LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Avalon Elementary

School Plan for Student Achievement

2024-2025

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

Needs Assessment·

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

Accountability Measure I: Increase Achievement·

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

DCAC Recommendations:

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

DELAC Recommendations:

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

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

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

2023-2024 ELA SBAC resulted in a 24% M/E achievement. This is down 2% in comparison to the year before. There is a 25% overall gap in ELA M/E between Avalon School and the district. 2023-2024 ELA SBAC resulted in a decrease of 19% for the boys growth target at Avalon School.

ELA Goals

By June 2025, the gap between Avalon and the district will be reduced by 50 % per cohort and subgroup with an overall achievement level in ELA of 38% M/EGoal 4th (24-25) = 52% M/EGoal 5th (24-25) = 33% M/EGoal 6th (24-25) = 41% M/EGoal 7th (24-25) = 32% M/EGoal 8th (24-25) 42% M/EBy June 2025 the above growth target measure in ELA will increase by 20% (34% to 54%) in comparison to the 23-24 SBAC results. By June 2025 the boys above growth target measure in ELA will increase by 25% increasing from 26% to 51%..
Action Plan: This year teacher will engage in I-Ready PD focused on data analysis and next steps per instructional group focused on Literacy.

Monitoring: Before the first semester commenced teachers and administration met for data day to analyze data from Spring 22-23. A plan for next steps was put in place after analysis for test preparation, purpose and focused scheduling for testing. This is an ongoing analysis.

Focused Groups:
ELLs: PD for our teachers in designated and embedded ELD,
LTELS: A designated specialists was approved to focus assisted these students and families understanding their data and test preparation. Along with academic support
ELLs, LTELs, SES, HISPANIC:, STUDENTS WITH DISABILITIES: New teachers working with these groups of students are being mentored by experienced teachers. They meet regularly to plan and discuss specific challenges and researched based solutions to fill gaps in academics.

Comprehensive Needs Assessment: Mathematics

Math Findings

2023-2024 Math SBAC resulted in a 13% M/E achievement. This is down 6% in comparison to the year before. There is a 23% overall gap in Math M/E between Avalon School and the district.

Math Goals

By June 2025, the gap between Avalon and the district will be reduced by 50% per cohort and subgroup with an overall achievement level in Math of 25% M/E.Goal 4th = 44% M/E (38% to 44%)Goal 5th = 32% M/E (18% to 32%)Goal 6th = 27% M/E (13% to 27%)Goal 7th= 20% M/E (6%to 20%)Goal 8th 26% M/E (16% to 26%)
ACTION PLAN: Focus on data analysis and next step during professional development release time.
Math Department attending professional development conferences to implement best practices.

MONITORING: I-Ready Math data analysis and planning for next steps.

Action Plan: This year teacher will engage in I-Ready PD focused on data analysis and next steps per instructional group focused on Literacy. Before the first semester commenced teachers and administration met for data day to analyze data from Spring 22-23. A plan for next steps was put in place after analysis for test preparation, purpose and focused scheduling for testing. This is an ongoing analysis.

Focused Groups:
ELLs: Mariners foundation has provided tutoring in math for this specific group.
LTELS: A designated specialists was approved to focus assisted these students and families understanding their data and test preparation. Along with academic support
ELLs, LTELs, SES, HISPANIC:, STUDENTS WITH DISABILITIES: New teachers working with these groups of students are being mentored by experienced teachers. They meet regularly to plan and discuss specific challenges and researched based solutions to fill gaps in mathematics.

Comprehensive Needs Assessment: English Learners

English Learner Findings

2023-2024 ELA SBAC achievement for ELLs was 2% M/E. This is an increase of 2% in comparison to the year before. The overall gap for ELL in Avalon vs. the district is 12%. 2023-2024 Math SBAC achievement for ELL was 5% this is an increase of 5% in comparison to the year before. There is a 6% overall gap in Math M/E between Avalon School and the district. 2023-2024 Math SBAC above growth target for RFEP students decreased by 13%

English Learner Goals

By June 2025, ELLs M/E achievement score in ELA per SBAC will increase by 7% with a goal of 12% M/E.By June 2025, the ELL M/E achievement level for Math SBAC will increase by 6% with a goal of 11% M/EBy June 2025 RFEP students above growth targets measure in Math will have increased by 20% increasing from 25%-45%.
MONITORING: I-Ready Math data analysis and planning for next steps.

Action Plan: This year teacher will engage in I-Ready PD focused on data analysis and next steps per instructional group focused on Literacy. Before the first semester commenced teachers and administration met for data day to analyze data from Spring 22-23. A plan for next steps was put in place after analysis for test preparation, purpose and focused scheduling for testing. This is an ongoing analysis. The discussion focused on our ELs and LTELS. We noticed growth and felt that putting a purpose on assessments and awareness on data would increase motivation to increase effort on SBAC, Iready and ELPAC. ELAC recommended a specialized data interventionist to work with LTELs on redesignation and was approved by SSC.

Focused Groups:
ELLs: designated and embedded PD for all teachers
LTELS: A designated specialists was approved to focus assisted these students and families understanding their data and test preparation. Along with academic support
ELLs, LTELs, SES, HISPANIC:, STUDENTS WITH DISABILITIES: New teachers working with these groups of students are being mentored by experienced teachers. They meet regularly to plan and discuss specific challenges and researched based solutions to fill gaps in all academic areas.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Improving the school culture/ climate is an area of focus and school initiative aimed as increasing safety and sense of belonging are being prioritized. Building teacher capacity to respond to solving student issues through verbal descalation , RJ practices, PBIS, school wide discipline policies, and incentives and recognition is a focus area given only 32 % of secondary student answered favorably to this question in the Spring . 2024 Pulse survey. At the elementary level the increase of student's sense of belonging is a key are to focus on given only 58% of students answered favorable to this question per the Spring 2024 Pulse Survey.

Culture/Climate Goals

Elementary Sense of Belonging will increase from 58% to 72 %

Secondary Sense of Safety will increase from 53 % to 78%.

Increase in
Agency : Elem 75 % Sec 85%
Identify : Elem 78 % Sec 85%

Progress Monitoring: Before the first semester commenced teachers and administration met for data day to analyze data from Spring 22-23. A plan for next steps was put in place after analysis for student student champions an accountability space for students to receive positive support behavior and monitoring on a weekly basis and character cards where teachers monitor students behavior on a quarterly basis. Second semester starting female student champions focusing on distinct needs needs of our female population.

Focused Groups:
White Students: Monitoring and focusing this group in student champions and female student champions. We can also disaggregate data on character cards to monitor progress.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	**Prior Year Goal**	**Status**	**Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment**	**For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals**
ELA	1) GrowthBy June 2024, 100% (based on D1) of our students scoring on or above grade level will achieve at least one year of academic growth based on the iReady ELA assessment administered in May 2023.AchievementBy June 2024, 38% of our students will score Met/Exceeded on SBAC ELA, a 12% improvement from 2023.	Goal Partially or Not Met	Data: 24% of students reached typical growth on IREADY ELA diagnostic Growth: -5% on Iready Acheivement : ELA SBAC data at the end of June 2024 resulted in 24% of student M/E in SBAC This is an overall decline of 2 % compared to the 2023 achievement outcomes. Programs: Tk-2 Professional development release days focused on peer walkthrough of Heggarty and Daily Decoding Routines. Collaboration with Literacy Coach during release time	This year teacher will engage in I-Ready PD focused on data analysis and next steps per instructional group focused on Literacy.

Math	1) School Improvement Goal - MathAchievement By June 2024, 38% of our students will score Met/Exceeded on SBAC Math, an 18% improvement from 2023Growth By June 2024, 100 % (based on D1) of our students scoring on or above grade level will achieve at least one year of academic growth based on the iReady Math assessment administered in May 2023.	Goal Partially or Not Met	Data: 23% of students met typical growth on math IREADY Growth -29% on I-ready Math diagnostic Achievement : 13 % of students M/E on the 23-24 SBAC Math . This was a 20% below the 2024 goal. Programs: 3-5 Classroom observation and feedback with Math Coach. 3-5 Release time for lesson study and collaboration	Focus on data analysis and next step during professional development release time. Math Department attending professional development conferences to implement best practices. I-Ready Math data analysis and planning for next steps.

English Learner	1) By June 2024, 19% of our EL students will Meet or Exceed on the SBAC ELA Assessment, an increase of 19% compared to 2023.By June 2024, 20% of our EL students will Meet or Exceed on the SBAC Math Assessment, an increase of 20% compared to 2023	Goal Partially or Not Met	Data: The 2024 ELA SBAC resulted in an increase of 2% in achievement of our ELLs M/E compared to the 2023 achievement outcome. The 2024 Math SBAC resulted in an increase of 5% in achievement of our ELLs M/E compared to the 2023 achievement outcome. Programs: ELD Workshop at the secondary level Programs: Induction release time Teacher release time for Math collaboration.	Last year an ELD coordinator was budgeted for but we were not able to fill the position. This year a ELL interventionist had been budgeted for whose work involved monitoring our ELLs academic progress, meeting with parents, holding academic conferences and supporting teachers' next steps. ELL Interventionist will be an intervention for our ELLS - RFEP and LTELS to support their academic progress. Elementary mandated designated ELD for 30 min daily will be implemented and monitored. QCI focused on integrated and designated ELD will be delivered to teachers by the district curriculum leaders.

Culture/Climate	1) By June 2024, sense of belonging for elementary students will increase by 5% (from 75% to 80%), student agency by 6% (from 73% to 79%), and student identity by 6% (from 74% to 80%).By June 2024, sense of belonging for all secondary students will increase by 4% (from 76% to 80%), student agency by 4% (from 81% to 85%), and student identity by 4% (from 79% to 83%).	Goal Partially or Not Met	Data The 2024, sense of belonging for elementary students resulted in 58% student agency 65%, , and student identity 73%. 2024, sense of belonging for all secondary students 73%, student agency by 81% , and student identity 80% and safety at 53% Programs : Roving Sub Increased supervision and response to discipline issues. Anti-Bully Program Teachers and counselor exploring ways the OWLEUS program would support our site's needs. Safe and Civil Schools Teacher leaders trained alongside admin to develop schoo-lwide policies and plan teacher professional development	Student Support Spaces: By meeting with students who are off track in conduct students will gain greater agency Wellness Center staffing will help increase sense of belonging and identify as students get their SEL needs met in a space aimed at cultivating self-regulation skllsi Restorative Justice Practices implemented by the adults, students will be approached through a restorative lens so their identity is affirmed and valued fostering a greater sense of belonging. PBIS team in collaboration with stakeholders will create clear expectations that unite the campus on shared values. Saturday School will create a space for student to receive additional support in attendance and academic support.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
A roving sub would be able to fill in as needed with a range of duties such as : added supervision for elementary, middle, and high school. Class coverage for teachers at all levels, added support during pick up and drop off, assistance with discipline chaperoning ffeld trips (IN 1)	Limited or no impact	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Recreation Aides serve to reinforce social and emotional learning within the school through the supervision of lunch and free play. The Recreation Aids serve a critical role in enhancing classroom lessons on positive peer relationships and ensure students experience positive school connectedness. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Orientations for Kinder, 6th grade, and 9th grade will allow our students to feel supported. The orientation will include workshop time with teachers as well as a welcoming environment. (IN 4)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
Trips to the mainland will expose students to the various cultural venues and special events that are traditionally not accessible to our students due to the geographic challenges associated with living on the island. Access to informal educational experiences will encourage discovery and spark excitement in studnets. The school will use funds to cover expenditures such as subs, travel, and admission to venues. (IN 5)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Targeted enrichment field trips to expose island students to museums/cultural institutions and other educational resources available to students on the mainland. Access to informal educational experiences will encourage discovery and spark excitement in students. School will fund sub coverage for teacher chaperones and hourly additional/overtime for classified staff asked to participate outside their normal duty day. (IN 6)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Allowing existing staff to teach at risk students MLA and FLA intervention during teachers' conference period and offer an additional PE course to alleviate scheduling conflicts between interventions and PE. (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful

ELD Coordinator will support teachers to meet the ELL inequities by to planning integrated and designated ELD. The coordinator will mointor ELL data and work directly with EL studetns (IN 8)	Limited or no impact	Limited or no impact	Limited or no impact	(Does not apply to this goal)
Select members to attend a Comprehensive Orton-Gillingham Plus Training (PD 1)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Conduct sub release professional development sessions for all teachers (31) twice per semester to engage in data analysis and planning on site and off site surrounding school wide instructional academic goals. This includes travel to collaborate with mainland colleagues. (PD 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Limited or no impact
sub release professional development sessions for induction teachers(10) to observe effective teaching practices across the district. Teachers will engage in data analysis and planning surrounding school wide instructional academic goals, (PD 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
7 registrations and expenses to attend AVID Summer Institute. This would allow our school to continue to promote a college going school wide culture. Strategies learned will raise rigor as well as support teachers asking high order questions that promote critical thinking (PD 4)	Somewhat Impactful	Somewhat Impactful	Limited or no impact	Limited or no impact
Professional Development in OLWEAUS Anti-Bullying workshop for teachers and support staff to build a climate and culture that mitigates bullying. (PD 6)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact	Somewhat Impactful
Leadership Retreat for professional learning grounded on leadership actions and practices to analyze and design professional development grounded in addressing the inequities our English learners experience at our site as well as leadership moves to address teacher bias' , cultural competence, and culturally relevant teaching. (PD 7)	Limited or no impact	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Release for participants of the Safe and Civil team and support staff to attend the educators Museum of Tolerance professional development grounded on social justice and equity in schools. (PD 8)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact	Somewhat Impactful
Certificated staff to attend the annual Safe and Civil Portland 3 -day conference, expenses include flight, registration, and hotel stay and compensation for management. The conference is held in early July. This conference will continue to build on the work we have started with Safe and Civil Schools to establish, maintain, and monitor schoolwide policies as well as reduce chronic absenteeism and implement tier 2 interventions. (PD 9)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful

Student in grades 4-12 will be provided student academic planners to develop planning and study skills. Planners will also allow parents to see assignments and upcoming events. Teachers will provide lessons on importance of tracking assignments and planning out tasks. Students will use planners to keep track of assignments and share information with parents. Planners will also include student resource and reference pages. (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
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. 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.	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: Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language. Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language. 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)	K-8: Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Supplemental Reading materials matched to students’ instructional Reading level (Newsela) Thinking Maps i-Ready Personalized Learning ELLevation iReady Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials

• 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. 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 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. 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. All 6-8 Language Arts classrooms will use:	3 – 5: Smarter Balanced Assessment Consortium summative Assessments For Middle (6-8) Grades: Formative and Interim assessments within the grade level Unit in both Reading and Writing, including: 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. Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks) Diagnostic reading growth assessments 3x a year (iReady) Smarter Balanced Assessment Consortium summative assessment (Grades 6-8) For High School (9-12): Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following: • Interim district assessment • Unit tests • Portfolios	McGraw-Hill Middle (6-8): myPerspectives and associated ancillary materials, Pearson High School (9-12): My Perspectives, 2017, Pearson

• 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. For High School (9-12): Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) become an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques. Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research	Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks These tasks provide students with opportunities to "attempt" or "discover" multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following: • Unit and section introduction tasks: section overview activities, Launch Text activities • Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure • Language Development tasks: concept vocabulary, word study, conventions, author's style • Preparation for performance assessments, Unit reflections, evidence logs, word networks • Short constructed response, Cornell notes, double entry journals, journal quick writes Formative Assessments/Quizzes These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next. These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They	

methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement. Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf	can be graded or not. Some examples include the following: • Brief quizzes and general comprehension checks • Thinking Maps • Selection Tests Homework This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.	

