

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Muir 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-risk 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
<p>Goal in 2023-2024</p> <p>All Muir K-8 Academy students will achieve at least one year of academic growth. Students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic Typical Growth data.</p> <p>* K-2: By June 2024 70% of all students will score proficient or above on the grade level FRSA. (Actual: 54%)</p> <p>* K-2: By June 2024 70% of all students will score proficient or above grade level, as measured by the i-Ready Assessment.</p> <p>* 3-8: By June 2024 51% of all students will score at the met/exceeded level on the ELA SBAC. (Actual: 41%)</p>

ELA Goals

All LBUSD students, including students with disabilities and English language learners, will achieve at least one year of academic growth in literacy by June 2025.

SBAC: By June 2025, 51% of 3-8 students will score Met/Exceeded on SBAC, up from 41%. Percentage of students with disabilities and English language learners who score in Met/Exceeded on SBAC will increase by 10% from 2024.

FRSA: By June 2025, 70% of all K-2 students, including students with disabilities and English language learners, will score proficient or above on the grade level FRSA up from 54%.

ACTION PLAN SUMMARY

- * IIC, Literacy Lead and ELL Lead will collaborate with teachers on a consistent basis using data to guide PD, planning time, and instructional moves.
- * Provide schoolwide professional development in the areas of needs based on data collected of students' achievement and teachers' survey: utilizing scaffolds and SGI.
- * Instructional leadership team will meet weekly to discuss support plans for teachers and students, specifically focusing on achievement of students with disabilities and English language learners.

PROGRESS MONITORING PLAN SUMMARY

- * Teacher teams, along with IIC, Literacy Lead and EL Lead will review students' achievement data during collaborative planning time with a focus on students with disabilities and ELLs. Teams will use results of data study to determine next steps in instruction and intervention for students.

Comprehensive Needs Assessment: Mathematics

Math Findings

All Muir K-8 Academy students will achieve at least one year of academic growth. Students achieving below grade level will demonstrate greater than one year of growth as indicated on an iReady Diagnostic Typical Growth Data.

* By June 2024, the number of students in grades 3-8 that score met/exceeded on the mathematics section of the 2024 SBAC will increase by at least 10% (from 34% to at least 44%). (Actual: 34%)

* By June 2024, 70% of all students in grades K-2 will score at or above grade level, as measured by the i-Ready Assessment.

Math Goals

By June 2025, 44% of Grades 3-8 students will score Met/Exceeded on SBAC, up from 34%. Percentage of students with disabilities and ELLs who score Met/Exceeded on SBAC will increase by 10% from 2024.

ACTION PLAN SUMMARY

* IIC, Math Lead and ELL Lead will collaborate with teachers on a consistent basis using data to guide PD, planning time, and instructional moves.

* Provide schoolwide professional development in the areas of needs based on data collected of students' achievement and teachers' survey: utilizing scaffolds and SGI.

* Instructional leadership team will meet weekly to discuss support plans for teachers and students, specifically focusing on achievement of students with disabilities and English language learners.

PROGRESS MONITORING PLAN SUMMARY

* Teacher teams, along with IIC, Math Lead and EL Lead will review students' achievement data during collaborative planning time with a focus on students with disabilities and ELLs. Teams will use results of data study to determine next steps in instruction and intervention for students.

Comprehensive Needs Assessment: English Learners

English Learner Findings

There continues to be an achievement gap with our English Learners subgroup. 15% (41% school) scored met/exceeded on the ELA SBAC and 12% (34% school) scored met/exceeded on the Math SBAC.

English Learner Goals

Our school's ELPAC data for 2023-2024 is as follows:

12% Beginning
42% Somewhat Developed
36% Moderately Developed
11% Well Developed

It is our goal that the percentage of our English Learners (EL's) who score a level 4 (well developed) on the ELPAC Summative Assessment will increase by 10% from 2024, including students with disabilities who are also identified as ELs.

ACTION PLAN SUMMARY

*After careful review and discussion of our site's ELPAC data, we recognize an overall need to increase the opportunities for English Learners to engage in academic language/oral production during classroom instruction. Professional development has been provided to teachers to assist them with intentionally planning for collaborative conversations with purposeful scaffolds provided to our EL's. To further ensure the content is comprehensible, students will be provided with tools, resources, and other meaningful supports before, during and after instruction.

*Through our focus on learning the "stories" of our scholars and building relationships, students will feel safe to take academic risks as they interact within the classroom and school community. Our focus on growth mindset, teaches students that we all make and learn from mistakes. This combination of low-affective filter environment and scaffolds will accelerate our EL's learning and acquisition of language.

*Last year, we have added the use of the ELlevation platform to monitor progress and utilize the instructional resources that are provided. All teachers, specialist and administrators received professional development on the use of this platform.

*Parent and Community Facilitator will collaborate with instructional leadership team to implement parent workshops and targeted outreach for parents of ELs to develop their capacities to support their students.

PROGRESS MONITORING PLAN SUMMARY

*Teacher teams, along with IIC, Math Lead, Literacy Lead and ELL Lead will review students' achievement data during collaborative planning time with a focus on ELLs' achievement. Teams will use results of data study to determine next steps in instruction and intervention for ELLstudents.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Overall, we have a positive school climate. The large majority of our students appear happy and enjoy being at our school. However, there is still a small percentage of students who do not feel a sense of belonging. We are building a culture where all students feel physically, socially and emotionally safe, as well as a strong sense of belonging.

Last Year's Goal: By June 2023, student satisfaction rates in the areas of: Sense of Belonging; Safety; Self-Efficacy and Self-Management will increase by at least 5% not met.

Culture & Climate: Sense of Belonging, Safety

Sense of Belonging: 66% (-2) Elementary, 52% (-9) Middle School

Safety: 54% (-14%) Elementary, 54% (-1) Middle school

Social Emotional Learning: Self Efficacy, Self Management

Self Efficacy: 51% (-1) Elementary, 46% (-4) Middle Middle School

Self Management: 62% (-8) Elementary, 62% (-6) Middle School

Culture/Climate Goals

By June 2025, student satisfaction rates in the areas of Safety and Self Efficacy, especially the subgroups (Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students), will increase by at least 5% from 2024.

ACTION PLAN SUMMARY:

*Staff will build authentic relationships with students based on compassion, respect, care and trust. We are committed to co-creating SEL Harmony Goals with our students and incorporate welcoming activities at the beginning of each day. (Meet-Up/Circle Time: Check-Ins).

*Staff will understand our role for Tier 1 Classroom Interventions in addressing student behaviors and will use the updated resources (behavior flow chart, communication log, and behavior incident form to support students and document our work in order to move towards Tier 2 behavior interventions.

*Staff will have a shared responsibility in supporting our students in self-regulation and in using Zones of Regulation and Restorative Practices to teach our students how to reflect on their actions and ways to make wrongs from right. We are committed to ensuring we provide students with Brain Breaks. We will create a Lions Den - designated space in the classroom to refocus and self-regulate.

*We are committed to the new changes in our systems, ensuring that students know and understand our School-wide Guidelines for Success. We will have high expectations, especially in our common areas so students continue to be safe. We will encourage students to TRAIL Talented, Respectful, Awesome, Intelligent, and Loved.

*We have a Wellness Team that consists of a social worker, school psychologist and counselor who works to support our students with behavior needs with the goal of reducing suspension rate.

*We believe with this action plan put in place, we will support our students in feeling safer, improve their self-efficacy and support our target subgroups (HY, SE disadvantaged, SWD, Hispanic students) decrease the suspension rate.

PROGRESS MONITORING PLAN:

*Admin team, school counselor, school psychologist, Culture/Climate Committee and Staff will review Pulse Survey data and suspension rate each quarter for further analysis and to determine next steps.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) All Muir K-8 Academy students will achieve at least one year of academic growth. Students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic Typical Growth data.</p> <p>K-2: By June 2024 70% of all students will score proficient or above on the grade level FRSA.</p> <p>K-2: By June 2024 70% of all students will score proficient or above grade level, as measured by the i-Ready Assessment.</p> <p>3-8: By June 2024 51% of all students will score at the met/exceeded level on the ELA SBAC.</p>	Goal Partially or Not Met	Actual 41%.	Continue to collaborate with teachers, IIC, and TOSA in using data to guide our next steps in professional development and instruction.

Math	<p>1) All Muir K-8 Academy students will achieve at least one year of academic growth. Students achieving below grade level will demonstrate greater than one year of growth as indicated on an iReady Diagnostic Typical Growth Data. By June 2024, the number of students in grades 3-8 that score met/exceeded on the mathematics section of the 2024 SBAC will increase by at least 10% (from 34% to at least 44%). By June 2024, 70% of all students in grades K-2 will score at or above grade level, as measured by the i-Ready Assessment.</p>	Goal Partially or Not Met	Actual 34%	Math TOSA will collaborate with instructional team and teachers on best math practices, incorporating ways to engage students and consistent use of formative assessments to drive instruction, plan lessons, and guide students' towards independence and mastery.
English Learner	<p>1) Our school's ELPAC data for 2022-2023 is as follows: 12% Beginning; 44% Somewhat Developed; 34% Moderately Developed and 10% Well Developed. It is our goal that our English Learners (EL's) will increase at least 10% in the ELPAC Summative Assessment, which was achieved.</p> <p>After careful review and discussion of our site's ELPAC data, we recognize an overall</p>	Goal Partially or Not Met	This year's ELL Performance Summary: 12% Beginning; 42% (-2%) Somewhat Developed; 36% (+2%) Moderately Developed and 11% (+1%) Well Developed.	<p>Continued: overall need to increase the opportunities for English Learners to engage in academic language/oral production during classroom instruction. Professional development has been provided to teachers to assist them with intentionally planning for collaborative conversations with purposeful scaffolds provided to our EL's. To further ensure the content is comprehensible, students will be provided with tools, resources, and other meaningful supports before, during and after instruction.</p> <p>Through our focus on learning the "stories" of</p>

need to increase the opportunities for English Learners to engage in academic language/oral production during classroom instruction.

Professional development has been provided to teachers to assist them with intentionally planning for collaborative conversations with purposeful scaffolds provided to our EL's. To further ensure the content is comprehensible, students will be provided with tools, resources, and other meaningful supports before, during and after instruction.

Through our focus on learning the "stories" of our scholars and building relationships, students will feel safe to take academic risks as they interact within the classroom and school community. Our focus on growth mindset, teaches students that we all make and learn from mistakes. This combination of low-affective filter environment and scaffolds will accelerate our EL's learning and acquisition of language.

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our scholars and building relationships, students will feel safe to take academic risks as they interact within the classroom and school community. Our focus on growth mindset, teaches students that we all make and learn from mistakes. This combination of low-affective filter environment and scaffolds will accelerate our EL's learning and acquisition of language.

Last year, we have added the use of the ELLevation platform to monitor progress and utilize the instructional resources that are provided. All teachers, specialist and administrators received professional development on the use of this platform.

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Culture/Climate	1) By June 2023, student satisfaction rates in the areas of: Sense of Belonging; Safety; Self-Efficacy and Self-Management will increase by at least 5%.	Goal Partially or Not Met	<p>Belonging ES: 66% (-2) MS: 52% (-9)</p> <p>Safety ES: 54% (-14) MS: 54% (-1)</p> <p>Self-Efficacy ES: 51% (-1) MS: 46% (-4)</p> <p>Self-Management ES: 62% (-8) MS: 62% (-6)</p>	<p>SEL: Adult Profile ~ We will build authentic relationships with students based on compassion, respect, care and trust. We are committed to co-creating SEL Harmony Goals with our students and incorporate welcoming activities at the beginning of each day. (Meet-Up/Circle Time: Check-Ins). We understand our role for Tier 1 Classroom Interventions in addressing student behaviors and will use the updated resources (behavior flow chart, communication log, and behavior incident form to support students and document our work in order to move towards Tier 2 behavior interventions.</p> <p>SEL / Culture and Climate: We have a shared responsibility in supporting our students in self-regulation and in using Zones of Regulation and Restorative Practices to teach our students how to reflect on their actions and ways to make wrongs from right. We are committed to ensuring we provide students with Brain Breaks. We will create a Lions Den - designated space in the classroom to refocus and self-regulate.</p> <p>Culture and Climate: We are committed to the new changes in our systems, ensuring that students know and understand our School-wide Guidelines for Success. We will have high expectations, especially in our common areas so students continue to be safe. We will encourage students to TRAIL Talented, Respectful, Awesome, Intelligent, and Loved.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The Assistant Principal will provide academic support to students in English Language Arts, as well as social emotional learning. Students who are performing below grade level standards will receive small group instruction. The Assistant Principal will also facilitate the implementation of Safe and Civil Schools and school-wide interventions. (IN 3)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Strong Positive Impact
The School Librarian will provide research instruction, collaborate with teachers to improve content alignment, assist teachers with building classroom libraries and acquiring supplemental materials to address the literacy needs of students, connect students, parents and teachers to outside resources to improve literacy for all and support technology needs. Students will have access to the school library every day, as opposed to half of the year, which will address equity issues. The School Librarian will also provide intervention support to targeted students. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
The school psychologist will provide Tier 2 and Tier 3 behavioral and social emotional support to targeted students. The support will be both individual and small group. Collaboration will be with parents, teachers, administrators and support staff. (IN 5)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
The Social Emotional Learning (SEL) Facilitator will assist in the implementation of Tier 1, Tier 2, and Tier 3 SEL interventions referenced in the Multi-Tiered System of Support (MTSS) framework. The facilitator will lead the initiative to promote social and emotional growth for all students, including opportunities to build trusting relationships, welcoming learning environments, consistent routines, engaging teaching strategies, culturally-relevant practices and family and community partnerships. This will include professional development, modeling and collaborative meetings, and parent engagement. The facilitator will also provide compliance support, working collaboratively with the principal and the State and Federal Programs Office. (IN 6)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
<p>For Elementary (K-5) Grades: All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. Reading and Writing grounded in evidence from text. Regular practice with complex text and its academic vocabulary with intensity.</p> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing. District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</p> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing. District generated, grade level Scope & Sequence and</p>	<p>For Elementary (K-5) Grades: Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p> <p>For Middle (6-8) Grades: Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read “new” text(s) and apply the same level of understanding and mastery of the</p>	<p>K-8: Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level - NewsELA</p> <p>Thinking Maps</p> <p>ELLevation</p> <p>iReady</p> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Core5</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>

<p>Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</p> <p>For Middle (6-8) Grades: All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. Reading and writing analysis grounded in evidence from text. Regular practice with reading and producing complex text and its academic vocabulary with intensity.</p> <p>All 6-8 Language Arts classrooms will use: District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</p>	<p>CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	
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<p>including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> ? Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. ? Reading and Writing grounded in evidence from text. ? Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> ? District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. ? Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> ? District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. ? Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' 	<p>Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p> <p>For Middle (6-8) Grades: Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read “new” text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or</p>	<p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>
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<p>progress and needs.</p> <p>For Middle (6-8) Grades: All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> ? Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. ? Reading and writing analysis grounded in evidence from text. ? Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> ? District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. ? Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	
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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 and 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> * Arguments to support claims in an analysis of substantive topics/texts * Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately * Narratives to develop real or imagined experiences or events <p>All K-5 and 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> * Reading to build knowledge for written pieces * Working through the writing process for all 3 text types including planning, revising, editing and publishing * Orally rehearsing using linguistic patterns * Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences * Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>All: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p> <p>Elementary (K-5): "On Demand" Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Middle (6-8): At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of "On Demand" Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p>	<p>K-8: Write from the Beginning & Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Newsela</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>

<p>All K-5 and 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: Arguments to support claims in an analysis of substantive topics/texts Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately Narratives to develop real or imagined experiences or events</p> <p>All K-5 and 6-8 ELA 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: Reading to build knowledge for written pieces Working through the writing process for all 3 text types including planning, revising, editing and publishing Orally rehearsing using linguistic patterns Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences Conferring with the teacher and other students</p>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>All: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p> <p>Elementary (K-5): “On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Middle (6-8): At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p>	<p>K-8: Write from the Beginning & Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Newsela</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>
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Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-8 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: Strategically focusing where the Standards focus Coherence: think across grades and link to major topics within grades Rigor: require conceptual understanding, procedural skill and fluency</p> <p>All K-8 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in: Daily Math Routines Math Tasks Mathematical Discourse</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in: Mathematical Discourse</p>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Elementary (K-5): HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>ST Math</p> <p>Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics</p> <p>Khan Academy</p> <p>All: LBUSD Supplemental Instructional Resource</p>

<p>All K-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> ? Strategically focusing where the Standards focus ? Coherence: think across grades and link to major topics within grades ? Rigor: require conceptual understanding, procedural skill and fluency <p>All K-8 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-8 Units of Instruction, all K-8 students will engage in:</p> <ul style="list-style-type: none"> ? Daily Math Routines ? Math Tasks ? Mathematical Discourse ? ST Math Puzzle Talks (K-5) 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Elementary (K-5): LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p> <p>Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</p>
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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

Tier 1 - Quality Core Instruction Nearly Met students who need additional interventions to move in Met levels. SBAC ELA 10, SBAC Math 10, Elementary Reading - FRSA 10, Core Curriculum 70	The IIC, Literacy TOSA, Math TOSA, and EL TOSA will plan, develop, and provide professional development to increase Tier 1 instruction incorporating Quality Core Instruction Components. They will plan with teachers, co-teach, and provide academic support to students in English Language Arts, Math, Integrated/Designated ELD while supporting students with social emotional learning. Students who are performing @ nearly met grade level standards will receive small group instruction in order to progress towards met levels.	African-American, English Learners, Identified At-Risk Students, Low SES	LCFF \$3,739 Teacher Hourly Extra Comp (4) for 10 hours annually - LCFF 100%	08/27/2024 - 06/12/2025 Daily	Principal & Assistant Principal	Exit survey after PDs; and teacher feedback will be used to monitor effectiveness. Assessments (formative, interim, summative) to monitor students served SBAC ELA 10, SBAC Math 10, Elementary Reading - FRSA 10, Core Curriculum 70
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Targeted tutoring for nearly met and EL students provides the extra practice and guidance they need to build confidence and mastery in these critical areas SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, EL Reclassification 20, Other 20	Additional tutoring is needed for students who are nearly meeting grade-level standards (includes EL students) to help them close the gap and reach their full potential. These students may need more focused support in key areas like reading, math, or foundational skills to ensure they have a strong understanding of the content and can keep up with their peers.	Other Targeted Students, English Learners, African-American	LCFF \$12,221 Teacher Hourly P Schedule (6) for 24 hours annually - LCFF 100%	08/28/2024 - 06/12/2025 Biweekly	Principal, Instruction and Intervention Coordinator (IIC)	iReady diagnostics, district assessments, SBAC summative SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, EL Reclassification 20, Other 20
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The need for all classrooms to foster a classroom environment where students feel respected, heard, and supported. The need to incorporate culturally relevant materials and practices into lessons, ensuring that all studentsâ€™ identities are represented and valued. Culture-Climate Survey (Student-Staff) 50, SEL Survey 50	SEL Hourly Teacher will work with classroom teachers to implement Sanford Harmony during Enrichment Time 4xweek, half days. Work with teachers in creating and maintaining SEL Harmony goals with students and incorporating welcoming activities at the beginning of each day, such as Meet-Up/Circle Time for check-ins.	All Students	LCFF \$11,808 Substitute teacher half day (1) for 80 days - LCFF 100%	08/28/2024 - 06/12/2025 Biweekly	Principal, IIC, Counselor	CORE Student Survey in SEL and Culture & Climate Culture-Climate Survey (Student-Staff) 50, SEL Survey 50
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A large percentage of Muir K-8 Academy students live in poverty. Parents and students need access to health information, critical to their well being and development, which is foundational to learning. Attendance/Chronic Absenteeism Rate 100	The School Nurse Inspector will provide individual and small group support based on student needs, i.e., obesity, health, hygiene, behavior. The School Nurse Inspector will also provide supplemental health information to parents at parent meetings and workshops; assist families in obtaining information and appointments for medical, dental and vision services; and teach supplemental health lessons related to health standards and student needs.	Targeted Parents, Other Targeted Students	LCFF \$59,555 Nurse Inspector .4 FTE - LCFF 100%	08/19/2024 - 06/20/2025 Daily	School Nurse Inspector	Administrators will monitor the School Nurse Inspector's activities and student attendance data. Attendance/Chronic Absenteeism Rate 100
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There is a need to accelerate literacy progress and provide greater access to reading materials. SBAC ELA 40, D/F Rate 10, EL Reclassification 30, Core Curriculum 20	The School Librarian will provide research instruction, collaborate with teachers to improve content alignment, assist teachers with building classroom libraries and acquiring supplemental materials to address the literacy needs of students, connect students, parents and teachers to outside resources to improve literacy for all and support technology needs. Students will have access to the school library every day, as opposed to half of the year, which will address equity issues. The School Librarian will also provide intervention support to targeted students.	Identified At-Risk Students, Low SES, Other Targeted Students	Title 1 \$85,399 Librarian .5 FTE - Title 1 100%	08/19/2024 - 06/20/2025 Daily	Librarian & Administrators	Achievement, observation and survey data SBAC ELA 40, D/F Rate 10, EL Reclassification 30, Core Curriculum 20
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>As part of Muir's Preschool & TK transition plan, our preschool students have the opportunities to visit the TK classrooms and meet the TK teachers toward the end of the school year. Our teachers communicate to preschool and TK parents about the district Early Learning and Kindergarten Festival. Preschool and TK teachers utilize daily routines, instructional routines and curriculum that mirror our Kindergarten classes.</p>	<p>To prepare our 5th grade students for MS transition, our teachers start talking to them early on about the LB College promise, different middle schools that are available in the district, as well as high school programs and pathways.</p> <p>In February/March, our teachers start discussing middle school fair and middle school choice application process with students and teachers. We have parent and student meetings where our counselor and PCF discuss these topics with them. Parents and students are encouraged to attend Middle School Night hosted by different campuses to learn about the different options that they have.</p> <p>Muir EDGE Middle School program host a meet and greet with our 5th graders. Students get to interact with Muir middle school students and teachers to learn more about Muir middle school program.</p> <p>Support is provided to parents and students to fill out the middle school choice application.</p>	<p>Our Muir teachers start this process early in 6th grade. Teachers have fall conferences with parents in 6th grade where they start the conversation about different high school in the district, pathways, and requirements to enter the different programs and pathways.</p> <p>Muir has a collaborative partnership with Cabrillo through the Westside Connection project. This partnership enables our students to learn about Cabrillo and the different pathways offered there.</p> <p>Muir also has partnership with Poly through the student club Poly Ambassadors. Poly students visit our middle school students to share about their experiences and the different programs at Poly.</p> <p>Eight grade students engage in activities that enable them to learn more about the different high school in the district such as the High School scavenger hunt. Information about HS Fair and HS Site Night is shared with our students and parents early on. They are encouraged to attend these events.</p> <p>Eight grade students and parents are given advisement and 1:1 support as needed to fill out the HS choice application process.</p>

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
The need to ensure student safety and help create a positive school climate during recess and other free times. Recreation staff will supervise activities, prevent conflicts, and encourage students to work together, resulting in a safe and welcoming environment for all. Culture-Climate Survey (Student-Staff) 50, SEL Survey 50	Recreation aides are vital for ensuring student safety during recess and other non-classroom times. They help foster a positive school culture by supervising play, preventing conflicts, and encouraging teamwork. Their presence supports a safe, inclusive environment where students can thrive socially and emotionally.	LCFF Rec \$73,224 Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100% Recreation Aide .25 FTE - LCFF Rec 100%	08/28/2024 - 06/12/2025 Daily	Assistant Principal	Behavior Referrals, Suspensions

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
In order to monitor student progress, it is important to facilitate regular, structured time for teachers to collaborate, and reflect together, resulting in a culture of continuous improvement. SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 20, EL Reclassification 20, Core Curriculum 20	Improve student achievement across all content areas through the effective implementation of key components of quality core instruction, including culturally responsive practices, student engagement, scaffolding, small group instruction, district-adopted materials, and targeted differentiated instruction based on formative assessment data.	LCFF \$10,283 Substitute teacher full day (38) for 1 days - LCFF 100%	08/28/2024 - 06/12/2025 Semester	Principal, Assistant Principal, IIC, Math & Literacy TOSA, ELL TOSA	iReady Diagnostics, Student Achievement Reports

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
CORE Parent Survey Academic Learning 94% Sense of Belonging (School Connectedness) 91% Knowledge & Fairness of Discipline, Rules, & Norms 85% Safety 80% Communication 79% Culture-Climate Survey (Parent) 100	John Muir K-8 Academy will build school and parental capacity, encouraging strong parental involvement, in order to ensure effective involvement of parents. John Muir K-8 Academy will support a partnership among the school, parents, and the community to improve student academic achievement. Funding will be used for materials and supplies during parent, family, and community engagement and activities and workshops.	Par Inv \$6,856 Materials - Par Inv 100% Services - Par Inv 100%	08/27/2024 - 06/12/2025 Semester	Principal, Parent-Community Engagement Facilitator	Sign-in sheets, surveys

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)	112080
Title I Parent and Family Involvement (3008)	6868

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	97860

* 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	Maria Yepez	09-25-2026
Staff	Classroom Teacher	Lisa Carbullido	09-25-2026
Staff	Classroom Teacher	Antonia Johnson	09-25-2026
Staff	Classroom Teacher	Sheri Soliwoda	09-25-2026
Staff	Other School Personnel	Maria Nevarez	09-25-2026
Community	Parent/Community Member	████████ Comer	09-25-2026
Community	Parent/Community Member	████████ Salvador	09-25-2025
Community	Parent/Community Member	████████ Chinchilla	09-25-2026
Community	Parent/Community Member	████████ Ruiz	09-25-2025
Community	Parent/Community Member	████████ Thomas	09-25-2025

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Loza
DELAC Representative	Parent of EL Student (required)	████████ Bentancourt
Principal or Designee	Staff Member (required)	Maria Yepez
Secretary	Parent of Non-EL Student (required)	██████ Nevarez

Name	Representing
██████ Mercado	Parent of EL Student
██████ Bravo	Parent of EL Student
██████ Castillo	Parent of EL Student
██████ Chinn	Parent of EL Student
██████ Ordaz	Parent of EL Student
██████ Rosales	Parent of EL Student
██████ Gama	Parent of EL Student
████████ Monter	Parent of EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/13/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Tutoring, School Safety with Drop off and pick-up, Parent Workshops (Academics)
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students Reclassification Data
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/13/2024

<p>6. What was SSC's response to ELAC recommendations?</p>	<p>Tutoring We have allocated our LCFF funding to support teacher professional development and SEL. We can use our Enrichment funding to integrate enrichment activities with the content standards.</p> <p>School Safety in Drop Off and Pick Up Procedures Our valet has started but we need more parent volunteers. Safety reminders to continue, more modeling and setting high expectations for parents. Admin is communicating with the city to provide our school site with a crossing guard.</p> <p>Parent Workshops We will use our Title 1 Parent Involvement funding to provide workshops for families.</p>
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Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/13/2024
2. The SSC approved the **Home-School Compact** on 09/25/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/25/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/06/2024, 09/19/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/13/2024
6. The SPSA was approved at the following SSC Meeting: 11/13/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

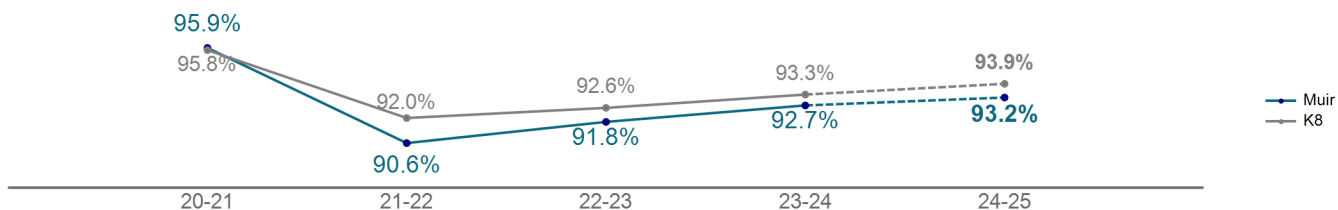
Printed Name: _____ Date: _____

ELAC Chair: _____

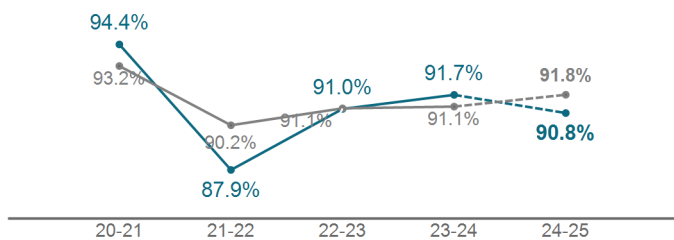
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Attendance Rate

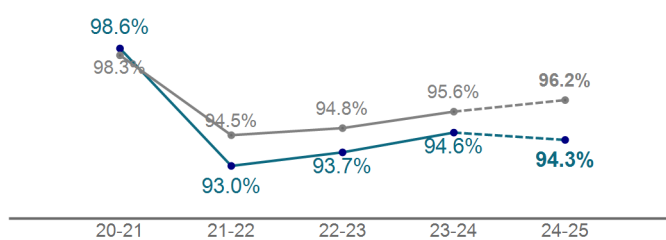
Muir
All Students
N = 1,051



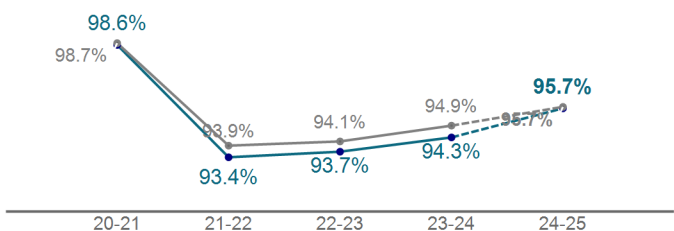
African American
N = 120



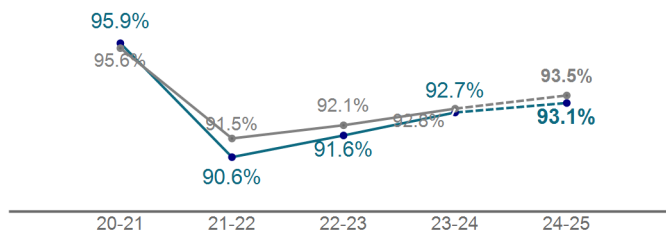
Asian
N = 21



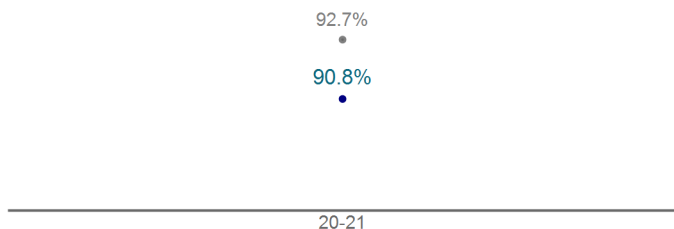
Filipino
N = 113



Hispanic
N = 718



Pacific Islander



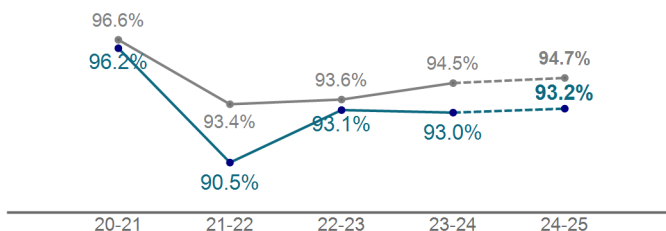
White

Subgroup with fewer than 20 students.

Native American

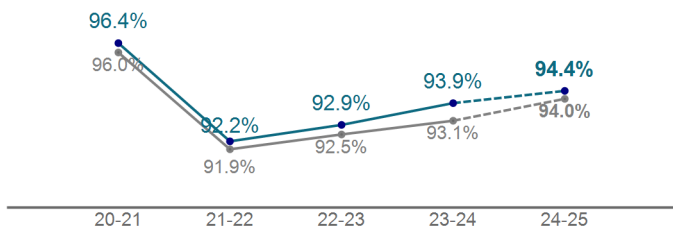
Subgroup with fewer than 20 students.

Other
N = 48

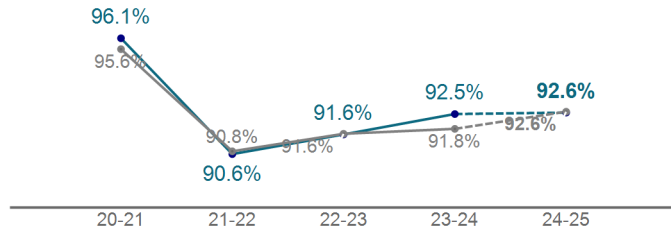


Attendance Rate

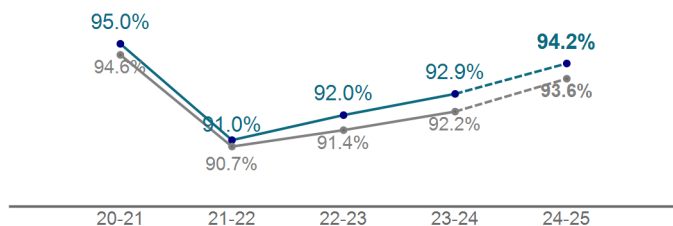
EL + RFEP
N = 289



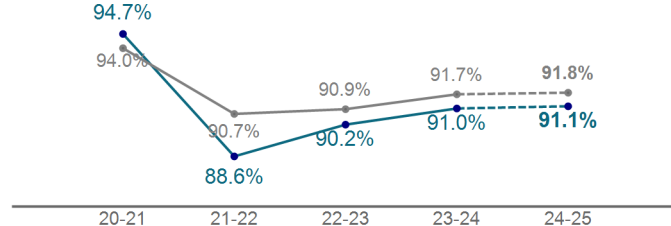
Low SES
N = 748



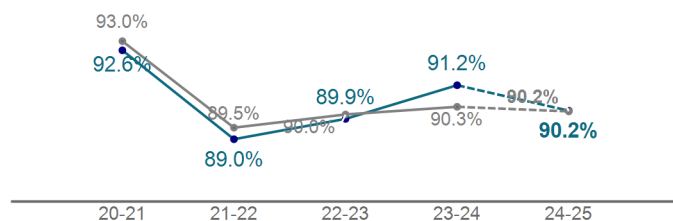
English Learner
N = 202



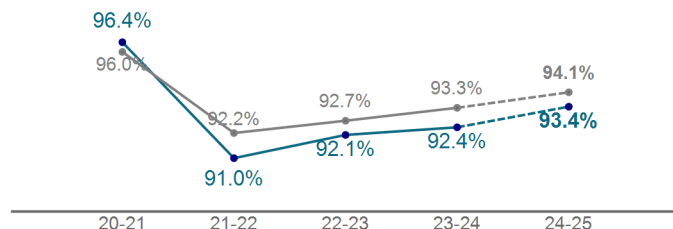
Special Education
N = 160



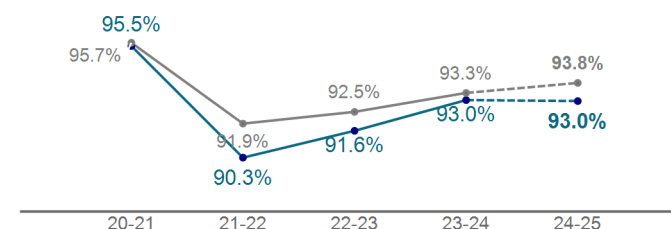
Homeless or Foster Youth
N = 74



Female
N = 502



Male
N = 549



Chronic Absence by Attendance Bands

School Data by Subgroup

Muir 2023-2024

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

Category	# Students		Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	K8 Chronic Rate
All Students	1,086	1,086	7	16	18	23	37	22.7%	28.6%	40.2%	20.2%
Grade	Gr. TK	53	11	36	23	15	15	47.2%	60.8%	69.8%	33.8%
	Gr. K	122	16	25	20	24	16	41.0%	51.3%	60.7%	29.9%
	Gr. 01	123	9	20	28	20	24	29.3%	36.0%	56.9%	21.5%
	Gr. 02	106	3	23	22	22	31	25.5%	25.7%	47.2%	18.6%
	Gr. 03	115	4	10	19	26	40	14.8%	25.0%	33.9%	16.2%
	Gr. 04	108	6	18	14	27	36	23.1%	19.7%	37.0%	18.5%
	Gr. 05	142	4	16	14	20	46	20.4%	21.1%	34.5%	18.9%
	Gr. 06	110	5	11	13	28	44	15.5%	20.0%	28.2%	17.4%
	Gr. 07	102	4	6	13	27	50	9.8%	17.6%	22.5%	18.2%
	Gr. 08	105	5	5	13	20	57	9.5%	28.4%	22.9%	17.6%
Ethnicity	African American	122	10	21	17	21	30	31.1%	35.9%	48.4%	31.3%
	Asian	22		18	9	23	50	18.2%	31.0%	27.3%	9.3%
	Cambodian	19	5	11	16	21	47	15.8%	30.4%	31.6%	13.0%
	Filipino	121	3	11	14	27	45	14.0%	16.8%	28.1%	10.2%
	Hispanic	741	6	16	19	23	36	22.0%	28.5%	40.6%	22.1%
	Pacific Islander	15	13	33	33	20		46.7%	57.9%	80.0%	43.3%
	White	16	19	6	25	38	13	25.0%	44.4%	50.0%	12.1%
	Other	49	8	18	8	18	47	26.5%	20.9%	34.7%	15.4%
Gender	Female	524	8	16	17	23	35	24.0%	26.9%	41.2%	19.9%
	Male	562	5	16	18	23	38	21.4%	30.1%	39.3%	20.6%

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: 1/24/2025

Chronic Absence by Attendance Bands
School Data by Subgroup
Muir 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	729	<div><div>7</div><div>17</div><div>19</div><div>23</div><div>34</div></div>					23.6%	29.9%	42.2%	27.4%
	ELL	222	<div><div>6</div><div>13</div><div>17</div><div>22</div><div>42</div></div>					19.4%	25.5%	36.0%	26.5%
	RFEP	110	<div><div></div><div></div><div>6</div><div>8</div><div>26</div><div>58</div></div>					7.3%	14.7%	15.5%	14.9%
	EL + RFEP	332	<div><div></div><div>5</div><div>11</div><div>14</div><div>23</div><div>48</div></div>					15.4%	21.0%	29.2%	22.4%
	Special Ed.	168	<div><div>8</div><div>26</div><div>17</div><div>21</div><div>27</div></div>					34.5%	34.7%	51.8%	29.2%
	Spec Ed. Speech/RSP	70	<div><div>4</div><div>21</div><div>13</div><div>27</div><div>34</div></div>					25.7%	29.1%	38.6%	23.4%
	Homeless/Foster	101	<div><div>12</div><div>28</div><div>16</div><div>15</div><div>30</div></div>					39.6%	39.6%	55.4%	40.4%
	Foster	15	<div><div></div><div>27</div><div>13</div><div>27</div><div>33</div></div>					26.7%	57.1%	40.0%	39.6%
	Homeless	86	<div><div>14</div><div>28</div><div>16</div><div>13</div><div>29</div></div>					41.9%	36.6%	58.1%	40.5%
	GATE/Excel	197	<div><div></div><div></div><div>3</div><div>7</div><div>10</div><div>25</div><div>56</div></div>					9.1%	10.9%	19.3%	8.7%

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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

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

The percentages may not equal 100% due to rounding.

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

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

School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	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%

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%

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%

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%	

Chronic Absence by Attendance Bands

School Comparison by Subgroup

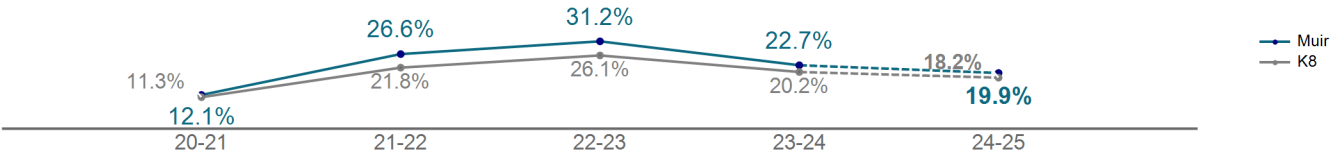
All 2023-2024

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

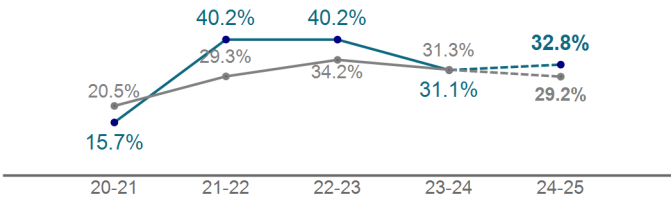
School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
District	65,491	8	16	15	21	40	24.6%	29.0%	39.3%

Percent of Students in the Moderately or Severely Chronic Categories

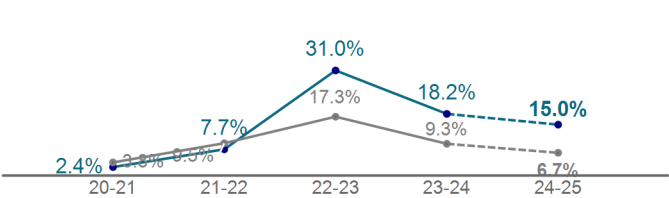
Muir
All Students
N = 1,036



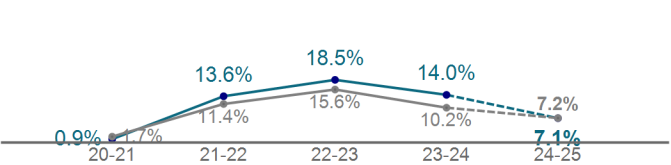
African American
N = 116



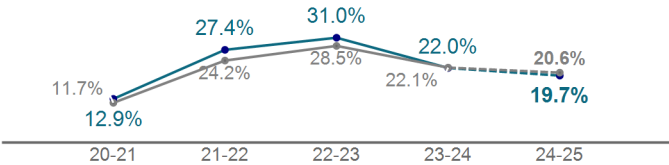
Asian
N = 20



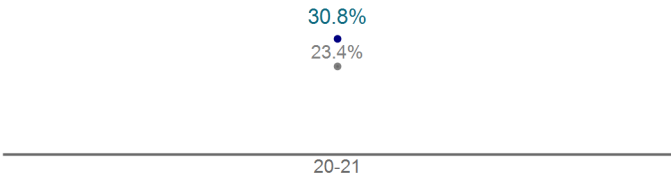
Filipino
N = 112



Hispanic
N = 709



Pacific Islander



White

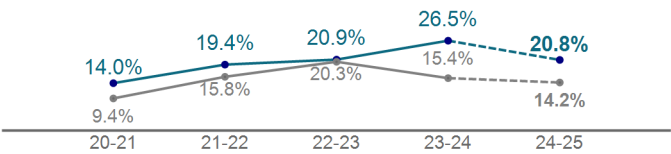
Subgroup with fewer than 20 students.

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

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

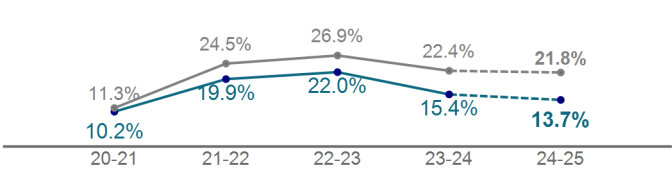
Other
N = 48



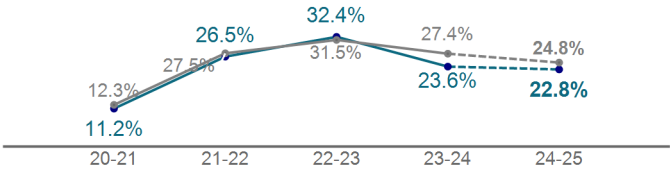
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subaroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

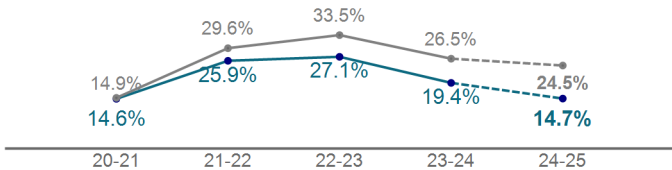
EL + RFEP
N = 284



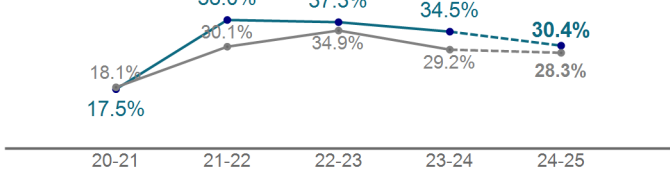
Low SES
N = 747



English Learner
N = 197



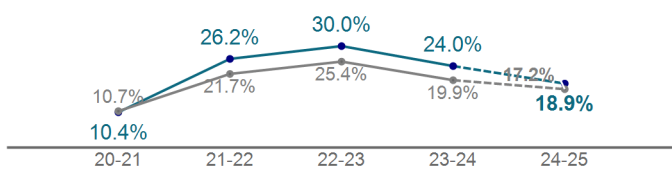
Special Education
N = 158



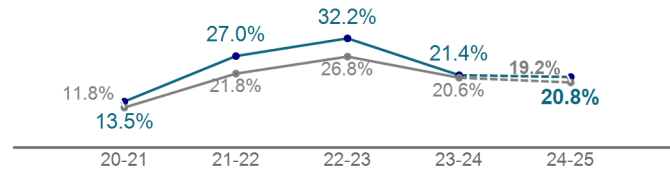
Homeless or Foster Youth
Subgroup with fewer than 20 students.

Homeless or Foster Youth
Subgroup with fewer than 20 students.

