
			2	30	27	27	17	23	7	
			3	31	26	32	13	13	16	
		Barone, M	3	1	100					
		Ethnicity	African American	1	7	43	43	14		
				2	8	13	63	25		
	3			8	13	38	50			
	American Indian		1	1	100					
			2	1	100					
			3	1				100		
	Asian		1	5		40	20	40		
			2	5			60	40		
			3	5			40	60		
	Hispanic	1	76	29	33	21	11	7		
		2	77	18	27	29	18	8		
3		77	18	26	29	13	14			
White	1	1	100							
	2	1	100							
	3	1	100							
Other	1	4		25	25	50				
	2	4		50	25	25				
	3	4		25	25	25	25			
Filipino	3	1	100							

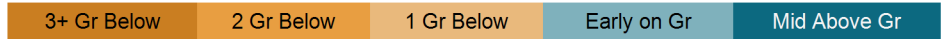
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Oropeza 2023-2024 Grade 5



**Legend**

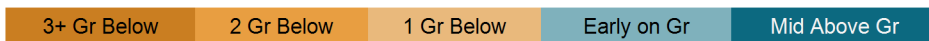


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Gender	Female	1	49	14	37	27	12	10
			2	51	10	25	33	16	16
			3	52	13	27	25	17	17
		Male	1	45	42	27	16	11	4
			2	45	22	31	22	22	2
			3	45	20	24	31	11	13
	Special Populations	Low SES	1	78	33	29	19	14	4
			2	79	19	28	27	20	6
			3	78	18	28	28	12	14
		ELL	1	33	42	36	15	6	
			2	33	27	36	24	9	3
			3	35	29	31	31	6	3
		RFEP	1	18		22	39	28	11
			2	18	6		44	44	6
			3	18		6	22	44	28
		EL + RFEP	1	51	27	31	24	14	4
			2	51	18	25	31	22	4
			3	53	19	23	28	19	11
		Special Ed.	1	13	54	31	15		
			2	13	38	38	15	8	
			3	14	36	36	21	7	
		Spec Ed. Speech/RSP	1	7	71		29		
			2	7	43	57			
			3	7	43	43	14		
Homeless	1	19	42	21	21	11	5		
	2	21	38	14	14	33			
	3	22	27	27	14	14	18		
GATE/Excel	1	23		9	39	22	30		
	2	24			4	25	42	29	
	3	24			4	13	29	54	

# i-Ready Math Overall Relative Placement School Data by Subgroup Oropeza 2023-2024



### Legend



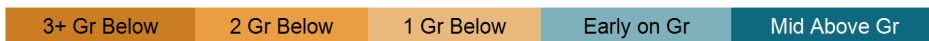
Category		Diagnostic Window	# Students	Percent by Category				
<b>All Students</b>	401	3	401	8	11	43	21	16
<b>Grade</b>	Gr. 01	3	61	3	51	15	31	
	Gr. 02	3	84	17	44	26	13	
	Gr. 03	3	90	6	12	47	18	18
	Gr. 04	3	69	12	12	43	22	12
	Gr. 05	3	97	20	11	35	22	12
<b>Ethnicity</b>	African American	3	45	16	18	33	20	13
	Asian	3	20			15	20	65
	Hispanic	3	305	7	12	46	21	14
<b>Gender</b>	Female	3	196	8	11	45	19	16
	Male	3	205	8	12	41	22	17
<b>Special Populations</b>	Low SES	3	303	9	11	46	20	14
	ELL	3	166	10	16	47	17	10
	RFEP	3	32			28	34	38
	EL + RFEP	3	198	8	13	44	20	15
	Special Ed.	3	45	20	18	44	11	7
	Homeless	3	59	20	17	32	22	8
	GATE/Excel	3	68			13	37	50

The percentages may not equal 100% due to rounding.

# i-Ready Reading Overall Relative Placement School Data by Subgroup Oropeza 2023-2024



### Legend



Category		Diagnostic Window	# Students	Percent by Category				
Grade	All Students	3	401	9	18	34	17	22
	Gr. 01	3	61	7	46	8	39	
	Gr. 02	3	84	17	45	19	19	
	Gr. 03	3	90	10	22	19	23	26
	Gr. 04	3	69	14	13	39	19	14
	Gr. 05	3	97	16	26	28	14	15
Ethnicity	African American	3	45	13	27	38	7	16
	Asian	3	20	5	15	20	60	
	Hispanic	3	305	9	18	35	17	20
Gender	Female	3	196	8	16	36	18	23
	Male	3	205	10	20	33	17	21
Special Populations	Low SES	3	303	9	18	36	17	20
	ELL	3	166	13	23	39	14	11
	RFEP	3	32	3	19	38	41	
	EL + RFEP	3	198	11	20	35	18	16
	Special Ed.	3	45	18	31	38	9	4
	Homeless	3	59	22	25	27	14	12
	GATE/Excel	3	68	1	9	25	65	

The percentages may not equal 100% due to rounding.



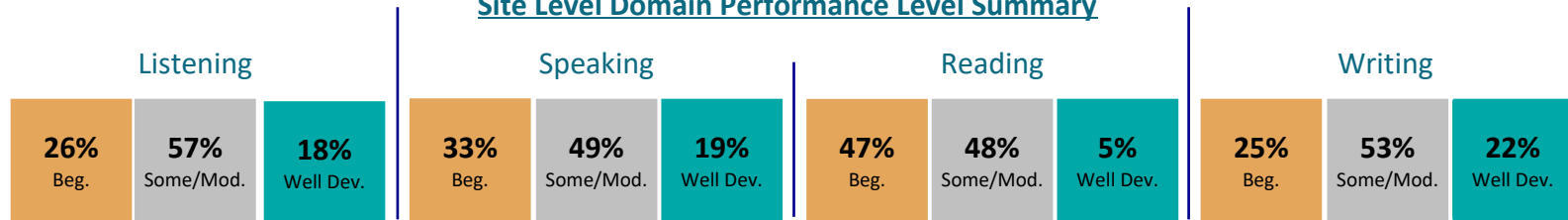
# ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Oropeza