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
For K-5 and 6-8 ELA: 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 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	Elementary (K-5): Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays “On Demand” Reading/Writing assessments Culminating Writing Task Research Task & Presentation SBAC Summative assessment (Grades 3-8)	Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials Write from the Beginning supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Newsela

? 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 For High School (9-12): Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing. Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced	Middle (6-8): Formative and Interim Writing assessments within the grade level Unit of Instruction, including: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays 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. 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. Research Task & Presentation SBAC Summative assessment (Grades 3-8) For High School (9-12): Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following: ? Interim district assessment ? Unit tests	Thinking Maps Middle (6-8): myPerspectives and associated ancillary materials, Pearson Write from the Beginning & Beyond supplemental Writing program materials Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies) Thinking Maps High School (9-12): My Perspectives, 2017, Pearson

proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement. Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf	? Portfolios Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following: ? Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc. ? Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks ? Short constructed response, Cornell notes, double entry journals, journal quick writes ? Teacher modeled writing lesson activities Language Production through Speaking & Listening Tasks: Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following: ? Performance Task: Speaking and Listening	

	Focus (small group presentation) ? Effective Expression Speaking & Listening tasks ? Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader's theater, choral response, recitations	

Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
For K-8: 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 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. As part of the K-5 Units of Instruction, all K-5 students will engage in: ? Daily Math Routines ? Math Tasks ? Mathematical Discourse	For K-8: Formative Assessment Lessons embedded into the Unit of Instruction End-of-Unit Assessment embedded into the Unit of Instruction SBAC Summative assessment (Grades 3-8) For High School (9-12): Formative Assessment Lessons embedded into each Unit of Instruction End of Unit Assessment embedded into each Unit of Instruction First Semester Final End of Course (EOC) Assessment (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus) SBAC Summative Assessment (Grade 11) Khan Academy offers the teachers a way to get	Elementary (K-5): HMH - GoMath Textbook Series Early Mathematics, A Resource for Teaching Young Children LBUSD Supplemental Instructional Resources ST Math Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics Khan Academy LBUSD Supplemental Instructional Resources High School (9-12): Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015

As part of the 6-8 Units of Instruction, all 6-8 students will engage in: ? Mathematical Discourse For High School (9-12): The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Precalculus. Algebra 1 The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend. Intensified Algebra I is offered to a small group of approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year.	assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and assessment.	Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015 Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015 Precalculus: Precalculus, McGraw Hill, 2014 Khan Academy

Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.

Geometry
The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from the middle grades. This course includes standards from the Geometry conceptual category. In this Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time focuses on five critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.

Algebra 2
Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations

using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods.

Precalculus
Precalculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors. Precalculus is not a required course for A-G completion. See additional 4th year options below.

4th Year Options
To meet the four year math requirement and to provide access to upper level math classes, some schools offer additional math electives, which may include:
? Introduction to Applied Math (not A-G)
? Intro to Data Science (IDS)
? Functions, Statistics & Trigonometry (FST)
? Finite Math
? AP Statistics
? AP Calculus (AB or BC)

For other math offerings and the full catalog of high school courses, please visit: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf		

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
PULSE Survey areas of needs Tardies and chronic absentism Attendance/Chronic Absenteeism Rate|30, Culture-Climate Survey (Student-Staff)|30, SEL Survey|40	Saturday school provides a time outside of school hours for students to recieve intervention support, workshop, and SEL lessons. Saturday school would support our culture/climate goals and provide academic support as well.	Administration, Identified At-Risk Students	Title 1 $6,310 Manager Additional Assignment (1) for 30 hours annually - Title 1 100% Teacher Hourly P Schedule (1) for 30 hours annually - Title 1 100%	01/27/2025 - 06/12/2025 Monthly	Principal Counselor	Attendance Discipline Log Attendance/Chronic Absenteeism Rate|30, Culture-Climate Survey (Student-Staff)|30, SEL Survey|40

Multi year trend in decreased favorable responses on the student Core Survey specific to Sense of Belonging and School Safety. Basic Services|100	Recreation Aides serve to reinforce social and emotional learning within the school through the supervision of lunch and free play. The Recreation Aids serve a critical role in enhancing classroom lesssons on positive peer relationships and ensure students experience positive school connectedness.	All Students	LCFF Rec $45,704 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .375 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Hourly - Recreation Aide (3) for 360 hours annually - LCFF Rec 100%	08/26/2024 - 06/12/2025 Daily	Recreation Aides, Administration	CORE Survey Basic Services|100
I-Ready scores showing low performance in reading and math. Classroom assessments indicating low achievement and growth SBAC ELA|20, SBAC Math|20, Elementary Reading - FRSA|20, Basic Services|40	Tutoring sessions for students identified having academic gaps. Tutoring sessions will include students across the 3 levels by certificated staff members.	Identified At-Risk Students, Administration	Title 1 $8,148 Teacher Hourly P Schedule (3) for 32 hours annually - Title 1 100%	01/27/2025 - 06/12/2025 Weekly	Principal Teachers Counselor	Tutoring attendance Pre and post assessments SBAC ELA|20, SBAC Math|20, Elementary Reading - FRSA|20, Basic Services|40

Discipline call log uptick for female students. SEL concerns expressed by students. Mediations meetings. Attendance/Chronic Absenteeism Rate|20, Suspension/Explusion Rate|20, Culture-Climate Survey (Student-Staff)|40, SEL Survey|20	Female Student Champions (FSC)serves as a intervention group that meets the SEL needs of our female studnets. Release time for FSC to partincipate in workshops and meet with students during designated periods. FSC will also coordinate workshops and events to support the needs or our female studnets.	Administration, Female, Identified At-Risk Students	Title 1 $3,576 Teacher Hourly P Schedule (4) for 7 hours annually - Title 1 100% Services - Title 1 100%	01/27/2025 - 06/12/2025 Monthly	Principal Assistant Principal	Student conduct scores Participation rate Discipline call log Survey Attendance/Chronic Absenteeism Rate|20, Suspension/Explusion Rate|20, Culture-Climate Survey (Student-Staff)|40, SEL Survey|20
Student's sense of belonging is an area of needed improvement. Algebra Participation/Pass|20, High School Readiness|30, Elementary Reading - FRSA|20	Orientations for Kinder, 6th grade, and 9th grade will allow our students to feel supported. The orientation will include workshop time with teachers as well as a welcoming environment.	Other Targeted Students	Title 1 $1,697 Teacher Hourly P Schedule (5) for 4 hours annually - Title 1 100%	08/20/2024 - 08/26/2024 Annually	Principal Counselor WEB Trainer Transition Champion Teacher	Student Participation Student Survey Algebra Participation/Pass|20, High School Readiness|30, Elementary Reading - FRSA|20

Access to experiences is limited due to the travel hardships of living on the island Graduation/Drop-out Rate|40, A-G Rate|40, Culture-Climate Survey (Student-Staff)|20	Trips to the LBCC campus will expose students to the various college programs and resources that historically have not accessible to our students due to the geographic challenges associated with living on the island. The school will use funds to cover expenditures such as subs, travel, supervision.	Other Targeted Students	Title 1 $3,500 Materials - Title 1 100%	01/01/2025 - 06/12/2025 Monthly	Principal Counselor	Pre and Post Survey Registration in dual enrollment Dual enrollment pass rates Graduation/Drop-out Rate|40, A-G Rate|40, Culture-Climate Survey (Student-Staff)|20

Access and information to issues on domestic violence and healthy relaionships aims to help our students build greater agency. Culture-Climate Survey (Student-Staff)|40, SEL Survey|40, Other|20	Women's Shelter of Long Beach presentation on site would provide our students with professional resources in navigating healthy relationships, understanding domestic violence, and exposing them to resources outside of the island. The presentations are educational and aimed to support students' SEL needs.	Female, Identified At-Risk Students, Low SES, Male, Support Staff/Counselors	Title 1 $1,000 Materials - Title 1 100%	01/01/2025 - 06/12/2025 Quarterly	Counselor Principal	Pre and Post Surveys Conduct scores Culture-Climate Survey (Student-Staff)|40, SEL Survey|40, Other|20

Island students have limited access and exposure to enrichment opportunities on the mainland. Attendance/Chronic Absenteeism Rate|30, Culture-Climate Survey (Student-Staff)|40, Other|30	Targeted enrichment field trips to expose island students to museums/cultural institutions and other educational resources available to students on the mainland. Access to informal educational expirences will encourage discovery and spark excitement in students. School will fund sub coverage for teacher chaperones and hourly additional/overtime for classified staff asked to participate outside their normal duty day.	All Students	Title 1 $9,449 Substitute teacher full day (3) for 10 days - Title 1 100% OT - Instructional Aide (1) for 30 hours annually - Title 1 100%	08/26/2024 - 06/12/2025 Monthly	Principal Teachers	pre and post visit activites linked to core content areas Attendance/Chronic Absenteeism Rate|30, Culture-Climate Survey (Student-Staff)|40, Other|30

Student's sense of belonging is an area of needed improvement. Attendance/Chronic Absenteeism Rate|20, Culture-Climate Survey (Parent)|40, SEL Survey| 40	Classified staff support at annual school events to help cultivate a welcoming school climate and culture. Staff support will engage with parents, provide supervision, assist teachers and admin with events.	Support Staff/Counselors, Targeted Staff, All Parents, All Students	Title 1 $4,716 Hourly - Intermediate Office Assistant (2) for 40 hours annually - Title 1 100% Hourly - Campus Staff Assistant (1) for 20 hours annually - Title 1 100% Hourly - Recreation Aide (3) for 15 hours annually - Title 1 100%	08/23/2024 - 06/12/2025 Monthly	Principal	School Events Schedule Agendas Logs Attendance/Chronic Absenteeism Rate|20, Culture-Climate Survey (Parent)|40, SEL Survey|40
Students' sense of safety has been identified as an area to improve. Suspension/Explusion Rate|20, Culture-Climate Survey (Student-Staff)|40, SEL Survey|40	Additional hourly for certificated staff member to provide intervention support students to deemed at risk. This includes holding student conferences, check in -check out, reviewing discipline data, and assisting students in setting goals and increasing sense of agency.	Identified At-Risk Students, Targeted Staff	Title 1 $8,487 Teacher Hourly P Schedule (1) for 100 hours annually - Title 1 100%	08/23/2024 - 06/12/2025 Weekly	Principal AP Counselor	Discipline log Office Referrals Student conduct marks Schedules Meeting Logs Suspension/Explusion Rate|20, Culture-Climate Survey (Student-Staff)|40, SEL Survey|40

Due to goinging construction and inconsistent programing the last 2 years the music deparments resources and instruments have been relocated or damaged. Promoting school culture through a restructured music program will increase school spirit. Culture-Climate Survey (Student-Staff)|30, Elective Curriculum|50, Other|20	Additional hourly to certificated staff to organize the music department's inventory of instruments, materials, and resources in order to restructure the music program.	Targeted Staff, Other Targeted Students	LCFF $7,478 Teacher Hourly Extra Comp (1) for 80 hours annually - LCFF 100%	08/23/2024 - 06/12/2025 Annually	Principal Music Department Head	Inventory Summary of taks completed Scope and Sequence Culture-Climate Survey (Student-Staff)|30, Elective Curriculum|50, Other|20

ELL achievement data is low per ELA and Math SBAC. RFEP growth has decreased in Math. SBAC ELA|20, SBAC Math|20, Algebra Participation/Pass|20, EL Reclassification|40	Interventionist focused on servicing English language learner population in data analysis and parent communication. Interventionist will meet with ELL, RFEP, LTELS students and parents to analyze student data, mointor progress, set goals and create action plans. Interventionist will faciliate parent partnerships in support of ELL academic achievement.	English Learners, Newcomers, Identified At-Risk Students, Targeted Parents	Title 1 $31,660 Substitute teacher full day (1) for 117 days - Title 1 100%	08/23/2024 - 06/12/2025 Weekly	Principal Interventionist Counselor	EL Achievement data, I-Ready, District assessment, grades Qualitative Data SBAC ELA|20, SBAC Math|20, Algebra Participation/Pass|20, EL Reclassification|40

Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
N/A	Due to Avalon's unique nature as a Tk-12, transitions are done with August orientations about curriculum and scheduling changes. These presentations are presented by middle school teachers and administration funded by title I funds.	Due to Avalon's unique nature as a Tk-12, transitions are done with August orientations about curriculum, credits, A-G requirements and scheduling changes. These presentations are presented by high school teachers and administration funded by title I funds.

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	**Planned Staff Development**	**Funding Source & Cost**	**Dates/Hours of Training Session**	**Personnel**	**Tools Used for Monitoring Implementation & Effectiveness**
Serving as a head counselor at a multi-level site our head counselor would benefit in growing his capacity to better serve our students. A-G Rate|30, Attendance/Chronic Absenteeism Rate|30, SEL Survey|40	Counselor Conference at ASCA provides our head counslor an opporutnity to grow his counseling skills as it pertains to his duties on site. He will attend virtually and participate in workshops and networking	Title 1 $400 Materials - Title 1 100%	08/23/2024 - 06/12/2025 Annually	Counselor Principal	Counseling duty logs

Math scores have historically been low. Our toal is to increase 13% by June 2025 and increase our RFEP M/E percentage SBAC Math|40, D/F Rate|20, A-G Rate|40	(3) Secondary Math teachers to attend the 2024 California Mathematics Council Souther Conference. Teachers will engage in vetted professional development sessions focused on culturally relevant practices, boosting math engagement, formative assessment, and best practices from key presentors. Teacher will collaborate with thier colleagues and implement new learning in the classroom.	Title 1 $2,512 Substitute teacher full day (3) for 1 days - Title 1 100% Services - Title 1 100%	08/26/2024 - 06/12/2025 Annually	Principal AP Math Department Head	ELL Interventionist I-Ready Daignostics Lesson Plans
Sense of belonging and Safety are areas of focus for our schools culture and climate. T Suspension/Explusion Rate|20, Culture-Climate Survey (Student-Staff)|40, SEL Survey|40	Restorative Pracitces training will suppor our site's aim at emboding the indicators of the Adult Portrait. District RJ coach will engage the adults 2 days a month (classified and certificated) in professional development centered on signature practices. Cost includes travel, additional hourly, as well as accomodations so that the coach can be onsite with our staff.	Title 1 $5,029 Teacher Hourly Extra Comp (1) for 30 hours annually - Title 1 100% Services - Title 1 100%	08/23/2024 - 06/12/2025 Monthly	Principal AP Counselor	Planning documents for training and implementation Number of trainings offered Implementation of circles

Increas in cohort scores in both Math and Reading are goals at every grade level. We noticed our ELLs, boys , GATE, and RFEP groups require additional support. SBAC ELA|20, SBAC Math|20, Elementary Reading - FRSA|30, EL Reclassification|30	I-Ready professional development with the district I-Ready consultant will build our teachers' data analysis skills as well as best practices on navigating the resources and platform. I-Ready training will help teachers craft tangible next steps and learn to ultize the personal instruction database.	Title 1 $1,194 Substitute teacher full day (3) for 1 days - Title 1 100% Teacher Hourly P Schedule (3) for 1.5 hours annually - Title 1 100%	11/01/2024 - 06/12/2025 Semester	Principal AP	I-Ready data chats with administrators Growth in I-Ready scores Tracking personailzed instruction Schedules
Aimed at supporting our site's implementation of culturally relevant practices as well as quality core instruction; the walk will beneift both new teachers and veteran teachers grow their practice. High School Readiness| 20, Core Curriculum|40, Elective Curriculum|20, Other|20	Teacher release time to engage in peer walkthroughs as part of cultivating a practices of peer observations. Internal Learning walks provide classroom teachers an opportunity to observe colleagues, gather data, and syntheize it with admin aimed at identifying best practices and areas for improvement.	Title 1 $5,412 Substitute teacher full day (5) for 4 days - Title 1 100%	08/23/2024 - 06/12/2025 Trimester	Principal AP	Data gathering tool Actionable next steps Schedule Department meeting agendas

Overall achievement and sub group achievement in high stakes assessment. SBAC ELA|30, SBAC Math|30, High School Readiness|30, SEL Survey|10	Teacher release time for professional development (31 teachers) twice per semester to engage in data analysis and collaboration, and planning on site and off site. Focus on improving the schoolwide instructional academic and culture climate goals as well as our equity driven inquiry question.	Title 1 $16,236 Substitute teacher full day (30) for 2 days - Title 1 100%	08/23/2024 - 06/12/2025 Semester	principal, program specialist, teachers, counselor	Schedule of Release time Agendas OCIPD vetted materials
Clear expectations for student behavior supports a school culture and climate where safety is fosterd through shared expectations. Suspension/Explusion Rate|10, Culture-Climate Survey (Student-Staff)|30, Culture-Climate Survey (Parent)|30, SEL Survey|30	Professional development in PBIS will support our schoolwide initatives aimed at setting clear expectations and foster a safe and supportive school environment. Teachers will be trained through LACOE and will produce artifacts to be implemented schoolwide. The development of key topics such as a school wide incentive program and PBIS matrix requires training, release time, and supplies.	Title 1 $5,447 Substitute teacher full day (3) for 4 days - Title 1 100% Materials - Title 1 100% Services - Title 1 100%	08/23/2024 - 06/12/2025 Daily	Principal Assistant Principal Counselor Select Teachers	Frequency of Discipline calls Number of recognitions Schoolwide products created

