LONG BEACH
UNIFIED • SCHOOL • DISTRICT

# Twain Elementary

School Plan for Student Achievement

2024-2025

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

Needs Assessment·

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

**Accountability Measure I: Increase Achievement·**

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

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

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

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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

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

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

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

**Goal 1: Reading: Proficiency**
The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

**Goal 2: Reading: Acceleration**
The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

**Goal 3: Algebra Proficiency**
In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

**Goal 4: College & Career Readiness**
In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

**DCAC Recommendations:**

**Recommendation 1:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
**Recommendation 2:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
**Recommendation 3:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

**DELAC Recommendations:**

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

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

> The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.
>
> Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.
>
> The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)
>
> The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.
>
> **Title I Schools**
>
> The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

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

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

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

## Comprehensive Needs Assessment: English-Language Arts

### ELA Findings

Grades 3-5 Goals:
One Year of Academic Growth: All students in Grades 3-5 will achieve at least one year of growth in literacy and math by June 2025.
ELA: Increase the percentage of students meeting/exceeding SBAC standards from 50.8% to 59%.

Accelerated Growth:
ELA: 35% of students who scored Not Met or Nearly Met on the prior year's SBAC will achieve their growth target in June 2025, up from 25%.

Grades K-2 Goals:
Foundational Reading Skills:
By June 2025, 85% of students in Grades K-2 will achieve proficiency on the Foundational Reading Skills Assessment, up from 80.6% in June 2024.

### ELA Goals

By June 2025, all Grades 3-5 students will achieve at least one year of academic growth in ELA.

Through high-quality core instruction, teachers will continue to align their lessons with the learning targets set by the Common Core Standards in English Language Arts (ELA). They will implement Frogtastic practices daily with rigor. Furthermore, they will monitor data to adjust lessons as needed to ensure that all students succeed in achieving the Graduate Portrait of LBUSD.

## Comprehensive Needs Assessment: Mathematics

## Math Findings

Grades 3-5 Goals:
One Year of Academic Growth: All students in Grades 3-5 will achieve at least one year of growth in literacy and math by June 2025.
Math: Increase the percentage of students meeting/exceeding SBAC standards from 40.7% to 55%.

Accelerated Growth:
Math: 28.7% of students who scored Not Met or Nearly Met on the prior year's SBAC will achieve their growth target, up from 18.7%.

## Math Goals

Through high-quality core instruction, teachers will continue to align their lessons with the learning targets set by the Common Core Standards in Math. They will implement Frogtastic practices daily with rigor. Furthermore, they will monitor data to adjust lessons as needed to ensure that all students succeed in achieving the Graduate Portrait of LBUSD.

i-Ready Math Diagnostic for Grades 1-2:
By March 2025, 48.7% of students will score Early On or Mid-Above on the i-Ready Math Diagnostic 3 assessment, up from 38.7% in March 2025.

# Comprehensive Needs Assessment: English Learners

## English Learner Findings

Cross-Grade Goal for K-5:
English Learner Progress:
50% of English Learners in Grades K-5 will make progress toward English language proficiency, as measured by the English Learner Progress Index (ELPI), by June 2025, up from 46% in June 2024.

## English Learner Goals

Grades K-5
Through high-quality core instruction, teachers will continue to align their lessons with the learning targets set by the Common Core Standards in dELD by incorporating integrated and designated dELD. They will implement Frogtastic practices daily with rigor. Furthermore, they will monitor data to adjust lessons as needed to ensure that all students succeed in achieving the Graduate Portrait of LBUSD.

50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024

# Comprehensive Needs Assessment: Culture/Climate Domain

## Culture/Climate Findings

Pulse Data:
Identity: 79%
Belonging: 76%
Agency: 76%

By June 2025, cultivate and foster Identity, belonging, and agency by implementing Understanding 6 Equitable and Inclusive Learning Environments as measured by the QCI classroom observation tool. Black/African American and students who are mutliple races grade 4th and 5th students sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2025 on the Pulse Survey.

## Culture/Climate Goals

Culture/Climate SEL & Harmony SMART Goals:
By June 2025, all Twain students will show at least 5% increase in identity, belonging, and agency as measured by Pulse/CORE student survey targeting students with disabilities, multiple races, black students, and ELs by using Tier 1, 2 & 3 resources/supports (ex) Harmony, assemblies, SEL week, student council, school-wide PBIS, and push-in tier 1 support.

Implement Harmony daily practices and support opportunities for students to interact with peers and participate in dialogue and decision-making about issues related to the classroom community as measured by site implementation goals and the Pulse Survey.

Student sense of belonging will increase by 5%, from 76% to 81%, student identity will increase by 5% from 79% to 84%, and student agency will increase 5% from 76% to 81% as measured by the Pulse Survey.

Culture/Climate goal(s):
If we create a safe and equitable environment that celebrates and honors all Twain students, they will feel accepted, valued and included, resulting in a more positive outlook regarding their academic growth and progress through school-wide guidelines for success, Positive Behavior Intervention System (PBIS) supports, and Safe & Civil.

Progress Monitoring:
Every quarter a PDSA cycle is completed; teachers submit their data and the Literacy and Math team will review, analyze and create and plan for next steps. The information is shared with teachers and next steps are announced . As each cycle progresses, teachers will adjust plans and activities as needed.
By June 2025, cultivate and foster Identity, belonging, and agency by implementing Understanding 6 Equitable and Inclusive Learning Environments as measured by the QCI classroom observation tool. Black/African American grade 4th and 5th students sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2025 on the Pulse Survey.

Through a school wide behavior support system teachers and school staff will implement (Harmony Goals, Twain's Guidelines for Success, and Habits of a Scholar) to embody the Graduate Portrait of Vision 2035.

Equity and Inclusion Goals by June 2025:
Cultivating Identity, Belonging, and Agency:
Foster a stronger sense of identity, belonging, and agency in students by implementing the Understanding 6 Equitable and Inclusive Learning Environments framework.
Progress will be monitored through the QCI classroom observation tool.
Equitable Sense of Identity and Belonging for Black/African American Students:
Ensure that Black/African American students in Grades 4 and 5 have a sense of personal identity, belonging, and agency equal to or exceeding that of all other student groups, as measured by the Pulse Survey.

## Comprehensive Needs Assessment: SPSA Effectiveness

| SPSA Effectiveness | | | | |
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| **Area** | **Prior Year Goal** | **Status** | **Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment** | **For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals** |
| ELA | 1) Literate Prepared SMART Goals:<br>By June 2024, all students will achieve one year of academic growth and students performing below grade level will demonstrate greater than one year of growth as indicated on FRSA, iReady Diagnostic, and SBAC annual results using tier 1, 2, and 3 support systems (TOSA).<br><br>TK-2 Literacy will: | Goal Partially or Not Met | TK-2 Literacy will: -deliver explicit and systematic foundational skills lessons with diagnostic screeners and data-driven small group instruction and in (K-2) begin the implementation of the Heggerty Strategies. -plan opportunities for students to practice skills collaboratively and independently - use daily decoding routines, phonics practice with decodable readers, and vocabulary routines grounded in phonological awareness, phonics, morphology, | As part of the modifications, the following initiatives will be implemented to support both academics and social-emotional health at Twain:<br><br>Academics and Culture and Climate<br><br>Continue with Hegerty, DDR, and dELD to support Foundational Reading Skills Assessments (FRSA).<br><br>Implement the new Whole GATE Certification Program for all students, using Depth and Complexity icons to promote higher-level thinking and rigor, benefiting students by |

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| | -deliver explicit and systematic foundational skills lessons with diagnostic screeners and data-driven small group instruction and in (K-2) begin the implementation of the Heggerty Strategies.<br><br>-plan opportunities for students to practice skills collaboratively and independently<br><br>-use daily decoding routines, phonics practice with decodable readers, and vocabulary routines grounded in phonological awareness, phonics, morphology, and meaning across content areas.<br><br>-FRSA will increase by 10% from 47% to 57% for all students, by 10% from 41% to 51% for AA students, and by 10% from 47% to 57% for Multilingual (EL) students<br><br>Progress Monitoring:<br>Every quarter a PDSA cycle is completed; teachers submit thiere data and the literacy and Math team reviews, analyze and create the next steps. Information is shared with teachers and next steps are announced . As each | | and meaning across content areas.<br><br>Grades K-2<br>3. 85% of K-2nd grade students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from _75% in June 2024.<br><br>ES 49% of Grade 1-2 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 39% in March 2025<br>.<br>Grades K-5<br>4. 50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024 | enhancing their critical thinking and problem-solving skills.<br><br>Maintain Quality Core Instruction through ongoing district and onsite professional development (PD).<br><br>Provide additional interventions both during and after school to meet individual student needs.<br><br>Continue teaching Math with a focus on connecting concepts to real-world experiences, making learning relevant and engaging.<br><br>Ongoing co-teaching support from the literacy TOSA (Teacher on Special Assignment) and IIC (Instructional Improvement Coach).<br><br>Co-teaching support from our facilitator to enhance instructional practices.<br><br>Implement "Frogtastic" practices for classroom management and student engagement.<br><br>Ongoing support from the principal through constructive teacher feedback.<br><br>Implement RACE in writing to help student develop better writing skills.<br><br>These modifications aim to enhance academic growth and foster a positive, supportive environment for all students. |

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| | cycle progresses teachers will adjust plans and activies as needed. | | | - |
| Math | 1) Mathematically Prepared SMART Goals:<br>By June 2024, all students will achieve one year of academic growth and students performing below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic using tier 1, 2, and 3 support systems (Literacy and Math TOSA).<br><br>3-5 Math<br>-develop effective means for teaching the content to diverse student populations with coherence (learning across grades linked to major topics within grades), focus on grade-level standards, and rigorous instruction developed with conceptual understanding, procedural skill and fluency, application, and perseverance in solving them.<br><br>-be supported by my math lead to ensure quality core instruction, mathematical shifts, deeper knowledge of math standards, | Goal Partially or Not Met | 1) Mathematically Prepared SMART Goals: By June 2024, all students will achieve one year of academic growth and students performing below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic using tier 1, 2, and 3 support systems (Literacy and Math TOSA).<br><br>Grades 3-5<br>1. All LBUSD students will achieve at least one year of academic growth in literacy and math by June 2025.<br>ELA 59% of 3-5 students will score Met/Exceeded on SBAC, up from 50.8%.<br>Math: 55% of 3-5 students will score Met/Exceeded on SBAC, up from 40.7%.<br><br>2. 35% Grade 4-5 students who were Not Met or Nearly Met on the prior year's SBAC ELA and Math will meet their accelerated growth target in June 2025, up from 25% in June 2024. | 3-5 Math Goal and Implementation Plan<br><br>Instructional Focus: Develop effective strategies for teaching math to diverse student populations with coherence across grades, focusing on grade-level standards and delivering rigorous instruction. Emphasis will be on conceptual understanding, procedural skill, fluency, application, and perseverance in problem-solving.<br><br>Support and Professional Development: Teachers will receive support from the math lead to ensure high-quality instruction aligned with mathematical shifts, a deeper understanding of math standards, growth in assessments, and adherence to unit guides and the 8 Mathematical Practices.<br><br>Targeted Growth Goals:<br><br>iReady Math: Increase overall student proficiency by 10%, from 66% to 76%; increase proficiency for African American students from 23% to 44%; increase proficiency for English Learner (EL) students from 36% to 46%.<br>SBAC Math: Increase overall student proficiency by 10%, from 46% to 56%; increase proficiency for African American students from 16% to 26%; increase proficiency for Multilingual (EL) students from 27% to 37%. |

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| | assessment growth, and fidelity to the instructional design of the unit guides, and 8 Mathematical Practices<br><br>-iReady math will increase by 10% from 66% to 76% for all students, by 10% from 23% to 44% for AA students, and by 10% from 36% to 46% for EL students<br><br>-SBAC math will increase by 10% from 46% to 56% for all students, by 10% from 16% to 26% for AA students, and by 10% from 27% to 37% for Multilingual (EL) students<br><br>Progress Monitoring:<br>Every quarter a PDSA cycle is completed; teachers submit their data and the Literacy and Math team will review, analyze and create and plan for next steps. The information is shared with teachers and next steps are announced . As each cycle progresses, teachers will adjust plans and activities as needed. | | ES. 49% of Grade 3-5 students will be Early On or Mid-Above on their i-Ready Math Diagnostic 3 assessment in March 2025, up from 39% in March 2024. | Progress Monitoring: Each quarter, a Plan-Do-Study-Act (PDSA) cycle will be completed. Teachers will submit data, and the Literacy and Math team will review and analyze results, creating a plan for next steps to be shared with teachers. Adjustments to plans and activities will be made as needed based on each cycle's findings. |

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| English Learner | 1) By June 2024, Multilingual Learners (ELLs) will increase the number of Some/Moderate or Well Developed by one level.<br>By June 2024, Multilingual Learners (ELLs) students scoreing met or exceeded on SBAC will increase from 41% in SBAC Math to 51% and 56% in SBAC ELA to 66%. | Goal Met | Twain is supporting our English Language Learners (ELL) through a range of specialized programs. Our team is committed to fostering language growth and academic success for each student.<br><br>To strengthen language skills, we're implementing designated English Language Development (dELD) during dedicated instructional times, as well as integrated ELD within students' regular classrooms. These programs are designed to ensure that your child receives focused instruction to improve their English proficiency.<br><br>Additionally, through quality core instruction, teachers provide targeted lessons to meet the unique needs of each student. By offering this well-rounded support, we are confident that all students will have the tools they need to thrive | Twain will continue supporting our English Language Learners (ELL) through a range of specialized programs. Our team is committed to fostering language growth and academic success for each student.<br><br>To strengthen language skills, we're implementing designated English Language Development (dELD) during dedicated instructional times, as well as integrated ELD within students' regular classrooms. These programs are designed to ensure that your child receives focused instruction to improve their English proficiency.<br><br>Additionally, through quality core instruction, teachers provide targeted lessons to meet the unique needs of each student. By offering this well-rounded support, we are confident that all students will have the tools they need to thrive |
| Culture/Climate | 1) Culture/Climate SEL & Harmony SMART Goals:<br>By June 2024, all Twain students will show at least 10% increase in identity, belonging, and agency as measured by Pulse/CORE student survey targeting students with disabilities, black students, and ELs by using Tier 1, 2 & | Goal Met | 1) Culture/Climate SEL & Harmony SMART Goals: By June 2025, all Twain students will show at least 10% increase in identity, belonging, and agency as measured by Pulse/CORE student survey targeting students with disabilities, black students, and ELs by using Tier 1, 2 & 3 resources/supports | Culture and Climate Goal<br><br>Harmony Daily Practices: Implement daily Harmony practices to support peer interactions, fostering dialogue and student-led decision-making on classroom community topics. This will be supported by the SEL Facilitator and monitored through site implementation goals and the Pulse Survey. |

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| | 3 resources/supports (ex) Harmony, assemblies, SEL week, student council, school-wide PBIS, and push-in tier 1 support.<br><br>Implement Harmony daily practices and support opportunities for students to interact with peers and participate in dialogue and decision-making about issues related to the classroom community as measured by site implementation goals and the Pulse Survey with support from the SEL Facilitator.<br><br>Student sense of belonging will increase by 10%, from 77% to 87%, student identity will increase by 10%, and student agency will increase 10% from 82% to 92% as measured by the Pulse Survey.<br><br>Culture/Climate goal(s):<br>If we create a safe and equitable environment that celebrates and honors all Twain students, they will feel accepted, valued and included, resulting in a more positive outlook regarding their academic growth and progress through school-wide guidelines for success, Positive Behavior | | (ex) Harmony, assemblies, SEL week, student council, school-wide PBIS, and push-in tier 1 support. | Targeted Growth Outcomes:<br><br>Increase student sense of belonging by 10%, from 77% to 87%.<br>Increase student identity by 10%.<br>Increase student agency by 10%, from 82% to 92% (as measured by the Pulse Survey).<br>Culture and Climate Goal: Create a safe and equitable environment that celebrates and honors all Twain students, making them feel accepted, valued, and included. This will positively impact students' academic outlook through school-wide guidelines for success, Positive Behavior Intervention and Support (PBIS), and Safe & Civil practices.<br><br>Progress Monitoring: Every quarter, a Plan-Do-Study-Act (PDSA) cycle will be completed. Teachers will submit data, and the Literacy and Math teams will review and analyze findings, creating a plan for next steps to be shared with teachers. Adjustments to plans and activities will be made as each cycle progresses to better meet student needs. |

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| | Intervention System (PBIS) supports, and Safe & Civil.<br><br>Progress Monitoring:<br>Every quarter a PDSA cycle is completed; teachers submit their data and the Literacy and Math team will review, analyze and create and plan for next steps. The information is shared with teachers and next steps are announced . As each cycle progresses, teachers will adjust plans and activities as needed. | | | |

## Program Impact

| Program | ELA Impact | Math Impact | EL Impact | Climate Impact |
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| The additional after school tutoring and Saturday enrichment will provide intervention for our at-risk students. Interventions will include ELA/Math. (IN 3) | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact | Strong Positive Impact |

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| Each grade level will have 1 collaborative opportunities to participate in a full day of data analysis, lesson planning, and designing intervention strategies that will move instruction forward. Working together, grade levels will review and utilize the overall school and grade levels' goals to progress monitor students' assessment results. Teachers will also utilize the district's Scope and Sequence for ELA and Math to plan for upcoming lessons. Each teacher will receive an all day sub for the planning day which will take place on campus alongside the Principal, Intervention Specialist, and Literacy Coaches.<br><br>They will also participate in an afterschool PD (iReady) 50 minutes past their scheduled time.<br><br>(PD 1) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful |
| Teachers use magazines to supplement their instruction (Social Studies Weekly /Scholastic News) Each grade level will be allocated $500. (SM 1) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful |
| Twain Elementary would like to renew our Reflex subscription to support our students with their math facts proficiency. The program will be used during small group instruction, individual, and to support the learning at home. (SM 2) | (Does not apply to this goal) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful |
| The additional supplemental materials (Heggery) and other books will support teachers in their teaching instruction and intervention. (SM 3) | Strong Positive Impact | (Does not apply to this goal) | Strong Positive Impact | Strong Positive Impact |
| The supplemental materials will support our Culture & Climate, Pulse Survey (student agency, identify, and sense of belonging) by supporting our schoolwide programs and attendance (absenteeism). (SM 4) | Somewhat Impactful | Somewhat Impactful | Somewhat Impactful | Strong Positive Impact |

## Accountability Measure 1: Increase Achievement

| Core Program - English Language Arts | | |
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| **Curriculum/Instruction** | **Assessments** | **Resources/Materials** |
| All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development | 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 | Wonders / Maravillas (Dual Immersion) and associated ancillary materials<br>McGraw-Hill |

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| Standards for English learner students, with an intense focus on:<br>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.<br>• Reading and Writing grounded in evidence from text.<br>• Regular practice with complex text and its academic vocabulary with intensity.<br><br>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.<br>• District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.<br>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.<br><br>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.<br>• District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.<br>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. | that require:<br><br>Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading, listening, and language.<br><br>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.<br><br>Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response.<br>K - 2: Foundational Reading Skills Assessment (FRSA)<br>3 – 5: Smarter Balanced Assessment Consortium summative Assessments | Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.<br><br>Content Area textbooks (e.g. Health, Science, Social Studies)<br><br>Supplemental Reading materials matched to students' instructional Reading level (Newsela)<br><br>Thinking Maps<br><br>i-Ready Personalized Learning<br><br>ELLevation<br><br>iReady |

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## Core Program - Writing

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

| Core Program - Math | | |
|---|---|---|
| **Curriculum/Instruction** | **Assessments** | **Resources/Materials** |
| All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:<br>• Strategically focusing where the Standards focus<br>• Coherence: think across grades and link to major topics within grades<br>• Rigor: require conceptual understanding, procedural skill and fluency<br><br>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.<br><br>As part of the K-5 Units of Instruction, all K-5 students will engage in:<br>• Daily Math Routines<br>• Math Tasks<br>• Mathematical Discourse<br>• ST Math Puzzle Talks | Formative Assessment Lessons embedded into the Unit of Instruction<br><br>End-of-Unit Assessment embedded into the Unit of Instruction<br><br>SBAC Summative assessment (Grades 3-8) | LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines<br><br>HMH - GoMath Textbook Series<br><br>ST Math Individual Journey |