## Site Level Overall Performance Level Summary



## Site Level Domain Performance Level Summary



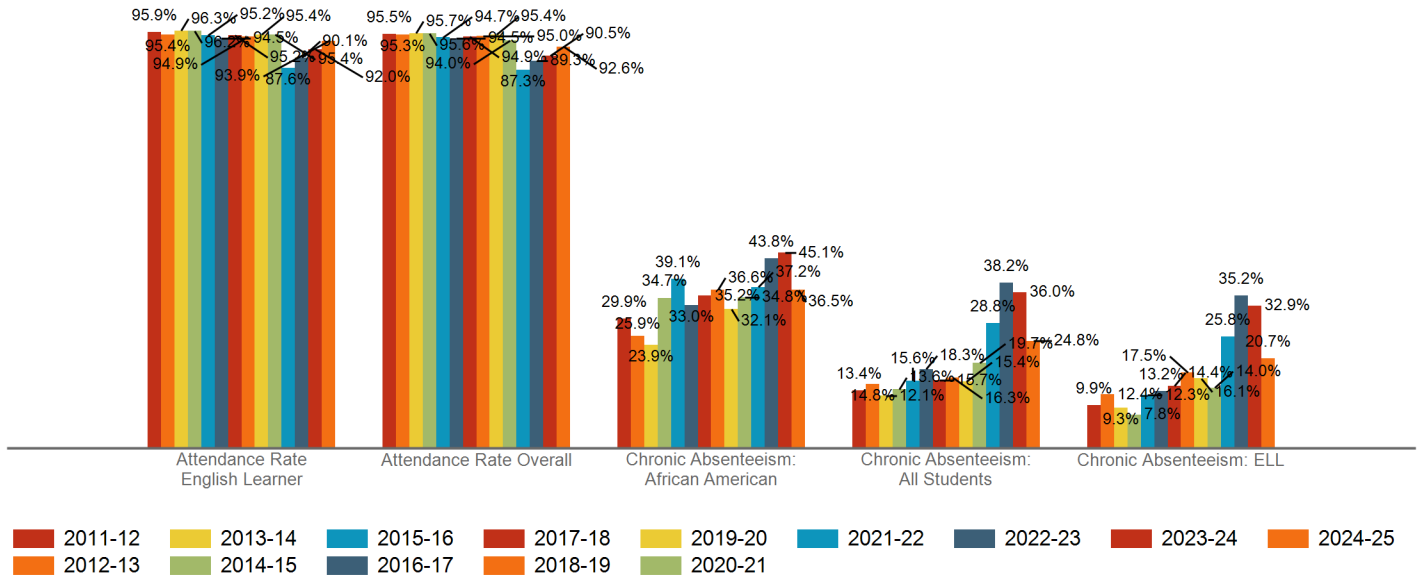
## Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
<b>00</b>	91%	0%	0%	9%	73%	18%	9%	73%	18%	9%	82%	18%	0%	82%	9%	0%
<b>01</b>	33%	59%	4%	4%	52%	41%	4%	44%	44%	7%	30%	67%	0%	33%	22%	41%
<b>02</b>	49%	46%	5%	0%	27%	54%	8%	46%	43%	0%	70%	16%	3%	32%	51%	5%
<b>03</b>	25%	42%	31%	3%	17%	56%	19%	31%	53%	8%	36%	56%	0%	14%	64%	14%
<b>04</b>	6%	52%	33%	9%	15%	55%	21%	6%	58%	27%	27%	58%	6%	9%	55%	27%
<b>05</b>	15%	33%	35%	17%	4%	61%	26%	15%	37%	39%	37%	41%	13%	11%	54%	26%

# Attendance/Chronic Absenteeism Rate

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	Equitable opportunities focusing on growth will be provided to all students improving Self-Efficacy by 3% on the CORE Survey. Grade 4 and 5 student Self-Management and School Connectedness will increase by 3% on the CORE Survey. Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, student recognition, and implementation of SEL Harmony curriculum. Progress monitoring will occur during regular principal classroom informal visits to support the implementation of Harmony. Pulse Survey data will be monitored to determine implementation strengths and areas of needed growth.
Culture/Climate Goals	Achieve a 5% decrease in overall chronic absenteeism by 2024. Achieve a 5% increase in overall attendance rate by June 2024. Achieve a 5% increase in Growth Mindset (CORE Survey) score by June 2024. Progress monitoring will occur monthly by creating attendance reports for each classroom and using the data to celebrate classroom with the highest percentage of perfect attendance. Counselors will also monitor data and meet with parents of students identified as having chronic absences.



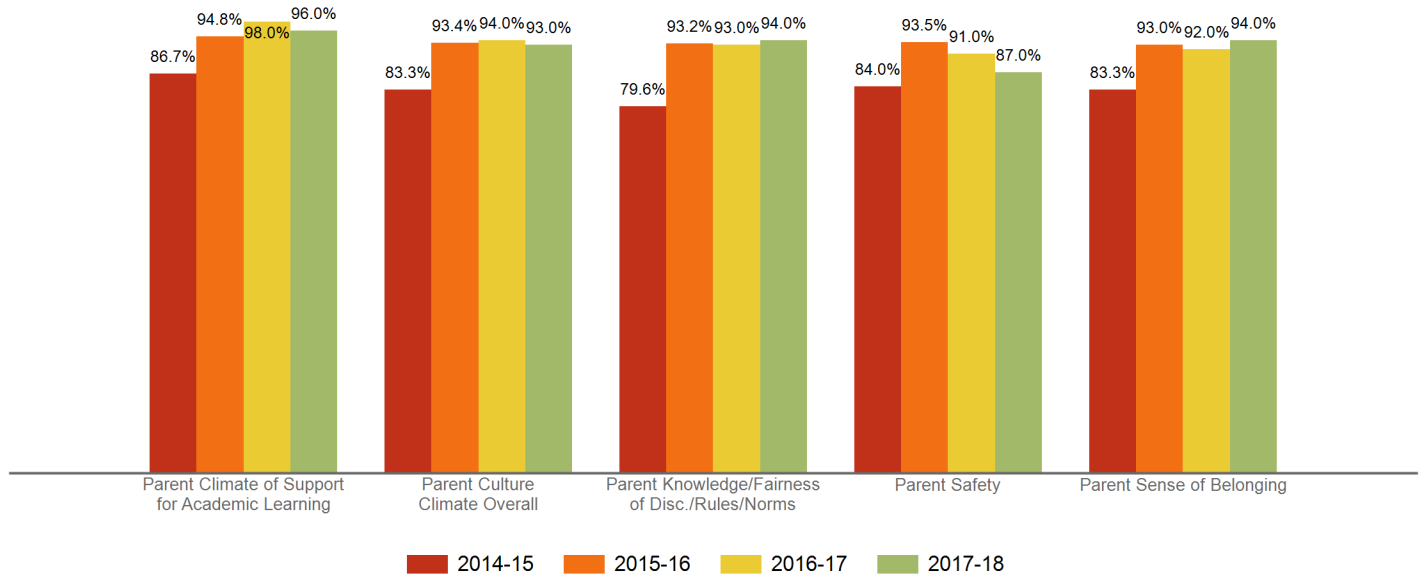
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. Counselor will support efforts to decrease chronic absenteeism, support a positive school environment, and manage and facilitate social emotional groups.		Counselor
3	School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.		Services
Total			

Attendance/Chronic Absenteeism Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
16193	10	9/1/23	6/15/24	3	0.33	0.99
17232	118	10/4/23	6/15/24	1	0.33	0.33
17507	90	11/1/23	6/14/24	5	0.25	1.25
17706	146	1/8/24	6/14/24	3	0.75	2.25
19016	61	3/1/24	3/29/24	2	0.33	0.66
	<b>425</b>					<b>5.48</b>

# Culture-Climate Survey (Parent)

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	Equitable opportunities focusing on growth will be provided to all students improving Self-Efficacy by 3% on the CORE Survey. Grade 4 and 5 student Self-Management and School Connectedness will increase by 3% on the CORE Survey. Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, student recognition, and implementation of SEL Harmony curriculum. Progress monitoring will occur during regular principal classroom informal visits to support the implementation of Harmony. Pulse Survey data will be monitored to determine implementation strengths and areas of needed growth.
Culture/Climate Goals	Achieve a 5% decrease in overall chronic absenteeism by 2024. Achieve a 5% increase in overall attendance rate by June 2024. Achieve a 5% increase in Growth Mindset (CORE Survey) score by June 2024. Progress monitoring will occur monthly by creating attendance reports for each classroom and using the data to celebrate classroom with the highest percentage of perfect attendance. Counselors will also monitor data and meet with parents of students identified as having chronic absences.