Female
N = 493



Male
N = 543



SBAC ELA 2024 :: School Data by Subgroup

Muir

Category		Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	654	654	59%	34	26	24	17	41%	↓1	<div><div></div><div></div><div></div></div>	↓1	
		All K-8	48%	27	21	25	27	52%	↑-	<div><div></div><div></div><div></div></div>	↓-	
		District	51%	29	22	27	23	49%	↑1	<div><div></div><div></div><div></div></div>	↑2	
Grade	Gr. 03	110	62%	34	28	16	22	38%	↓2	<div><div></div><div></div><div></div></div>	-	
		All K-8	47%	26	22	19	34	53%	↓1	<div><div></div><div></div><div></div></div>	-	
		District	52%	30	23	20	28	48%	↑-	<div><div></div><div></div><div></div></div>	-	
	Gr. 04	102	66%	39	26	20	15	34%	↑1	<div><div></div><div></div><div></div></div>	↓5	
		All K-8	50%	32	18	19	31	50%	↑1	<div><div></div><div></div><div></div></div>	↓3	
		District	52%	33	19	20	28	48%	↑2	<div><div></div><div></div><div></div></div>	↑1	
	Gr. 05	136	62%	35	27	20	18	38%	↓1	<div><div></div><div></div><div></div></div>	↑2	
		All K-8	48%	29	20	26	27	52%	↑1	<div><div></div><div></div><div></div></div>	↑1	
		District	49%	30	20	27	24	51%	↓1	<div><div></div><div></div><div></div></div>	↑5	
	Gr. 06	107	60%	34	26	26	14	40%	↑2	<div><div></div><div></div><div></div></div>	↓2	
		All K-8	50%	28	22	26	25	50%	↑2	<div><div></div><div></div><div></div></div>	↓2	
		District	55%	29	26	28	17	45%	↑1	<div><div></div><div></div><div></div></div>	↓6	
	Gr. 07	98	56%	31	26	35	9	44%	↓11	<div><div></div><div></div><div></div></div>	↑4	
		All K-8	43%	24	19	32	25	57%	↑2	<div><div></div><div></div><div></div></div>	↑8	
		District	48%	27	21	32	20	52%	↑2	<div><div></div><div></div><div></div></div>	↑8	
	Gr. 08	101	49%	30	19	29	23	51%	↑4	<div><div></div><div></div><div></div></div>	↓6	
		All K-8	49%	26	23	27	24	51%	↓5	<div><div></div><div></div><div></div></div>	↓3	
		District	50%	25	24	32	18	50%	↑3	<div><div></div><div></div><div></div></div>	↑1	
Ethnicity	Hispanic	453	64%	36	28	21	15	36%	↓3	<div><div></div><div></div><div></div></div>	↓3	
		All K-8	57%	33	24	24	19	43%	↓1	<div><div></div><div></div><div></div></div>	↓1	
		District	57%	33	25	27	16	43%	↑1	<div><div></div><div></div><div></div></div>	↑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 ELA 2024 :: School Data by Subgroup

Muir

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Ethnicity	Filipino	73	37%	21	16	34	29	63%	↓1	<div><div></div></div>	↑2
		All K-8	31%	16	15	30	39	69%	↑2	<div><div></div></div>	↑2
		District	27%	13	14	32	42	73%	↑1	<div><div></div></div>	↑4
	African American	63	63%	43	21	24	13	37%	↑6	<div><div></div></div>	↑4
		All K-8	65%	42	23	22	14	35%	↑-	<div><div></div></div>	↓-
		District	66%	42	24	22	12	34%	↑2	<div><div></div></div>	↑3
	Other	29	59%	24	34	31	10	41%	↓5	<div><div></div></div>	↓9
		All K-8	29%	14	14	24	48	71%	↑2	<div><div></div></div>	↑2
		District	32%	16	15	28	41	68%	↑1	<div><div></div></div>	↑-
	Asian	19*	37%	21	16	37	26	63%	↑5	<div><div></div></div>	-
		All K-8	27%	14	13	22	50	73%	↓1	<div><div></div></div>	↑2
		District	32%	15	18	29	38	68%	↑2	<div><div></div></div>	↑4
	Cambodian	15*	40%	27	13	27	33	60%	↑7	<div><div></div></div>	-
		All K-8	34%	20	14	23	43	66%	↓3	<div><div></div></div>	↓4
		District	37%	18	20	30	33	63%	↑2	<div><div></div></div>	↑3
	Pacific Islander	9*	33%	22	11	33	33	67%	↑48	<div><div></div></div>	-
		All K-8	53%	24	29	31	16	47%	↓5	<div><div></div></div>	↑6
		District	57%	28	29	31	11	43%	↑5	<div><div></div></div>	↑2
	White	8*	63%	38	25	38		38%	↑9	<div><div></div></div>	-
		All K-8	24%	10	15	30	46	76%	↓-	<div><div></div></div>	↓-
		District	26%	12	14	30	44	74%	↑-	<div><div></div></div>	↓-
Gender	Female	307	52%	26	26	29	19	48%	↓1	<div><div></div></div>	↑1
		All K-8	42%	22	20	27	31	58%	↑-	<div><div></div></div>	↑2
		District	46%	24	22	29	25	54%	↑2	<div><div></div></div>	↑3

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SBAC ELA 2024 :: School Data by Subgroup

Muir

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
Gender	Male	347	65%	41	25	19	15	35%	↓1	<div><div></div></div>	↓3
		All K-8	54%	32	21	23	23	46%	↓-	<div><div></div></div>	↓2
		District	55%	33	22	25	20	45%	↑1	<div><div></div></div>	↑1
	Nonbinary	All K-8*	50%	50		50		50%	↑50	<div><div></div></div>	-
		District	46%	24	22	34	20	54%	↓6	<div><div></div></div>	↑3
Special Populations	EL + RFEP	228	65%	41	24	23	11	35%	↓4	<div><div></div></div>	↑1
		All K-8	69%	44	24	20	11	31%	↓3	<div><div></div></div>	↓-
		District	63%	38	25	25	12	37%	↑1	<div><div></div></div>	↑3
	ELL	128	85%	60	25	12	3	15%	↑-	<div><div></div></div>	↑1
		All K-8	88%	64	24	10	2	12%	↓2	<div><div></div></div>	↑1
		District	86%	61	25	11	3	14%	↓1	<div><div></div></div>	↑3
	RFEP	100	40%	17	23	38	22	60%	↓5	<div><div></div></div>	-
		All K-8	46%	21	25	32	22	54%	↓2	<div><div></div></div>	↓2
		District	41%	16	25	38	21	59%	↑3	<div><div></div></div>	↑3
	Foster	10*	50%	40	10	50		50%	↑33	<div><div></div></div>	-
		All K-8	60%	36	24	28	12	40%	↑18	<div><div></div></div>	-
		District	77%	55	22	17	6	23%	↓2	<div><div></div></div>	↓3
	GATE/Excel	172	17%	5	13	37	46	83%	↑5	<div><div></div></div>	↑1
		All K-8	12%	3	9	29	59	88%	↑1	<div><div></div></div>	↓1
		District	12%	3	9	30	58	88%	↑2	<div><div></div></div>	↓1
	Homeless	58	67%	38	29	19	14	33%	↓3	<div><div></div></div>	↓2
		All K-8	65%	41	24	23	12	35%	↓8	<div><div></div></div>	↑1
		District	69%	45	24	22	9	31%	↓5	<div><div></div></div>	↑2
	Homeless/Foster	68	65%	38	26	24	12	35%	↑1	<div><div></div></div>	-

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SBAC ELA 2024 :: School Data by Subgroup

Muir

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	Homeless/Foster	All K-8	64%	41	24	24	12		36%	↓6		↑1
		District	70%	46	24	21	9		30%	↓5		↑1
	Low SES		436	64%	39	25	22	14	36%	↓2		↓2
		All K-8	61%	38	24	22	16		39%	↓1		↓-
		District	60%	35	25	25	15		40%	↓1		↑2
	Special Ed.		102	97%	82	15	3		3%	↓1		-
		All K-8	82%	63	19	12	6		18%	↑-		↑1
		District	83%	64	19	11	6		17%	↑-		↑2
	Spec Ed. Speech/RSP		64	95%	75	20	5		5%	↓3		-
		All K-8	79%	56	23	14	8		21%	↓1		↑-
		District	79%	57	22	14	7		21%	↑-		↑2

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SBAC Math 2024 :: School Data by Subgroup

Muir

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		Chg	Chg	Chg
All Students	654	654	66%	36	30	20	14	34%	↑-	<div><div></div><div></div><div></div></div>	↓1
		All K-8	58%	33	25	20	22	42%	↑-	<div><div></div><div></div><div></div></div>	↓3
		District	64%	38	25	19	17	36%	↑2	<div><div></div><div></div><div></div></div>	↓2
Grade	Gr. 03	111	59%	30	30	26	14	41%	↑3	<div><div></div><div></div><div></div></div>	-
		All K-8	47%	25	21	26	27	53%	↓1	<div><div></div><div></div><div></div></div>	-
		District	51%	27	23	27	23	49%	↑2	<div><div></div><div></div><div></div></div>	-
	Gr. 04	101	63%	29	35	26	11	37%	↑12	<div><div></div><div></div><div></div></div>	↑1
		All K-8	51%	23	28	25	24	49%	↑2	<div><div></div><div></div><div></div></div>	↓5
		District	54%	25	29	25	21	46%	↑5	<div><div></div><div></div><div></div></div>	↓1
	Gr. 05	136	70%	41	29	13	17	30%	↑2	<div><div></div><div></div><div></div></div>	↑5
		All K-8	60%	33	27	17	23	40%	↑2	<div><div></div><div></div><div></div></div>	↓7
		District	62%	36	26	18	20	38%	↑3	<div><div></div><div></div><div></div></div>	↓3
	Gr. 06	107	68%	39	29	17	15	32%	↓4	<div><div></div><div></div><div></div></div>	↑1
		All K-8	64%	36	28	17	19	36%	↓5	<div><div></div><div></div><div></div></div>	↓1
		District	67%	39	29	17	16	33%	↓1	<div><div></div><div></div><div></div></div>	↓2
	Gr. 07	98	69%	39	31	18	12	31%	↓11	<div><div></div><div></div><div></div></div>	↓6
		All K-8	59%	33	26	20	21	41%	↑5	<div><div></div><div></div><div></div></div>	↓1
		District	65%	40	25	19	16	35%	↑2	<div><div></div><div></div><div></div></div>	↑1
	Gr. 08	101	65%	40	26	22	13	35%	↓8	<div><div></div><div></div><div></div></div>	↓9
		All K-8	63%	41	23	16	21	37%	↑-	<div><div></div><div></div><div></div></div>	↓1
		District	68%	45	23	15	16	32%	↑4	<div><div></div><div></div><div></div></div>	↓1
Ethnicity	Hispanic	453	70%	40	30	19	11	30%	↓1	<div><div></div><div></div><div></div></div>	↓2
		All K-8	67%	39	28	19	14	33%	↓1	<div><div></div><div></div><div></div></div>	↓3
		District	71%	43	27	18	12	29%	↑2	<div><div></div><div></div><div></div></div>	↓2

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SBAC Math 2024 :: School Data by Subgroup

Muir

Category		Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Filipino	73	40%	10	30	27	33	60%	↓4	<div><div></div><div></div><div></div></div>	↑2	
		All K-8	34%	10	24	24	41	66%	↑3	<div><div></div><div></div><div></div></div>	↑3	
		District	38%	18	20	27	35	62%	↑6	<div><div></div><div></div><div></div></div>	↑4	
	African American	63	76%	49	27	21	3	24%	↑8	<div><div></div><div></div><div></div></div>	↑6	
		All K-8	78%	52	26	15	7	22%	↓-	<div><div></div><div></div><div></div></div>	↓3	
		District	80%	55	25	13	7	20%	↑2	<div><div></div><div></div><div></div></div>	↓2	
	Other	29	69%	38	31	17	14	31%	↓5	<div><div></div><div></div><div></div></div>	↓17	
		All K-8	33%	16	17	24	43	67%	↑6	<div><div></div><div></div><div></div></div>	↓2	
		District	43%	22	21	23	34	57%	↑2	<div><div></div><div></div><div></div></div>	↓2	
	Asian	19*	42%	21	21	16	42	58%	↑4	<div><div></div><div></div><div></div></div>	-	
		All K-8	34%	15	19	19	48	66%	↓-	<div><div></div><div></div><div></div></div>	-	
		District	45%	24	22	21	33	55%	↑3	<div><div></div><div></div><div></div></div>	↓2	
	Cambodian	15*	33%	20	13	20	47	67%	↑19	<div><div></div><div></div><div></div></div>	-	
		All K-8	36%	21	15	27	37	64%	↑2	<div><div></div><div></div><div></div></div>	↓2	
		District	50%	26	24	23	28	50%	↑5	<div><div></div><div></div><div></div></div>	↓2	
	Pacific Islander	9*	56%	33	22	33	11	44%	↑8	<div><div></div><div></div><div></div></div>	-	
		All K-8	63%	39	24	20	16	37%	↑2	<div><div></div><div></div><div></div></div>	↑3	
		District	70%	43	28	21	9	30%	↑5	<div><div></div><div></div><div></div></div>	↓2	
	White	8*	63%	25	38	13	25	38%	↑25	<div><div></div><div></div><div></div></div>	-	
		All K-8	35%	15	20	25	39	65%	↓3	<div><div></div><div></div><div></div></div>	↓6	
		District	38%	17	21	25	37	62%	↓-	<div><div></div><div></div><div></div></div>	↓4	
Gender	Female	308	67%	34	33	19	14	33%	↓4	<div><div></div><div></div><div></div></div>	↓3	
		All K-8	58%	32	26	19	22	42%	↓-	<div><div></div><div></div><div></div></div>	↓3	
		District	66%	39	27	19	16	34%	↑1	<div><div></div><div></div><div></div></div>	↓3	

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SBAC Math 2024 :: School Data by Subgroup

Muir

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
Gender	Male	346	65%	38	27	21	14	35%	↑4	<div><div></div><div></div><div></div></div>	↑-
		All K-8	57%	33	24	21	22	43%	↑-	<div><div></div><div></div><div></div></div>	↓3
		District	62%	38	24	19	19	38%	↑2	<div><div></div><div></div><div></div></div>	↓2
	Nonbinary	All K-8*	100%	50	50			0%	-	<div><div></div></div>	-
		District	76%	40	36	14	10	24%	↓14	<div><div></div><div></div><div></div></div>	↑3
Special Populations	EL + RFEP	229	73%	41	32	15	12	27%	↓5	<div><div></div><div></div><div></div></div>	↓3
		All K-8	78%	47	31	14	8	22%	↓2	<div><div></div><div></div><div></div></div>	↓1
		District	76%	50	26	15	9	24%	↑1	<div><div></div><div></div><div></div></div>	↓2
	ELL	129	88%	53	34	10	2	12%	↓-	<div><div></div><div></div><div></div></div>	↑2
		All K-8	91%	65	27	7	1	9%	↓1	<div><div></div><div></div><div></div></div>	↑1
		District	89%	65	23	9	3	11%	↑1	<div><div></div><div></div><div></div></div>	↑1
	RFEP	100	54%	24	30	21	25	46%	↓7	<div><div></div><div></div><div></div></div>	↓9
		All K-8	61%	26	35	22	17	39%	↓1	<div><div></div><div></div><div></div></div>	↓3
		District	64%	35	29	21	15	36%	↑2	<div><div></div><div></div><div></div></div>	↓4
	Foster	10*	100%	70	30			0%	-	<div><div></div></div>	-
		All K-8	92%	56	36	4	4	8%	↓3	<div><div></div><div></div><div></div></div>	↓9
		District	84%	62	23	12	4	16%	↑-	<div><div></div><div></div><div></div></div>	↓3
	GATE/Excel	171	23%	5	18	36	42	77%	↑5	<div><div></div><div></div><div></div></div>	↓1
		All K-8	18%	4	14	25	56	82%	↑2	<div><div></div><div></div><div></div></div>	↓2
		District	21%	6	16	28	51	79%	↑5	<div><div></div><div></div><div></div></div>	↓4
	Homeless	57	75%	37	39	18	7	25%	↓5	<div><div></div><div></div><div></div></div>	↓5
		All K-8	80%	44	37	13	7	20%	↓10	<div><div></div><div></div><div></div></div>	↓5
		District	82%	56	25	11	7	18%	↓4	<div><div></div><div></div><div></div></div>	↓1
	Homeless/Foster	67	79%	42	37	15	6	21%	↓6	<div><div></div><div></div><div></div></div>	↓4

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SBAC Math 2024 :: School Data by Subgroup

Muir

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	Homeless/Foster	All K-8	82%	45	36	12	7	18%	↓10			↓5
		District	82%	57	25	11	7	18%	↓4			↓2
	Low SES		435	71%	41	30	17	12	29%	↓2		↓2
		All K-8	71%	43	28	16	12	29%	↓-			↓3
		District	72%	45	27	17	11	28%	↑-			↓2
	Special Ed.		101	93%	81	12	5	2	7%	↑1		-
		All K-8	84%	66	18	10	5	16%	↑1			↓1
		District	86%	70	17	8	6	14%	↑1			↓-
	Spec Ed. Speech/RSP		64	91%	72	19	6	3	9%	↓2		-
		All K-8	81%	59	22	12	7	19%	↑1			↓2
		District	83%	63	20	10	7	17%	↑1			↓-

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SBAC Science 2024 :: School Data by Subgroup

Muir

Category	Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	238	238	78%	17	61	17	5	22%	↑3	<div><div></div></div>	-
		All K-8	68%	17	51	22	10	32%	↑2	<div><div></div></div>	-
		District	73%	17	57	19	7	27%	↑1	<div><div></div></div>	-
Grade	Gr. 05	137	78%	20	58	15	7	22%	↑9	<div><div></div></div>	-
		All K-8	64%	16	48	24	12	36%	↑5	<div><div></div></div>	-
		District	69%	17	52	21	10	31%	↑1	<div><div></div></div>	-
	Gr. 08	101	77%	12	65	20	3	23%	↓8	<div><div></div></div>	-
		All K-8	70%	17	53	20	9	30%	↓1	<div><div></div></div>	-
		District	75%	18	56	19	7	25%	↑2	<div><div></div></div>	-
Ethnicity	Hispanic	157	82%	17	65	14	4	18%	↑2	<div><div></div></div>	-
		All K-8	75%	21	54	20	5	25%	↑3	<div><div></div></div>	-
		District	80%	20	60	16	4	20%	↑1	<div><div></div></div>	-
	Filipino	28	57%	7	50	32	11	43%	↑6	<div><div></div></div>	-
		All K-8	55%	4	51	30	15	45%	↑-	<div><div></div></div>	-
		District	55%	6	49	32	13	45%	↓1	<div><div></div></div>	-
	African American	25	80%	28	52	20		20%	↑8	<div><div></div></div>	-
		All K-8	83%	29	55	14	3	17%	↑1	<div><div></div></div>	-
		District	86%	24	62	12	2	14%	↑1	<div><div></div></div>	-
	Other	16*	81%	19	63	13	6	19%	↓6	<div><div></div></div>	-
		All K-8	49%	7	42	32	19	51%	↓2	<div><div></div></div>	-
		District	56%	10	46	28	16	44%	↑1	<div><div></div></div>	-
	Asian	7*	57%	14	43	29	14	43%	↓3	<div><div></div></div>	-
		All K-8	52%	12	40	31	17	48%	↓2	<div><div></div></div>	-
		District	55%	7	48	30	15	45%	↑2	<div><div></div></div>	-

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SBAC Science 2024 :: School Data by Subgroup

Muir

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Ethnicity	Cambodian	6*	67%	17	50	17	17	33%	↓11	<div></div>	-
		All K-8	59%	18	41	26	15	41%	↓3	<div></div>	-
		District	63%	8	55	26	11	37%	↑3	<div></div>	-
	White	3*	33%		33	33	33	67%	↑67	<div></div>	-
		All K-8	41%	3	38	30	29	59%	↑2	<div></div>	-
		District	50%	6	44	30	19	50%	↑1	<div></div>	-
	Pacific Islander	2*	100%	100				0%	↓25	<div></div>	-
		All K-8*	94%	94	6			6%	↓12	<div></div>	-
		District	91%	14	76	6	4	9%	↓2	<div></div>	-
Gender	Female	114	78%	12	66	18	4	22%	↑2	<div></div>	-
		All K-8	68%	15	52	22	10	32%	↑3	<div></div>	-
		District	73%	15	58	20	7	27%	↑1	<div></div>	-
	Male	124	77%	21	56	17	6	23%	↑4	<div></div>	-
		All K-8	68%	18	50	22	10	32%	↑2	<div></div>	-
		District	73%	18	55	19	8	27%	↑-	<div></div>	-
	Nonbinary	District	61%	9	52	26	13	39%	↑7	<div></div>	-
Special Populations	EL + RFEP	86	83%	14	69	14	3	17%	↓7	<div></div>	-
		All K-8	86%	26	60	12	2	14%	↓2	<div></div>	-
		District	84%	22	62	13	3	16%	↓-	<div></div>	-
	ELL	37	97%	22	76	3		3%	↓3	<div></div>	-
		All K-8	99%	38	61			1%	↓2	<div></div>	-
		District	98%	40	58	2		2%	↑-	<div></div>	-
	RFEP	49	71%	8	63	22	6	29%	↓10	<div></div>	-
		All K-8	75%	15	59	22	3	25%	↓1	<div></div>	-

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

Muir

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	RFEP	District	76%	12	64	20	5	24%	↓-	<div><div></div></div>	-
	Foster	4*	100%	100				0%	-	<div><div></div></div>	-
		All K-8*	86%	86		14		14%	↑14	<div><div></div></div>	-
		District	89%	32	57	8	2	11%	↓1	<div><div></div></div>	-
	GATE/Excel	52	35%	35		44	21	65%	↑18	<div><div></div></div>	-
		All K-8	25%	2	23	42	34	75%	↑11	<div><div></div></div>	-
		District	35%	3	33	39	25	65%	↑8	<div><div></div></div>	-
	Homeless	25	84%	28	56	12	4	16%	↑11	<div><div></div></div>	-
		All K-8	85%	33	52	10	5	15%	↓3	<div><div></div></div>	-
		District	86%	28	59	12	1	14%	↑-	<div><div></div></div>	-
	Homeless/Foster	29	86%	24	62	10	3	14%	↑9	<div><div></div></div>	-
		All K-8	85%	29	56	9	6	15%	↓1	<div><div></div></div>	-
		District	87%	28	59	12	1	13%	↓-	<div><div></div></div>	-
	Low SES	154	81%	19	62	16	3	19%	↑2	<div><div></div></div>	-
		All K-8	79%	22	57	18	3	21%	↑3	<div><div></div></div>	-
		District	82%	20	61	15	4	18%	↓1	<div><div></div></div>	-
	Special Ed.	36	94%	47	47	6		6%	↑6	<div><div></div></div>	-
		All K-8	91%	44	47	6	3	9%	↑4	<div><div></div></div>	-
		District	92%	41	51	6	2	8%	↑1	<div><div></div></div>	-
	Spec Ed. Speech/RSP	24	92%	33	58	8		8%	↑8	<div><div></div></div>	-
		All K-8	89%	36	53	8	3	11%	↑5	<div><div></div></div>	-
		District	89%	34	55	8	3	11%	↑1	<div><div></div></div>	-

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Muir

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
			N		Growth Target					
					Declined	Below Target	Above Target	Accelerated*		
All Students	533		533	24		36	20	14	31	
			All K-8	27		33	17	16	33	
			District	30		33	15	16	36	
Grade	Gr. 04 (Minimum Growth Target: 44)		99	26		32	26	22	19	
			All K-8	34		30	23	27	19	
			District	42		26	24	27	24	
	Gr. 05 (Minimum Growth Target: 35)		130	43		22	32	13	33	
			All K-8	34		29	25	20	27	
			District	42		25	20	22	33	
	Gr. 06 (Minimum Growth Target: 27)		107	11		46	16	16	22	
			All K-8	20		36	17	17	31	
			District	12		42	16	16	26	
	Gr. 07 (Minimum Growth Target: 25)		98	18		40	12	12	36	
			All K-8	34		29	15	13	44	
			District	37		28	14	15	42	
	Gr. 08 (Minimum Growth Target: 14)		99	14		43	8	6	42	
			All K-8	14		43	9	7	41	
			District	19		40	8	8	44	
Ethnicity	Hispanic		371	25		36	19	14	32	
			All K-8	25		34	17	15	34	
			District	29		34	15	16	36	

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Muir

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	Filipino	59	23		34	29	14	24
			All K-8	31		34	23	15	28
			District	35		29	16	17	38
		African American	49	20		33	24	12	31
			All K-8	22		35	19	16	31
			District	28		34	15	15	37
		Other	24	-1		50	17	13	21
			All K-8	33		30	17	20	33
			District	32		30	16	19	35
		Asian	17^	-		47	6	18	29
			All K-8	39		33	11	16	40
			District	35		31	14	15	40
		Cambodian	13^	-		46	15	23	15
			All K-8	28		34	19	16	31
			District	34		30	16	16	38
		Pacific Islander	7^	-		14	14	14	57
			All K-8	33		35	19	11	35
			District	30		34	13	17	37
		White	6^	-		33	17		50
			All K-8	26		31	17	22	29
			District	28		33	15	18	34

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Muir

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
Gender	Female		246	28		31	24	13	33
		All K-8	31		30	19	17	34	
		District	32		31	15	17	36	
		Male	287	20		40	16	15	29
			All K-8	23		37	16	16	32
			District	27		35	15	15	35
	Nonbinary	All K-8^	-14		50		50	0	
		District	5		53	6	12	29	
Special Populations	EL + RFEP		185	23		37	15	14	34
		All K-8	24		35	17	12	37	
		District	29		34	14	14	38	
	ELL		93	16		38	22	13	28
		All K-8	22		34	21	12	32	
		District	33		32	17	16	35	
	RFEP		92	29		37	9	14	40
		All K-8	26		35	13	11	41	
		District	26		35	12	13	40	
	Foster		7^	-		29		29	43
		All K-8^	12		42	5	16	37	
		District	9		40	19	13	28	
	GATE/Excel		153	32		31	20	12	37

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Muir

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Growth Target				
		N		Declined	Below Target	Above Target	Accelerated*	
E L A Special Populations	GATE/Excel	All K-8	32		29	19	18	33
		District	31		31	16	18	35
	Homeless	47	34		32	15	13	40
		All K-8	29		32	17	13	39
		District	27		35	14	14	37
	Homeless/Foster	54	34		31	13	15	41
		All K-8	27		33	15	13	39
		District	25		35	15	14	36
	Low SES	348	23		38	18	13	31
		All K-8	25		34	18	14	33
		District	29		33	15	16	35
	Special Ed.	82	18		33	32	13	22
		All K-8	25		36	19	16	29
		District	28		35	15	15	35
	Spec Ed. Speech/RSP	51	16		31	35	8	25
		All K-8	27		36	18	14	31
		District	31		34	15	15	36

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Muir

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
					Growth Target				
			N		Declined	Below Target	Above Target	Accelerated*	
All Students	533	533	19		37	18	20	26	
		All K-8	20		35	19	18	28	
		District	22		35	19	19	27	
Math at Grade h	Gr. 04 (Minimum Growth Target: 42)	98	45		18	31	30	21	
		All K-8	42		18	32	31	19	
		District	47		17	29	32	23	
	Gr. 05 (Minimum Growth Target: 39)	130	28		27	24	30	19	
		All K-8	18		35	27	25	13	
		District	30		29	28	25	18	
	Gr. 06 (Minimum Growth Target: 24)	107	21		37	9	18	36	
		All K-8	16		36	18	16	30	
		District	14		39	15	15	30	
	Gr. 07 (Minimum Growth Target: 17)	98	-6		57	13	6	23	
		All K-8	10		42	13	12	33	
		District	16		39	11	11	39	
	Gr. 08 (Minimum Growth Target: 19)	100	6		49	10	11	30	
		All K-8	18		40	9	11	40	
		District	14		42	11	12	36	
Ethnicity	Hispanic	370	16		40	17	21	23	
		All K-8	17		37	19	18	27	
		District	20		36	20	18	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.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Muir

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
Math at Ethnicity	Ethnicity	Filipino	59	39		20	20	20	39
			All K-8	39		27	16	21	37
			District	37		25	19	22	35
		African American	50	24		34	20	16	30
			All K-8	20		37	20	16	27
			District	18		38	18	17	26
		Other	24	-		50	17	13	21
			All K-8	28		28	18	22	32
			District	27		32	18	20	30
		Asian	17^	-		35	18	12	35
			All K-8	32		27	15	27	31
			District	25		32	18	21	28
		Cambodian	13^	-		31	23		46
			All K-8	24		32	18	20	31
			District	24		33	19	21	27
		Pacific Islander	7^	-		14	14	29	43
			All K-8	30		24	16	35	24
			District	24		34	19	20	28
		White	6^	-		33	33	17	17
			All K-8	19		34	23	17	26
			District	27		31	20	21	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.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Muir

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
Gender	Female		247	15		39	18	21	22
		All K-8	21		34	19	19	28	
		District	21		35	19	19	26	
		Male	286	23		36	17	19	29
			All K-8	20		35	19	18	27
			District	23		34	19	19	28
	Nonbinary	All K-8^	30			50		50	0
		District	11		45	15	6	33	
Math	EL + RFEP		185	15		42	18	14	26
		All K-8	16		37	19	15	29	
		District	20		37	19	16	27	
	ELL		93	13		39	23	14	25
		All K-8	16		37	22	15	26	
		District	24		34	20	18	27	
	RFEP		92	18		45	13	14	28
		All K-8	16		38	16	14	32	
		District	15		40	18	15	28	
	Foster		8^	-		25	25	13	38
		All K-8	26		25	30	15	30	
		District	11		39	20	14	27	
	GATE/Excel		152	32		31	18	18	34

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Muir

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Growth Target				
		N		Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	GATE/Excel	All K-8	29		29	20	20	32
		District	28		29	21	22	29
	Homeless	45	11		31	27	27	16
		All K-8	27		32	21	20	27
		District	20		37	19	17	27
	Homeless/Foster	53	14		30	26	25	19
		All K-8	27		31	22	20	27
		District	19		37	19	16	27
	Low SES	347	14		38	19	20	23
		All K-8	18		36	19	18	27
		District	21		36	19	18	27
	Special Ed.	81	7		43	21	16	20
		All K-8	10		42	18	18	22
		District	20		38	18	17	28
	Spec Ed. Speech/RSP	51	17		37	25	16	22
		All K-8	12		41	18	18	23
		District	20		37	18	17	28

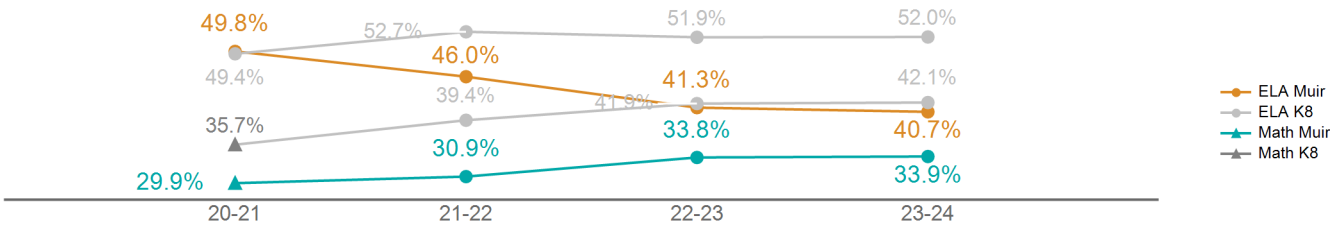
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

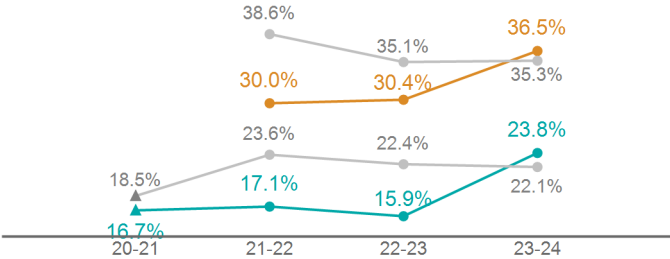
*Accelerated Growth = At least double the minimum growth target for the grade level.

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

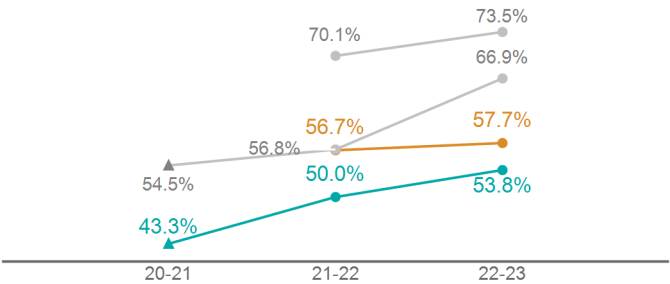
Muir
All Students
N = 654



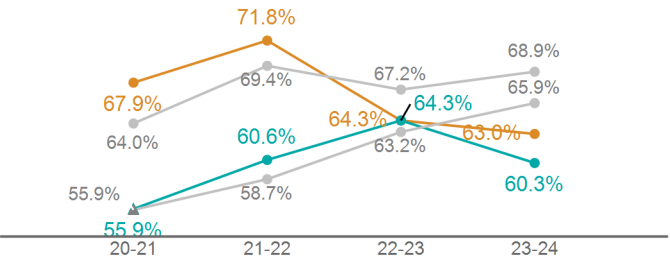
African American
N = 63



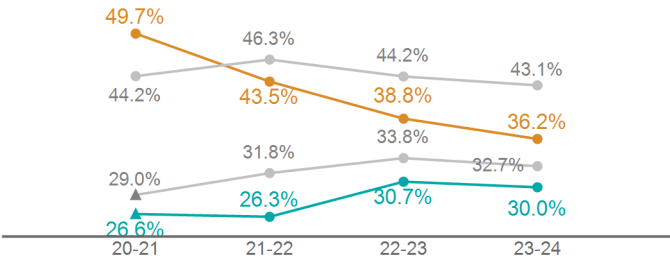
Asian



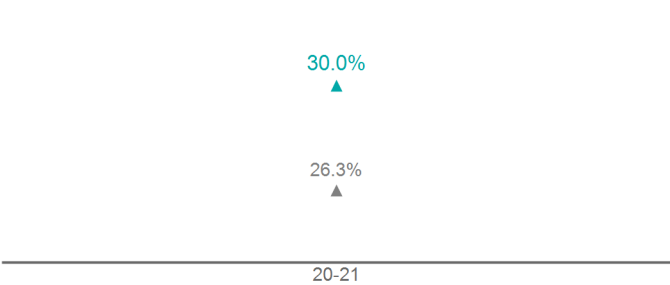
Filipino
N = 73



Hispanic
N = 453



Pacific Islander



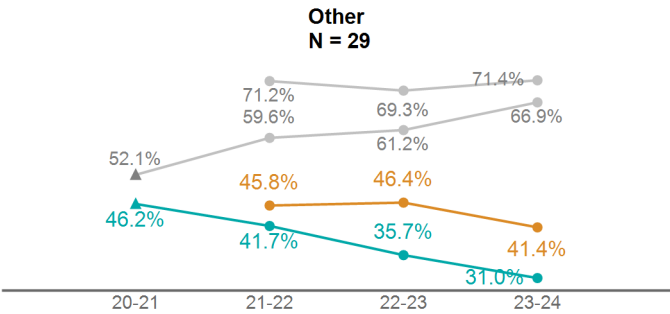
White

Subgroup with fewer than 20 students.

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

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

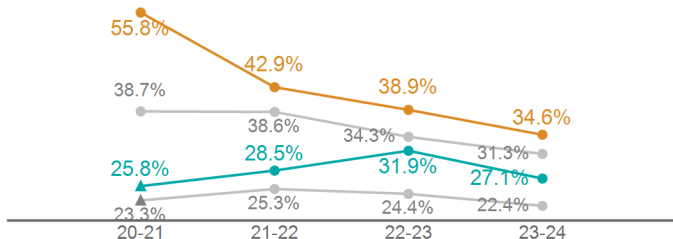
Native American
Subgroup with fewer than 20 students.



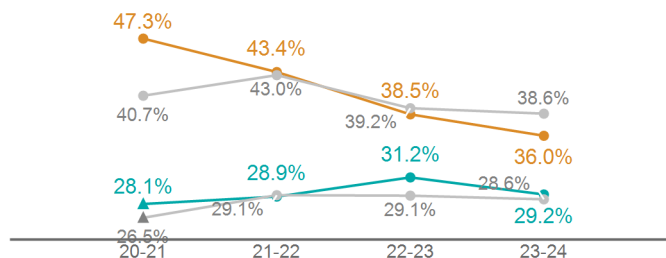
N's are from the current year. SBAC was not administered durring the 19-20 school year, due to the COVID-19 emergency closure.
Subgroups under 20 students are not included.

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

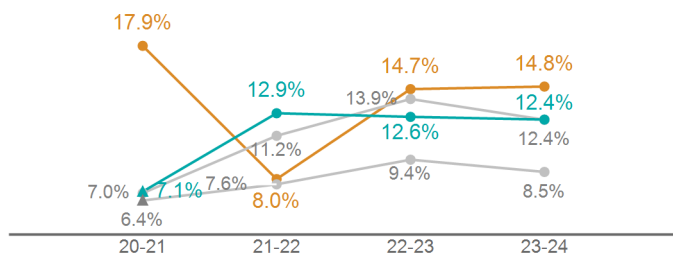
EL + RFEP
N = 229



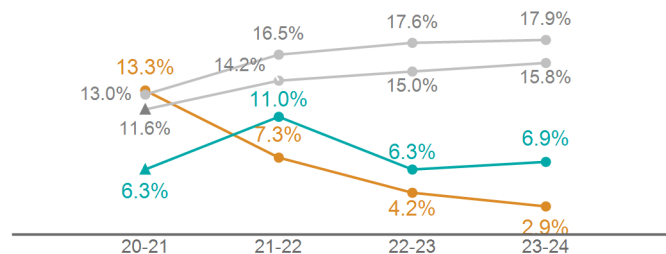
Low SES
N = 436



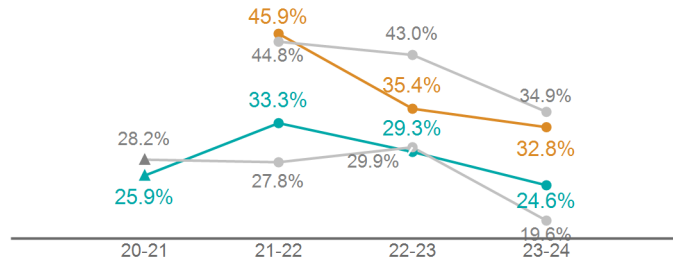
English Learner
N = 129



Special Education
N = 102



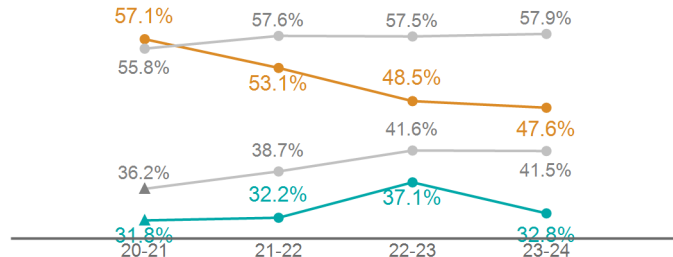
Homeless
N = 58



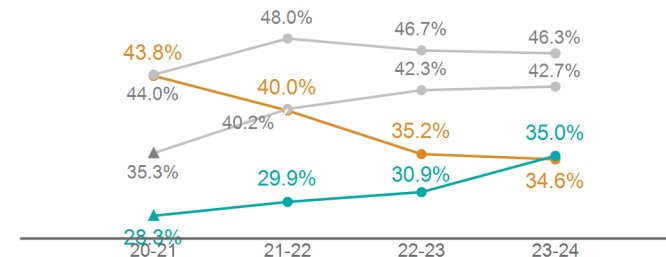
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 308



Male
N = 347



SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

1/24/25

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

1/24/25

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

All

1/24/25

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

1/24/25

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

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

1/24/25

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

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

1/24/25

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

1/24/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,803	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

1/24/25

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
All Middle	11,853	68%	42	26	17	15	32%	↑2	<div><div></div><div></div><div></div></div>	↓-
Bancroft	797	64%	36	28	19	17	36%	↓2	<div><div></div><div></div><div></div></div>	↓3
Franklin	980	81%	58	23	12	7	19%	↓1	<div><div></div><div></div><div></div></div>	↓2
Hamilton	761	87%	60	27	9	4	13%	↓3	<div><div></div><div></div><div></div></div>	↓7
Hoover	491	76%	51	26	13	10	24%	↑9	<div><div></div><div></div><div></div></div>	↑1
Hughes	1,197	57%	33	24	22	21	43%	↑6	<div><div></div><div></div><div></div></div>	↑4
IVA	1	100%	100				0%	↓100	<div><div></div><div></div><div></div></div>	-
Jefferson	979	71%	45	26	15	14	29%	↑2	<div><div></div><div></div><div></div></div>	↑1
Keller	468	47%	20	27	25	28	53%	↑6	<div><div></div><div></div><div></div></div>	↑7
Lindbergh	388	81%	50	30	15	5	19%	↑3	<div><div></div><div></div><div></div></div>	↑6
Lindsey	691	85%	57	28	9	6	15%	↑1	<div><div></div><div></div><div></div></div>	↓5
Marshall	939	54%	29	25	23	23	46%	↑2	<div><div></div><div></div><div></div></div>	↑2
Nelson	780	81%	55	26	12	8	19%	↓-	<div><div></div><div></div><div></div></div>	↓7
Rogers	765	50%	24	26	22	27	50%	↓4	<div><div></div><div></div><div></div></div>	↓3
Stanford	1,103	47%	22	25	23	30	53%	↑1	<div><div></div><div></div><div></div></div>	↓1
Stephens	661	68%	39	29	19	13	32%	↑9	<div><div></div><div></div><div></div></div>	↑6
Washington	853	84%	59	25	11	5	16%	↑2	<div><div></div><div></div><div></div></div>	↑1

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

1/24/25

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

1/24/25

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

1/24/25

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

All

1/24/25

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

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

All

1/24/25

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

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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

All

1/24/25















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

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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

All

1/24/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All 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

All

1/24/25

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

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

All

1/24/25

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

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

All

1/24/25

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	<div><div></div><div></div><div></div></div>	↑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

All

1/24/25

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	<div><div></div><div></div><div></div></div>	↓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

All

1/24/25

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

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

SBAC ELA 2024

School Name	Overall		Grade 6		Grade 7		Grade 8		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Avalon	23.7%	-2.4%	17.6%	-8.2%	29.0%	-3.5%	17.5%	-3.6%	Hispanic	20.2%	-0.1%
Bancroft	53.1%	-1.8%	47.1%	-1.8%	55.2%	-5.0%	57.1%	1.8%	African American	38.0%	-5.3%
Cubberley	68.9%	1.3%	71.7%	20.0%	67.2%	4.4%	59.8%	-7.7%	African American	43.2%	-2.1%
Franklin	34.9%	-0.7%	26.9%	-7.2%	40.0%	0.5%	37.2%	4.0%	African American	30.1%	0.9%
Hamilton	36.8%	7.3%	33.9%	1.1%	37.0%	6.8%	39.2%	13.8%	African American	33.0%	15.2%
Hoover	45.0%	10.8%	38.7%	-2.5%	50.9%	23.9%	45.2%	10.7%	African American	32.8%	6.3%
Hughes	49.8%	0.9%	48.7%	5.4%	49.2%	-5.1%	51.4%	2.4%	African American	37.4%	3.1%
IVA	0.0%	-100.0%			0.0%						
Jefferson	50.8%	0.3%	41.2%	-2.5%	52.9%	-3.7%	58.2%	6.5%	African American	44.8%	8.3%
Keller	65.2%	2.0%	57.0%	-2.7%	70.7%	1.4%	68.5%	8.0%	Hispanic	61.7%	1.8%
Lindbergh	34.5%	4.1%	35.2%	11.2%	36.9%	7.6%	31.5%	-6.0%	African American	25.0%	1.7%
Lindsey	35.0%	3.2%	33.8%	3.0%	37.2%	4.6%	33.9%	1.8%	African American	20.3%	3.4%
Marshall	62.2%	4.6%	57.8%	6.4%	62.9%	0.3%	65.9%	7.3%	Hispanic	53.5%	4.4%
Muir	40.7%	-0.6%	40.2%	2.0%	43.9%	-11.5%	51.5%	4.3%	Hispanic	36.2%	-2.6%
Nelson	32.8%	-3.5%	29.9%	-5.7%	38.3%	-0.8%	30.3%	-4.0%	African American	16.3%	3.1%
Newcomb	79.2%	-1.9%	84.2%	1.4%	81.8%	0.0%	81.5%	-9.1%	African American	62.5%	-12.5%
Powell	32.4%	-3.6%	21.9%	-5.4%	35.5%	0.0%	26.0%	-4.7%	Other	18.2%	0.0%
Robinson	28.8%	-2.6%	21.4%	-14.6%	49.5%	17.5%	28.6%	-8.5%	African American	25.5%	2.7%
Rogers	65.3%	-5.9%	60.4%	-7.1%	65.9%	-6.8%	69.3%	-3.9%	African American	37.0%	5.8%
Stanford	67.9%	0.9%	64.5%	-3.9%	73.1%	5.1%	65.6%	1.1%	African American	44.1%	-7.7%
Stephens	54.1%	17.1%	49.3%	16.5%	56.5%	13.3%	56.4%	21.8%	Hispanic	47.7%	13.8%
Tincher	72.3%	3.5%	70.5%	6.4%	72.2%	1.4%	67.7%	-2.6%	African American	51.2%	1.2%
Washington	29.1%	2.8%	27.8%	3.8%	28.8%	2.5%	30.7%	2.0%	African American	20.8%	0.6%

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
178	13.9%	White	41	14.4%	-4.2%	0.0%	0.0%	6.5%	3.4%	6.5%	3.4%
100	44.1%	Filipino	39	41.1%	-3.1%	30.8%	-15.2%	25.6%	6.3%	23.1%	6.8%
44	44.8%	Asian	25	44.2%	2.7%	52.0%	-4.4%	50.8%	12.2%	31.4%	8.7%
123	38.3%	Cambodian	57	33.3%	1.0%	31.3%	6.7%	9.7%	0.5%	7.1%	0.2%
100	32.4%	Asian	26	33.3%	4.6%	25.5%	9.0%	12.5%	-1.6%	8.2%	-1.5%
116	30.4%	Asian	38	43.2%	10.6%	41.4%	21.4%	23.3%	11.5%	16.7%	7.6%
203	33.0%	Asian	98	41.0%	1.3%	33.3%	-0.5%	17.9%	-2.5%	14.9%	-1.2%
				0.0%							
154	33.8%	White	42	46.9%	-1.9%	35.6%	0.2%	20.2%	-4.2%	15.9%	-0.9%
371	22.3%	Other	25	50.3%	1.0%	46.2%	1.7%	5.9%	-29.4%	5.9%	-29.4%
92	11.5%	Hispanic	249	34.2%	4.9%	28.6%	-2.7%	7.5%	-8.6%	6.3%	-4.8%
118	33.8%	Cambodian	24	35.9%	3.1%	32.3%	-0.8%	8.8%	2.2%	8.2%	3.0%
488	38.8%	Filipino	26	46.5%	4.7%	39.2%	-5.0%	30.2%	8.4%	23.5%	5.6%
453	26.8%	Filipino	73	34.6%	-4.3%	35.3%	1.2%	4.7%	-2.6%	2.9%	-1.2%
98	43.1%	Other	37	27.5%	-6.8%	14.3%	-11.4%	13.6%	1.1%	10.3%	1.4%
32	25.5%	Other	75	64.0%	-5.6%	90.9%	15.9%	32.8%	-12.1%	32.8%	-12.1%
22	16.4%	Hispanic	344	29.5%	-4.8%	20.4%	-15.2%	10.6%	-10.2%	12.0%	-6.9%
110	3.8%	Hispanic	372	26.1%	-5.9%	31.6%	-7.3%	9.8%	3.2%	9.8%	3.3%
46	40.2%	White	319	40.7%	-8.2%	33.3%	-4.8%	31.0%	-0.6%	21.8%	0.4%
111	36.5%	Other	124	43.3%	-8.2%	32.1%	-19.0%	37.1%	-0.6%	29.1%	0.6%
436	38.0%	Filipino	63	51.4%	17.3%	31.9%	5.4%	13.1%	10.4%	9.6%	6.9%
41	33.6%	Asian	46	53.1%	11.2%	58.3%	6.8%	25.9%	-2.9%	25.5%	-2.8%
96	9.2%	Hispanic	682	29.7%	4.6%	17.5%	0.7%	13.7%	7.7%	10.6%	6.0%

SBAC ELA 2024

Gender Diff
3.4%
9.0%
10.9%
14.6%
9.6%
13.9%
11.2%
2.8%
18.0%
7.8%
14.9%
13.5%
13.0%
7.8%
15.6%
7.4%
11.0%
3.1%
13.4%
8.5%
13.7%
10.3%

PSAT/SAT EBRW 2023 :: School Comparison Data by Subgroup

All

1/24/25

Level Code		School	Tested	Percent by Benchmark Level					2 yr	3 yr	% Cohort	
				Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg	
High School	EBRW	Avalon	24	71%	58		13	29	29%	↓5	<div><div></div><div></div><div></div></div>	↓4
		Browning	28	64%	57		7	36	36%	↑12	<div><div></div><div></div><div></div></div>	↓19
		Cabrillo	65	49%	42		8	51	51%	↑27	<div><div></div><div></div><div></div></div>	↑12
		CAMS	420	5%		4	2	95	95%	↓2	<div><div></div><div></div><div></div></div>	↓4
		District	2,135	23%	18		4	77	77%	↑27	<div><div></div><div></div><div></div></div>	↓1
		Jordan	162	56%	46		10	44	44%	↑19	<div><div></div><div></div><div></div></div>	↑3
		Lakewood	166	47%	43		4	53	53%	↑17	<div><div></div><div></div><div></div></div>	↑5
		McBride	76	24%	18		5	76	76%	↑12	<div><div></div><div></div><div></div></div>	↓4
		Millikan	253	13%		8	4	87	87%	↑22	<div><div></div><div></div><div></div></div>	↓4
		Polytechnic	371	16%	13		3	84	84%	↑30	<div><div></div><div></div><div></div></div>	↑2
		Renaissance	24	21%	4	17	79		79%	↑40	<div><div></div><div></div><div></div></div>	↑12
		Sato	244	12%		9	3	88	88%	↑1	<div><div></div><div></div><div></div></div>	↓2
		Wilson	302	26%	21		5	74	74%	↑24	<div><div></div><div></div><div></div></div>	-

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

PSAT/SAT Math 2023 :: School Comparison Data by Subgroup

All

1/24/25

Level Code		School	Tested	Percent by Benchmark Level					2 yr	3 yr	% Cohort		
				Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg		
High School	Math	Avalon	24	88%	75		13	13	13%	↓2	<div><div></div></div>	↓25	
		Browning	28	86%	79		7	14	14%	↑5	<div><div></div></div>	↓4	
		Cabrillo	65	78%	69		9	22	22%	↑10	<div><div></div></div>	↓7	
		CAMS	420	6%		43	94		94%	↑1	<div><div></div></div>	↓2	
		District	2,135	44%	34		10	56	56%	↑24	<div><div></div></div>	↓7	
		Jordan	162	87%	78		9	13	13%	↑3	<div><div></div></div>	↓8	
		Lakewood	166	73%	62		11	27	27%	↑11	<div><div></div></div>	↓5	
		McBride	76	49%	34		14	51	51%	↑16	<div><div></div></div>	↓1	
		Millikan	253	39%	28		11	61	61%	↑21	<div><div></div></div>	↓6	
		Polytechnic	371	42%	29		12	58	58%	↑21	<div><div></div></div>	↓6	
		Renaissance	24	67%	54		13	33	33%	↑21	<div><div></div></div>	↑4	
		Sato	244	30%			19	10	70	70%	↓7	<div><div></div></div>	↓10
		Wilson	302	57%	42		15	43	43%	↑15	<div><div></div></div>	↓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.