## Interventions

| Identify Data and Describe Student Needs | ACTION Description of Scientifically-based Intervention | List the sub-groups served | Funding Source and Cost | Time Frame and Frequency of Program | Personnel Delivering the Intervention | Progress Monitoring |
|---|---|---|---|---|---|---|
| Provide support for iReady/SBAC in ELA and Math for nearly met students. SBAC ELA\|50, Elementary Reading - FRSA\|50 | The additonal funding would provide tutoring outside of school hours in the fall, to provide much needed intervention in Math and ELA for our nearly met students. | All Students, Identified At-Risk Students, Low SES | LCFF $8,627 Title 1 $6,620 Teacher Hourly P Schedule ( 6 ) for 26 hours annually - LCFF 50%; Title 1 50% Manager Additional Assignment ( 1 ) for 16 hours annually - LCFF 100% | 08/27/2024 - 06/30/2025 Weekly | Principal IIC Teachers Literacy TOSA | 6-8 weeks SBAC ELA\|50, Elementary Reading - FRSA\|50 |
| At risk and nearly met. Core Curriculum\|100 | The supplemental materials will support our Culture & Climate, Pulse Survey (student agency, sense of belonging) by supporting our schoolwide programs, technology, and attendance. | All Students | LCFF $10,000 Materials - LCFF 100% | 08/27/2024 - 06/30/2025 Weekly | Principal, Councelor, IIC, and Literacy teacher | 6-8 weeks of intervention and monitoring. Core Curriculum\|100 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Teachers use magazines to supplement their instruction (Social Studies Weekly /Scholastic News) Each grade level will be allocated $500. Core Curriculum\|100 | Teachers use magazines to supplement their instruction (Social Studies Weekly /Scholastic News) Each grade level will be allocated $500. | All Staff | LCFF $3,500 Materials - LCFF 100% | 08/27/2024 - 06/30/2025 Daily | TK-5th grade | Observations Core Curriculum\|100 |
| Any student needing support in math facts. Core Curriculum\|100 | Twain Elementary would like to renew our Reflex subscription to support our students with their math facts proficiency. The program will be used during small group instruction, individual, and to support the learning at home. | All Students | Title 1 $2,900 Materials - Title 1 100% | 08/27/2024 - 06/30/2025 Weekly | All TK-5th grade teachers and math lead. | Every 6-8 weeks. Core Curriculum\|100 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Student social-emotional health Culture & Climate Attendance/Chronic Absenteeism Rate\|50, Culture-Climate Survey (Student-Staff)\|30, Culture-Climate Survey (Parent)\|20 | Additional 50% SEL Facilitator will be an extension to provide SEL support and meeting compliance requirements. Additionally, the position will work on strengthening parent engagement and building community to our school. Both ELAC and SSC communities requested for staff members to work with both parents and students. The SEL Facilitator will also provide much needed social-emotional support in the areas of student agency, a sense of belonging, and identity to support that will support their behavior and academincs. | All Parents, All Students, English Learners, Foster, Identified At-Risk Students | Title 1 $90,298 Program Facilitator .5 FTE - Title 1 100% | 07/01/2024 - 06/30/2025 Weekly | Principal SEL Facilitator Counselor | Principal, SEL Facilitator, and Counselor will meet bi-weekly to look a data and plan for next steps to support both students and parents. Attendance/Chronic Absenteeism Rate\|50, Culture-Climate Survey (Student-Staff)\|30, Culture-Climate Survey (Parent)\|20 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Tier 2/3 students at promise students. SBAC ELA\|50, Culture-Climate Survey (Student-Staff)\|50 | The additional Psychologist time will provide much needed supports and interventions to our Tier 2 and 3 students before an assessment plan is needed for academic and social-emotional support. | All Students, English Learners, Identified At-Risk Students | Title 1 $37,035 Psychologist .2 FTE - Title 1 100% | 07/01/2024 - 06/30/2025 Weekly | Pschologit Principal | Through weekly visits with principal, counselor, SEL Facilitator, the team will analyze data to support students in their academics and behavior. SBAC ELA\|50, Culture-Climate Survey (Student-Staff)\|50 |
| Supervision of students (morning, lunch, and after school) Culture-Climate Survey (Student-Staff)\|50, Culture-Climate Survey (Parent)\|50 | Recreation aides will support student safety and civility and support positive student behaviors in the school environment through supervision of common areas | All Students | LCFF Rec $49,533 Hourly - Recreation Aide ( 8 ) for 314 hours annually - LCFF Rec 100% | 07/01/2024 - 06/30/2025 Daily | Principal Office Supervisor | CORE survey results Culture-Climate Survey (Student-Staff)\|50, Culture-Climate Survey (Parent)\|50 |

## Program Description for Transitions

| Preschool Transition | Gr. 5 to MS Transition | Gr. 8 to HS Transition |
|---|---|---|
| Transitional Kindergarten and CDC staff will provide orientation and printed materials on topics to support school readiness and home/school partnership. | Counselor, administrators, office staff ,and 5th grade teachers will support families with the Middle School of Choice process and transition to 6th grade. | NA |

## Accountability Measure 2: Organizational Climate

| Organizational Climate | | | | | |
|---|---|---|---|---|---|
| **Identified Need(s)** | **Program & Materials** | **Funding Source & Cost** | **Time Frame** | **Personnel** | **Progress Monitoring for Assessing Effectiveness** |
| Key Analysis Points and Findings – Pulse Survey<br><br>23-24/24-25<br><br>Identity: 82%/79% (-3 points)<br><br>Agency: 82%/76% (-6 points)<br>Belonging: 82/76% (-6 points)<br><br>Goal: By June 2025, we aim to achieve 85% or above across all Pulse Survey categories. | Harmony Program<br>PBIS Supports<br>MTSS Supports<br>School Wide Incentives | Title I | September 2024-June 2025 | Principal<br>Parent Engagement Facilitator<br>Counselor<br>Psychologist<br>Teachers | Pulse Survey every quarter |

## Accountability Measure 3: Professional Development

## Professional Development

| Identified Need(s) | Planned Staff Development | Funding Source & Cost | Dates/Hours of Training Session | Personnel | Tools Used for Monitoring Implementation & Effectiveness |
|---|---|---|---|---|---|
| At risk and nearly met students. Core Curriculum\|100 | Additional hourly to support professional development planning that will support SEL, ELA, and Math. Addtionally, the resources will support quality core instruction in the classroom and Vision 2035. Additionally, the funds will provide grade level pull-outs and will provide money for substitute teachers needed for knee to knee conferences. | Title 1 $5,609 Teacher Hourly Extra Comp ( 10 ) for 6 hours annually - Title 1 100% | 08/27/2024 - 06/30/2025 Biweekly | Principal, IIC, Literacy Teacher, Facilitator, select teachers, and Facilitator. | 6-8 week monitoring. |

## Describe Teacher Involvement

Through onsite and off-site professional development in quality core instruction, teachers will collaborate at grade-level meetings and all-day planning days to dive deeper into their teaching and provide the necessary support for all students so that they embody the Graduate Portrait of LBUSD.

## Accountability Measure 4: Parent & Community

| Parent and Community Involvement | | | | | |
|---|---|---|---|---|---|
| **Identified Need(s)** | **Program & Materials** | **Funding Source & Cost** | **Time Frame** | **Personnel** | **Method for Assessing Effectiveness** |
| Literacy, Math, SEL, Parenting Partners (Calm & Kind) Family Workshops | Parenting Partners<br><br>Staff and school community will provide Family Workshops that connect to Literacy, Math, SEL and parenting to teach families how to work with their child at home. | Parent Inolvment Funds<br><br>$1,000 | At least 10 sessions for the 2024-2025 school year. | IIC/Math, Literacy Teacher, Facilitator, Principal, and community members | Sign-in sheets, parent surveys, and overall parent support and participation. |

## 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) | 179485 |
| Title I Parent and Family Involvement (3008) | 2470 |

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 | 35000 |

* 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 | Juan Gonzalez | 10-02-2026 |
| Staff | Classroom Teacher | Onti Martinez | 10-02-2025 |
| Staff | Classroom Teacher | Ryan Campbell | 10-02-2026 |
| Staff | Classroom Teacher | Miranda Alford | 10-02-2026 |
| Staff | Other School Personnel | Lupita Esquivias | 10-02-2025 |
| Community | Parent/Community Member | [redacted] Navarro | 10-02-2025 |
| Community | Parent/Community Member | [redacted] Mogharabi | 10-30-2026 |
| Community | Parent/Community Member | [redacted] Edwards | 10-02-2025 |
| Community | Parent/Community Member | [redacted] Gonzalez | 10-02-2026 |
| Community | Parent/Community Member | [redacted] Roberts | 10-02-2026 |

## 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) | [redacted] Rodriguez |
| DELAC Representative | Parent of EL Student (required) | [redacted] Hernandez |
| Principal or Designee | Staff Member (required) | Juan Gonzalez |
| Secretary | Parent of EL Student (required) | [redacted] Siklaoui |

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

# ELAC Recommendations

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

| Question | Answer |
|---|---|
| 1. Does the school have more than 20 EL students enrolled? | Y |
| 2. At which ELAC meeting did ELAC approve its Recommendations? | 10/14/2024 |
| 3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement: | After School Tutoring/Saturday School<br>Primary Language Support for Culture and Climate (Office needs)<br>Parent Workshops<br>Designated ELD |
| 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<br>SBAC Math for EL students<br>EL Student Grades<br>RFEP Student Grades<br>CELDT/ELPAC Results<br>Reclassification Data<br>Language Census Data<br>EL Attendance Rates |
| 5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations | 10/30/2024 |

| | |
|---|---|
| 6. What was SSC's response to ELAC recommendations? | -Primary Language support is provided during parent/teacher conferences and through rec. aide staff (additional hourly)<br>-Funding for Saturday school and afterschool tutoring approved<br>-Parent workshops will be offered throughout the year. After school childcare will be provided using parent involvement fund<br>-Teachers will be provided with release time for implementation planning time for ELD training implementation. |

# Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 10/30/2024
2. The SSC approved the **Home-School Compact** on 10/02/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/02/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/18/2024
5. SSC Participated in the Annual Evaluation of SPSA:11/20/2024
6. The SPSA was approved at the following SSC Meeting: 11/20/2024

LBUSD Board of Education Approval Date:

Signatures:

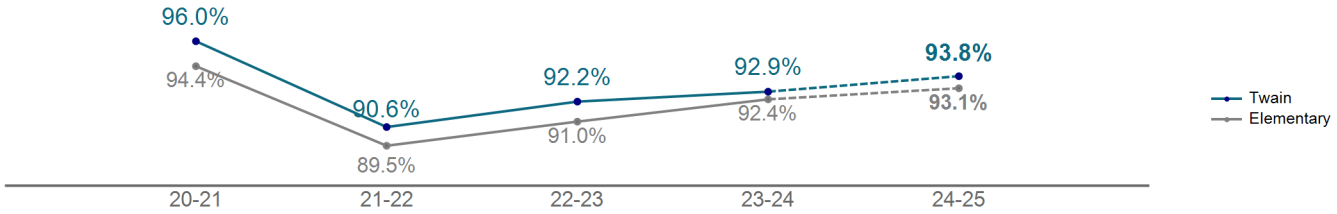
Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

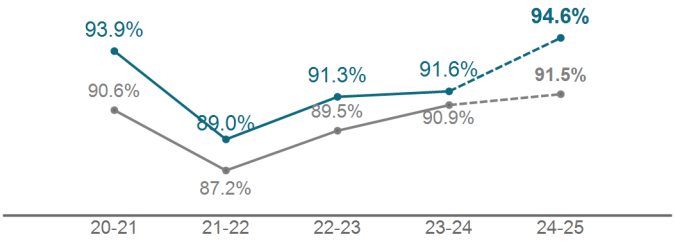
ELAC Chair: _____ Printed Name: _____ Date: _____

# Attendance Rate

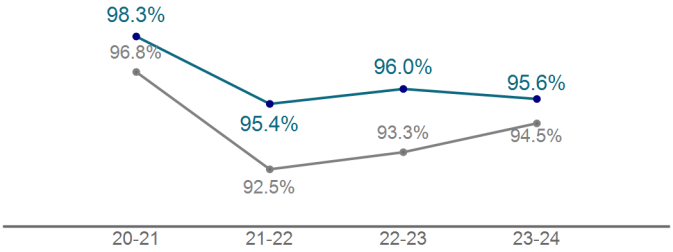
## Twain
**All Students**
**N = 478**




## African American
**N = 72**



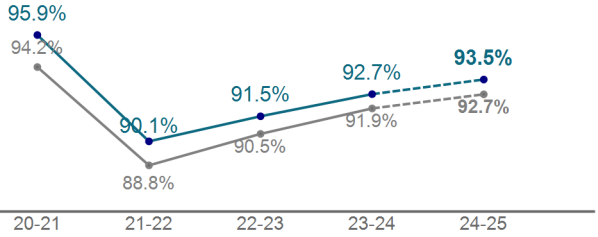

## Asian




## Filipino

Subgroup with fewer than 20 students.

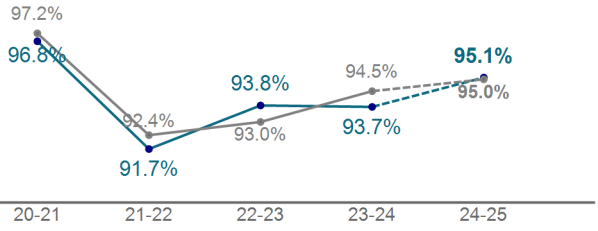
## Hispanic
**N = 263**




## Pacific Islander

Subgroup with fewer than 20 students.

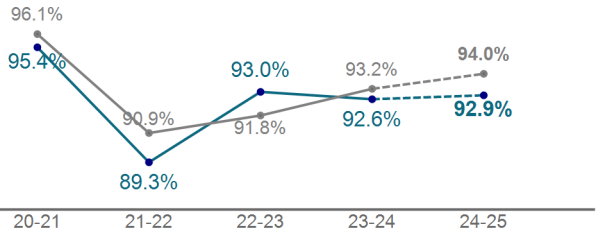
## White
**N = 64**




## Native American

Subgroup with fewer than 20 students.

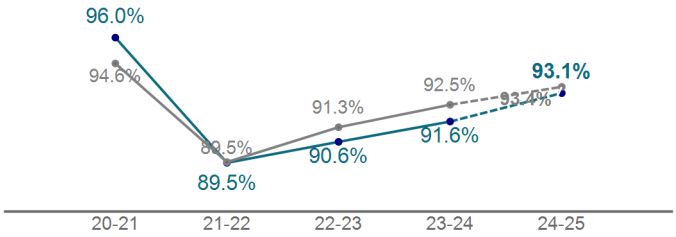
## Other
**N = 47**



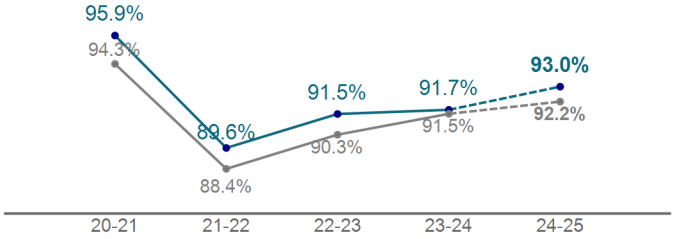

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

# Attendance Rate

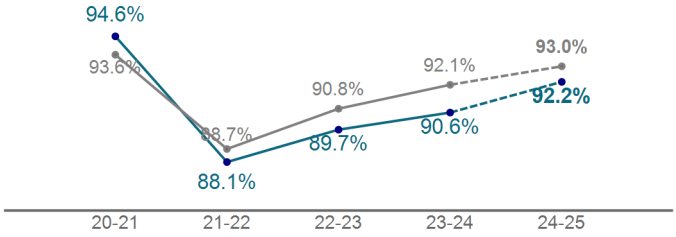
**EL + RFEP**
**N = 45**



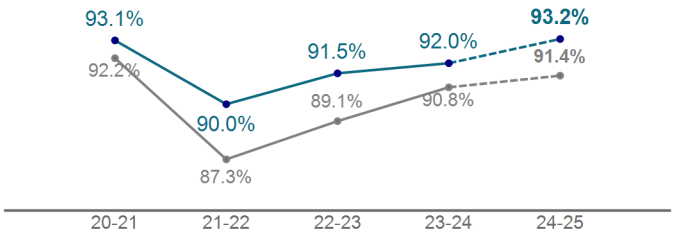

**Low SES**
**N = 269**



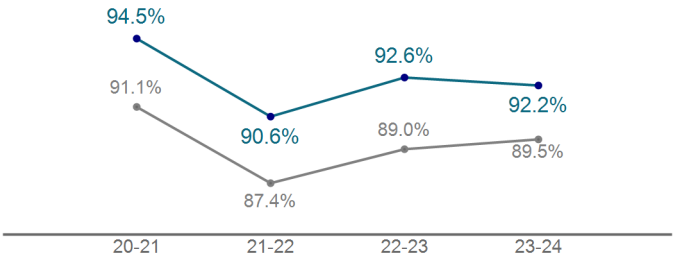

**English Learner**
**N = 32**



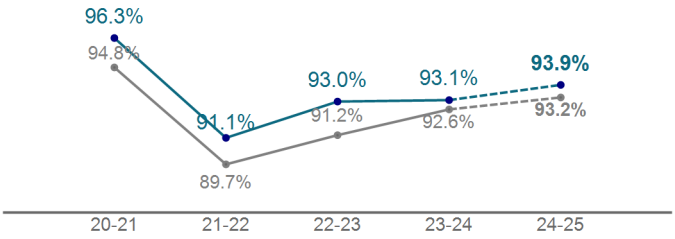

**Special Education**
**N = 109**



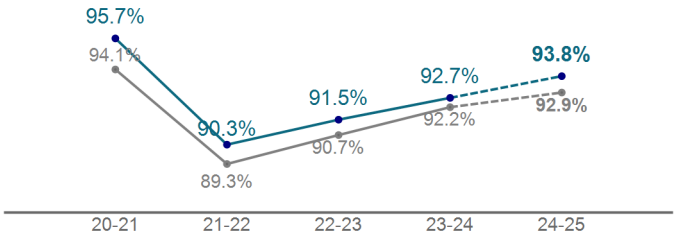

**Homeless or Foster Youth**




**Female**
**N = 215**




**Male**
**N = 263**




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.