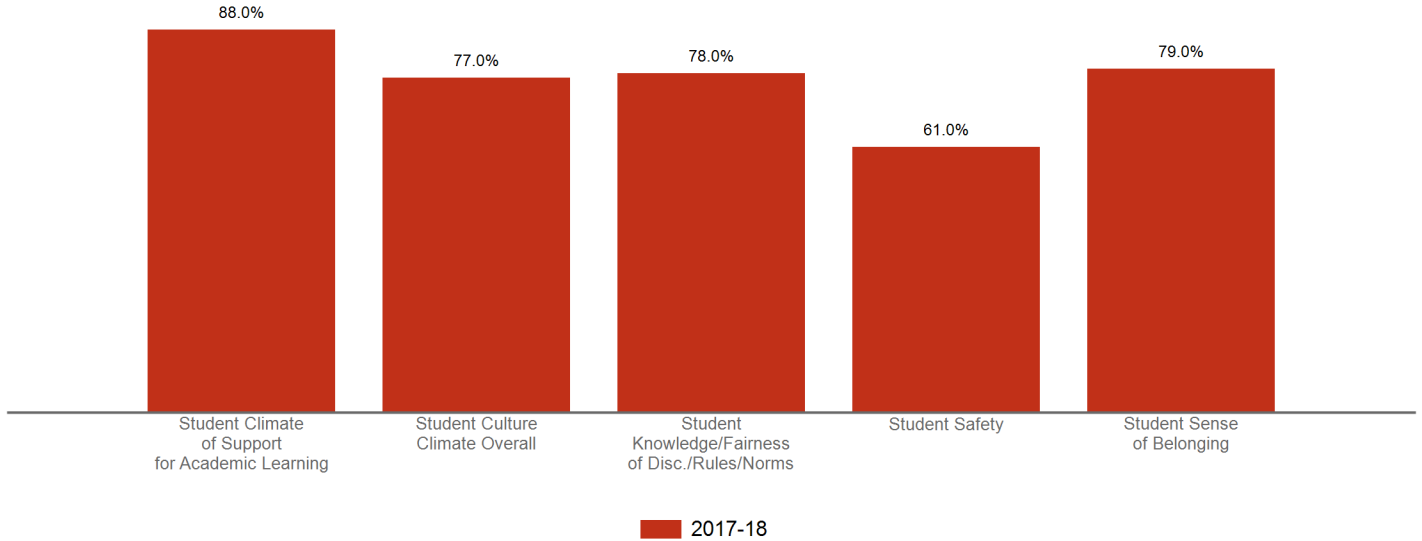


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Purchase of translation equipment to be used during parent meetings and workshops. Equipment will allow for simultaneous translation during meetings and workshops.		Materials
2	Purchase of bilingual books for each classroom to have for Spanish-speaking parents to use during monthly school-wide reading. Parents are invited once a month to read with their children in the classroom.		Materials
3	Provide cultural assemblies for students and parents.		Services
	School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.		Services
4	LVN Health Assistant to provide additional hourly support. LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Additional hourly support up to 6 hours per week.		Services
5	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVID-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness.		Hourly - Recreation Aide
Total			

# Culture-Climate Survey (Student-Staff)

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	Equitable opportunities focusing on growth will be provided to all students improving Self-Efficacy by 3% on the CORE Survey. Grade 4 and 5 student Self-Management and School Connectedness will increase by 3% on the CORE Survey. Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, student recognition, and implementation of SEL Harmony curriculum. Progress monitoring will occur during regular principal classroom informal visits to support the implementation of Harmony. Pulse Survey data will be monitored to determine implementation strengths and areas of needed growth.
Culture/Climate Goals	Achieve a 5% decrease in overall chronic absenteeism by 2024. Achieve a 5% increase in overall attendance rate by June 2024. Achieve a 5% increase in Growth Mindset (CORE Survey) score by June 2024. Progress monitoring will occur monthly by creating attendance reports for each classroom and using the data to celebrate classroom with the highest percentage of perfect attendance. Counselors will also monitor data and meet with parents of students identified as having chronic absences.

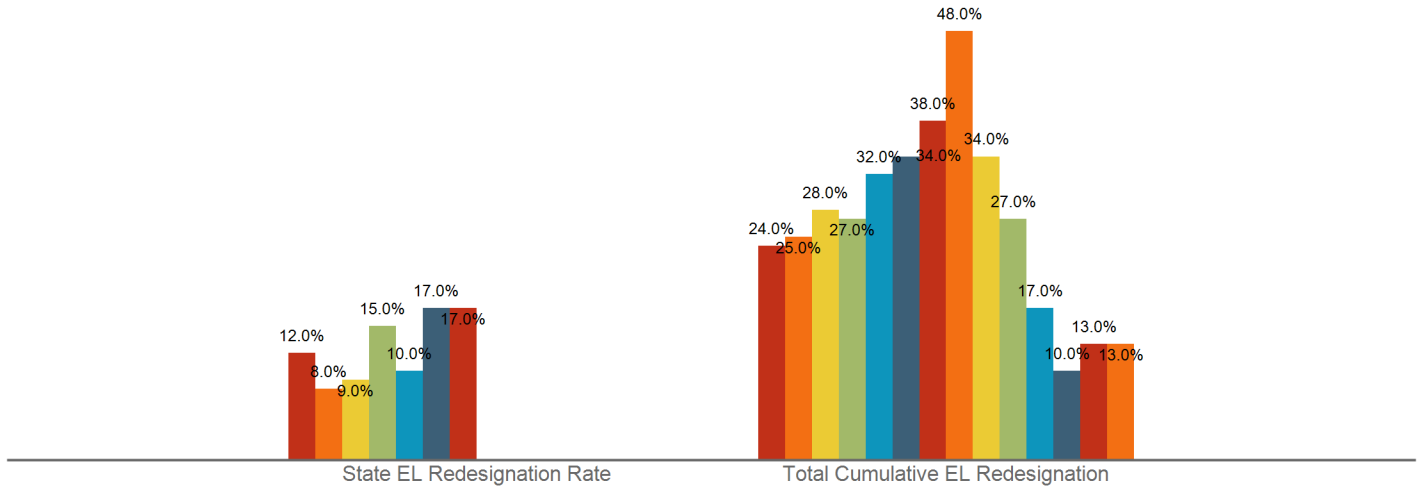


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. Counselor will support efforts to decrease chronic absenteeism, support a positive school environment, and manage and facilitate social emotional groups.		Counselor
3	School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.		Services
5	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVID-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness.		Hourly - Recreation Aide
Total			



# EL Reclassification

School Year: 23-24



■ 2011-12    ■ 2012-13    ■ 2013-14    ■ 2014-15    ■ 2015-16    ■ 2016-17    ■ 2017-18    ■ 2018-19    ■ 2019-20    ■ 2020-21    ■ 2021-22    ■ 2022-23    ■ 2023-24    ■ 2024-25

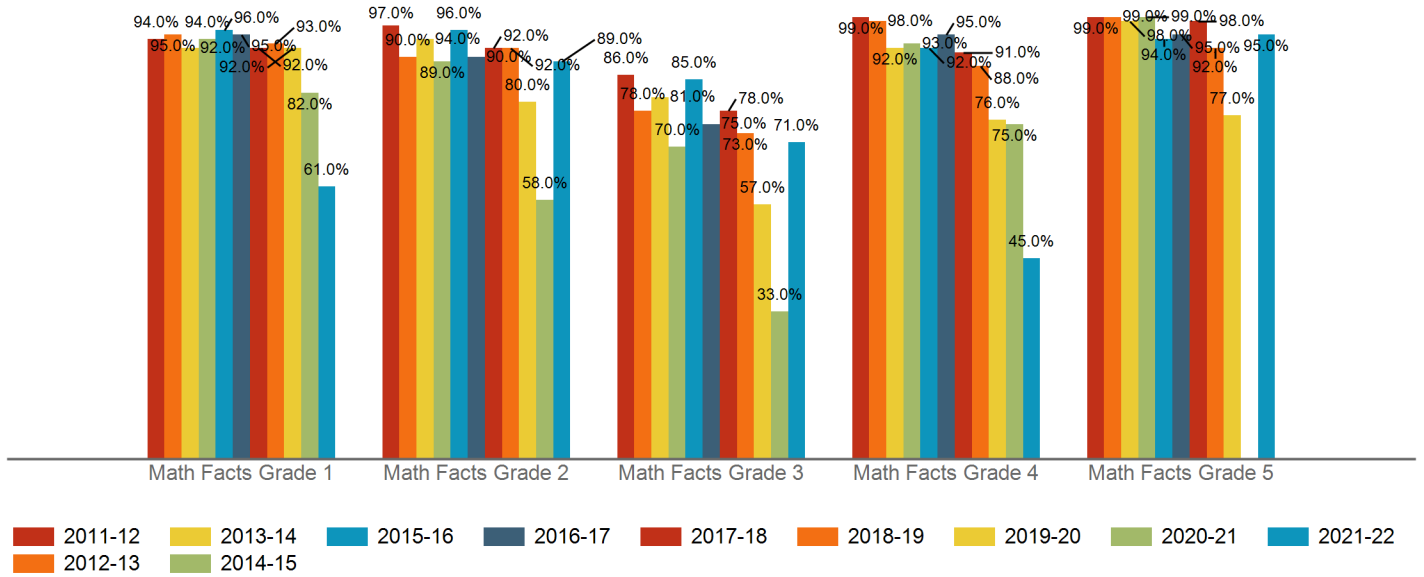
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. Counselor will support efforts to decrease chronic absenteeism, support a positive school environment, and manage and facilitate social emotional groups.		Counselor
2	Intervention support to work with English Language Learner, African-American, and/or other at-promise students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.		Program Facilitator
Total			