PSAT/SAT EBRW 2023 :: School Data by Subgroup

Muir

1/24/25













Category		Tested		Percent by Benchmark Level				2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	2,135	District	23%	18	4	77	77%	↑27	<div><div></div><div></div><div></div></div>	↓1
Gender	Female	District	22%	18	4	78	78%	↑25	<div><div></div><div></div><div></div></div>	↓2
	Male	District	23%	18	5	77	77%	↑29	<div><div></div><div></div><div></div></div>	↑1
Special Populations	EL + RFEP	District	34%	27	6	66	66%	↑30	<div><div></div><div></div><div></div></div>	↓-
	ELL	District	82%	77	5	18	18%	↑13	<div><div></div><div></div><div></div></div>	-
	RFEP	District	30%	24	7	70	70%	↑26	<div><div></div><div></div><div></div></div>	↓-
	GATE/Excel	District	7%		52	93	93%	↑11	<div><div></div><div></div><div></div></div>	↑-
	Homeless	District	42%	35	7	58	58%	↑24	<div><div></div><div></div><div></div></div>	↑4
	Homeless/Foster	District	43%	36	7	57	57%	↑24	<div><div></div><div></div><div></div></div>	↑4
	Low SES	District	37%	30	7	63	63%	↑20	<div><div></div><div></div><div></div></div>	↓2
	Special Ed.	District	68%	63	4	32	32%	↑18	<div><div></div><div></div><div></div></div>	↓5
	Spec Ed. Speech/RSP	District	71%	68	3	29	29%	↑11	<div><div></div><div></div><div></div></div>	↓2

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

PSAT/SAT Math 2023 :: School Data by Subgroup

Muir

1/24/25

Category		Tested	Percent by Benchmark Level					2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	2,135	District	44%	34	10	56	56%	↑24		↓7
Gender	Female	District	48%	37	12	52	52%	↑22		↓7
	Male	District	38%	30	8	62	62%	↑27		↓7
Special Populations	EL + RFEP	District	57%	47	11	43	43%	↑21		↓9
	ELL	District	97%	92	5	3	3%	↓1		↓6
	RFEP	District	54%	43	11	46	46%	↑20		↓9
	GATE/Excel	District	23%	14	9	77	77%	↑14		↓6
	Homeless	District	81%	69	12	19	19%	↑5		↓4
	Homeless/Foster	District	81%	69	12	19	19%	↑5		↓4
	Low SES	District	61%	50	11	39	39%	↑14		↓9
	Special Ed.	District	74%	72	1	26	26%	↑19		↓5
	Spec Ed. Speech/RSP	District	76%	76		24	24%	↑14		↓2

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

Muir

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	4	104	27	
		Grade	Gr. 01	2	4	1	
			Gr. 02		3	1	
			Gr. 03		11	2	
			Gr. 04		9	4	
			Gr. 05	1	12	2	
			Gr. 06		14	3	
			Gr. 07	1	24	5	
			Gr. 08		26	6	
			Gr. K		1	3	
		Ethnicity	African American	1	24	7	
			Asian		1	2	
			Filipino		3	3	
			Hispanic	3	67	13	
			Other		8	1	
			Pacific Islander		1		
			White			1	
		Gender	Female	2	26	3	
			Male	2	78	24	
		Fluency	EL + RFEP		45	6	
			ELL		32	6	
			RFEP		13		
		Foster	Foster	1	2		

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2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2023-2024	YR	GATE/Excel	GATE/Excel		<div><div></div>10</div>	<div><div></div>2</div>	
		Homeless	Homeless	<div><div></div>1</div>	<div><div></div>14</div>	<div><div></div>4</div>	
		LowSES	Low SES	<div><div></div>4</div>	<div><div></div>77</div>	<div><div></div>22</div>	
		SPED	Special Ed.	<div><div></div>3</div>	<div><div></div>28</div>	<div><div></div>7</div>	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	<div><div></div>3</div>	<div><div></div>17</div>	<div><div></div>1</div>	

Muir

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.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	15	73	63	
		Grade	Gr. 01	1		4	
			Gr. 02		7	8	
			Gr. 03		1	9	
			Gr. 04	3	2	7	
			Gr. 05	3	15	12	
			Gr. 06	2	12	8	
			Gr. 07	4	21	10	
			Gr. 08	2	15	4	
			Gr. K			1	
		Ethnicity	African American	5	25	13	
			Asian	1	1	2	
			Filipino		3	4	
			Hispanic	9	38	36	
			Other		1	1	
			Pacific Islander		4	3	
			White		1	4	
		Gender	Female	6	11	13	
			Male	9	62	50	
		Fluency	EL + RFEP	5	24	19	
			ELL	2	14	15	
			RFEP	3	10	4	
		Foster	Foster		1		

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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	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	GATE/Excel	GATE/Excel		<div><div></div></div> 12	<div><div></div></div> 5	
		Homeless	Homeless	<div><div></div></div> 7	<div><div></div></div> 14	<div><div></div></div> 12	
		LowSES	Low SES	<div><div></div></div> 13	<div><div></div></div> 65	<div><div></div></div> 57	
		SPED	Special Ed.	<div><div></div></div> 6	<div><div></div></div> 22	<div><div></div></div> 33	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	<div><div></div></div> 4	<div><div></div></div> 11	<div><div></div></div> 19	

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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	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All		<div><div></div></div> 46	<div><div></div></div> 111	2
		Grade	Gr. 01		<div><div></div></div> 2	<div><div></div></div> 11	
			Gr. 02			<div><div></div></div> 2	1
			Gr. 03		<div><div></div></div> 3	<div><div></div></div> 22	1
			Gr. 04		<div><div></div></div> 4	<div><div></div></div> 14	
			Gr. 05		<div><div></div></div> 9	<div><div></div></div> 22	
			Gr. 06		<div><div></div></div> 20	<div><div></div></div> 29	
			Gr. 07		<div><div></div></div> 7	<div><div></div></div> 4	
			Gr. 08		<div><div></div></div> 1	<div><div></div></div> 6	
			Gr. K			<div><div></div></div> 1	
		Ethnicity	African American		<div><div></div></div> 22	<div><div></div></div> 31	
			Asian			<div><div></div></div> 2	
			Filipino		<div><div></div></div> 2	<div><div></div></div> 3	
			Hispanic		<div><div></div></div> 19	<div><div></div></div> 69	2
			Other		<div><div></div></div> 1	<div><div></div></div> 2	
			Pacific Islander		<div><div></div></div> 2	<div><div></div></div> 4	
		Gender	Female		<div><div></div></div> 8	<div><div></div></div> 8	
			Male		<div><div></div></div> 38	<div><div></div></div> 103	2
		Fluency	EL + RFEP		<div><div></div></div> 13	<div><div></div></div> 41	
			ELL		<div><div></div></div> 10	<div><div></div></div> 28	
			RFEP		<div><div></div></div> 3	<div><div></div></div> 13	
		Foster	Foster			<div><div></div></div> 4	
		GATE/Excel	GATE/Excel		<div><div></div></div> 4	<div><div></div></div> 7	

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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 for that incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	Homeless	Homeless		<div><div></div>9</div>	<div><div></div>16</div>	
		LowSES	Low SES		<div><div></div>39</div>	<div><div></div>90</div>	<div><div></div>2</div>
		SPED	Special Ed.		<div><div></div>12</div>	<div><div></div>39</div>	<div><div></div>1</div>
		SPED-Speech/RSP	Spec Ed. Speech/RSP		<div><div></div>7</div>	<div><div></div>14</div>	

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2020-2021

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2020-2021	YR	All	All			4	
		Grade	Gr. 04			1	
			Gr. 05			2	
			Gr. 06			1	
		Ethnicity	African American			1	
			Filipino			1	
			Hispanic			1	
			Other			1	
		Gender	Female			2	
			Male			2	
		GATE/Excel	GATE/Excel			1	
		LowSES	Low SES			2	
		SPED	Special Ed.			1	

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2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		<div><div></div></div> 41	<div><div></div></div> 69	
		Grade	Gr. 01		<div><div></div></div> 3	<div><div></div></div> 13	
			Gr. 02		<div><div></div></div> 9	<div><div></div></div> 10	
			Gr. 03		<div><div></div></div> 3	<div><div></div></div> 1	
			Gr. 04		<div><div></div></div> 20	<div><div></div></div> 27	
			Gr. 05		<div><div></div></div> 6	<div><div></div></div> 9	
			Gr. 06			<div><div></div></div> 4	
			Gr. 07			<div><div></div></div> 2	
			Gr. 08			<div><div></div></div> 1	
			Gr. K			<div><div></div></div> 2	
		Ethnicity	African American		<div><div></div></div> 17	<div><div></div></div> 28	
			Asian		<div><div></div></div> 1	<div><div></div></div> 1	
			Filipino			<div><div></div></div> 1	
			Hispanic		<div><div></div></div> 19	<div><div></div></div> 34	
			Other		<div><div></div></div> 2	<div><div></div></div> 2	
			Pacific Islander		<div><div></div></div> 2	<div><div></div></div> 3	
		Gender	Female		<div><div></div></div> 2	<div><div></div></div> 11	
			Male		<div><div></div></div> 39	<div><div></div></div> 58	
		Fluency	EL + RFEP		<div><div></div></div> 12	<div><div></div></div> 16	
			ELL		<div><div></div></div> 3	<div><div></div></div> 6	
			RFEP		<div><div></div></div> 9	<div><div></div></div> 10	
		Foster	Foster			<div><div></div></div> 1	
		GATE/Excel	GATE/Excel		<div><div></div></div> 1		

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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 for that incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	Homeless	Homeless		<div><div></div>1</div>	<div><div></div>6</div>	
		LowSES	Low SES		<div><div></div>39</div>	<div><div></div>63</div>	
		SPED	Special Ed.		<div><div></div>15</div>	<div><div></div>14</div>	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		<div><div></div>9</div>	<div><div></div>11</div>	

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2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).
Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		<div></div> 37	<div></div> 44	
		Grade	Gr. 01			<div></div> 8	
			Gr. 02		<div></div> 8	<div></div> 5	
			Gr. 03		<div></div> 9	<div></div> 14	
			Gr. 04		<div></div> 13	<div></div> 8	
			Gr. 05		<div></div> 2	<div></div> 5	
			Gr. 06		<div></div> 2	<div></div> 1	
			Gr. 07			<div></div> 3	
			Gr. 08		<div></div> 3		
		Ethnicity	African American		<div></div> 8	<div></div> 12	
			Asian		<div></div> 1		
			Filipino			<div></div> 1	
			Hispanic		<div></div> 24	<div></div> 26	
			Other		<div></div> 3	<div></div> 3	
			Pacific Islander		<div></div> 1	<div></div> 2	
		Gender	Female		<div></div> 12	<div></div> 8	
			Male		<div></div> 25	<div></div> 36	
		Fluency	EL + RFEP		<div></div> 12	<div></div> 11	
			ELL		<div></div> 4	<div></div> 4	
			RFEP		<div></div> 8	<div></div> 7	
		Foster	Foster		<div></div> 1		
		GATE/Excel	GATE/Excel		<div></div> 3	<div></div> 3	
		Homeless	Homeless		<div></div> 2	<div></div> 3	

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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 for that incident.

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	LowSES	Low SES		<div></div> 33	<div></div> 39	
		SPED	Special Ed.		<div></div> 10	<div></div> 7	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		<div></div> 9	<div></div> 7	

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23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

		YR	
subgroup			
Category		# Records	Percent by Category
All Students	All	135	<div><div>77</div><div>20</div><div>3</div></div>
	Gr. 01	7	<div><div>57</div><div>14</div><div>29</div></div>
	Gr. 02	4	<div><div>75</div><div>25</div></div>
	Gr. 03	13	<div><div>85</div><div>15</div></div>
	Gr. 04	13	<div><div>69</div><div>31</div></div>
	Gr. 05	15	<div><div>80</div><div>13</div><div>7</div></div>
	Gr. 06	17	<div><div>82</div><div>18</div></div>
	Gr. 07	30	<div><div>80</div><div>17</div><div>3</div></div>
	Gr. 08	32	<div><div>81</div><div>19</div></div>
	Gr. K	4	<div><div>25</div><div>75</div></div>
Ethnicity	African American	32	<div><div>75</div><div>22</div><div>3</div></div>
	Asian	3	<div><div>33</div><div>67</div></div>
	Filipino	6	<div><div>50</div><div>50</div></div>
	Hispanic	83	<div><div>81</div><div>16</div><div>4</div></div>
	Other	9	<div><div>89</div><div>11</div></div>
	Pacific Islander	1	<div><div>100</div></div>
	White	1	<div><div>100</div></div>
Gender	Female	31	<div><div>84</div><div>10</div><div>6</div></div>
	Male	104	<div><div>75</div><div>23</div><div>2</div></div>

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23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

		YR	
subgroup			
Category		# Records	Percent by Category
Special Populations	EL + RFEP	51	8812
	ELL	38	8416
	Foster	3	6733
	GATE/Excel	12	8317
	Homeless	19	74215
	Low SES	103	75214
	RFEP	13	100
	Spec Ed. Speech/RSP	21	81514
	Special Ed.	38	74188

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23-24

Students by Subgroup Categorizied by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	90	<div><div>26</div><div>74</div></div>
	Gr. 01	5	<div><div>40</div><div>60</div></div>
	Gr. 02	3	<div><div>33</div><div>67</div></div>
	Gr. 03	7	<div><div>29</div><div>71</div></div>
	Gr. 04	8	<div><div>13</div><div>88</div></div>
	Gr. 05	12	<div><div>25</div><div>75</div></div>
	Gr. 06	9	<div><div>33</div><div>67</div></div>
	Gr. 07	21	<div><div>29</div><div>71</div></div>
	Gr. 08	22	<div><div>18</div><div>82</div></div>
	Gr. K	3	<div><div>33</div><div>67</div></div>
Grade	African American	18	<div><div>44</div><div>56</div></div>
	Asian	2	<div><div>50</div><div>50</div></div>
	Filipino	5	<div><div>20</div><div>80</div></div>
	Hispanic	58	<div><div>19</div><div>81</div></div>
	Other	5	<div><div>40</div><div>60</div></div>
	Pacific Islander	1	<div><div>100</div><div>0</div></div>
	White	1	<div><div>100</div><div>0</div></div>
Ethnicity	Female	26	<div><div>19</div><div>81</div></div>
	Male	64	<div><div>28</div><div>72</div></div>

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23-24

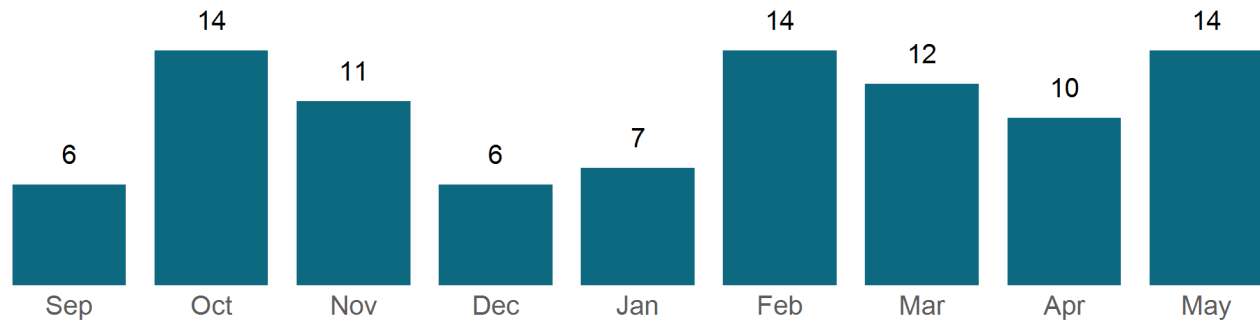
Students by Subgroup Categorizied by 1 or more than 1 incident

		YR	
subgroup		# Students	Percent by Category
Category			
Special Populations	EL + RFEP	30	<div><div>27</div><div>73</div></div>
	ELL	17	<div><div>47</div><div>53</div></div>
	Foster	3	<div><div>100</div></div>
	GATE/Excel	11	<div><div>9</div><div>91</div></div>
	Homeless	10	<div><div>40</div><div>60</div></div>
	Low SES	66	<div><div>29</div><div>71</div></div>
	RFEP	13	<div><div>100</div></div>
	Spec Ed. Speech/RSP	12	<div><div>33</div><div>67</div></div>
	Special Ed.	22	<div><div>32</div><div>68</div></div>

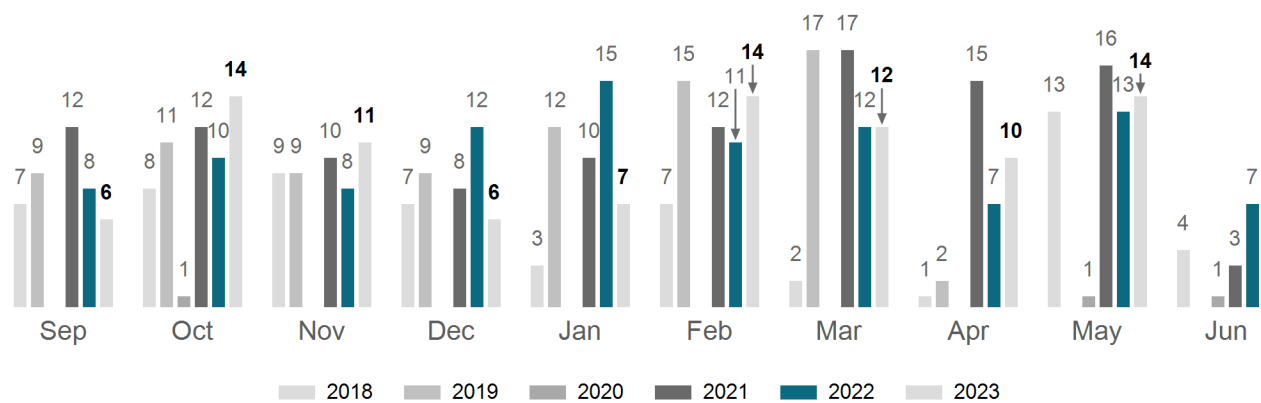
Muir

23-24

By Month for 23-24



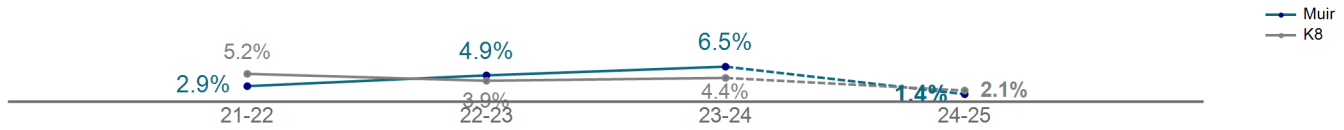
By Month- 5-year comparison



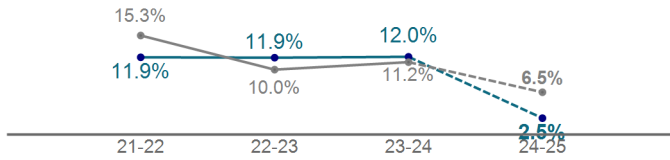
	18-19	19-20	20-21	21-22	22-23	23-24
Sep		7	9		12	8
Oct		8	11	1	12	10
Nov		9	9		10	8
Dec		7	9		8	12
Jan		3	12		10	15
Feb		7	15		12	11
Mar		2	17		17	12
Apr		1	2		15	7
May		13		1	16	13
Jun		4		1	3	7

Suspension Rate

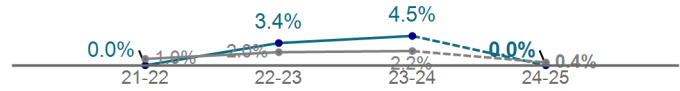
Muir
All Students
N = 1060



African American
N = 120



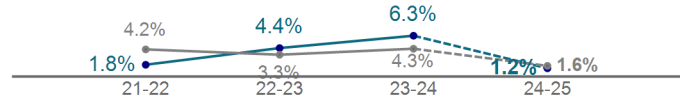
Asian
N = 21



Filipino
N = 114



Hispanic
N = 725



Pacific Islander

Subgroup with fewer than 20 students.

White

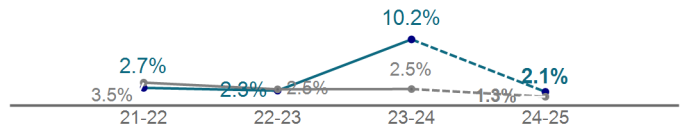
Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

Other

N = 48

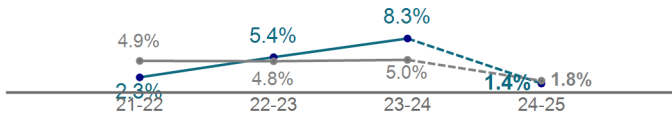


N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

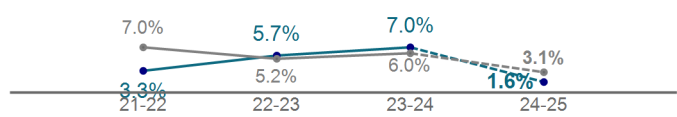
1/24/2025 11:08:04 AM

Suspension Rate

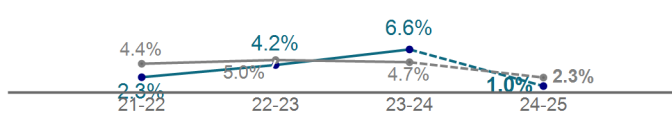
EL + RFEP
N = 294



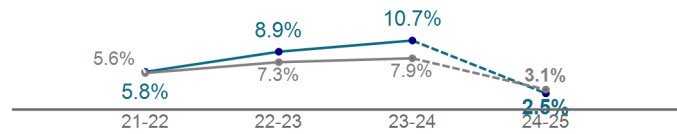
Low SES
N = 754



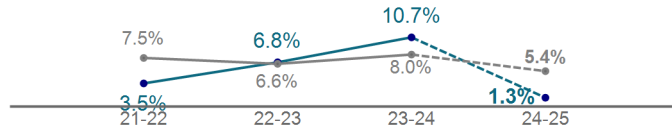
English Learner
N = 207



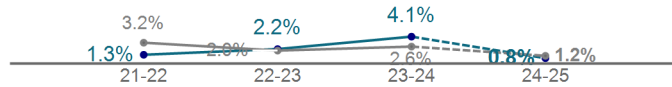
Special Education
N = 162



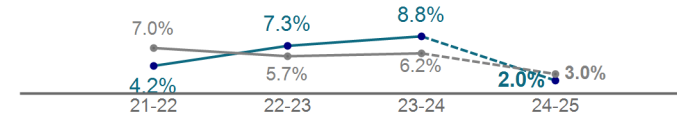
Homeless or Foster Youth
N = 75



Female
N = 505



Male
N = 555

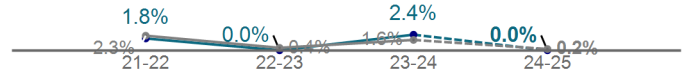


Suspension Rate

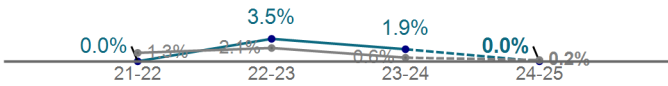
Gr. K
N = 109



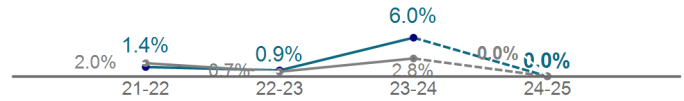
Gr. 01
N = 121



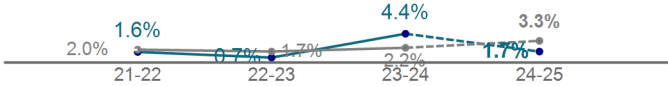
Gr. 02
N = 120



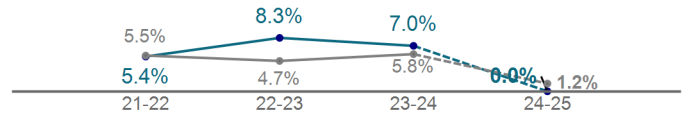
Gr. 03
N = 106



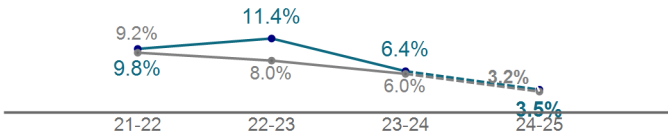
Gr. 04
N = 120



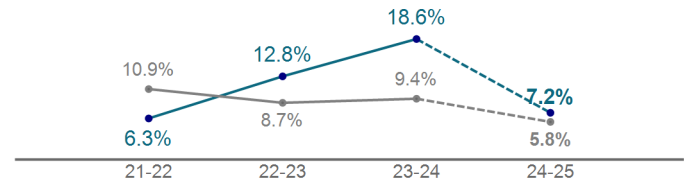
Gr. 05
N = 114



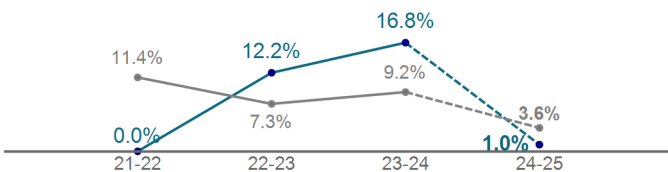
Gr. 06
N = 114



Gr. 07
N = 111



Gr. 08
N = 97



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

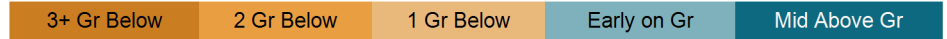
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	All Students	All	1	114	30	69			
			2	115	9	84	3	3	
			3	119	7	73	9	11	
	Teacher	Carbullido, L	1	27	11	89			
			2	27		85	7	7	
			3	27		52	15	33	
		Grissom, J	1	6		67	33		
			2	7	29	71			
			3	8	25	75			
		Johnson, A	1	28	43	57			
			2	28	18	82			
			3	28	4	86	7	4	
		Lujan, V	1	25	24	76			
			2	25	12	84		4	
			3	26	8	81	4	8	
		Regalado, M	1	29	38	59		3	
			2	29	10	79	7	3	
			3	30	10	73	13	3	

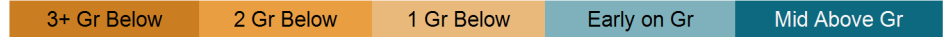
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Ethnicity	African American	1	15	27	73			
			2	15	13	80	7		
			3	15	13	73	13		
		Filipino	1	10	10	80	10		
			2	10		80	20		
			3	9		56	11	33	
		Hispanic	1	79	32	68			
			2	79	9	86	3		
			3	84	6	75	8	11	
		Pacific Islander	1	3	67	33			
			2	3	100				
			3	3		67	33		
		White	1	2	100				
			2	3	100				
			3	3	100				
		Other	1	5	40	60			
			2	5	20	60	20		
			3	5	20	60	20		
	Gender	Female	1	61	23	77			
			2	59	5	93	2		
			3	61	3	82	10	5	
		Male	1	53	38	60	2		
			2	56	13	75	5	7	
			3	58	10	64	9	17	
	Special Populations	Low SES	1	79	34	65	1		
			2	82	10	84	4		
			3	84	4	79	10	8	
		ELL	1	19	42	58			
			2	18	17	83			
			3	20	20	75	5		
		RFEP	1	5	100				
			2	6	100				
			3	6		50	17	33	

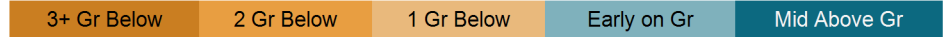
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category	
1	Special Populations	EL + RFEP	1	24	33	67
			2	24	13	88
			3	26	15	69 8 8
		Special Ed.	1	14	71	29
			2	14	29	71
			3	15	20	80
		Spec Ed. Speech/RSP	1	3	33	67
			2	2	100	
			3	2	100	
		Foster	1	2	50	50
			2	2	100	
			3	2	100	
		Homeless	1	5	40	60
			2	5	80	20
			3	7	14	57 29

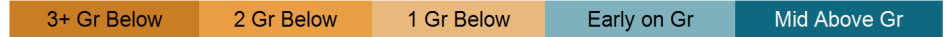
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	103	38	49	10	4	
			2	102	16	62	15	8	
			3	103	13	45	19	23	
	Teacher	Ampudia, A	1	22	64	36			
			2	22	27	68	5		
			3	22	18	68	14		
		Barrios, C	1	9	89	11			
			2	9	89	11			
			3	9	78	22			
		Brown, P	1	22	32	64	5		
			2	22	14	73	14		
			3	22	9	55	23	14	
		Cates, C	1	26	4	50	31	15	
			2	26		35	38	27	
			3	26		12	15	73	
		Tejeda, A	1	23	39	57	4		
			2	24	4	88	4	4	
			3	24	4	54	33	8	

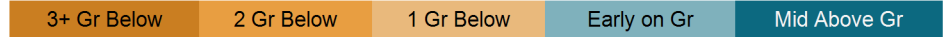
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	African American	1	11	45	45	9		
			2	11	36	45	18		
			3	11	27	45	27		
		Asian	1	1				100	
			2	1				100	
			3	1				100	
		Filipino	1	18	22	39	22	17	
			2	18		44	28	28	
			3	19		26	26	47	
		Hispanic	1	65	42	54	3		
			2	65	18	71	8	3	
			3	65	15	51	17	17	
		White	1	2	50	50			
			2	1				100	
			3	1				100	
		Other	1	6	33	33	33		
			2	6		67	17	17	
			3	6		50	17	33	
	Gender	Female	1	48	44	50	6		
			2	47	23	64	11	2	
			3	48	19	48	27	6	
		Male	1	55	33	47	13	7	
			2	55	9	60	18	13	
			3	55	7	42	13	38	
	Special Populations	Low SES	1	69	38	46	10	6	
			2	68	18	57	16	9	
			3	68	13	47	16	24	
		ELL	1	20	65	35			
			2	18	28	56	11	6	
			3	19	16	58	11	16	
		RFEP	1	3		33		67	
			2	3		33	33	33	
			3	3			33	67	

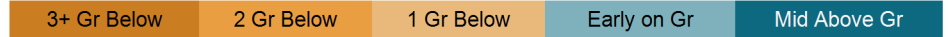
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category			
2	Special Populations	EL + RFEP	1	23	57	35	9	
			2	21	24	52	14	10
			3	22	14	50	14	23
		Special Ed.	1	17	59	24	18	
			2	16	56	25	19	
			3	17	41	35	12	12
		Spec Ed. Speech/RSP	1	4	75	25		
			2	4	75	25		
			3	4	25	75		
		Homeless	1	5		20	20	60
			2	5		60	20	20
			3	5		40	20	40
		GATE/Excel	1	15		40	33	27
			2	15		13	40	47
			3	15		7	13	80

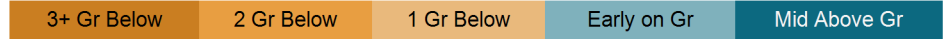
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	109	13	30	44	9	4
			2	106	10	16	47	16	10
			3	112	7	6	55	20	12
	Teacher	Barrios, C	1	9	78		22		
			2	8	88		13		
			3	9	67		22	11	
		Junier, D	1	27	11	37	48		4
			2	27	7	26	59		7
			3	29	3	7	66	21	3
		Soliwoda, S	1	24	4	50	42		4
			2	24	8	17	58	13	4
			3	25	4	8	76	8	4
		Tubbs, B	1	25		4	48	36	12
			2	25			28	32	40
			3	25			12	48	40
		Waterman, B	1	25	12	32	56		
			2	22		23	59		18
			3	25	4		84	8	4
	Ethnicity	African American	1	12	25	42	33		
			2	12	17	25	42		17
			3	12	17	8	58	8	8
		Asian	1	2			50		50
			2	2			50		50
			3	2			50		50
		Filipino	1	12	8	33	33	17	8
			2	11		18	45	18	18
			3	12			67	17	17
		Hispanic	1	75	11	31	47	9	3
			2	73	10	14	49	18	10
			3	77	6	8	53	22	10
		Pacific Islander	1	2		50	50		
			2	2		50	50		
			3	2			100		

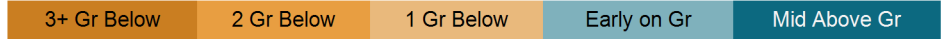
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 3



Legend

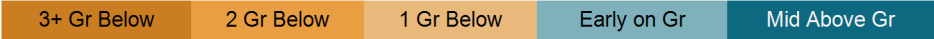


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Ethnicity	White	1	2	50	50			
			2	2	50	50			
			3	3	100				
		Other	1	4	75	25			
			2	4	75	25			
			3	4	25	50	25		
	Gender	Female	1	56	13	38	41	7	2
			2	54	11	17	54	15	4
			3	56	7	5	61	20	7
		Male	1	53	13	23	47	11	6
			2	52	10	15	40	17	17
			3	56	7	7	50	20	16
	Special Populations	Low SES	1	85	14	33	41	7	5
			2	84	11	19	48	12	11
			3	84	7	8	56	17	12
		ELL	1	29	14	31	55		
			2	29	14	17	55	14	
			3	31	6	10	65	16	3
		RFEP	1	6		17	50	17	17
			2	6			33	33	33
			3	6			33	33	33
		EL + RFEP	1	35	11	29	54	3	
			2	35	11	14	51	17	6
			3	37	5	8	59	19	8
		Special Ed.	1	19	53	26	21		
			2	19	53	32	16		
			3	21	38	29	29	5	
		Spec Ed. Speech/RSP	1	8	38	50	13		
			2	9	33	56	11		
			3	9	22	56	22		
		Foster	1	2	50	50			
			2	2	50	50			
			3	2	100				

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



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Special Populations	Homeless	1	11	9	18	73		
			2	11	9	9	64	18	
			3	12	8	83	8		
		GATE/Excel	1	17		41	35	24	
			2	17		18	29	53	
			3	17		12	29	59	

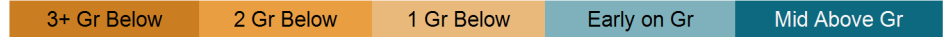
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	All Students	All	1	107	21	19	47	6	7
			2	100	13	14	48	17	8
			3	105	10	10	45	21	14
	Teacher	Cooke-Morgan, V	1	8	100				
			2	8	88				
			3	8	63	25	13		
		Edwards, D	1	31	16	16	55	6	6
			2	31	10	13	45	23	10
			3	31	3	6	45	23	23
		Espinoza, D	1	31	16	19	45	10	10
			2	31	6	10	55	13	16
			3	31	6	3	39	29	23
		Pivernetz, J	1	31	10	26	52	3	10
			2	30	10	17	57	17	
			3	32	6	16	56	19	3

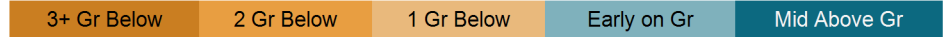
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Ethnicity	African American	1	7	29	14	57		
			2	6		17	17	33	33
			3	7		14	43	29	14
		Asian	1	4		25	25	50	
			2	4		50		25	25
			3	4		50		50	
		Filipino	1	12	8	42	17	33	
			2	12		42	25	33	
			3	12		33	25	42	
		Hispanic	1	80	24	21	48	5	3
			2	75	13	17	51	15	4
			3	79	13	11	46	22	9
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	2	100				
			2	1	100				
			3	1	100				
		Other	1	1	100				
			2	1	100				
			3	1	100				
	Gender	Female	1	45	13	22	51	7	7
			2	43	5	14	56	16	9
			3	45	4	4	49	22	20
		Male	1	62	27	16	44	5	8
			2	57	19	14	42	18	7
			3	60	15	13	42	20	10
	Special Populations	Low SES	1	66	24	18	47	6	5
			2	63	13	16	48	16	8
			3	65	15	9	43	22	11
		ELL	1	28	36	21	43		
			2	23	13	30	48	9	
			3	26	15	15	62	8	

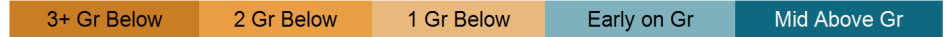
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	RFEP	1	5		20	40	40	
			2	5			20	60	20
			3	5			20	20	60
		EL + RFEP	1	33	30	21	42	6	
			2	28	11	25	43	18	4
			3	31	13	13	55	10	10
		Special Ed.	1	19	74		21	5	
			2	16	63		19	19	
			3	19	42	26	26	5	
		Spec Ed. Speech/RSP	1	10	60		30	10	
			2	9	56		22	22	
			3	10	30	30	30	10	
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	12	42		58		
			2	8	13	13	50	13	13
			3	11	27		55	9	9
		GATE/Excel	1	34	3		59	18	21
			2	34		3	38	35	24
			3	34			32	24	44

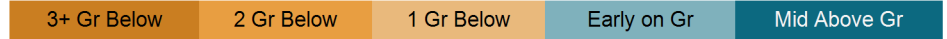
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	All Students	All	1	132	21	23	39	14	4
			2	132	17	18	39	18	8
			3	136	17	11	38	19	15
	Teacher	Cooke-Morgan, V	1	8	100				
			2	8	88				
			3	8	88				
		Jaeke, S	1	31	13	19	55	10	3
			2	32	9	19	44	25	3
			3	32	6	6	50	25	13
		Joyce-Elicker, A	1	33	18	27	33	15	6
			2	33	18	15	36	21	9
			3	34	21	6	35	21	18
		Lefkowitz, D	1	31	19	26	32	19	3
			2	31	13	26	32	19	10
			3	31	10	26	39	6	19
		Thompson, O	1	30	13	27	43	13	3
			2	30	10	17	57	7	10
			3	31	13	10	35	26	16
	Ethnicity	African American	1	14	29	21	43	7	
			2	14	14	29	50	7	
			3	14	36	7	43	7	7
		Asian	1	3			33	33	33
			2	3			33	33	33
			3	3			33		67
		Filipino	1	16	31		31	31	6
			2	17	18		35	35	12
			3	17			41	18	41
		Hispanic	1	85	26	21	41	8	4
			2	85	21	19	39	15	6
			3	88	18	14	34	24	10
		Pacific Islander	1	2	100				
			2	2			50		50
			3	2			50		50

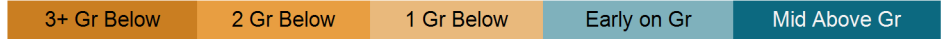
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 5



Legend

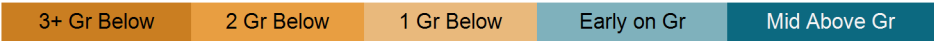


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Ethnicity	White	1	3		33	67		
			2	3		33	33	33	
			3	3		33	33	33	
		Other	1	9	11	33	33	22	
			2	8	13	13	50	13	13
			3	9	11	22	56	11	
	Gender	Female	1	61	25	25	41	7	3
			2	59	20	20	42	14	3
			3	60	17	10	53	13	7
		Male	1	71	18	21	37	20	4
			2	73	14	16	37	22	11
			3	76		17	12	25	24
	Special Populations	Low SES	1	86	27	22	34	14	3
			2	86	21	17	34	22	6
			3	87	18	11	39	14	17
		ELL	1	21	33	19	38	10	
			2	23	22	26	39	13	
			3	25	24	16	36	16	8
		RFEP	1	10		20	40	20	20
			2	10			40	30	30
			3	10			10	50	40
		EL + RFEP	1	31	23	19	39	13	6
			2	33	15	18	39	18	9
			3	35		17	11	29	26
		Special Ed.	1	25	56	16	24	4	
			2	27	44	26	19	7	4
			3	28	50	14	25	7	4
		Spec Ed. Speech/RSP	1	17	41	24	29	6	
			2	19	32	32	21	11	5
			3	19	37	21	26	11	5
		Foster	1	1	100				
			2	1	100				
			3	1	100				

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



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	Homeless	1	18		22	22	39	17
			2	17		18	18	35	29
			3	18		17	6	39	17
		GATE/Excel	1	37		8	43	35	14
			2	37		3	35	35	27
			3	37			16	35	49

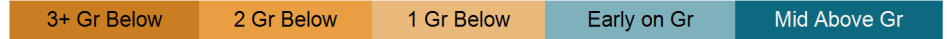
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
6	All Students	All	1	103	<div><div></div><div>30</div><div>15</div><div>38</div><div>12</div><div>6</div></div>						
			2	104	<div><div></div><div>25</div><div>13</div><div>35</div><div>22</div><div>5</div></div>						
			3	102	<div><div></div><div>21</div><div>14</div><div>30</div><div>28</div><div>7</div></div>						
	Teacher	Asenas, D	1	32	<div><div></div><div>34</div><div>19</div><div>41</div><div>6</div></div>						
			2	33	<div><div></div><div>21</div><div>24</div><div>30</div><div>24</div></div>						
			3	34	<div><div></div><div>15</div><div>26</div><div>41</div><div>18</div></div>						
		Campion, N	1	93	<div><div></div><div>12</div><div>10</div><div>44</div><div>22</div><div>13</div></div>						
			2	98	<div><div></div><div>12</div><div>7</div><div>40</div><div>31</div><div>10</div></div>						
			3	99	<div><div></div><div>9</div><div>6</div><div>27</div><div>43</div><div>14</div></div>						
		Conboy, B	1	8	<div><div></div><div>100</div></div>						
			2	8	<div><div></div><div>100</div></div>						
			3	8	<div><div></div><div>100</div></div>						
	Ethnicity	African American	1	9	<div><div></div><div>44</div><div>11</div><div>33</div><div>11</div></div>						
			2	9	<div><div></div><div>33</div><div>22</div><div>22</div><div>22</div></div>						
			3	9	<div><div></div><div>44</div><div>11</div><div>11</div><div>33</div></div>						
		Asian	1	2	<div><div></div><div>50</div><div>50</div></div>						
			2	2	<div><div></div><div>50</div><div>50</div></div>						
			3	2	<div><div></div><div>50</div><div>50</div></div>						
		Filipino	1	10	<div><div></div><div>10</div><div>60</div><div>10</div><div>20</div></div>						
			2	10	<div><div></div><div>10</div><div>10</div><div>20</div><div>40</div><div>20</div></div>						
			3	10	<div><div></div><div>20</div><div>10</div><div>40</div><div>30</div></div>						
		Hispanic	1	71	<div><div></div><div>31</div><div>18</div><div>38</div><div>10</div><div>3</div></div>						
			2	74	<div><div></div><div>26</div><div>15</div><div>36</div><div>22</div><div>1</div></div>						
			3	72	<div><div></div><div>19</div><div>17</div><div>36</div><div>26</div><div>1</div></div>						
		Pacific Islander	1	2	<div><div></div><div>50</div><div>50</div></div>						
			2	1	<div><div></div><div>100</div></div>						
			3	1	<div><div></div><div>100</div></div>						
		White	1	3	<div><div></div><div>33</div><div>33</div><div>33</div></div>						
			2	2	<div><div></div><div>50</div><div>50</div></div>						
			3	2	<div><div></div><div>50</div><div>50</div></div>						
		Other	1	6	<div><div></div><div>33</div><div>33</div><div>17</div><div>17</div></div>						
			2	6	<div><div></div><div>33</div><div>33</div><div>17</div><div>17</div></div>						
			3	6	<div><div></div><div>17</div><div>17</div><div>17</div><div>17</div><div>33</div></div>						

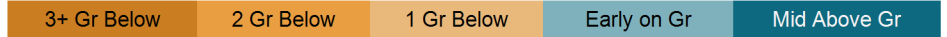
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
6	Gender	Female	1	53	34	17	30	13	6
			2	52	27	13	37	19	4
			3	50	24	16	24	28	8
		Male	1	50	26	12	46	10	6
			2	52	23	13	33	25	6
			3	52	17	12	37	29	6
	Special Populations	Low SES	1	78	32	15	41	9	3
			2	77	27	13	38	19	3
			3	75	24	13	33	25	4
		ELL	1	24	54	17	29		
			2	24	42	21	38		
			3	24	42	21	33	4	
		RFEP	1	18	22		50	22	6
			2	18	6	6	33	50	6
			3	19	5		32	53	11
		EL + RFEP	1	42	31	19	38	10	2
			2	42	26	14	36	21	2
			3	43	23	14	33	26	5
		Special Ed.	1	18	94		6		
			2	18	89		6	6	
			3	17	94		6		
		Spec Ed. Speech/RSP	1	9	89		11		
			2	9	78		11	11	
			3	8	88		13		
		Homeless	1	7	43	14	14	29	
			2	5	20	20		60	
			3	5	20	20		60	
		GATE/Excel	1	31	3	48		29	19
			2	31		26		58	16
			3	31		10		68	23

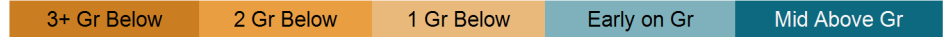
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	All Students	All	1	95	31	21	38	11	
			2	96	24	15	46	14	2
			3	96	28	9	40	18	5
	Teacher	Asenas, D	1	63	48	25	27		
			2	62	40	19	39	2	
			3	63	43	14	38	5	
		Conboy, V	1	35	11		60	29	
			2	35	3		57	34	6
			3	35			43	43	14
	Ethnicity	African American	1	9	33	22	44		
			2	10	20	30	50		
			3	10	30		60	10	
		Asian	1	4	25		75		
			2	4	25		75		
			3	4		25	50	25	
		Filipino	1	11	9		64	27	
			2	11	9		64	27	
			3	11		9	36	45	9
		Hispanic	1	67	37	19	34	9	
			2	67	27	16	40	13	3
			3	67	34	10	36	13	6
		Pacific Islander	1	2			50	50	
			2	2			50	50	
			3	2			50	50	
		Other	1	2	50		50		
			2	2	50		50		
			3	2	50		50		
	Gender	Female	1	40	25	25	45	5	
			2	42	21	14	48	17	
			3	42	29	2	48	17	5
		Male	1	55	35	18	33	15	
			2	54	26	15	44	11	4
			3	54	28	15	33	19	6

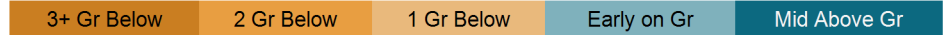
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	Special Populations	Low SES	1	54	39	22	30	9	
			2	52	31	13	40	13	2
			3	53	38	9	32	15	6
		ELL	1	15	60	27	13		
			2	14	57	21	21		
			3	14	71	14	7	7	
		RFEP	1	21	14	29	48	10	
			2	21	5	14	52	29	
			3	20	10		65	20	5
		EL + RFEP	1	36	33	28	33	6	
			2	35	26	17	40	17	
			3	34	35	6	41	15	3
		Special Ed.	1	11	73		18	9	
			2	11	73		18	9	
			3	11	73		27		
		Spec Ed. Speech/RSP	1	7	57	29	14		
			2	7	57	29	14		
			3	7	57		43		
		Foster	1	3	33	67			
			2	3	33	33	33		
			3	3	33	67			
		Homeless	1	7	43	43	14		
			2	7	43	43	14		
			3	7	43	43	14		
		GATE/Excel	1	37	3	22	49	27	
			2	38	3	8	55	29	5
			3	37		3	46	38	14

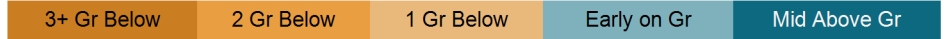
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	All Students	All	1	100	40	12	30	13	5
			2	95	32	13	26	23	6
			3	93	31	6	28	25	10
	Teacher	Asenas, D	1	12	100				
			2	12	100				
			3	12	83	17			
		Conboy, B	1	3	100				
			2	3	100				
			3	3	100				
		Conboy, V	1	84	31	14	36	13	6
			2	85	22	16	29	25	7
			3	85	22	6	34	27	11
	Ethnicity	African American	1	12	75	8	17		
			2	11	82	9	9		
			3	11	45	18	36		
		Asian	1	4	25	25	25	25	25
			2	4	25	25	50		
			3	4	25	25	25	25	
		Filipino	1	12	8	8	42	33	8
			2	11	9	27	36	27	
			3	11	9	64	27		
		Hispanic	1	66	39	14	32	11	5
			2	63	29	16	30	24	2
			3	63	35	6	30	22	6
		Other	1	6	50	17	17	17	
			2	6	33	17	17	33	
			3	4	25	25	25	25	
	Gender	Female	1	52	33	10	37	17	4
			2	53	25	11	28	30	6
			3	52	27	4	31	29	10
		Male	1	48	48	15	23	8	6
			2	42	40	14	24	14	7
			3	41	37	10	24	20	10

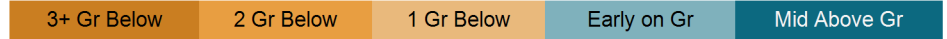
i-Ready Math Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Special Populations	Low SES	1	69	46	13	22	13	6
			2	63	35	16	25	16	8
			3	65	37	9	25	22	8
		ELL	1	11	91		9		
			2	10	60	20	20		
			3	11	73	18	9		
		RFEP	1	37	35	16	35	8	5
			2	37	30	16	30	19	5
			3	36	33	6	22	33	6
		EL + RFEP	1	48	48	15	27	6	4
			2	47	36	17	28	15	4
			3	47	43	9	19	26	4
		Special Ed.	1	9	100				
			2	9	78	11	11		
			3	9	89		11		
		Spec Ed. Speech/RSP	1	5	100				
			2	5	60	20	20		
			3	5	80		20		
		Foster	1	3	100				
			2	3	100				
			3	3	33	67			
		Homeless	1	8	50	13	13	25	
			2	6	50	17		33	
			3	7	43	29		29	
		GATE/Excel	1	23	4	4	39	30	22
			2	21		5	19	57	19
			3	22			27	50	23

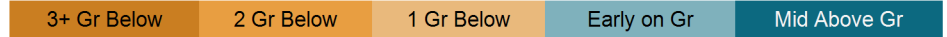
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	All Students	All	1	116	13	72	10	4	
			2	108	6	71	7	16	
			3	114	7	52	18	23	
	Teacher	Carbullido, L	1	27		78	7	15	
			2	27		59	11	30	
			3	27		30	30	41	
		Grissom, J	1	5		80	20		
			2	6	33	50	17		
			3	8	38	50	13		
		Johnson, A	1	28	25	75			
			2	28	4	96			
			3	28	11	71	14	4	
		Lujan, V	1	24	13	71	17		
			2	24	8	71	13	8	
			3	26	4	50	23	23	
		Regalado, M	1	28	11	68	18	4	
			2	28	4	61	14	21	
			3	30	3	50	13	33	

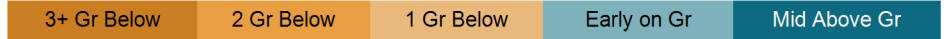
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Ethnicity	African American	1	12	17	58	25		
			2	11	9	55	27	9	
			3	15	13	47	13	27	
		Filipino	1	10	80	10	10		
			2	10	50		50		
			3	9	33	11	56		
		Hispanic	1	84	14	73	10	4	
			2	79	6	76	5	13	
			3	79	5	54	20	20	
		Pacific Islander	1	3	100				
			2	2	50		50		
			3	3	67		33		
		White	1	2	100				
			2	3	100				
			3	3	100				
		Other	1	5	20	60	20		
			2	3	67		33		
			3	5	40	20	20	20	
	Gender	Female	1	62	8	79	11	2	
			2	59		75	10	15	
			3	60	3	53	22	22	
		Male	1	54	19	65	9	7	
			2	49	12	67	4	16	
			3	54	11	50	15	24	
	Special Populations	Low SES	1	81	12	74	10	4	
			2	76	5	75	7	13	
			3	79	4	58	18	20	
		ELL	1	20	25	75			
			2	18	6	89	6		
			3	17	18	76	6		
		RFEP	1	6		67	33		
			2	5		60	20	20	
			3	6		17	50	33	