[Submit Feedback]

[About this report]

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

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

| Category | | # Students | Percent by Category | Current Chronic Rate | 22-23 Chronic Rate | Chonic + At-Risk Rate | ES Chronic Rate |
|---|---|---|---|---|---|---|---|
| **All Students** | 475 | 475 | 4 19 16 27 34 | 22.9% | 26.1% | 39.2% | 24.7% |
| **Grade** | Gr. TK | 24 | 4 21 29 17 29 | 25.0% | 33.3% | 54.2% | 38.0% |
| | Gr. K | 76 | 5 32 13 26 24 | 36.8% | 36.1% | 50.0% | 32.3% |
| | Gr. 01 | 77 | 4 12 17 30 38 | 15.6% | 31.3% | 32.5% | 25.1% |
| | Gr. 02 | 92 | 3 23 14 25 35 | 26.1% | 20.3% | 40.2% | 24.2% |
| | Gr. 03 | 59 | 3 10 12 36 39 | 13.6% | 13.2% | 25.4% | 19.6% |
| | Gr. 04 | 66 | 5 15 15 29 36 | 19.7% | 21.3% | 34.8% | 21.8% |
| | Gr. 05 | 81 | 6 16 21 22 35 | 22.2% | 27.0% | 43.2% | 21.3% |
| **Ethnicity** | African American | 66 | 11 14 24 18 33 | 24.2% | 26.9% | 48.5% | 32.5% |
| | American Indian | 2 | 100 | 0.0% | 0.0% | 0.0% | 33.3% |
| | Asian | 21 | 5 5 5 29 57 | 9.5% | 10.7% | 14.3% | 14.2% |
| | Cambodian | 32 | 3 6 13 31 47 | 9.4% | 20.0% | 21.9% | 18.1% |
| | Filipino | 7 | 43 57 | 0.0% | 20.0% | 0.0% | 14.4% |
| | Hispanic | 256 | 3 21 16 29 31 | 24.6% | 29.7% | 40.2% | 27.2% |
| | Pacific Islander | 4 | 25 25 50 | 50.0% | 100.0% | 100.0% | 37.4% |
| | White | 71 | 4 17 13 25 41 | 21.1% | 17.3% | 33.8% | 11.9% |
| | Other | 48 | 2 21 19 29 29 | 22.9% | 29.4% | 41.7% | 20.5% |
| **Gender** | Female | 214 | 4 19 16 25 36 | 22.9% | 22.5% | 38.8% | 23.7% |
| | Male | 260 | 5 18 17 28 32 | 23.1% | 29.4% | 39.6% | 25.6% |
| | Nonbinary | 1 | 100 | 0.0% | | 0.0% | 25.0% |

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 1/15/2025

[Submit Feedback]

[About this report]

# Chronic Absence by Attendance Bands
# School Data by Subgroup
# Twain 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** | Low SES | 260 | 7 | 22 | 17 | 24 | 30 | 28.8% | 29.6% | 46.2% | 29.5% |
| | ELL | 32 | 9 | 34 | 13 | 25 | 19 | 43.8% | 36.7% | 56.3% | 27.0% |
| | RFEP | 12 | 8 | 33 | | 33 | 25 | 8.3% | 36.4% | 41.7% | 12.1% |
| | EL + RFEP | 44 | 7 | 27 | 18 | 27 | 20 | 34.1% | 36.6% | 52.3% | 24.8% |
| | Special Ed. | 117 | 4 | 22 | 15 | 29 | 29 | 26.5% | 30.7% | 41.9% | 31.3% |
| | Spec Ed. Speech/RSP | 26 | 4 | 19 | 12 | 31 | 35 | 23.1% | 22.2% | 34.6% | 23.3% |
| | Homeless/Foster | 20 | 10 | 15 | 20 | 15 | 40 | 25.0% | 29.4% | 45.0% | 39.4% |
| | Foster | 5 | | 20 | 20 | | 60 | 20.0% | 0.0% | 40.0% | 31.7% |
| | Homeless | 15 | 7 | 20 | 20 | 20 | 33 | 26.7% | 35.7% | 46.7% | 40.7% |
| | GATE/Excel | 35 | 3 | 9 | 20 | 29 | 40 | 11.4% | 5.3% | 31.4% | 10.1% |

The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary - ARC Report #1170 | Report Code ATT03-BAND

Run date: 1/15/2025

Submit Feedback

About this report

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

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

| School | # Students | Percent by Category | Current Chronic Rate | 22-23 Chronic Rate | Chonic + 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 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.

Submit Feedback

About this report

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

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

| School | # Students | Percent by Category | Current Chronic Rate | 22-23 Chronic Rate | Chonic + 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.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 1/15/2025

Submit Feedback

About this report

# 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 | Chonic + 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.

Submit Feedback

About this report

# 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 | Chonic + 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.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 1/15/2025

Submit Feedback

About this report

# 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 | Chonic + 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.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 1/15/2025

Submit Feedback

About this report

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

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

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

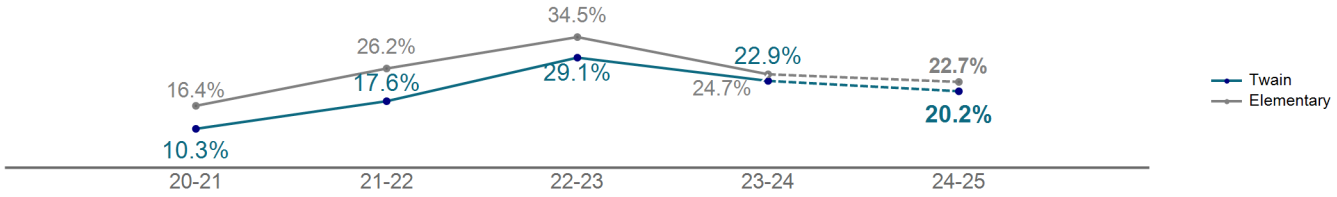
The percentages may not equal 100% due to rounding.
Report Name:Attendance - Chronic_Absence_Attendance_Band_Summary_Schools - ARC Report #1171 | Report Code ATT04-BAND

Run date: 1/15/2025

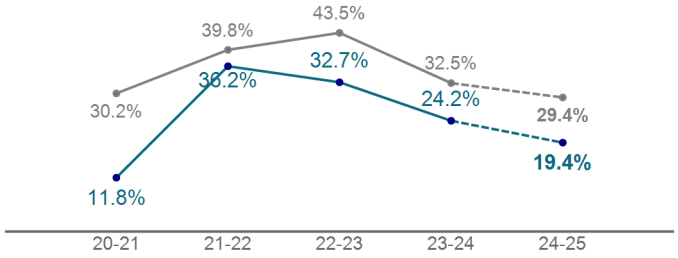
# Percent of Students in the Moderately or Severely Chronic Categories



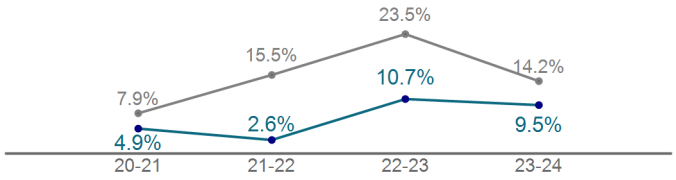
## Twain
**All Students**
**N = 475**




## African American
**N = 72**



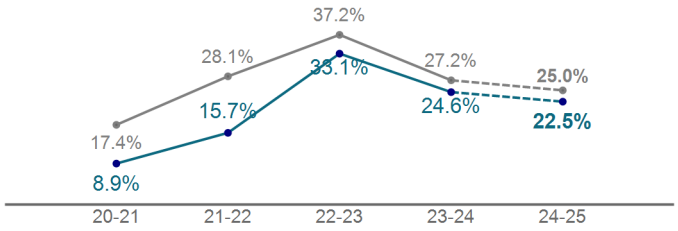

## Asian




## Filipino

Subgroup with fewer than 20 students.

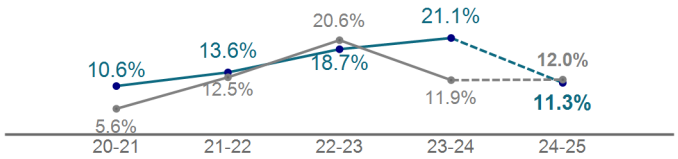
## Hispanic
**N = 262**




## Pacific Islander

Subgroup with fewer than 20 students.

## White
**N = 62**




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.

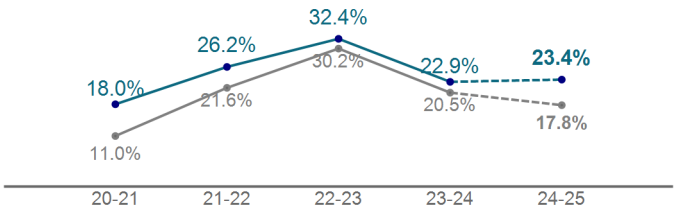
# Percent of Students in the Moderately or Severely Chronic Categories



**Native American**

Subgroup with fewer than 20 students.

**Other**
**N = 47**

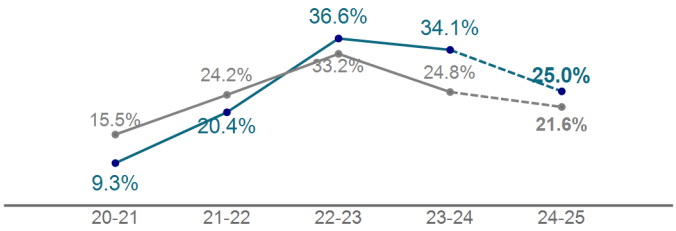



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

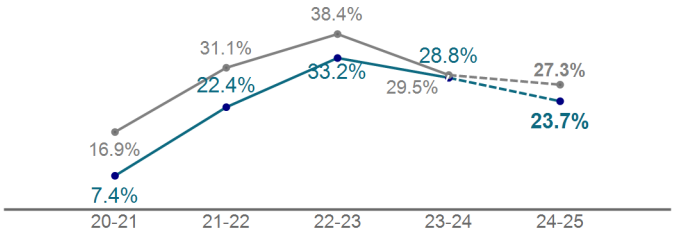
# Percent of Students in the Moderately or Severely Chronic Categories



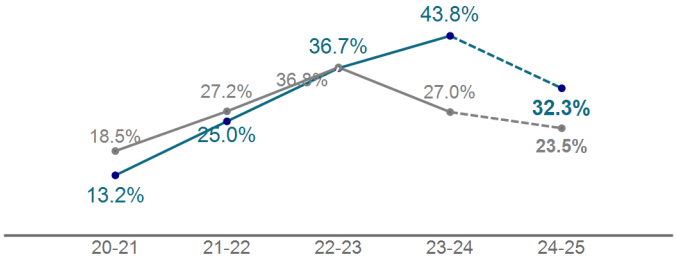
### EL + RFEP
N = 44



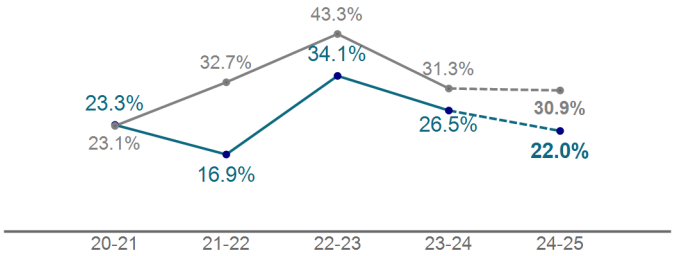

### Low SES
N = 270




### English Learner
N = 31




### Special Education
N = 109



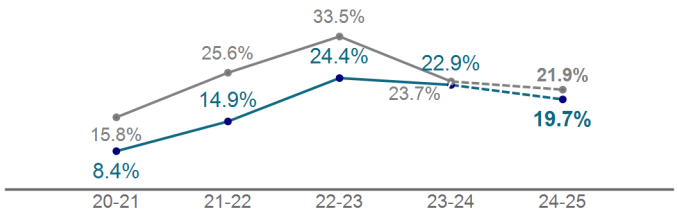

### Homeless or Foster Youth

Subgroup with fewer than 20 students.

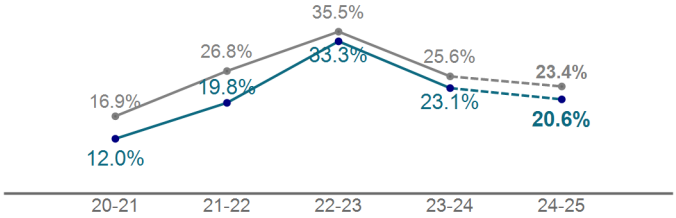
### Homeless or Foster Youth

Subgroup with fewer than 20 students.

### Female
N = 213




### Male
N = 262




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

## Twain

| Category | | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 192 | 192 | 48% | 25 | 23 | 26 | 27 | 52% | ↓4 | | ↓2 |
| | | All Elementary | 51% | 31 | 20 | 23 | 26 | 49% | ↑1 | | ↑4 |
| | | District | 51% | 29 | 22 | 27 | 23 | 49% | ↑1 | | ↑2 |
| Grade | Gr. 03 | 58 | 41% | 16 | 26 | 21 | 38 | 59% | ↓2 | | - |
| | | All Elementary | 53% | 30 | 23 | 20 | 27 | 47% | ↑- | | - |
| | | District | 52% | 30 | 23 | 20 | 28 | 48% | ↑- | | - |
| | Gr. 04 | 60 | 47% | 22 | 25 | 35 | 18 | 53% | ↑2 | | - |
| | | All Elementary | 52% | 33 | 19 | 21 | 27 | 48% | ↑3 | | ↑2 |
| | | District | 52% | 33 | 19 | 20 | 28 | 48% | ↑2 | | ↑1 |
| | Gr. 05 | 74 | 54% | 35 | 19 | 22 | 24 | 46% | ↓10 | | ↓3 |
| | | All Elementary | 49% | 30 | 20 | 27 | 24 | 51% | ↓1 | | ↑6 |
| | | District | 49% | 30 | 20 | 27 | 24 | 51% | ↓1 | | ↑5 |
| Ethnicity | Hispanic | 100 | 52% | 23 | 29 | 25 | 23 | 48% | ↓6 | | ↓4 |
| | | All Elementary | 58% | 36 | 23 | 23 | 19 | 42% | ↑1 | | ↑5 |
| | | District | 57% | 33 | 25 | 27 | 16 | 43% | ↑1 | | ↑2 |
| | White | 26 | 31% | 12 | 19 | 31 | 38 | 69% | ↑13 | | - |
| | | All Elementary | 24% | 11 | 13 | 25 | 51 | 76% | ↑1 | | ↑2 |
| | | District | 26% | 12 | 14 | 30 | 44 | 74% | ↑- | | ↓- |
| | African American | 25 | 72% | 56 | 16 | 20 | 8 | 28% | ↓10 | | - |
| | | All Elementary | 67% | 46 | 21 | 19 | 14 | 33% | ↓- | | ↑3 |
| | | District | 66% | 42 | 24 | 22 | 12 | 34% | ↑2 | | ↑3 |
| | Other | 22 | 50% | 27 | 23 | 23 | 27 | 50% | ↓6 | | - |
| | | All Elementary | 32% | 18 | 13 | 22 | 46 | 68% | ↓2 | | ↑1 |
| | | District | 32% | 16 | 15 | 28 | 41 | 68% | ↑1 | | ↑- |

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

# SBAC ELA 2024 :: School Data by Subgroup

## Twain

| Category | | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Ethnicity | Cambodian | 19* | 32% | 11 | 21 | 26 | 42 | 68% | ↓7 | | - |
| | | All Elementary | 39% | 19 | 20 | 24 | 37 | 61% | ↑1 | | ↑5 |
| | | District | 37% | 18 | 20 | 30 | 33 | 63% | ↑2 | | ↑3 |
| | Asian | 13* | 8% | | 8 | 38 | 54 | 92% | ↑10 | | - |
| | | All Elementary | 35% | 17 | 18 | 23 | 42 | 65% | ↑3 | | ↑6 |
| | | District | 32% | 15 | 18 | 29 | 38 | 68% | ↑2 | | ↑4 |
| | Filipino | 5* | 40% | 40 | | 60 | | 60% | ↓23 | | - |
| | | 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 |
| Gender | Female | 95 | 46% | 19 | 27 | 26 | 27 | 54% | ↓6 | | ↓6 |
| | | All Elementary | 48% | 27 | 20 | 24 | 28 | 52% | ↑1 | | ↑4 |
| | | District | 46% | 24 | 22 | 29 | 25 | 54% | ↑2 | | ↑3 |
| | Male | 97 | 49% | 31 | 19 | 25 | 26 | 51% | ↓2 | | ↑3 |
| | | 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 | 15* | 33% | 27 | 7 | 27 | 40 | 67% | ↑20 | | - |
| | | All Elementary | 67% | 44 | 23 | 20 | 13 | 33% | ↑- | | ↑5 |
| | | District | 63% | 38 | 25 | 25 | 12 | 37% | ↑1 | | ↑3 |
| | ELL | 9* | 56% | 44 | 11 | 11 | 33 | 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.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC ELA 2024 :: School Data by Subgroup

## Twain

| Category | | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Special Populations | ELL | All Elementary | 81% | 56 | 24 | 15 | 5 | 19% | ↓1 | | ↑5 |
| | | District | 86% | 61 | 25 | 11 | 3 | 14% | ↓1 | | ↑3 |
| | RFEP | 6* | 0% | | | 50 | 50 | 100% | ↑33 | | - |
| | | All Elementary | 24% | 7 | 17 | 36 | 40 | 76% | ↑6 | | ↑6 |
| | | District | 41% | 16 | 25 | 38 | 21 | 59% | ↑3 | | ↑3 |
| | Foster | 2* | 50% | 50 | | 50 | | 50% | - | | - |
| | | All Elementary | 80% | 63 | 18 | 14 | 5 | 20% | ↓5 | | - |
| | | District | 77% | 55 | 22 | 17 | 6 | 23% | ↓2 | | ↓3 |
| | GATE/Excel | 28 | 7% | 4 | 4 | 21 | 71 | 93% | ↓4 | | - |
| | | All Elementary | 9% | 2 | 7 | 22 | 69 | 91% | ↑1 | | ↓2 |
| | | District | 12% | 3 | 9 | 30 | 58 | 88% | ↑2 | | ↓1 |
| | Homeless | 10* | 40% | 30 | 10 | 50 | 10 | 60% | ↑5 | | - |
| | | All Elementary | 69% | 48 | 22 | 19 | 11 | 31% | ↓6 | | ↑5 |
| | | District | 69% | 45 | 24 | 22 | 9 | 31% | ↓5 | | ↑2 |
| | Homeless/Foster | 12* | 42% | 33 | 8 | 50 | 8 | 58% | ↑4 | | - |
| | | All Elementary | 71% | 50 | 21 | 19 | 11 | 29% | ↓6 | | ↑4 |
| | | District | 70% | 46 | 24 | 21 | 9 | 30% | ↓5 | | ↑1 |
| | Low SES | 96 | 53% | 31 | 22 | 29 | 18 | 47% | ↓2 | | - |
| | | All Elementary | 61% | 38 | 23 | 22 | 18 | 39% | ↓1 | | ↑4 |
| | | District | 60% | 35 | 25 | 25 | 15 | 40% | ↓1 | | ↑2 |
| | Special Ed. | 41 | 78% | 56 | 22 | 10 | 12 | 22% | ↓1 | | - |
| | | All Elementary | 82% | 64 | 17 | 11 | 8 | 18% | ↓- | | ↑3 |
| | | District | 83% | 64 | 19 | 11 | 6 | 17% | ↑- | | ↑2 |
| | Spec Ed. Speech/RSP | 25 | 64% | 40 | 24 | 16 | 20 | 36% | ↑1 | | - |

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC ELA 2024 :: School Data by Subgroup

## Twain

| Category | | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| **Special Populations** | Spec Ed. Speech/RSP | 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

## Twain

| Category | | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| **All Students** | 192 | 192 | 58% | 29 | 29 | 22 | 20 | 42% | ↓4 | | ↓10 |
| | | All Elementary | 56% | 30 | 26 | 23 | 21 | 44% | ↑4 | | ↓1 |
| | | District | 64% | 38 | 25 | 19 | 17 | 36% | ↑2 | | ↓2 |
| **Grade** | Gr. 03 | 58 | 48% | 22 | 26 | 28 | 24 | 52% | ↓5 | | - |
| | | All Elementary | 51% | 28 | 24 | 27 | 22 | 49% | ↑3 | | - |
| | | District | 51% | 27 | 23 | 27 | 23 | 49% | ↑2 | | - |
| | Gr. 04 | 60 | 57% | 18 | 38 | 28 | 15 | 43% | ↓5 | | ↓7 |
| | | All Elementary | 55% | 26 | 29 | 25 | 20 | 45% | ↑5 | | ↓- |
| | | District | 54% | 25 | 29 | 25 | 21 | 46% | ↑5 | | ↓1 |
| | Gr. 05 | 74 | 68% | 43 | 24 | 12 | 20 | 32% | ↓4 | | ↓13 |
| | | All Elementary | 62% | 37 | 26 | 18 | 20 | 38% | ↑3 | | ↓2 |
| | | District | 62% | 36 | 26 | 18 | 20 | 38% | ↑3 | | ↓3 |
| **Ethnicity** | Hispanic | 101 | 59% | 30 | 30 | 26 | 15 | 41% | ↓8 | | ↓15 |
| | | All Elementary | 63% | 34 | 29 | 22 | 14 | 37% | ↑3 | | ↓2 |
| | | District | 71% | 43 | 27 | 18 | 12 | 29% | ↑2 | | ↓2 |
| | African American | 26 | 88% | 50 | 38 | 8 | 4 | 12% | ↓4 | | - |
| | | All Elementary | 73% | 45 | 29 | 17 | 9 | 27% | ↑3 | | ↓1 |
| | | District | 80% | 55 | 25 | 13 | 7 | 20% | ↑2 | | ↓2 |
| | White | 26 | 46% | 15 | 31 | 23 | 31 | 54% | ↑11 | | - |
| | | All Elementary | 27% | 10 | 17 | 28 | 44 | 73% | ↑4 | | ↓3 |
| | | District | 38% | 17 | 21 | 25 | 37 | 62% | ↓- | | ↓4 |
| | Other | 20 | 60% | 40 | 20 | 10 | 30 | 40% | ↓1 | | - |
| | | All Elementary | 37% | 18 | 19 | 25 | 38 | 63% | ↑2 | | ↓2 |
| | | District | 43% | 22 | 21 | 23 | 34 | 57% | ↑2 | | ↓2 |