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**
Greater access to college support especially for first generation college going students would help increase graduation rates, promote a college going culture. Graduation/Drop-out Rate|40, A-G Rate|40, Culture-Climate Survey (Parent)|20	Parent engagement in creating a culture going campus by engaging parents in trips and workshops faciliated at CSULB.	Par Inv $1,000 Services - Par Inv 100%	11/18/2024 - 06/12/2025 Monthly	Parent Facilitator Counselor Principal	Pre and Post Surveys # of participants
Workshops that are onsite would greatly benefit our families who are unable to attend district workshops on the mainland. Presentors are bilingual and understand our unique community needs. Engaging parents in a productive manner through resources supports the culture/climate we are aiming to build. High School Readiness|30, Culture-Climate Survey (Parent)|40, Basic Services|30	PIQUE workshops at Avalon would engage parents in a series of workshop aimed at covering Tk-12 families. Workshops would be both virtual and in person. The series of workshop expand from how to navigate the college system to supportin students SEL neeeds.	Title 1 $24,000 Services - Title 1 100%	01/01/2025 - 06/12/2025 Monthly	Parent Faciliator Principal Counselor	Surveys Number of Participants

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)	193054
Title I Parent and Family Involvement (3008)	2675

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	38360

* 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	Emma Peguero	
Staff	Classroom Teacher	Paul Romo	06-15-2025
Staff	Classroom Teacher	Sandy Martinez	06-15-2025
Staff	Classroom Teacher	Aashika Kumar	06-15-2026
Staff	Classroom Teacher	Theresa Gleason	06-15-2026
Staff	Other School Personnel	Carlos Martinez	06-15-2026
Community	Parent/Community Member	[redacted] Degnan	06-15-2026
Community	Parent/Community Member	[redacted] Garcia	06-15-2026
Community	Parent/Community Member	[redacted] Martinez	06-15-2026
Community	Student	R[redacted]	06-15-2026
Community	Student	A[redacted]	06-15-2026
Community	Student	V[redacted]	06-15-2026

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	[redacted] Pedroza
DELAC Representative	Parent of EL Student (required)	[redacted] Oceguera
Principal or Designee	Staff Member (required)	Emma Peguero
Secretary	Parent of EL Student (required)	[redacted] Pedroza

Name	Representing
[redacted] Gordon	Parent of EL Student
[redacted] Contreras	Parent of EL Student
[redacted] Leon	Parent of EL Student
[redacted] Leon	Parent of EL Student
[redacted] Oceguera	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?	12/12/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	ELAC recommend that $24,000 of Title I funds be allotted to fund PIQE (Parent Institute for Quality Education) this was based on Academic (ELPAC, SBAC, Attendance, IReady, FRSA) and culture climate (California Dashboard) data that was shared at ELAC meetings. ELAC members wanted to engage parents of students in red to educate and engage on early math and literacy skills for English language learners, college readiness and navigating the public school system. This was approved by School Site Council on 12/17/24.
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 CELDT/ELPAC Results Reclassification Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	12/17/2024

6. What was SSC's response to ELAC recommendations?	approved

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): 12/17/2024
2. The SSC approved the **Home-School Compact** on 10/09/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/09/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/30/2024, 09/30/2024
5. SSC Participated in the Annual Evaluation of SPSA:12/17/2024
6. The SPSA was approved at the following SSC Meeting: 12/17/2024

LBUSD Board of Education Approval Date:

Signatures:

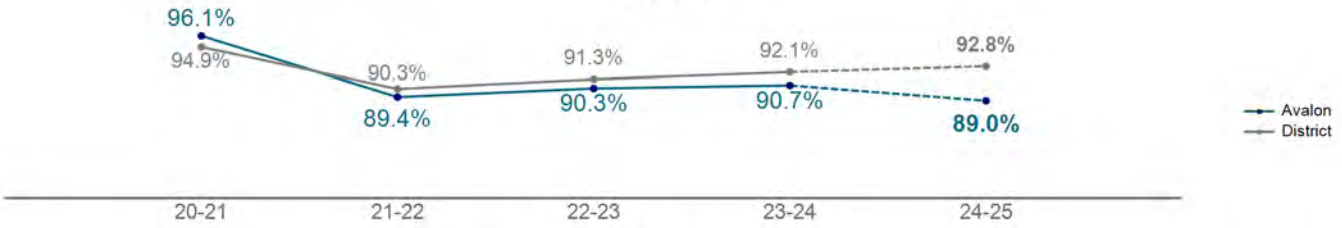
Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

ELAC Chair: _____ Printed Name: _____ Date: _____

Attendance Rate

Avalon
All Students
N = 443



African American

Subgroup with fewer than 20 students.

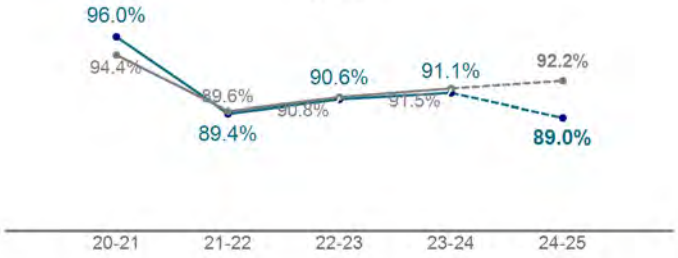
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

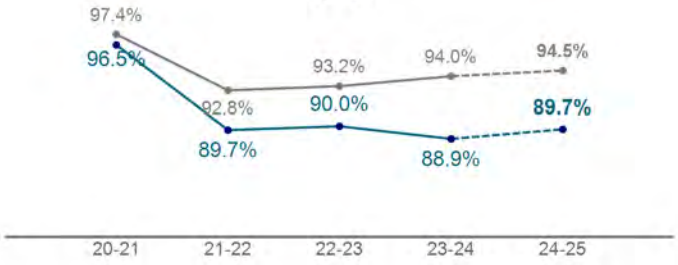
Hispanic
N = 358



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 75



Native American

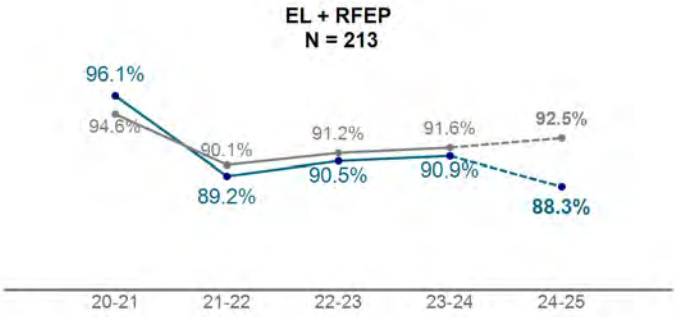
Subgroup with fewer than 20 students.

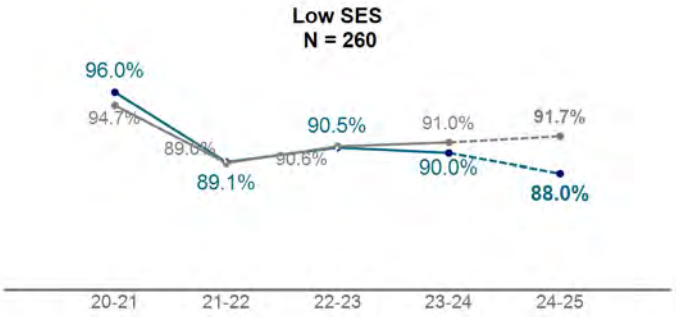
Other

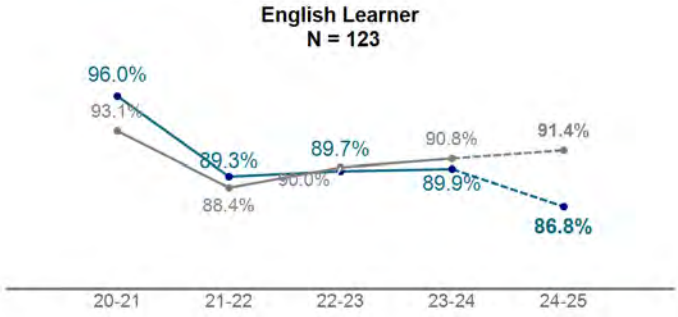
Subgroup with fewer than 20 students.

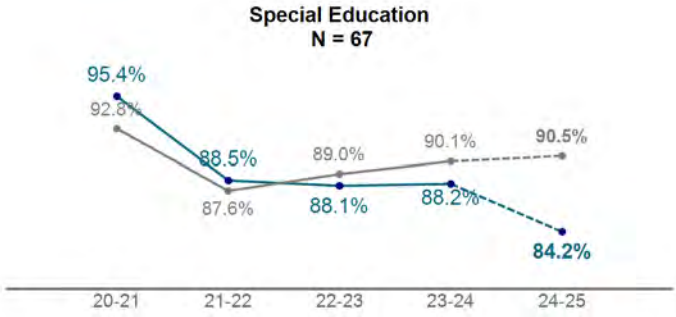
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

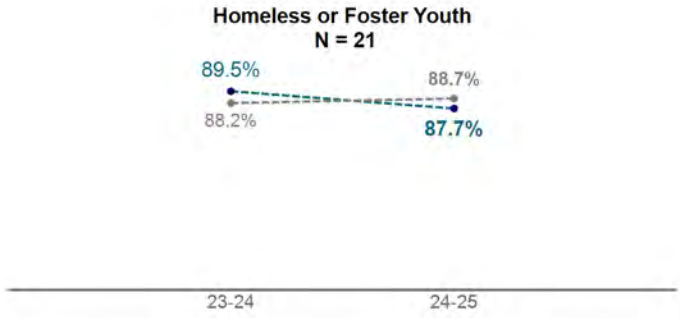
Attendance Rate

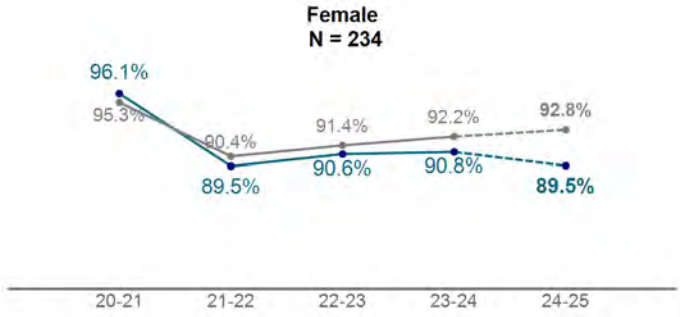


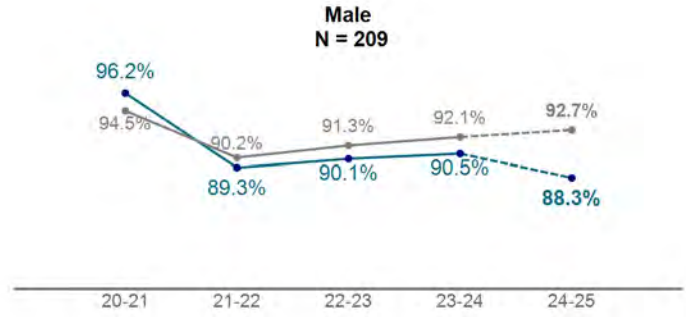












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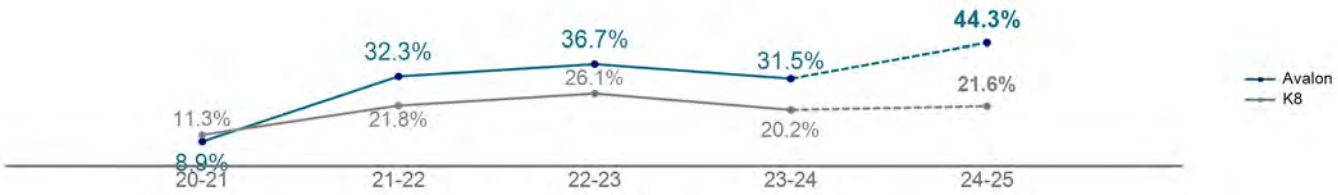
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Avalon
All Students
N = 438



African American

Subgroup with fewer than 20 students.

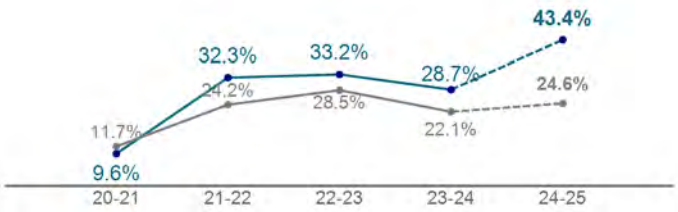
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

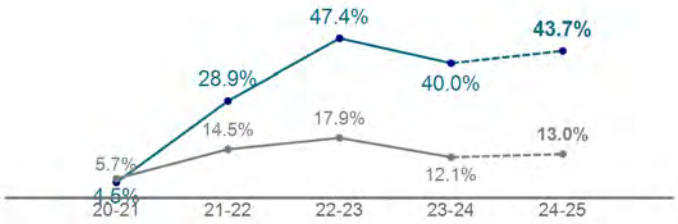
Hispanic
N = 357



Pacific Islander

Subgroup with fewer than 20 students.

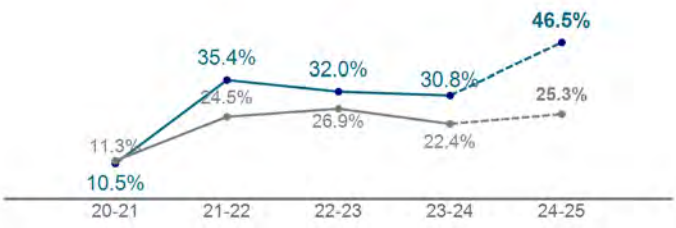
White
N = 71



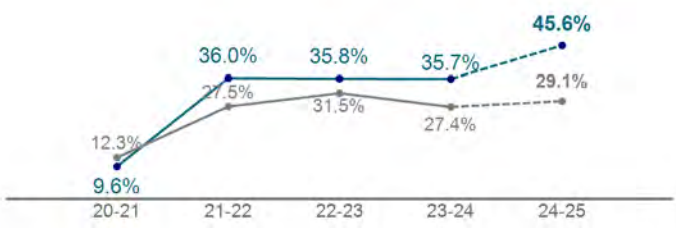
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

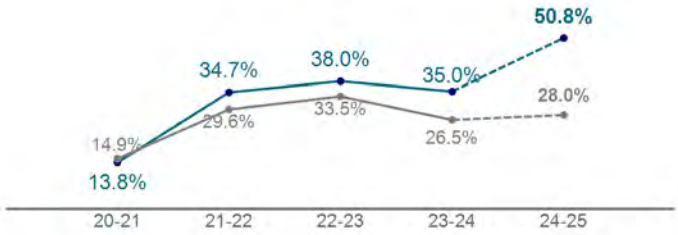
EL + RFEP
N = 215



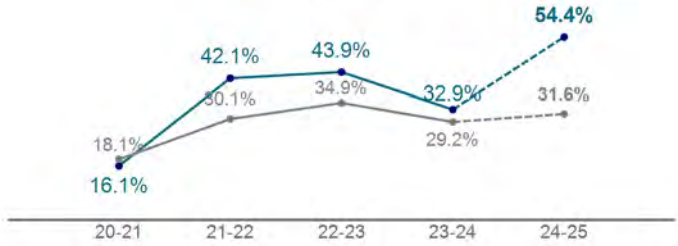
Low SES
N = 263



English Learner
N = 124



Special Education
N = 68



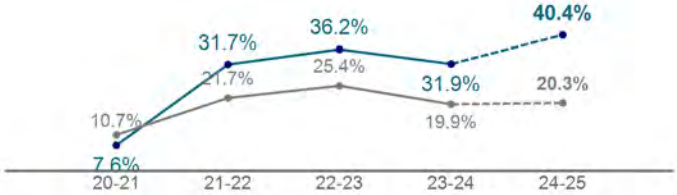
Homeless or Foster Youth

Subgroup with fewer than 20 students.