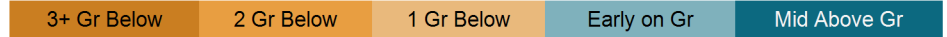
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	EL + RFEP	1	26	19	73	8		
			2	23	4	83	9	4	
			3	23	13	61	13	13	
		Special Ed.	1	12	33	58	8		
			2	11	27	64	9		
			3	14	21	79			
		Spec Ed. Speech/RSP	1	3	100				
			2	2	100				
			3	2	100				
		Foster	1	2	50	50			
			2	2	100				
			3	2	50	50			
		Homeless	1	5	80		20		
			2	5	60		40		
			3	7	29	14	29	29	

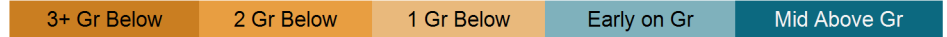
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category			
2	All Students	All	1	100	25	47	10	18
			2	100	17	38	16	29
			3	100	10	32	17	41
	Teacher	Ampudia, A	1	22	36	55	9	
			2	22	14	55	23	9
			3	22	14	55	9	23
		Barrios, C	1	9	78		11	11
			2	9	78		22	
			3	9	78		22	
		Brown, P	1	22	27	68	5	
			2	22	18	59	18	5
			3	22	5	41	27	27
		Cates, C	1	26		23	15	62
			2	26		4	19	77
			3	26			12	88
		Tejeda, A	1	23	22	61	9	9
			2	24	13	42	21	25
			3	24		42	29	29

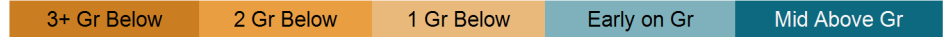
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Ethnicity	African American	1	11	45	45	9		
			2	11	45	36	9	9	
			3	10		30	20	20	30
		Asian	1	1				100	
			2	1				100	
			3	1				100	
		Filipino	1	17	6	29	12	53	
			2	19		26	16	58	
			3	19		21	21	58	
		Hispanic	1	63	29	52	8	11	
			2	63	19	43	17	21	
			3	63	11	40	16	33	
		White	1	2	50	50			
			3	1				100	
		Other	1	6		50	17	33	
			2	6		33	17	50	
			3	6		17	17	67	
	Gender	Female	1	46	28	54	9	9	
			2	47	19	47	19	15	
			3	48	13	42	17	29	
		Male	1	54	22	41	11	26	
			2	53	15	30	13	42	
			3	52	8	23	17	52	
	Special Populations	Low SES	1	68	26	46	10	18	
			2	66	18	41	11	30	
			3	65	12	32	12	43	
		ELL	1	20	40	60			
			2	18	28	56	6	11	
			3	17	24	35	24	18	
		RFEP	1	3			33	67	
			2	3				100	
			3	3			33	67	

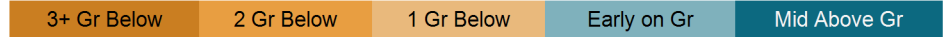
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	EL + RFEP	1	23	35	52	4	9	
			2	21	24	48	5	24	
			3	20	20	30	25	25	
		Special Ed.	1	17	65	18	6	12	
			2	18	50	28	11	11	
			3	18	44	22	11	22	
		Spec Ed. Speech/RSP	1	4	75	25			
			2	4	50	25	25		
			3	4	25	50	25		
		Homeless	1	5	20	40	40		
			2	5	40	20	40		
			3	4			100		
		GATE/Excel	1	15		7	7	87	
			2	14				100	
			3	15				100	

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	All Students	All	1	110	10	24	27	27	12
			2	102	9	21	22	30	19
			3	110	9	14	23	30	25
	Teacher	Barrios, C	1	9	89		11		
			2	9	89		11		
			3	9	78		22		
		Junier, D	1	27	44		26	30	
			2	27	4	33	26	33	4
			3	29	3	21	48	24	3
		Soliwoda, S	1	24	8	29	25	29	8
			2	24	8	25	25	29	13
			3	25	8	24	20	36	12
		Tubbs, B	1	25			16	44	40
			2	25			12	40	48
			3	25				24	76
		Waterman, B	1	25	4	24	48	20	4
			2	24		21	33	33	13
			3	25		4	24	52	20
	Ethnicity	African American	1	12	8	42	25	25	
			2	11	9	27	27	27	9
			3	12	8	33	33	8	17
		Asian	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		Filipino	1	12	8	33		50	8
			2	12	8	33		33	25
			3	12		33		33	33
		Hispanic	1	76	11	24	28	24	14
			2	69	9	22	22	29	19
			3	75	11	12	21	31	25
		Pacific Islander	1	2		50		50	
			2	2		50		50	
			3	2		50		50	

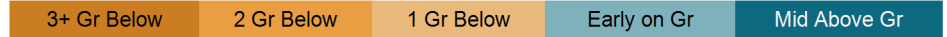
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 3



Legend

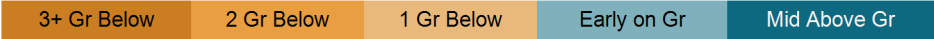


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Ethnicity	White	1	3	33 33 33				
			2	2	50 50				
			3	3	67 33				
		Other	1	3	67 33				
			2	4	100				
			3	4	75 25				
	Gender	Female	1	56	9 23 30 27 11				
			2	55	9 24 22 31 15				
			3	55	7 11 31 29 22				
		Male	1	54	11 24 24 28 13				
			2	47	9 17 21 30 23				
			3	55	11 16 15 31 27				
	Special Populations	Low SES	1	85	11 28 28 20 13				
			2	81	10 25 23 26 16				
			3	85	8 15 27 28 21				
		ELL	1	30	13 33 23 27 3				
			2	27	11 26 37 26				
			3	29	17 10 34 28 10				
		RFEP	1	6	17 67 17				
			2	6	17 67 17				
			3	6	17 17 67				
		EL + RFEP	1	36	11 28 22 33 6				
			2	33	9 21 33 33 3				
			3	35	14 9 31 26 20				
		Special Ed.	1	20	55 30 15				
			2	17	53 35 12				
			3	21	43 43 10 5				
		Spec Ed. Speech/RSP	1	9	44 56				
			2	9	44 56				
			3	9	33 67				
		Foster	1	2	50 50				
			2	2	50 50				
			3	1	100				

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



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
3	Special Populations	Homeless	1	11	27		45		18	9	
			2	11	9	9	55		18	9	
			3	12	8	17	25	33		17	
		GATE/Excel	1	17				35		65	
			2	17				6	12	82	
			3	17				100			

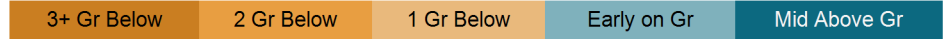
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	All Students	All	1	103	20	8	47	14	12
			2	95	18	9	39	20	14
			3	104	10	11	40	20	19
	Teacher	Cooke-Morgan, V	1	8	88		13		
			2	8	100				
			3	8	63		38		
		Edwards, D	1	31	10	10	52	16	13
			2	30	7	13	53	10	17
			3	31	6	6	39	26	23
		Espinoza, D	1	31	19	3	42	16	19
			2	31	13	10	29	29	19
			3	31	6	13	42	13	26
		Pivernetz, J	1	31	10	16	55	13	6
			2	31	13	10	48	23	6
			3	32	6	16	44	22	13
	Ethnicity	African American	1	7	29	14	14	43	
			2	5	20		60	20	
			3	7			29	29	43
		Asian	1	4	25		25	50	
			2	3			33	33	33
			3	4			50	50	
		Filipino	1	11			45	9	45
			2	11			36	27	36
			3	12	8		33	25	33
		Hispanic	1	77	22	6	52	10	9
			2	74	20	11	39	20	9
			3	79	11	11	43	20	14
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	2	50		50		
		Other	1	1	100				
			2	1	100				
			3	1	100				

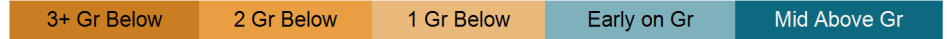
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	44	14	11	41	14	20
			2	41	10	7	39	24	20
			3	45	13	31	29	27	
		Male	1	59	25	5	51	14	5
			2	54	24	11	39	17	9
			3	59	17	8	47	14	14
	Special Populations	Low SES	1	62	24	6	42	16	11
			2	58	22	7	43	16	12
			3	65	14	8	42	22	15
		ELL	1	27	33	11	52	4	
			2	24	25	17	46	13	
			3	26	19	27	38	12	4
		RFEP	1	5			40	40	20
			2	5			20	40	40
			3	5			20	40	40
		EL + RFEP	1	32	28	9	50	9	3
			2	29	21	14	41	17	7
			3	31	16	23	35	16	10
		Special Ed.	1	19	68	11	21		
			2	17	65	6	24	6	
			3	19	42	16	42		
		Spec Ed. Speech/RSP	1	10	60	10	30		
			2	10	50	10	30	10	
			3	10	30	30	40		
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	12	42	17	33	8	
			2	6	33		33	17	17
			3	10	20		50	20	10
		GATE/Excel	1	33		3	30	36	30
			2	31			26	32	42
			3	34		3	21	35	41

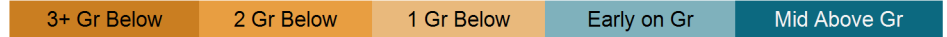
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	All Students	All	1	132	19	27	33	14	8
			2	129	15	28	33	15	9
			3	133	13	29	29	16	13
	Teacher	Cooke-Morgan, V	1	8	88		13		
			2	8	88		13		
			3	8	75		25		
		Jaeke, S	1	31	13	35	29	16	6
			2	32	9	34	28	22	6
			3	32	3	34	34	19	9
		Joyce-Elicker, A	1	33	12	24	39	12	12
			2	33	15	30	33	12	9
			3	34	12	35	18	21	15
		Lefkowitz, D	1	31	16	29	39	13	3
			2	31	45		42	3	10
			3	31	6	29	45	6	13
		Thompson, O	1	30	20	20	33	17	10
			2	29	14	21	28	24	14
			3	31	13	26	23	19	19
	Ethnicity	African American	1	14	21	21	43	14	
			2	13	15	23	46	15	
			3	14	14	29	36	7	14
		Asian	1	3			33		67
			2	3			33	33	33
			3	3			33	33	33
		Filipino	1	15	13	20	40	7	20
			2	17		35	29	24	12
			3	17		35	18	35	12
		Hispanic	1	86	20	33	29	12	7
			2	83	18	29	31	12	10
			3	86	15	33	27	13	13
		Pacific Islander	1	2	100				
			2	2	100				
			3	2		50		50	

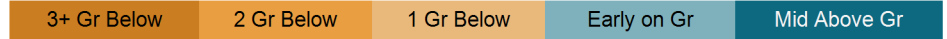
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 5



Legend

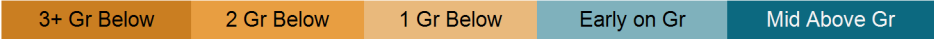


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Ethnicity	White	1	3		33	33	33	
			2	3	33	33	33		
			3	3	33	33	33		
		Other	1	9	22	22	33	22	
			2	8	13	38	25	25	
			3	8	13	13	63	13	
	Gender	Female	1	60	13	28	38	15	5
			2	59	10	32	36	17	5
			3	59	5	32	32	17	14
		Male	1	72	24	26	28	13	10
			2	70	19	24	31	13	13
			3	74	19	27	27	15	12
	Special Populations	Low SES	1	85	20	33	34	8	5
			2	83	16	29	37	13	5
			3	86	13	33	33	17	5
		ELL	1	22	36	45	14	5	
			2	23	26	48	22	4	
			3	25	20	60	12	8	
		RFEP	1	10		20	40	30	10
			2	10		10	40	30	20
			3	10		10	40	30	20
		EL + RFEP	1	32	25	38	22	13	3
			2	33	18	36	27	12	6
			3	35	14	46	20	14	6
		Special Ed.	1	26	65	19	15		
			2	28	50	32	14	4	
			3	28	36	43	14	7	
		Spec Ed. Speech/RSP	1	17	59	18	24		
			2	19	37	42	16	5	
			3	19	21	47	21	11	
		Foster	1	1	100				
			2	1	100				
			3	1	100				

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



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Special Populations	Homeless	1	18	22	22	50	6	
			2	17	18	12	59	12	
			3	18	11	33	33	17	6
		GATE/Excel	1	38			37	37	26
			2	37		3	30	35	32
			3	37		3	22	32	43

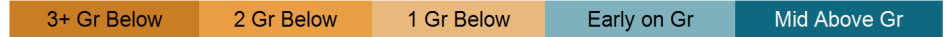
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
6	All Students	All	1	102	45	14	25	5	11
			2	103	33	16	28	10	14
			3	100	31	12	29	11	17
	Teacher	Conboy, B	1	13	100				
			2	13	100				
			3	13	100				
		Ronen, S	1	94	40	15	28	5	12
			2	99	28	17	30	10	14
			3	99	24	15	29	13	18
	Ethnicity	African American	1	8	50	13	13	25	
			2	9	33	22	22	11	11
			3	7	57	14	14	14	
		Asian	1	2	50	50			
			2	2		50		50	
			3	2		50		50	
		Filipino	1	10	20	20	30	10	20
			2	10	20	30	20	20	30
			3	10	20	30	20	20	30
		Hispanic	1	71	49	11	30	6	4
			2	72	38	17	28	8	10
			3	71	32	14	32	10	11
		Pacific Islander	1	2	50	50			
			2	2	50	50			
			3	2		50		50	
		White	1	3	67			33	
			2	2		50		50	
			3	2		50		50	
		Other	1	6	17	33		50	
			2	6	17	17	33	33	
			3	6	17	33		50	

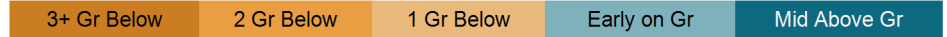
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 6



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
6	Gender	Female	1	53	51	6	34	9	
			2	53	32	21	25	9	13
			3	51	33	12	29	10	16
		Male	1	49	39	22	16	10	12
			2	50	34	10	32	10	14
			3	49	29	12	29	12	18
	Special Populations	Low SES	1	77	51	13	22	6	8
			2	76	36	14	28	12	11
			3	74	35	11	30	11	14
		ELL	1	24	96				4
			2	22	77	9	14		
			3	22	73	14	14		
		RFEP	1	18	6	28	61		6
			2	18	6	17	44	28	6
			3	18		6	39	44	11
		EL + RFEP	1	42	57	12	29		2
			2	40	45	13	28	13	3
			3	40	40	10	25	20	5
		Special Ed.	1	17	94				6
			2	17	88				12
			3	16	100				
		Spec Ed. Speech/RSP	1	9	89				11
			2	8	88				13
			3	8	100				
		Homeless	1	7	71	14		14	
			2	5	60	20		20	
			3	5	60	40			
		GATE/Excel	1	31	6	10	45	13	26
			2	30		10	33	20	37
			3	29			31	24	45

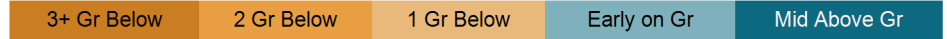
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	All Students	All	1	92	39	12	18	20	11
			2	87	33	13	16	16	22
			3	85	32	13	15	19	21
	Teacher	Conboy, B	1	7	100				
			2	7	100				
			3	7	100				
		Taylor, H	1	94	38	13	19	19	11
			2	94	36	13	15	16	20
			3	94	35	14	15	17	19
	Ethnicity	African American	1	10	30	20	20	10	20
			2	9	44	11	11	11	22
			3	9	22	11	11	22	33
		Asian	1	4	75			25	
			2	4	50		25	25	
			3	4	25	50	25		
		Filipino	1	11	18	9	18	36	18
			2	11	9	27		27	36
			3	11	27			27	45
		Hispanic	1	63	43	11	19	17	10
			2	59	36	10	17	15	22
			3	58	36	12	17	17	17
		Pacific Islander	1	2	50			50	
			2	2	100				
			3	2	50			50	
		Other	1	2	50	50			
			2	2	50	50			
			3	1	100				
	Gender	Female	1	39	28	8	33	23	8
			2	40	23	13	30	10	25
			3	38	18	21	18	21	21
		Male	1	53	47	15	8	17	13
			2	47	43	13	4	21	19
			3	47	43	6	13	17	21

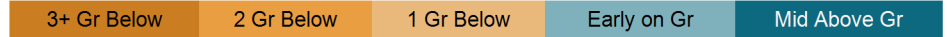
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 7



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	Special Populations	Low SES	1	50	44	14	16	14	12
			2	47	34	13	17	17	19
			3	45	36	9	18	20	18
		ELL	1	14	93	7			
			2	13	85	8	8		
			3	9	100				
		RFEP	1	21	24	10	33	24	10
			2	18	6	11	17	44	22
			3	19	5	21	11	37	26
		EL + RFEP	1	35	51	9	20	14	6
			2	31	39	10	13	26	13
			3	28	36	14	7	25	18
		Special Ed.	1	9	100				
			2	9	100				
			3	9	89	11			
		Spec Ed. Speech/RSP	1	5	100				
			2	5	100				
			3	5	80	20			
		Foster	1	3	33			33	33
			2	3	33			33	
			3	3	33			67	
		Homeless	1	6	33			17	17
			2	5	40			40	20
			3	6	50	17	17	17	
		GATE/Excel	1	38	18	8	24	29	21
			2	37	14	11	22	22	32
			3	36	6	17	17	28	33

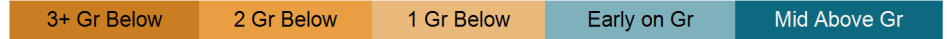
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	All Students	All	1	96	34	8	21	16	21
			2	92	33	7	15	22	24
			3	95	29	6	15	23	26
	Teacher	Conboy, B	1	8	100				
			2	8	100				
			3	8	100				
		Kennedy, C	1	97	35	8	22	15	20
			2	97	35	6	15	21	23
			3	97	29	6	16	23	26
	Ethnicity	African American	1	12	58	17	25		
			2	10	50		20	30	
			3	9	56			22	22
		Asian	1	4	25		25	25	25
			2	4	25		25		50
			3	4		25		25	50
		Filipino	1	12		8	8	8	17
			2	11		9	9	9	73
			3	11			9	36	55
		Hispanic	1	62	37	6	23	18	16
			2	61	34	8	13	25	20
			3	65	31	8	20	23	18
		Other	1	6	17	17	17	17	33
			2	6	33		33	33	
			3	6	17	17	17		50
	Gender	Female	1	53	30	11	19	17	23
			2	52	27	6	12	29	27
			3	51	22	6	14	27	31
		Male	1	43	40	5	23	14	19
			2	40	40	8	20	13	20
			3	44	39	7	16	18	20
	Special Populations	Low SES	1	66	39	6	20	14	21
			2	63	37	6	16	19	22
			3	65	35	8	12	25	20

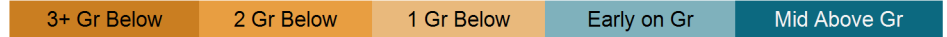
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Muir 2023-2024 Grade 8



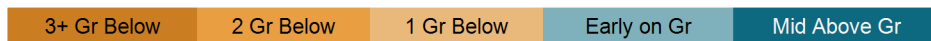
Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Special Populations	ELL	1	10	90 10				
			2	11	73 9 18				
			3	11	73 27				
		RFEP	1	37	35 3 35 19 8				
			2	37	38 11 8 27 16				
			3	37	24 8 19 32 16				
		EL + RFEP	1	47	47 2 30 15 6				
			2	48	46 10 10 21 13				
			3	48	35 6 21 25 13				
		Special Ed.	1	9	89 11				
			2	9	89 11				
			3	9	78 11 11				
		Spec Ed. Speech/RSP	1	5	80 20				
			2	5	80 20				
			3	5	60 20 20				
		Foster	1	3	67 33				
			2	3	67 33				
			3	3	67 33				
		Homeless	1	8	38 13 38 13				
			2	7	43 14 43				
			3	7	57 43				
		GATE/Excel	1	24	4 13 33 50				
			2	22	9 23 68				
			3	22	14 5 14 68				



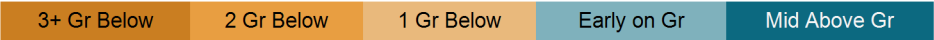
Legend

[illegible]

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



Legend



Category		Diagnostic Window	# Students	Percent by Category				
Special Populations	Low SES	3	203	32	11	31	21	5
		3	392	8	9	54	15	14
	ELL	3	49	57	18	20	4	
		3	121	10	15	59	12	5
	RFEP	3	79	19	4	37	34	6
		3	30			23	33	43
	EL + RFEP	3	128	34	9	30	23	4
		3	151	8	12	52	16	13
	Special Ed.	3	38	84	16			
		3	101	30	26	36	6	3
	Spec Ed. Speech/RSP	3	21	71	29			
		3	44	27	30	34	7	2
	Homeless	3	20	40		30	30	
		3	53	13	4	55	11	17
	GATE/Excel	3	91		1	29	52	19
		3	104			20	27	53

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

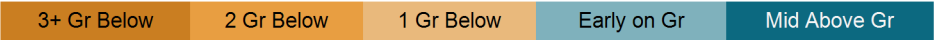


		Legend						
				3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
Category		Diagnostic Window	# Students	Percent by Category				
All Students	306	3	306	<div><div></div><div></div><div></div><div></div><div></div></div>				
		3	581	<div><div></div><div></div><div></div><div></div><div></div></div>				
Grade	Gr. 01	3	120	<div><div></div><div></div><div></div><div></div><div></div></div>				
	Gr. 02	3	104	<div><div></div><div></div><div></div><div></div><div></div></div>				
	Gr. 03	3	113	<div><div></div><div></div><div></div><div></div><div></div></div>				
	Gr. 04	3	106	<div><div></div><div></div><div></div><div></div><div></div></div>				
	Gr. 05	3	138	<div><div></div><div></div><div></div><div></div><div></div></div>				
	Gr. 06	3	107	<div><div></div><div></div><div></div><div></div><div></div></div>				
	Gr. 07	3	98	<div><div></div><div></div><div></div><div></div><div></div></div>				
	Gr. 08	3	101	<div><div></div><div></div><div></div><div></div><div></div></div>				
Ethnicity	African American	3	31	<div><div></div><div></div><div></div><div></div><div></div></div>				
		3	61	<div><div></div><div></div><div></div><div></div><div></div></div>				
	Filipino	3	32	<div><div></div><div></div><div></div><div></div><div></div></div>				
		3	69	<div><div></div><div></div><div></div><div></div><div></div></div>				
	Hispanic	3	212	<div><div></div><div></div><div></div><div></div><div></div></div>				
		3	396	<div><div></div><div></div><div></div><div></div><div></div></div>				
	Other	3	26	<div><div></div><div></div><div></div><div></div><div></div></div>				
Gender	Female	3	148	<div><div></div><div></div><div></div><div></div><div></div></div>				
		3	271	<div><div></div><div></div><div></div><div></div><div></div></div>				
	Male	3	158	<div><div></div><div></div><div></div><div></div><div></div></div>				
		3	310	<div><div></div><div></div><div></div><div></div><div></div></div>				

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



Legend



Category		Diagnostic Window	# Students	Percent by Category				
Special Populations	Low SES	3	204	38	10	19	17	16
		3	393	7	15	38	20	20
	ELL	3	49	80	8	12		
		3	120	13	28	37	16	8
	RFEP	3	79	16	13	20	34	16
		3	30		3	23	33	40
	EL + RFEP	3	128	41	11	17	21	10
		3	150	10	23	34	19	14
	Special Ed.	3	38	89	3	5	3	
		3	101	27	35	29	5	5
	Spec Ed. Speech/RSP	3	21	86	5	10		
		3	44	23	43	27	7	
	Homeless	3	21	52	5	19	19	5
		3	53	11	21	28	21	19
	GATE/Excel	3	92		7	7	20	23
		3	104		3	14	23	60



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Muir

Site Level Overall Performance Level Summary

12%Beginning
Stage**42%**Somewhat
Developed**36%**Moderately
Developed**11%**Well
Developed

Site Level Domain Performance Level Summary

Listening

11%
Beg.**68%**
Some/Mod.**22%**
Well Dev.

Speaking

8%
Beg.**57%**
Some/Mod.**36%**
Well Dev.

Reading

46%
Beg.**51%**
Some/Mod.**4%**
Well Dev.

Writing

23%
Beg.**64%**
Some/Mod.**14%**
Well Dev.

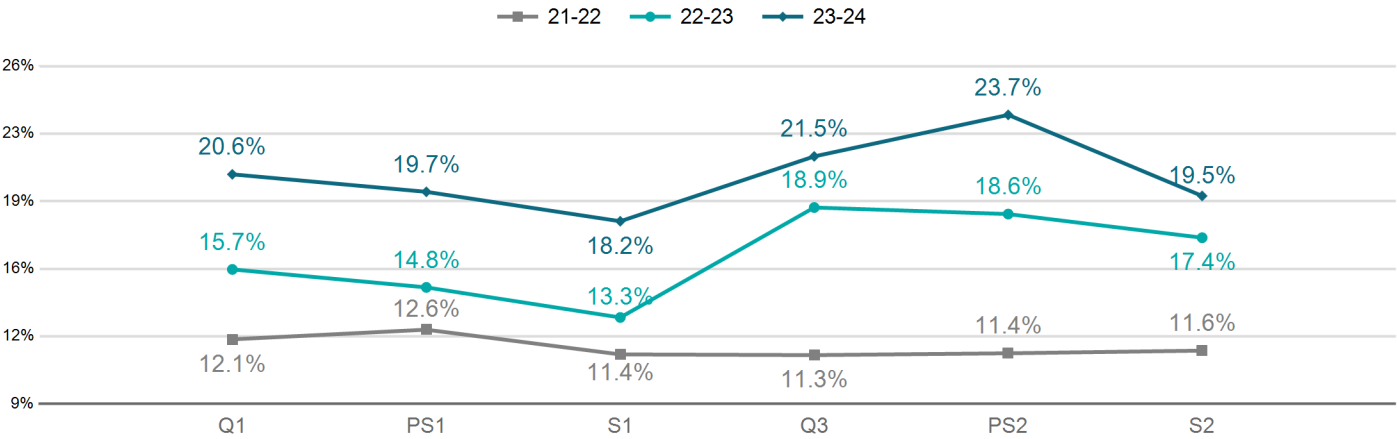
Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	13%	50%	38%	0%	25%	63%	13%	13%	88%	0%	50%	50%	0%	50%	50%	0%
01	8%	35%	35%	23%	8%	58%	35%	8%	62%	31%	8%	85%	8%	19%	42%	38%
02	19%	48%	29%	5%	10%	38%	52%	14%	76%	10%	43%	48%	10%	33%	62%	5%
03	10%	40%	47%	3%	0%	93%	7%	7%	70%	23%	27%	67%	7%	13%	73%	13%
04	17%	33%	43%	7%	13%	70%	17%	17%	57%	27%	50%	50%	0%	27%	57%	17%
05	12%	56%	24%	8%	12%	60%	28%	4%	80%	16%	60%	40%	0%	28%	60%	12%
06	10%	39%	32%	19%	10%	65%	26%	0%	35%	65%	48%	45%	6%	26%	65%	10%
07	20%	53%	27%	0%	27%	73%	0%	7%	33%	60%	93%	7%	0%	7%	87%	7%
08	0%	36%	43%	21%	7%	86%	7%	0%	0%	100%	64%	36%	0%	7%	93%	0%

Muir D/F Rate - 3 year Comparison
Percent of total grades that are Ds or Fs

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

Category: All Students



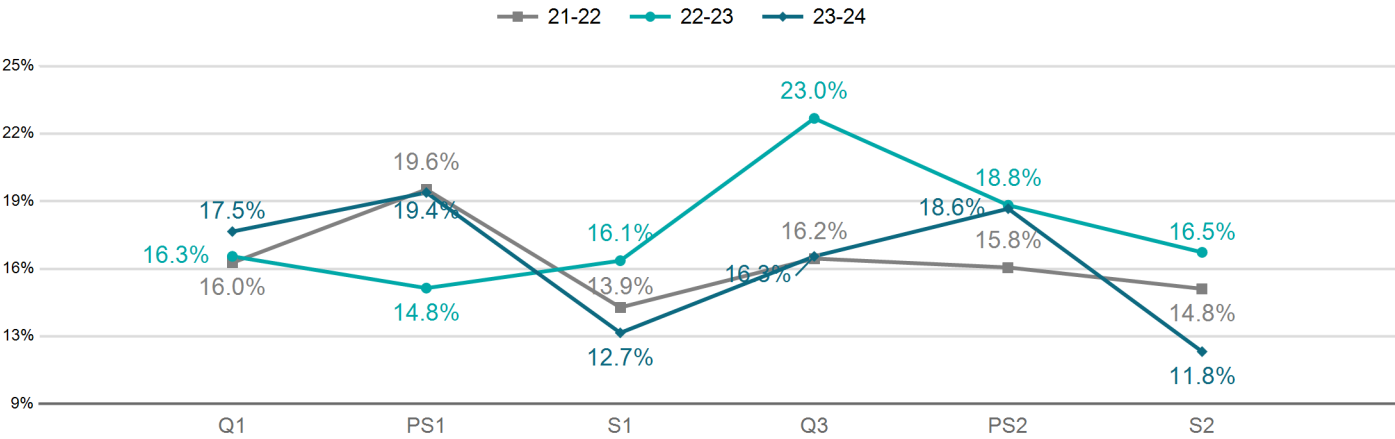
Graphs for subgroups on following pages.

Muir D/F Rate - 3 year Comparison

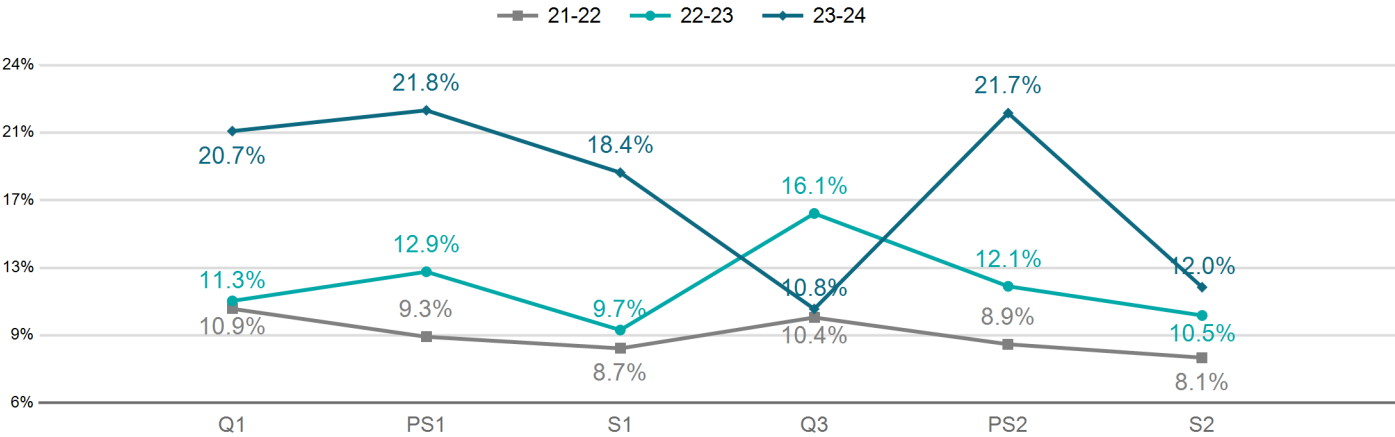
Percent of total grades that are Ds or Fs

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

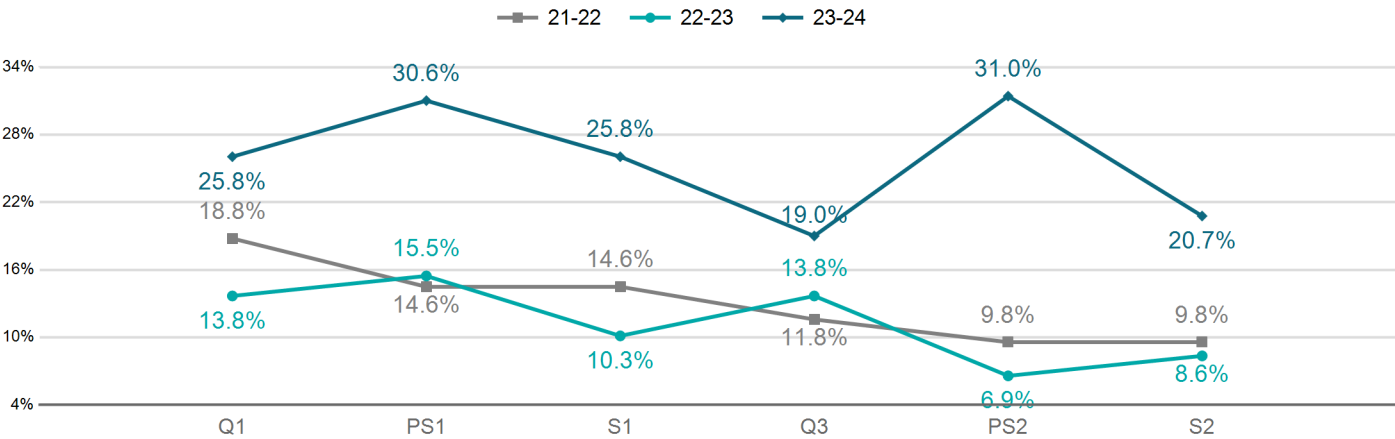
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



Category: Ethnicity - Subgroup: Cambodian



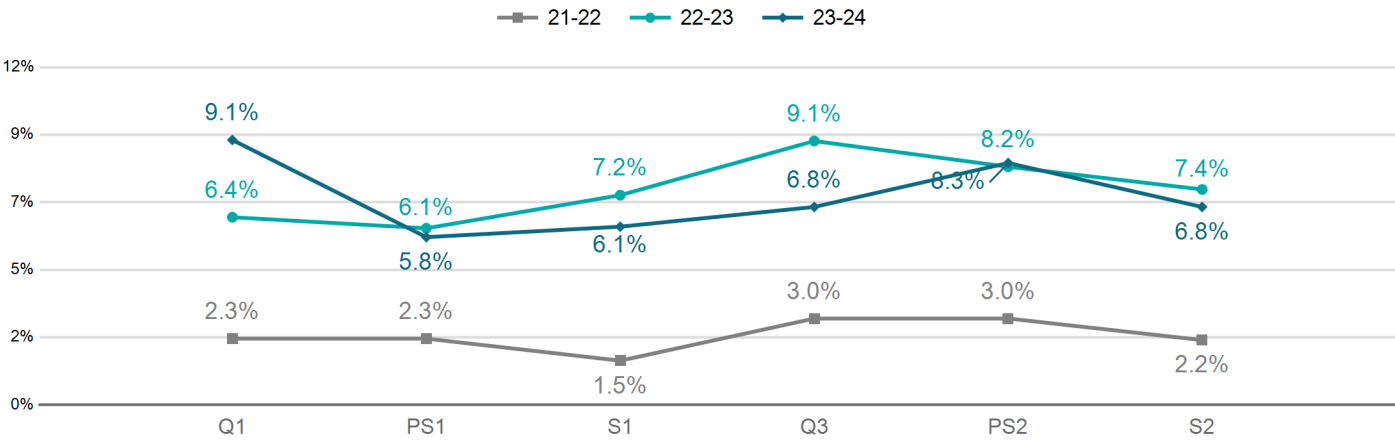
Muir D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

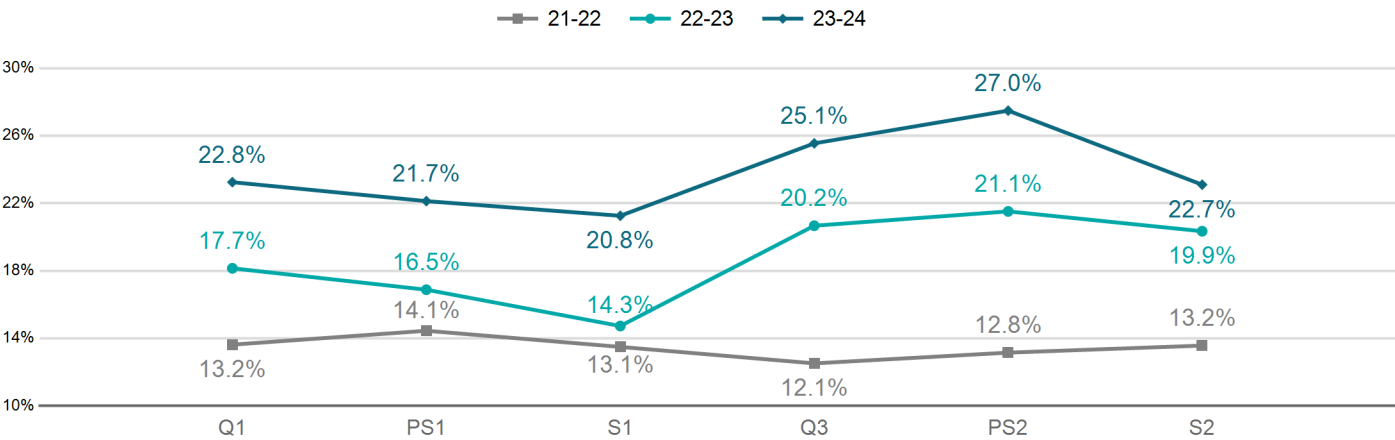
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

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

Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic

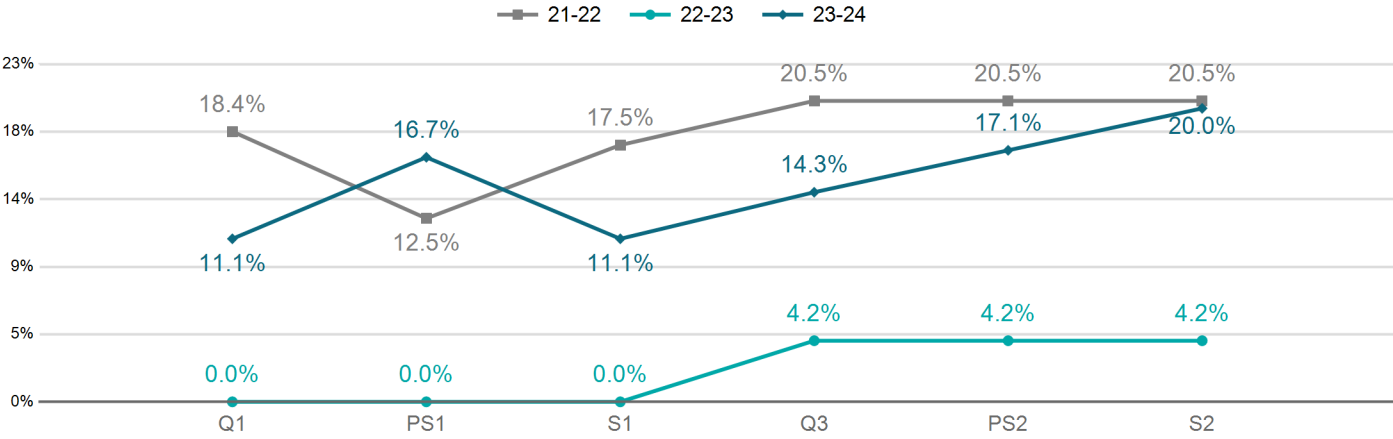


Category: Ethnicity - Subgroup: Pacific Islander

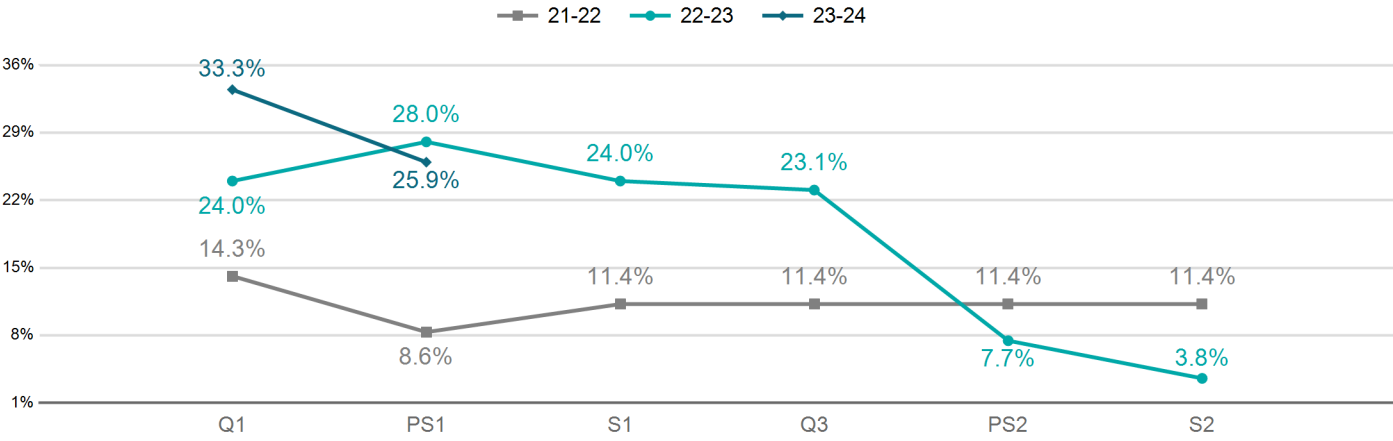
Muir D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

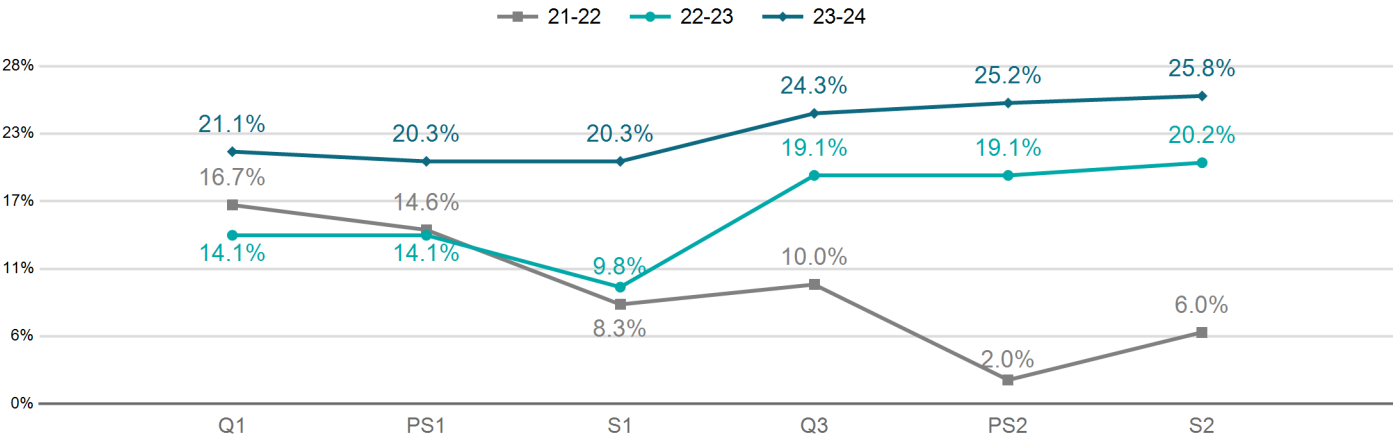
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: White



Category: Ethnicity - Subgroup: Other

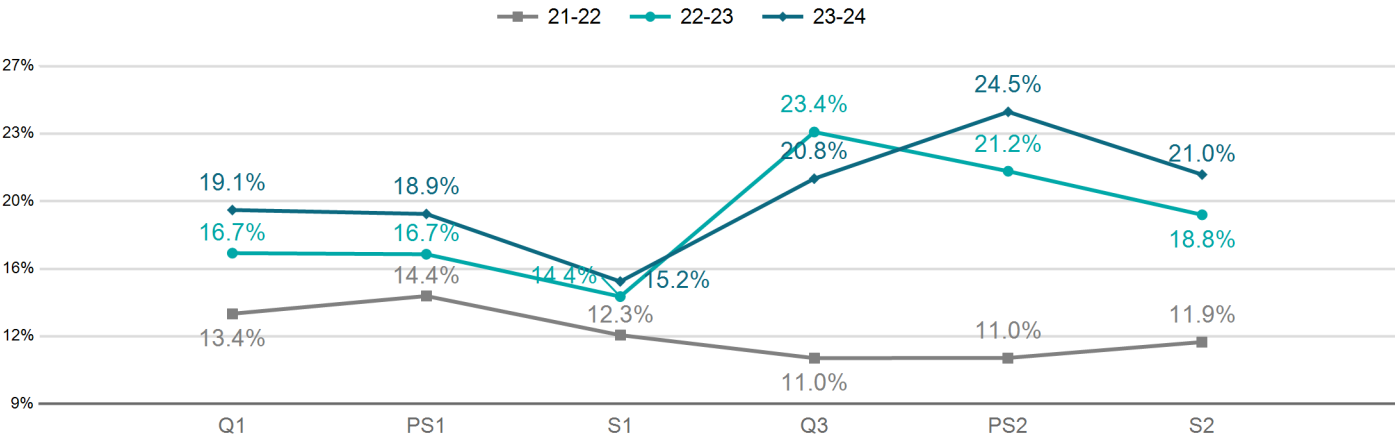


Muir D/F Rate - 3 year Comparison

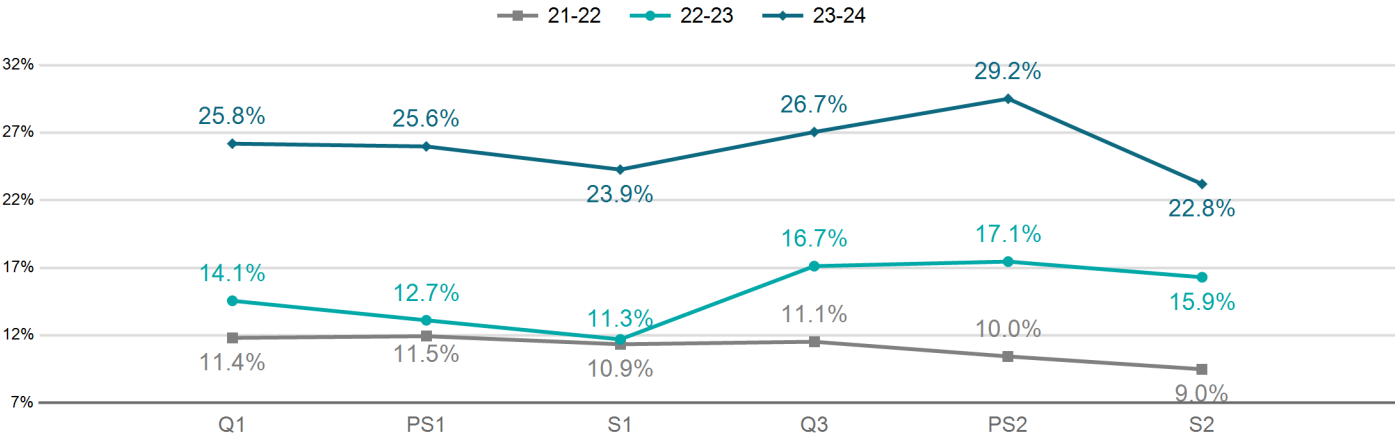
Percent of total grades that are Ds or Fs

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

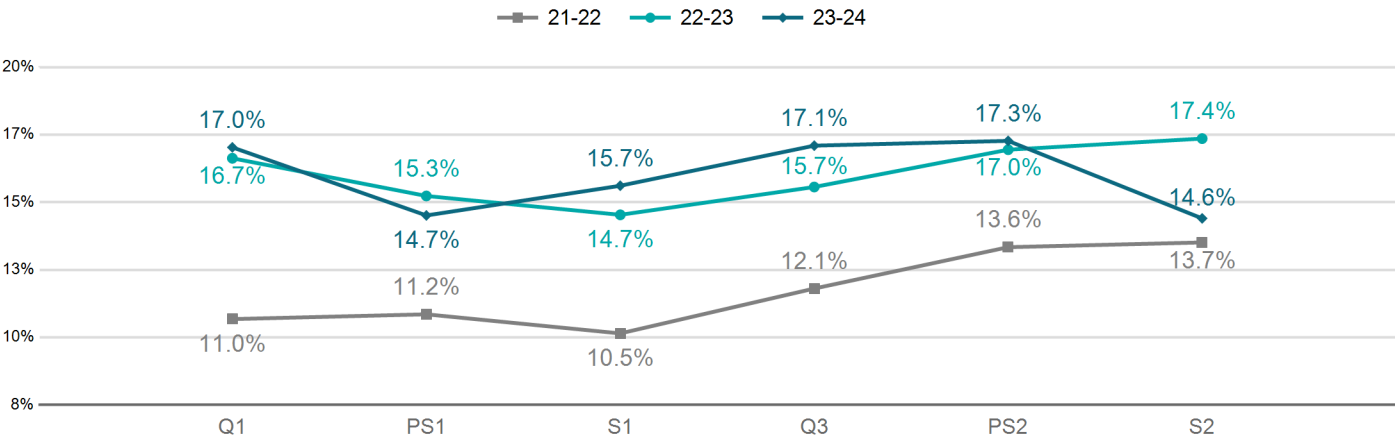
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07