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

# SBAC Math 2024 :: School Data by Subgroup

## Twain

| 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 | Cambodian | 19* | 47% | 21 | 26 | 16 | 37 | 53% | ↓10 | | - |
| | | All Elementary | 43% | 19 | 25 | 25 | 32 | 57% | ↑7 | | ↑4 |
| | | District | 50% | 26 | 24 | 23 | 28 | 50% | ↑5 | | ↓2 |
| | Asian | 13* | 15% | 15 | | 38 | 46 | 85% | ↑8 | | - |
| | | All Elementary | 38% | 16 | 22 | 24 | 38 | 62% | ↑7 | | ↑4 |
| | | District | 45% | 24 | 22 | 21 | 33 | 55% | ↑3 | | ↓2 |
| | Filipino | 5* | 40% | 20 | 20 | 20 | 40 | 60% | ↓7 | | - |
| | | All Elementary | 30% | 12 | 18 | 33 | 37 | 70% | ↑4 | | ↑4 |
| | | District | 38% | 18 | 20 | 27 | 35 | 62% | ↑6 | | ↑4 |
| | 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 | 94 | 65% | 28 | 37 | 18 | 17 | 35% | ↓8 | | ↓16 |
| | | All Elementary | 59% | 31 | 28 | 23 | 18 | 41% | ↑3 | | ↓2 |
| | | District | 66% | 39 | 27 | 19 | 16 | 34% | ↑1 | | ↓3 |
| | Male | 98 | 52% | 31 | 21 | 26 | 22 | 48% | ↓2 | | ↓4 |
| | | 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 | 15* | 47% | 40 | 7 | 27 | 27 | 53% | ↑12 | | - |
| | | All Elementary | 70% | 41 | 28 | 19 | 12 | 30% | ↑3 | | ↑1 |
| | | District | 76% | 50 | 26 | 15 | 9 | 24% | ↑1 | | ↓2 |
| | ELL | 9* | 56% | 56 | | 22 | 22 | 44% | ↑17 | | - |

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC Math 2024 :: School Data by Subgroup

## Twain

| Category | | Tested | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Special Populations | ELL | All Elementary | 81% | 52 | 30 | 14 | 5 | 19% | ↑2 | | ↑2 |
| | | District | 89% | 65 | 23 | 9 | 3 | 11% | ↑1 | | ↑1 |
| | RFEP | 6* | 33% | 17 | 17 | 33 | 33 | 67% | - | | - |
| | | All Elementary | 32% | 8 | 24 | 35 | 33 | 68% | ↑11 | | ↓- |
| | | District | 64% | 35 | 29 | 21 | 15 | 36% | ↑2 | | ↓4 |
| | Foster | 2* | 100% | 50 | 50 | | | 0% | ↓50 | | - |
| | | All Elementary | 77% | 51 | 27 | 17 | 5 | 23% | ↑2 | | ↓2 |
| | | District | 84% | 62 | 23 | 12 | 4 | 16% | ↑- | | ↓3 |
| | GATE/Excel | 28 | 7% | 4 | 4 | 21 | 71 | 93% | ↓4 | | - |
| | | All Elementary | 10% | 1 | 9 | 29 | 61 | 90% | ↑6 | | ↓4 |
| | | District | 21% | 6 | 16 | 28 | 51 | 79% | ↑5 | | ↓4 |
| | Homeless | 10* | 70% | 30 | 40 | 30 | | 30% | ↓20 | | - |
| | | All Elementary | 76% | 46 | 30 | 15 | 9 | 24% | ↓4 | | ↑3 |
| | | District | 82% | 56 | 25 | 11 | 7 | 18% | ↓4 | | ↓1 |
| | Homeless/Foster | 12* | 75% | 33 | 42 | 25 | | 25% | ↓25 | | - |
| | | All Elementary | 76% | 47 | 30 | 15 | 9 | 24% | ↓4 | | ↑3 |
| | | District | 82% | 57 | 25 | 11 | 7 | 18% | ↓4 | | ↓2 |
| | Low SES | 96 | 71% | 40 | 31 | 18 | 11 | 29% | ↓11 | | ↓15 |
| | | All Elementary | 65% | 36 | 29 | 21 | 13 | 35% | ↑2 | | ↓1 |
| | | District | 72% | 45 | 27 | 17 | 11 | 28% | ↑- | | ↓2 |
| | Special Ed. | 42 | 79% | 57 | 21 | 14 | 7 | 21% | ↑10 | | ↑7 |
| | | All Elementary | 80% | 58 | 22 | 12 | 9 | 20% | ↑2 | | ↑- |
| | | District | 86% | 70 | 17 | 8 | 6 | 14% | ↑1 | | ↓- |
| | Spec Ed. Speech/RSP | 25 | 68% | 40 | 28 | 20 | 12 | 32% | ↑12 | | - |

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC Math 2024 :: School Data by Subgroup

## Twain

| 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** | 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

## Twain

| Category | | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| **All Students** | 75 | 75 | 77% | 25 | 52 | 15 | 8 | 23% | ↓17 | | - |
| | | All Elementary | 70% | 17 | 53 | 20 | 10 | 30% | ↓- | | - |
| | | District | 73% | 17 | 57 | 19 | 7 | 27% | ↑1 | | - |
| **Grade** | Gr. 05 | 75 | 77% | 25 | 52 | 15 | 8 | 23% | ↓17 | | - |
| | | All Elementary | 70% | 17 | 53 | 20 | 10 | 30% | ↓- | | - |
| | | District | 69% | 17 | 52 | 21 | 10 | 31% | ↑1 | | - |
| **Ethnicity** | Hispanic | 39 | 87% | 28 | 59 | 3 | 10 | 13% | ↓15 | | - |
| | | All Elementary | 77% | 19 | 58 | 17 | 6 | 23% | ↓1 | | - |
| | | District | 80% | 20 | 60 | 16 | 4 | 20% | ↑1 | | - |
| | African American | 14* | 93% | 36 | 57 | 7 | | 7% | ↓20 | | - |
| | | All Elementary | 81% | 26 | 55 | 16 | 3 | 19% | ↓- | | - |
| | | District | 86% | 24 | 62 | 12 | 2 | 14% | ↑1 | | - |
| | Asian | 7* | 29% | | 29 | 71 | | 71% | ↓16 | | - |
| | | All Elementary | 51% | 6 | 44 | 27 | 22 | 49% | ↑6 | | - |
| | | District | 55% | 7 | 48 | 30 | 15 | 45% | ↑2 | | - |
| | Other | 7* | 43% | 14 | 29 | 43 | 14 | 57% | ↑24 | | - |
| | | All Elementary | 50% | 10 | 41 | 30 | 20 | 50% | ↑1 | | - |
| | | District | 56% | 10 | 46 | 28 | 16 | 44% | ↑1 | | - |
| | White | 6* | 67% | 33 | 33 | 17 | 17 | 33% | ↓10 | | - |
| | | All Elementary | 41% | 5 | 36 | 32 | 26 | 59% | ↑- | | - |
| | | District | 50% | 6 | 44 | 30 | 19 | 50% | ↑1 | | - |
| | Cambodian | 5* | 40% | | 40 | 60 | | 60% | ↓23 | | - |
| | | All Elementary | 60% | 5 | 55 | 27 | 13 | 40% | ↑1 | | - |
| | | District | 63% | 8 | 55 | 26 | 11 | 37% | ↑3 | | - |

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC Science 2024 :: School Data by Subgroup

## Twain

| Category | | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| Ethnicity | Filipino | 2* | 100% | 100 | | | | 0% | ↓67 | | - |
| | | All Elementary | 52% | 4 | 47 | 24 | 24 | 48% | ↓3 | | - |
| | | District | 55% | 6 | 49 | 32 | 13 | 45% | ↓1 | | - |
| Gender | Female | 35 | 77% | 11 | 66 | 14 | 9 | 23% | ↓12 | | - |
| | | All Elementary | 70% | 16 | 55 | 20 | 10 | 30% | ↑1 | | - |
| | | District | 73% | 15 | 58 | 20 | 7 | 27% | ↑1 | | - |
| | Male | 40 | 78% | 38 | 40 | 15 | 8 | 23% | ↓21 | | - |
| | | 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 | 5* | 40% | | 40 | 40 | 20 | 60% | ↑60 | | - |
| | | All Elementary | 84% | 25 | 58 | 12 | 4 | 16% | ↓2 | | - |
| | | District | 84% | 22 | 62 | 13 | 3 | 16% | ↓- | | - |
| | ELL | 2* | 100% | 100 | | | | 0% | - | | - |
| | | All Elementary | 97% | 35 | 62 | 3 | | 3% | ↑- | | - |
| | | District | 98% | 40 | 58 | 2 | | 2% | ↑- | | - |
| | RFEP | 3* | 0% | | | 67 | 33100% | | ↑100 | | - |
| | | All Elementary | 55% | 3 | 51 | 32 | 13 | 45% | ↑7 | | - |
| | | District | 76% | 12 | 64 | 20 | 5 | 24% | ↓- | | - |
| | GATE/Excel | 11* | 36% | 36 | | 64 | | 64% | ↓29 | | - |
| | | 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

## Twain

| Category | | Tested | Percent by Achievement Level | | | | | | 2 yr Chg | 3 yr Chg | % Cohort Chg |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Not+Nearly Met | Not Met | Nearly Met | Met | Exceeded | Met+Exceeded | | | |
| Special Populations | Homeless | 3* | 100% | 33 | 67 | | | 0% | ↓60 | | - |
| | | All Elementary | 85% | 30 | 56 | 13 | 2 | 15% | ↓2 | | - |
| | | District | 86% | 28 | 59 | 12 | 1 | 14% | ↑- | | - |
| | Homeless/Foster | 3* | 100% | 33 | 67 | | | 0% | ↓60 | | - |
| | | All Elementary | 85% | 30 | 54 | 13 | 2 | 15% | ↓2 | | - |
| | | District | 87% | 28 | 59 | 12 | 1 | 13% | ↓- | | - |
| | Low SES | 38 | 95% | 37 | 58 | 5 | | 5% | ↓25 | | - |
| | | All Elementary | 79% | 20 | 58 | 16 | 6 | 21% | ↓2 | | - |
| | | District | 82% | 20 | 61 | 15 | 4 | 18% | ↓1 | | - |
| | Special Ed. | 18* | 100% | 78 | 22 | | | 0% | - | | - |
| | | All Elementary | 89% | 44 | 45 | 8 | 3 | 11% | ↓- | | - |
| | | District | 92% | 41 | 51 | 6 | 2 | 8% | ↑1 | | - |
| | Spec Ed. Speech/RSP | 8* | 100% | 63 | 38 | | | 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.

Report Name:SBAC - Achievement_Report - ARC Report #1006

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
# Twain

1/15/25

| | Category | | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|---|
| ELA | **All Students** | 130 | | 130 | 26 | 33 / 24 / 21 / 22 |
| | | | All ES | 44 | | 25 / 22 / 25 / 29 |
| | | | District | 30 | | 33 / 15 / 16 / 36 |
| | **Grade** | Gr. 04 (Minimum Growth Target: 44) | | 58 | 14 | 43 / 19 / 24 / 14 |
| | | | All ES | 43 | | 25 / 24 / 27 / 24 |
| | | | District | 42 | | 26 / 24 / 27 / 24 |
| | | Gr. 05 (Minimum Growth Target: 35) | | 72 | 35 | 25 / 28 / 18 / 29 |
| | | | All ES | 44 | | 24 / 19 / 23 / 34 |
| | | | District | 42 | | 25 / 20 / 22 / 33 |
| | **Ethnicity** | Hispanic | | 70 | 17 | 37 / 21 / 23 / 19 |
| | | | All ES | 44 | | 25 / 22 / 24 / 29 |
| | | | District | 29 | | 34 / 15 / 16 / 36 |
| | | African American | | 18^ | - | 44 / 22 / 11 / 22 |
| | | | All ES | 42 | | 25 / 21 / 23 / 31 |
| | | | District | 28 | | 34 / 15 / 15 / 37 |
| | | White | | 16^ | - | 19 / 31 / 31 / 19 |
| | | | All ES | 41 | | 26 / 22 / 26 / 27 |
| | | | District | 28 | | 33 / 15 / 18 / 34 |
| | | Other | | 14^ | - | 14 / 29 / 14 / 43 |
| | | | 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.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
# Twain

1/15/25

| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) — Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| ELA | Ethnicity | Cambodian | 11^ | - | 18 / 36 / 18 / 27 |
| | | | All ES | 53 | 20 / 22 / 25 / 34 |
| | | | District | 34 | 30 / 16 / 16 / 38 |
| | | Asian | 9^ | - | 33 / 33 / 22 / 11 |
| | | | All ES | 52 | 23 / 20 / 23 / 34 |
| | | | District | 35 | 31 / 14 / 15 / 40 |
| | | Filipino | 3^ | - | 33 / 67 |
| | | | All ES | 40 | 24 / 24 / 25 / 27 |
| | | | District | 35 | 29 / 16 / 17 / 38 |
| | Gender | Female | 63 | 35 | 29 / 27 / 22 / 22 |
| | | | All ES | 45 | 24 / 22 / 25 / 29 |
| | | | District | 32 | 31 / 15 / 17 / 36 |
| | | Male | 67 | 16 | 37 / 21 / 19 / 22 |
| | | | 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 | 10^ | - | 40 / 10 / 20 / 30 |
| | | | All ES | 43 | 25 / 22 / 23 / 30 |
| | | | District | 29 | 34 / 14 / 14 / 38 |
| | | ELL | 6^ | - | 67 / 17 / 17 |

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

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
# Twain

1/15/25

| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| ELA | Special Populations | ELL | All ES | 43 | 25 / 22 / 23 / 30 |
| | | | District | 33 | 32 / 17 / 16 / 35 |
| | | RFEP | 4^ | - | 25 / 25 / 50 |
| | | | All ES | 44 | 25 / 24 / 22 / 29 |
| | | | District | 26 | 35 / 12 / 13 / 40 |
| | | Foster | 2^ | - | 100 / 0 |
| | | | All ES | 32 | 32 / 31 / 15 / 22 |
| | | | District | 9 | 40 / 19 / 13 / 28 |
| | | GATE/Excel | 19^ | - | 26 / 21 / 26 / 26 |
| | | | All ES | 41 | 26 / 21 / 28 / 25 |
| | | | District | 31 | 31 / 16 / 18 / 35 |
| | | Homeless | 4^ | - | 25 / 25 / 50 |
| | | | All ES | 47 | 25 / 20 / 21 / 33 |
| | | | District | 27 | 35 / 14 / 14 / 37 |
| | | Homeless/Foster | 6^ | - | 33 / 17 / 17 / 33 |
| | | | All ES | 45 | 26 / 22 / 20 / 32 |
| | | | District | 25 | 35 / 15 / 14 / 36 |
| | | Low SES | 67 | 10 | 39 / 22 / 18 / 21 |
| | | | All ES | 44 | 25 / 22 / 24 / 30 |
| | | | District | 29 | 33 / 15 / 16 / 35 |
| | | Special Ed. | 28 | 31 | 32 / 18 / 25 / 25 |

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

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
# Twain

| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| ELA | Special Populations | Special Ed. | All ES | 38 | 30 / 18 / 21 / 30 |
| | | | District | 28 | 35 / 15 / 15 / 35 |
| | | Spec Ed. Speech/RSP | 14^ | - | 21 / 21 / 29 / 29 |
| | | | 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.

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

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

1/15/25

| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| Math | **All Students** | 132 | 132 | 24 | 34 / 25 / 27 / 14 |
| | | | All ES | 39 | 22 / 28 / 29 / 21 |
| | | | District | 22 | 35 / 19 / 19 / 27 |
| | **Grade** | Gr. 04 (Minimum Growth Target: 42) | 58 | 51 | 17 / 22 / 40 / 21 |
| | | | All ES | 48 | 17 / 28 / 32 / 23 |
| | | | District | 47 | 17 / 29 / 32 / 23 |
| | | Gr. 05 (Minimum Growth Target: 39) | 74 | 3 | 47 / 27 / 16 / 9 |
| | | | All ES | 31 | 28 / 28 / 25 / 19 |
| | | | District | 30 | 29 / 28 / 25 / 18 |
| | **Ethnicity** | Hispanic | 71 | 18 | 38 / 27 / 23 / 13 |
| | | | All ES | 38 | 23 / 28 / 28 / 20 |
| | | | District | 20 | 36 / 20 / 18 / 26 |
| | | African American | 20 | - | 40 / 30 / 20 / 10 |
| | | | All ES | 38 | 25 / 26 / 26 / 23 |
| | | | District | 18 | 38 / 18 / 17 / 26 |
| | | White | 16^ | - | 25 / 19 / 44 / 13 |
| | | | All ES | 43 | 20 / 28 / 33 / 20 |
| | | | District | 27 | 31 / 20 / 21 / 28 |
| | | Other | 13^ | - | 23 / 23 / 38 / 15 |
| | | | 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.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

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

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

1/15/25

| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| Math | Ethnicity | Cambodian | 11^ | - | 27 / 27 / 27 / 18 |
| | | | All ES | 42 | 20 / 27 / 30 / 24 |
| | | | District | 24 | 33 / 19 / 21 / 27 |
| | | Asian | 9^ | - | 33 / 22 / 11 / 33 |
| | | | All ES | 46 | 18 / 25 / 31 / 25 |
| | | | District | 25 | 32 / 18 / 21 / 28 |
| | | Filipino | 3^ | - | 67 / 33 |
| | | | All ES | 45 | 14 / 32 / 32 / 21 |
| | | | District | 37 | 25 / 19 / 22 / 35 |
| | Gender | Female | 62 | 26 | 31 / 27 / 29 / 13 |
| | | | All ES | 38 | 23 / 28 / 29 / 20 |
| | | | District | 21 | 35 / 19 / 19 / 26 |
| | | Male | 70 | 23 | 37 / 23 / 24 / 16 |
| | | | All ES | 40 | 22 / 28 / 28 / 22 |
| | | | District | 23 | 34 / 19 / 19 / 28 |
| | | Nonbinary | All ES^ | 30 | 100 / 0 |
| | | | District | 11 | 45 / 15 / 6 / 33 |
| | Special Populations | EL + RFEP | 10^ | - | 20 / 20 / 20 / 40 |
| | | | All ES | 40 | 21 / 29 / 27 / 22 |
| | | | District | 20 | 37 / 19 / 16 / 27 |
| | | ELL | 6^ | - | 17 / 17 / 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.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

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

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

1/15/25

| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| Math | Special Populations | ELL | All ES | 40 | 23 / 27 / 26 / 23 |
| | | | District | 24 | 34 / 20 / 18 / 27 |
| | | RFEP | 4^ | - | 25 / 25 / 50 |
| | | | All ES | 40 | 18 / 33 / 30 / 20 |
| | | | District | 15 | 40 / 18 / 15 / 28 |
| | | Foster | 2^ | - | 100 / 0 |
| | | | All ES | 32 | 31 / 21 / 21 / 28 |
| | | | District | 11 | 39 / 20 / 14 / 27 |
| | | GATE/Excel | 19^ | - | 21 / 37 / 32 / 11 |
| | | | All ES | 41 | 19 / 30 / 32 / 19 |
| | | | District | 28 | 29 / 21 / 22 / 29 |
| | | Homeless | 4^ | - | 50 / 25 / 25 / 0 |
| | | | All ES | 42 | 22 / 30 / 26 / 23 |
| | | | District | 20 | 37 / 19 / 17 / 27 |
| | | Homeless/Foster | 6^ | - | 67 / 17 / 17 / 0 |
| | | | All ES | 41 | 23 / 29 / 25 / 23 |
| | | | District | 19 | 37 / 19 / 16 / 27 |
| | | Low SES | 69 | 14 | 41 / 25 / 22 / 13 |
| | | | All ES | 39 | 23 / 28 / 28 / 21 |
| | | | District | 21 | 36 / 19 / 18 / 27 |
| | | Special Ed. | 31 | 28 | 35 / 26 / 13 / 26 |