EL Reclassification Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17491	10	11/27/23	1/17/24	12	0.5	6
	10					6

# Elementary Math - Math Facts

School Year: 23-24

Goals	
Area	Description
Math Goals	<p>1 year academic growth will increase by 8% in I-Ready Math. Increase student growth by 12% between 60-100% on I-Ready Math.</p> <ul style="list-style-type: none"> <li>-Collect data on Learning Targets/Teacher Clarity, Active Participation, and student Productive Struggle during classroom observations.</li> <li>-Math Fab Lab with small group instruction implementation with individualized instructional focus.</li> <li>-Math Fab Lab - student Must Do's and May Do's during Fab Lab are in the students' Zone of Proximal Development.</li> <li>-Ongoing classroom visits to provide instructional feedback on instructional practices, including Fab Lab.</li> <li>-District Math training for grades 3 - 5 teachers.</li> <li>-Stie professional development, collaboration, and resource support to support District Math training.</li> </ul> <p>Progress monitoring will occur during Internal Learning Walk, through regular principal informal classroom visits with feedback, grade level review of summary of data reports, and PDSA cycle work.</p>
Math Goals	Achieve an 8% increase in SBAC Math and iReady Placement scores by June 2024.

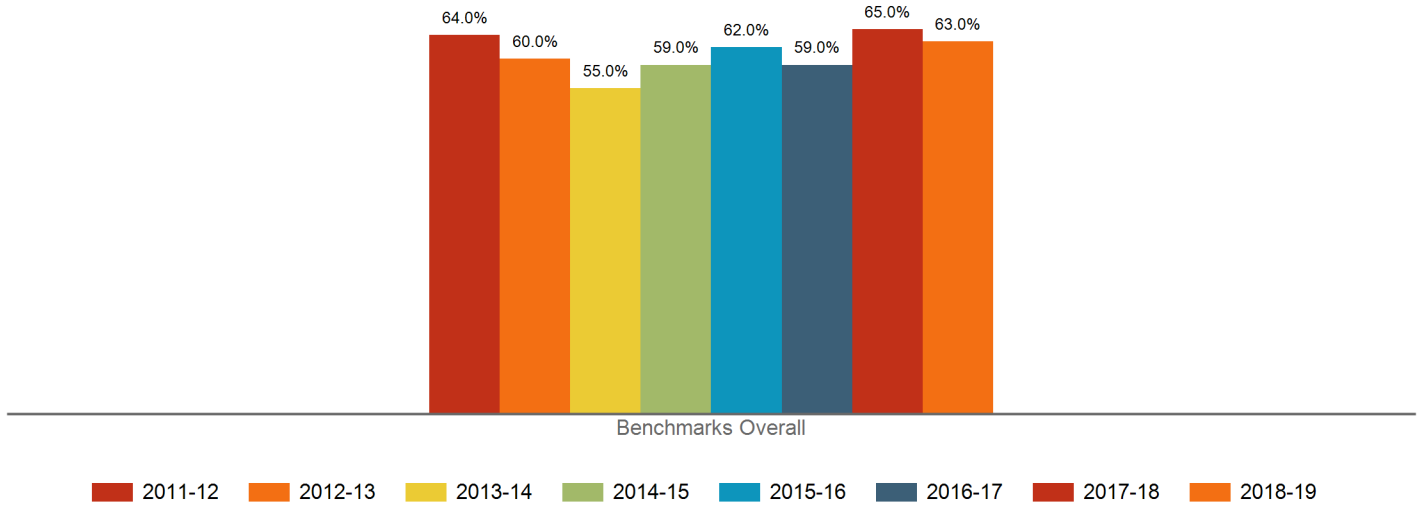


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.		Program Facilitator
Total			

# Elementary Reading - Benchmarks

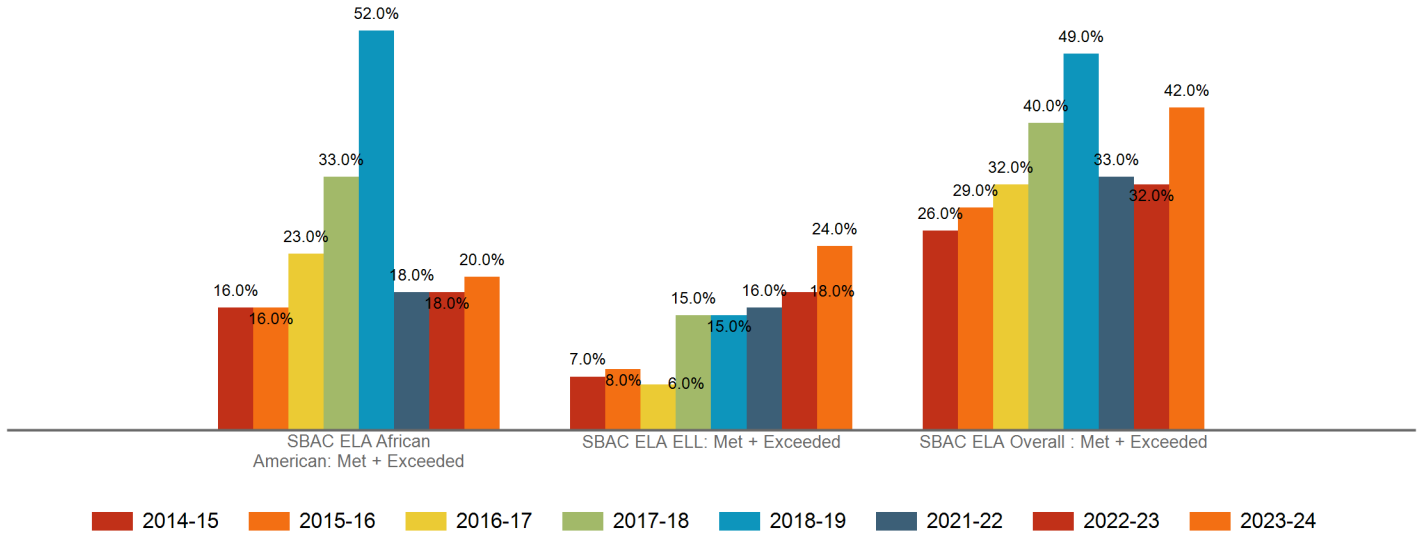
School Year: 23-24

Goals	
Area	Description
ELA Goals	Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading. Implementation of Fab Lab (small group instruction) with interventions based on student need for ELA in 100% of classrooms. Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab (small group instruction). Improve student writing through the use of Power Writing through academic and social-emotional opportunities. Students continue to need support with reading and writing. Implementation of structured literacy instruction in all K-2 classrooms. Progress monitoring will occur during Internal Learning Walk, through regular principal informal classroom visits with feedback, grade level review of summary of data reports, and PDSA cycle work.
ELA Goals	Achieve an 8% increase in SBAC ELA, FRSA, and iReady Placement scores by June 2024.