Category: Grade - Subgroup: Gr. 08

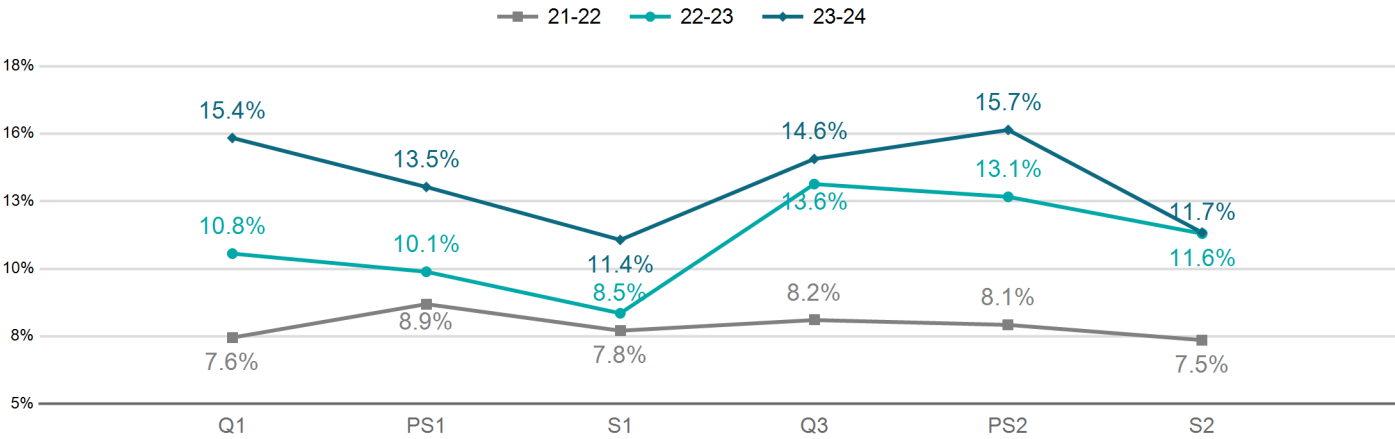


Muir D/F Rate - 3 year Comparison

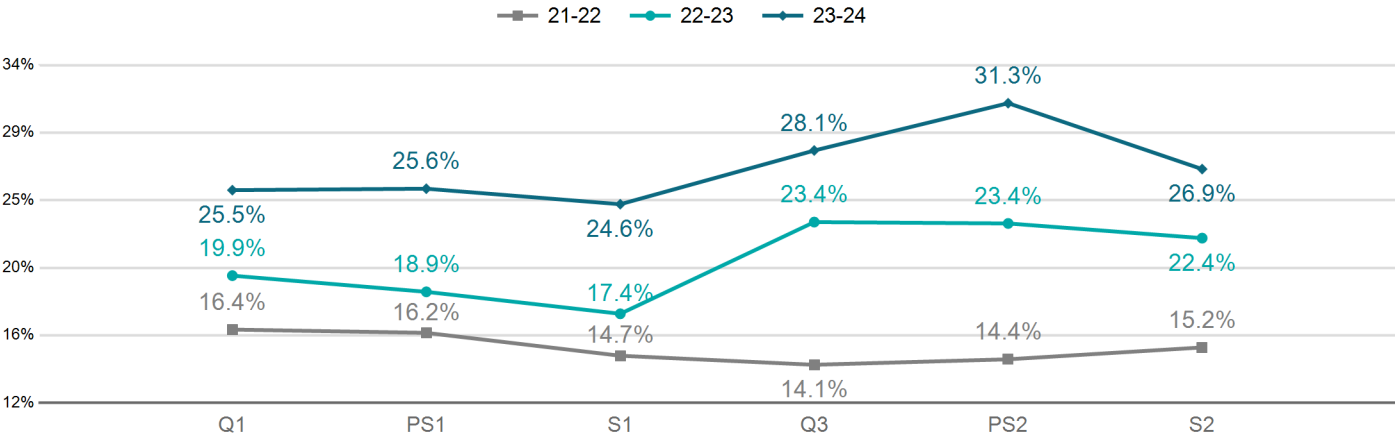
Percent of total grades that are Ds or Fs

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

Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male

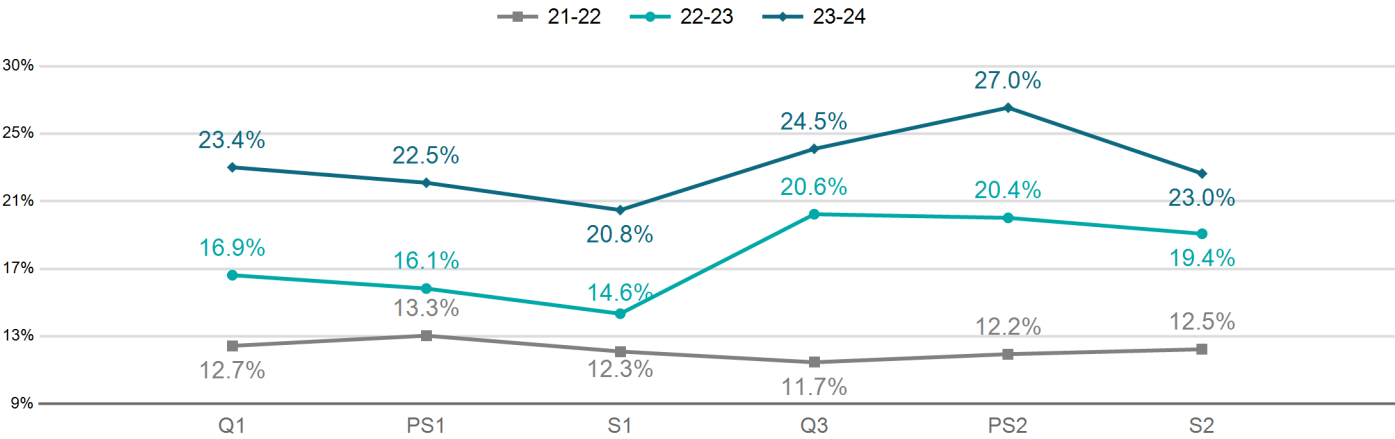


Muir D/F Rate - 3 year Comparison

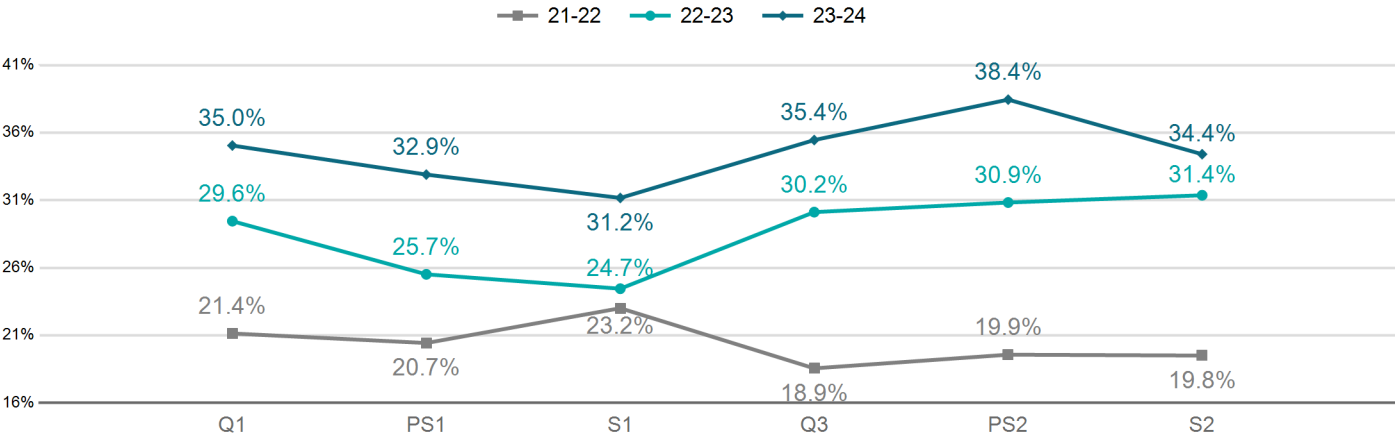
Percent of total grades that are Ds or Fs

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

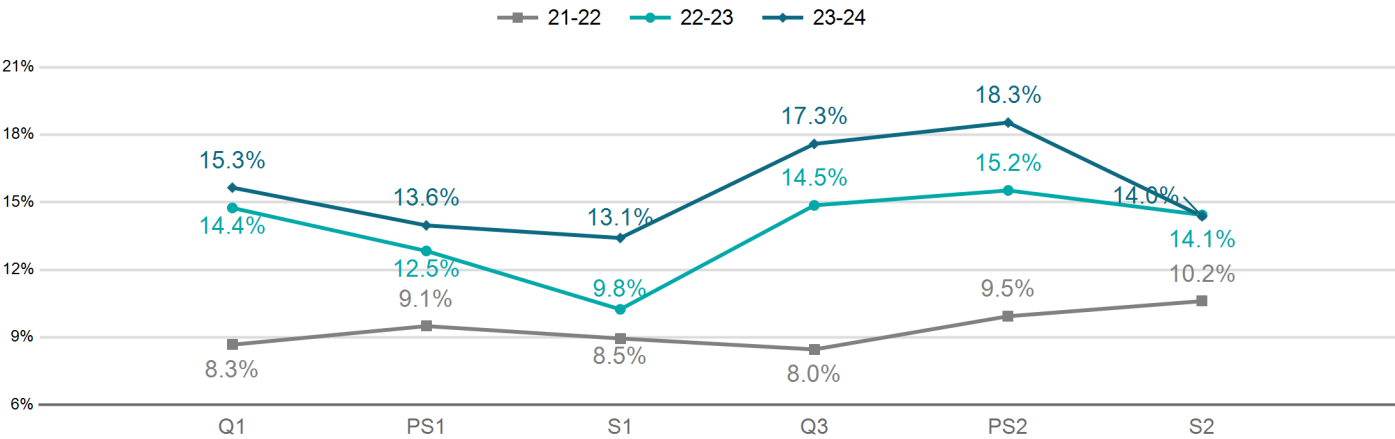
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

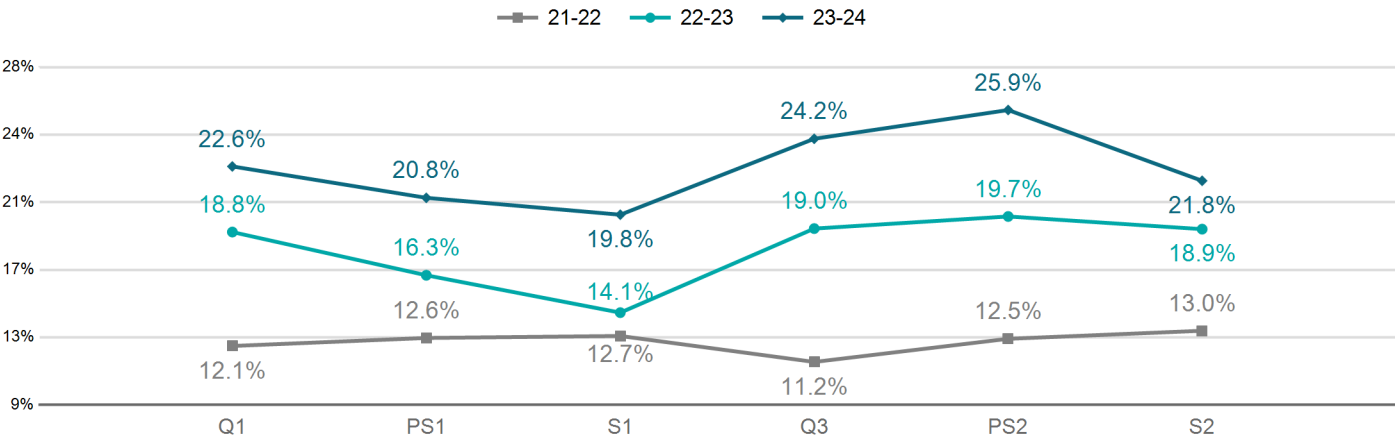


Muir D/F Rate - 3 year Comparison

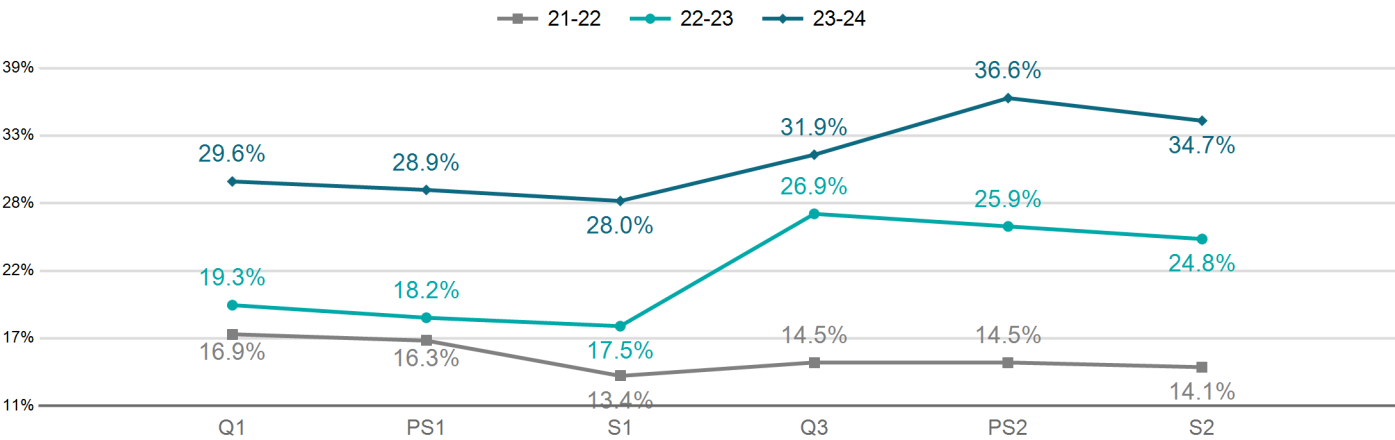
Percent of total grades that are Ds or Fs

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

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

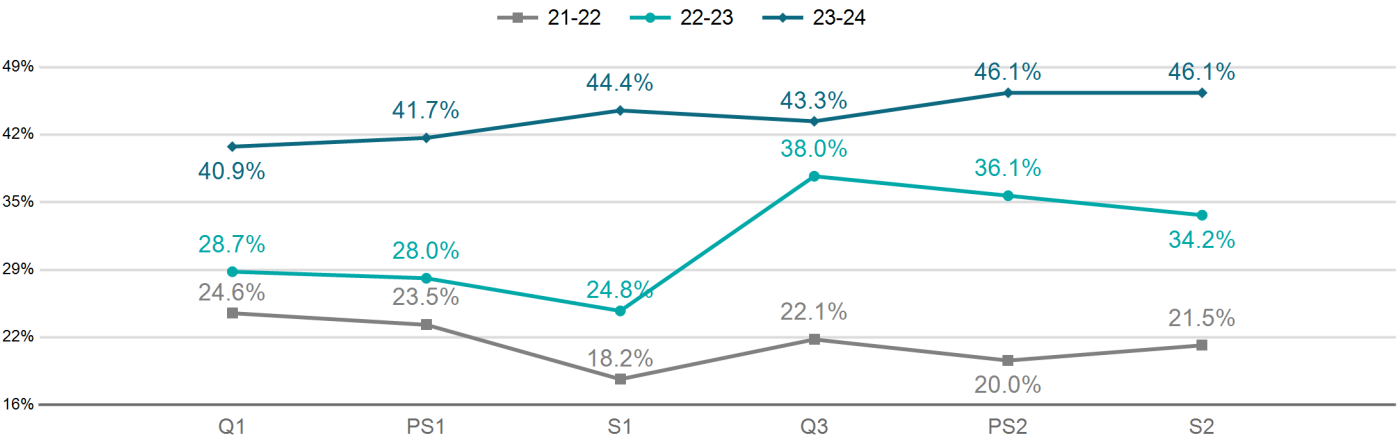


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

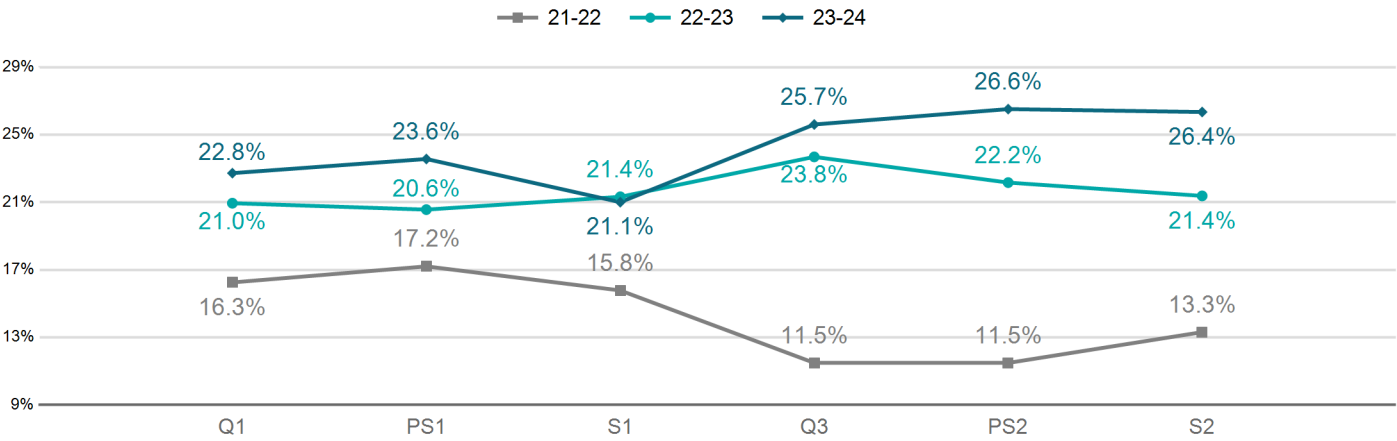
Muir D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

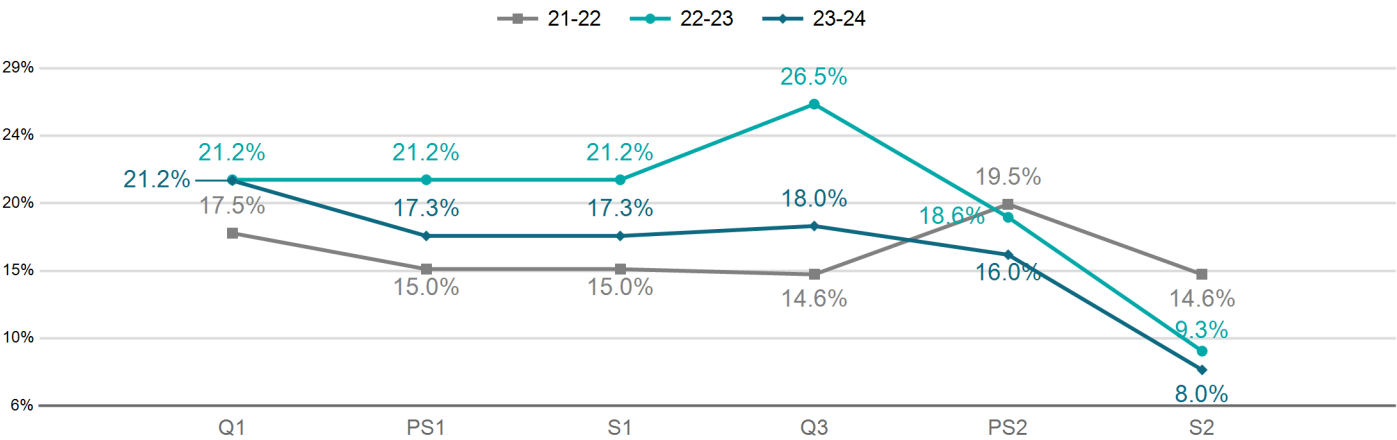
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

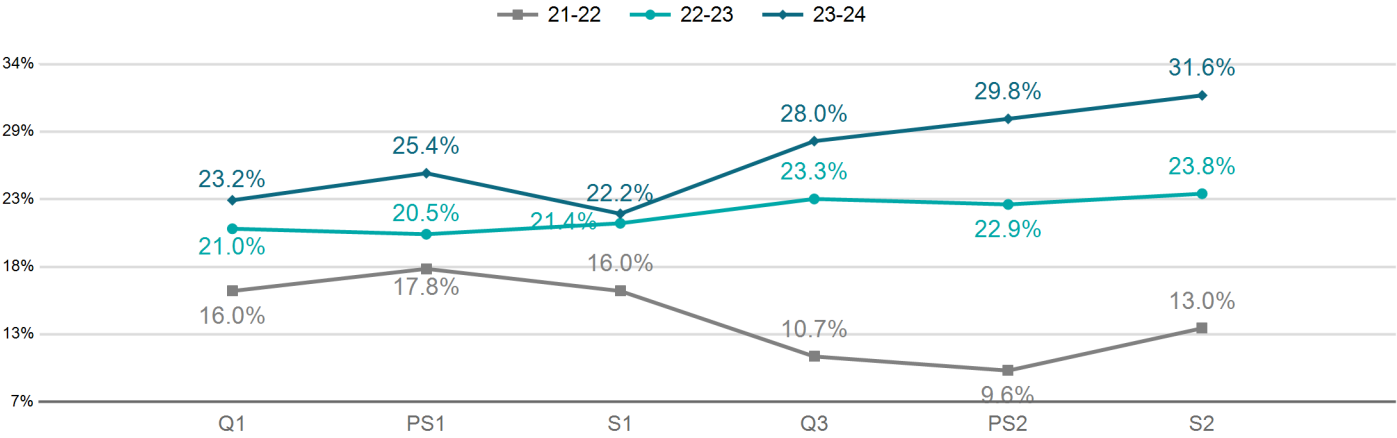


Category: Special Populations - Subgroup: Homeless

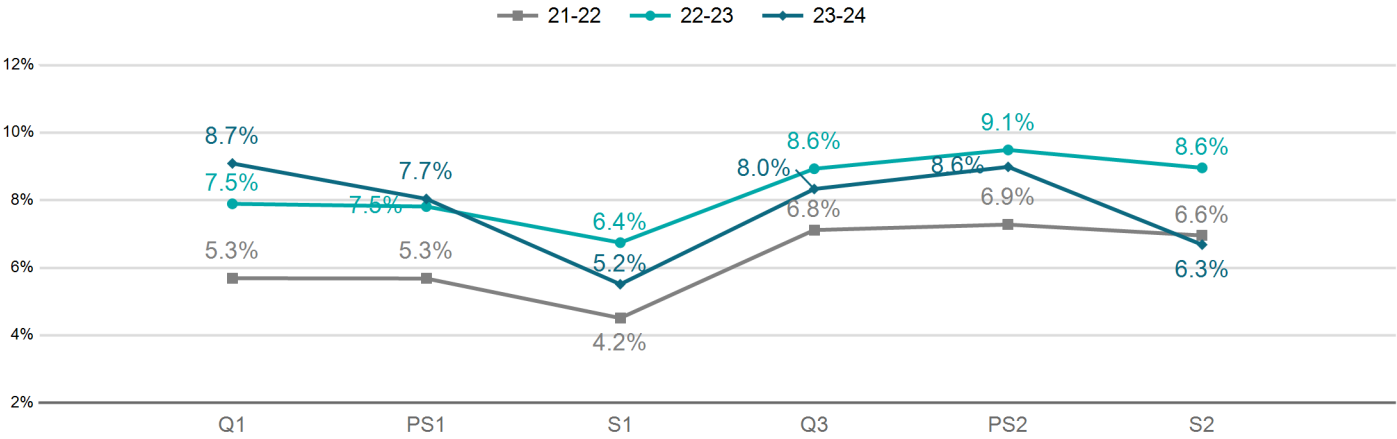
Muir D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

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



Category: Special Populations - Subgroup: GATE/Excel



Grade Distribution - Muir

2023-2024 S2

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

Legend
F
D
C
B
A

Category	Count of Marks		Percent by Category					D/F Rate	A/B/C Rate
All Students	2,553	2,553	<div><div>10</div><div>7</div><div>14</div><div>19</div><div>29</div></div>					17.2%	82.8%
Grade	Gr. 06	903	<div><div>11</div><div>8</div><div>14</div><div>18</div><div>29</div></div>					18.7%	81.3%
	Gr. 07	819	<div><div>13</div><div>7</div><div>15</div><div>19</div><div>27</div></div>					19.3%	80.7%
	Gr. 08	831	<div><div>6</div><div>8</div><div>13</div><div>21</div><div>32</div></div>					13.6%	86.4%
Ethnicity	African American	263	<div><div>3</div><div>7</div><div>22</div><div>28</div><div>20</div></div>					9.9%	90.1%
	Asian	83	<div><div>5</div><div>7</div><div>13</div><div>10</div><div>47</div></div>					12.0%	88.0%
	Cambodian	58	<div><div>12</div><div>9</div><div>16</div><div>12</div><div>36</div></div>					20.7%	79.3%
	Filipino	265	<div><div>3</div><div>37</div><div>15</div><div>54</div></div>					6.0%	94.0%
	Hispanic	1,766	<div><div>12</div><div>8</div><div>14</div><div>20</div><div>25</div></div>					20.2%	79.8%
	Pacific Islander	35	<div><div>11</div><div>3</div><div>6</div><div>9</div><div>51</div></div>					14.3%	85.7%
	White	17	<div><div>12</div><div>24</div><div>47</div></div>					0.0%	100.0%
	Other	124	<div><div>14</div><div>8</div><div>8</div><div>13</div><div>36</div></div>					21.8%	78.2%
Gender	Female	1,242	<div><div>4</div><div>6</div><div>14</div><div>21</div><div>36</div></div>					10.2%	89.8%
	Male	1,311	<div><div>15</div><div>9</div><div>14</div><div>18</div><div>23</div></div>					23.9%	76.1%
Special Populations	Low SES	1,701	<div><div>12</div><div>8</div><div>15</div><div>19</div><div>26</div></div>					20.0%	80.0%
	ELL	404	<div><div>17</div><div>12</div><div>12</div><div>18</div><div>12</div></div>					29.2%	70.8%
	RFEP	662	<div><div>7</div><div>6</div><div>15</div><div>21</div><div>34</div></div>					13.3%	86.7%
	EL + RFEP	1,066	<div><div>11</div><div>8</div><div>14</div><div>20</div><div>25</div></div>					19.3%	80.7%
	Special Ed.	317	<div><div>16</div><div>10</div><div>19</div><div>18</div><div>8</div></div>					25.9%	74.1%
	Spec Ed. Speech/RSP	180	<div><div>27</div><div>10</div><div>12</div><div>14</div><div>7</div></div>					36.7%	63.3%
	Homeless/Foster	227	<div><div>15</div><div>6</div><div>15</div><div>22</div><div>21</div></div>					20.3%	79.7%
	Foster	50	<div><div>4</div><div>4</div><div>20</div><div>34</div><div>22</div></div>					8.0%	92.0%
	Homeless	177	<div><div>18</div><div>6</div><div>13</div><div>19</div><div>21</div></div>					23.7%	76.3%
	GATE/Excel	774	<div><div>2</div><div>4</div><div>9</div><div>18</div><div>50</div></div>					5.9%	94.1%

Grade Distribution - Muir

2023-2024 PS2

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

Legend
F
D
C
B
A

Category		Count of Marks	Percent by Category						D/F Rate	A/B/C Rate
All Students	2,544	2,544	<div><div>11</div><div>9</div><div>12</div><div>18</div><div>29</div></div>						20.8%	79.2%
Grade	Gr. 06	903	<div><div>12</div><div>10</div><div>12</div><div>17</div><div>30</div></div>						21.8%	78.2%
	Gr. 07	819	<div><div>14</div><div>11</div><div>13</div><div>17</div><div>25</div></div>						25.2%	74.8%
	Gr. 08	822	<div><div>8</div><div>7</div><div>13</div><div>20</div><div>32</div></div>						15.2%	84.8%
Ethnicity	African American	263	<div><div>5</div><div>11</div><div>20</div><div>27</div><div>19</div></div>						16.0%	84.0%
	Asian	83	<div><div>11</div><div>10</div><div>5</div><div>11</div><div>46</div></div>						20.5%	79.5%
	Cambodian	58	<div><div>16</div><div>16</div><div>5</div><div>14</div><div>34</div></div>						31.0%	69.0%
	Filipino	265	<div><div>5</div><div>3</div><div>9</div><div>11</div><div>54</div></div>						7.5%	92.5%
	Hispanic	1,766	<div><div>13</div><div>10</div><div>13</div><div>19</div><div>25</div></div>						23.7%	76.3%
	Pacific Islander	35	<div><div>11</div><div>3</div><div>9</div><div>9</div><div>49</div></div>						14.3%	85.7%
	White	17	<div><div>6</div><div>6</div><div>18</div><div>53</div></div>						5.9%	94.1%
	Other	115	<div><div>15</div><div>6</div><div>7</div><div>10</div><div>40</div></div>						20.9%	79.1%
Gender	Female	1,242	<div><div>5</div><div>9</div><div>11</div><div>21</div><div>34</div></div>						14.0%	86.0%
	Male	1,302	<div><div>17</div><div>10</div><div>14</div><div>15</div><div>24</div></div>						27.2%	72.8%
Special Populations	Low SES	1,692	<div><div>13</div><div>10</div><div>13</div><div>18</div><div>25</div></div>						23.3%	76.7%
	ELL	404	<div><div>20</div><div>11</div><div>11</div><div>17</div><div>13</div></div>						31.4%	68.6%
	RFEP	662	<div><div>9</div><div>8</div><div>13</div><div>22</div><div>32</div></div>						16.6%	83.4%
	EL + RFEP	1,066	<div><div>13</div><div>9</div><div>12</div><div>20</div><div>25</div></div>						22.2%	77.8%
	Special Ed.	317	<div><div>18</div><div>11</div><div>15</div><div>18</div><div>13</div></div>						28.7%	71.3%
	Spec Ed. Speech/RSP	180	<div><div>28</div><div>9</div><div>12</div><div>14</div><div>7</div></div>						37.8%	62.2%
	Homeless/Foster	218	<div><div>15</div><div>6</div><div>14</div><div>23</div><div>21</div></div>						21.1%	78.9%
	Foster	50	<div><div>6</div><div>10</div><div>18</div><div>32</div><div>20</div></div>						16.0%	84.0%
	Homeless	168	<div><div>18</div><div>5</div><div>13</div><div>21</div><div>21</div></div>						22.6%	77.4%
	GATE/Excel	765	<div><div>3</div><div>5</div><div>10</div><div>17</div><div>48</div></div>						7.7%	92.3%

Grade Distribution - Muir

2023-2024 Q3

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

Legend
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Category	Count of Marks		Percent by Category					D/F Rate	A/B/C Rate
All Students	2,568	2,568	11	8	12	18	30	18.9%	81.1%
Grade	Gr. 06	903	11	8	13	16	32	19.0%	81.0%
	Gr. 07	835	14	8	13	19	25	22.2%	77.8%
	Gr. 08	830	9	7	11	20	33	15.5%	84.5%
Ethnicity	African American	263	5	8	17	28	20	13.7%	86.3%
	Asian	83	6	5	13	8	49	10.8%	89.2%
	Cambodian	58	12	7	17	9	40	19.0%	81.0%
	Filipino	265	3	38	12	55		6.0%	94.0%
	Hispanic	1,790	14	9	13	19	26	22.1%	77.9%
	Pacific Islander	35	11	3	9	9	49	14.3%	85.7%
	White	17	6	6	18	53		5.9%	94.1%
	Other	115	17	4	8	10	39	20.9%	79.1%
Gender	Female	1,250	6	6	11	20	36	12.6%	87.4%
	Male	1,318	16	9	13	16	24	25.0%	75.0%
Special Populations	Low SES	1,708	13	8	13	18	26	21.4%	78.6%
	ELL	412	20	9	12	15	15	28.9%	71.1%
	RFEP	670	9	7	13	20	33	16.0%	84.0%
	EL + RFEP	1,082	13	7	12	18	26	20.9%	79.1%
	Special Ed.	317	19	7	17	15	12	25.6%	74.4%
	Spec Ed. Speech/RSP	180	28	8	13	12	9	36.1%	63.9%
	Homeless/Foster	218	15	6	12	23	21	21.1%	78.9%
	Foster	50	4	10	20	30	18	14.0%	86.0%
	Homeless	168	18	5	10	21	22	23.2%	76.8%
	GATE/Excel	765	25	9	17	49		7.3%	92.7%

Grade Distribution - Muir

2023-2024 S1

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

Legend
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Category		Count of Marks	Percent by Category						D/F Rate	A/B/C Rate
All Students		2,664	<div><div>8</div><div>8</div><div>12</div><div>19</div><div>29</div></div>						15.4%	84.6%
Grade	Gr. 06	928	<div><div>6</div><div>7</div><div>14</div><div>20</div><div>30</div></div>						13.0%	87.0%
	Gr. 07	870	<div><div>10</div><div>9</div><div>11</div><div>18</div><div>26</div></div>						19.8%	80.2%
	Gr. 08	866	<div><div>7</div><div>7</div><div>11</div><div>19</div><div>32</div></div>						13.6%	86.4%
Ethnicity	African American	268	<div><div>2</div><div>9</div><div>18</div><div>28</div><div>21</div></div>						11.2%	88.8%
	Asian	87	<div><div>5</div><div>13</div><div>11</div><div>11</div><div>38</div></div>						17.2%	82.8%
	Cambodian	62	<div><div>8</div><div>16</div><div>16</div><div>11</div><div>29</div></div>						24.2%	75.8%
	Filipino	278	<div><div>2</div><div>3</div><div>6</div><div>16</div><div>49</div></div>						4.7%	95.3%
	Hispanic	1,854	<div><div>10</div><div>8</div><div>13</div><div>19</div><div>26</div></div>						17.6%	82.4%
	Pacific Islander	36	<div><div>11</div><div>3</div><div>14</div><div>44</div></div>						11.1%	88.9%
	White	18	<div><div>6</div><div>11</div><div>6</div><div>17</div><div>33</div></div>						16.7%	83.3%
	Other	123	<div><div>10</div><div>6</div><div>7</div><div>13</div><div>41</div></div>						15.4%	84.6%
Gender	Female	1,291	<div><div>4</div><div>6</div><div>10</div><div>20</div><div>37</div></div>						10.2%	89.8%
	Male	1,373	<div><div>11</div><div>9</div><div>14</div><div>18</div><div>22</div></div>						20.3%	79.7%
Special Populations	Low SES	1,765	<div><div>9</div><div>9</div><div>13</div><div>18</div><div>26</div></div>						17.7%	82.3%
	ELL	413	<div><div>15</div><div>11</div><div>15</div><div>16</div><div>15</div></div>						25.7%	74.3%
	RFEP	704	<div><div>5</div><div>6</div><div>11</div><div>20</div><div>33</div></div>						11.4%	88.6%
	EL + RFEP	1,117	<div><div>9</div><div>8</div><div>13</div><div>19</div><div>26</div></div>						16.7%	83.3%
	Special Ed.	325	<div><div>12</div><div>12</div><div>19</div><div>18</div><div>14</div></div>						23.7%	76.3%
	Spec Ed. Speech/RSP	187	<div><div>21</div><div>16</div><div>13</div><div>11</div><div>9</div></div>						36.9%	63.1%
	Homeless/Foster	228	<div><div>12</div><div>6</div><div>9</div><div>21</div><div>23</div></div>						18.0%	82.0%
	Foster	52	<div><div>13</div><div>12</div><div>27</div><div>21</div></div>						13.5%	86.5%
	Homeless	176	<div><div>16</div><div>3</div><div>8</div><div>19</div><div>24</div></div>						19.3%	80.7%
	GATE/Excel	794	<div><div>2</div><div>2</div><div>6</div><div>18</div><div>47</div></div>						4.0%	96.0%

Grade Distribution - Muir

2023-2024 PS1

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

Legend
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Category	Count of Marks		Percent by Category					D/F Rate	A/B/C Rate
All Students	2,673	2,673	10	8	13	19	30	18.5%	81.5%
Grade	Gr. 06	937	10	8	13	21	30	17.5%	82.5%
	Gr. 07	870	13	10	12	17	29	23.9%	76.1%
	Gr. 08	866	8	6	15	20	31	14.1%	85.9%
Ethnicity	African American	268	8	11	17	28	18	19.0%	81.0%
	Asian	87	9	11	9	9	41	20.7%	79.3%
	Cambodian	62	16	13	8	11	34	29.0%	71.0%
	Filipino	278	4	28	17	17	53	5.4%	94.6%
	Hispanic	1,854	12	9	14	19	27	20.4%	79.6%
	Pacific Islander	36	11	3	8	14	44	13.9%	86.1%
	White	27	19	4	7	22	30	22.2%	77.8%
	Other	123	12	5	8	15	41	17.1%	82.9%
Gender	Female	1,300	6	7	12	21	37	12.6%	87.4%
	Male	1,373	15	9	15	18	23	24.0%	76.0%
Special Populations	Low SES	1,774	12	9	14	19	27	20.9%	79.1%
	ELL	413	19	10	15	17	15	28.8%	71.2%
	RFEP	704	6	7	15	21	33	12.8%	87.2%
	EL + RFEP	1,117	10	8	15	19	26	18.7%	81.3%
	Special Ed.	325	14	13	17	18	17	26.2%	73.8%
	Spec Ed. Speech/RSP	187	20	18	14	14	7	37.4%	62.6%
	Homeless/Foster	237	16	5	13	21	23	20.7%	79.3%
	Foster	52	10	8	15	27	25	17.3%	82.7%
	Homeless	185	18	4	12	19	23	21.6%	78.4%
	GATE/Excel	794	3	5	9	18	48	7.6%	92.4%

Grade Distribution - Muir

2023-2024 Q1

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

Legend
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Category		Count of Marks	Percent by Category						D/F Rate	A/B/C Rate
All Students		2,678	<div><div>11</div><div>8</div><div>12</div><div>18</div><div>28</div></div>						18.9%	81.1%
Grade	Gr. 06	937	<div><div>10</div><div>7</div><div>13</div><div>19</div><div>27</div></div>						17.5%	82.5%
	Gr. 07	867	<div><div>15</div><div>9</div><div>11</div><div>16</div><div>27</div></div>						23.3%	76.7%
	Gr. 08	874	<div><div>9</div><div>7</div><div>13</div><div>18</div><div>30</div></div>						16.1%	83.9%
Ethnicity	African American	268	<div><div>9</div><div>8</div><div>17</div><div>23</div><div>20</div></div>						17.2%	82.8%
	Asian	87	<div><div>8</div><div>11</div><div>9</div><div>15</div><div>38</div></div>						19.5%	80.5%
	Cambodian	62	<div><div>11</div><div>13</div><div>8</div><div>23</div><div>27</div></div>						24.2%	75.8%
	Filipino	286	<div><div>6</div><div>2</div><div>8</div><div>16</div><div>47</div></div>						8.4%	91.6%
	Hispanic	1,851	<div><div>13</div><div>8</div><div>13</div><div>18</div><div>26</div></div>						20.9%	79.1%
	Pacific Islander	36	<div><div>11</div><div>11</div><div>11</div><div>11</div><div>44</div></div>						11.1%	88.9%
	White	27	<div><div>19</div><div>11</div><div>15</div><div>7</div><div>19</div></div>						29.6%	70.4%
	Other	123	<div><div>11</div><div>6</div><div>8</div><div>19</div><div>35</div></div>						17.1%	82.9%
Gender	Female	1,300	<div><div>8</div><div>6</div><div>11</div><div>18</div><div>34</div></div>						14.4%	85.6%
	Male	1,378	<div><div>15</div><div>9</div><div>14</div><div>18</div><div>23</div></div>						23.2%	76.8%
Special Populations	Low SES	1,772	<div><div>13</div><div>8</div><div>13</div><div>17</div><div>25</div></div>						21.2%	78.8%
	ELL	411	<div><div>18</div><div>12</div><div>13</div><div>14</div><div>15</div></div>						30.7%	69.3%
	RFEP	704	<div><div>7</div><div>7</div><div>13</div><div>20</div><div>32</div></div>						14.2%	85.8%
	EL + RFEP	1,115	<div><div>11</div><div>9</div><div>13</div><div>17</div><div>26</div></div>						20.3%	79.7%
	Special Ed.	324	<div><div>16</div><div>11</div><div>16</div><div>16</div><div>14</div></div>						26.9%	73.1%
	Spec Ed. Speech/RSP	186	<div><div>25</div><div>12</div><div>15</div><div>11</div><div>8</div></div>						37.1%	62.9%
	Homeless/Foster	237	<div><div>14</div><div>6</div><div>10</div><div>19</div><div>23</div></div>						20.3%	79.7%
	Foster	52	<div><div>10</div><div>12</div><div>10</div><div>27</div><div>15</div></div>						21.2%	78.8%
	Homeless	185	<div><div>15</div><div>5</div><div>10</div><div>17</div><div>25</div></div>						20.0%	80.0%
	GATE/Excel	802	<div><div>4</div><div>4</div><div>9</div><div>18</div><div>44</div></div>						8.2%	91.8%

Grade Distribution - All

2023-2024 S2

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

Category		Count of Marks		Percent by Category				D/F Rate
All Middle	78,115	78,115	8	9	17	23	38	16.8%
Bancroft	4,866	4,866	12	9	16	23	40	21.0%
Franklin	5,976	5,976	8	10	22	26	30	18.3%
Hamilton	4,665	4,665	10	12	20	26	29	21.2%
Hoover	2,992	2,992	2	6	20	30	41	7.5%
Hughes	7,592	7,592	7	10	16	22	43	17.0%
Jefferson	5,877	5,877	10	12	21	24	32	22.5%
Keller	3,693	3,693	5	6	12	24	52	11.1%
Lindbergh	3,245	3,245	6	9	21	26	30	15.7%
Lindsey	4,202	4,202	9	14	20	23	31	23.2%
Marshall	6,648	6,648	7	7	16	24	43	13.8%
Nelson	4,862	4,862	10	12	19	23	33	21.5%
Rogers	4,708	4,708	7	5	12	18	58	12.4%
Stanford	8,041	8,041	8	7	12	19	40	14.6%
Stephens	5,428	5,428	3	6	18	22	43	9.6%
Washington	5,286	5,286	8	12	18	24	31	20.0%
All K8	15,056	15,056	7	8	14	19	44	15.5%
Cubberley	2,932	2,932	3	7	12	20	51	10.1%
Muir	2,553	2,553	10	7	14	19	29	17.2%
Newcomb	2,145	2,145	1	2	6	15	71	2.9%
Powell	2,144	2,144	7	16	18	22	34	22.2%
Robinson	2,100	2,100	16	11	21	19	29	27.2%
Tincher	2,285	2,285	8	6	11	16	52	14.0%
All High	132,954	132,954	10	8	16	21	44	18.9%
Avalon	1,210	1,210	9	6	14	21	49	15.4%
		890	7	12	16	25	37	19.3%
Browning	2,535	2,535	14	10	22	23	27	23.9%
Cabrillo	11,427	11,427	16	10	18	20	35	25.8%
CAMS	4,852	4,852	1	5	14	14	80	1.7%
EPHS	1	1	100					100.0%
Jordan	14,665	14,665	13	12	21	22	31	25.2%
Lakewood	16,286	16,286	11	11	19	22	38	21.7%
McBride	4,897	4,897	3	4	13	22	57	6.7%
Millikan	22,374	22,374	5	7	14	22	52	12.0%

Grade Distribution - All

2023-2024 S2

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

Category		A/B/C Rate
All Middle	78,115	83.2%
Bancroft	4,866	79.0%
Franklin	5,976	81.7%
Hamilton	4,665	78.8%
Hoover	2,992	92.5%
Hughes	7,592	83.0%
Jefferson	5,877	77.5%
Keller	3,693	88.9%
Lindbergh	3,245	84.3%
Lindsey	4,202	76.8%
Marshall	6,648	86.2%
Nelson	4,862	78.5%
Rogers	4,708	87.6%
Stanford	8,041	85.4%
Stephens	5,428	90.4%
Washington	5,286	80.0%
All K8	15,056	84.5%
Cubberley	2,932	89.9%
Muir	2,553	82.8%
Newcomb	2,145	97.1%
Powell	2,144	77.8%
Robinson	2,100	72.8%
Tincher	2,285	86.0%
All High	132,954	81.1%
Avalon	1,210	84.6%
		80.7%
Browning	2,535	76.1%
Cabrillo	11,427	74.2%
CAMS	4,852	98.3%
EPHS	1	0.0%
Jordan	14,665	74.8%
Lakewood	16,286	78.3%
McBride	4,897	93.3%
Millikan	22,374	88.0%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 1/24/2025

Grade Distribution - All

2023-2024 S2

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

Category		Count of Marks	Percent by Category						D/F Rate
PAAL	637	637	17	20	23	21	13		37.2%
Polytechnic	25,019	25,019	10	8	16	21	45		17.6%
Reid	263	263	38		32	17	5		38.4%
Renaissance	2,703	2,703	8	9	17	24	42		16.5%
Sato	3,369	3,369	2	3	11	22	63		4.7%
Wilson	22,894	22,894	16	9	16	19	40		25.0%
District	226,129	226,129	9	9	16	21	42		17.9%



Grade Distribution - All

2023-2024 S2

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

Category		A/B/C Rate
PAAL	637	62.8%
Polytechnic	25,019	82.4%
Reid	263	61.6%
Renaissance	2,703	83.5%
Sato	3,369	95.3%
Wilson	22,894	75.0%
District	226,129	82.1%

Grade Distribution - All 2023-2024 PS2

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

Category		Count of Marks	Percent by Category					D/F Rate
All Middle	75,280	75,280	10	10	17	23	35	19.5%
Bancroft	4,067	4,067	14	10	16	22	37	24.3%
Franklin	5,964	5,964	10	11	22	26	27	21.1%
Hamilton	4,666	4,666	11	14	20	26	26	25.2%
Hoover	3,001	3,001	3	11	22	27	34	14.9%
Hughes	7,586	7,586	10	10	16	22	39	19.9%
Jefferson	4,479	4,479	13	14	21	23	29	26.9%
Keller	3,687	3,687	6	6	14	25	48	12.8%
Lindbergh	3,237	3,237	8	10	22	27	26	18.3%
Lindsey	3,701	3,701	13	15	19	23	27	28.1%
Marshall	6,643	6,643	8	8	14	26	40	16.1%
Nelson	4,719	4,719	11	11	18	24	31	22.6%
Rogers	4,696	4,696	8	6	13	20	52	14.9%
Stanford	8,026	8,026	8	7	13	20	38	15.5%
Stephens	5,438	5,438	5	7	19	23	40	11.9%
Washington	5,266	5,266	12	11	17	23	28	23.2%
All K8	15,040	15,040	9	9	14	20	41	18.3%
Cubberley	2,929	2,929	5	7	12	22	47	11.9%
Muir	2,544	2,544	11	9	12	18	29	20.8%
Newcomb	2,152	2,152	2	37	17		66	5.0%
Powell	2,131	2,131	8	15	21	23	30	23.1%
Robinson	2,102	2,102	20	13	20	20	24	32.9%
Tincher	2,285	2,285	10	6	10	17	50	16.2%
All High	129,549	129,549	15	10	16	21	38	24.5%
Avalon	1,205	1,205	11	7	15	22	45	17.4%
		890	11	13	13	25	35	24.2%
Browning	2,263	2,263	19	12	21	21	23	30.6%
Cabrillo	10,073	10,073	22	12	17	20	28	33.8%
CAMS	4,646	4,646	2	26	18		71	4.2%
Jordan	14,509	14,509	19	14	18	21	27	32.7%
Lakewood	16,191	16,191	16	12	18	21	33	28.0%
McBride	4,729	4,729	5	6	15	23	49	11.5%
Millikan	22,152	22,152	8	8	15	23	46	16.1%
PAAL	519	519	37	10	17	11	17	46.4%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 1/24/2025

Grade Distribution - All

2023-2024 PS2

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

Category		A/B/C Rate
All Middle	75,280	80.5%
Bancroft	4,067	75.7%
Franklin	5,964	78.9%
Hamilton	4,666	74.8%
Hoover	3,001	85.1%
Hughes	7,586	80.1%
Jefferson	4,479	73.1%
Keller	3,687	87.2%
Lindbergh	3,237	81.7%
Lindsey	3,701	71.9%
Marshall	6,643	83.9%
Nelson	4,719	77.4%
Rogers	4,696	85.1%
Stanford	8,026	84.5%
Stephens	5,438	88.1%
Washington	5,266	76.8%
All K8	15,040	81.7%
Cubberley	2,929	88.1%
Muir	2,544	79.2%
Newcomb	2,152	95.0%
Powell	2,131	76.9%
Robinson	2,102	67.1%
Tincher	2,285	83.8%
All High	129,549	75.5%
Avalon	1,205	82.6%
		75.8%
Browning	2,263	69.4%
Cabrillo	10,073	66.2%
CAMS	4,646	95.8%
Jordan	14,509	67.3%
Lakewood	16,191	72.0%
McBride	4,729	88.5%
Millikan	22,152	83.9%
PAAL	519	53.6%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 1/24/2025

Grade Distribution - All

2023-2024 PS2

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

Category		Count of Marks	Percent by Category						D/F Rate
Polytechnic	24,872	24,872	14	10	16	21	39		23.6%
Reid	397	397	37		32	26	3		36.8%
Renaissance	2,554	2,554	9	10	18	24	40		18.6%
Sato	3,295	3,295	24	12		24	57		6.9%
Wilson	22,397	22,397	21	10	16	19	35		30.7%
District	219,869	219,869	12	10	16	22	37		22.3%



Grade Distribution - All

2023-2024 PS2

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

Category		A/B/C Rate
Polytechnic	24,872	76.4%
Reid	397	63.2%
Renaissance	2,554	81.4%
Sato	3,295	93.1%
Wilson	22,397	69.3%
District	219,869	77.7%