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

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

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



| | Category | | N | Average Scale Score Change from Prior Year to This Year | Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated* |
|---|---|---|---|---|---|
| Math | Special Populations | Special Ed. | All ES | 39 | 26 / 25 / 23 / 27 |
| | | | District | 20 | 38 / 18 / 17 / 28 |
| | | Spec Ed. Speech/RSP | 14^ | - | 29 / 36 / 14 / 21 |
| | | | All ES | 40 | 25 / 26 / 24 / 26 |
| | | | District | 20 | 37 / 18 / 17 / 28 |

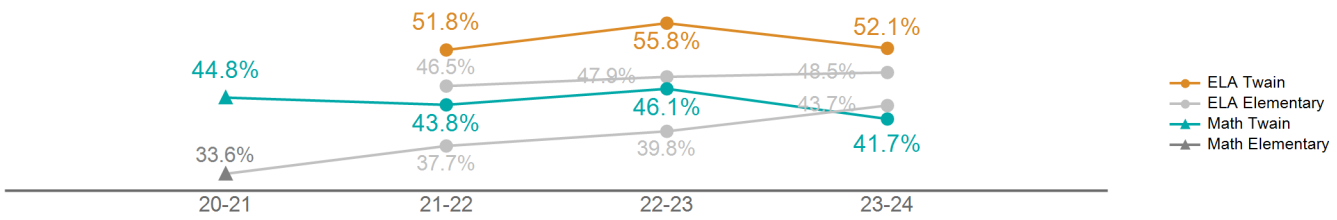
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

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

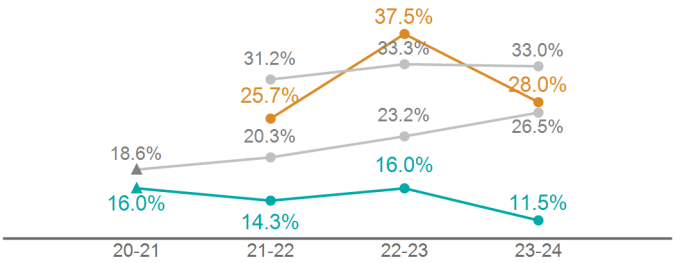
Submit Feedback

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

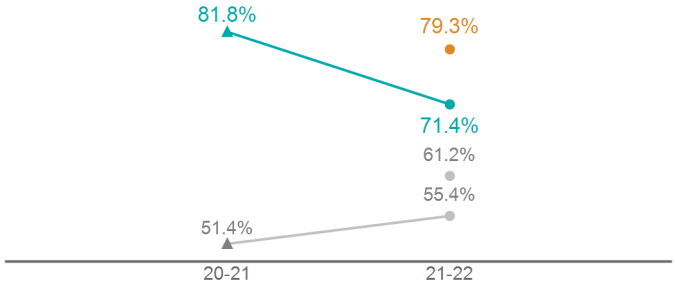
## Twain
## All Students
## N = 192




## African American
## N = 26



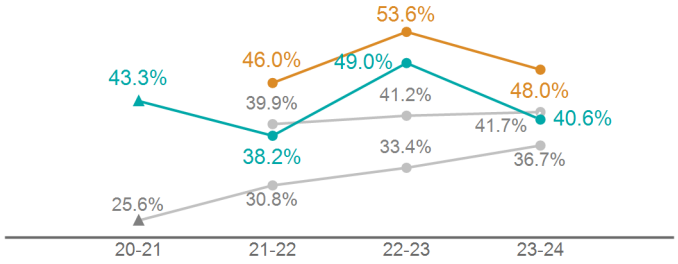

## Asian




## Filipino

Subgroup with fewer than 20 students.

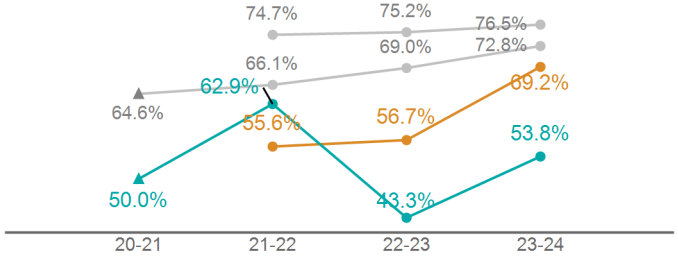
## Hispanic
## N = 101




## Pacific Islander

Subgroup with fewer than 20 students.

## White
## N = 26




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

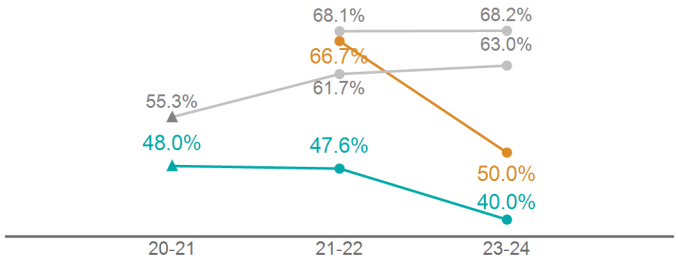
Submit Feedback

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

**Native American**

Subgroup with fewer than 20 students.

**Other**
**N = 22**

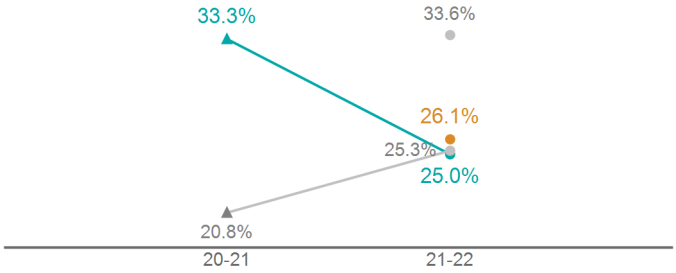



N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

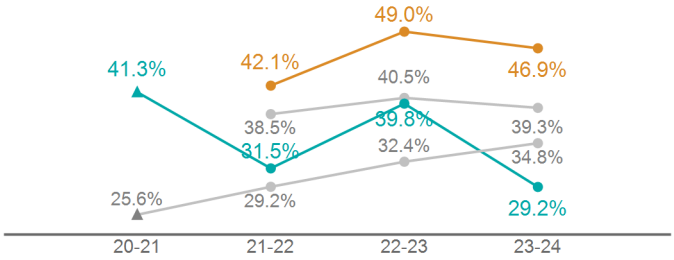
Submit Feedback

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

### EL + RFEP



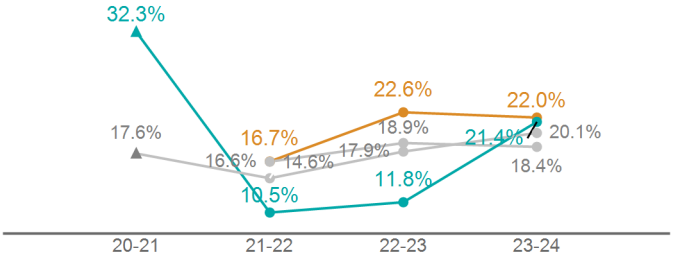

### Low SES
N = 96



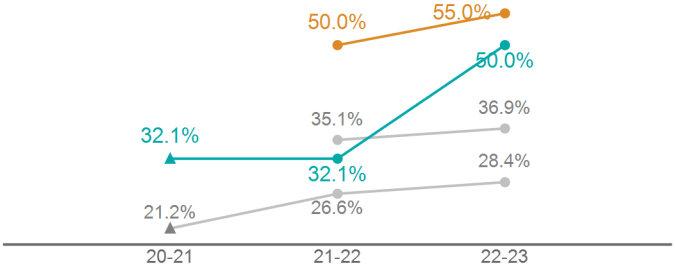

### English Learner

Subgroup with fewer than 20 students.

### Special Education
N = 42



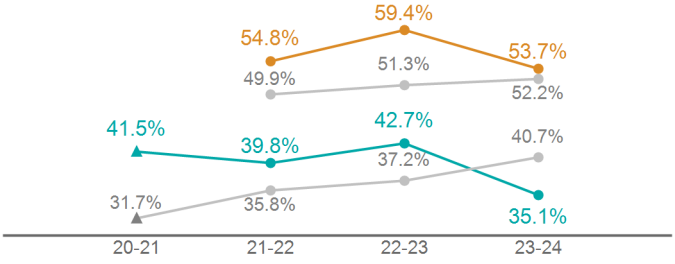

### Homeless



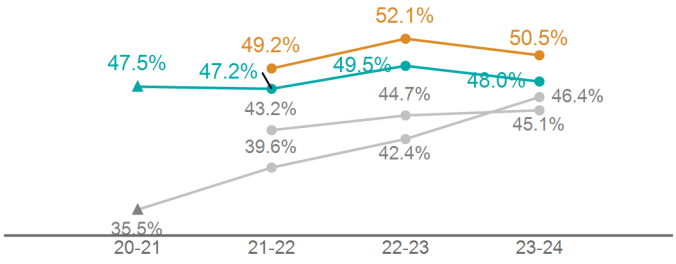

### Foster Youth

Subgroup with fewer than 20 students.

### Female
N = 95




### Male
N = 98




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

Report 1189
1/15/2025 12:14:19 PM

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## 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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## 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** | 31,977 | 51% | 29 | 22 | 27 | 23 | 49% | ↑1 | | ↑2 |

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

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

1/15/25

## All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

# SBAC ELA 2024

| | Overall | | Grade 3 | | Grade 4 | | Grade 5 | | Lowest Performing | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| School Name | 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 + RFEP | | 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% |

Submit Feedback

# Twain

## 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 f**

| School year | timeframe value | subcategory | subgroup | exclusionary | other_action |
|---|---|---|---|---|---|
| 2022-2023 | YR | All | All | 9 | 9 |
| | | Grade | Gr. 01 | 4 | 6 |
| | | | Gr. 03 | | 1 |
| | | | Gr. 04 | 1 | |
| | | | Gr. 05 | 4 | 1 |
| | | | Gr. K | | 1 |
| | | Ethnicity | African American | 2 | |
| | | | Hispanic | 4 | 8 |
| | | | Other | 3 | |
| | | | White | | 1 |
| | | Gender | Female | 4 | 1 |
| | | | Male | 5 | 8 |
| | | LowSES | Low SES | 7 | 5 |
| | | SPED | Special Ed. | 1 | 3 |
| | | SPED-Speech/RSP | Spec Ed. Speech/RSP | 1 | 3 |

Submit Feedback

# Twain

# 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 f**

| School year | timeframe value | subcategory | subgroup | exclusionary | other_action |
|---|---|---|---|---|---|
| 2021-2022 | YR | All | All | | 1 |
| | | Grade | Gr. 05 | | 1 |
| | | Ethnicity | African American | | 1 |
| | | Gender | Male | | 1 |
| | | LowSES | Low SES | | 1 |
| | | SPED | Special Ed. | | 1 |
| | | SPED-Speech/RSP | Spec Ed. Speech/RSP | | 1 |

Submit Feedback

# Twain

## 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 f**

| School year | timeframe value | subcategory | subgroup | exclusionary | other_action |
|---|---|---|---|---|---|
| 2019-2020 | YR | All | All | | 7 |
| | | Grade | Gr. 02 | | 4 |
| | | | Gr. 03 | | 1 |
| | | | Gr. K | | 2 |
| | | Ethnicity | African American | | 3 |
| | | | Hispanic | | 1 |
| | | | Other | | 1 |
| | | | White | | 2 |
| | | Gender | Female | | 4 |
| | | | Male | | 3 |
| | | LowSES | Low SES | | 5 |

[Submit Feedback ]

# Twain

## 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 | exclusionary | other_action |
|---|---|---|---|---|---|
| 2018-2019 | YR | All | All | 6 | 9 |
| | | Grade | Gr. 02 | 3 | 2 |
| | | | Gr. 05 | 3 | 7 |
| | | Ethnicity | African American | 3 | 3 |
| | | | Other | 3 | 6 |
| | | Gender | Male | 6 | 9 |
| | | LowSES | Low SES | 6 | 9 |
| | | SPED | Special Ed. | 4 | 7 |
| | | SPED-Speech/RSP | Spec Ed. Speech/RSP | 1 | 1 |

[Submit Feedback ]

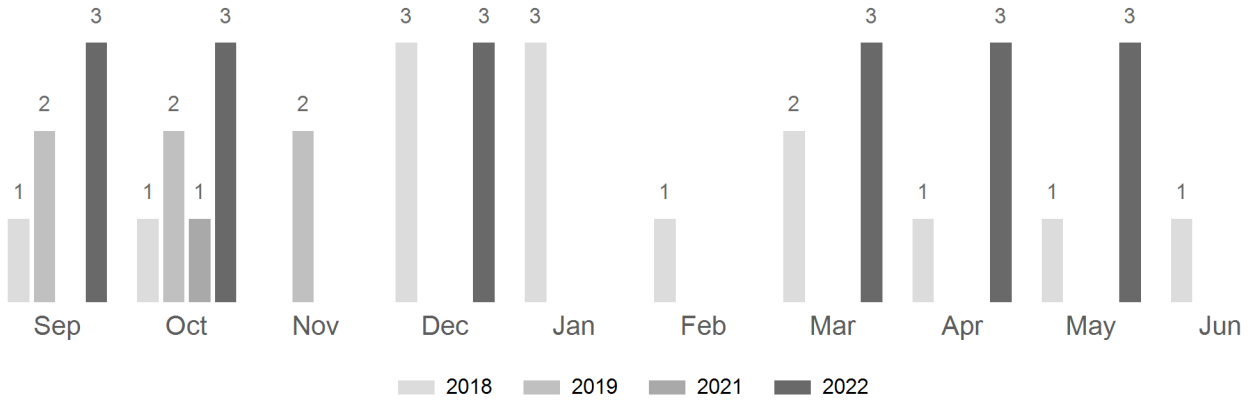
# Twain

# 23-24

**By  for 23-24**

**No Data Available**

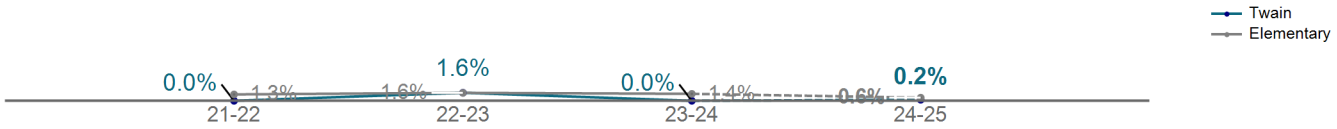
**By Month- 5-year comparison**




| | 18-19 | 19-20 | 21-22 | 22-23 |
|---|---|---|---|---|
| Sep | 1 | 2 | | 3 |
| Oct | 1 | 2 | 1 | 3 |
| Nov | | 2 | | |
| Dec | 3 | | | 3 |
| Jan | 3 | | | |
| Feb | 1 | | | |
| Mar | 2 | | | 3 |
| Apr | 1 | | | 3 |
| May | 1 | | | 3 |
| Jun | 1 | | | |

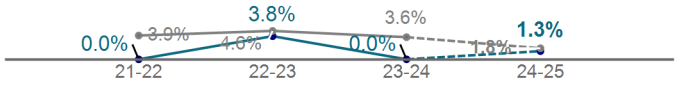
# Suspension Rate

**Twain**
**All Students**
**N = 486**



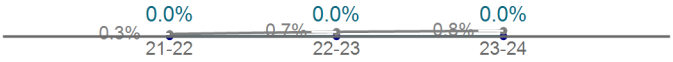

**African American**
**N = 75**

**Asian**




**Filipino**

Subgroup with fewer than 20 students.

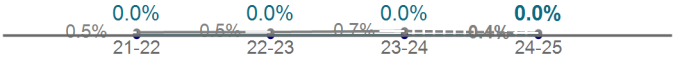



**Hispanic**
**N = 267**

**Pacific Islander**

Subgroup with fewer than 20 students.

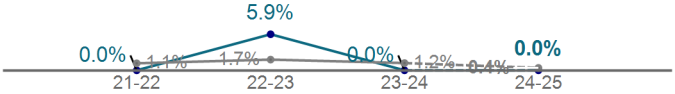
**White**
**N = 64**




**Native American**

Subgroup with fewer than 20 students.

**Other**
**N = 48**




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.

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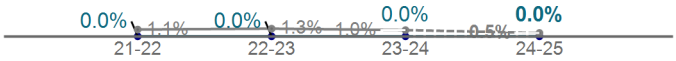
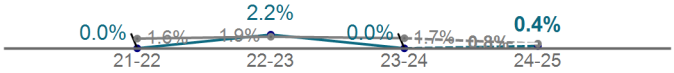
# Suspension Rate

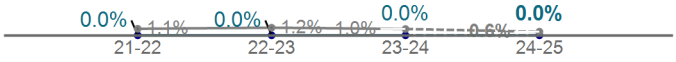
**EL + RFEP**
**N = 46**




**Low SES**
**N = 275**

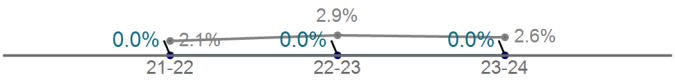



**English Learner**
**N = 33**



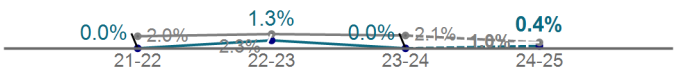

**Special Education**
**N = 111**

**Homeless or Foster Youth**




**Female**
**N = 219**

**Male**
**N = 267**




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.

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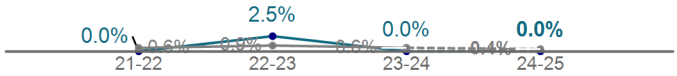
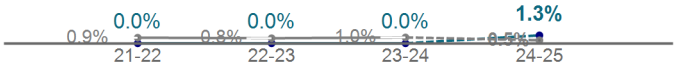
# Suspension Rate

**Gr. K**
**N = 78**

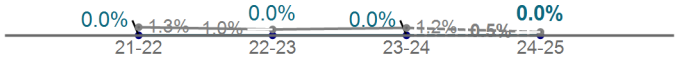
**Gr. 01**
**N = 74**



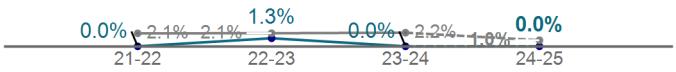

**Gr. 02**
**N = 77**



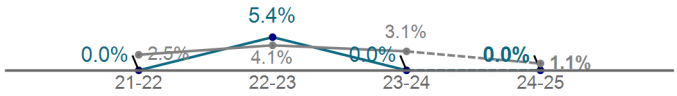

**Gr. 03**
**N = 93**




**Gr. 04**
**N = 63**




**Gr. 05**
**N = 72**




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.