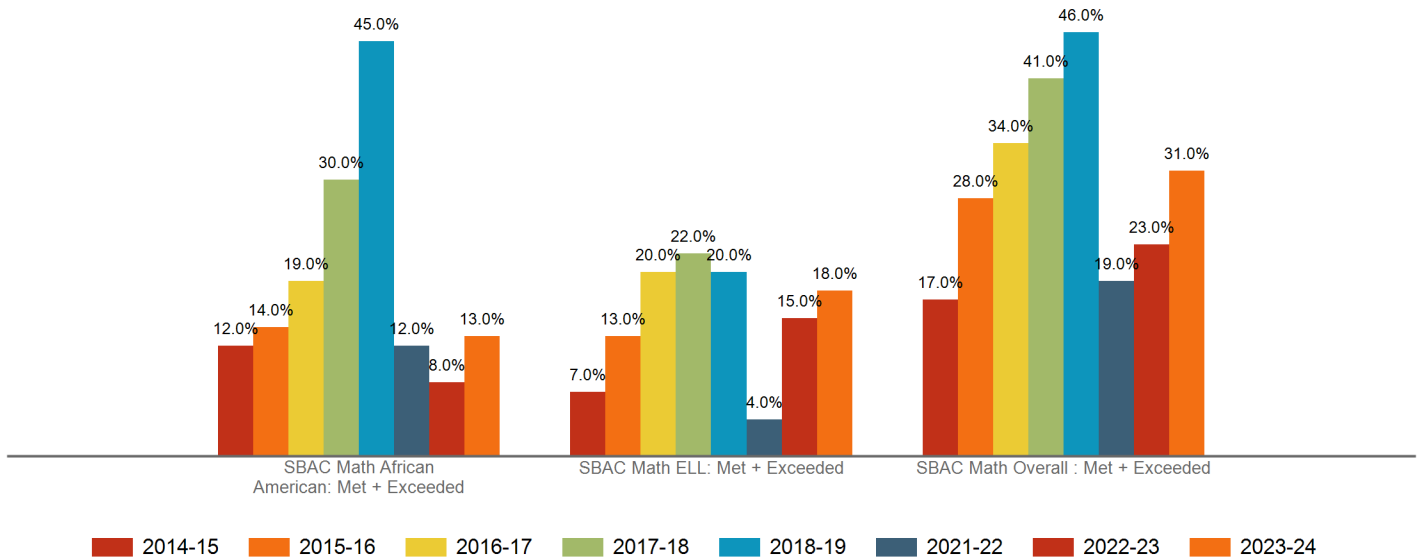
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.		Program Facilitator
Total			

Goals	
Area	Description
ELA Goals	Student one-year academic growth will increase by 6% in ELA I-Ready. Increase student growth by 8% between 60-100% on I-Ready Reading. Implementation of Fab Lab (small group instruction) with interventions based on student need for ELA in 100% of classrooms. Improve the quality of students Productive Struggle during Tier 1 instruction and Fab Lab (small group instruction). Improve student writing through the use of Power Writing through academic and social-emotional opportunities. Students continue to need support with reading and writing. Implementation of structured literacy instruction in all K-2 classrooms. Progress monitoring will occur during Internal Learning Walk, through regular principal informal classroom visits with feedback, grade level review of summary of data reports, and PDSA cycle work.
ELA Goals	Achieve an 8% increase in SBAC ELA, FRSA, and iReady Placement scores by June 2024.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.		Program Facilitator
Total			

Goals	
Area	Description
Math Goals	<p>1 year academic growth will increase by 8% in I-Ready Math. Increase student growth by 12% between 60-100% on I-Ready Math.</p> <ul style="list-style-type: none"> <li>-Collect data on Learning Targets/Teacher Clarity, Active Participation, and student Productive Struggle during classroom observations.</li> <li>-Math Fab Lab with small group instruction implementation with individualized instructional focus.</li> <li>-Math Fab Lab - student Must Do's and May Do's during Fab Lab are in the students' Zone of Proximal Development.</li> <li>-Ongoing classroom visits to provide instructional feedback on instructional practices, including Fab Lab.</li> <li>-District Math training for grades 3 - 5 teachers.</li> <li>-Stie professional development, collaboration, and resource support to support District Math training.</li> </ul> <p>Progress monitoring will occur during Internal Learning Walk, through regular principal informal classroom visits with feedback, grade level review of summary of data reports, and PDSA cycle work.</p>
Math Goals	Achieve an 8% increase in SBAC Math and iReady Placement scores by June 2024.



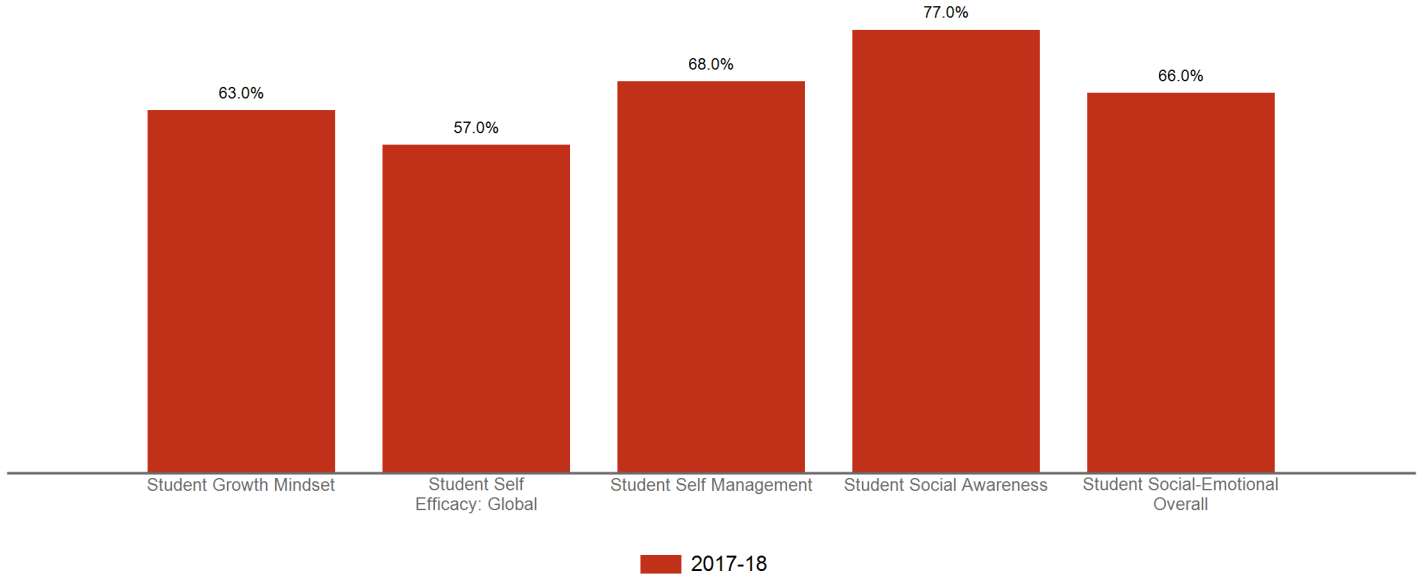
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.		Program Facilitator
Total			