Grade Distribution - All
2023-2024 Q3

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

Category		Count of Marks		Percent by Category					D/F Rate
All Middle	78,145	78,145		10	10	16	23	37	19.9%
Bancroft	4,654	4,654		14	10	16	21	40	23.9%
Franklin	5,997	5,997		10	11	20	26	29	20.3%
Hamilton	4,679	4,679		12	14	20	24	26	26.0%
Hoover	2,995	2,995		4	10	19	27	38	14.3%
Hughes	7,601	7,601		10	10	16	22	40	19.9%
Jefferson	5,835	5,835		12	13	20	24	32	24.6%
Keller	3,697	3,697		6	6	12	25	51	12.2%
Lindbergh	3,229	3,229		8	11	19	26	29	18.9%
Lindsey	4,198	4,198		15	15	17	22	28	29.7%
Marshall	6,657	6,657		9	8	14	24	41	16.8%
Nelson	4,874	4,874		11	12	18	22	33	22.6%
Rogers	4,674	4,674		8	6	12	20	53	14.6%
Stanford	8,019	8,019		8	7	12	19	40	14.9%
Stephens	5,417	5,417		6	9	17	20	41	14.7%
Washington	5,269	5,269		13	10	17	22	30	23.3%
All K8	14,969	14,969		10	9	12	19	42	18.6%
Cubberley	2,934	2,934		5	7	11	20	51	11.8%
Muir	2,568	2,568		11	8	12	18	30	18.9%
Newcomb	2,138	2,138		3	3	6	16	66	5.8%
Powell	1,971	1,971		12	16	18	23	26	27.4%
Robinson	2,098	2,098		20	13	17	21	27	32.2%
Tincher	2,284	2,284		9	6	10	17	51	15.5%
All High	132,216	132,216		15	10	15	20	39	25.0%
Avalon	1,217	1,217		13	8	14	19	44	20.9%
		890		10	14	17	23	33	24.7%
Browning	2,274	2,274		18	10	21	19	32	27.9%
Cabrillo	11,406	11,406		24	11	16	18	30	35.4%
CAMS	4,627	4,627		2	2	27	17	72	4.8%
Jordan	14,572	14,572		19	12	18	21	28	31.3%
Lakewood	16,327	16,327		16	12	16	21	35	28.1%
McBride	4,773	4,773		7	6	12	23	50	13.0%
Millikan	22,162	22,162		8	8	14	22	48	15.9%
PAAL	668	668		14	15	24	21	15	28.1%

Grade Distribution - All

2023-2024 Q3

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

Category		A/B/C Rate
All Middle	78,145	80.1%
Bancroft	4,654	76.1%
Franklin	5,997	79.7%
Hamilton	4,679	74.0%
Hoover	2,995	85.7%
Hughes	7,601	80.1%
Jefferson	5,835	75.4%
Keller	3,697	87.8%
Lindbergh	3,229	81.1%
Lindsey	4,198	70.3%
Marshall	6,657	83.2%
Nelson	4,874	77.4%
Rogers	4,674	85.4%
Stanford	8,019	85.1%
Stephens	5,417	85.3%
Washington	5,269	76.7%
All K8	14,969	81.4%
Cubberley	2,934	88.2%
Muir	2,568	81.1%
Newcomb	2,138	94.2%
Powell	1,971	72.6%
Robinson	2,098	67.8%
Tincher	2,284	84.5%
All High	132,216	75.0%
Avalon	1,217	79.1%
		75.3%
Browning	2,274	72.1%
Cabrillo	11,406	64.6%
CAMS	4,627	95.2%
Jordan	14,572	68.7%
Lakewood	16,327	71.9%
McBride	4,773	87.0%
Millikan	22,162	84.1%
PAAL	668	71.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 1/24/2025

Grade Distribution - All

2023-2024 Q3

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

Category		Count of Marks	Percent by Category						D/F Rate
Polytechnic	25,038	25,038	15	10	15	20	40		24.4%
Reid	176	176				39	49	11	0.6%
Renaissance	2,613	2,613	11	9	17	23	40		20.3%
Sato	3,296	3,296		3	5	11	24	56	8.2%
Wilson	22,535	22,535	22	10	15	19	36		31.2%
District	225,330	225,330	13	10	15	21	38		22.8%



Grade Distribution - All

2023-2024 Q3

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

Category		A/B/C Rate
Polytechnic	25,038	75.6%
Reid	176	99.4%
Renaissance	2,613	79.7%
Sato	3,296	91.8%
Wilson	22,535	68.8%
District	225,330	77.2%

Grade Distribution - All 2023-2024 S1

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

Category		Count of Marks	Percent by Category					D/F Rate
All Middle	78,583	78,583	6	9	17	24	40	14.9%
Bancroft	4,811	4,811	9	8	16	23	44	16.9%
Franklin	5,987	5,987	5	8	19	29	35	12.6%
Hamilton	4,664	4,664	8	10	23	27	29	17.9%
Hoover	2,964	2,964	2	7	17	28	44	8.6%
Hughes	7,512	7,512	6	9	17	23	43	14.7%
Jefferson	5,902	5,902	8	13	22	26	31	21.1%
Keller	3,698	3,698	4	5	11	22	58	8.9%
Lindbergh	3,204	3,204	5	9	21	28	31	13.9%
Lindsey	4,215	4,215	10	13	21	23	29	23.4%
Marshall	6,680	6,680	5	5	13	24	48	10.5%
Nelson	4,767	4,767	8	11	20	26	30	19.2%
Rogers	4,601	4,601	5	5	11	19	59	10.1%
Stanford	8,013	8,013	6	6	11	19	43	11.8%
Stephens	5,379	5,379	3	7	16	21	46	10.2%
Washington	5,327	5,327	7	11	19	26	31	18.6%
All K8	15,141	15,141	6	8	13	19	45	13.5%
Cubberley	2,946	2,946	3	5	10	21	53	8.2%
Muir	2,664	2,664	8	8	12	19	29	15.4%
Newcomb	2,124	2,124			24	12	76	3.0%
Powell	1,949	1,949	5	16	21	23	30	21.1%
Robinson	2,093	2,093	10	12	19	22	31	22.4%
Tincher	2,290	2,290	4	5	9	17	58	9.1%
All High	136,898	136,898	10	9	16	21	44	18.2%
Avalon	1,275	1,275	7	8	17	21	46	15.2%
		885	9	10	16	26	36	19.1%
Browning	2,351	2,351	11	11	22	23	31	22.0%
Cabrillo	11,613	11,613	16	9	19	20	35	25.3%
CAMS	4,962	4,962			15	14	79	1.6%
Jordan	15,145	15,145	13	13	19	23	31	26.0%
Lakewood	16,773	16,773	10	11	19	23	37	20.4%
McBride	4,860	4,860	3	4	15	22	53	7.4%
Millikan	22,678	22,678	4	5	14	22	54	9.3%
PAAL	601	601	16	21	22	15	18	37.4%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 1/24/2025

Grade Distribution - All

2023-2024 S1

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

Category		A/B/C Rate
All Middle	78,583	85.1%
Bancroft	4,811	83.1%
Franklin	5,987	87.4%
Hamilton	4,664	82.1%
Hoover	2,964	91.4%
Hughes	7,512	85.3%
Jefferson	5,902	78.9%
Keller	3,698	91.1%
Lindbergh	3,204	86.1%
Lindsey	4,215	76.6%
Marshall	6,680	89.5%
Nelson	4,767	80.8%
Rogers	4,601	89.9%
Stanford	8,013	88.2%
Stephens	5,379	89.8%
Washington	5,327	81.4%
All K8	15,141	86.5%
Cubberley	2,946	91.8%
Muir	2,664	84.6%
Newcomb	2,124	97.0%
Powell	1,949	78.9%
Robinson	2,093	77.6%
Tincher	2,290	90.9%
All High	136,898	81.8%
Avalon	1,275	84.8%
		80.9%
Browning	2,351	78.0%
Cabrillo	11,613	74.7%
CAMS	4,962	98.4%
Jordan	15,145	74.0%
Lakewood	16,773	79.6%
McBride	4,860	92.6%
Millikan	22,678	90.7%
PAAL	601	62.6%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 1/24/2025

Grade Distribution - All

2023-2024 S1

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

Category		Count of Marks	Percent by Category				D/F Rate
Polytechnic	25,689	25,689	8	8	16	22 45	15.7%
Reid	95	95		2	23	54 16	2.1%
Renaissance	2,729	2,729	7	9	17	22 44	16.2%
Sato	3,459	3,459		1	310	25 61	4.3%
Wilson	23,440	23,440	14	10	16	19 40	23.9%
District	230,626	230,626	8	9	16	22 42	16.7%



Grade Distribution - All

2023-2024 S1

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

Category		A/B/C Rate
Polytechnic	25,689	84.3%
Reid	95	97.9%
Renaissance	2,729	83.8%
Sato	3,459	95.7%
Wilson	23,440	76.1%
District	230,626	83.3%

Grade Distribution - All

2023-2024 PS1

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

Category		Count of Marks	Percent by Category				D/F Rate
All Middle	78,011	78,011	8	9	16	24 38	16.8%
Bancroft	4,306	4,306	12	10	15	23 41	21.4%
Franklin	5,917	5,917	6	10	18	30 33	16.0%
Hamilton	4,682	4,682	9	12	22	26 28	21.6%
Hoover	2,966	2,966	4	10	18	25 41	13.3%
Hughes	7,516	7,516	7	9	17	24 41	16.4%
Jefferson	5,911	5,911	9	13	20	25 33	22.4%
Keller	3,698	3,698	4	5	10	24 56	9.0%
Lindbergh	3,180	3,180	5	10	21	33 24	15.7%
Lindsey	4,233	4,233	11	14	19	25 28	25.1%
Marshall	6,636	6,636	6	6	12	26 46	11.7%
Nelson	4,748	4,748	8	11	20	26 30	19.4%
Rogers	4,607	4,607	5	6	11	20 58	10.5%
Stanford	8,012	8,012	7	7	11	19 41	13.2%
Stephens	5,362	5,362	4	7	17	22 44	11.1%
Washington	5,285	5,285	12	9	16	26 31	21.7%
All K8	15,114	15,114	7	8	12	20 44	15.4%
Cubberley	2,939	2,939	4	6	10	23 50	10.1%
Muir	2,673	2,673	10	8	13	19 30	18.5%
Newcomb	2,129	2,129	1	24	13	75	3.7%
Powell	1,929	1,929	8	14	19	24 31	22.2%
Robinson	2,082	2,082	13	13	19	21 28	26.2%
Tincher	2,283	2,283	5	5	9	17 57	9.8%
All High	134,648	134,648	13	10	15	21 40	22.8%
Avalon	1,245	1,245	11	10	16	25 38	20.9%
		874	12	9	17	21 38	21.1%
Browning	2,123	2,123	15	12	21	21 29	27.5%
Cabrillo	11,539	11,539	20	11	16	20 32	30.7%
CAMS	4,655	4,655	2	6	16	75	3.1%
Jordan	14,967	14,967	19	14	19	21 27	33.0%
Lakewood	16,539	16,539	14	12	18	22 34	25.6%
McBride	4,749	4,749	5	7	15	23 49	11.9%
Millikan	22,348	22,348	6	7	14	23 51	12.7%
PAAL	556	556	29	14	25	15 15	42.8%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 1/24/2025

Grade Distribution - All 2023-2024 PS1

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

Category		A/B/C Rate
All Middle	78,011	83.2%
Bancroft	4,306	78.6%
Franklin	5,917	84.0%
Hamilton	4,682	78.4%
Hoover	2,966	86.7%
Hughes	7,516	83.6%
Jefferson	5,911	77.6%
Keller	3,698	91.0%
Lindbergh	3,180	84.3%
Lindsey	4,233	74.9%
Marshall	6,636	88.3%
Nelson	4,748	80.6%
Rogers	4,607	89.5%
Stanford	8,012	86.8%
Stephens	5,362	88.9%
Washington	5,285	78.3%
All K8	15,114	84.6%
Cubberley	2,939	89.9%
Muir	2,673	81.5%
Newcomb	2,129	96.3%
Powell	1,929	77.8%
Robinson	2,082	73.8%
Tincher	2,283	90.2%
All High	134,648	77.2%
Avalon	1,245	79.1%
		78.9%
Browning	2,123	72.5%
Cabrillo	11,539	69.3%
CAMS	4,655	96.9%
Jordan	14,967	67.0%
Lakewood	16,539	74.4%
McBride	4,749	88.1%
Millikan	22,348	87.3%
PAAL	556	57.2%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 1/24/2025

Grade Distribution - All

2023-2024 PS1

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

Category		Count of Marks	Percent by Category						D/F Rate
Polytechnic	25,527	25,527	11	9	15	22	43		20.1%
Reid	148	148		1	25	55	18		1.4%
Renaissance	2,657	2,657	10	10	15	21	44		19.5%
Sato	3,322	3,322		2	3	12	27	55	5.3%
Wilson	22,861	22,861	18	10	15	19	38		28.1%
District	227,773	227,773	11	9	16	22	40		20.2%



Grade Distribution - All

2023-2024 PS1

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

Category		A/B/C Rate
Polytechnic	25,527	79.9%
Reid	148	98.6%
Renaissance	2,657	80.5%
Sato	3,322	94.7%
Wilson	22,861	71.9%
District	227,773	79.8%

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

Run date: 1/24/2025

Grade Distribution - All

2023-2024 Q1

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

Category		A/B/C Rate
All Middle	78,605	84.7%
Bancroft	4,814	83.5%
Franklin	6,044	86.7%
Hamilton	4,699	80.1%
Hoover	2,980	85.9%
Hughes	7,517	83.9%
Jefferson	5,907	79.3%
Keller	3,730	91.0%
Lindbergh	3,132	87.1%
Lindsey	4,202	74.7%
Marshall	6,625	89.0%
Nelson	4,741	81.7%
Rogers	4,601	90.9%
Stanford	8,003	88.2%
Stephens	5,325	91.3%
Washington	5,250	79.9%
All K8	15,112	85.3%
Cubberley	2,924	93.3%
Muir	2,678	81.1%
Newcomb	2,124	96.8%
Powell	1,928	77.0%
Robinson	2,084	74.9%
Tincher	2,281	91.1%
All High	135,356	78.9%
Avalon	1,230	81.3%
		79.0%
Browning	2,218	70.7%
Cabrillo	11,536	70.7%
CAMS	4,657	97.4%
Jordan	15,065	70.2%
Lakewood	16,577	77.3%
McBride	4,730	89.1%
Millikan	22,413	88.5%
PAAL	662	71.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 1/24/2025

Grade Distribution - All

2023-2024 Q1

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

Category		Count of Marks	Percent by Category						D/F Rate
Polytechnic	25,519	25,519	11	8	14	21	46		19.0%
Reid	33	33				58	42		0.0%
Renaissance	2,637	2,637	9	9	13	20	49		17.6%
Sato	3,322	3,322	2	3	8	24	62		5.3%
Wilson	22,823	22,823	17	9	14	19	41		25.8%
District	229,073	229,073	10	8	14	21	44		18.7%



Grade Distribution - All

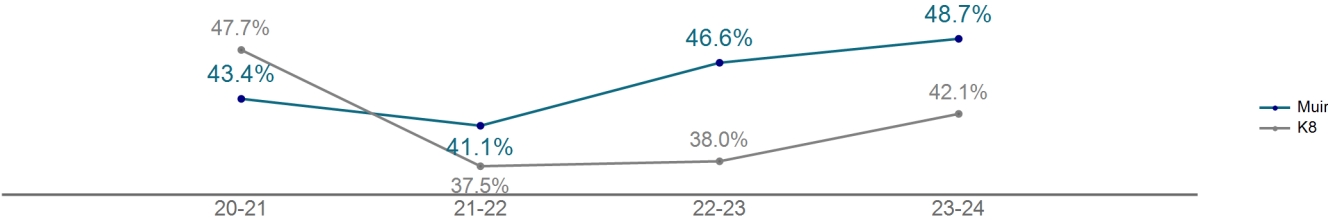
2023-2024 Q1

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

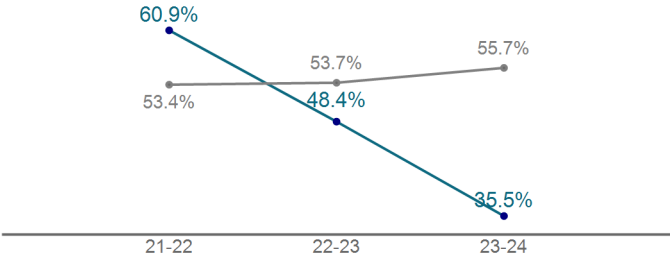
Category		A/B/C Rate
Polytechnic	25,519	81.0%
Reid	33	100.0%
Renaissance	2,637	82.4%
Sato	3,322	94.7%
Wilson	22,823	74.2%
District	229,073	81.3%

Semester 2 Students with One or More D/F

Muir
All Students
N = 306



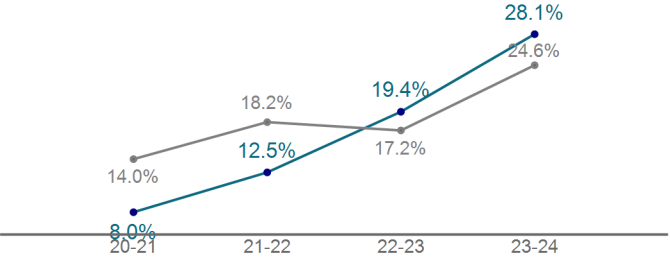
African American
N = 31



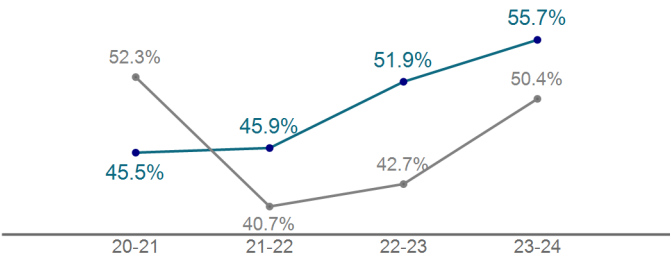
Asian

Subgroup with fewer than 20 total grades.

Filipino
N = 32



Hispanic
N = 212



Pacific Islander

Subgroup with fewer than 20 total grades.

White

Subgroup with fewer than 20 total grades.

Native American

Subgroup with fewer than 20 total grades.

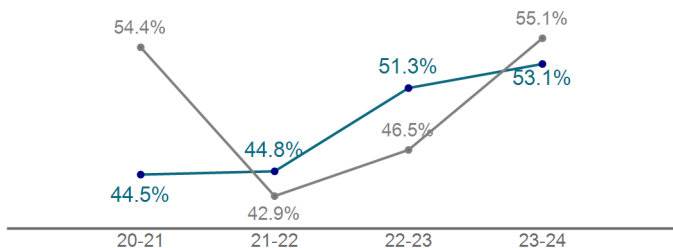
Other

Subgroup with fewer than 20 total grades.

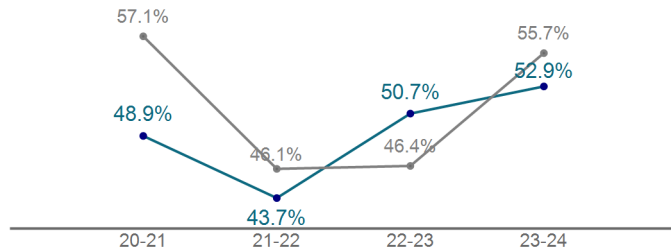
N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subaroups with fewer than 20 students are not included.

Semester 2 Students with One or More D/F

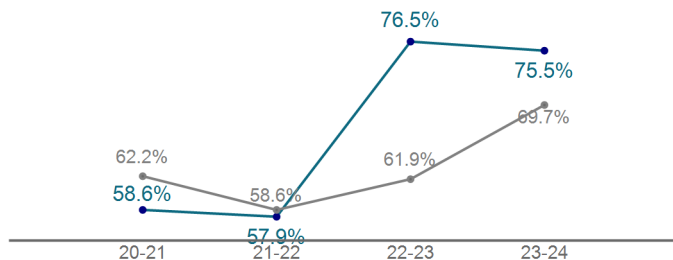
EL + RFEP
N = 128



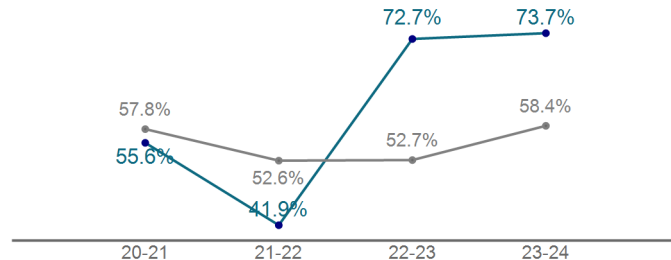
Low SES
N = 204



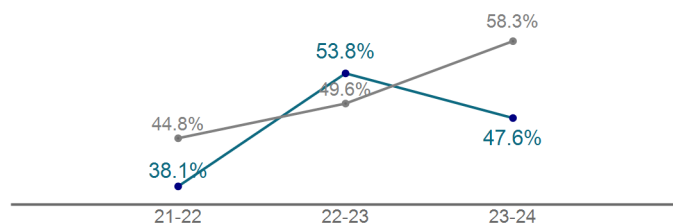
English Learner
N = 49



Special Education
N = 38



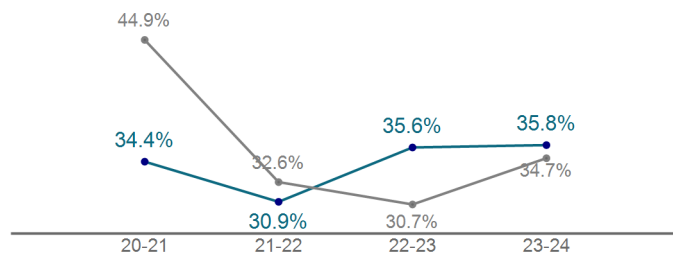
Homeless
N = 21



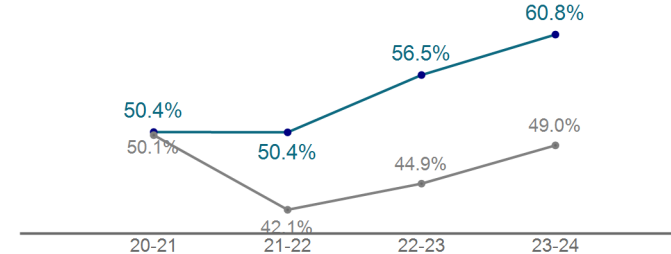
Foster Youth

Subgroup with fewer than 20 total grades.

Female
N = 148



Male
N = 158



N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.

Dashed line represents data for current year still in progress.

Subgroups with fewer than 20 students are not included.

Grade Distribution - Muir
2023-2024 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category						1 or more D or F
All Students	306	306	<div><div>209811</div><div>51</div></div>						48.7%
Grade	Gr. 06	107	<div><div>2271011</div><div>50</div></div>						50.5%
	Gr. 07	98	<div><div>261469</div><div>45</div></div>						55.1%
	Gr. 08	101	<div><div>138713</div><div>59</div></div>						40.6%
Ethnicity	African American	31	<div><div>613106</div><div>65</div></div>						35.5%
	Asian	10	<div><div>40</div><div>60</div></div>						40.0%
	Cambodian	7	<div><div>1443</div><div>43</div></div>						57.1%
	Filipino	32	<div><div>39313</div><div>72</div></div>						28.1%
	Hispanic	212	<div><div>258913</div><div>44</div></div>						55.7%
	Pacific Islander	4	<div><div>25</div><div>75</div></div>						25.0%
	White	2	<div><div>100</div></div>						0.0%
	Other	15	<div><div>2777</div><div>60</div></div>						40.0%
Gender	Female	148	<div><div>9999</div><div>64</div></div>						35.8%
	Male	158	<div><div>3110613</div><div>39</div></div>						60.8%
Special Populations	Low SES	204	<div><div>257912</div><div>47</div></div>						52.9%
	ELL	49	<div><div>35141016</div><div>24</div></div>						75.5%
	RFEP	79	<div><div>131169</div><div>61</div></div>						39.2%
	EL + RFEP	128	<div><div>2113812</div><div>47</div></div>						53.1%
	Special Ed.	38	<div><div>3751616</div><div>26</div></div>						73.7%
	Spec Ed. Speech/RSP	21	<div><div>625101410</div></div>						90.5%
	Homeless/Foster	27	<div><div>30411</div><div>56</div></div>						44.4%
	Foster	6	<div><div>1717</div><div>67</div></div>						33.3%
	Homeless	21	<div><div>33510</div><div>52</div></div>						47.6%
	GATE/Excel	92	<div><div>47311</div><div>75</div></div>						25.0%

Grade Distribution - Muir
2023-2024 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category						1 or more D or F
All Students	305	305	24	10	10	14	41		59.0%
Grade	Gr. 06	107	24	9	11	17	38		61.7%
	Gr. 07	98	29	14	12	11	34		66.3%
	Gr. 08	100	20	8	7	14	51		49.0%
Ethnicity	African American	31	16	10	13	23	39		61.3%
	Asian	10	30	10	10	50			50.0%
	Cambodian	7	43	14	14	29			71.4%
	Filipino	32	9	13	13	66			34.4%
	Hispanic	212	27	11	13	13	36		64.2%
	Pacific Islander	4	25	25	50				50.0%
	White	2	50	50					50.0%
	Other	14	29	14	57				42.9%
Gender	Female	148	13	9	11	14	53		47.3%
	Male	157	35	11	10	14	30		70.1%
Special Populations	Low SES	203	28	11	9	16	36		63.5%
	ELL	49	39	16	10	12	22		77.6%
	RFEP	79	20	9	11	11	48		51.9%
	EL + RFEP	128	27	12	11	12	38		61.7%
	Special Ed.	38	42	8	13	13	24		76.3%
	Spec Ed. Speech/RSP	21	67	5	5	5	19		81.0%
	Homeless/Foster	26	27	12	4	23	35		65.4%
	Foster	6	17	17	17	17	33		66.7%
	Homeless	20	30	10	25	35			65.0%
	GATE/Excel	91	7	5	7	18	64		36.3%

Grade Distribution - Muir
2023-2024 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category					1 or more D or F
All Students	311	311	24	16	6	10	43	56.6%
Grade	Gr. 06	107	25	15	3	11	46	54.2%
	Gr. 07	102	27	17	9	11	36	63.7%
	Gr. 08	102	19	18	7	9	48	52.0%
Ethnicity	African American	31	13	19	10	19	39	61.3%
	Asian	10	20	10	10		60	40.0%
	Cambodian	7	29	14	14		43	57.1%
	Filipino	33	6	9	15		70	30.3%
	Hispanic	217	28	18	7	8	38	61.8%
	Pacific Islander	4	25		25		50	50.0%
	White	2			50		50	50.0%
	Other	14	29	7	7		57	42.9%
Gender	Female	150	13	19	4	9	55	44.7%
	Male	161	34	14	8	11	32	67.7%
Special Populations	Low SES	207	28	16	6	11	39	61.4%
	ELL	51	43	16	8	4	29	70.6%
	RFEP	80	19	20	6	8	48	52.5%
	EL + RFEP	131	28	18	7	6	40	59.5%
	Special Ed.	39	46	10	8	8	28	71.8%
	Spec Ed. Speech/RSP	21	71			5	24	76.2%
	Homeless/Foster	27	26	22	11	7	33	66.7%
	Foster	6	33	17		17	33	66.7%
	Homeless	21	33	19	10	5	33	66.7%
	GATE/Excel	91	4	11	5	16	63	37.4%

Grade Distribution - Muir
2023-2024 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category						1 or more D or F
All Students	312	312	<div><div>17108</div><div>812</div><div>53</div></div>						46.8%
Grade	Gr. 06	108	<div><div>13108</div><div>612</div><div>56</div></div>						43.5%
	Gr. 07	101	<div><div>22101</div><div>1211</div><div>45</div></div>						55.4%
	Gr. 08	103	<div><div>17103</div><div>66</div><div>1358</div></div>						41.7%
Ethnicity	African American	31	<div><div>31031</div><div>1616</div><div>55</div></div>						45.2%
	Asian	10	<div><div>1010</div><div>2010</div><div>50</div></div>						50.0%
	Cambodian	7	<div><div>147</div><div>2914</div><div>29</div></div>						71.4%
	Filipino	33	<div><div>333</div><div>615</div><div>76</div></div>						24.2%
	Hispanic	218	<div><div>22218</div><div>117</div><div>1149</div></div>						50.9%
	Pacific Islander	4	<div><div>254</div><div>75</div></div>						25.0%
	White	2	<div><div>502</div><div>50</div></div>						50.0%
	Other	14	<div><div>1414</div><div>217</div><div>57</div></div>						42.9%
Gender	Female	151	<div><div>10151</div><div>97</div><div>1263</div></div>						37.1%
	Male	161	<div><div>24161</div><div>119</div><div>1244</div></div>						55.9%
Special Populations	Low SES	207	<div><div>20207</div><div>109</div><div>1348</div></div>						52.2%
	ELL	50	<div><div>3050</div><div>168</div><div>2026</div></div>						74.0%
	RFEP	80	<div><div>1480</div><div>85</div><div>1361</div></div>						38.8%
	EL + RFEP	130	<div><div>20130</div><div>116</div><div>1548</div></div>						52.3%
	Special Ed.	39	<div><div>2639</div><div>158</div><div>1833</div></div>						66.7%
	Spec Ed. Speech/RSP	21	<div><div>4821</div><div>245</div><div>1410</div></div>						90.5%
	Homeless/Foster	27	<div><div>3027</div><div>114</div><div>56</div></div>						44.4%
	Foster	6	<div><div>506</div><div>17</div><div>33</div></div>						66.7%
	Homeless	21	<div><div>3821</div><div>62</div></div>						38.1%
	GATE/Excel	91	<div><div>4391</div><div>52</div><div>85</div></div>						15.4%

Grade Distribution - Muir
2023-2024 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category					1 or more D or F
All Students	314	314	23	15	4	14	43	57.3%
Grade	Gr. 06	110	20	20	3	19	38	61.8%
	Gr. 07	101	32	17	8	12	32	68.3%
	Gr. 08	103	18	9	3	12	58	41.7%
Ethnicity	African American	31	16	32	6	19	26	74.2%
	Asian	10	30	20			50	50.0%
	Cambodian	7	57	14			29	71.4%
	Filipino	33	9	6	12		73	27.3%
	Hispanic	219	26	15	5	15	39	60.7%
	Pacific Islander	4		25			75	25.0%
	White	3	33	33			33	66.7%
	Other	14	29	7	14		50	50.0%
Gender	Female	152	12	17	5	13	54	46.1%
	Male	162	34	14	4	16	32	67.9%
Special Populations	Low SES	209	27	16	3	17	37	62.7%
	ELL	50	40	24	6	16	14	86.0%
	RFEP	80	15	9	5	16	55	45.0%
	EL + RFEP	130	25	15	5	16	39	60.8%
	Special Ed.	39	33	21	5	18	23	76.9%
	Spec Ed. Speech/RSP	21	48	29	5	14	5	95.2%
	Homeless/Foster	29	38	10	7		45	55.2%
	Foster	6	17	50			33	66.7%
	Homeless	23	43		9		48	52.2%
	GATE/Excel	92	5	9	5	15	65	34.8%

Grade Distribution - Muir
2023-2024 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category		Student Count	Percent by Category					1 or more D or F
All Students	314	314	26	21	3	12	38	62.1%
Grade	Gr. 06	109	23	25	3	15	35	65.1%
	Gr. 07	101	32	27	3	8	31	69.3%
	Gr. 08	104	25	11	4	13	48	51.9%
Ethnicity	African American	32	19	34	3	16	28	71.9%
	Asian	10	20	20	10		50	50.0%
	Cambodian	7	43		14		43	57.1%
	Filipino	34	18	12	6		65	35.3%
	Hispanic	217	29	22	3	13	33	66.8%
	Pacific Islander	4		25			75	25.0%
	White	3	33	33			33	66.7%
	Other	14	29	7	14		50	50.0%
Gender	Female	152	19	18	3	11	49	50.7%
	Male	162	33	23	3	13	27	72.8%
Special Populations	Low SES	208	30	22	3	12	33	67.3%
	ELL	50	46	24	4	12	14	86.0%
	RFEP	80	16	21	1	15	46	53.8%
	EL + RFEP	130	28	22	2	14	34	66.2%
	Special Ed.	40	45	10	10	10	25	75.0%
	Spec Ed. Speech/RSP	22	73		9	9	9	90.9%
	Homeless/Foster	29	38	10	3	7	41	58.6%
	Foster	6	17	50		17	17	83.3%
	Homeless	23	43		9		48	52.2%
	GATE/Excel	93	8	18	1	10	63	36.6%

Grade Distribution - All
2023-2024 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category						> 1 D or F
All Middle	12,271	12,271	12	11	7	11	58		42.2%
Bancroft	824	824	19	11	5	11	54		45.8%
Franklin	1,020	1,020	13	11	9	11	56		43.5%
Hamilton	795	795	13	13	10	11	52		47.9%
Hoover	504	504		1	8	5	12	74	26.0%
Hughes	1,253	1,253	11	11	8	9	60		39.9%
Jefferson	992	992	15	14	8	11	52		47.9%
Keller	472	472		8	10	4	8	69	30.9%
Lindbergh	410	410	12	12	12	16	48		51.7%
Lindsey	705	705	14	11	12	15	48		52.5%
Marshall	949	949	12	15	5	10	58		41.6%
Nelson	822	822	14	13	7	14	52		48.2%
Rogers	786	786		11	9	2	6	72	28.1%
Stanford	1,159	1,159	13	11	5	11	60		40.5%
Stephens	695	695		6	5	8	12	69	30.5%
Washington	885	885	11	12	11	17	49		50.7%
All K8	2,006	2,006	14	10	9	10	58		42.1%
Cubberley	387	387		5	5	12	7	71	28.9%
Muir	306	306	20	9	8	11	51		48.7%
Newcomb	311	311			2	3	5	90	10.3%
Powell	303	303	11	16		21	17	35	65.3%
Robinson	304	304	27	18	7	11	37		63.2%
Tincher	279	279		18	8	4	7	63	36.6%
All High	19,572	19,572	16	11	6	10	58		42.2%
Avalon	154	154		17	8	2	14	60	40.3%
		116	16	9	16	12	48		51.7%
Browning	323	323	24	17	5	11	42		58.2%
Cabrillo	1,658	1,658	25	13	7	10	46		53.9%
CAMS	666	666				2	3	93	7.1%
EPHS	1	1	100						100.0%
Jordan	2,104	2,104	21	15	9	12	44		56.2%
Lakewood	2,462	2,462	15	13	8	13	50		50.5%
McBride	713	713		4	6	3	8	79	20.9%
Millikan	3,328	3,328	8	8	6	8	70		30.3%

Grade Distribution - All
2023-2024 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category							> 1 D or F
PAAL	146	146	21	17	19	10	33			67.1%
Polytechnic	3,767	3,767	15	10	5	9	61			38.9%
Reid	84	84			31	27	42			58.3%
Renaissance	385	385	15	8	7	11	60			40.3%
Sato	497	497				3	42	8	83	17.1%
Wilson	3,368	3,368	23	14	5	8	50			50.2%
District	33,850	33,850	14	11	7	10	58			42.2%

Grade Distribution - All
2023-2024 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category						> 1 D or F
All Middle	12,270	12,270	15	14	7	13	51		48.8%
Bancroft	823	823	21	14	5	13	47		52.9%
Franklin	1,019	1,019	16	14	7	13	50		50.3%
Hamilton	800	800	18	15	11	12	45		55.4%
Hoover	506	506	4	12	12	17	55		45.1%
Hughes	1,252	1,252	16	12	7	10	54		45.5%
Jefferson	985	985	16	16	7	12	49		51.2%
Keller	471	471	13	10	4	9	63		36.5%
Lindbergh	409	409	16	16	11	17	40		59.7%
Lindsey	712	712	19	17	9	17	38		61.5%
Marshall	948	948	14	16	6	11	52		47.9%
Nelson	826	826	17	15	6	13	49		50.7%
Rogers	784	784	14	9	3	10	64		36.1%
Stanford	1,157	1,157	15	13	4	13	56		44.3%
Stephens	696	696	9	7	9	13	63		37.2%
Washington	882	882	17	21	6	14	41		58.5%
All K8	2,004	2,004	18	13	8	10	51		49.0%
Cubberley	386	386	10	8	8	8	67		32.9%
Muir	305	305	24	10	10	14	41		59.0%
Newcomb	312	312	4	4	3	6	82		17.6%
Powell	301	301	15	20	16	16	34		66.1%
Robinson	305	305	36	18	8	8	30		70.2%
Tincher	279	279	22	14	2	8	54		46.2%
All High	19,563	19,563	22	14	6	11	46		53.5%
Avalon	154	154	19	14	3	12	52		48.1%
		116	23	18	10	15	34		66.4%
Browning	299	299	33	19	8	11	30		69.9%
Cabrillo	1,656	1,656	32	18	6	10	34		66.1%
CAMS	665	665	3	6	2	8	82		18.3%
Jordan	2,117	2,117	31	18	7	12	32		68.0%
Lakewood	2,474	2,474	24	16	8	11	40		60.3%
McBride	710	710	9	8	5	11	67		32.5%
Millikan	3,329	3,329	13	11	5	12	59		40.7%
PAAL	146	146	40	25	5	6	25		75.3%

Grade Distribution - All 2023-2024 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category							> 1 D or F
Polytechnic	3,770	3,770	21	14	6	11	47			52.5%
Reid	96	96	39			27	34			65.6%
Renaissance	385	385	15	12	7	13	54			46.5%
Sato	497	497		3	7	4	11	76		24.3%
Wilson	3,361	3,361	30	17	5	9	39			61.3%
District	33,837	33,837	20	14	6	11	48			51.5%

Grade Distribution - All
2023-2024 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category						> 1 D or F
All Middle	12,306	12,306	17	15	7	12	50		50.5%
Bancroft	818	818	23	13	6	11	48		51.8%
Franklin	1,028	1,028	16	14	7	14	49		50.6%
Hamilton	804	804	18	17	11	12	41		58.8%
Hoover	508	508	4	16	9	17	54		46.1%
Hughes	1,259	1,259	16	13	8	8	54		45.6%
Jefferson	990	990	21	14	7	12	45		54.5%
Keller	472	472	13	10	5	10	62		38.1%
Lindbergh	410	410	16	15	14	18	37		63.2%
Lindsey	716	716	24	16	11	14	35		65.2%
Marshall	955	955	16	17	5	12	49		50.7%
Nelson	829	829	17	13	6	15	48		51.7%
Rogers	782	782	14	11	4	8	64		36.4%
Stanford	1,159	1,159	14	14	4	12	56		44.0%
Stephens	694	694	12	12	9	12	56		43.9%
Washington	882	882	20	22	4	14	40		60.1%
All K8	2,017	2,017	18	17	7	10	48		52.1%
Cubberley	388	388	9	10	6	9	65		34.8%
Muir	311	311	24	16	6	10	43		56.6%
Newcomb	311	311	4	8	3	6	80		20.3%
Powell	305	305	19	31	13	14	23		76.7%
Robinson	307	307	35	23	5	11	26		73.9%
Tincher	279	279	20	16	3	10	51		49.5%
All High	19,720	19,720	24	15	5	11	44		55.8%
Avalon	155	155	22	17	5	14	43		57.4%
		116	23	11	16	16	34		66.4%
Browning	308	308	30	21	6	8	35		65.3%
Cabrillo	1,694	1,694	40	16	5	9	31		69.5%
CAMS	665	665	3	8	2	8	79		21.1%
Jordan	2,128	2,128	32	18	7	11	31		68.6%
Lakewood	2,506	2,506	27	17	8	12	37		63.1%
McBride	714	714	12	11	4	9	63		36.6%
Millikan	3,333	3,333	14	13	4	11	58		41.9%
PAAL	146	146	17	20	10	27	27		73.3%

Grade Distribution - All
2023-2024 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category							> 1 D or F
Polytechnic	3,799	3,799	23	15	6	11	45			55.5%
Reid	86	86				1	99			1.2%
Renaissance	386	386	21	13	6	11	48			51.6%
Sato	497	497		4	8	5	12	71		29.2%
Wilson	3,389	3,389	33	17	4	10	37			63.4%
District	34,043	34,043	21	15	6	11	46			53.7%

Grade Distribution - All
2023-2024 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category						> 1 D or F
All Middle	12,345	12,345	<div><div>101271260</div></div>						40.5%
Bancroft	819	819	<div><div>151051061</div></div>						39.3%
Franklin	1,033	1,033	<div><div>71151463</div></div>						37.5%
Hamilton	807	807	<div><div>111481254</div></div>						45.7%
Hoover	506	506	<div><div>2571769</div></div>						31.2%
Hughes	1,251	1,251	<div><div>91071063</div></div>						36.5%
Jefferson	1,006	1,006	<div><div>1114111351</div></div>						49.2%
Keller	473	473	<div><div>7105869</div></div>						30.9%
Lindbergh	414	414	<div><div>1014121847</div></div>						53.4%
Lindsey	717	717	<div><div>1814111444</div></div>						56.2%
Marshall	965	965	<div><div>91431163</div></div>						37.1%
Nelson	825	825	<div><div>111591352</div></div>						48.0%
Rogers	775	775	<div><div>973972</div></div>						27.6%
Stanford	1,162	1,162	<div><div>111141064</div></div>						35.9%
Stephens	694	694	<div><div>6871167</div></div>						32.9%
Washington	898	898	<div><div>101491453</div></div>						47.1%
All K8	2,026	2,026	<div><div>111181159</div></div>						40.7%
Cubberley	393	393	<div><div>758774</div></div>						26.2%
Muir	312	312	<div><div>171081253</div></div>						46.8%
Newcomb	309	309	<div><div>223489</div></div>						10.7%
Powell	306	306	<div><div>921161837</div></div>						63.4%
Robinson	307	307	<div><div>182261737</div></div>						63.2%
Tincher	282	282	<div><div>1265967</div></div>						32.6%
All High	19,956	19,956	<div><div>151161057</div></div>						42.8%
Avalon	155	155	<div><div>121371256</div></div>						43.9%
		117	<div><div>171661546</div></div>						53.8%
Browning	318	318	<div><div>191571346</div></div>						54.1%
Cabrillo	1,701	1,701	<div><div>261451045</div></div>						55.4%
CAMS	667	667	<div><div>32193</div></div>						7.0%
Jordan	2,172	2,172	<div><div>231591241</div></div>						59.3%
Lakewood	2,545	2,545	<div><div>161381350</div></div>						49.6%
McBride	710	710	<div><div>564876</div></div>						23.7%
Millikan	3,352	3,352	<div><div>684972</div></div>						27.6%
PAAL	165	165	<div><div>2613131830</div></div>						70.3%

Grade Distribution - All
2023-2024 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category						> 1 D or F
Polytechnic	3,861	3,861	13	10	6	10	61		38.8%
Reid	69	69				1	99		1.4%
Renaissance	393	393	13	12	8	14	52		47.6%
Sato	499	499			24	3	8	83	17.0%
Wilson	3,418	3,418	23	13	5	10	48		52.0%
District	34,328	34,328	13	11	6	11	58		41.8%

Grade Distribution - All
2023-2024 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category						> 1 D or F
All Middle	12,333	12,333	12	14	7	13	54		46.3%
Bancroft	822	822	18	14	5	11	52		47.9%
Franklin	1,020	1,020	10	14	8	15	54		46.1%
Hamilton	811	811	14	16	9	14	48		52.4%
Hoover	509	509	4	13	9	18	56		44.0%
Hughes	1,252	1,252	13	11	7	12	57		42.6%
Jefferson	1,008	1,008	14	15	9	15	46		53.7%
Keller	473	473	8	10	6	8	68		32.1%
Lindbergh	413	413	11	16	13	16	44		56.4%
Lindsey	718	718	20	14	11	17	39		61.4%
Marshall	960	960	9	18	4	11	58		42.3%
Nelson	822	822	12	17	7	15	50		50.1%
Rogers	777	777	8	9	4	11	68		32.3%
Stanford	1,162	1,162	12	11	4	13	59		40.7%
Stephens	693	693	8	8	8	13	63		36.7%
Washington	893	893	19	21	4	12	43		56.8%
All K8	2,021	2,021	15	13	7	12	53		46.6%
Cubberley	392	392	7	9	8	7	69		31.4%
Muir	314	314	23	15	4	14	43		57.3%
Newcomb	310	310	3	2	5	3	87		12.6%
Powell	304	304	16	22	12	16	33		66.8%
Robinson	303	303	24	22	8	17	29		71.3%
Tincher	282	282	13	9	5	12	62		38.3%
All High	20,053	20,053	21	14	6	11	48		51.6%
Avalon	154	154	21	21	4	16	37		63.0%
		116	27	10	11	15	37		62.9%
Browning	300	300	26	16	7	12	38		61.7%
Cabrillo	1,715	1,715	33	16	5	9	37		63.4%
CAMS	667	667	4	2	7		87		13.5%
Jordan	2,187	2,187	33	18	8	11	30		69.8%
Lakewood	2,554	2,554	23	16	7	13	42		58.3%
McBride	716	716	10	10	4	10	65		34.9%
Millikan	3,363	3,363	9	11	5	11	63		36.6%
PAAL	167	167	37	24	5	11	23		77.2%

Grade Distribution - All
2023-2024 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category						> 1 D or F
Polytechnic	3,888	3,888	18	14	6	12	51		49.2%
Reid	84	84				2	98		2.4%
Renaissance	397	397	17	17	7	14	45		55.2%
Sato	501	501			3	52	11	79	20.8%
Wilson	3,444	3,444	29	16	5	9	41		58.9%
District	34,407	34,407	17	14	6	12	51		49.4%

Grade Distribution - All
2023-2024 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category						> 1 D or F
All Middle	12,327	12,327	11	15	6	13	55		44.7%
Bancroft	823	823	14	15	3	10	58		41.6%
Franklin	1,025	1,025	8	14	5	15	58		42.3%
Hamilton	815	815	14	15	9	15	48		52.1%
Hoover	511	511	6	13	7	19	55		45.0%
Hughes	1,252	1,252	13	12	6	12	58		42.4%
Jefferson	1,007	1,007	12	17	10	14	47		52.9%
Keller	477	477	9	11	5	12	63		36.7%
Lindbergh	406	406	9	17	8	17	49		51.5%
Lindsey	716	716	20	18	9	15	37		62.6%
Marshall	958	958	9	18	3	12	59		41.4%
Nelson	823	823	12	17	7	13	51		48.7%
Rogers	777	777	7	10	3	10	71		29.3%
Stanford	1,159	1,159	11	12	4	11	62		37.8%
Stephens	690	690	6	7	7	12	68		32.3%
Washington	888	888	18	22	3	13	44		56.2%
All K8	2,019	2,019	15	13	6	11	55		44.8%
Cubberley	390	390	6	7	3	9	75		25.4%
Muir	314	314	26	21	3	12	38		62.1%
Newcomb	309	309				33	25	87	13.3%
Powell	302	302	16	21	14	17	33		66.9%
Robinson	309	309	26	18	8	13	35		65.4%
Tincher	282	282	12	10	5	8	65		34.8%
All High	20,145	20,145	20	15	5	11	49		51.1%
Avalon	152	152	20	17	7	12	44		55.9%
		113	20	16	9	14	41		59.3%
Browning	308	308	30	19	7	11	33		66.9%
Cabrillo	1,727	1,727	32	18	4	9	37		62.9%
CAMS	667	667				14	16	88	12.3%
Jordan	2,212	2,212	31	20	6	11	32		67.5%
Lakewood	2,587	2,587	21	17	6	13	42		57.6%
McBride	714	714	9	11	4	9	66		34.5%
Millikan	3,370	3,370	9	12	4	11	64		36.0%
PAAL	170	170	20	13	14	19	34		65.9%

Grade Distribution - All
2023-2024 Q1

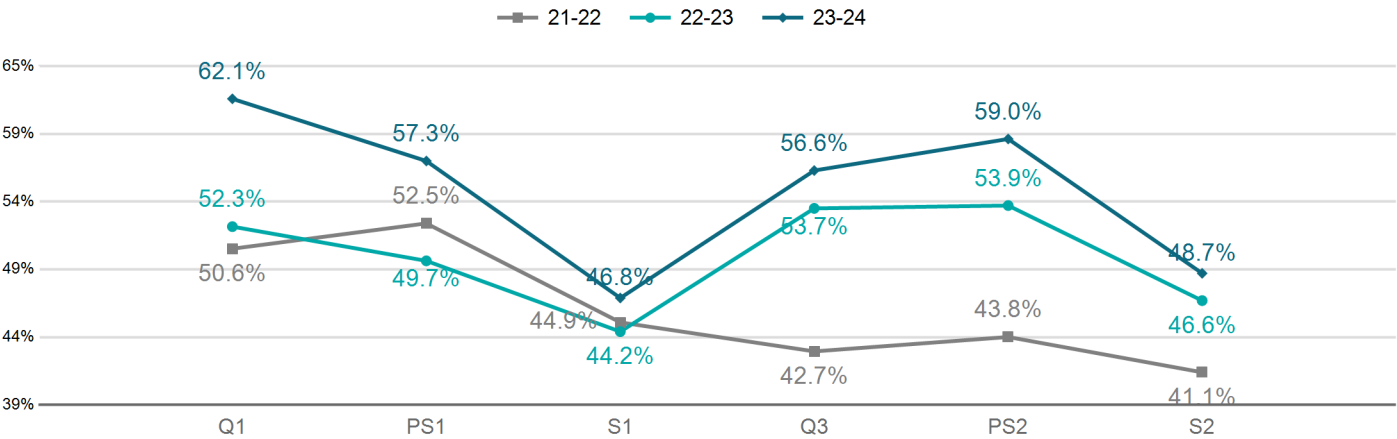
Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category						> 1 D or F
Polytechnic	3,906	3,906	<div><div>17</div><div>17</div><div>5</div><div>12</div><div>50</div></div>						50.1%
Reid	25	25	<div><div></div><div></div><div></div><div></div><div>100</div></div>						0.0%
Renaissance	391	391	<div><div>18</div><div>15</div><div>5</div><div>14</div><div>48</div></div>						52.4%
Sato	501	501	<div><div></div><div></div><div>2</div><div>7</div><div>2</div><div>10</div><div>79</div></div>						21.2%
Wilson	3,440	3,440	<div><div>28</div><div>16</div><div>4</div><div>10</div><div>42</div></div>						58.3%
District	34,491	34,491	<div><div>17</div><div>15</div><div>5</div><div>12</div><div>52</div></div>						48.4%

Percent of Students with 1+ D or F - 3 year Comparison

Muir

Category: All Students

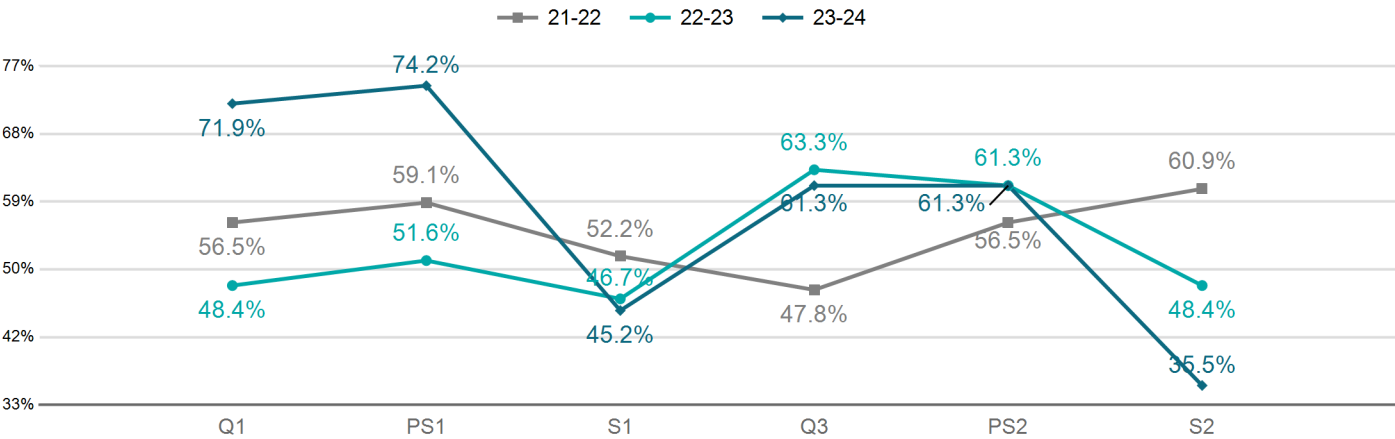


Graphs for subgroups on following pages.