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# i-Ready Math Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 1

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 1 | All Students | All | 1 | 69 | 20 / 74 / 3 / 3 |
| | | | 2 | 71 | 13 / 70 / 6 / 11 |
| | | | 3 | 73 | 1 / 58 / 23 / 18 |
| | Teacher | Campbell, R | 1 | 24 | 33 / 63 / 4 |
| | | | 2 | 26 | 19 / 65 / 4 / 12 |
| | | | 3 | 26 | 4 / 65 / 15 / 15 |
| | | CARRILLO, K | 1 | 24 | 13 / 71 / 8 / 8 |
| | | | 2 | 24 | 13 / 63 / 8 / 17 |
| | | | 3 | 24 | 67 / 13 / 21 |
| | | Pham, T | 1 | 24 | 17 / 83 |
| | | | 2 | 25 | 12 / 72 / 4 / 12 |
| | | | 3 | 25 | 36 / 44 / 20 |
| | Ethnicity | African American | 1 | 10 | 40 / 60 |
| | | | 2 | 9 | 11 / 78 / 11 |
| | | | 3 | 11 | 73 / 18 / 9 |
| | | Asian | 1 | 4 | 25 / 25 / 25 / 25 |
| | | | 2 | 4 | 50 / 50 |
| | | | 3 | 4 | 25 / 25 / 50 |
| | | Filipino | 1 | 2 | 100 |
| | | | 2 | 2 | 100 |
| | | | 3 | 2 | 50 / 50 |
| | | Hispanic | 1 | 38 | 21 / 76 / 3 |
| | | | 2 | 39 | 18 / 69 / 5 / 8 |
| | | | 3 | 40 | 3 / 60 / 20 / 18 |
| | | Pacific Islander | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | White | 1 | 11 | 9 / 82 / 9 |
| | | | 2 | 12 | 8 / 67 / 8 / 17 |
| | | | 3 | 12 | 58 / 25 / 17 |
| | | Other | 1 | 3 | 100 |
| | | | 2 | 4 | 75 / 25 |
| | | | 3 | 3 | 100 |

# i-Ready Math Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 1

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 1 | Gender | Female | 1 | 29 | 10 / 83 / 3 / 3 |
| | | | 2 | 29 | 3 / 76 / 7 / 14 |
| | | | 3 | 31 | 58 / 23 / 19 |
| | | Male | 1 | 40 | 28 / 68 / 3 |
| | | | 2 | 42 | 19 / 67 / 5 / 10 |
| | | | 3 | 42 | 2 / 57 / 24 / 17 |
| | Special Populations | Low SES | 1 | 42 | 19 / 79 / 2 |
| | | | 2 | 43 | 14 / 72 / 7 / 7 |
| | | | 3 | 42 | 2 / 55 / 21 / 21 |
| | | ELL | 1 | 6 | 17 / 83 |
| | | | 2 | 6 | 17 / 83 |
| | | | 3 | 6 | 67 / 17 / 17 |
| | | RFEP | 1 | 4 | 100 |
| | | | 2 | 4 | 100 |
| | | | 3 | 4 | 25 / 50 / 25 |
| | | EL + RFEP | 1 | 10 | 10 / 90 |
| | | | 2 | 10 | 10 / 90 |
| | | | 3 | 10 | 50 / 30 / 20 |
| | | Special Ed. | 1 | 19 | 42 / 58 |
| | | | 2 | 17 | 35 / 59 / 6 |
| | | | 3 | 19 | 5 / 68 / 16 / 11 |
| | | Spec Ed. Speech/RSP | 1 | 5 | 40 / 60 |
| | | | 2 | 4 | 50 / 50 |
| | | | 3 | 5 | 80 / 20 |
| | | Foster | 1 | 1 | 100 |
| | | | 3 | 1 | 100 |

# i-Ready Math Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 2

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 2 | All Students | All | 1 | 89 | 40 / 49 / 9 / 1 |
| | | | 2 | 88 | 16 / 67 / 10 / 7 |
| | | | 3 | 88 | 15 / 50 / 20 / 15 |
| | Teacher | Garate, S | 1 | 29 | 41 / 59 |
| | | | 2 | 29 | 17 / 79 / 3 |
| | | | 3 | 29 | 24 / 55 / 17 / 3 |
| | | Lockerman, T | 1 | 30 | 30 / 47 / 20 / 3 |
| | | | 2 | 30 | 7 / 53 / 23 / 17 |
| | | | 3 | 30 | 3 / 33 / 33 / 30 |
| | | Martinez, O | 1 | 28 | 50 / 43 / 7 |
| | | | 2 | 28 | 21 / 71 / 4 / 4 |
| | | | 3 | 29 | 17 / 62 / 10 / 10 |
| | Ethnicity | African American | 1 | 14 | 57 / 43 |
| | | | 2 | 14 | 36 / 64 |
| | | | 3 | 15 | 27 / 47 / 27 |
| | | American Indian | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Asian | 1 | 3 | 33 / 33 / 33 |
| | | | 2 | 3 | 67 / 33 |
| | | | 3 | 3 | 33 / 33 / 33 |
| | | Hispanic | 1 | 48 | 46 / 42 / 13 |
| | | | 2 | 47 | 19 / 62 / 13 / 6 |
| | | | 3 | 46 | 20 / 48 / 13 / 20 |
| | | White | 1 | 15 | 13 / 73 / 7 / 7 |
| | | | 2 | 15 | 73 / 13 / 13 |
| | | | 3 | 15 | 67 / 13 / 20 |
| | | Other | 1 | 8 | 25 / 75 |
| | | | 2 | 8 | 88 / 13 |
| | | | 3 | 8 | 50 / 50 |

# i-Ready Math Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 2

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 2 | Gender | Female | 1 | 40 | 38 / 50 / 13 |
| | | | 2 | 38 | 24 / 58 / 8 / 11 |
| | | | 3 | 38 | 18 / 50 / 16 / 16 |
| | | Male | 1 | 49 | 43 / 49 / 6 / 2 |
| | | | 2 | 50 | 10 / 74 / 12 / 4 |
| | | | 3 | 50 | 12 / 50 / 24 / 14 |
| | Special Populations | Low SES | 1 | 48 | 52 / 44 / 4 |
| | | | 2 | 48 | 21 / 73 / 6 |
| | | | 3 | 48 | 19 / 60 / 13 / 8 |
| | | ELL | 1 | 5 | 60 / 40 |
| | | | 2 | 3 | 33 / 67 |
| | | | 3 | 3 | 33 / 67 |
| | | RFEP | 1 | 2 | 100 |
| | | | 2 | 2 | 100 |
| | | | 3 | 2 | 100 |
| | | EL + RFEP | 1 | 7 | 43 / 57 |
| | | | 2 | 5 | 20 / 80 |
| | | | 3 | 5 | 20 / 80 |
| | | Special Ed. | 1 | 24 | 58 / 42 |
| | | | 2 | 25 | 24 / 68 / 8 |
| | | | 3 | 25 | 28 / 48 / 16 / 8 |
| | | Spec Ed. Speech/RSP | 1 | 5 | 100 |
| | | | 2 | 5 | 60 / 40 |
| | | | 3 | 5 | 40 / 60 |
| | | Foster | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Homeless | 1 | 3 | 33 / 67 |
| | | | 2 | 3 | 33 / 67 |
| | | | 3 | 4 | 50 / 25 / 25 |
| | | GATE/Excel | 1 | 7 | 29 / 71 |
| | | | 2 | 7 | 14 / 43 / 43 |
| | | | 3 | 7 | 14 / 86 |

# i-Ready Math Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 3

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 3 | All Students | All | 1 | 58 | 10 16 50 12 12 |
| | | | 2 | 58 | 5 5 55 17 17 |
| | | | 3 | 57 | 4 4 44 26 23 |
| | Teacher | Alford, M | 1 | 30 | 3 17 47 13 20 |
| | | | 2 | 30 | 60 13 27 |
| | | | 3 | 30 | 3 47 23 27 |
| | | Olsen, K | 1 | 28 | 18 14 54 11 4 |
| | | | 2 | 28 | 11 11 50 21 7 |
| | | | 3 | 29 | 14 3 38 28 17 |
| | Ethnicity | African American | 1 | 4 | 25 25 50 |
| | | | 2 | 4 | 25 75 |
| | | | 3 | 5 | 20 20 60 |
| | | American Indian | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Asian | 1 | 4 | 25 75 |
| | | | 2 | 4 | 25 75 |
| | | | 3 | 4 | 25 75 |
| | | Filipino | 1 | 2 | 50 50 |
| | | | 2 | 2 | 50 50 |
| | | | 3 | 2 | 50 50 |
| | | Hispanic | 1 | 30 | 10 10 60 17 3 |
| | | | 2 | 30 | 3 3 63 27 3 |
| | | | 3 | 29 | 45 41 14 |
| | | White | 1 | 10 | 20 50 10 20 |
| | | | 2 | 10 | 40 20 40 |
| | | | 3 | 10 | 40 20 40 |
| | | Other | 1 | 7 | 29 43 14 14 |
| | | | 2 | 7 | 14 29 43 14 |
| | | | 3 | 6 | 17 17 50 17 |

# i-Ready Math Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 3

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 3 | Gender | Female | 1 | 30 | 10 \| 20 \| 53 \| 10 \| 7 |
| | | | 2 | 30 | 3 \| 10 \| 57 \| 17 \| 13 |
| | | | 3 | 30 | 7 \| 3 \| 43 \| 27 \| 20 |
| | | Male | 1 | 28 | 11 \| 11 \| 46 \| 14 \| 18 |
| | | | 2 | 28 | 7 \| 54 \| 18 \| 21 |
| | | | 3 | 27 | 4 \| 44 \| 26 \| 26 |
| | Special Populations | Low SES | 1 | 28 | 14 \| 4 \| 61 \| 11 \| 11 |
| | | | 2 | 28 | 11 \| 4 \| 61 \| 11 \| 14 |
| | | | 3 | 26 | 8 \| 46 \| 31 \| 15 |
| | | ELL | 1 | 3 | 100 |
| | | | 2 | 3 | 67 \| 33 |
| | | | 3 | 3 | 33 \| 67 |
| | | RFEP | 1 | 2 | 100 |
| | | | 2 | 2 | 100 |
| | | | 3 | 2 | 50 \| 50 |
| | | EL + RFEP | 1 | 5 | 100 |
| | | | 2 | 5 | 80 \| 20 |
| | | | 3 | 5 | 40 \| 60 |
| | | Special Ed. | 1 | 12 | 17 \| 33 \| 42 \| 8 |
| | | | 2 | 12 | 8 \| 8 \| 67 \| 8 \| 8 |
| | | | 3 | 11 | 9 \| 9 \| 45 \| 27 \| 9 |
| | | Spec Ed. Speech/RSP | 1 | 6 | 33 \| 50 \| 17 |
| | | | 2 | 6 | 17 \| 17 \| 50 \| 17 |
| | | | 3 | 5 | 20 \| 20 \| 60 |
| | | Homeless | 1 | 4 | 25 \| 75 |
| | | | 2 | 4 | 25 \| 75 |
| | | | 3 | 4 | 75 \| 25 |
| | | GATE/Excel | 1 | 9 | 22 \| 11 \| 67 |
| | | | 2 | 9 | 11 \| 89 |
| | | | 3 | 9 | 11 \| 89 |

# i-Ready Math Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 4

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 4 | All Students | All | 1 | 62 | 11 13 63 11 2 |
| | | | 2 | 66 | 12 5 53 23 8 |
| | | | 3 | 64 | 8 6 42 25 19 |
| | Teacher | Bass, C | 1 | 26 | 77 19 4 |
| | | | 2 | 27 | 4 4 33 44 15 |
| | | | 3 | 27 | 4 30 37 30 |
| | | JESSOP, M | 1 | 13 | 62 23 15 |
| | | | 2 | 13 | 54 15 31 |
| | | | 3 | 13 | 46 23 15 15 |
| | | Wilke, A | 1 | 25 | 24 68 8 |
| | | | 2 | 26 | 85 12 4 |
| | | | 3 | 26 | 4 65 15 15 |
| | Ethnicity | African American | 1 | 7 | 29 71 |
| | | | 2 | 8 | 25 50 25 |
| | | | 3 | 8 | 25 38 38 |
| | | Asian | 1 | 2 | 100 |
| | | | 2 | 2 | 50 50 |
| | | | 3 | 2 | 50 50 |
| | | Filipino | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Hispanic | 1 | 33 | 9 18 61 12 |
| | | | 2 | 36 | 14 3 50 31 3 |
| | | | 3 | 34 | 9 3 41 29 18 |
| | | White | 1 | 10 | 10 70 10 10 |
| | | | 2 | 10 | 10 70 20 |
| | | | 3 | 10 | 60 20 20 |
| | | Other | 1 | 9 | 22 56 22 |
| | | | 2 | 9 | 11 11 44 22 11 |
| | | | 3 | 9 | 22 33 11 33 |

# i-Ready Math Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 4

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 4 | Gender | Female | 1 | 29 | 10 \| 10 \| 72 \| 7 |
| | | | 2 | 31 | 10 \| 3 \| 58 \| 23 \| 6 |
| | | | 3 | 30 | 7 \| 7 \| 50 \| 20 \| 17 |
| | | Male | 1 | 33 | 12 \| 15 \| 55 \| 15 \| 3 |
| | | | 2 | 35 | 14 \| 6 \| 49 \| 23 \| 9 |
| | | | 3 | 34 | 9 \| 6 \| 35 \| 29 \| 21 |
| | Special Populations | Low SES | 1 | 33 | 6 \| 18 \| 64 \| 12 |
| | | | 2 | 35 | 9 \| 6 \| 63 \| 17 \| 6 |
| | | | 3 | 34 | 6 \| 3 \| 53 \| 26 \| 12 |
| | | ELL | 1 | 5 | 40 \| 40 \| 20 |
| | | | 2 | 6 | 50 \| 17 \| 17 \| 17 |
| | | | 3 | 6 | 33 \| 17 \| 33 \| 17 |
| | | RFEP | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | EL + RFEP | 1 | 6 | 33 \| 33 \| 17 \| 17 |
| | | | 2 | 7 | 43 \| 14 \| 14 \| 29 |
| | | | 3 | 7 | 29 \| 14 \| 43 \| 14 |
| | | Special Ed. | 1 | 17 | 41 \| 18 \| 35 \| 6 |
| | | | 2 | 19 | 37 \| 16 \| 42 \| 5 |
| | | | 3 | 18 | 28 \| 17 \| 33 \| 17 \| 6 |
| | | Spec Ed. Speech/RSP | 1 | 3 | 33 \| 67 |
| | | | 2 | 3 | 33 \| 67 |
| | | | 3 | 3 | 100 |
| | | Foster | 1 | 2 | 100 |
| | | | 2 | 2 | 50 \| 50 |
| | | | 3 | 2 | 50 \| 50 |
| | | Homeless | 1 | 1 | 100 |
| | | | 2 | 2 | 50 \| 50 |
| | | | 3 | 2 | 50 \| 50 |
| | | GATE/Excel | 1 | 8 | 38 \| 50 \| 13 |
| | | | 2 | 8 | 63 \| 38 |
| | | | 3 | 8 | 13 \| 88 |

# i-Ready Math Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 5

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 5 | All Students | All | 1 | 80 | 29 11 29 21 10 |
| | | | 2 | 78 | 22 10 35 18 15 |
| | | | 3 | 78 | 21 14 35 14 17 |
| | Teacher | BEAVER, B | 1 | 34 | 3 9 32 41 15 |
| | | | 2 | 34 | 6 3 38 24 29 |
| | | | 3 | 34 | 3 12 29 29 26 |
| | | Broadway, C | 1 | 32 | 25 19 38 9 9 |
| | | | 2 | 32 | 13 19 44 19 6 |
| | | | 3 | 32 | 9 19 56 3 13 |
| | | Montell, S | 1 | 14 | 100 |
| | | | 2 | 14 | 93 7 |
| | | | 3 | 14 | 93 7 |
| | Ethnicity | African American | 1 | 15 | 40 33 13 13 |
| | | | 2 | 13 | 38 15 31 8 8 |
| | | | 3 | 14 | 36 21 21 7 14 |
| | | Asian | 1 | 7 | 71 29 |
| | | | 2 | 7 | 14 29 57 |
| | | | 3 | 7 | 14 57 29 |
| | | Filipino | 1 | 2 | 50 50 |
| | | | 2 | 2 | 50 50 |
| | | | 3 | 2 | 50 50 |
| | | Hispanic | 1 | 41 | 32 5 39 17 7 |
| | | | 2 | 41 | 24 5 46 15 10 |
| | | | 3 | 40 | 23 13 48 10 8 |
| | | Pacific Islander | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | White | 1 | 7 | 29 29 29 14 |
| | | | 2 | 7 | 57 14 29 |
| | | | 3 | 7 | 43 14 14 29 |
| | | Other | 1 | 7 | 14 57 14 14 |
| | | | 2 | 7 | 14 29 57 |
| | | | 3 | 7 | 14 43 43 |

# i-Ready Math Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 5

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 5 | Gender | Female | 1 | 39 | 18 / 10 / 38 / 23 / 10 |
| | | | 2 | 38 | 8 / 13 / 42 / 24 / 13 |
| | | | 3 | 38 | 8 / 13 / 47 / 13 / 18 |
| | | Male | 1 | 41 | 39 / 12 / 20 / 20 / 10 |
| | | | 2 | 40 | 35 / 8 / 28 / 13 / 18 |
| | | | 3 | 40 | 33 / 15 / 23 / 15 / 15 |
| | Special Populations | Low SES | 1 | 40 | 38 / 13 / 28 / 18 / 5 |
| | | | 2 | 39 | 31 / 8 / 44 / 15 / 3 |
| | | | 3 | 40 | 28 / 18 / 43 / 3 / 10 |
| | | ELL | 1 | 2 | 100 |
| | | | 2 | 2 | 100 |
| | | | 3 | 2 | 100 |
| | | RFEP | 1 | 3 | 67 / 33 |
| | | | 2 | 3 | 33 / 67 |
| | | | 3 | 3 | 67 / 33 |
| | | EL + RFEP | 1 | 5 | 40 / 40 / 20 |
| | | | 2 | 5 | 40 / 20 / 40 |
| | | | 3 | 5 | 40 / 40 / 20 |
| | | Special Ed. | 1 | 21 | 81 / 14 / 5 |
| | | | 2 | 21 | 76 / 19 / 5 |
| | | | 3 | 21 | 71 / 19 / 5 / 5 |
| | | Spec Ed. Speech/RSP | 1 | 6 | 67 / 33 |
| | | | 2 | 6 | 67 / 33 |
| | | | 3 | 6 | 50 / 33 / 17 |
| | | Foster | 1 | 1 | 100 |
| | | Homeless | 1 | 4 | 25 / 50 / 25 |
| | | | 2 | 4 | 25 / 50 / 25 |
| | | | 3 | 4 | 25 / 75 |
| | | GATE/Excel | 1 | 11 | 18 / 45 / 36 |
| | | | 2 | 11 | 18 / 18 / 64 |
| | | | 3 | 11 | 18 / 27 / 55 |

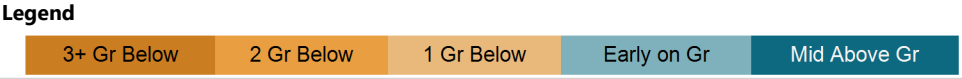
[Submit Feedback](#) [i Ready Growth Report](#)

# i-Ready Reading Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 1

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 1 | All Students | All | 1 | 70 | 11 / 69 / 14 / 6 |
| | | | 2 | 69 | 4 / 55 / 20 / 20 |
| | | | 3 | 71 | 48 / 14 / 38 |
| | Teacher | Campbell, R | 1 | 22 | 9 / 73 / 14 / 5 |
| | | | 2 | 24 | 4 / 54 / 17 / 25 |
| | | | 3 | 25 | 52 / 16 / 32 |
| | | CARRILLO, K | 1 | 24 | 4 / 75 / 13 / 8 |
| | | | 2 | 24 | 67 / 8 / 25 |
| | | | 3 | 24 | 58 / 4 / 38 |
| | | Pham, T | 1 | 25 | 16 / 60 / 20 / 4 |
| | | | 2 | 25 | 8 / 40 / 32 / 20 |
| | | | 3 | 25 | 28 / 20 / 52 |
| | Ethnicity | African American | 1 | 10 | 10 / 80 / 10 |
| | | | 2 | 9 | 78 / 22 |
| | | | 3 | 10 | 70 / 30 |
| | | Asian | 1 | 4 | 25 / 50 / 25 |
| | | | 2 | 4 | 25 / 25 / 50 |
| | | | 3 | 4 | 25 / 75 |
| | | Filipino | 1 | 2 | 50 / 50 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Hispanic | 1 | 37 | 14 / 73 / 14 |
| | | | 2 | 37 | 8 / 54 / 16 / 22 |
| | | | 3 | 39 | 46 / 21 / 33 |
| | | Pacific Islander | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | White | 1 | 11 | 82 / 9 / 9 |
| | | | 2 | 12 | 58 / 25 / 17 |
| | | | 3 | 12 | 42 / 17 / 42 |
| | | Other | 1 | 5 | 20 / 40 / 20 / 20 |
| | | | 2 | 5 | 40 / 20 / 40 |
| | | | 3 | 4 | 50 / 50 |