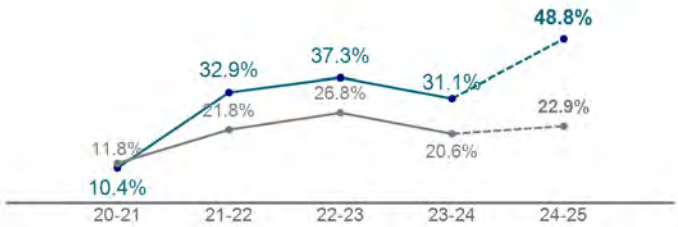
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 235



Male
N = 203



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Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2024 :: School Data by Subgroup

Avalon

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	224	224	76%	50	27	18	5	24%	↓2		↓8
		District	51%	29	22	27	23	49%	↑1		↑2
Grade	Gr. 03	27	59%	30	30	30	11	41%	↑15		-
		District	52%	30	23	20	28	48%	↑-		-
	Gr. 04	28	82%	68	14	11	7	18%	↑5		↓8
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	32	69%	44	25	22	9	31%	↓2		↑14
		District	49%	30	20	27	24	51%	↓1		↑5
	Gr. 06	34	82%	62	21	12	6	18%	↓8		↓15
		District	55%	29	26	28	17	45%	↑1		↓6
	Gr. 07	31	71%	55	16	23	6	29%	↓3		-
		District	48%	27	21	32	20	52%	↑2		↑8
	Gr. 08	40	83%	53	30	18		18%	↓4		↓18
		District	50%	25	24	32	18	50%	↑3		↑1
	Gr. 11	32	84%	34	50	16		16%	↓12		↓19
		District	48%	27	21	28	24	52%	↑1		↑3
Ethnicity	Hispanic	178	80%	54	25	16	4	20%	↓-		↓8
		District	57%	33	25	27	16	43%	↑1		↑2
	White	41	66%	29	37	24	10	34%	↓14		↓14
		District	26%	12	14	30	44	74%	↑-		↓-
	Other	4*	25%	25	50	25		75%	↑18		-
		District	32%	16	15	28	41	68%	↑1		↑-
	Pacific Islander	1*	100%	100				0%	-		-
		District	57%	28	29	31	11	43%	↑5		↑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

Avalon

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Gender	Female	123	75%	44	31	20	6	25%	↓4		↓7
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	101	78%	56	22	17	5	22%	↓-		↓9
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	District	46%	24	22	34	20	54%	↓6		↑3
Special Populations	EL + RFEP	104	86%	62	24	13		14%	↓4		↓10
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	52	98%	83	15	2		2%	↑2		-
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	52	73%	40	33	25	2	27%	↓10		↓18
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	1*	100%	100				0%	-		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	34	29%	12	18	47	24	71%	↓9		↓23
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	10*	100%	90	10			0%	-		-
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	11*	100%	91	9			0%	-		-
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	132	77%	55	23	17	6	23%	↓2		↓6
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	31	94%	81	13	6		6%	↑3		↑4
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	31	94%	81	13	6		6%	↑3		↑4

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2024 :: School Data by Subgroup

Avalon

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
	Spec Ed. Speech/RSP	District	79%	57	22	14	7	21%	↑-		↑2

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

SBAC Math 2024 :: School Data by Subgroup

Avalon

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	227	227	87%	57	30	10	3	13%	↓7		↓12
		District	64%	38	25	19	17	36%	↑2		↓2
Grade	Gr. 03	29	62%	24	38	28	10	38%	↑5		-
		District	51%	27	23	27	23	49%	↑2		-
	Gr. 04	28	82%	46	36	14	4	18%	↓2		↓15
		District	54%	25	29	25	21	46%	↑5		↓1
	Gr. 05	32	88%	47	41	9	3	13%	↓13		↓14
		District	62%	36	26	18	20	38%	↑3		↓3
	Gr. 06	34	94%	59	35	6		6%	↓10		↓18
		District	67%	39	29	17	16	33%	↓1		↓2
	Gr. 07	31	84%	58	26	10	6	16%	↑1		↓3
		District	65%	40	25	19	16	35%	↑2		↑1
	Gr. 08	41	95%	66	29	5		5%	↓8		↓11
		District	68%	45	23	15	16	32%	↑4		↓1
	Gr. 11	32	100%	91	9			0%	↓16		↓8
		District	77%	55	21	14	10	23%	↓2		↓11
Ethnicity	Hispanic	181	90%	61	28	8	3	10%	↓3		↓12
		District	71%	43	27	18	12	29%	↑2		↓2
	White	41	78%	44	34	20	2	22%	↓19		↓11
		District	38%	17	21	25	37	62%	↓-		↓4
	Other	4*	75%	75		25		25%	↓18		-
		District	43%	22	21	23	34	57%	↑2		↓2
	Pacific Islander	1*	100%	100				0%	-		-
		District	70%	43	28	21	9	30%	↑5		↓2

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

SBAC Math 2024 :: School Data by Subgroup

Avalon

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Gender	Female	126	88%	58	30	9	3	12%	↓8		↓9
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	101	86%	55	31	11	3	14%	↓4		↓15
		District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	District	76%	40	36	14	10	24%	↓14		↑3
Special Populations	EL + RFEP	107	92%	67	24	7		8%	↓2		↓6
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	56	95%	86	9	5		5%	↑5		-
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	51	88%	47	41	10	2	12%	↓10		↓12
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	1*	100%	100				0%	-		-
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	34	50%	15	35	32	18	50%	↓19		↓35
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	11*	100%	91	9			0%	-		-
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	12*	100%	92	8			0%	-		-
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	134	86%	58	28	10	4	14%	↓5		↓10
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	32	100%	91	9			0%	↓9		-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	32	100%	91	9			0%	↓9		-

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

SBAC Math 2024 :: School Data by Subgroup

Avalon

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
Spec Ed. Speech/RSP	District	83%	63	20	10	7	17%	↑1		↓-

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

SBAC Science 2024 :: School Data by Subgroup

Avalon

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Students	114	114	89%	27	62	10		11%	↓4		-
		District	73%	17	57	19	7	27%	↑1		-
Grade	Gr. 05	32	88%	28	59	9	3	13%	↓14		-
		District	69%	17	52	21	10	31%	↑1		-
	Gr. 08	42	95%	38	57	5		5%	↓1		-
		District	75%	18	56	19	7	25%	↑2		-
	Gr. 12	40	85%	15	70	15		15%	↑3		-
		District	77%	15	61	18	5	23%	↓1		-
Ethnicity	Hispanic	95	89%	32	58	9	1	11%	↑4		-
		District	80%	20	60	16	4	20%	↑1		-
	White	17*	88%	6	82	12		12%	↓32		-
		District	50%	6	44	30	19	50%	↑1		-
	Other	2*	100%	100				0%	↓25		-
		District	56%	10	46	28	16	44%	↑1		-
Gender	Female	71	92%	24	68	7	1	8%	↓6		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	43	86%	33	53	14		14%	↓1		-
		District	73%	18	55	19	8	27%	↑-		-
	Nonbinary	District	61%	9	52	26	13	39%	↑7		-
Special Populations	EL + RFEP	58	97%	38	59	3		3%	↑-		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	27	100%	56	44			0%	-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	31	94%	23	71	6		6%	↑-		-

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

Avalon

Category		Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
Special Populations	RFEP	District	76%	12	64	20	5	24%	↓-		-
	GATE/Excel	5*	100%	100				0%	↓53		-
		District	35%	3	33	39	25	65%	↑8		-
	Foster	District	89%	32	57	8	2	11%	↓1		-
	Homeless	3*	100%	100				0%	-		-
		District	86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	3*	100%	100				0%	-		-
		District	87%	28	59	12	1	13%	↓-		-
	Low SES	58	91%	24	67	9		9%	↓6		-
		District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	12*	100%	42	58			0%	-		-
		District	92%	41	51	6	2	8%	↑1		-
	Spec Ed. Speech/RSP	12*	100%	42	58			0%	-		-
		District	89%	34	55	8	3	11%	↑1		-

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Avalon

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	**All Students**	182	182	-3	50 / 16 / 12 / 22
			All K-8	27	33 / 17 / 16 / 33
			District	30	33 / 15 / 16 / 36
	Grade	Gr. 04 (Minimum Growth Target: 44)	26	21	42 / 27 / 12 / 19
			All K-8	34	30 / 23 / 27 / 19
			District	42	26 / 24 / 27 / 24
		Gr. 05 (Minimum Growth Target: 35)	29	32	31 / 17 / 17 / 34
			All K-8	34	29 / 25 / 20 / 27
			District	42	25 / 20 / 22 / 33
		Gr. 06 (Minimum Growth Target: 27)	34	-23	59 / 18 / 9 / 15
			All K-8	20	36 / 17 / 17 / 31
			District	12	42 / 16 / 16 / 26
		Gr. 07 (Minimum Growth Target: 25)	30	5	40 / 20 / 17 / 23
			All K-8	34	29 / 15 / 13 / 44
			District	37	28 / 14 / 15 / 42
		Gr. 08 (Minimum Growth Target: 14)	37	-18	59 / 11 / 11 / 19
			All K-8	14	43 / 9 / 7 / 41
			District	19	40 / 8 / 8 / 44
		Gr. 11 (Minimum Growth Target: 12)	26	-27	65 / 8 / 4 / 23
			District	24	38 / 6 / 6 / 49
	Ethnicity	Hispanic	148	-2	51 / 16 / 9 / 24

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

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Avalon

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Ethnicity	Hispanic	All K-8	25		34 / 17 / 15 / 34
			District	29		34 / 15 / 16 / 36
		White	30		-7	50 / 20 / 20 / 10
			All K-8	26		31 / 17 / 22 / 29
			District	28		33 / 15 / 18 / 34
		Other	3^		-	33 / 33 / 33
			All K-8	33		30 / 17 / 20 / 33
			District	32		30 / 16 / 19 / 35
		Pacific Islander	1^		-	100 / 0
			All K-8	33		35 / 19 / 11 / 35
			District	30		34 / 13 / 17 / 37
	Gender	Female	101		10	43 / 18 / 15 / 25
			All K-8	31		30 / 19 / 17 / 34
			District	32		31 / 15 / 17 / 36
		Male	81		-19	59 / 15 / 7 / 19
			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	93		-6	54 / 11 / 10 / 26
			All K-8	24		35 / 17 / 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.

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Avalon

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	EL + RFEP	District	29		34 / 14 / 14 / 38
		ELL	43	3		44 / 19 / 12 / 26
			All K-8	22		34 / 21 / 12 / 32
			District	33		32 / 17 / 16 / 35
		RFEP	50	-14		62 / 4 / 8 / 26
			All K-8	26		35 / 13 / 11 / 41
			District	26		35 / 12 / 13 / 40
		GATE/Excel	26	-1		46 / 19 / 12 / 23
			All K-8	32		29 / 19 / 18 / 33
			District	31		31 / 16 / 18 / 35
		Foster	All K-8^	12		42 / 5 / 16 / 37
			District	9		40 / 19 / 13 / 28
		Homeless	8^	-		50 / 13 / 38
			All K-8	29		32 / 17 / 13 / 39
			District	27		35 / 14 / 14 / 37
		Homeless/Foster	8^	-		50 / 13 / 38
			All K-8	27		33 / 15 / 13 / 39
			District	25		35 / 15 / 14 / 36
		Low SES	110	-		46 / 17 / 15 / 22
			All K-8	25		34 / 18 / 14 / 33
			District	29		33 / 15 / 16 / 35

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

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Avalon

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	Special Ed.	26	27	27 19 23 31
			All K-8	25	36 19 16 29
			District	28	35 15 15 35
		Spec Ed. Speech/RSP	26	25	27 19 23 31
			All K-8	27	36 18 14 31
			District	31	34 15 15 36
	SLC	Avalon	26	-27	65 8 4 23

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

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Avalon

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	**All Students**	181	181	-	48 / 20 / 12 / 21
			All K-8 20		35 / 19 / 18 / 28
			District 22		35 / 19 / 19 / 27
	Grade	Gr. 04 (Minimum Growth Target: 42)	26	51	19 / 31 / 27 / 23
			All K-8 42		18 / 32 / 31 / 19
			District 47		17 / 29 / 32 / 23
		Gr. 05 (Minimum Growth Target: 39)	29	-3	55 / 24 / 7 / 14
			All K-8 18		35 / 27 / 25 / 13
			District 30		29 / 28 / 25 / 18
		Gr. 06 (Minimum Growth Target: 24)	34	-15	44 / 24 / 12 / 21
			All K-8 16		36 / 18 / 16 / 30
			District 14		39 / 15 / 15 / 30
		Gr. 07 (Minimum Growth Target: 17)	30	-6	50 / 13 / 7 / 30
			All K-8 10		42 / 13 / 12 / 33
			District 16		39 / 11 / 11 / 39
		Gr. 08 (Minimum Growth Target: 19)	37	1	51 / 14 / 11 / 24
			All K-8 18		40 / 9 / 11 / 40
			District 14		42 / 11 / 12 / 36
		Gr. 11 (Minimum Growth Target: 49)	25	-26	64 / 16 / 8 / 12
			District 9		46 / 22 / 18 / 14
	Ethnicity	Hispanic	148	-	47 / 19 / 11 / 24

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

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

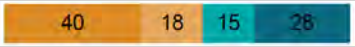
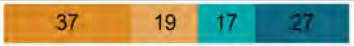
SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Avalon

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Ethnicity	Hispanic	All K-8	17	37 / 19 / 18 / 27
			District	20	36 / 20 / 18 / 26
		White	29	-4	52 / 28 / 14 / 7
			All K-8	19	34 / 23 / 17 / 26
			District	27	31 / 20 / 21 / 28
		Other	3^	-	67 / 33
			All K-8	28	28 / 18 / 22 / 32
			District	27	32 / 18 / 20 / 30
		Pacific Islander	1^	-	100 / 0
			All K-8	30	24 / 16 / 35 / 24
			District	24	34 / 19 / 20 / 26
	Gender	Female	101	2	48 / 18 / 11 / 24
			All K-8	21	34 / 19 / 19 / 28
			District	21	35 / 19 / 19 / 26
		Male	80	-4	48 / 23 / 13 / 18
			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
	Special Populations	EL + RFEP	93	-	47 / 18 / 11 / 24
			All K-8	16	37 / 19 / 15 / 29

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

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Avalon

	Category			N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	EL + RFEP	District	20		
		ELL	44	14		
			All K-8	16		
			District	24		
		RFEP	49	-13		
			All K-8	16		
			District	15		
		GATE/Excel	26	-10		
			All K-8	29		
			District	28		
		Foster	All K-8	26		
			District	11		
		Homeless	8^	-		
			All K-8	27		
			District	20		
		Homeless/Foster	8^	-		
			All K-8	27		
			District	19		
		Low SES	109	5		
			All K-8	18		
			District	21		

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

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Avalon

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	Special Ed.	27	17	41 / 19 / 41
			All K-8	10	42 / 18 / 18 / 22
			District	20	38 / 18 / 17 / 28
		Spec Ed. Speech/RSP	27	20	41 / 19 / 41
			All K-8	12	41 / 18 / 18 / 23
			District	20	37 / 18 / 17 / 28
	SLC	Avalon	25	-26	64 / 16 / 8 / 12

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/4/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

2/4/25

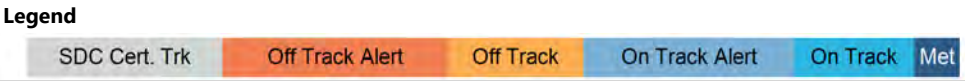
All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

On/Off Track for Graduation
2023-2024 :: School Data by Subgroup
Avalon



Category		# Students	Percent by Category
All Students	159	159	1 32 48 18
Grade	Gr. 09	40	20 80
	Gr. 10	36	3 3 25 69
	Gr. 11	37	3 43 54
	Gr. 12	46	39 61
Ethnicity	Hispanic	128	2 30 51 16
	White	25	40 40 20
Gender	Female	78	1 26 55 18
	Male	81	1 4 38 42 17
Special Populations	Low SES	89	2 1 37 48 11
	ELL	52	4 40 44 12
	RFEP	54	26 61 13
	EL + RFEP	106	2 33 53 12
	Special Ed.	29	7 41 34 17
	Spec Ed. Speech/RSP	27	44 37 19
SLC	Avalon	159	1 32 48 18

The percentages may not equal 100% due to rounding.
Report Name:Dashboard - GUS_OnTrack_Summary - ARC Report #964

Run date: 2/4/2025

On/Off Track for A to G
2023-2024 :: School Data by Subgroup
Avalon

Category		# Students	Percent by Category
All Students	158	158	1 54 36 8
Grade	Gr. 09	40	28 73
	Gr. 10	36	3 3 53 42
	Gr. 11	37	3 62 35
	Gr. 12	45	71 29
Ethnicity	Hispanic	128	2 55 36 7
	White	24	50 38 13
Gender	Female	77	1 40 47 12
	Male	81	1 67 26 5
Special Populations	Low SES	89	2 1 58 34 4
	ELL	52	4 73 21 2
	RFEP	54	39 54 7
	EL + RFEP	106	2 56 38 5
	Special Ed.	29	7 72 17 3
	Spec Ed. Speech/RSP	27	78 19 4
SLC	Avalon	158	1 54 36 8

The percentages may not equal 100% due to rounding.
Report Name:Dashboard - GUS_OnTrack_Summary - ARC Report #964