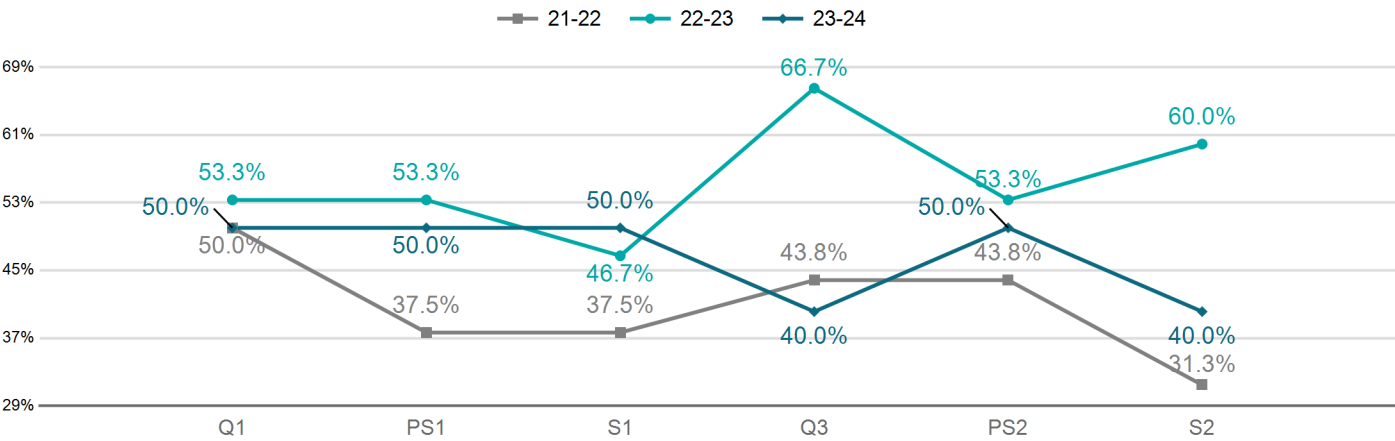
Percent of Students with 1+ D or F - 3 year Comparison

Muir

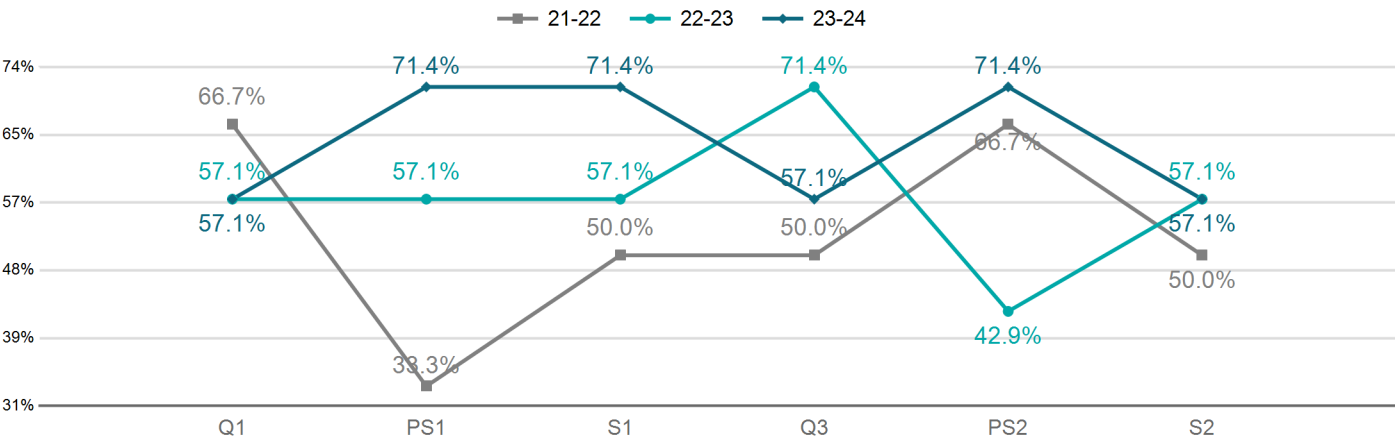
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



Category: Ethnicity - Subgroup: Cambodian

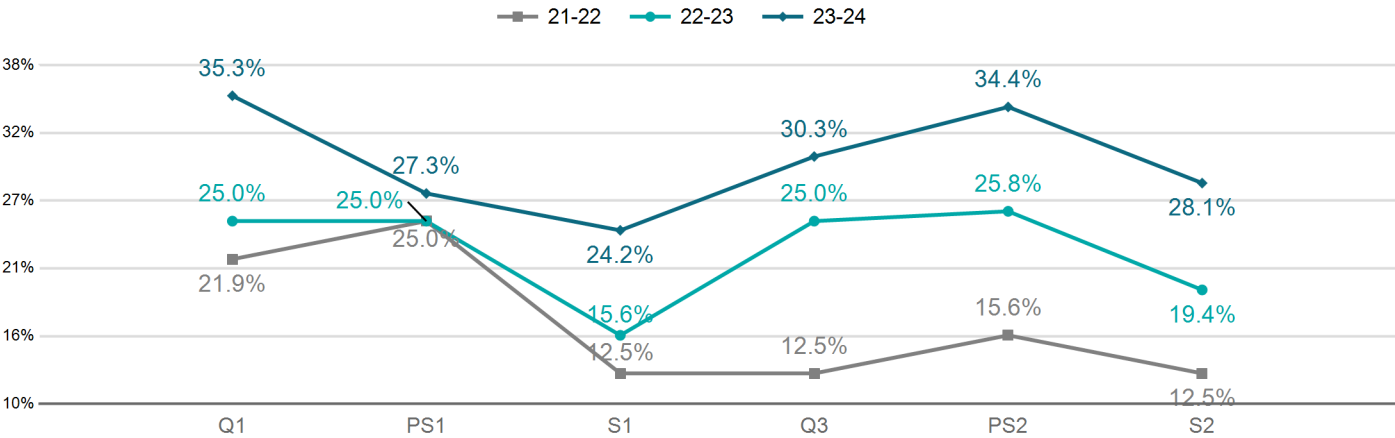


Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

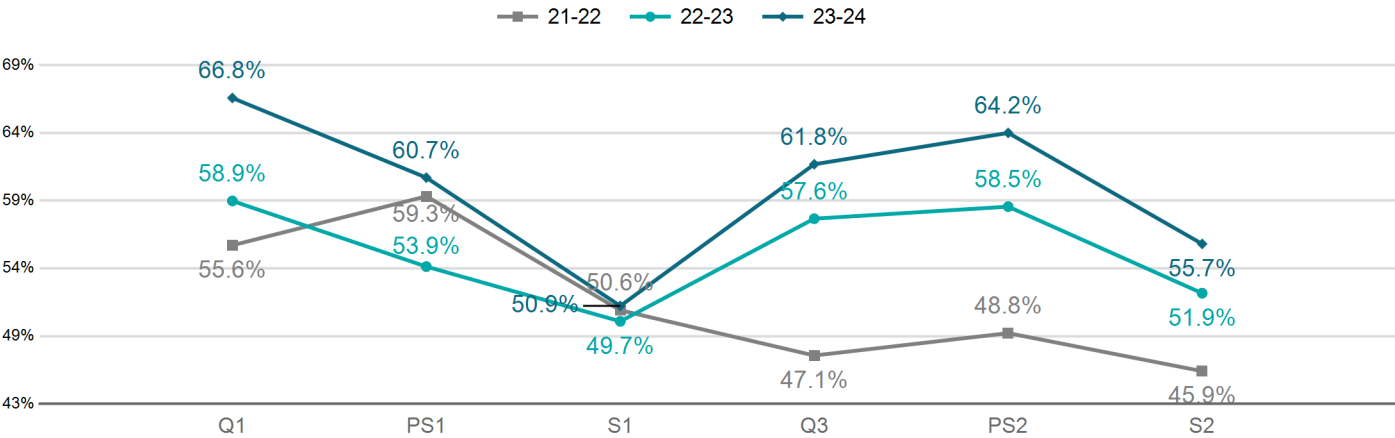
Percent of Students with 1+ D or F - 3 year Comparison

Muir

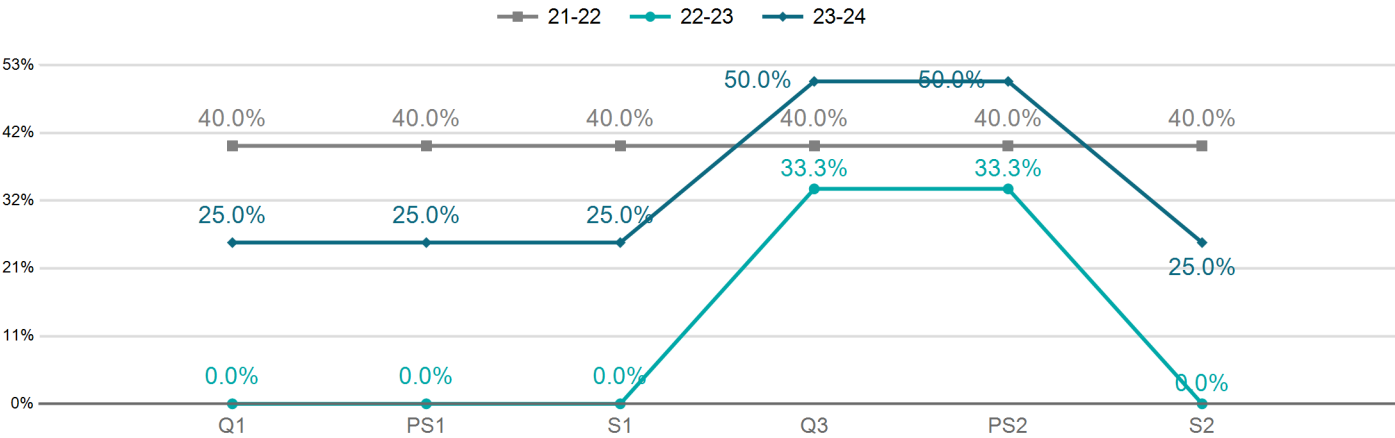
Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic



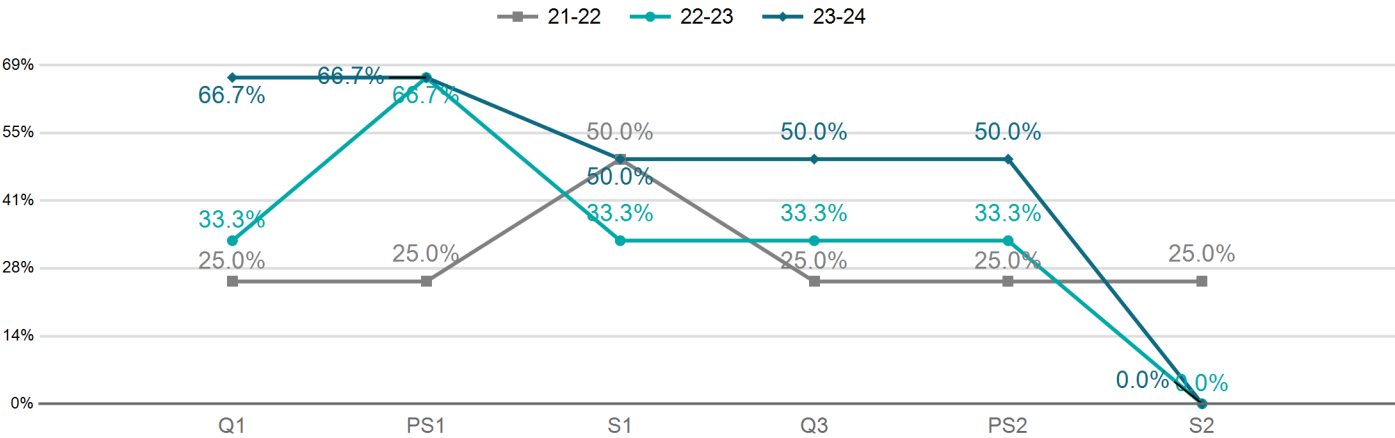
Category: Ethnicity - Subgroup: Pacific Islander



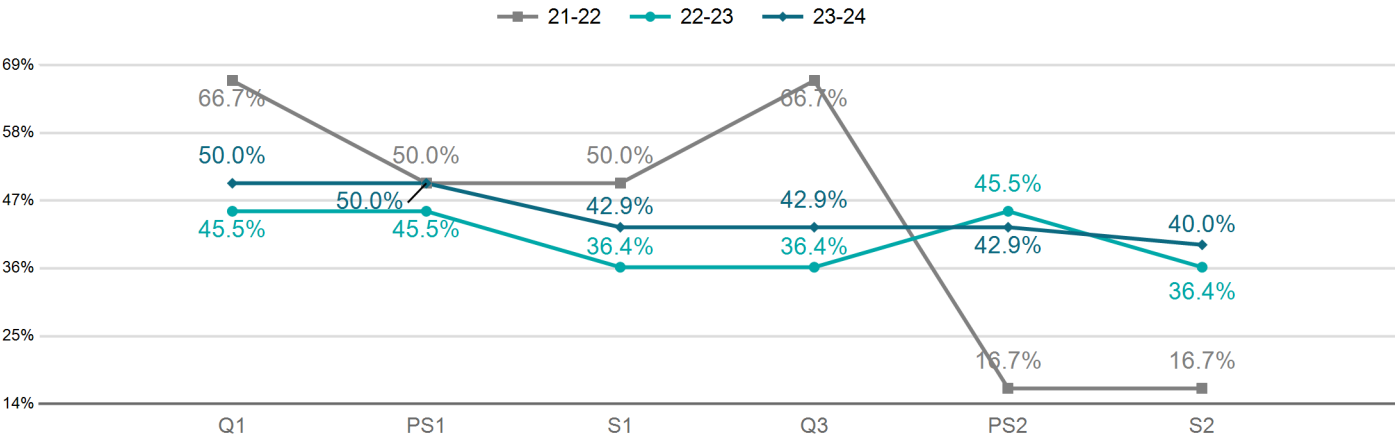
Percent of Students with 1+ D or F - 3 year Comparison

Muir

Category: Ethnicity - Subgroup: White



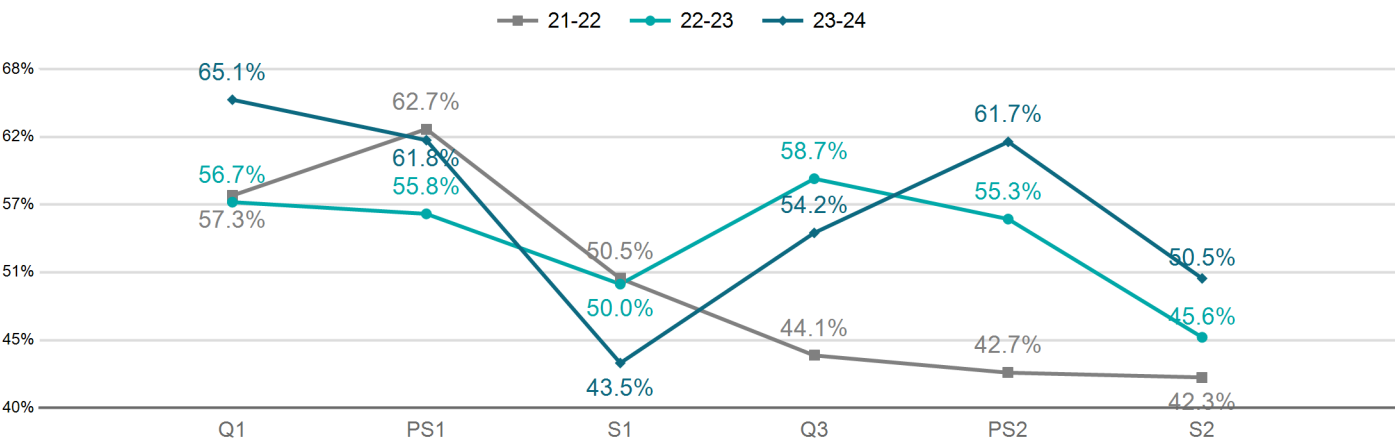
Category: Ethnicity - Subgroup: Other



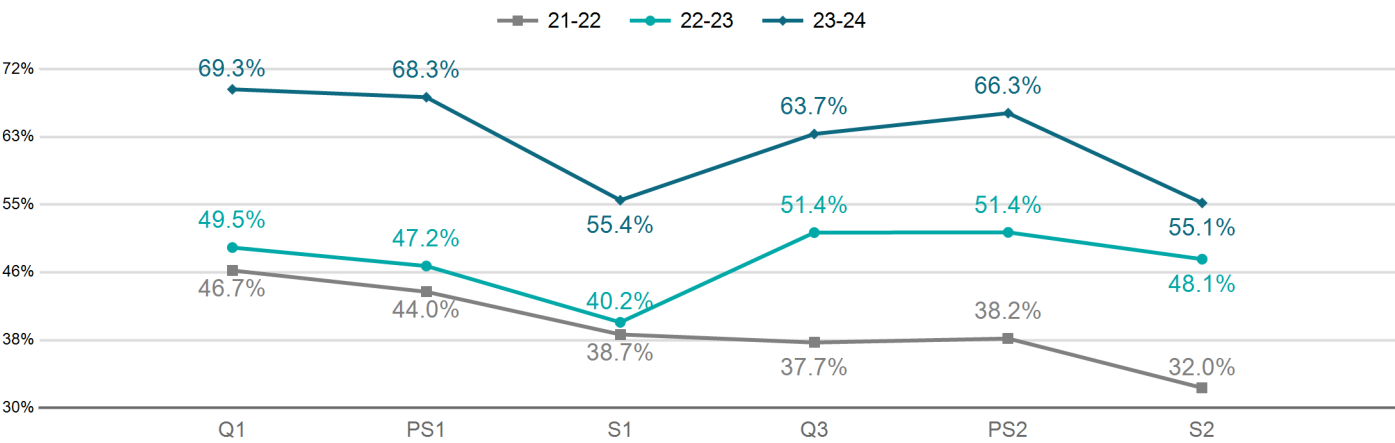
Percent of Students with 1+ D or F - 3 year Comparison

Muir

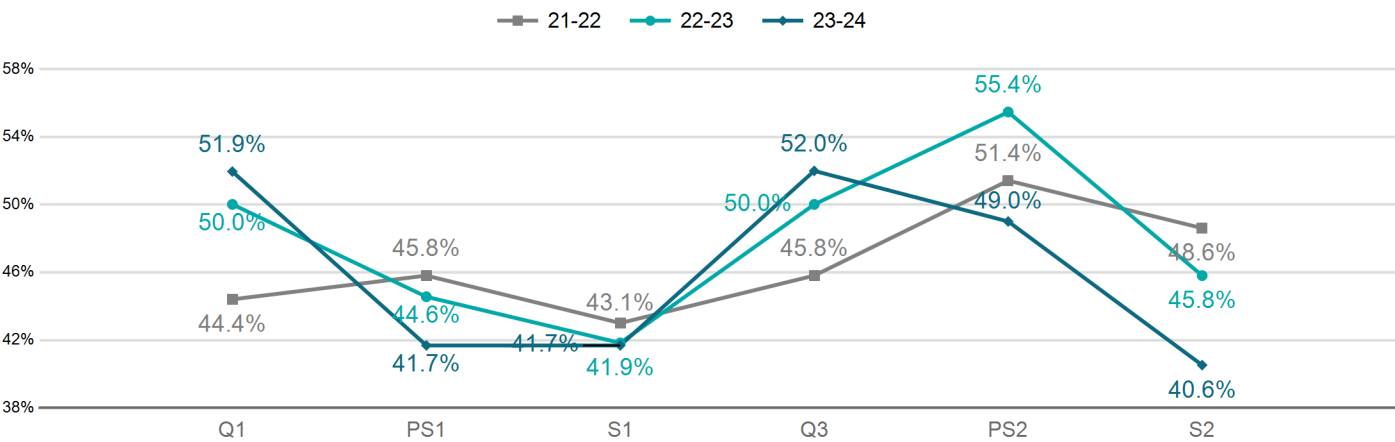
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07



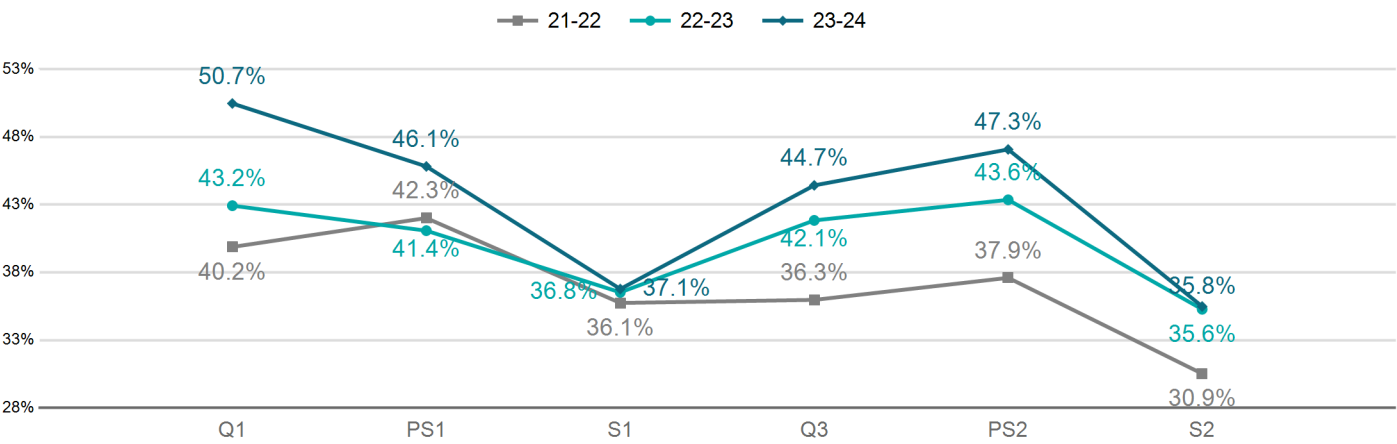
Category: Grade - Subgroup: Gr. 08



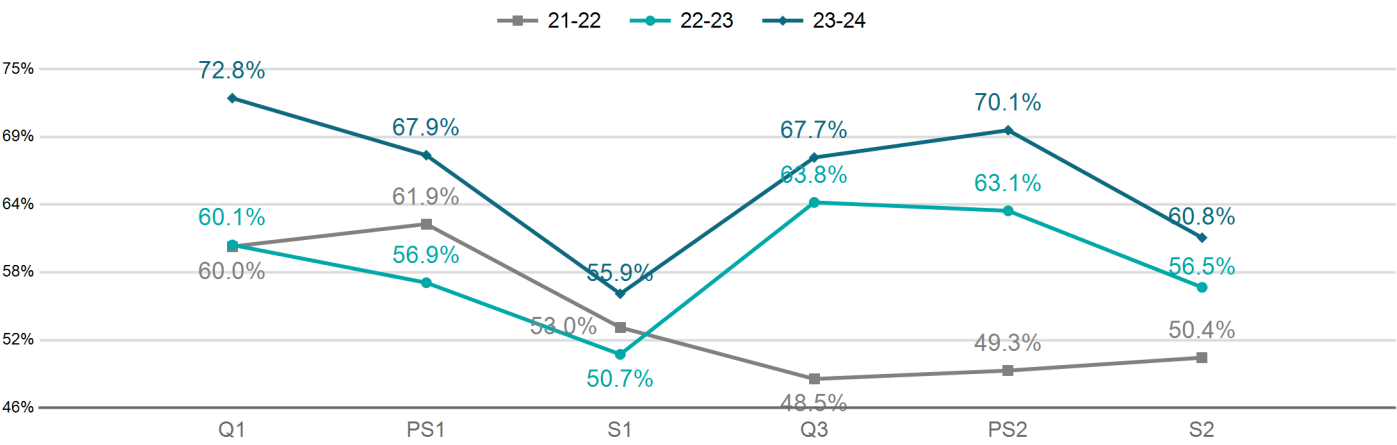
Percent of Students with 1+ D or F - 3 year Comparison

Muir

Category: Gender - Subgroup: Female

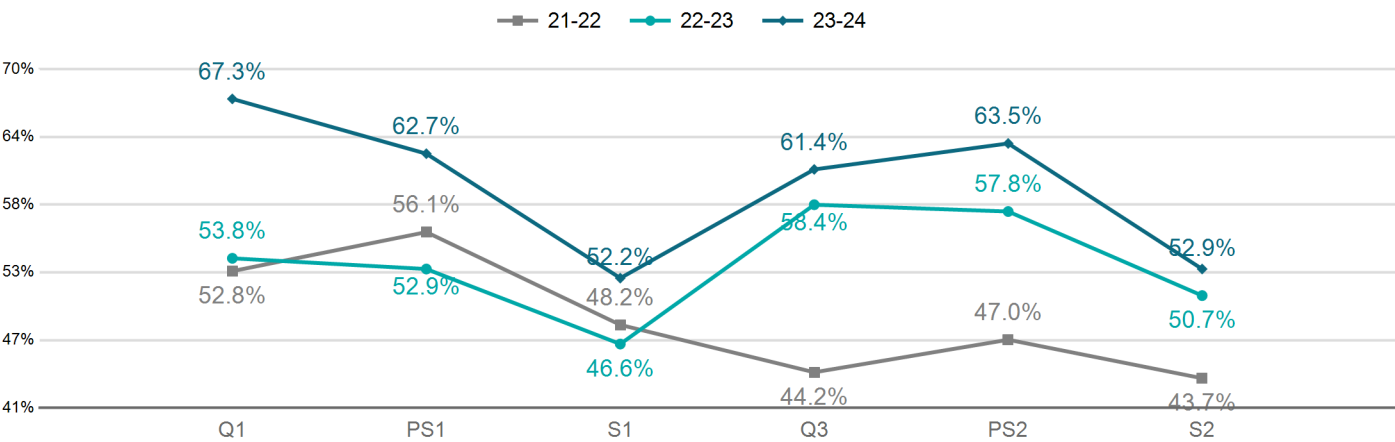


Category: Gender - Subgroup: Male

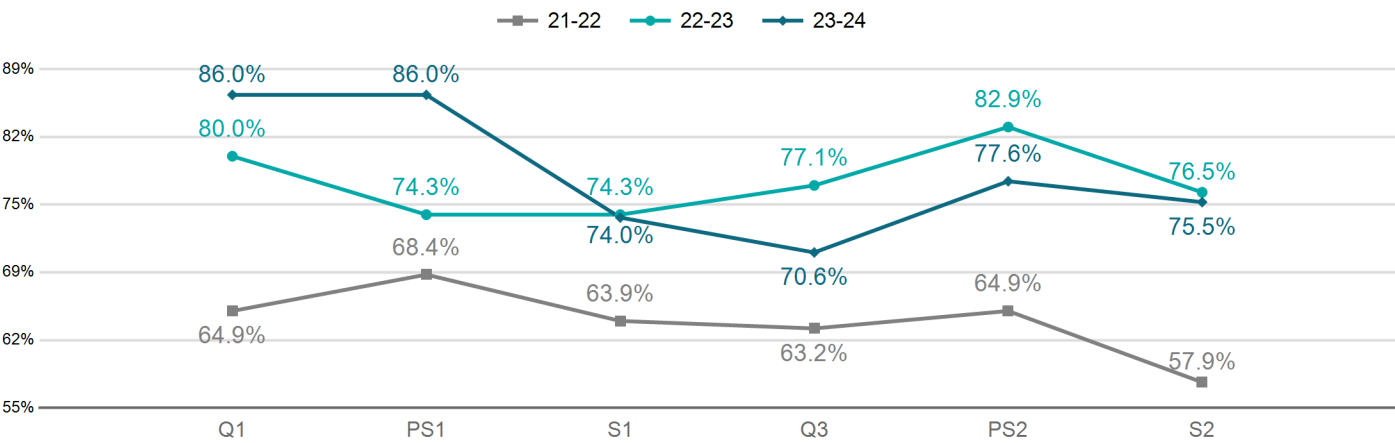


Percent of Students with 1+ D or F - 3 year Comparison Muir

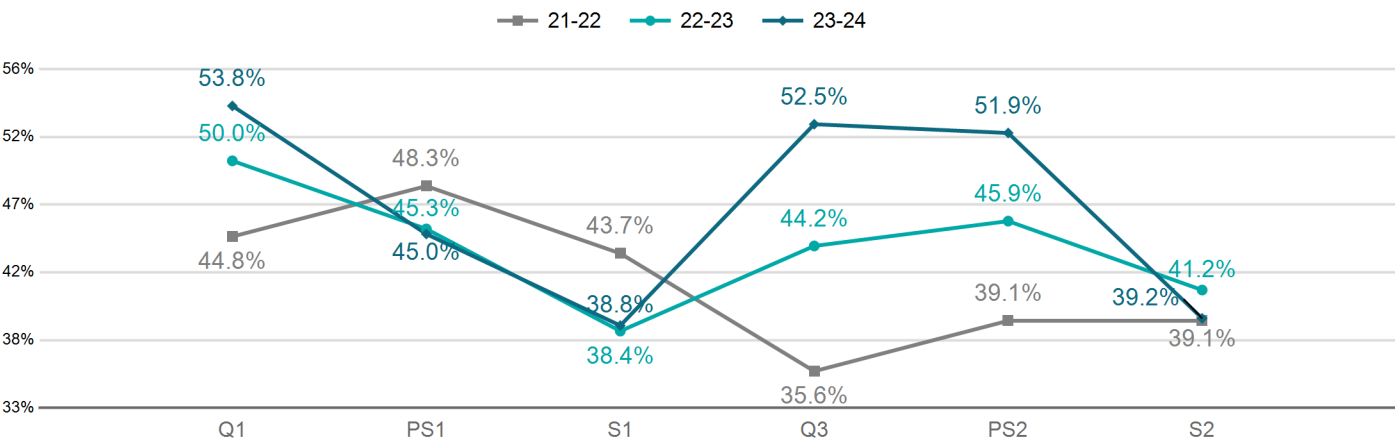
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



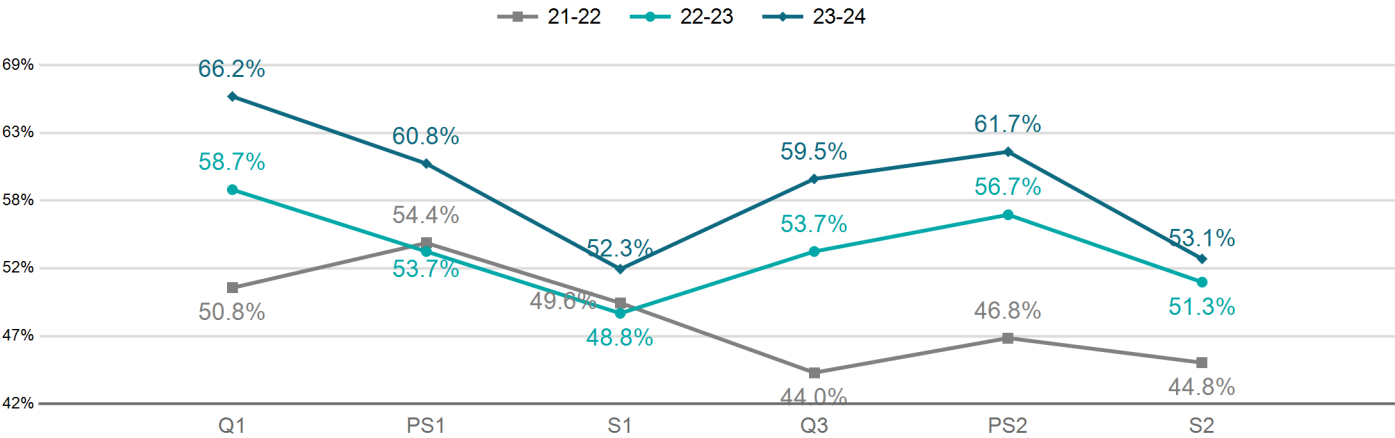
Category: Special Populations - Subgroup: RFEP



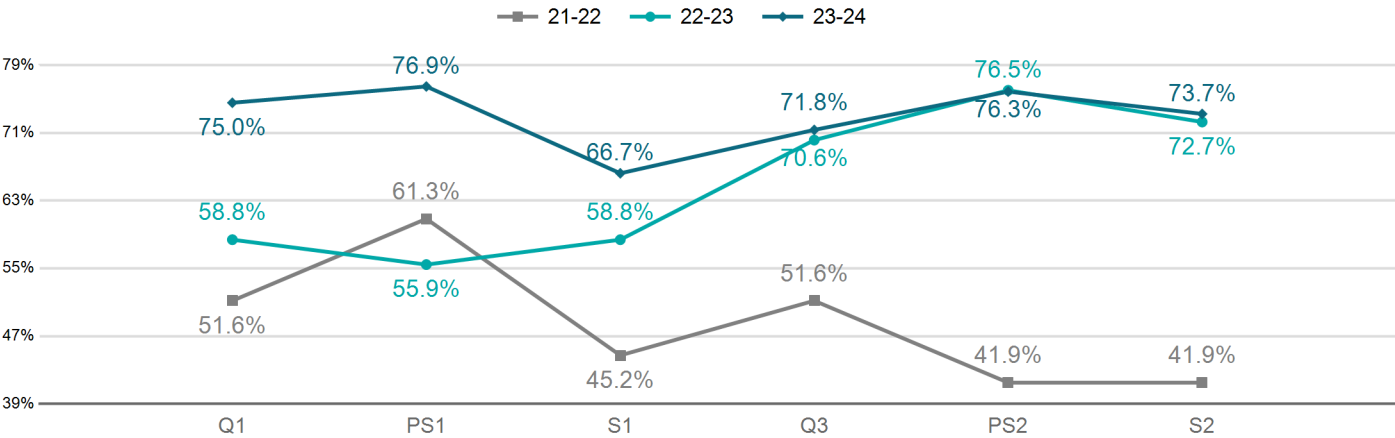
Percent of Students with 1+ D or F - 3 year Comparison

Muir

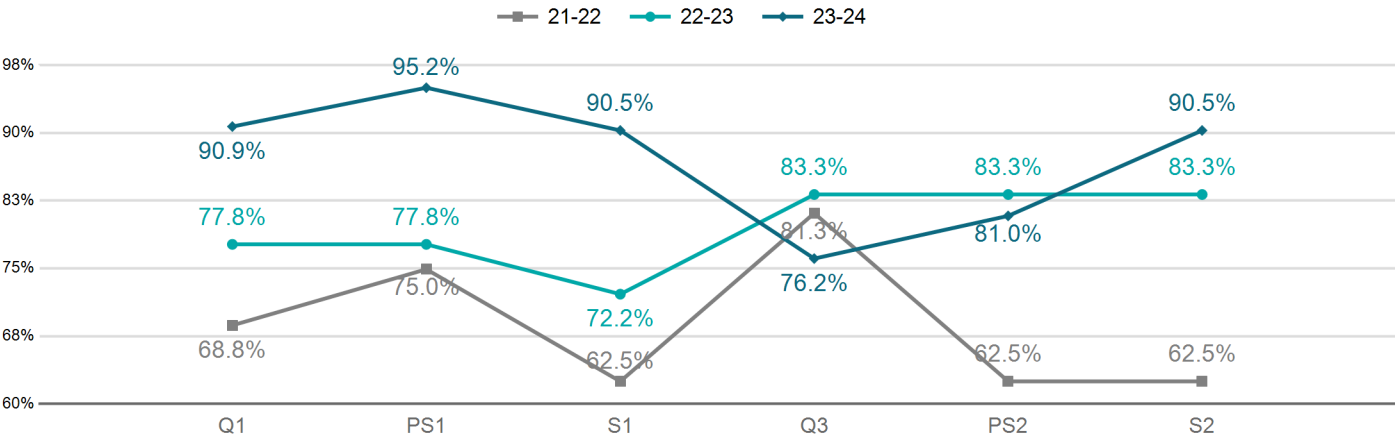
Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.



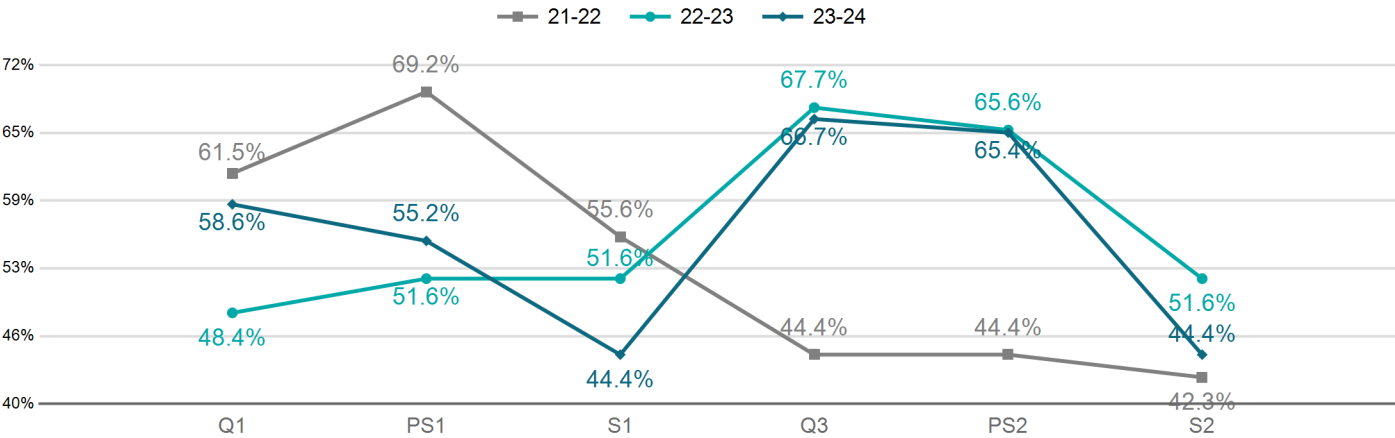
Category: Special Populations - Subgroup: Spec Ed. Speech/RSP



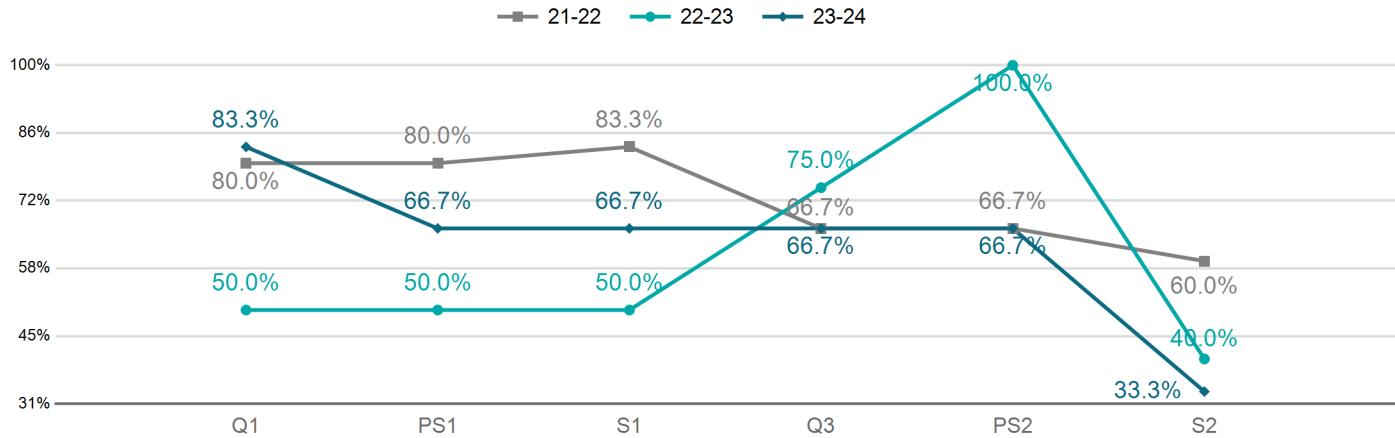
Percent of Students with 1+ D or F - 3 year Comparison

Muir

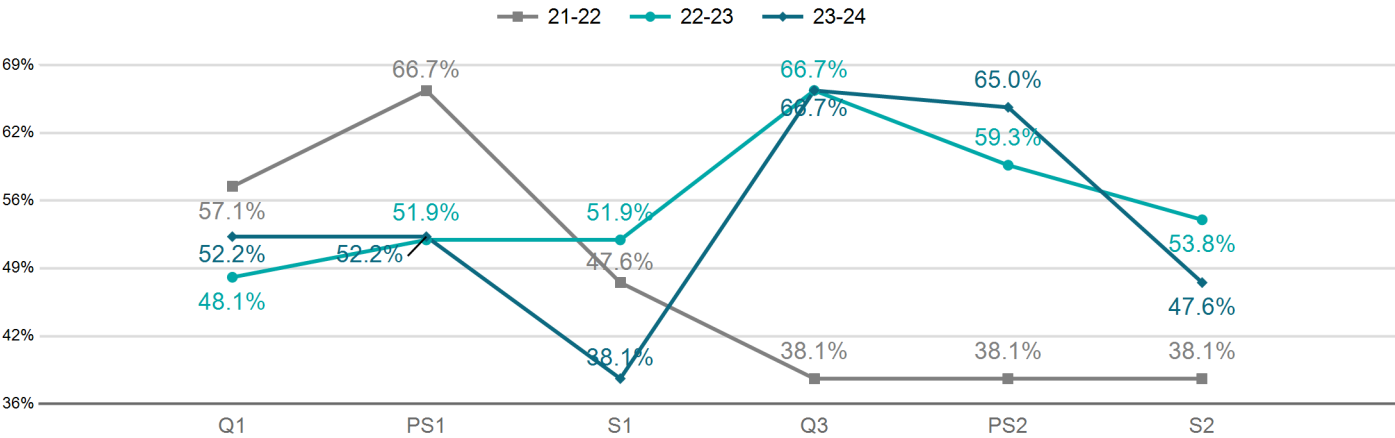
Category: Special Populations - Subgroup: Homeless/Foster



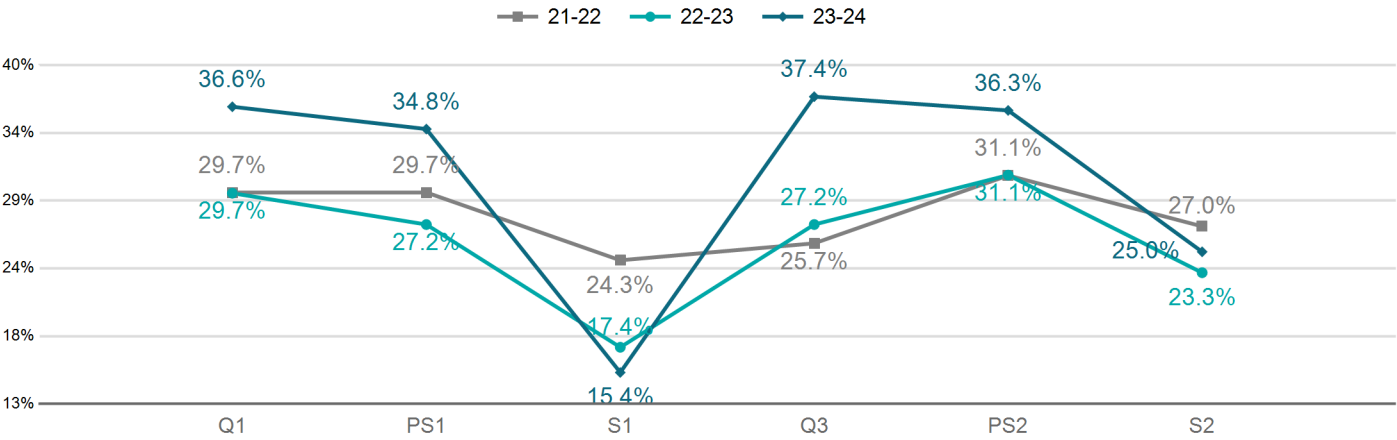
Category: Special Populations - Subgroup: Foster



Category: Special Populations - Subgroup: Homeless



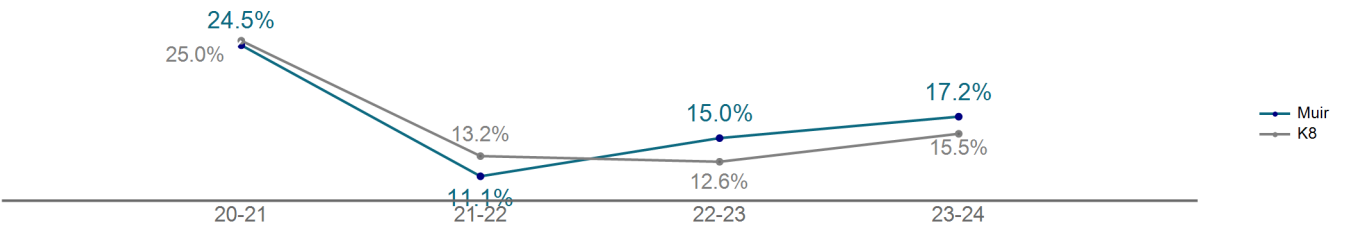
Percent of Students with 1+ D or F - 3 year Comparison
Muir
Category: Special Populations - Subgroup: GATE/Excel



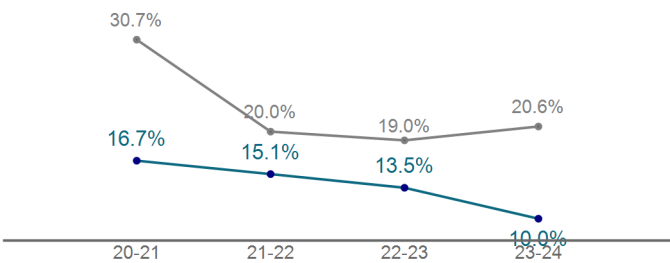
Semester 2 - D/F Rate

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

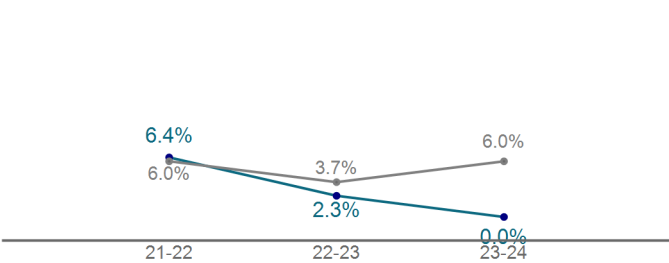
Muir
All Students
N = 2,553



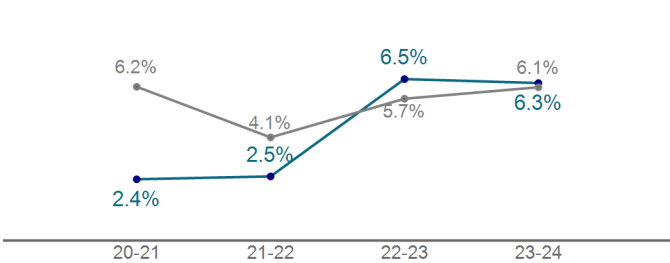
African American
N = 241



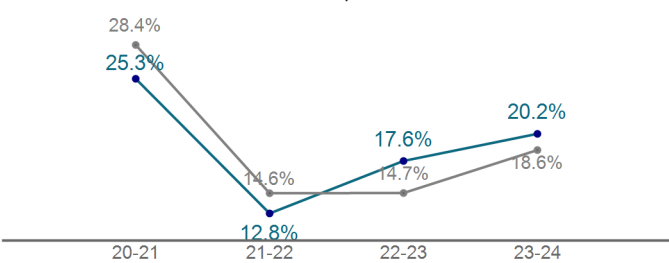
Asian
N = 20



Filipino
N = 238



Hispanic
N = 1,766



Pacific Islander

Subgroup with fewer than 20 total grades.

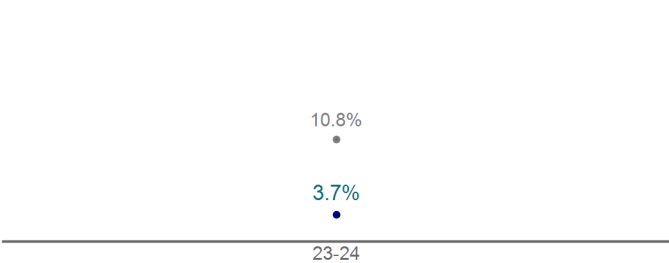
White

Subgroup with fewer than 20 total grades.