# i-Ready Reading Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 1




| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 1 | Gender | Female | 1 | 29 | 69 / 24 / 7 |
| | | | 2 | 30 | 47 / 20 / 33 |
| | | | 3 | 32 | 44 / 9 / 47 |
| | | Male | 1 | 41 | 20 / 68 / 7 / 5 |
| | | | 2 | 39 | 8 / 62 / 21 / 10 |
| | | | 3 | 39 | 51 / 18 / 31 |
| | Special Populations | Low SES | 1 | 42 | 14 / 71 / 10 / 5 |
| | | | 2 | 41 | 2 / 61 / 20 / 17 |
| | | | 3 | 42 | 52 / 12 / 36 |
| | | ELL | 1 | 6 | 17 / 67 / 17 |
| | | | 2 | 6 | 17 / 33 / 33 / 17 |
| | | | 3 | 6 | 17 / 17 / 67 |
| | | RFEP | 1 | 4 | 75 / 25 |
| | | | 2 | 4 | 25 / 25 / 50 |
| | | | 3 | 4 | 50 / 50 |
| | | EL + RFEP | 1 | 10 | 10 / 70 / 20 |
| | | | 2 | 10 | 10 / 30 / 30 / 30 |
| | | | 3 | 10 | 10 / 30 / 60 |
| | | Special Ed. | 1 | 17 | 18 / 82 |
| | | | 2 | 16 | 6 / 75 / 19 |
| | | | 3 | 15 | 73 / 20 / 7 |
| | | Spec Ed. Speech/RSP | 1 | 5 | 20 / 80 |
| | | | 2 | 4 | 25 / 75 |
| | | | 3 | 4 | 50 / 50 |
| | | Foster | 1 | 1 | 100 |
| | | | 3 | 1 | 100 |

# i-Ready Reading Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 2

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

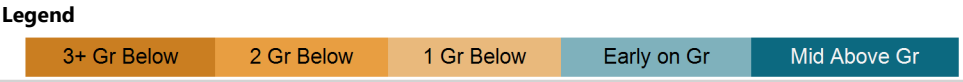
| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 2 | All Students | All | 1 | 83 | 24 / 51 / 13 / 12 |
| | | | 2 | 84 | 13 / 44 / 14 / 29 |
| | | | 3 | 85 | 8 / 36 / 15 / 40 |
| | Teacher | Garate, S | 1 | 27 | 30 / 59 / 7 / 4 |
| | | | 2 | 29 | 17 / 52 / 10 / 21 |
| | | | 3 | 29 | 14 / 41 / 17 / 28 |
| | | Lockerman, T | 1 | 30 | 13 / 40 / 23 / 23 |
| | | | 2 | 30 | 10 / 23 / 17 / 50 |
| | | | 3 | 30 | 23 / 13 / 63 |
| | | Martinez, O | 1 | 28 | 32 / 54 / 7 / 7 |
| | | | 2 | 28 | 14 / 57 / 18 / 11 |
| | | | 3 | 29 | 10 / 48 / 17 / 24 |
| | Ethnicity | African American | 1 | 14 | 36 / 50 / 7 / 7 |
| | | | 2 | 11 | 18 / 64 / 18 |
| | | | 3 | 14 | 14 / 64 / 21 |
| | | Asian | 1 | 3 | 67 / 33 |
| | | | 2 | 3 | 67 / 33 |
| | | | 3 | 3 | 33 / 67 |
| | | Hispanic | 1 | 43 | 33 / 40 / 12 / 16 |
| | | | 2 | 46 | 17 / 46 / 9 / 28 |
| | | | 3 | 44 | 11 / 34 / 14 / 41 |
| | | White | 1 | 16 | 6 / 69 / 13 / 13 |
| | | | 2 | 15 | 40 / 27 / 33 |
| | | | 3 | 15 | 33 / 13 / 53 |
| | | Other | 1 | 7 | 71 / 29 |
| | | | 2 | 8 | 13 / 25 / 25 / 38 |
| | | | 3 | 8 | 13 / 50 / 38 |
| | | American Indian | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |

# i-Ready Reading Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 2

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

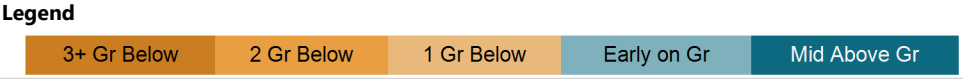
| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 2 | Gender | Female | 1 | 37 | 27 / 46 / 14 / 14 |
| | | | 2 | 38 | 13 / 37 / 21 / 29 |
| | | | 3 | 37 | 8 / 38 / 8 / 46 |
| | | Male | 1 | 46 | 22 / 54 / 13 / 11 |
| | | | 2 | 46 | 13 / 50 / 9 / 28 |
| | | | 3 | 48 | 8 / 35 / 21 / 35 |
| | Special Populations | Low SES | 1 | 45 | 31 / 56 / 9 / 4 |
| | | | 2 | 46 | 13 / 61 / 13 / 13 |
| | | | 3 | 46 | 9 / 48 / 17 / 26 |
| | | ELL | 1 | 5 | 60 / 40 |
| | | | 2 | 3 | 100 |
| | | | 3 | 3 | 67 / 33 |
| | | RFEP | 1 | 2 | 100 |
| | | | 2 | 2 | 100 |
| | | | 3 | 2 | 100 |
| | | EL + RFEP | 1 | 7 | 43 / 57 |
| | | | 2 | 5 | 60 / 40 |
| | | | 3 | 5 | 40 / 20 / 40 |
| | | Special Ed. | 1 | 22 | 32 / 59 / 5 / 5 |
| | | | 2 | 23 | 30 / 57 / 13 |
| | | | 3 | 24 | 21 / 46 / 17 / 17 |
| | | Spec Ed. Speech/RSP | 1 | 4 | 75 / 25 |
| | | | 2 | 5 | 80 / 20 |
| | | | 3 | 5 | 60 / 40 |
| | | Foster | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Homeless | 1 | 2 | 50 / 50 |
| | | | 2 | 3 | 67 / 33 |
| | | | 3 | 3 | 33 / 67 |
| | | GATE/Excel | 1 | 7 | 14 / 86 |
| | | | 2 | 7 | 14 / 86 |
| | | | 3 | 7 | 100 |

# i-Ready Reading Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 3



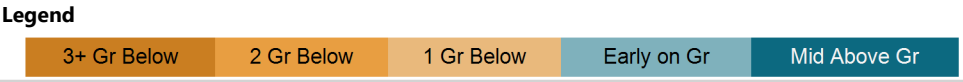

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 3 | All Students | All | 1 | 58 | 5 10 21 40 24 |
| | | | 2 | 56 | 5 7 20 32 36 |
| | | | 3 | 58 | 5 21 34 40 |
| | Teacher | Alford, M | 1 | 30 | 17 17 30 37 |
| | | | 2 | 30 | 7 20 33 40 |
| | | | 3 | 30 | 20 33 47 |
| | | Olsen, K | 1 | 28 | 11 4 25 50 11 |
| | | | 2 | 28 | 11 7 18 36 29 |
| | | | 3 | 29 | 14 21 34 31 |
| | Ethnicity | African American | 1 | 4 | 25 50 25 |
| | | | 2 | 4 | 25 50 25 |
| | | | 3 | 5 | 20 40 20 20 |
| | | American Indian | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Asian | 1 | 4 | 25 75 |
| | | | 2 | 4 | 50 50 |
| | | | 3 | 4 | 25 75 |
| | | Filipino | 1 | 2 | 50 50 |
| | | | 2 | 2 | 50 50 |
| | | | 3 | 2 | 50 50 |
| | | Hispanic | 1 | 30 | 10 17 63 10 |
| | | | 2 | 29 | 3 21 41 34 |
| | | | 3 | 30 | 3 17 43 37 |
| | | White | 1 | 10 | 20 20 60 |
| | | | 2 | 9 | 11 22 67 |
| | | | 3 | 10 | 10 30 60 |
| | | Other | 1 | 7 | 29 14 43 14 |
| | | | 2 | 7 | 29 14 43 14 |
| | | | 3 | 6 | 17 67 17 |

# i-Ready Reading Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 3



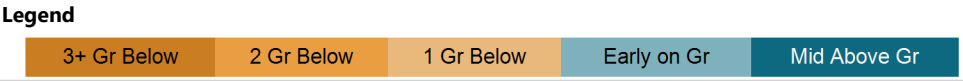

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 3 | Gender | Female | 1 | 30 | 7 3 17 50 23 |
| | | | 2 | 29 | 7 7 14 34 38 |
| | | | 3 | 30 | 7 20 40 33 |
| | | Male | 1 | 28 | 4 18 25 29 25 |
| | | | 2 | 27 | 4 7 26 30 33 |
| | | | 3 | 28 | 4 21 29 46 |
| | Special Populations | Low SES | 1 | 28 | 11 11 18 43 18 |
| | | | 2 | 28 | 11 7 18 39 25 |
| | | | 3 | 27 | 11 11 33 44 |
| | | ELL | 1 | 3 | 100 |
| | | | 2 | 3 | 100 |
| | | | 3 | 3 | 67 33 |
| | | RFEP | 1 | 2 | 100 |
| | | | 2 | 2 | 100 |
| | | | 3 | 2 | 100 |
| | | EL + RFEP | 1 | 5 | 100 |
| | | | 2 | 5 | 100 |
| | | | 3 | 5 | 80 20 |
| | | Special Ed. | 1 | 12 | 17 8 33 33 8 |
| | | | 2 | 11 | 18 36 36 9 |
| | | | 3 | 11 | 9 27 45 18 |
| | | Spec Ed. Speech/RSP | 1 | 6 | 33 33 33 |
| | | | 2 | 6 | 33 33 33 |
| | | | 3 | 5 | 20 20 60 |
| | | Homeless | 1 | 4 | 25 25 50 |
| | | | 2 | 4 | 25 50 25 |
| | | | 3 | 5 | 20 60 20 |
| | | GATE/Excel | 1 | 9 | 100 |
| | | | 2 | 9 | 100 |
| | | | 3 | 9 | 100 |

# i-Ready Reading Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 4




| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 4 | All Students | All | 1 | 63 | 17 2 49 14 17 |
| | | | 2 | 64 | 17 2 42 17 22 |
| | | | 3 | 66 | 15 6 32 15 32 |
| | Teacher | Bass, C | 1 | 26 | 42 23 35 |
| | | | 2 | 27 | 4 44 22 30 |
| | | | 3 | 27 | 4 30 11 56 |
| | | JESSOP, M | 1 | 13 | 85 8 8 |
| | | | 2 | 13 | 77 23 |
| | | | 3 | 13 | 69 23 8 |
| | | Wilke, A | 1 | 24 | 79 13 8 |
| | | | 2 | 26 | 4 54 19 23 |
| | | | 3 | 26 | 4 46 27 23 |
| | Ethnicity | African American | 1 | 7 | 29 57 14 |
| | | | 2 | 7 | 29 57 14 |
| | | | 3 | 8 | 25 63 13 |
| | | Asian | 1 | 2 | 100 |
| | | | 2 | 2 | 50 50 |
| | | | 3 | 2 | 50 50 |
| | | Filipino | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | Hispanic | 1 | 35 | 17 3 46 20 14 |
| | | | 2 | 35 | 17 3 43 23 14 |
| | | | 3 | 36 | 17 6 28 17 33 |
| | | White | 1 | 10 | 50 20 30 |
| | | | 2 | 10 | 30 20 50 |
| | | | 3 | 10 | 30 20 50 |
| | | Other | 1 | 8 | 25 50 25 |
| | | | 2 | 9 | 22 44 11 22 |
| | | | 3 | 9 | 11 22 22 11 33 |

# i-Ready Reading Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 4



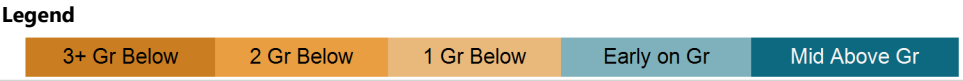

| Gr. | Category | Subgroup | Diagnostic Window | # Students | 3+ Gr Below | 2 Gr Below | 1 Gr Below | Early on Gr | Mid Above Gr |
|---|---|---|---|---|---|---|---|---|---|
| 4 | Gender | Female | 1 | 28 | 11 | 4 | 46 | 14 | 25 |
| | | | 2 | 31 | | 13 | 42 | 16 | 29 |
| | | | 3 | 31 | | 10 | 10 | 26 | 16 | 39 |
| | | Male | 1 | 35 | 23 | | 51 | 14 | 11 |
| | | | 2 | 33 | | 21 | 3 | 42 | 18 | 15 |
| | | | 3 | 35 | | 20 | 3 | 37 | 14 | 26 |
| | Special Populations | Low SES | 1 | 35 | 17 | 3 | 57 | 9 | 14 |
| | | | 2 | 33 | | 15 | 3 | 48 | 21 | 12 |
| | | | 3 | 35 | | 14 | 6 | 40 | 17 | 23 |
| | | ELL | 1 | 5 | 60 | | 20 | 20 | |
| | | | 2 | 6 | | 67 | | 17 | 17 | |
| | | | 3 | 6 | | | 67 | | 33 | |
| | | RFEP | 1 | 1 | | | | | 100 |
| | | | 2 | 1 | | | | | 100 |
| | | | 3 | 1 | | | | | 100 |
| | | EL + RFEP | 1 | 6 | | | 50 | 17 | 33 |
| | | | 2 | 7 | | | 57 | 14 | 29 |
| | | | 3 | 7 | | | | 57 | 29 | 14 |
| | | Special Ed. | 1 | 19 | | 58 | 5 | 32 | 5 |
| | | | 2 | 18 | | | 56 | 28 | 17 |
| | | | 3 | 19 | | | 47 | 21 | 16 | 11 | 5 |
| | | Spec Ed. Speech/RSP | 1 | 3 | | | 100 | | |
| | | | 2 | 3 | | | | 67 | | 33 |
| | | | 3 | 3 | | | | 67 | | 33 |
| | | Foster | 1 | 2 | | | | 50 | | 50 |
| | | | 2 | 2 | | | | 50 | | 50 |
| | | | 3 | 2 | | | | 50 | | 50 |
| | | Homeless | 1 | 1 | | | 100 | | |
| | | | 2 | 2 | | | 100 | | |
| | | | 3 | 2 | | | 100 | | |
| | | GATE/Excel | 1 | 8 | | | | 13 | 25 | 63 |
| | | | 2 | 8 | | | | 13 | 25 | 63 |
| | | | 3 | 8 | | | | 13 | | 88 |

# i-Ready Reading Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 5

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

| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 5 | All Students | All | 1 | 77 | 23 12 34 17 14 |
| | | | 2 | 74 | 20 14 20 22 24 |
| | | | 3 | 77 | 21 14 23 23 18 |
| | Teacher | BEAVER, B | 1 | 34 | 3 15 38 21 24 |
| | | | 2 | 34 | 3 9 21 26 41 |
| | | | 3 | 34 | 3 15 21 29 32 |
| | | Broadway, C | 1 | 32 | 13 13 47 19 9 |
| | | | 2 | 32 | 6 28 31 22 13 |
| | | | 3 | 32 | 9 19 38 25 9 |
| | | Montell, S | 1 | 14 | 100 |
| | | | 2 | 14 | 93 7 |
| | | | 3 | 14 | 93 7 |
| | Ethnicity | African American | 1 | 14 | 29 21 29 14 7 |
| | | | 2 | 12 | 33 8 33 17 8 |
| | | | 3 | 14 | 29 21 29 14 7 |
| | | Asian | 1 | 7 | 57 14 29 |
| | | | 2 | 7 | 14 14 71 |
| | | | 3 | 7 | 14 43 43 |
| | | Filipino | 1 | 2 | 50 50 |
| | | | 2 | 2 | 50 50 |
| | | | 3 | 2 | 100 |
| | | Hispanic | 1 | 39 | 26 15 36 10 13 |
| | | | 2 | 38 | 21 18 24 16 21 |
| | | | 3 | 39 | 21 18 28 23 10 |
| | | Pacific Islander | 1 | 1 | 100 |
| | | | 2 | 1 | 100 |
| | | | 3 | 1 | 100 |
| | | White | 1 | 7 | 29 29 29 14 |
| | | | 2 | 7 | 29 14 29 29 |
| | | | 3 | 6 | 33 17 17 33 |
| | | Other | 1 | 7 | 14 14 43 29 |
| | | | 2 | 7 | 14 71 14 |
| | | | 3 | 8 | 13 13 13 38 25 |

# i-Ready Reading Overall Relative Placement
## School Data by Subgroup
## Twain 2023-2024 Grade 5




| Gr. | Category | Subgroup | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|---|
| 5 | Gender | Female | 1 | 37 | 11 14 43 16 16 |
| | | | 2 | 38 | 5 18 26 26 24 |
| | | | 3 | 37 | 5 14 32 30 19 |
| | | Male | 1 | 40 | 35 10 25 18 13 |
| | | | 2 | 36 | 36 8 14 17 25 |
| | | | 3 | 40 | 35 15 15 18 18 |
| | Special Populations | Low SES | 1 | 39 | 26 15 33 21 5 |
| | | | 2 | 36 | 25 14 25 28 8 |
| | | | 3 | 39 | 26 15 28 28 3 |
| | | ELL | 1 | 2 | 100 |
| | | | 2 | 2 | 100 |
| | | | 3 | 2 | 100 |
| | | RFEP | 1 | 3 | 33 67 |
| | | | 2 | 3 | 100 |
| | | | 3 | 3 | 100 |
| | | EL + RFEP | 1 | 5 | 40 20 40 |
| | | | 2 | 5 | 40 60 |
| | | | 3 | 5 | 40 60 |
| | | Special Ed. | 1 | 21 | 81 10 5 5 |
| | | | 2 | 20 | 75 15 10 |
| | | | 3 | 21 | 76 14 5 5 |
| | | Spec Ed. Speech/RSP | 1 | 6 | 67 17 17 |
| | | | 2 | 5 | 60 20 20 |
| | | | 3 | 5 | 60 20 20 |
| | | Homeless | 1 | 4 | 25 25 50 |
| | | | 2 | 4 | 25 25 50 |
| | | | 3 | 4 | 25 50 25 |
| | | GATE/Excel | 1 | 11 | 27 18 55 |
| | | | 2 | 11 | 9 18 73 |
| | | | 3 | 11 | 27 18 55 |

[Submit Feedback]

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

| Category | | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|
| **All Students** | 442 | 3 | 442 | 6 7 46 21 19 |
| **Grade** | Gr. K | 3 | 74 | 50 22 28 |
| | Gr. 01 | 3 | 75 | 1 56 24 19 |
| | Gr. 02 | 3 | 88 | 15 50 20 15 |
| | Gr. 03 | 3 | 59 | 7 3 42 25 22 |
| | Gr. 04 | 3 | 66 | 9 8 41 24 18 |
| | Gr. 05 | 3 | 80 | 21 14 35 14 16 |
| **Ethnicity** | African American | 3 | 64 | 13 13 47 22 6 |
| | Asian | 3 | 21 | 19 38 43 |
| | Hispanic | 3 | 237 | 6 7 49 20 17 |
| | White | 3 | 63 | 5 46 21 29 |
| | Other | 3 | 44 | 9 7 39 20 25 |
| **Gender** | Female | 3 | 198 | 4 8 49 20 19 |
| | Male | 3 | 243 | 8 7 44 22 20 |
| **Special Populations** | Low SES | 3 | 245 | 8 7 51 18 16 |
| | ELL | 3 | 25 | 16 8 52 16 8 |
| | EL + RFEP | 3 | 37 | 11 5 49 24 11 |
| | Special Ed. | 3 | 112 | 21 14 44 14 6 |
| | Spec Ed. Speech/RSP | 3 | 26 | 19 19 58 4 |
| | GATE/Excel | 3 | 35 | 6 17 77 |

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 1/15/2025

[Submit Feedback]