Run date: 2/4/2025

Submit Feedback

Avalon

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	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	6		
		Grade	Gr. 07	1		
			Gr. 08	1		
			Gr. 09	1		
			Gr. 10	3		
		Ethnicity	Hispanic	5		
			White	1		
		Gender	Male	6		
		Fluency	EL + RFEP	2		
			RFEP	2		
		GATE/Excel	GATE/Excel	1		
		Homeless	Homeless	1		
		LowSES	Low SES	5		
		SPED	Special Ed.	2		
		SPED-Speech/RSP	Spec Ed. Speech/RSP	2		
		SLC	Avalon	4		

Submit Feedback

Avalon

2022-2023

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	5	6	
		Grade	Gr. 05	1		
			Gr. 07	1	1	
			Gr. 08	2	1	
			Gr. 09		4	
			Gr. 11	1		
		Ethnicity	Hispanic	5	6	
		Gender	Female	1		
			Male	4	6	
		Fluency	EL + RFEP	2	1	
			ELL	1	1	
			RFEP	1		
		Homeless	Homeless		1	
		LowSES	Low SES	5	6	
		SPED	Special Ed.	3		
		SPED-Speech/RSP	Spec Ed. Speech/RSP	3		
		SLC	Avalon	1	4	

Submit Feedback

Avalon

2021-2022

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	10	4	1
		Grade	Gr. 04		3	
			Gr. 07	7		1
			Gr. 08	1	1	
			Gr. 12	2		
		Ethnicity	Hispanic	3	4	1
			Other	4		
			White	3		
		Gender	Female			1
			Male	10	4	
		Fluency	EL + RFEP	1	1	1
			ELL		1	
			RFEP	1		1
		GATE/Excel	GATE/Excel	2		
		LowSES	Low SES	1		1
		SPED	Special Ed.	3		
		SPED-Speech/RSP	Spec Ed. Speech/RSP	3		
		SLC	Avalon	2		

Submit Feedback

Avalon

2019-2020

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All	75	36	
		Grade	Gr. 04	1	2	
			Gr. 05	8	11	
			Gr. 06	1	3	
			Gr. 07	7		
			Gr. 08	7	4	
			Gr. 09	7	1	
			Gr. 10	33	12	
			Gr. 11	9	3	
			Gr. 12	2		
		Ethnicity	Hispanic	71	30	
			Other		3	
			White	4	3	
		Gender	Female	12	4	
			Male	63	32	
		Fluency	EL + RFEP	66	28	
			ELL	33	19	
			RFEP	33	9	
		GATE/Excel	GATE/Excel		1	
		Homeless	Homeless	1		
		LowSES	Low SES	60	28	
		SPED	Special Ed.	36	17	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	23	13	

Submit Feedback

Avalon

2019-2020

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2019-2020	YR	SLC	Avalon	50	16	

Submit Feedback

Avalon

2018-2019

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All	171	347	
		Grade	Gr. 01		1	
			Gr. 02		2	
			Gr. 03	2	6	
			Gr. 04	35	29	
			Gr. 05	12	49	
			Gr. 06	4	3	
			Gr. 07	11	42	
			Gr. 08	32	74	
			Gr. 09	31	58	
			Gr. 10	32	69	
			Gr. 11	8	4	
			Gr. 12	4	10	
		Ethnicity	Hispanic	146	297	
			Other	6	6	
			White	19	44	
		Gender	Female	26	63	
			Male	145	284	
		Fluency	EL + RFEP	116	255	
			ELL	57	111	
			RFEP	59	144	
		Foster	Foster	1	1	
		GATE/Excel	GATE/Excel	4	1	

Report Name:Discipline - Action_Type_By_Subgroup_5YR - ARC Report #1184 | Report Code DISC02-ACT

Submit Feedback

Avalon

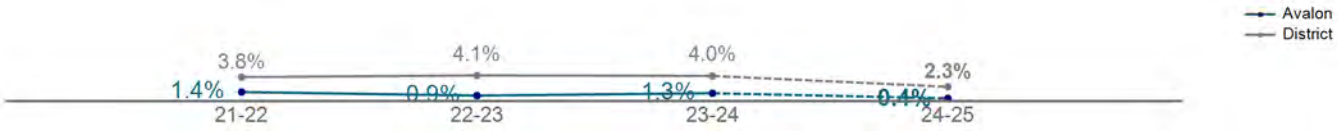
2018-2019

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2018-2019	YR	Homeless	Homeless	1	3	
		LowSES	Low SES	147	294	
		SPED	Special Ed.	72	101	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	43	56	
		SLC	Avalon	75	141	

Suspension Rate

Avalon
All Students
N = 446



African American

Subgroup with fewer than 20 students.

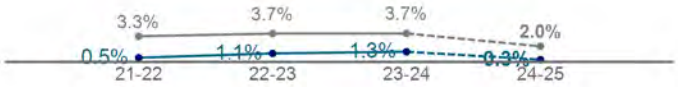
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

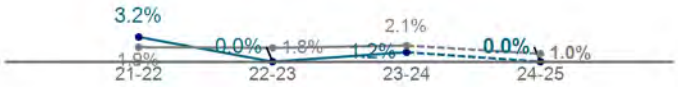
Hispanic
N = 361



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 75



Native American

Subgroup with fewer than 20 students.

Other

Subgroup with fewer than 20 students.

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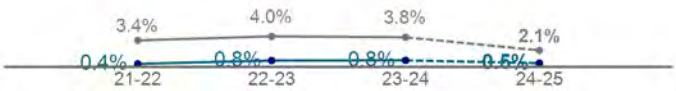
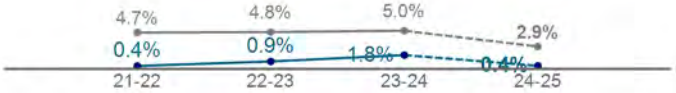
Suspension Rate

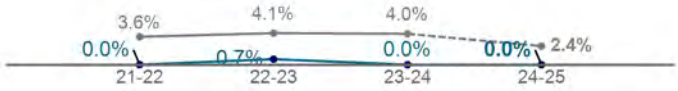
EL + RFEP
N = 216



Low SES
N = 263

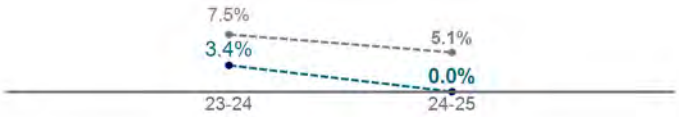


English Learner
N = 125

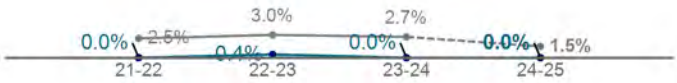


Special Education
N = 68

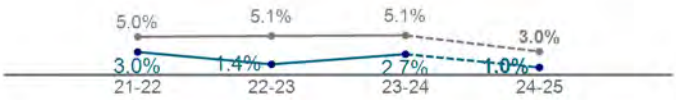
Homeless or Foster Youth
N = 22



Female
N = 236



Male
N = 210



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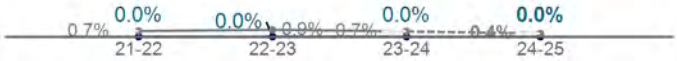
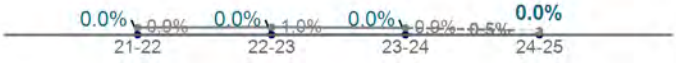
Suspension Rate

Gr. K
N = 23

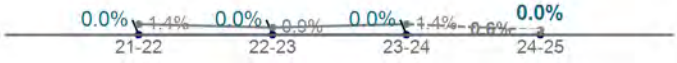
Gr. 01
N = 28



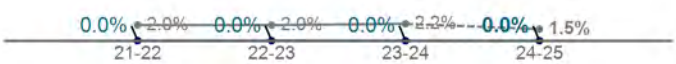
Gr. 02
N = 27



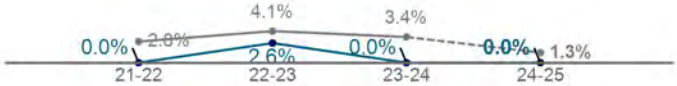
Gr. 03
N = 30



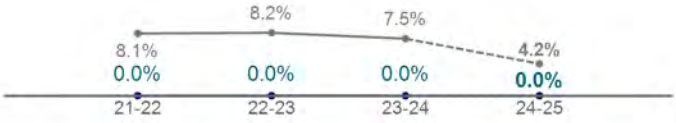
Gr. 04
N = 29



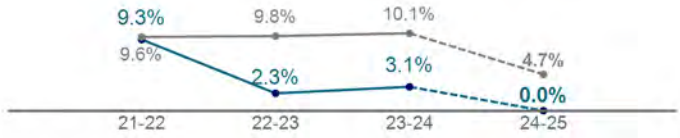
Gr. 05
N = 32



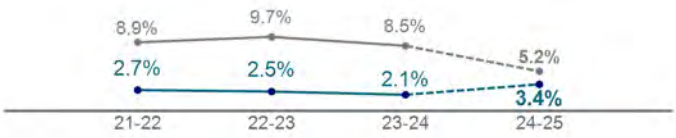
Gr. 06
N = 33



Gr. 07
N = 35



Gr. 08
N = 29



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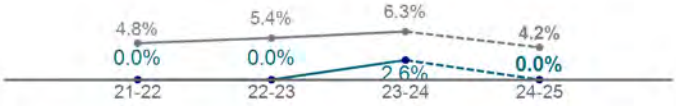
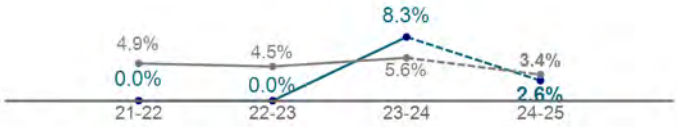
Suspension Rate

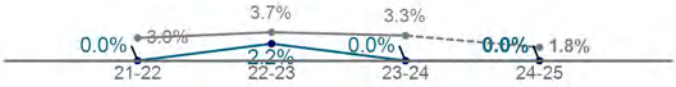
Gr. 09
N = 49



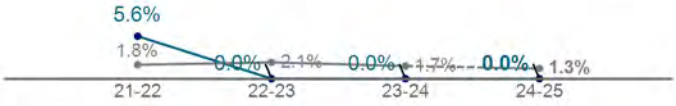
Gr. 10
N = 38



Gr. 11
N = 36



Gr. 12
N = 38



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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	All Students	All	1	22	18 / 73 / 5 / 5
			2	21	76 / 10 / 14
			3	24	4 / 71 / 8 / 17
	Teacher	Lasalle, O	1	22	18 / 73 / 5 / 5
			2	20	75 / 10 / 15
			3	24	4 / 71 / 8 / 17
	Ethnicity	Hispanic	1	18	17 / 83
			2	17	76 / 12 / 12
			3	19	5 / 74 / 5 / 16
		White	1	4	25 / 25 / 25 / 25
			2	4	75 / 25
			3	5	60 / 20 / 20
	Gender	Female	1	12	17 / 75 / 8
			2	11	64 / 9 / 27
			3	12	8 / 58 / 33
		Male	1	10	20 / 70 / 10
			2	10	90 / 10
			3	12	83 / 17

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Special Populations	Low SES	1	15	20 / 73 / 7
			2	13	77 / 15 / 8
			3	16	6 / 69 / 13 / 13
		ELL	1	9	22 / 78
			2	9	89 / 11
			3	9	78 / 11 / 11
		RFEP	1	1	100
			2	2	100
			3	2	50 / 50
		EL + RFEP	1	10	20 / 80
			2	11	91 / 9
			3	11	73 / 18 / 9
		Special Ed.	1	5	20 / 60 / 20
			2	4	100
			3	5	20 / 60 / 20
		Spec Ed. Speech/RSP	1	4	75 / 25
			2	3	100
			3	4	75 / 25
		Homeless	3	1	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 10

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
10	All Students	All	1	12	100
			2	8	100
	Teacher	Clifton, S	1	5	100
			2	2	100
		Golonsky, D	1	1	100
			2	1	100
		Gonzalez, S	1	12	100
			2	8	100
	Ethnicity	Hispanic	1	12	100
			2	8	100
	Gender	Female	1	7	100
			2	5	100
		Male	1	5	100
			2	3	100
	Special Populations	Low SES	1	10	100
			2	6	100
		ELL	1	12	100
			2	8	100
		EL + RFEP	1	12	100
			2	8	100
		Special Ed.	1	4	100
			2	2	100
		Spec Ed. Speech/RSP	1	3	100
			2	1	100
		Homeless	2	1	100
	SLC	Avalon	1	12	100
			2	8	100

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	28	46 / 46 / 4 / 4
			2	28	25 / 57 / 11 / 7
			3	28	25 / 57 / 11 / 7
	Teacher	Paret, A	1	29	48 / 45 / 3 / 3
			2	28	25 / 57 / 11 / 7
			3	28	25 / 57 / 11 / 7
	Ethnicity	Hispanic	1	21	43 / 48 / 5 / 5
			2	21	24 / 57 / 10 / 10
			3	21	29 / 52 / 14 / 5
		White	1	7	57 / 43
			2	7	29 / 57 / 14
			3	7	14 / 71 / 14
	Gender	Female	1	12	33 / 67
			2	13	46 / 38 / 8 / 8
			3	14	21 / 71 / 7
		Male	1	16	56 / 31 / 6 / 6
			2	15	7 / 73 / 13 / 7
			3	14	29 / 43 / 14 / 14
	Special Populations	Low SES	1	15	67 / 27 / 7
			2	14	43 / 50 / 7
			3	14	29 / 57 / 14
		ELL	1	5	60 / 40
			2	4	50 / 50
			3	6	50 / 50
		RFEP	1	1	100
			2	1	100
		EL + RFEP	1	6	50 / 50
			2	5	40 / 40 / 20
			3	6	50 / 50
		Special Ed.	1	2	100
			2	2	100
			3	2	100

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

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Special Populations	Spec Ed. Speech/RSP	1	2	100
			2	2	100
			3	2	100
		GATE/Excel	1	2	50 / 50
			2	3	33 / 33 / 33
			3	4	75 / 25

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	All Students	All	1	27	11 30 52 7
			2	29	7 10 66 10 7
			3	27	4 4 59 19 15
	Teacher	Rudd-Perez, S	1	27	11 30 52 7
			2	28	7 11 64 11 7
			3	27	4 4 59 19 15
	Ethnicity	Hispanic	1	21	10 38 43 10
			2	23	4 13 65 9 9
			3	22	5 64 18 14
		White	1	5	20 80
			2	5	20 60 20
			3	4	25 25 25 25
		Other	1	1	100
			2	1	100
			3	1	100
	Gender	Female	1	15	7 33 47 13
			2	16	13 75 13
			3	15	7 60 20 13
		Male	1	12	17 25 58
			2	13	15 8 54 23
			3	12	8 58 17 17
	Special Populations	Low SES	1	18	17 22 50 11
			2	19	5 16 53 16 11
			3	17	6 47 24 24
		ELL	1	5	60 40
			2	5	100
			3	6	17 67 17
		RFEP	1	2	100
			2	2	50 50
			3	2	50 50
		EL + RFEP	1	7	43 57
			2	7	86 14
			3	8	13 63 13 13

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Special Populations	Special Ed.	1	3	67, 33
			2	4	50, 25, 25
			3	3	33, 67
		Spec Ed. Speech/RSP	1	2	100
			2	3	67, 33
			3	2	50, 50
		Homeless	1	1	100
			2	1	100
			3	2	50, 50
		GATE/Excel	1	8	13, 63, 25
			2	8	38, 38, 25
			3	8	25, 38, 38

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	All Students	All	1	24	29 / 17 / 42 / 4 / 8
			2	25	28 / 16 / 44 / 12
			3	24	25 / 21 / 38 / 8 / 8
	Teacher	GARRINO, D	1	24	29 / 17 / 42 / 4 / 8
			2	26	27 / 19 / 42 / 12
			3	28	29 / 18 / 39 / 7 / 7
	Ethnicity	Hispanic	1	18	33 / 17 / 44 / 6
			2	20	35 / 15 / 45 / 5
			3	19	32 / 16 / 47 / 5
		Pacific Islander	1	1	100
		White	1	5	20 / 40 / 40
			2	5	20 / 40 / 40
			3	5	40 / 40 / 20
	Gender	Female	1	8	38 / 25 / 25 / 13
			2	9	44 / 22 / 22 / 11
			3	8	38 / 38 / 13 / 13
		Male	1	16	25 / 13 / 50 / 6 / 6
			2	16	19 / 13 / 56 / 13
			3	16	19 / 13 / 50 / 6 / 13
	Special Populations	Low SES	1	16	31 / 13 / 56
			2	17	29 / 18 / 47 / 6
			3	13	31 / 23 / 38 / 8
		ELL	1	7	57 / 14 / 14 / 14
			2	8	63 / 38
			3	9	44 / 22 / 33
		RFEP	1	5	100
			2	5	20 / 60 / 20
			3	5	80 / 20
		EL + RFEP	1	12	33 / 8 / 50 / 8
			2	13	38 / 8 / 46 / 8
			3	14	29 / 14 / 50 / 7
		Special Ed.	1	6	67 / 33
			2	6	67 / 33
			3	7	71 / 29