Mathematics Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17485	9	11/27/23	1/16/24	12	1	12
17931	9	2/6/24	5/9/24	30	0.5	15
17932	10	2/6/24	4/8/24	20	0.5	10
17933	10	2/5/24	3/28/24	20	0.75	15
20141	10	2/5/24	3/26/24	20	0.5	10
	<b>48</b>					<b>62</b>

# SEL Survey

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	Equitable opportunities focusing on growth will be provided to all students improving Self-Efficacy by 3% on the CORE Survey. Grade 4 and 5 student Self-Management and School Connectedness will increase by 3% on the CORE Survey. Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, student recognition, and implementation of SEL Harmony curriculum. Progress monitoring will occur during regular principal classroom informal visits to support the implementation of Harmony. Pulse Survey data will be monitored to determine implementation strengths and areas of needed growth.
Culture/Climate Goals	Achieve a 5% decrease in overall chronic absenteeism by 2024. Achieve a 5% increase in overall attendance rate by June 2024. Achieve a 5% increase in Growth Mindset (CORE Survey) score by June 2024. Progress monitoring will occur monthly by creating attendance reports for each classroom and using the data to celebrate classroom with the highest percentage of perfect attendance. Counselors will also monitor data and meet with parents of students identified as having chronic absences.



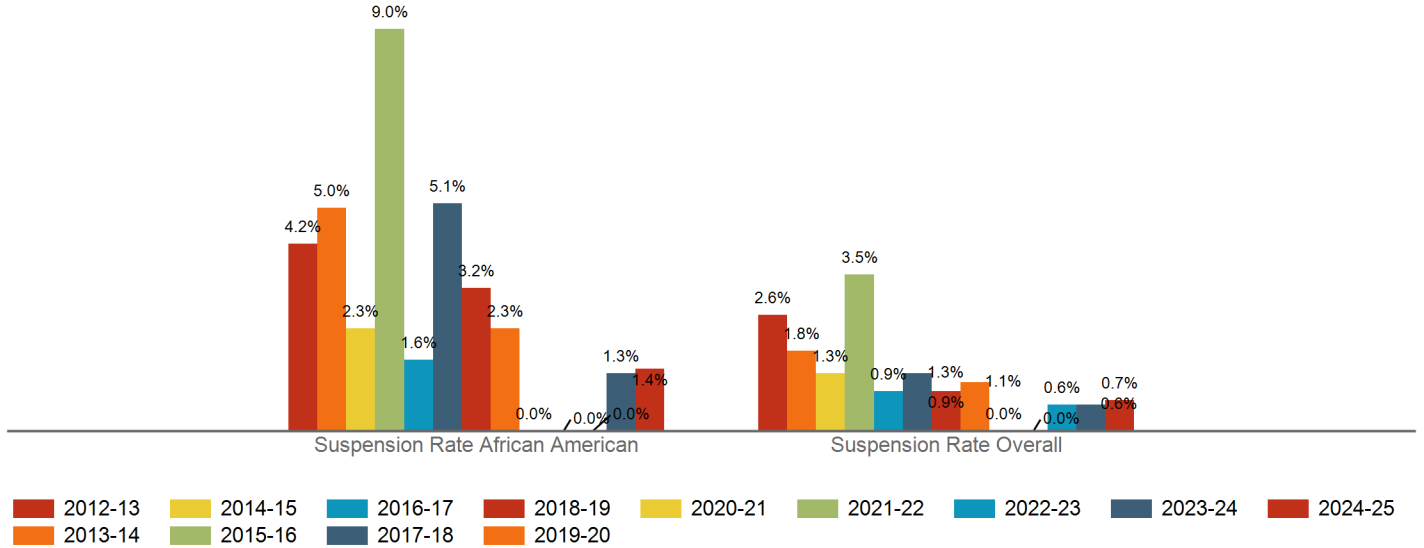
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. Counselor will support efforts to decrease chronic absenteeism, support a positive school environment, and manage and facilitate social emotional groups.		Counselor
Total			

Social/Emotional Learning Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17492	16	11/27/23	1/17/24	12	1	12
	16					12

# Suspension/Expulsion Rate

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	Equitable opportunities focusing on growth will be provided to all students improving Self-Efficacy by 3% on the CORE Survey. Grade 4 and 5 student Self-Management and School Connectedness will increase by 3% on the CORE Survey. Cultivate opportunities for school pride, self-pride, and awareness of others through school activities, cultural celebrations, student recognition, and implementation of SEL Harmony curriculum. Progress monitoring will occur during regular principal classroom informal visits to support the implementation of Harmony. Pulse Survey data will be monitored to determine implementation strengths and areas of needed growth.
Culture/Climate Goals	Achieve a 5% decrease in overall chronic absenteeism by 2024. Achieve a 5% increase in overall attendance rate by June 2024. Achieve a 5% increase in Growth Mindset (CORE Survey) score by June 2024. Progress monitoring will occur monthly by creating attendance reports for each classroom and using the data to celebrate classroom with the highest percentage of perfect attendance. Counselors will also monitor data and meet with parents of students identified as having chronic absences.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.		Services
5	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVID-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness.		Hourly - Recreation Aide
Total			

# African-American

School Year: 23-24

<b>Budgeted Items</b>			
<b>Line Number</b>	<b>Description</b>	<b>Cost</b>	<b>Personnel Summary</b>
1	Provide substitute teachers for two half day release sessions for grade level planning and collaboration on CQI training implementation, differentiated instruction for ELs and African American students, and analyzing data and work samples to plan for small group instruction (Fab Lab).	\$5,786	
	Purchase of translation equipment to be used during parent meetings and workshops. Equipment will allow for simultaneous translation during meetings and workshops.	\$1,000	
	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. Counselor will support efforts to decrease chronic absenteeism, support a positive school environment, and manage and facilitate social emotional groups.	\$82,097	
	School supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$2,000	
2	Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.	\$85,379	Program Facilitator
	Purchase of bilingual books for each classroom to have for Spanish-speaking parents to use during monthly school-wide reading. Parents are invited once a month to read with their children in the classroom.	\$1,700	
3	Provide cultural assemblies for students and parents.	\$1,300	
	School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.	\$70,000	
4	LVN Health Assistant to provide additional hourly support. LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Additional hourly support up to 6 hours per week.	\$15,000	
5	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVID-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness.	\$27,941	
Total		<b>\$292,203</b>	



## All Parents

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Provide substitute teachers for two half day release sessions for grade level planning and collaboration on CQI training implementation, differentiated instruction for ELs and African American students, and analyzing data and work samples to plan for small group instruction (Fab Lab).	\$5,786	
	Purchase of translation equipment to be used during parent meetings and workshops. Equipment will allow for simultaneous translation during meetings and workshops.	\$1,000	
	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. Counselor will support efforts to decrease chronic absenteeism, support a positive school environment, and manage and facilitate social emotional groups.	\$82,097	
	School supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$2,000	
2	Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.	\$85,379	Program Facilitator
	Purchase of bilingual books for each classroom to have for Spanish-speaking parents to use during monthly school-wide reading. Parents are invited once a month to read with their children in the classroom.	\$1,700	
3	Provide cultural assemblies for students and parents.	\$1,300	
	School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.	\$70,000	
4	LVN Health Assistant to provide additional hourly support. LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Additional hourly support up to 6 hours per week.	\$15,000	
5	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVID-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness.	\$27,941	
Total		<b>\$292,203</b>	