Native American

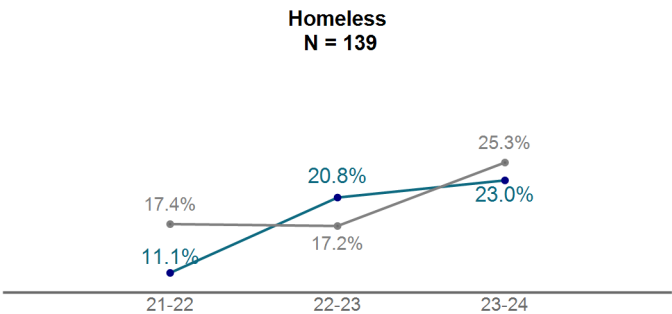
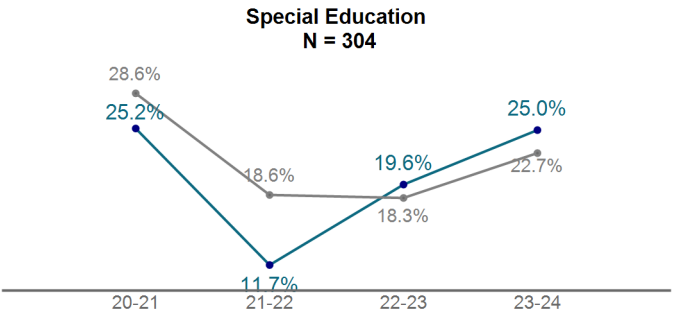
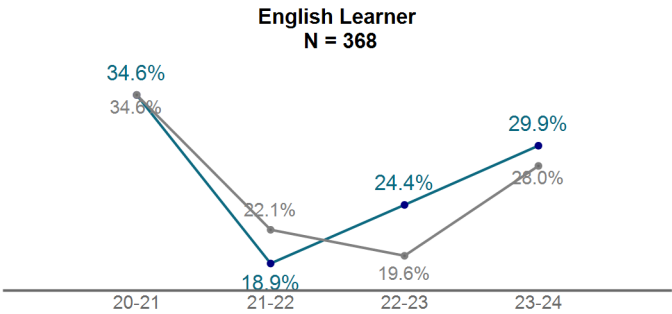
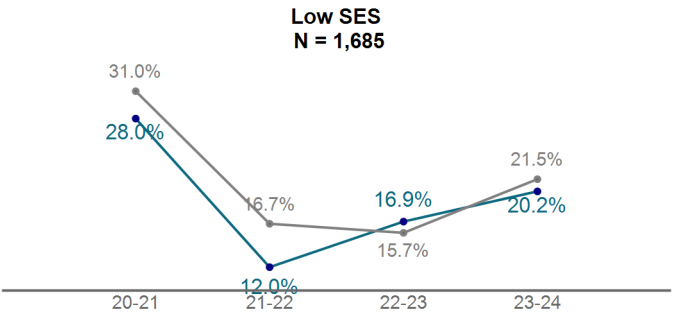
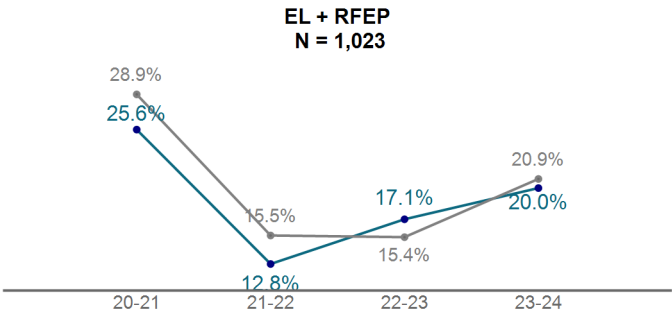
Subgroup with fewer than 20 total grades.

Other
N = 27

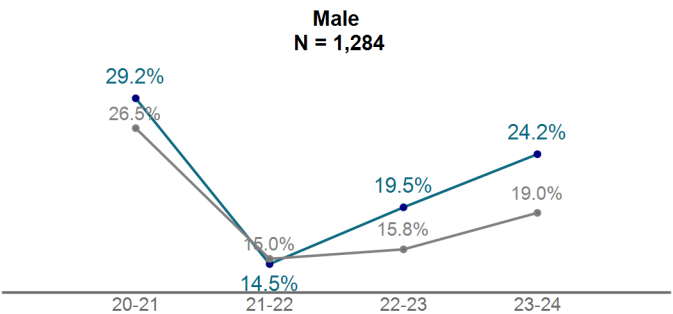
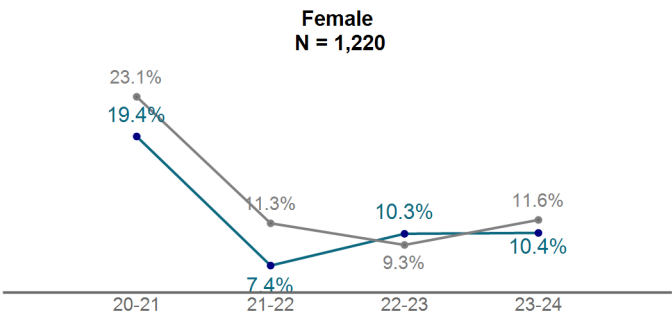


N's are from the current year. Grading in semester 2 of the 19-20 school year was Pass/Fail, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subaroubs with fewer than 20 total grades are not included.

Semester 2 - D/F Rate



Foster Youth
Subgroup with fewer than 20 total grades.

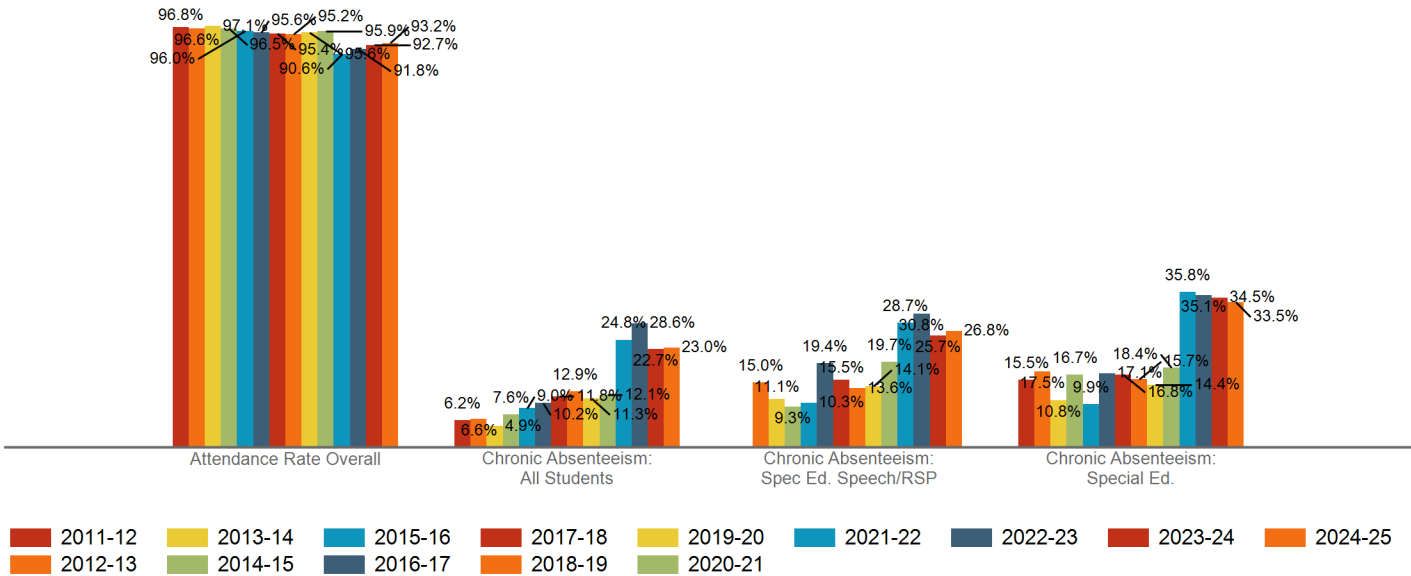


Muir

Attendance/Chronic Absenteeism Rate

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	By June 2023, student satisfaction rates in the areas of: Sense of Belonging; Safety; Self-Efficacy and Self-Management will increase by at least 5%.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
5	The school psychologist will provide Tier 2 and Tier 3 behavioral and social emotional support to targeted students. The support will be both individual and small group. Collaboration will be with parents, teachers, administrators and support staff.		Psychologist
Total			

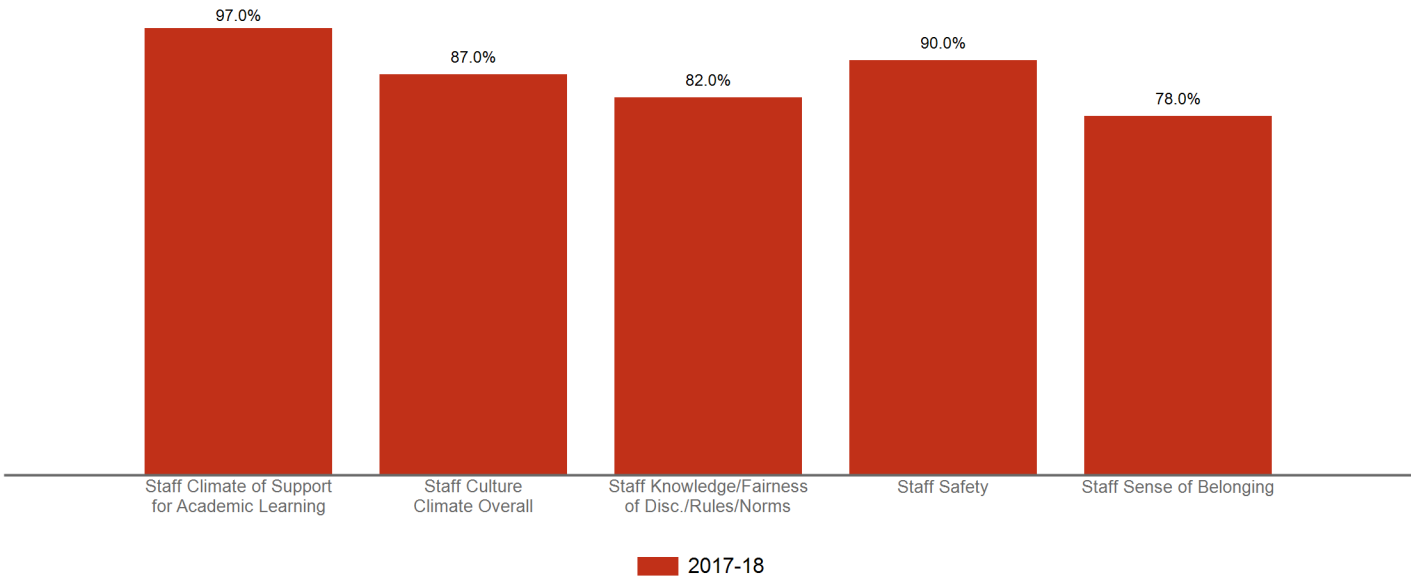
Attendance/Chronic Absenteeism Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17209	11	10/3/23	10/3/23	1	0.33	0.33
17435	188	11/6/23	11/6/23	1	0.25	0.25
17524	294	11/29/23	11/29/23	1	0.25	0.25
	493					0.83

Muir

Culture-Climate Survey (Student-Staff)

School Year: 23-24

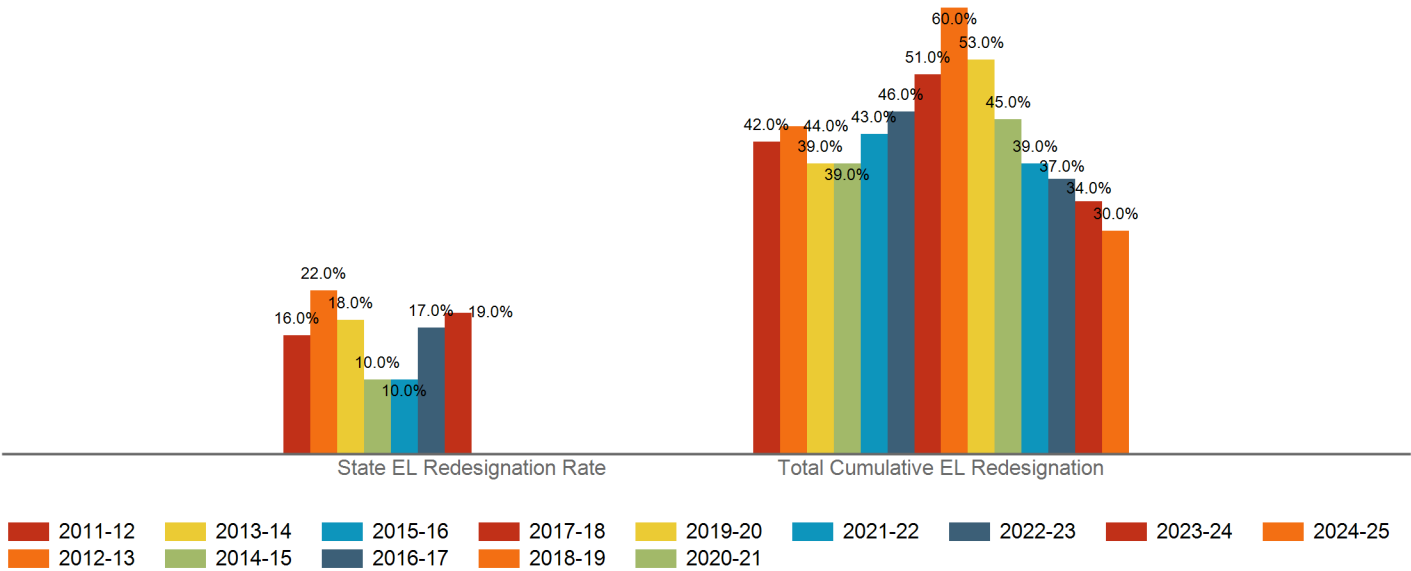
Goals	
Area	Description
Culture/Climate Goals	By June 2023, student satisfaction rates in the areas of: Sense of Belonging; Safety; Self-Efficacy and Self-Management will increase by at least 5%.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	The Assistant Principal will provide academic support to students in English Language Arts, as well as social emotional learning. Students who are performing below grade level standards will receive small group instruction. The Assistant Principal will also facilitate the implementation of Safe and Civil Schools and school-wide interventions.		Asst. Principal Middle
6	The Social Emotional Learning (SEL) Facilitator will assist in the implementation of Tier 1, Tier 2, and Tier 3 SEL interventions referenced in the Multi-Tiered System of Support (MTSS) framework. The facilitator will lead the initiative to promote social and emotional growth for all students, including opportunities to build trusting relationships, welcoming learning environments, consistent routines, engaging teaching strategies, culturally-relevant practices and family and community partnerships. This will include professional development, modeling and collaborative meetings, and parent engagement. The facilitator will also provide compliance support, working collaboratively with the principal and the State and Federal Programs Office.		Program Facilitator
Total			

EL Reclassification

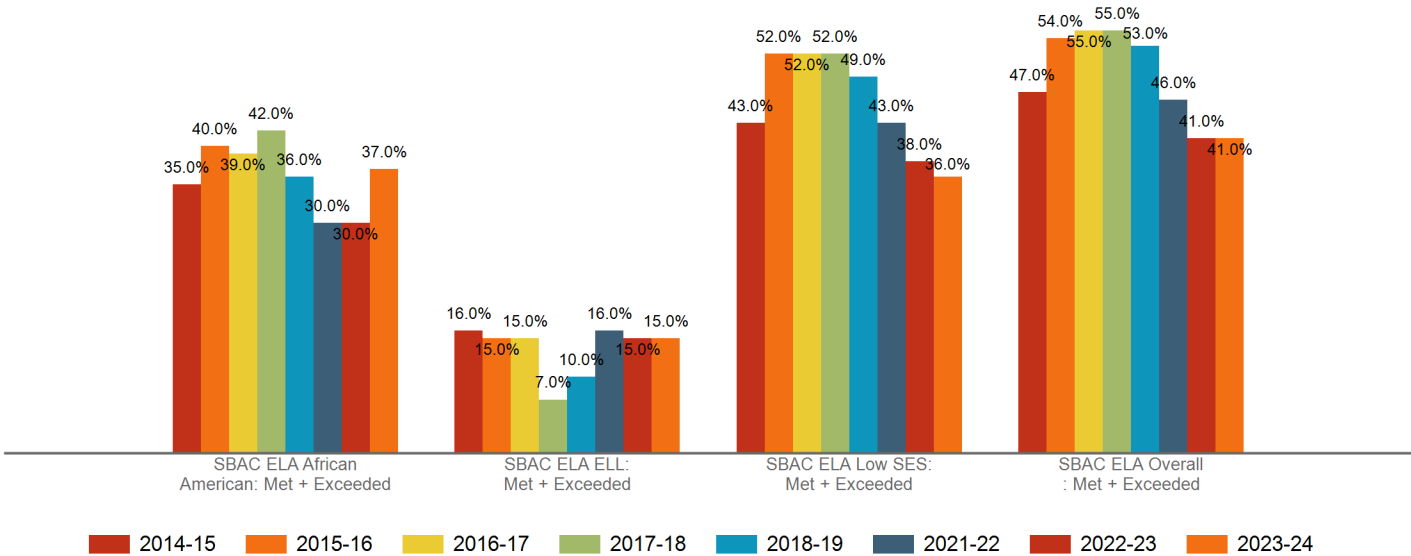
School Year: 23-24



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
4	The School Librarian will provide research instruction, collaborate with teachers to improve content alignment, assist teachers with building classroom libraries and acquiring supplemental materials to address the literacy needs of students, connect students, parents and teachers to outside resources to improve literacy for all and support technology needs. Students will have access to the school library every day, as opposed to half of the year, which will address equity issues. The School Librarian will also provide intervention support to targeted students.		Librarian
Total			

SBAC ELA
School Year: 23-24

Goals	
Area	Description
ELA Goals	All Muir K-8 Academy students will achieve at least one year of academic growth. Students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic Typical Growth data. K-2: By June 2024 70% of all students will score proficient or above on the grade level FRSA. K-2: By June 2024 70% of all students will score proficient or above grade level, as measured by the i-Ready Assessment. 3-8: By June 2024 51% of all students will score at the met/exceeded level on the ELA SBAC.

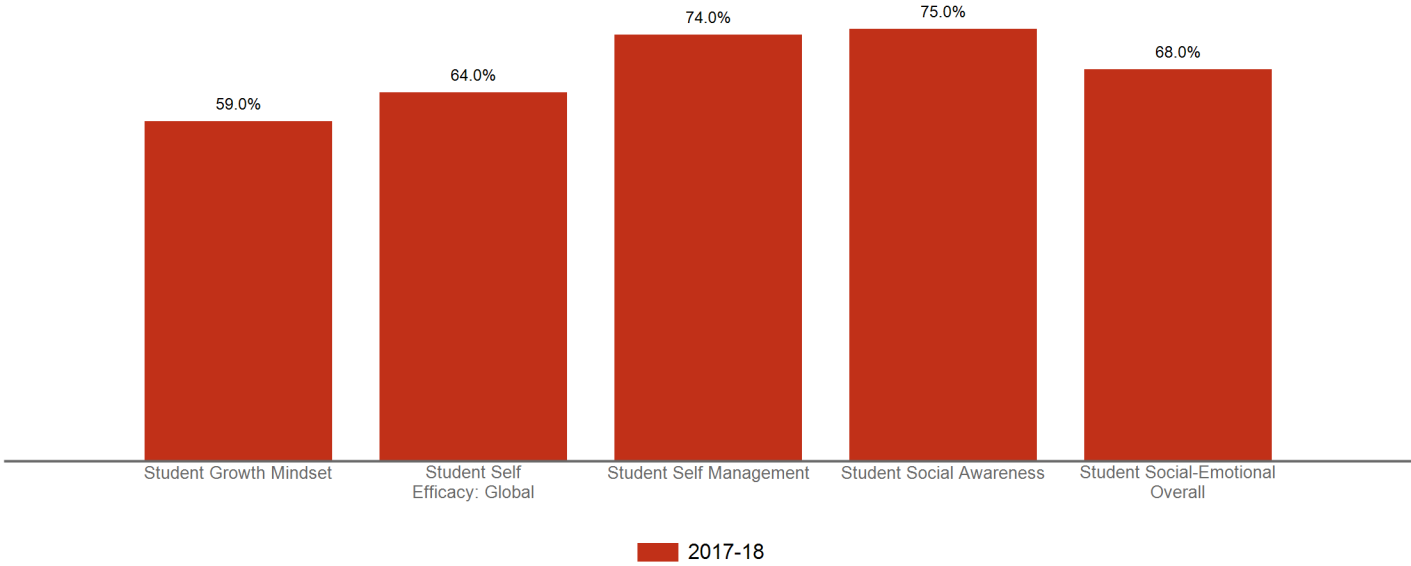


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	The Assistant Principal will provide academic support to students in English Language Arts, as well as social emotional learning. Students who are performing below grade level standards will receive small group instruction. The Assistant Principal will also facilitate the implementation of Safe and Civil Schools and school-wide interventions.		Asst. Principal Middle
4	The School Librarian will provide research instruction, collaborate with teachers to improve content alignment, assist teachers with building classroom libraries and acquiring supplemental materials to address the literacy needs of students, connect students, parents and teachers to outside resources to improve literacy for all and support technology needs. Students will have access to the school library every day, as opposed to half of the year, which will address equity issues. The School Librarian will also provide intervention support to targeted students.		Librarian
Total			

SEL Survey

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	By June 2023, student satisfaction rates in the areas of: Sense of Belonging; Safety; Self-Efficacy and Self-Management will increase by at least 5%.

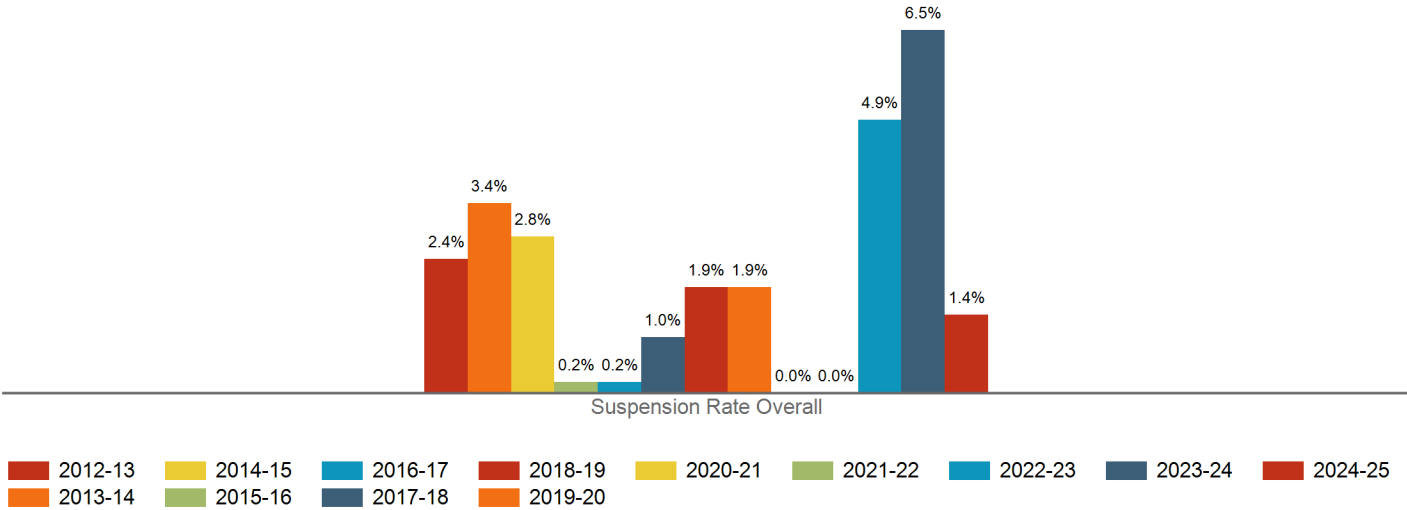


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
5	The school psychologist will provide Tier 2 and Tier 3 behavioral and social emotional support to targeted students. The support will be both individual and small group. Collaboration will be with parents, teachers, administrators and support staff.		Psychologist
6	The Social Emotional Learning (SEL) Facilitator will assist in the implementation of Tier 1, Tier 2, and Tier 3 SEL interventions referenced in the Multi-Tiered System of Support (MTSS) framework. The facilitator will lead the initiative to promote social and emotional growth for all students, including opportunities to build trusting relationships, welcoming learning environments, consistent routines, engaging teaching strategies, culturally-relevant practices and family and community partnerships. This will include professional development, modeling and collaborative meetings, and parent engagement. The facilitator will also provide compliance support, working collaboratively with the principal and the State and Federal Programs Office.		Program Facilitator
Total			

Suspension/Expulsion Rate

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	By June 2023, student satisfaction rates in the areas of: Sense of Belonging; Safety; Self-Efficacy and Self-Management will increase by at least 5%.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
5	The school psychologist will provide Tier 2 and Tier 3 behavioral and social emotional support to targeted students. The support will be both individual and small group. Collaboration will be with parents, teachers, administrators and support staff.		Psychologist
Total			

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	The Assistant Principal will provide academic support to students in English Language Arts, as well as social emotional learning. Students who are performing below grade level standards will receive small group instruction. The Assistant Principal will also facilitate the implementation of Safe and Civil Schools and school-wide interventions.	\$94,832	Asst. Principal Middle
4	The School Librarian will provide research instruction, collaborate with teachers to improve content alignment, assist teachers with building classroom libraries and acquiring supplemental materials to address the literacy needs of students, connect students, parents and teachers to outside resources to improve literacy for all and support technology needs. Students will have access to the school library every day, as opposed to half of the year, which will address equity issues. The School Librarian will also provide intervention support to targeted students.	\$79,288	Librarian
5	The school psychologist will provide Tier 2 and Tier 3 behavioral and social emotional support to targeted students. The support will be both individual and small group. Collaboration will be with parents, teachers, administrators and support staff.	\$33,409	
6	The Social Emotional Learning (SEL) Facilitator will assist in the implementation of Tier 1, Tier 2, and Tier 3 SEL interventions referenced in the Multi-Tiered System of Support (MTSS) framework. The facilitator will lead the initiative to promote social and emotional growth for all students, including opportunities to build trusting relationships, welcoming learning environments, consistent routines, engaging teaching strategies, culturally-relevant practices and family and community partnerships. This will include professional development, modeling and collaborative meetings, and parent engagement. The facilitator will also provide compliance support, working collaboratively with the principal and the State and Federal Programs Office.	\$85,379	
Total		\$292,908	

All Staff
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	The Assistant Principal will provide academic support to students in English Language Arts, as well as social emotional learning. Students who are performing below grade level standards will receive small group instruction. The Assistant Principal will also facilitate the implementation of Safe and Civil Schools and school-wide interventions.	\$94,832	Asst. Principal Middle
4	The School Librarian will provide research instruction, collaborate with teachers to improve content alignment, assist teachers with building classroom libraries and acquiring supplemental materials to address the literacy needs of students, connect students, parents and teachers to outside resources to improve literacy for all and support technology needs. Students will have access to the school library every day, as opposed to half of the year, which will address equity issues. The School Librarian will also provide intervention support to targeted students.	\$79,288	Librarian
5	The school psychologist will provide Tier 2 and Tier 3 behavioral and social emotional support to targeted students. The support will be both individual and small group. Collaboration will be with parents, teachers, administrators and support staff.	\$33,409	
6	The Social Emotional Learning (SEL) Facilitator will assist in the implementation of Tier 1, Tier 2, and Tier 3 SEL interventions referenced in the Multi-Tiered System of Support (MTSS) framework. The facilitator will lead the initiative to promote social and emotional growth for all students, including opportunities to build trusting relationships, welcoming learning environments, consistent routines, engaging teaching strategies, culturally-relevant practices and family and community partnerships. This will include professional development, modeling and collaborative meetings, and parent engagement. The facilitator will also provide compliance support, working collaboratively with the principal and the State and Federal Programs Office.	\$85,379	
Total		\$292,908	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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5	The school psychologist will provide Tier 2 and Tier 3 behavioral and social emotional support to targeted students. The support will be both individual and small group. Collaboration will be with parents, teachers, administrators and support staff.	\$33,409	
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Total		\$292,908	

English Learners
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	The Assistant Principal will provide academic support to students in English Language Arts, as well as social emotional learning. Students who are performing below grade level standards will receive small group instruction. The Assistant Principal will also facilitate the implementation of Safe and Civil Schools and school-wide interventions.	\$94,832	Asst. Principal Middle
4	The School Librarian will provide research instruction, collaborate with teachers to improve content alignment, assist teachers with building classroom libraries and acquiring supplemental materials to address the literacy needs of students, connect students, parents and teachers to outside resources to improve literacy for all and support technology needs. Students will have access to the school library every day, as opposed to half of the year, which will address equity issues. The School Librarian will also provide intervention support to targeted students.	\$79,288	Librarian
5	The school psychologist will provide Tier 2 and Tier 3 behavioral and social emotional support to targeted students. The support will be both individual and small group. Collaboration will be with parents, teachers, administrators and support staff.	\$33,409	
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Total		\$292,908	

Low SES
School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	The Assistant Principal will provide academic support to students in English Language Arts, as well as social emotional learning. Students who are performing below grade level standards will receive small group instruction. The Assistant Principal will also facilitate the implementation of Safe and Civil Schools and school-wide interventions.	\$94,832	Asst. Principal Middle
4	The School Librarian will provide research instruction, collaborate with teachers to improve content alignment, assist teachers with building classroom libraries and acquiring supplemental materials to address the literacy needs of students, connect students, parents and teachers to outside resources to improve literacy for all and support technology needs. Students will have access to the school library every day, as opposed to half of the year, which will address equity issues. The School Librarian will also provide intervention support to targeted students.	\$79,288	Librarian
5	The school psychologist will provide Tier 2 and Tier 3 behavioral and social emotional support to targeted students. The support will be both individual and small group. Collaboration will be with parents, teachers, administrators and support staff.	\$33,409	
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Total		\$292,908	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	The Assistant Principal will provide academic support to students in English Language Arts, as well as social emotional learning. Students who are performing below grade level standards will receive small group instruction. The Assistant Principal will also facilitate the implementation of Safe and Civil Schools and school-wide interventions.	\$94,832	Asst. Principal Middle
4	The School Librarian will provide research instruction, collaborate with teachers to improve content alignment, assist teachers with building classroom libraries and acquiring supplemental materials to address the literacy needs of students, connect students, parents and teachers to outside resources to improve literacy for all and support technology needs. Students will have access to the school library every day, as opposed to half of the year, which will address equity issues. The School Librarian will also provide intervention support to targeted students.	\$79,288	Librarian
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6	The Social Emotional Learning (SEL) Facilitator will assist in the implementation of Tier 1, Tier 2, and Tier 3 SEL interventions referenced in the Multi-Tiered System of Support (MTSS) framework. The facilitator will lead the initiative to promote social and emotional growth for all students, including opportunities to build trusting relationships, welcoming learning environments, consistent routines, engaging teaching strategies, culturally-relevant practices and family and community partnerships. This will include professional development, modeling and collaborative meetings, and parent engagement. The facilitator will also provide compliance support, working collaboratively with the principal and the State and Federal Programs Office.	\$85,379	
Total		\$292,908	

School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) ▾

Muir Academy ▾

If ATSI, identify subgroups:

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

Attestation:

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

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

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

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

Date Approved by SSC

October 16, 2024

Signature of Principal

Maria Yepez, Principal (On leave)

(Acting Principal)

Signature of SSC Chair

Resource Inequities

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

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

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

Comments about Resource Inequities *(optional)*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Apoyo y Mejora Específica Adicional (ATSI)(ATSI) -

Muir Academy -

Si es ATSI, identifique los subgrupos::

- | | | |
|---|--|--|
| <input type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input checked="" type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el SSC

16 de octubre de 2024

Firma del director

Maria Yepes, Directora (En excedencia)
(Directora en funciones)

Firma del presidente del SSC

Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

☒ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

☐ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos (*opcional*)

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD

promovió en este proceso de toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.



**John Muir TK-8 Academy
Home School Compact
2024-2025**



The John Muir TK-8 Academy Home School Compact for 2024-2025 represents our school-wide commitment to working together to help our students achieve high academic standards. Through collaboration among school staff, parents, and students, we have outlined the roles and responsibilities that we will share as partners to support student success.

As a student, I will:

- attend school regularly and on time, dressed in school uniform, and prepared to learn.
- be prepared with necessary materials, completed assignments, and homework.
- know and follow the school and classroom expectations.
- communicate with my parents and teachers so they can help me be successful in school.
- respect the school, my classmates, staff, and families.
- limit my use of electronic devices and television beyond the school day, so that I can increase my reading time.
- only use an electronic device during school if directed by a school staff member.
- adhere to [LBUSD's Acceptable Use of Technology Standards](#).

As a parent, I will:

- ensure my child is in class on time and appropriately dressed.
- assure regular school attendance and keep absences to a minimum.
- review assignments and ensure that they are submitted in a timely manner.
- regularly monitor my child's progress.
- encourage my child to read daily.
- participate in conferences and other school activities.
- respect the school, staff, students, and families.

As a school, we will:

- teach classes through engaging and challenging lessons that promote student achievement.
- motivate students to learn.
- communicate regularly with families to ensure the best education possible.
- participate in professional development opportunities that improve teaching and learning.
- explain expectations, instructional goals, and grading systems to the students and parents.

Student _____

Parent _____

Teacher _____

Maria Calinquim Yeppez, Principal

September 2024



John Muir TK-8 Academy
Home School Compact
2024-2025



El Pacto Hogar-Escuela de John Muir TK-8 Academy para 2024-2025 representa nuestro compromiso de toda la escuela de trabajar juntos para ayudar a nuestros estudiantes a alcanzar altos estándares académicos. A través de la colaboración entre el personal de la escuela, los padres y los estudiantes, hemos delineado las funciones y responsabilidades que compartiremos como socios para apoyar el éxito de los estudiantes.

Como estudiante, haré:

- asistir a la escuela con regularidad y puntualidad, vestido con uniforme escolar y preparado para aprender.
- estar preparado con los materiales necesarios, tareas completadas y tareas.
- conocer y seguir las expectativas de la escuela y del salón de clase.
- comunicarme con mis padres y maestros para que puedan ayudarme a tener éxito en la escuela.
- respetar la escuela, mis compañeros de clase, el personal y las familias.
- limitar mi uso de dispositivos electrónicos y televisión más allá del día escolar, para poder aumentar mi tiempo de lectura.
- sólo usar un dispositivo electrónico durante la escuela si así lo indica un miembro del personal de la escuela.
- adherirse a los [Estándares de Uso Aceptable de Tecnología del LBUSD](#).

Como padre, haré:

- asegurar que mi hijo llegue a clase a tiempo y vestido apropiadamente.
- asegurar la asistencia regular a la escuela y mantener las ausencias al mínimo.
- revisar las tareas y asegurarse de que se envíen oportunamente.
- monitorear regularmente el progreso de mi hijo.
- animar a mi hijo a leer diariamente.
- participar en conferencias y otras actividades escolares.
- respetar la escuela, el personal, los estudiantes y las familias.

Como escuela, vamos a:

- impartir clases a través de lecciones atractivas y desafiantes que promuevan el rendimiento estudiantil.
- motivar a los estudiantes a aprender.
- comunicarse regularmente con las familias para garantizar la mejor educación posible.
- participar en oportunidades de desarrollo profesional que mejoren la enseñanza y el aprendizaje.
- explicar las expectativas, las metas de instrucción y los sistemas de calificación a los estudiantes y padres.

Estudiante _____ Padre _____

Maestra _____ María Calimquim Yepez, Directora Septiembre 2024



John Muir TK-8 Academy Parent Involvement Guidelines 2024-2025

As a school that receives Title I funds, John Muir TK-8 Academy has developed with parents of participating children, a joint, agreed upon distribution of Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). Partnership schools can add: John Muir TK-8 Academy is a member of the National Partnership Schools and practices the Six Keys of Parent/Family Involvement. The Guidelines establish John Muir K-8 Academy's expectations for parental involvement and describe how the school will implement a number of specific parental involvement activities. The Home-School Compact is incorporated in the School Parental Involvement Guidelines.

PART I

John Muir TK-8 Academy agrees to implement the following requirements:

- Develop with parents and distribute to parents of participating children, Parental Involvement Guidelines that the school and parents of participating children agree upon.
- Notify parents of the existence of the Parental Involvement Guidelines in a practical understandable, uniform format and distribute these Guidelines to parents in a language they can understand. Make the Parental Involvement Guidelines available to the local community. Periodically update the Parental Involvement Guidelines to meet the changing needs of parents and school. Adopt the school's Home-School Compact as a component of the School Parental Involvement Guidelines.

PART II

John Muir TK-8 Academy will take the following actions to involve parents in the joint development and agreement of the Parental Involvement Guidelines and Single Plan for Student Achievement (SPSA), if applicable, in an organized, ongoing, and timely manner under section 1118(b) of the ESEA:

- Provide School Site Council (SSC) Training during the first School Site Council meeting.

Topics will include:

- Responsibilities & Roles of SSC and its members
- Composition of SSC
- Budgetary considerations
- Single Plan for Student Achievement (SPSA)
- Title I requirements & mandates
- Plan meetings with School Site Council (SSC) & English Learner Advisory Committee (ELAC) parents to review Single Plan for Student Achievement and previous year's Parental Involvement Guidelines
- Invite other parents and stakeholders to attend the meeting
- Revise the Parental Involvement Guidelines & Home-School Compact



John Muir TK-8 Academy

Parent Involvement Guidelines

2024-2025

- Have oral and written translations available for Spanish, Khmer, and other languages as needed to allow parents for discussions
- John Muir TK-8 Academy will take the following actions to distribute to parents of participating children and the local community, the Parental Involvement Guidelines:
 - SSC & ELAC
 - Section of Newsletter
 - Back to School Night
 - Annual Title I Meeting
 - Main Office Counter
 - Parent Teacher Conferences
 - Parent Meetings
 - Coffee with the Principal
 - Canvas, ParentVue & School Messenger
- John Muir TK-8 Academy may periodically update its School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- John Muir TK-8 Academy will hold an Annual Title I Meeting to inform parents of the following:
 - John Muir TK-8 Academy participates in Title I
 - The Requirements of Title I and the right for parents to be involved
 - Annual Meeting will be offered in the morning and evening
 - Invitations/notices will be sent home with each child in an appropriate language and will be available in the main office
 - Announcements made on school marquee and through School Messenger
 - John Muir TK-8 Academy will hold meetings and workshops at varying times, paid for with Title I funding, as long as these services relate to parental involvement.
 - John Muir TK-8 Academy will provide to parents of participating children information regarding Title I programs in a timely manner through:
 - School Newsletter
 - Annual Title I Meeting
 - Main Office
 - During SSC and ELAC Meetings
 - During Parent Meetings
 - Parent Teacher Conferences
 - Back to School Night
 - Open House
 - John Muir TK-8 Academy Website
 - Canvas, ParentVue & School Messenger



John Muir TK-8 Academy Parent Involvement Guidelines 2024-2025

- John Muir TK-8 Academy will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet at various meetings, such as:
 - Parent Teacher Conferences
 - School Site Council and English Learner Advisory Committee Meetings
 - Parent Meetings/Workshops
 - Back to School Night
- John Muir TK-8 Academy will provide to parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Parents will be provided opportunities to any such suggestions as soon as practically possible.
- John Muir TK-8 Academy will submit to the district any parent comments if the Single Plan for Student Achievement under section (1114) (b) (2) is not satisfactory to parents of participating children.

PART III

• SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- John Muir K-8 Academy will build school and parental capacity, encouraging strong parental involvement, in order to ensure effective involvement of parents. John Muir K-8 Academy will support a partnership among the school, parents, and the community to improve student academic achievement.

John Muir TK-8 Academy will incorporate the Home-School Compact as a component of the School Parental Involvement Guidelines:

- The Home-School Compact defines the goals and expectations of schools and parents as partners. It outlines how families and schools have a shared responsibility in working together for improved academic achievement
- The Home-School Compact is developed, discussed and reviewed during SSC and ELAC meetings
- The Home-School Compact is distributed to parents in their appropriate language
- Signed by parents

John Muir TK-8 Academy, with support from the district, will provide assistance to parents of children served by the school in understanding the following topics:

- State academic standards
- Student academic achievement standards
- State and local academic assessments including alternate assessments



John Muir TK-8 Academy Parent Involvement Guidelines 2024-2025

- Requirements of Title I
- Techniques in monitoring their child's progress
- Techniques in working with educators

Home-School communication John Muir TK-8 Academy, with support from the district, will provide materials and training to help parents work with their children to improve student academic achievement in literacy and technology use to foster parental involvement.

John Muir TK-8 Academy, with the district and parents support, will educate teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in techniques needed to communicate with and work with parents as equal partners.

John Muir TK-8 Academy will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities in conjunction with CDC, Educare, LBUSD Early Learning Office, WRAP, and other programs. It will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Promotion of District's Kindergarten Festival
- Disseminating information through the Child Development Center (CDC)
- District Community Advisory Council

John Muir TK-8 Academy will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practical, in a language parents can understand.

PART IV

ADOPTION

- The School Parental Involvement Guidelines have been developed jointly and agreed upon by parents of children participating in Title I programs as evidenced by the School Site Council.
- Guidelines have been adopted by the John Muir TK-8 Academy School Site Council on September 25, 2024 and will be in effect for 2024-2025.
- The school will distribute the Guidelines to all parents of participating Title I children on or before December 20, 2024. It will be made available to the local community on or before December 20, 2024.



**John Muir TK-8 Academy
Parent Involvement Guidelines
2024-2025**

- John Muir TK-8 Academy notification to parents of the Guidelines will be made to Muir parents in an understandable and uniform format. To the extent practical copies of these Guidelines will be made to parents in a language they can understand.

Maria Yeppez, Principal

John Muir TK-8 Academy
September 25, 2024



John Muir TK-8 Academy

Parent Involvement Guidelines

2024-2025

Como escuela que recibe fondos del Título I, la Academia John Muir TK-8 se ha desarrollado con los padres de niños participantes, una distribución conjunta y acordada de las Pautas de participación de los padres, que contiene información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las escuelas asociadas pueden agregar: La Academia John Muir TK-8 es miembro de las Escuelas Asociadas Nacionales y practica las Seis Claves de la Participación de Padres y Familias. Las Pautas establecen las expectativas de la Academia John Muir K-8 para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de los padres. El Convenio entre el hogar y la escuela está incorporado en las Pautas de participación de los padres en la escuela.

PARTE I

La Academia John Muir TK-8 se compromete a implementar los siguientes requisitos:

- Desarrollar con los padres y distribuir a los padres de los niños participantes, Participación de los padres

Pautas que la escuela y los padres de los niños participantes acuerdan.

- Notificar a los padres sobre la existencia de las Pautas de participación de los padres en un formato práctico, comprensible y uniforme y distribuir estas Pautas a los padres en un idioma que puedan entender. Poner las Directrices sobre participación de los padres a disposición de la comunidad local.

Actualizar periódicamente las Pautas de participación de los padres para satisfacer las necesidades cambiantes de los padres y la escuela. Adoptar el Pacto entre el hogar y la escuela como componente de las Pautas de participación de los padres en la escuela.

PARTE II

La Academia John Muir TK-8 tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y el acuerdo de las Pautas de participación de los padres y el Plan único para el rendimiento estudiantil (SPSA), si corresponde, de manera organizada, continua y oportuna según la sección 1118. b) de la ESEA:

- Proporcionar capacitación al Consejo Escolar (SSC) durante la primera reunión del Consejo Escolar. Los temas incluirán:
- Responsabilidades y funciones del SSC y sus miembros
- Composición del CSS
- Consideraciones presupuestarias
- Plan Único para el Rendimiento Estudiantil (SPSA)
- Requisitos y mandatos del Título I



John Muir TK-8 Academy

Parent Involvement Guidelines

2024-2025

- Planificar reuniones con los padres del Consejo Escolar (SSC) y del Comité Asesor de Estudiantes de Inglés (ELAC) para revisar el Plan Único para el Rendimiento Estudiantil y las Pautas de Participación de los Padres del año anterior.
- Invitar a otros padres y partes interesadas a asistir a la reunión.
- Revisar las pautas de participación de los padres y el pacto entre el hogar y la escuela

- Tener traducciones orales y escritas disponibles para español, jemer y otros idiomas según sea necesario para permitir que los padres conversen.
- La Academia John Muir TK-8 tomará las siguientes medidas para distribuirlas a los padres de los estudiantes participantes.

los niños y la comunidad local, las Directrices de participación de los padres:

- SSC y ELAC
- Sección de Newsletter
- Noche de regreso a clases
- Reunión Anual de Título I
- Mostrador de la oficina principal
- Conferencias de padres y maestros
- Reuniones de padres
- Café con el director
- Canvas, ParentVue y Mensajero Escolar
- La Academia John Muir TK-8 puede actualizar periódicamente sus Pautas de participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- La Academia John Muir TK-8 llevará a cabo una reunión anual de Título I para informar a los padres de lo siguiente:
 - La Academia John Muir TK-8 participa en el Título I
 - Los requisitos del Título I y el derecho de los padres a participar
 - La Reunión Anual se ofrecerá en horario de mañana y tarde.
 - Las invitaciones/avisos se enviarán a casa con cada niño en un idioma apropiado y estarán disponibles en la oficina principal.
 - Anuncios realizados en la marquesina de la escuela y a través de School Messenger
 - La Academia John Muir TK-8 llevará a cabo reuniones y talleres en diferentes horarios, pagados con fondos del Título I, siempre que estos servicios se relacionen con la participación de los padres.
 - La Academia John Muir TK-8 proporcionará a los padres de los niños participantes información sobre los programas de Título I de manera oportuna a través de:
 - Boletín Escolar
 - Reunión Anual de Título I
 - Oficina principal



John Muir TK-8 Academy Parent Involvement Guidelines 2024-2025

- Durante las reuniones del SSC y ELAC
- Durante las reuniones de padres
- Conferencias de padres y maestros
- Noche de regreso a clases
- Casa Abierta
- Sitio web de la Academia John Muir TK-8
- Canvas, ParentVue y Mensajero Escolar
- La Academia John Muir TK-8 proporcionará a los padres de los niños participantes una descripción y explicación del plan de estudios utilizado en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que los estudiantes alcancen en varias reuniones, tales como:
 - Conferencias de padres y maestros
 - Reuniones del Consejo Escolar y del Comité Asesor de Estudiantes de Inglés
 - Reuniones/talleres para padres
 - Noche de regreso a clases
- La Academia John Muir TK-8 brindará a los padres de los niños participantes, si los padres lo solicitan, oportunidades de reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos. Los padres tendrán la oportunidad de recibir tales sugerencias tan pronto como sea posible.
- La Academia John Muir TK-8 presentará al distrito cualquier comentario de los padres si el Plan Único para el Rendimiento Estudiantil bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes.

PARTE III

• RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

- La Academia John Muir K-8 desarrollará la capacidad de la escuela y de los padres, fomentando la fortaleza de los padres. implicación efectiva de los padres. La Academia John Muir K-8 apoyará una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes.

La Academia John Muir TK-8 incorporará el Pacto Hogar-Escuela como un componente de las Pautas de participación de los padres en la escuela:



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- El Pacto Hogar-Escuela define las metas y expectativas de las escuelas y los padres como socios. Describe cómo las familias y las escuelas tienen la responsabilidad compartida de trabajar juntas para mejorar el rendimiento académico.
- El Pacto Hogar-Escuela se desarrolla, discute y revisa durante las reuniones del SSC y ELAC.
- El Pacto Hogar-Escuela se distribuye a los padres en su idioma apropiado.
- Firmado por los padres

La Academia John Muir TK-8, con el apoyo del distrito, brindará asistencia a los padres de niños atendidos por la escuela para comprender los siguientes temas:

- Estándares académicos estatales
- Estándares de rendimiento académico de los estudiantes
- Evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas
- Requisitos del Título I
- Técnicas para monitorear el progreso de su hijo.
- Técnicas de trabajo con educadores.

Comunicación entre el hogar y la escuela La Academia John Muir TK-8, con el apoyo del distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de los estudiantes en alfabetización y uso de la tecnología para fomentar la participación de los padres.

La Academia John Muir TK-8, con el apoyo del distrito y de los padres, educará a los maestros, el personal de servicios estudiantiles, los directores y otro personal sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales, en las técnicas necesarias para comunicarse y trabajar con los padres como socios iguales.

La Academia John Muir TK-8, en la medida de lo posible y apropiado, coordinará e integrará programas y actividades de participación de los padres en conjunto con CDC, Educare, Oficina de Aprendizaje Temprano del LBUSD, WRAP y otros programas. También llevará a cabo otras actividades, como centros de recursos para padres, que alientan y apoyan a los padres para que participen más plenamente en la educación de sus hijos, mediante:

- Promoción del Festival del Jardín de Infantes del Distrito
- Difundir información a través del Centro de Desarrollo Infantil (CDC)
- Consejo Asesor Comunitario del Distrito

John Muir TK-8 Academy, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas para



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padres, reuniones y otras actividades se envíe a los padres de los niños participantes de una manera comprensible y formato uniforme, incluidos formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres puedan entender.

PARTE IV
ADOPCIÓN

- Las Pautas para la participación de los padres en la escuela han sido desarrolladas de manera conjunta y acordadas por padres de niños que participan en programas de Título I como lo demuestra el Consejo Escolar.
- Las pautas fueron adoptadas por el Consejo Escolar de la Academia John Muir TK-8 el 25 de septiembre de 2024 y estarán vigentes para el año 2024-2025.
- La escuela distribuirá las Pautas a todos los padres de niños participantes del Título I el 20 de diciembre de 2024 o antes. Estará disponible para la comunidad local el 20 de diciembre de 2024 o antes.
- La notificación de la Academia John Muir TK-8 a los padres sobre las Pautas se enviará a los padres de Muir en un formato comprensible y uniforme. En la medida en que sea práctico, se harán copias de estas Directrices a los padres en un idioma que puedan entender.

Maria Yeppez, directora

Academia John Muir TK-8
25 de septiembre de 2024