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	Special Populations	Spec Ed. Speech/RSP	1	5	80 / 20
			2	5	80 / 20
			3	6	83 / 17
		Homeless	1	2	100
			2	3	100
			3	4	50 / 25 / 25
		GATE/Excel	1	5	60 / 40
			2	6	50 / 50
			3	6	33 / 33 / 33

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	All Students	All	1	32	28 19 50 3
			2	30	17 17 43 20 3
			3	33	21 15 45 15 3
	Teacher	Kumar, A	1	31	26 19 52 3
			2	29	14 17 45 21 3
			3	33	21 15 45 15 3
	Ethnicity	Hispanic	1	25	36 20 40 4
			2	22	23 18 50 5 5
			3	25	28 8 52 8 4
		White	1	7	14 86
			2	8	13 25 63
			3	8	38 25 38
	Gender	Female	1	22	18 18 59 5
			2	20	5 10 60 20 5
			3	23	13 13 52 17 4
		Male	1	10	50 20 30
			2	10	40 30 10 20
			3	10	40 20 30 10
	Special Populations	Low SES	1	16	25 6 69
			2	14	14 14 57 14
			3	16	25 6 56 13
		ELL	1	7	86 14
			2	5	40 60
			3	7	57 14 29
		RFEP	1	3	33 67
			2	3	100
			3	3	67 33
		EL + RFEP	1	10	60 20 20
			2	8	25 38 38
			3	10	40 10 40 10
		Special Ed.	1	5	60 40
			2	5	40 60
			3	5	60 40

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

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Special Populations	Spec Ed. Speech/RSP	1	5	60 / 40
			2	5	40 / 60
			3	5	60 / 40
		GATE/Excel	1	2	100
			2	2	100
			3	2	50 / 50

i-Ready Math Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 6

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	All Students	All	1	32	50 22 13 16
			2	22	45 23 14 14 5
			3	30	50 7 23 10 10
	Teacher	Kwe, L	1	31	48 23 13 16
			2	25	44 20 20 12 4
			3	35	46 11 26 9 9
	Ethnicity	Hispanic	1	22	64 18 14 5
			2	15	53 33 13
			3	21	67 10 19 5
		White	1	8	25 25 13 38
			2	5	40 40 20
			3	8	13 38 25 25
		Other	1	2	50 50
			2	2	50 50
			3	1	100
	Gender	Female	1	17	59 29 12
			2	10	50 20 20 10
			3	13	62 8 23 8
		Male	1	15	40 13 27 20
			2	12	42 25 8 17 8
			3	17	41 6 24 12 18
	Special Populations	Low SES	1	22	50 27 9 14
			2	14	36 21 21 14 7
			3	18	50 28 17 6
		ELL	1	8	100
			2	4	75 25
			3	7	86 14
		RFEP	1	4	25 50 25
			2	2	50 50
			3	3	33 33 33
		EL + RFEP	1	12	75 17 8
			2	6	67 33
			3	10	70 10 10 10

i-Ready Math Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 6

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	Special Populations	Special Ed.	1	2	100
			2	1	100
			3	3	100
		Spec Ed. Speech/RSP	1	2	100
			2	1	100
			3	3	100
		Homeless	1	2	100
			2	1	100
			3	2	100
		GATE/Excel	1	10	10 | 10 | 30 | 50
			2	6	33 | 17 | 50
			3	8	25 | 38 | 38

i-Ready Math Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 7

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	All Students	All	1	21	38 10 43 5 5
			2	13	46 15 23 8 8
			3	21	33 14 10 24 19
	Teacher	Kwe, L	1	27	48 7 37 4 4
			2	17	41 18 29 6 6
			3	26	38 12 12 23 15
	Ethnicity	Hispanic	1	16	38 13 38 6 6
			2	12	50 17 17 8 8
			3	17	35 18 6 18 24
		White	1	4	50 50
			2	1	100
			3	3	33 33 33
		Other	1	1	100
			3	1	100
	Gender	Female	1	16	38 13 44 6
			2	8	50 13 25 13
			3	14	29 14 7 29 21
		Male	1	5	40 40 20
			2	5	40 20 20 20
			3	7	43 14 14 14 14
	Special Populations	Low SES	1	13	38 15 38 8
			2	10	50 30 10 10
			3	14	43 14 14 14 14
		ELL	1	5	80 20
			2	3	67 33
			3	3	100
		RFEP	1	6	33 17 50
			2	4	50 25 25
			3	9	33 22 11 33
		EL + RFEP	1	11	55 9 36
			2	7	57 29 14
			3	12	50 17 8 25

i-Ready Math Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 7

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	Special Populations	Special Ed.	1	3	67 / 33
			2	1	100
			3	3	67 / 33
		Spec Ed. Speech/RSP	1	3	67 / 33
			2	1	100
			3	3	67 / 33
		GATE/Excel	1	5	20 / 40 / 20 / 20
			2	2	50 / 50
			3	5	20 / 60 / 20

i-Ready Math Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 8

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	All Students	All	1	16	88 6 6
			2	10	90 10
			3	15	33 13 20 27 7
	Teacher	Golonsky, D	1	2	100
			2	2	100
		Kwe, L	1	14	86 7 7
			2	8	88 13
			3	16	38 13 19 25 6
	Ethnicity	Hispanic	1	14	86 7 7
			2	10	90 10
			3	14	29 14 21 29 7
		White	1	2	100
			3	1	100
	Gender	Female	1	9	78 11 11
			2	6	83 17
			3	9	33 11 22 22 11
		Male	1	7	100
			2	4	100
			3	6	33 17 17 33

i-Ready Math Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 8

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	Special Populations	Low SES	1	13	85 | 8 | 8
			2	8	88 | 13
			3	10	30 | 10 | 20 | 30 | 10
		ELL	1	5	60 | 20 | 20
			2	3	67 | 33
			3	9	22 | 11 | 22 | 44
		RFEP	1	2	100
			2	1	100
		EL + RFEP	1	7	71 | 14 | 14
			2	4	75 | 25
			3	9	22 | 11 | 22 | 44
		Special Ed.	1	5	100
			2	4	100
			3	3	67 | 33
		Spec Ed. Speech/RSP	1	3	100
			2	2	100
			3	3	67 | 33
		Homeless	3	1	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 9

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
9	All Students	All	1	12	92 | 8
			2	8	100
	Teacher	Clifton, S	1	7	100
			2	6	100
		Gonzalez, S	1	5	80 | 20
			2	3	100
	Ethnicity	Hispanic	1	12	92 | 8
			2	8	100
	Gender	Female	1	6	83 | 17
			2	3	100
		Male	1	6	100
			2	5	100
	Special Populations	Low SES	1	6	100
			2	4	100
		ELL	1	11	100
			2	8	100
		RFEP	1	1	100
		EL + RFEP	1	12	92 | 8
			2	8	100
		Special Ed.	1	3	100
			2	3	100
		Spec Ed. Speech/RSP	1	3	100
			2	3	100
		Homeless	1	2	100
			2	1	100
	SLC	Avalon	1	12	92 | 8
			2	8	100

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	All Students	All	1	23	13 / 70 / 13 / 4
			2	21	5 / 62 / 33
			3	24	50 / 13 / 38
	Teacher	Lasalle, O	1	22	14 / 68 / 14 / 5
			2	20	5 / 60 / 35
			3	24	50 / 13 / 38
	Ethnicity	Hispanic	1	19	11 / 74 / 16
			2	16	6 / 69 / 25
			3	19	47 / 16 / 37
		White	1	4	25 / 50 / 25
			2	5	40 / 60
			3	5	60 / 40
	Gender	Female	1	12	8 / 75 / 17
			2	10	60 / 40
			3	12	33 / 17 / 50
		Male	1	11	18 / 64 / 9 / 9
			2	11	9 / 64 / 27
			3	12	67 / 8 / 25

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
1	Special Populations	Low SES	1	16	13 / 69 / 13 / 6
			2	13	77 / 23
			3	16	38 / 19 / 44
		ELL	1	9	22 / 78
			2	9	11 / 67 / 22
			3	9	89 / 11
		RFEP	1	2	50 / 50
			2	2	100
			3	2	100
		EL + RFEP	1	11	18 / 73 / 9
			2	11	9 / 73 / 18
			3	11	73 / 27
		Special Ed.	1	5	20 / 60 / 20
			2	5	80 / 20
			3	5	80 / 20
		Spec Ed. Speech/RSP	1	4	25 / 50 / 25
			2	4	75 / 25
			3	4	75 / 25
		Homeless	3	1	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 10

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
10	All Students	All	1	13	92 / 8
			2	6	100
	Teacher	Blehm, C	1	16	94 / 6
			2	10	100
		Golonsky, D	1	1	100
			2	1	100
		Stokes, N	1	1	100
			2	1	100
	Ethnicity	Hispanic	1	13	92 / 8
			2	6	100
	Gender	Female	1	9	89 / 11
			2	4	100
		Male	1	4	100
			2	2	100
	Special Populations	Low SES	1	11	91 / 9
			2	5	100
		ELL	1	13	92 / 8
			2	6	100
		EL + RFEP	1	13	92 / 8
			2	6	100
		Special Ed.	1	4	100
			2	2	100
		Spec Ed. Speech/RSP	1	3	100
			2	1	100
		Homeless	1	1	100
	SLC	Avalon	1	13	92 / 8
			2	6	100

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	29	41 48 7 3
			2	29	41 34 17 7
			3	28	21 54 18 7
	Teacher	Paret, A	1	29	41 48 7 3
			2	31	42 35 16 6
			3	28	21 54 18 7
	Ethnicity	Hispanic	1	22	32 55 9 5
			2	22	36 41 14 9
			3	21	19 57 19 5
		White	1	7	71 29
			2	7	57 14 29
			3	7	29 43 14 14
	Gender	Female	1	13	38 46 15
			2	14	29 43 21 7
			3	14	64 36
		Male	1	16	44 50 6
			2	15	53 27 13 7
			3	14	43 43 14
	Special Populations	Low SES	1	16	69 31
			2	16	56 38 6
			3	14	21 71 7
		ELL	1	6	50 50
			2	6	33 67
			3	6	17 67 17
		RFEP	1	1	100
			2	1	100
		EL + RFEP	1	7	43 43 14
			2	7	29 57 14
			3	6	17 67 17
		Special Ed.	1	2	50 50
			2	2	100
			3	2	50 50

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Special Populations	Spec Ed. Speech/RSP	1	2	50 / 50
			2	2	100
			3	2	50 / 50
		GATE/Excel	1	2	50 / 50
			2	3	33 / 33 / 33
			3	4	50 / 25 / 25

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	All Students	All	1	27	11 / 37 / 19 / 26 / 7
			2	28	11 / 18 / 32 / 29 / 11
			3	28	11 / 11 / 29 / 36 / 14
	Teacher	Rudd-Perez, S	1	27	11 / 41 / 19 / 22 / 7
			2	28	11 / 21 / 32 / 25 / 11
			3	27	11 / 11 / 30 / 37 / 11
	Ethnicity	Hispanic	1	21	10 / 43 / 14 / 29 / 5
			2	22	9 / 23 / 32 / 27 / 9
			3	22	9 / 14 / 32 / 36 / 9
		White	1	5	20 / 40 / 20 / 20
			2	5	20 / 20 / 40 / 20
			3	5	20 / 20 / 20 / 40
		Other	1	1	100
			2	1	100
			3	1	100
	Gender	Female	1	16	6 / 31 / 25 / 31 / 6
			2	16	13 / 13 / 31 / 38 / 6
			3	16	13 / 6 / 31 / 38 / 13
		Male	1	11	18 / 45 / 9 / 18 / 9
			2	12	8 / 25 / 33 / 17 / 17
			3	12	8 / 17 / 25 / 33 / 17
	Special Populations	Low SES	1	18	17 / 28 / 22 / 22 / 11
			2	18	17 / 17 / 22 / 28 / 17
			3	17	12 / 6 / 18 / 41 / 24
		ELL	1	5	40 / 60
			2	5	20 / 60 / 20
			3	6	33 / 33 / 17 / 17
		RFEP	1	2	50 / 50
			2	2	50 / 50
			3	2	50 / 50
		EL + RFEP	1	7	29 / 57 / 14
			2	7	14 / 43 / 29 / 14
			3	8	25 / 25 / 25 / 25

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Special Populations	Special Ed.	1	2	50 / 50
			2	3	33 / 67
			3	3	33 / 67
		Spec Ed. Speech/RSP	1	1	100
			2	2	50 / 50
			3	2	50 / 50
		Homeless	1	1	100
			2	1	100
			3	2	50 / 50
		GATE/Excel	1	8	13 / 63 / 25
			2	8	63 / 38
			3	8	13 / 50 / 38

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	All Students	All	1	20	40 10 30 15 5
			2	23	30 13 35 13 9
			3	25	44 12 16 16 12
	Teacher	GARRINO, D	1	23	39 9 35 13 4
			2	24	29 13 38 13 8
			3	30	37 13 27 13 10
	Ethnicity	Hispanic	1	15	47 7 40 7
			2	18	39 11 33 11 6
			3	19	58 5 16 16 5
		Pacific Islander	1	1	100
			3	1	100
		White	1	4	25 75
			2	5	20 40 20 20
			3	5	20 20 20 40
	Gender	Female	1	8	38 13 25 25
			2	10	40 10 40 10
			3	9	56 11 11 11 11
		Male	1	12	42 8 33 8 8
			2	13	23 15 31 15 15
			3	16	38 13 19 19 13
	Special Populations	Low SES	1	13	38 15 31 8 8
			2	16	31 13 38 13 6
			3	13	46 8 15 23 8
		ELL	1	6	83 17
			2	7	86 14
			3	10	80 10 10
		RFEP	1	4	25 50 25
			2	5	20 20 40 20
			3	2	50 50
		EL + RFEP	1	10	50 10 30 10
			2	12	50 17 8 17 8
			3	12	67 8 8 8 8

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	Special Populations	Special Ed.	1	6	67 / 17 / 17
			2	5	60 / 20 / 20
			3	7	86 / 14
		Spec Ed. Speech/RSP	1	5	80 / 20
			2	4	75 / 25
			3	6	100
		Homeless	1	2	100
			2	1	100
			3	4	75 / 25
		GATE/Excel	1	5	40 / 40 / 20
			2	6	33 / 33 / 33
			3	6	50 / 50

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	All Students	All	1	26	12 31 46 8 4
			2	28	18 29 32 7 14
			3	29	14 24 31 24 7
	Teacher	Kumar, A	1	30	17 33 40 7 3
			2	28	14 29 36 7 14
			3	32	13 28 31 22 6
	Ethnicity	Hispanic	1	21	14 38 33 10 5
			2	20	25 35 20 20
			3	22	14 32 23 23 9
		White	1	5	100
			2	8	13 63 25
			3	7	14 57 29
	Gender	Female	1	20	5 30 50 10 5
			2	18	11 22 39 11 17
			3	20	20 40 30 10
		Male	1	6	33 33 33
			2	10	30 40 20 10
			3	9	44 33 11 11
	Special Populations	Low SES	1	14	21 21 50 7
			2	13	15 31 31 8 15
			3	14	7 21 43 21 7
		ELL	1	4	25 50 25
			2	5	80 20
			3	5	40 40 20
		RFEP	1	3	33 67
			2	2	50 50
			3	3	33 33 33
		EL + RFEP	1	7	14 43 43
			2	7	57 29 14
			3	8	25 38 25 13
		Special Ed.	1	4	75 25
			2	5	40 40 20
			3	4	50 50

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

Legend

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Special Populations	Spec Ed. Speech/RSP	1	4	75 / 25
			2	5	40 / 40 / 20
			3	4	50 / 50
		GATE/Excel	1	2	100
			2	2	100
			3	2	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 6

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	All Students	All	1	20	65 10 20 5
			2	23	61 17 4 17
			3	13	69 15 15
	Teacher	Killian, A	1	34	59 9 26 6
			2	32	50 22 9 3 16
			3	24	71 4 13 13
	Ethnicity	Hispanic	1	16	69 13 13 6
			2	17	76 18 6
			3	11	82 9 9
		White	1	4	50 50
			2	5	20 20 60
			3	2	50 50
		Other	2	1	100
	Gender	Female	1	11	73 18 9
			2	12	58 25 8 8
			3	5	60 40
		Male	1	9	56 44
			2	11	64 9 27
			3	8	75 25
	Special Populations	Low SES	1	11	73 9 18
			2	15	73 7 20
			3	7	71 14 14
		ELL	1	7	100
			2	5	100
			3	3	100
		RFEP	1	2	50 50
			2	1	100
			3	2	50 50
		EL + RFEP	1	9	78 11 11
			2	6	100
			3	5	80 20
		Special Ed.	1	3	100
			2	2	100
			3	1	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 6