# All Staff

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Provide substitute teachers for two half day release sessions for grade level planning and collaboration on CQI training implementation, differentiated instruction for ELs and African American students, and analyzing data and work samples to plan for small group instruction (Fab Lab).	\$5,786	
	Purchase of translation equipment to be used during parent meetings and workshops. Equipment will allow for simultaneous translation during meetings and workshops.	\$1,000	
	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. Counselor will support efforts to decrease chronic absenteeism, support a positive school environment, and manage and facilitate social emotional groups.	\$82,097	
	School supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$2,000	
2	Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.	\$85,379	Program Facilitator
	Purchase of bilingual books for each classroom to have for Spanish-speaking parents to use during monthly school-wide reading. Parents are invited once a month to read with their children in the classroom.	\$1,700	
3	Provide cultural assemblies for students and parents.	\$1,300	
	School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.	\$70,000	
4	LVN Health Assistant to provide additional hourly support. LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Additional hourly support up to 6 hours per week.	\$15,000	
5	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVID-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness.	\$27,941	
Total		<b>\$292,203</b>	

# All Students

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Provide substitute teachers for two half day release sessions for grade level planning and collaboration on CQI training implementation, differentiated instruction for ELs and African American students, and analyzing data and work samples to plan for small group instruction (Fab Lab).	\$5,786	
	Purchase of translation equipment to be used during parent meetings and workshops. Equipment will allow for simultaneous translation during meetings and workshops.	\$1,000	
	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. Counselor will support efforts to decrease chronic absenteeism, support a positive school environment, and manage and facilitate social emotional groups.	\$82,097	
	School supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$2,000	
2	Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.	\$85,379	Program Facilitator
	Purchase of bilingual books for each classroom to have for Spanish-speaking parents to use during monthly school-wide reading. Parents are invited once a month to read with their children in the classroom.	\$1,700	
3	Provide cultural assemblies for students and parents.	\$1,300	
	School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.	\$70,000	
4	LVN Health Assistant to provide additional hourly support. LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Additional hourly support up to 6 hours per week.	\$15,000	
5	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVID-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness.	\$27,941	
Total		<b>\$292,203</b>	

# English Learners

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Provide substitute teachers for two half day release sessions for grade level planning and collaboration on CQI training implementation, differentiated instruction for ELs and African American students, and analyzing data and work samples to plan for small group instruction (Fab Lab).	\$5,786	
	Purchase of translation equipment to be used during parent meetings and workshops. Equipment will allow for simultaneous translation during meetings and workshops.	\$1,000	
	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. Counselor will support efforts to decrease chronic absenteeism, support a positive school environment, and manage and facilitate social emotional groups.	\$82,097	
	School supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$2,000	
2	Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.	\$85,379	Program Facilitator
	Purchase of bilingual books for each classroom to have for Spanish-speaking parents to use during monthly school-wide reading. Parents are invited once a month to read with their children in the classroom.	\$1,700	
3	Provide cultural assemblies for students and parents.	\$1,300	
	School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.	\$70,000	
4	LVN Health Assistant to provide additional hourly support. LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Additional hourly support up to 6 hours per week.	\$15,000	
5	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVID-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness.	\$27,941	
Total		<b>\$292,203</b>	

<b>Budgeted Items</b>			
<b>Line Number</b>	<b>Description</b>	<b>Cost</b>	<b>Personnel Summary</b>
1	Provide substitute teachers for two half day release sessions for grade level planning and collaboration on CQI training implementation, differentiated instruction for ELs and African American students, and analyzing data and work samples to plan for small group instruction (Fab Lab).	\$5,786	
	Purchase of translation equipment to be used during parent meetings and workshops. Equipment will allow for simultaneous translation during meetings and workshops.	\$1,000	
	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. Counselor will support efforts to decrease chronic absenteeism, support a positive school environment, and manage and facilitate social emotional groups.	\$82,097	
	School supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$2,000	
2	Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.	\$85,379	Program Facilitator
	Purchase of bilingual books for each classroom to have for Spanish-speaking parents to use during monthly school-wide reading. Parents are invited once a month to read with their children in the classroom.	\$1,700	
3	Provide cultural assemblies for students and parents.	\$1,300	
	School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.	\$70,000	
4	LVN Health Assistant to provide additional hourly support. LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Additional hourly support up to 6 hours per week.	\$15,000	
5	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVID-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness.	\$27,941	
<b>Total</b>		<b>\$292,203</b>	

# Special Education

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Provide substitute teachers for two half day release sessions for grade level planning and collaboration on CQI training implementation, differentiated instruction for ELs and African American students, and analyzing data and work samples to plan for small group instruction (Fab Lab).	\$5,786	
	Purchase of translation equipment to be used during parent meetings and workshops. Equipment will allow for simultaneous translation during meetings and workshops.	\$1,000	
	School counselor at 0.5 FTE will provide Social Emotional support services for students and families. Counselor will support our school's SEL programs, support groups for students, provide supports for ELL families, and support students in their transition to In-person learning. Support deaths and COVID related trauma for students. Counselor will support efforts to decrease chronic absenteeism, support a positive school environment, and manage and facilitate social emotional groups.	\$82,097	
	School supplies and instructional materials for students to support learning in the classroom. Instructional materials for students direct learning and support of productive struggle. Materials and assistive devices/technology for Special Education Students. Materials for African-American and English Language Learner students that support student learning such as manipulatives and other materials. Technology for the classroom such as document camera or projector if needed.	\$2,000	
2	Intervention support to work with English Language Learner, African-American, and/or other at-risk students to provide intervention in ELA and Math. Intervention support will be a push-in and pull-out model for classrooms. Intervention support will support Fab Lab (workshop) in classrooms. Interventions will be provided based on student data in SBAC, I-Ready and other common assessments. Students of Tier 2 and Tier 3 will receive interventions in ELA and/or Math. Work with other staff members to analyze data, collaborate with teachers, and implement interventions needed to support students.	\$85,379	Program Facilitator
	Purchase of bilingual books for each classroom to have for Spanish-speaking parents to use during monthly school-wide reading. Parents are invited once a month to read with their children in the classroom.	\$1,700	
3	Provide cultural assemblies for students and parents.	\$1,300	
	School counselor substitute additional hourly to support students and families. Substitute counselor will support student social emotional well-being and mental health, support social emotional support groups, mentor support for students in need of Tier 3 support, and support improving school attendance efforts. Assist in programs that will support the decrease of chronic absenteeism.	\$70,000	
4	LVN Health Assistant to provide additional hourly support. LVN Health Assistant to support at-risk and Special Education Students. Support families with needs such as Homeless/Foster, ELLs, Newcomers, and Low Socioeconomic status. Support extended outreach to families, parent workshops, and small group interventions supporting student self-efficacy, self-management, and student motivation. Additional hourly support up to 6 hours per week.	\$15,000	
5	Provide a safe and structure learning environment for students. Provide supervision for all students in all subgroups. Recreation aides would provide supervision in all common areas of the school. Additional support would ensure supplemental engagement with struggling learners in accordance with CORE survey data needs. Provide support for families and students for interventions during school closure/distance learning during COVID-19 Pandemic. Provide support to students and families to support continued Hybrid Learning Model. Additional hourly to support students and families. Support students through CORE domains such as Self-Management, Self-Awareness, and School Connectedness.	\$27,941	
Total		<b>\$292,203</b>	

## School Plan for Student Achievement Addendum 2024-2025

### Additional Targeted Support and Improvement (ATSI) ▾

Oropeza Elementary School ▾

If ATSI, identify subgroups:

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

### Attestation:

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

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

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

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

Date Approved by SSC

11/18/2024

Signature of Principal



Signature of SSC Chair



## Resource Inequities

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

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

**There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.

**There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

**There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

**Comments about Resource Inequities** *(optional)*



## Support for Schools as identified in LBUSD's LCAP

### Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year

timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

## Monitoring and Evaluating Effectiveness

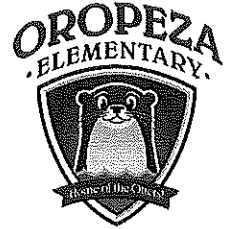
To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will be customized by schools but follow a common structure:

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

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.