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

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

| Category | | Diagnostic Window | # Students | Percent by Category |
|---|---|---|---|---|
| **All Students** | 441 | 3 | 441 | 7 5 32 23 33 |
| **Grade** | Gr. K | 3 | 74 | 31 38 31 |
| | Gr. 01 | 3 | 74 | 46 14 41 |
| | Gr. 02 | 3 | 88 | 8 38 16 39 |
| | Gr. 03 | 3 | 59 | 7 20 34 39 |
| | Gr. 04 | 3 | 66 | 15 6 32 15 32 |
| | Gr. 05 | 3 | 80 | 21 15 24 23 18 |
| **Ethnicity** | African American | 3 | 64 | 11 8 45 16 20 |
| | Asian | 3 | 21 | 19 29 52 |
| | Hispanic | 3 | 236 | 7 6 33 25 29 |
| | White | 3 | 63 | 3 2 27 17 51 |
| | Other | 3 | 44 | 9 7 27 23 34 |
| **Gender** | Female | 3 | 198 | 4 6 31 24 35 |
| | Male | 3 | 242 | 10 5 33 21 31 |
| **Special Populations** | Low SES | 3 | 244 | 8 5 36 25 25 |
| | ELL | 3 | 25 | 24 20 36 20 |
| | EL + RFEP | 3 | 37 | 16 14 35 35 |
| | Special Ed. | 3 | 111 | 25 11 35 18 11 |
| | Spec Ed. Speech/RSP | 3 | 26 | 23 15 31 23 8 |
| | GATE/Excel | 3 | 35 | 11 6 83 |

The percentages may not equal 100% due to rounding.
Report Name:Attendance - iReady_Overall_Relative_Placement - ARC Report #1185 | Report Code DA01-BAND

Run date: 1/15/2025

Jan 15, 2025

# ELPAC Summative Assessment Grade Level Summary 2023-2024

## Site :: Twain

### Site Level Overall Performance Level Summary

| 17% | 14% | 41% | 28% |
|---|---|---|---|
| Beginning Stage | Somewhat Developed | Moderately Developed | Well Developed |

### Site Level Domain Performance Level Summary

| Listening | | | Speaking | | | Reading | | | Writing | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 11% Beg. | 39% Some/Mod. | 50% Well Dev. | 14% Beg. | 57% Some/Mod. | 29% Well Dev. | 25% Beg. | 54% Some/Mod. | 21% Well Dev. | 11% Beg. | 46% Some/Mod. | 43% Well Dev. |

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

| | Overall Development | | | | Listening | | | Speaking | | | Reading | | | Writing | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Beg. | Some. | Mod. | Well | Beg. | Some/ Mod. | Well | Beg. | Some/ Mod. | Well | Beg. | Some/ Mod. | Well | Beg. | Some/ Mod. | Well |
| 00 | 100% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 01 | 0% | 0% | 56% | 44% | 0% | 44% | 56% | 0% | 78% | 22% | 0% | 67% | 33% | 0% | 11% | 89% |
| 02 | 0% | 50% | 33% | 17% | 0% | 33% | 67% | 0% | 67% | 33% | 33% | 50% | 17% | 17% | 83% | 0% |
| 03 | 0% | 0% | 75% | 25% | 0% | 50% | 50% | 0% | 75% | 25% | 0% | 50% | 50% | 0% | 75% | 25% |
| 04 | 43% | 0% | 29% | 29% | 29% | 29% | 43% | 43% | 14% | 43% | 43% | 57% | 0% | 14% | 43% | 43% |
| 05 | 50% | 50% | 0% | 0% | 50% | 50% | 0% | 50% | 50% | 0% | 100% | 0% | 0% | 50% | 50% | 0% |

Reclassifcation Criteria

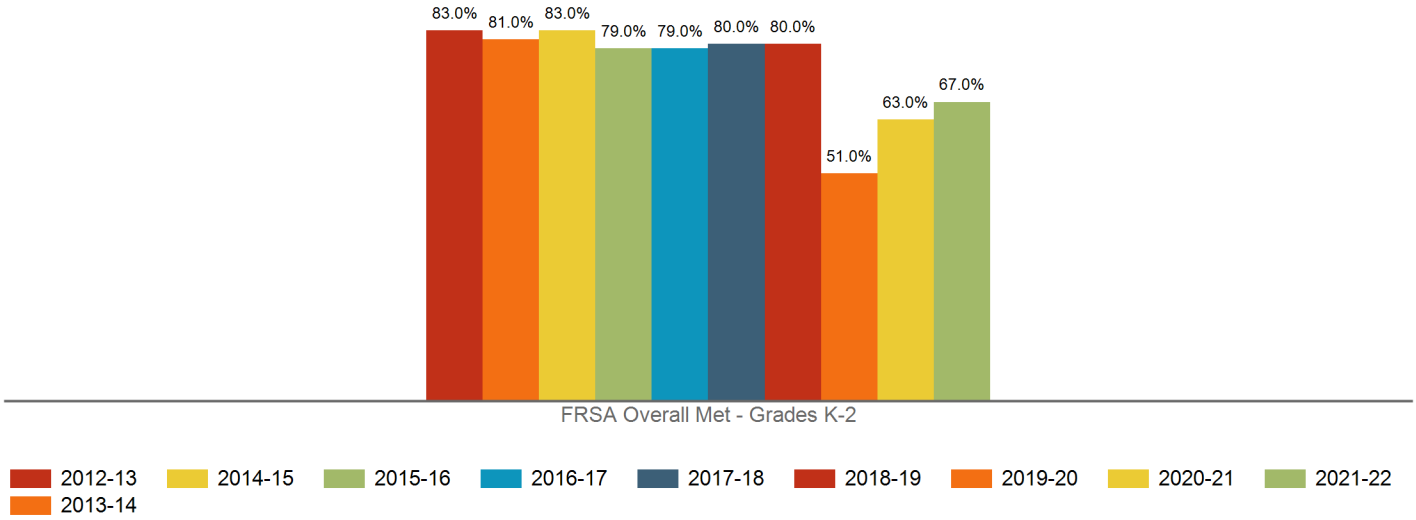
ELPAC Results (CDE Site)

# Elementary Reading - FRSA

**School Year: 23-24**

## Goals

| Area | Description |
|---|---|
| ELA Goals | Literate Prepared SMART Goals:<br>By June 2024, all students will achieve one year of academic growth and students performing below grade level will demonstrate greater than one year of growth as indicated on FRSA, iReady Diagnostic, and SBAC annual results using tier 1, 2, and 3 support systems (TOSA).<br><br>TK-2 Literacy will:<br>-deliver explicit and systematic foundational skills lessons with diagnostic screeners and data-driven small group instruction and in (K-2) begin the implementation of the Heggerty Strategies.<br><br>-plan opportunities for students to practice skills collaboratively and independently<br><br>-use daily decoding routines, phonics practice with decodable readers, and vocabulary routines grounded in phonological awareness, phonics, morphology, and meaning across content areas.<br><br>-FRSA will increase by 10% from 47% to 57% for all students, by 10% from 41% to 51% for AA students, and by 10% from 47% to 57% for Multilingual (EL) students<br><br>Progress Monitoring:<br>Every quarter a PDSA cycle is completed; teachers submit thiere data and the literacy and Math team reviews, analyze and create the next steps. Information is shared with teachers and next steps are announced . As each cycle progresses teachers will adjust plans and activies as needed. |




## Budgeted Items

| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 3 | The additional after school tutoring and Saturday enrichment will provide intervention for our at-risk students. Interventions will include ELA/Math. | | Teacher Hourly Extra Comp |
| | The additonal supplemental materials (Heggery) and other books will support teachers in their teaching instruction and intervention. | | Materials |
| Total | | | |

## Reading-FRSA Interventions

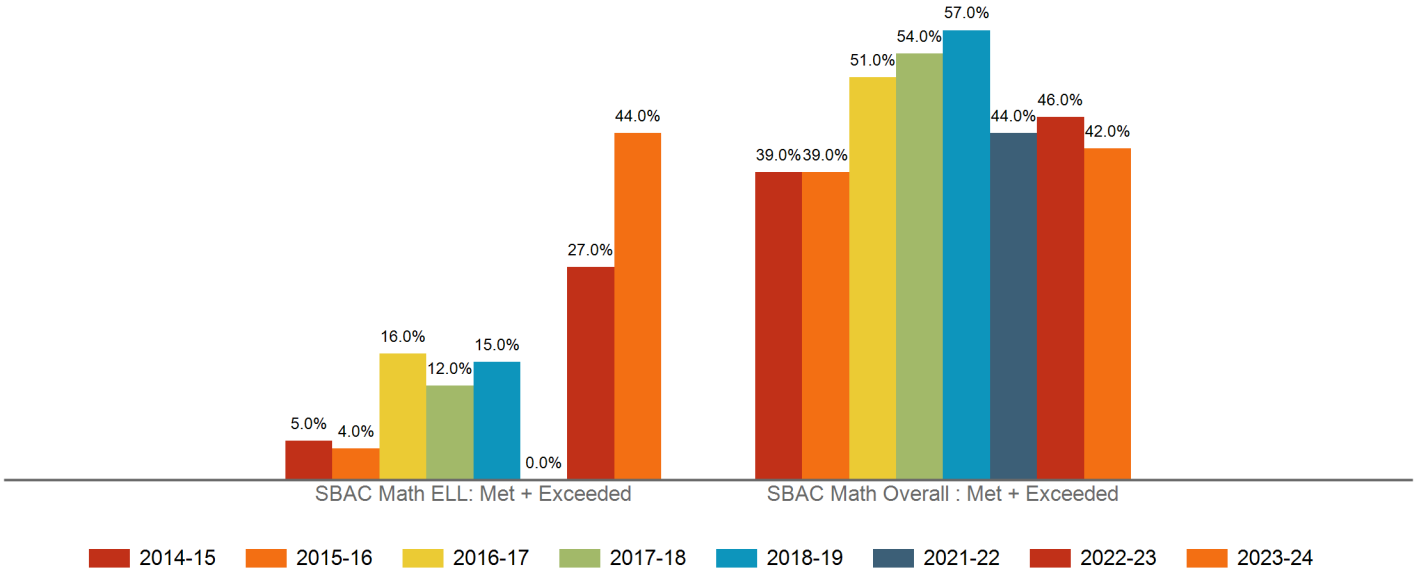
| Intervention ID | # Students | Intervention Start Date | Intervention End Date | # Of Sessions | Hours per Session | Total Hours |
|---|---|---|---|---|---|---|
| 20608 | 3 | 9/30/23 | 11/22/24 | 18 | 0.25 | 4.5 |
| | **3** | | | | | **4.5** |

# SBAC Math

**School Year: 23-24**

## Goals

| Area | Description |
|---|---|
| Math Goals | Mathematically Prepared SMART Goals:<br>By June 2024, all students will achieve one year of academic growth and students performing below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic using tier 1, 2, and 3 support systems (Literacy and Math TOSA).<br><br>3-5 Math<br>-develop effective means for teaching the content to diverse student populations with coherence (learning across grades linked to major topics within grades), focus on grade-level standards, and rigorous instruction developed with conceptual understanding, procedural skill and fluency, application, and perseverance in solving them.<br><br>-be supported by my math lead to ensure quality core instruction, mathematical shifts, deeper knowledge of math standards, assessment growth, and fidelity to the instructional design of the unit guides, and 8 Mathematical Practices<br><br>-iReady math will increase by 10% from 66% to 76% for all students, by 10% from 23% to 44% for AA students, and by 10% from 36% to 46% for EL students<br><br>-SBAC math will increase by 10% from 46% to 56% for all students, by 10% from 16% to 26% for AA students, and by 10% from 27% to 37% for Multilingual (EL) students<br><br>Progress Monitoring:<br>Every quarter a PDSA cycle is completed; teachers submit their data and the Literacy and Math team will review, analyze and create and plan for next steps. The information is shared with teachers and next steps are announced . As each cycle progresses, teachers will adjust plans and activities as needed. |




## Budgeted Items

| Line Number | Description | Cost | Personnel Summary |
|---|---|---|---|
| 3 | The additional after school tutoring and Saturday enrichment will provide intervention for our at-risk students. Interventions will include ELA/Math. | | Teacher Hourly Extra Comp |
| Total | | | |

# All Staff

**School Year: 23-24**

| Budgeted Items | | | |
|---|---|---|---|
| **Line Number** | **Description** | **Cost** | **Personnel Summary** |
| 1 | Each grade level will have 1 collaborative opportunities to participate in a full day of data analysis, lesson planning, and designing intervention strategies that will move instruction forward. Working together, grade levels will review and utilize the overall school and grade levels' goals to progress monitor students' assessment results. Teachers will also utilize the district's Scope and Sequence for ELA and Math to plan for upcoming lessons. Each teacher will receive an all day sub for the planning day which will take place on campus alongside the Principal, Intervention Specialist, and Literacy Coaches. They will also participate in an afterschool PD (iReady) 50 minutes past their scheduled time. | $9,122 | |
| | Teachers use magazines to supplement their instruction (Social Studies Weekly /Scholastic News) Each grade level will be allocated $500. | $3,500 | |
| 2 | Twain Elementary would like to renew our Reflex subscription to support our students with their math facts proficiency. The program will be used during small group instruction, individual, and to support the learning at home. | $3,295 | |
| 3 | The additional after school tutoring and Saturday enrichment will provide intervention for our at-risk students. Interventions will include ELA/Math. | $17,291 | |
| | The additonal supplemental materials (Heggery) and other books will support teachers in their teaching instruction and intervention. | $2,500 | |
| 4 | The supplemental materials will support our Culture & Climate, Pulse Survey (student agency, identify, and sense of belonging) by supporting our schoolwide programs and attendance (absenteeism). | $10,000 | |
| Total | | **$45,708** | |

# All Students

**School Year: 23-24**

| Budgeted Items | | | |
|---|---|---|---|
| **Line Number** | **Description** | **Cost** | **Personnel Summary** |
| 1 | Each grade level will have 1 collaborative opportunities to participate in a full day of data analysis, lesson planning, and designing intervention strategies that will move instruction forward. Working together, grade levels will review and utilize the overall school and grade levels' goals to progress monitor students' assessment results. Teachers will also utilize the district's Scope and Sequence for ELA and Math to plan for upcoming lessons. Each teacher will receive an all day sub for the planning day which will take place on campus alongside the Principal, Intervention Specialist, and Literacy Coaches. They will also participate in an afterschool PD (iReady) 50 minutes past their scheduled time. | $9,122 | |
| | Teachers use magazines to supplement their instruction (Social Studies Weekly /Scholastic News) Each grade level will be allocated $500. | $3,500 | |
| 2 | Twain Elementary would like to renew our Reflex subscription to support our students with their math facts proficiency. The program will be used during small group instruction, individual, and to support the learning at home. | $3,295 | |
| 3 | The additional after school tutoring and Saturday enrichment will provide intervention for our at-risk students. Interventions will include ELA/Math. | $17,291 | |
| | The additonal supplemental materials (Heggery) and other books will support teachers in their teaching instruction and intervention. | $2,500 | |
| 4 | The supplemental materials will support our Culture & Climate, Pulse Survey (student agency, identify, and sense of belonging) by supporting our schoolwide programs and attendance (absenteeism). | $10,000 | |
| Total | | **$45,708** | |

# English Learners

**School Year: 23-24**

| Budgeted Items | | | |
|---|---|---|---|
| **Line Number** | **Description** | **Cost** | **Personnel Summary** |
| 1 | Each grade level will have 1 collaborative opportunities to participate in a full day of data analysis, lesson planning, and designing intervention strategies that will move instruction forward. Working together, grade levels will review and utilize the overall school and grade levels' goals to progress monitor students' assessment results. Teachers will also utilize the district's Scope and Sequence for ELA and Math to plan for upcoming lessons. Each teacher will receive an all day sub for the planning day which will take place on campus alongside the Principal, Intervention Specialist, and Literacy Coaches. They will also participate in an afterschool PD (iReady) 50 minutes past their scheduled time. | $9,122 | |
| | Teachers use magazines to supplement their instruction (Social Studies Weekly /Scholastic News) Each grade level will be allocated $500. | $3,500 | |
| 2 | Twain Elementary would like to renew our Reflex subscription to support our students with their math facts proficiency. The program will be used during small group instruction, individual, and to support the learning at home. | $3,295 | |
| 3 | The additional after school tutoring and Saturday enrichment will provide intervention for our at-risk students. Interventions will include ELA/Math. | $17,291 | |
| | The additonal supplemental materials (Heggery) and other books will support teachers in their teaching instruction and intervention. | $2,500 | |
| 4 | The supplemental materials will support our Culture & Climate, Pulse Survey (student agency, identify, and sense of belonging) by supporting our schoolwide programs and attendance (absenteeism). | $10,000 | |
| Total | | **$45,708** | |

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

# School Plan for Student Achievement Addendum 2024-2025

## Additional Targeted Support and Improvement (ATSI)

Twain Elementary School

If ATSI, identify subgroups:

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

## Attestation:

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

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

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

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

Date Approved by SSC 11-20-24

Signature of Principal [redacted]

Signature of SSC Chair [redacted]

## 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.

## 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)*

# Mark Twain Elementary School

5021 E.Centralia Street
Long Beach, California 90808
(562) 421-8421

***Each student at Twain will achieve a year's growth for a year's worth of learning because we build positive relationships to empower personal, academic, and social success.***

The staff and parents/guardians at Twain Elementary School have high expectations of the students at the school and of themselves. In an effort to provide the highest quality instructional program to students, the staff and parents/guardians of Twain Elementary School agree to implement the following activities:

## THE SCHOOL

- Twain will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- Twain's staff will be positive role models for students.
- Twain will provide after school tutoring when resources are available.
- Twain will involve parents/guardians in the governance of the school.
- Twain will keep parents informed of their child's progress.

## THE HOME

- Parents/Guardians will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- Parents/Guardians will provide a quiet place for their children to study and check his/her work.
- Parents/Guardians will talk, read or write to/with their children at least 20 minutes each night.
- Parents/Guardians will attend all teacher-requested conferences to discuss the progress of their children.

## THE STUDENT

- Students will be responsible learners by paying attention in class, reading every day, and doing their best in school.
- Students will strive to believe in their abilities, hold a positive attitude, and be a cooperative and engaged learner.
- Students will interact with teachers and peers in a positive manner.

STATE & FEDERAL PROGRAMS
Long Beach Unified School District

# Mark Twain Elementary
# Family Involvement Guidelines

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

## PART I

Twain agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

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

1. Twain will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
    - Attendance at one of the district trainings or school site training. Topics include:
        i. Responsibilities & Roles of SSC and its members
        ii. Composition of SSCs
        iii. Budgetary considerations
        iv. Single Plan for Student Achievement
        v. Role of ELAC and other advisory committees
    - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
        i. Invite other families and stakeholders to attend the meeting
        ii. Advertise in Title I Newsletter, at Back-to-School night, through teleparent, etc.
    - At Meeting
        i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
        ii. Write or update the Family Involvement Guidelines & Home-School Compacts

iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions

2. Twain will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
   - At a SSC & ELAC meeting
   - Section of Newsletter
   - Annual Title I Meeting
   - Main Office Counter
   - Back to School Night
3. Twain will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
   - At SSC and ELAC meetings
   - Family information meetings
   - School site council must vote to approve the guidelines
4. Twain will convene an Annual Title I Public Meeting to inform families of the following:
   - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
   - Hold a flexible number of meetings at varying times
   - Notifications/fliers sent home in language families can understand
   - Announcement made on school marquee, through Schoolloop and teleparent
   - Child care provided
5. Twain will provide updated information to families about Title I programs throughout the school year:
   - Section of Newsletter
   - On Main Office Counter
   - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
6. Twain will provide to families 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. Twain will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
   - Family workshops; Family surveys
   - Principal chats
   - In school newsletters
   - Back-to-School night
   - At SSC & ELAC meetings
7. Twain will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families 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. Twain will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
   - At School site council meetings

**PART III**
**SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Twain will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
    - District trainings offered for families and staff
    - Family education workshops on site
    - Family-Teacher Conferences
    - Family Workshops posted on district website
    - DCAC, DELAC and other district family forums/meetings
    - District website resources: click "P" for Parent University
2. Twain will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
    - Outlines shared responsibility of home, school and student in academic achievement
    - Developed, discussed and reviewed at first SSC and ELAC meetings
    - School site council must vote to approve compact
    - Twain's Home-School Compact will be available via weekly Parent Bulletin, school website, and available in the front office.
3. Twain will, with the assistance of its district, provide assistance to families 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. Twain will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
    - Family Workshops (Literacy and Math)
5. Twain will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
    - Teacher/Staff In-services
6. Twain will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
    - A district translator/other support staff will be doing the translations of written materials/notifications that are sent to families

## PART IV
## DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' 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 families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families 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 family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;

- in order to maximize family involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * * * *

**PART V**
**ADOPTION**

Twain's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on **10/02/24** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **10/31/2024**. Twain, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

[redacted]
Signature of Principal

10/7/24
Date