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
6	Special Populations	Spec Ed. Speech/RSP	1	3	100
			2	2	100
			3	1	100
		Homeless	1	2	100
			2	1	100
			3	2	100
		GATE/Excel	1	4	75, 25
			2	4	25, 75
			3	4	25, 25, 50

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 7

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	All Students	All	1	23	52 22 9 17
			2	15	47 13 20 20
			3	11	18 18 9 18 36
	Teacher	Killian, A	1	30	57 3 20 7 13
			2	27	59 7 11 11 11
			3	23	35 22 9 13 22
	Ethnicity	Hispanic	1	18	61 17 11 11
			2	12	58 8 25 8
			3	9	22 22 11 22 22
		White	1	4	25 50 25
			2	2	50 50
			3	1	100
		Other	1	1	100
			2	1	100
			3	1	100
	Gender	Female	1	14	43 29 14 14
			2	10	40 20 30 10
			3	7	14 29 14 43
		Male	1	9	67 11 22
			2	5	60 40
			3	4	25 25 25 25
	Special Populations	Low SES	1	15	60 7 13 20
			2	12	58 8 8 25
			3	8	25 13 13 25 25
		ELL	1	6	100
			2	4	100
			3	3	67 33
		RFEP	1	5	80 20
			2	4	75 25
			3	2	50 50
		EL + RFEP	1	11	91 9
			2	8	88 13
			3	5	40 40 20

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 7

Legend

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
7	Special Populations	Special Ed.	1	3	100
			2	1	100
			3	1	100
		Spec Ed. Speech/RSP	1	3	100
			2	1	100
			3	1	100
		GATE/Excel	1	5	20 / 20 / 60
			2	4	25 / 25 / 50
			3	3	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 8

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	All Students	All	1	30	43 10 23 17 7
			2	27	52 4 30 7 7
			3	16	50 25 13 13
	Teacher	Golonsky, D	1	2	100
			2	2	100
		Killian, A	1	32	44 13 22 16 6
			2	36	64 3 22 6 6
			3	21	52 5 24 10 10
		STAFF, C	1	1	100
			2	1	100
	Ethnicity	Hispanic	1	28	46 7 21 18 7
			2	24	50 4 29 8 8
			3	16	50 25 13 13
		White	1	2	50 50
			2	3	67 33
	Gender	Female	1	19	32 11 32 21 5
			2	14	43 43 7 7
			3	12	50 25 17 8
		Male	1	11	64 9 9 9 9
			2	13	62 8 15 8 8
			3	4	50 25 25
	Special Populations	Low SES	1	18	56 11 17 17
			2	14	64 7 21 7
			3	8	63 38
		ELL	1	5	80 20
			2	8	100
			3	3	100
		RFEP	1	15	40 7 27 20 7
			2	10	20 10 60 10
			3	9	44 33 11 11
		EL + RFEP	1	20	50 5 25 15 5
			2	18	56 6 33 6
			3	12	58 25 8 8

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 8

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
8	Special Populations	Special Ed.	1	4	75 | 25
			2	4	75 | 25
			3	2	50 | 50
		Spec Ed. Speech/RSP	1	2	50 | 50
			2	2	50 | 50
			3	2	50 | 50
		GATE/Excel	1	1	100
			2	1	100
			3	1	100
		Homeless	2	1	100

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Avalon 2023-2024 Grade 9

Legend

3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
9	All Students	All	1	7	100
			2	5	100
	Teacher	Killpack, J	1	3	100
			2	2	100
		Stokes, N	1	12	100
			2	8	100
	Ethnicity	Hispanic	1	7	100
			2	5	100
	Gender	Female	1	3	100
			2	1	100
		Male	1	4	100
			2	4	100
	Special Populations	Low SES	1	4	100
			2	3	100
		ELL	1	7	100
			2	5	100
		EL + RFEP	1	7	100
			2	5	100
		Special Ed.	1	1	100
			2	2	100
		Spec Ed. Speech/RSP	1	1	100
			2	2	100
		Homeless	1	1	100
			2	1	100
	SLC	Avalon	1	7	100
			2	5	100

[Submit Feedback]

i-Ready Math Overall Relative Placement
School Data by Subgroup
Avalon 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	77	3	77	42 12 19 17 10
		3	165	10 12 55 12 12
Grade	Gr. K	3	24	63 8 29
	Gr. 01	3	24	4 71 8 17
	Gr. 02	3	28	25 57 11 7
	Gr. 03	3	28	4 4 61 18 14
	Gr. 04	3	28	29 18 39 7 7
	Gr. 05	3	33	21 15 45 15 3
	Gr. 06	3	35	46 11 26 9 9
	Gr. 07	3	26	38 12 12 23 15
Ethnicity	Hispanic	3	62	47 15 16 13 10
		3	129	10 10 60 9 10
	White	3	33	6 18 36 21 18
Gender	Female	3	44	41 11 20 18 9
		3	90	8 12 54 11 14
	Male	3	33	42 12 18 15 12
		3	75	12 11 56 12 9
Special Populations	Low SES	3	51	43 10 22 18 8
		3	94	11 10 59 12 10
	ELL	3	22	59 9 14 18
		3	52	15 13 56 10 6
	EL + RFEP	3	35	49 11 14 14 11
		3	62	13 11 58 10 8
	Special Ed.	3	23	35 22 35 4 4
	GATE/Excel	3	20	40 30 30

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

Run date: 2/4/2025

[Submit Feedback]

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

Category		Diagnostic Window	# Students	Percent by Category
All Students	68	3	68	53 10 15 12 10
		3	167	11 13 37 23 16
Grade	Gr. K	3	25	36 36 28
	Gr. 01	3	24	50 13 38
	Gr. 02	3	28	21 54 18 7
	Gr. 03	3	28	11 11 29 36 14
	Gr. 04	3	30	37 13 27 13 10
	Gr. 05	3	32	13 28 31 22 6
	Gr. 06	3	24	71 4 13 13
	Gr. 07	3	23	35 22 9 13 22
	Gr. 08	3	21	52 5 24 10 10
Ethnicity	Hispanic	3	55	56 11 13 13 7
		3	131	12 13 37 24 14
	White	3	33	6 12 39 18 24
Gender	Female	3	39	46 13 18 13 10
		3	92	8 8 39 27 18
	Male	3	29	62 7 10 10 10
		3	75	15 20 35 17 13
Special Populations	Low SES	3	40	58 10 18 8 8
		3	97	9 10 40 23 18
	ELL	3	51	24 16 43 10 8
	RFEP	3	21	43 19 14 19 5
	EL + RFEP	3	32	56 16 13 13 3
		3	61	20 15 41 15 10
	Special Ed.	3	23	35 30 17 9 9
	GATE/Excel	3	20	25 40 35

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

Run date: 2/4/2025

Feb 04, 2025

ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Avalon

Site Level Overall Performance Level Summary

18%	35%	40%	7%
Beginning Stage	Somewhat Developed	Moderately Developed	Well Developed

Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
16% Beg.	68% Some/Mod.	16% Well Dev.	12% Beg.	35% Some/Mod.	52% Well Dev.	48% Beg.	48% Some/Mod.	5% Well Dev.	25% Beg.	70% Some/Mod.	5% Well Dev.

Grade Level Performance Summary (Overall and by Domain)

	Overall Development				Listening			Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well
00	29%	57%	14%	0%	29%	29%	14%	43%	29%	0%	29%	43%	0%	57%	14%	0%
01	21%	29%	36%	14%	7%	50%	29%	14%	64%	7%	14%	57%	14%	29%	29%	29%
02	0%	33%	67%	0%	0%	17%	83%	0%	67%	33%	67%	33%	0%	0%	100%	0%
03	0%	50%	50%	0%	0%	50%	50%	0%	75%	25%	25%	75%	0%	0%	100%	0%
04	33%	44%	22%	0%	22%	67%	11%	33%	33%	33%	100%	0%	0%	56%	44%	0%
05	0%	56%	33%	11%	0%	89%	11%	0%	22%	78%	56%	44%	0%	33%	67%	0%
06	22%	33%	44%	0%	22%	78%	0%	0%	22%	78%	44%	56%	0%	22%	78%	0%
07	43%	29%	29%	0%	43%	43%	14%	14%	43%	43%	86%	14%	0%	29%	71%	0%
08	0%	36%	55%	9%	0%	73%	18%	0%	36%	55%	27%	64%	0%	9%	82%	0%
09	18%	27%	36%	18%	27%	64%	9%	18%	27%	55%	45%	45%	9%	18%	73%	9%

Reclassifcation Criteria

ELPAC Results (CDE Site)

Feb 04, 2025

ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Avalon

10	18%	29%	47%	6%	6%	82%	6%	6%	29%	59%	29%	53%	12%	6%	88%	0%
11	21%	14%	57%	7%	14%	71%	7%	21%	14%	57%	29%	57%	7%	21%	71%	0%
12	18%	45%	27%	9%	27%	73%	0%	0%	9%	91%	73%	27%	0%	27%	64%	9%

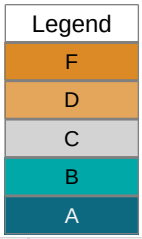
Reclassifcation Criteria

ELPAC Results (CDE Site)

Submit Feedback

Grade Distribution - Avalon
2023-2024 S2

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



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	1,210	1,210	9 6 14 21 49	15.4%	84.6%
		890	7 12 16 25 37	19.3%	80.7%
Grade	Gr. 06	288	9 14 20 25 31	22.6%	77.4%
	Gr. 07	250	7 12 11 20 48	18.4%	81.6%
	Gr. 08	352	7 11 17 28 35	17.3%	82.7%
	Gr. 09	314	9 6 10 23 53	15.0%	85.0%
	Gr. 10	286	12 8 16 24 40	19.9%	80.1%
	Gr. 11	298	12 6 13 16 52	18.5%	81.5%
	Gr. 12	312	4 5 19 22 50	8.7%	91.3%
Ethnicity	Asian	8	13 88	0.0%	100.0%
	Hispanic	984	9 7 16 21 48	16.1%	83.9%
		736	8 12 16 24 37	20.5%	79.5%
	White	181	11 3 9 24 52	14.4%	85.6%
		130	4 10 22 27 38	13.8%	86.2%
	Other	37	5 11 32 51	5.4%	94.6%
		24	13 8 38 42	12.5%	87.5%
Gender	Female	593	7 4 11 23 54	11.5%	88.5%
		520	5 11 16 26 40	16.3%	83.7%
	Male	617	11 8 18 20 44	19.1%	80.9%
		370	10 13 16 23 34	23.5%	76.5%

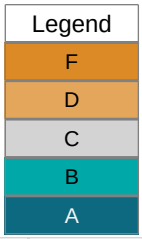
The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/4/2025

Submit Feedback

Grade Distribution - Avalon
2023-2024 S2

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



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
Special Populations	Low SES	698	12 8 15 22 44	19.3%	80.7%
		561	8 13 17 25 35	20.7%	79.3%
	ELL	405	14 11 20 18 37	24.9%	75.1%
		211	13 15 18 23 23	28.0%	72.0%
	RFEP	407	4 4 11 21 61	7.6%	92.4%
		251	7 12 14 25 42	18.7%	81.3%
	EL + RFEP	812	9 7 16 19 49	16.3%	83.7%
		462	10 13 16 24 33	22.9%	77.1%
	Special Ed.	226	24 9 15 17 35	33.2%	66.8%
		110	13 17 21 14 32	30.0%	70.0%
	Spec Ed. Speech/RSP	211	26 10 15 17 32	35.5%	64.5%
		94	15 20 24 15 21	35.1%	64.9%
	Homeless/Foster	49	6 8 29 8 49	14.3%	85.7%
		45	38 16 2 20 18	53.3%	46.7%
	Homeless	49	6 8 29 8 49	14.3%	85.7%
		45	38 16 2 20 18	53.3%	46.7%
	GATE/Excel	84	1 8 19 70	2.4%	97.6%
		128	6 8 21 65	6.3%	93.8%
Pathway	Avalon	1,210	9 6 14 21 49	15.4%	84.6%

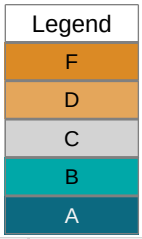
The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/4/2025

Submit Feedback

Grade Distribution - Avalon
2023-2024 PS2

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



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	1,205	1,205	11 7 15 22 45	17.4%	82.6%
		890	11 13 13 25 35	24.2%	75.8%
Grade	Gr. 06	288	11 17 16 24 31	27.4%	72.6%
	Gr. 07	250	12 10 12 23 41	21.6%	78.4%
	Gr. 08	352	10 13 12 28 34	23.3%	76.7%
	Gr. 09	314	9 8 15 20 48	16.6%	83.4%
	Gr. 10	285	13 7 16 28 35	20.4%	79.6%
	Gr. 11	298	14 6 12 18 50	19.8%	80.2%
	Gr. 12	308	7 6 18 21 47	13.3%	86.7%
Ethnicity	Asian	8	13 13 75	0.0%	100.0%
	Hispanic	984	11 7 17 22 44	17.9%	82.1%
		736	12 13 13 26 34	25.0%	75.0%
	White	176	13 4 8 24 51	16.5%	83.5%
		130	6 13 18 25 38	19.2%	80.8%
	Other	37	5 8 11 22 54	13.5%	86.5%
		24	25 8 13 54	25.0%	75.0%
Gender	Female	589	8 6 11 23 52	14.1%	85.9%
		520	8 14 13 26 38	22.3%	77.7%
	Male	616	13 7 19 21 39	20.6%	79.4%
		370	14 12 14 25 32	26.8%	73.2%

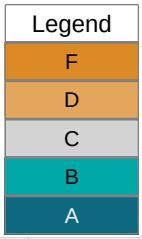
The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/4/2025

Submit Feedback

Grade Distribution - Avalon
2023-2024 PS2

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



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
Special Populations	Low SES	698	13 8 16 23 40	21.3%	78.7%
		561	11 14 15 26 32	24.8%	75.2%
	ELL	405	16 10 19 21 34	26.7%	73.3%
		211	18 15 13 25 20	33.2%	66.8%
	RFEP	407	6 3 12 22 57	9.3%	90.7%
		251	11 12 10 28 39	22.7%	77.3%
	EL + RFEP	812	11 7 15 22 45	18.0%	82.0%
		462	14 13 11 26 31	27.5%	72.5%
	Special Ed.	226	26 8 15 19 32	34.1%	65.9%
		110	19 16 15 15 31	35.5%	64.5%
	Spec Ed. Speech/RSP	211	27 9 16 18 30	36.0%	64.0%
		94	22 19 18 16 20	41.5%	58.5%
	Homeless/Foster	49	8 12 18 20 41	20.4%	79.6%
		45	44 9 7 16 18	53.3%	46.7%
	Homeless	49	8 12 18 20 41	20.4%	79.6%
		45	44 9 7 16 18	53.3%	46.7%
	GATE/Excel	83	2 2 10 19 66	4.8%	95.2%
		128	8 8 22 63	7.8%	92.2%
Pathway	Avalon	1,205	11 7 15 22 45	17.4%	82.6%

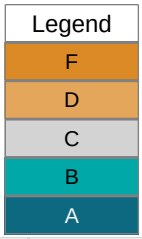
The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/4/2025

Submit Feedback

Grade Distribution - Avalon
2023-2024 Q3

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



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	1,217	1,217	13 8 14 19 44	20.9%	79.1%
		890	10 14 17 23 33	24.7%	75.3%
Grade	Gr. 06	288	8 19 19 21 31	27.1%	72.9%
	Gr. 07	250	10 14 14 22 38	24.0%	76.0%
	Gr. 08	352	12 11 18 25 31	23.3%	76.7%
	Gr. 09	314	12 8 14 19 47	20.1%	79.9%
	Gr. 10	297	17 7 16 26 32	24.2%	75.8%
	Gr. 11	298	13 10 10 16 50	22.8%	77.2%
	Gr. 12	308	9 7 18 17 48	16.6%	83.4%
Ethnicity	Asian	8	13 88	0.0%	100.0%
	Hispanic	996	13 9 15 19 43	22.0%	78.0%
		736	11 15 16 22 33	26.1%	73.9%
	White	176	13 6 12 19 50	18.2%	81.8%
		130	8 10 23 25 33	18.5%	81.5%
	Other	37	3 5 14 35 43	8.1%	91.9%
		24	17 21 17 46	16.7%	83.3%
Gender	Female	586	9 7 11 22 49	16.4%	83.6%
		520	8 15 19 24 34	22.1%	77.9%
	Male	631	16 9 17 17 39	25.0%	75.0%
		370	14 14 15 21 32	28.4%	71.6%