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## Home/School Compact

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

### The School

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

### The Home

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

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

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Teacher's Signature

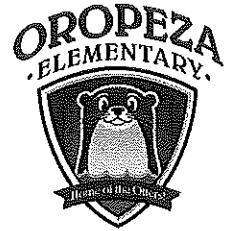
\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Student

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## Hogar/Escuela Compacto

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

### La escuela

- ❖ OES proporcionará instrucción diaria centrada en los Estándares Estatales.
- ❖ OES proporcionará instrucción diaria organizada, preparada y bien planificada.
- ❖ OES proporcionará instrucción respaldada por tecnología.
- ❖ OES trabajará para desbloquear el potencial de cada estudiante.
- ❖ OES brindará instrucción en Mentalidad de crecimiento para ayudar a los estudiantes a alcanzar su máximo potencial.
- ❖ OES proporcionará una base sólida para que los estudiantes estén preparados para la universidad y una carrera.
- ❖ OES brindará a los estudiantes un entorno seguro y bien administrado, tanto dentro como fuera del aula.
- ❖ OES proporcionará un entorno para el programa extracurricular WRAP.
- ❖ OES proporcionará intervenciones para estudiantes con dificultades que incluyen, entre otras: Equipo de éxito estudiantil, intervencionista, tutoría después de clases (algunas basadas en los fondos disponibles).
- ❖ OES proporcionará incentivos positivos para la asistencia regular a la escuela.
- ❖ OES monitoreará de cerca la asistencia diaria de los estudiantes y hará el seguimiento correspondiente.
- ❖ OES monitoreará el progreso de los estudiantes de manera significativa y mensurable.
- ❖ OES compartirá el progreso de los estudiantes con los padres de manera significativa y oportuna.
- ❖ OES responderá a las inquietudes de los padres de manera oportuna y respetuosa.
- ❖ OES alentará a los padres/tutores a involucrarse en la escuela participando en una variedad de organizaciones (es decir, VIPS, PTO, Consejo Escolar, ELAC, reunión de padres cada mes, Noche de Regreso a la Escuela, Casa Abierta, Clases para Padres, etc.).
- ❖ OES tratará a cada alumno con amabilidad y respeto.

### El hogar

- ❖ Durante el aprendizaje a distancia, los padres/tutores ayudarán a que el niño asista a las sesiones de Zoom diariamente.
- ❖ Los padres/tutores de OES enviarán a sus hijos a la escuela todos los días bien descansados (establezcan una rutina adecuada para acostarse), con buena salud y listos para aprender.
- ❖ Los padres/tutores trabajarán en colaboración con la escuela para ayudar a los estudiantes a alcanzar su máximo potencial.
- ❖ Los padres/tutores de OES se asegurarán de que sus hijos coman un desayuno saludable, ya sea llevándolos a la escuela entre las 7:15 y las 7:45 a. m. para comer en la cafetería o brindándoles un desayuno saludable en casa antes de venir a la escuela.
- ❖ Los padres/tutores de la Escuela Primaria Oropeza se asegurarán de que sus hijos de 1º a 3º lleguen a más tardar a las 7:55 y estén en fila a las 8:00. Los estudiantes de 4to y 5to grado caminan a clase cuando suena el timbre de las 7:55 y están en clase a las 8:00.
- ❖ Los padres/tutores de OES recogerán a sus hijos a tiempo todos los días después de la escuela. El parque infantil cierra todos los días a las 15:00 horas. Todos los estudiantes deben ser recogidos a más tardar a las 3:00.
- ❖ Los padres/tutores de OES enviarán a sus hijos a la escuela todos los días vestidos con uniformes limpios. En Oropeza, los uniformes consisten en pantalones de color azul oscuro; camisas con cuello blanco, rojo, azul oscuro o celeste; camisetas con el logo de la escuela; zapatos cerrados y calcetines.
- ❖ Los padres/tutores de OES ayudarán a sus hijos con sus tareas para asegurarse de que el trabajo se haga CUIDADOSAMENTE y COMPLETAMENTE.
- ❖ Los padres/tutores de OES leerán y/o escucharán a sus hijos leer al menos 20 minutos cada noche.
- ❖ Los padres/tutores de OES asistirán a una conferencia de padres/maestros en el otoño, así como en otros momentos durante el año escolar si es necesario, para discutir el progreso de sus hijos.
- ❖ Se recomienda encarecidamente a los padres/tutores que se involucren en la escuela participando en una variedad de organizaciones (es decir, VIPS, PTO, Consejo Escolar, ELAC, reunión de padres cada mes).

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

Firma del director: \_\_\_\_\_  
Firma de los padres: \_\_\_\_\_

Firma del maestro/a: \_\_\_\_\_  
Alumno/a: \_\_\_\_\_

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## Parental Involvement Guidelines

*Revised October, 2024*

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

### **PART I**

Oropeza Elementary School agrees to implement the following requirements:

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

### **PART II**

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

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

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

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

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

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

SSC will do the following at the regular meetings:

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

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

## PART III

### SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

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

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

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

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

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

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

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

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

6. Oropeza Elementary will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Under the direction of the principal, various OES staff members will do the translations of written materials/notifications that are sent to parents

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

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

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

\* \* \* \* \*

**PART V.  
ADOPTION**

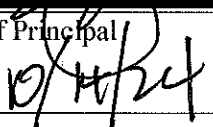
The Jenny Oropeza Elementary Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/14/24 and will be in effect for the period of 2 years. The school will distribute the Guidelines to all parents on or before November 29, 2024.



Signature of School Site Council Chairperson



Signature of Principal

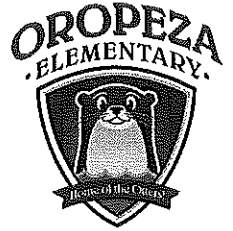


Date



# Jenny Oropeza School ♦ “Home of the Otters!”

700 Locust Avenue ▪ Long Beach, CA 90813 ▪ (562) 436-4420  
<https://oropeza.lbschools.net/>



## Guías de participación de los padres

*Revisado en octubre de 2024*

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

### **PARTE I**

OES se compromete a implementar los siguientes requisitos:

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

### **PARTE II**

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

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

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

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

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

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

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

El SSC hará lo siguiente en las reuniones regulares:

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

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

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

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

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

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

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

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

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

- Talleres para padres; encuestas para padres
- reunión de padres cada mes

- El boletín informativo Título 1
- Noche de regreso a clases, conferencias de padres y maestros, jornada de puertas abiertas
- En las reuniones del SSC, ELAC y PTO

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

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

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

- En las reuniones del Consejo Escolar

### **PARTE III**

### **RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES**

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

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

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

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

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

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

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

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

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

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

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

#### **PARTE IV**

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

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

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

\* \* \* \* \*

**PARTE V**

**ADOPCIÓN**

Las Guías de participación de los padres de la escuela primaria Jenny Oropeza han sido desarrolladas conjuntamente y acordadas por los padres de niños que participan en los programas del Título I, Parte A. Las guías fueron adoptadas por los miembros del Consejo Escolar del sitio el 10/14/24 y estarán vigentes por un período de 2 años. La escuela distribuirá las Guías a todos los padres el 29 de noviembre de 2024 o antes.

[Redacted Signature]

\_\_\_\_\_  
Presidente/a del Concilio Escolar

[Redacted Signature]

\_\_\_\_\_  
Director

10/14/24

\_\_\_\_\_  
Fecha