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

Run date: 2/4/2025

Submit Feedback

Grade Distribution - Avalon
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: F, D, C, B, A

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
Special Populations	Low SES	708	16 10 14 20 39	25.8%	74.2%
		561	11 16 17 22 31	26.7%	73.3%
	ELL	409	18 12 17 17 34	30.3%	69.7%
		211	17 18 16 20 19	35.1%	64.9%
	RFEP	405	8 5 10 22 55	12.8%	87.2%
		251	12 12 13 24 39	24.3%	75.7%
	EL + RFEP	814	13 9 14 20 44	21.6%	78.4%
		462	14 15 14 22 30	29.2%	70.8%
	Special Ed.	228	26 10 14 16 32	36.0%	64.0%
		110	16 16 18 17 27	32.7%	67.3%
	Spec Ed. Speech/RSP	213	28 10 15 16 29	38.0%	62.0%
		94	19 19 20 20 16	38.3%	61.7%
	Homeless/Foster	49	12 18 12 14 43	30.6%	69.4%
		45	36 22 9 11 13	57.8%	42.2%
	Homeless	49	12 18 12 14 43	30.6%	69.4%
		45	36 22 9 11 13	57.8%	42.2%
	GATE/Excel	84	2 4 12 12 69	6.0%	94.0%
		128	5 12 23 60	5.5%	94.5%
Pathway	Avalon	1,217	13 8 14 19 44	20.9%	79.1%

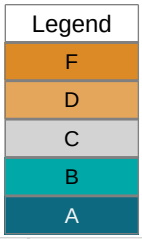
The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/4/2025

Submit Feedback

Grade Distribution - Avalon
2023-2024 S1

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



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	1,275	1,275	7 8 17 21 46	15.2%	84.8%
		885	9 10 16 26 36	19.1%	80.9%
Grade	Gr. 06	272	6 11 16 29 37	16.5%	83.5%
	Gr. 07	252	12 8 15 23 40	19.8%	80.2%
	Gr. 08	361	10 10 17 26 33	20.5%	79.5%
	Gr. 09	312	6 7 12 22 53	13.1%	86.9%
	Gr. 10	309	12 11 18 21 38	23.3%	76.7%
	Gr. 11	305	6 9 15 23 47	15.1%	84.9%
	Gr. 12	349	5 5 24 19 47	10.0%	90.0%
Ethnicity	Asian	8	25 25 50	0.0%	100.0%
	Hispanic	1,047	8 8 19 20 46	15.8%	84.2%
		726	10 11 15 27 34	21.1%	78.9%
	White	189	7 8 12 25 48	14.8%	85.2%
		135	5 7 24 21 43	11.9%	88.1%
	Other	31	3 10 32 55	3.2%	96.8%
		24	8 38 54	0.0%	100.0%
Gender	Female	630	5 5 15 23 52	10.2%	89.8%
		516	7 8 16 28 39	15.3%	84.7%
	Male	645	9 11 20 19 41	20.2%	79.8%
		369	12 12 18 23 32	24.4%	75.6%

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

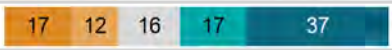
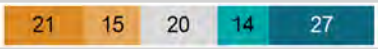
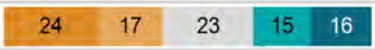
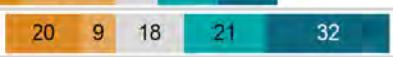
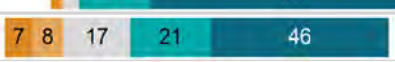
Run date: 2/4/2025

Submit Feedback

Grade Distribution - Avalon
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
F
D
C
B
A

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
Special Populations	Low SES	744		18.5%	81.5%
		562		21.2%	78.8%
	ELL	424		23.8%	76.2%
		207		30.0%	70.0%
	RFEP	431		6.5%	93.5%
		251		20.3%	79.7%
	EL + RFEP	855		15.1%	84.9%
		458		24.7%	75.3%
	Special Ed.	237		29.5%	70.5%
		110		35.5%	64.5%
	Spec Ed. Speech/RSP	221		31.2%	68.8%
		94		41.5%	58.5%
	Homeless/Foster	56		28.6%	71.4%
		45		51.1%	48.9%
	Homeless	56		28.6%	71.4%
		45		51.1%	48.9%
	GATE/Excel	80		1.3%	98.8%
		123		3.3%	96.7%
Pathway	Avalon	1,275		15.2%	84.8%

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

Run date: 2/4/2025

Submit Feedback

Grade Distribution - Avalon
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
F
D
C
B
A

Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	1,245	1,245	11 10 16 25 38	20.9%	79.1%
		874	12 9 17 21 38	21.1%	78.9%
Grade	Gr. 06	270	10 8 21 17 43	17.4%	82.6%
	Gr. 07	252	13 9 15 17 42	22.2%	77.8%
	Gr. 08	352	14 9 16 26 32	23.0%	77.0%
	Gr. 09	314	7 7 15 27 44	14.3%	85.7%
	Gr. 10	298	17 13 16 26 28	30.5%	69.5%
	Gr. 11	303	12 8 18 26 35	19.8%	80.2%
	Gr. 12	330	10 10 15 21 45	19.4%	80.6%
Ethnicity	Asian	8	25 13 63	0.0%	100.0%
	Hispanic	1,026	12 10 17 24 37	22.1%	77.9%
		715	14 9 17 21 37	22.2%	77.8%
	White	179	9 8 15 25 43	17.3%	82.7%
		135	7 11 19 19 42	18.5%	81.5%
	Other	32	333 38 53	6.3%	93.8%
		24	25 25 50	0.0%	100.0%
Gender	Female	625	8 8 13 29 42	15.7%	84.3%
		507	10 8 16 23 40	17.9%	82.1%
	Male	620	15 11 19 20 34	26.1%	73.9%
		367	16 9 18 17 35	25.3%	74.7%

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

Run date: 2/4/2025

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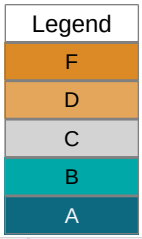
Grade Distribution - Avalon
2023-2024 PS1

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



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
Special Populations	Low SES	730	14 11 16 23 35	25.1%	74.9%
		567	15 9 18 20 36	24.3%	75.7%
	ELL	418	18 14 17 19 31	31.8%	68.2%
		198	21 12 19 18 22	32.8%	67.2%
	RFEP	422	4 7 16 30 42	11.6%	88.4%
		251	12 7 16 22 41	18.7%	81.3%
	EL + RFEP	840	11 10 16 25 37	21.7%	78.3%
		449	16 9 17 20 33	24.9%	75.1%
	Special Ed.	226	20 9 19 21 31	28.8%	71.2%
		109	27 13 13 12 31	39.4%	60.6%
	Spec Ed. Speech/RSP	210	21 10 19 22 27	30.5%	69.5%
		93	31 15 14 14 20	46.2%	53.8%
	Homeless/Foster	56	20 20 7 18 36	39.3%	60.7%
		44	34 9 11 9 20	43.2%	56.8%
	Homeless	56	20 20 7 18 36	39.3%	60.7%
		44	34 9 11 9 20	43.2%	56.8%
	GATE/Excel	83	6 13 27 54	6.0%	94.0%
		123	2 28 15 73	4.1%	95.9%
Pathway	Avalon	1,245	11 10 16 25 38	20.9%	79.1%

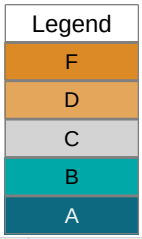
The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/4/2025

Submit Feedback

Grade Distribution - Avalon
2023-2024 Q1

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



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	1,230	1,230	11 8 16 21 44	18.7%	81.3%
		851	10 11 15 22 40	21.0%	79.0%
Grade	Gr. 06	271	7 9 15 20 47	15.9%	84.1%
	Gr. 07	244	10 13 15 18 42	23.0%	77.0%
	Gr. 08	336	13 10 13 26 34	23.8%	76.2%
	Gr. 09	314	10 7 15 25 43	16.6%	83.4%
	Gr. 10	291	16 10 18 22 35	26.1%	73.9%
	Gr. 11	295	11 8 16 19 46	18.6%	81.4%
	Gr. 12	330	6 8 16 20 50	14.2%	85.8%
Ethnicity	Asian	8	13 13 13 63	12.5%	87.5%
	Hispanic	1,011	11 9 16 22 42	20.2%	79.8%
		708	11 11 15 22 39	21.9%	78.1%
	White	179	9 5 19 18 49	14.0%	86.0%
		119	9 10 12 24 45	19.3%	80.7%
	Other	32	13 31 53	0.0%	100.0%
		24	4 17 29 50	4.2%	95.8%
Gender	Female	616	9 6 16 22 47	15.3%	84.7%
		499	7 10 14 24 44	16.8%	83.2%
	Male	614	12 10 16 21 40	22.1%	77.9%
		352	15 12 15 20 36	27.0%	73.0%

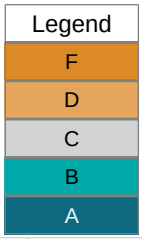
The percentages may not equal 100% due to rounding.
Report Name:Grades - Grade_Distribution_Summary - ARC Report GRD03-BAND

Run date: 2/4/2025

Submit Feedback

Grade Distribution - Avalon
2023-2024 Q1

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



Category		Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
Special Populations	Low SES	730	13 9 16 21 40	22.2%	77.8%
		568	11 12 16 22 37	23.6%	76.4%
	ELL	411	18 12 18 17 36	29.2%	70.8%
		199	17 15 16 23 22	31.2%	68.8%
	RFEP	414	5 5 13 28 49	10.1%	89.9%
		243	11 10 12 23 44	20.6%	79.4%
	EL + RFEP	825	11 8 16 22 42	19.6%	80.4%
		442	13 12 14 23 34	25.3%	74.7%
	Special Ed.	227	16 12 19 18 35	27.8%	72.2%
		109	23 16 13 19 28	38.5%	61.5%
	Spec Ed. Speech/RSP	211	17 12 20 18 33	29.4%	70.6%
		93	27 18 15 20 17	45.2%	54.8%
	Homeless/Foster	48	21 4 13 15 48	25.0%	75.0%
		37	27 8 19 14 24	35.1%	64.9%
	Homeless	48	21 4 13 15 48	25.0%	75.0%
		37	27 8 19 14 24	35.1%	64.9%
	GATE/Excel	84	2 1 19 23 55	3.6%	96.4%
		123	3 2 7 17 71	5.7%	94.3%
Pathway	Avalon	1,230	11 8 16 21 44	18.7%	81.3%

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

Run date: 2/4/2025

AVALON TK-12 SCHOOL
P. O. Box 557
Avalon, California, 90704
Telephone 310-510-0790
www.lbavalon.schoolloop.com

2023-2024 HOME-SCHOOL COMPACT (10.09.24 Approved)

The program at Avalon School is designed to develop each student's potential for intellectual, emotional, and physical growth. This compact explains how parents, school staff, and students will share the responsibility for improved student academic achievement.

Avalon School Mission: *From kindergarten to graduation, Avalon School is committed to maintaining rigorous academic expectations and encouraging personal integrity in a safe and supportive environment while fostering the development of the 21st-century college and career skill set.*

AS A STUDENT, I PLEDGE TO…

1. Show respect and cooperate with students and adults.
2. I will demonstrate a growth mindset that cultivates Social Emotional Learning
3. I will attend school on time and be prepared to learn by working hard on my school assignments and by being a good listener. I will log in to my Canvas account regularly and set goals and action plans (secondary).
4. Respect the right of others to learn without disrupting or bullying by following the school and classroom rules.
5. Follow Avalon's Guidelines for Success
    1. Thoughts create our reality — Think positively and deeply.
    2. Words are powerful — Speak appropriately and respectfully.
    3. Actions represent us — Act responsibly and be kind to others.
6. Properly care for and respect school property that is issued to students for any and all instructional purposes.
7. Be familiar with and work towards each of the **Schoolwide Learner Outcomes**:

    Avalon students will…

    <u>Demonstrate independence</u>

    - Become self-directed learners, persevere through problem-solving, construct and convey effective arguments, actively seek out diverse resources, demonstrate creativity, innovation, and original thinking.

    <u>Build strong content knowledge</u>

    - Read purposefully and listen attentively to gain knowledge, share knowledge through writing and speaking access prior knowledge to make connections with new content, and read and write for both purpose and pleasure.

    <u>Comprehend, communicate, and critique effectively</u>

    - Demonstrate a command of language, assess the soundness of reasoning, communicate clearly and support with evidence, use relevant evidence when supporting points in writing and speaking, and respectfully question a text's premises and assumptions.

    <u>Become digitally literate</u>

    - Use technology to enhance learning productively and responsibly, understand the personal, ethical, social, and legal implications of the power of technology, and know the strengths and limitations of various technological tools and mediums.

    <u>Work productively in teams</u>

    - Understand that the process of teamwork is as valuable as the product and seek to understand other perspectives and cultures.
8. Support the School Mission as well as listen and communicate clearly.

Student Signature: _____ Date: _____

AS ADMINISTRATORS AND SUPPORT STAFF MEMBERS, WE PLEDGE TO....

1. Create a welcoming environment for children and parents by serving their needs efficiently and courteously.
2. I will support students' growth mindset that cultivates Social Emotional Learning
3. Ensure a safe, clean, and orderly learning environment.
4. Reinforce the partnership between students, classrooms, and staff, including utilizing Canvas.
5. Be the instructional leaders by supporting teachers in their classrooms.
6. Provide appropriate in-services and training for teachers and parents.
7. Provide necessary interventions for students.
8. Reinforce the school's Guidelines for Success and the Schoolwide Learner Outcomes.
9. Support the School Mission.

Administrator: _____ Date: _____

AS A TEACHER, I PLEDGE TO...

1. Teach rigorous lessons aligned to the Common Core State Standards and to the instructional shifts as it relate to the district understanding continuum of effective pedagogy.
2. I will support students' growth mindset that cultivates Social Emotional Learning
3. Provide a safe, warm, and demanding atmosphere for learning.
4. Utilize our school student study team (SST) and other interventions to target students.
5. Supply clear evaluations of student's progress and achievement with suggested interventions to both the student and parents through Canvas, School Messenger, or conferences and modes that foster 2-way communication.
6. Participate in and support school events.
7. Support the Safe and Civil School practices, including anti-bullying education.
8. Support the Character Cards, Guidelines for Success and the Schoolwide Learner Outcomes.
9. Support the School Mission.

Teacher Representative: _____ Date: _____

AS A PARENT/ Guardian /Caregiver, I PLEDGE TO...

1. Check the Avalon School Website, ParentVue, and Canvas (secondary) regularly for assignments and progress reports for my student
2. I will support students' growth mindset that cultivates Social Emotional Learning
3. Ensure that my child gets adequate food and rest so my child is ready to learn.
4. I will support school events
5. Provide a time and place each evening for quiet study or reading at home, including reading in any language to him/her
6. Talk with my child about his/her school activities every day and follow his/her progress by attending conferences and staying in touch with the school by attending school events like Back-to-School Night and Open House.
7. Talk with my child about respecting his/her body by making healthy choices and respecting others by not bullying.
8. Through discussion with students, teachers, and administration, reinforce the school discipline policy, and support responsibility for School Property through financial accountability for misuse of instructional properties.
9. Support the School's Guidelines for Success, Character Cards and Support the Schoolwide Learner Outcomes.
10. Support the School Mission.

COMO PADRE, ME COMPROMETO A…

1. *Visitare el sito de la escuela, ParentVue y Canvas regularmente para ver las tareas y los informes de progreso*
2. *Asegurarme de que mi hijo tenga una alimentación adecuada para que mi hijo esté listo para aprender.*
3. *Asegurarme de que mi hijo duerma lo suficiente para que esté listo para aprender.*
4. *Proporcionar un tiempo y lugar todas las tardes para estudiar en silencio para la lectura en casa.*
5. *Hablar con mi hijo acerca de sus actividades de la escuela todos los días y seguir su progreso asistiendo a conferencias y mantenerme en contacto con la escuela.*

6. *Reforzar la póliza de disciplina escolar.*
7. *Apoyar a las Expectativas de los estudiantes de toda la escuela.*
8. *Apoyar a la misión educativa de la escuela.*

Parent Signature/Firma de padres: _____ Date: _____

ESCUELA AVALON TK-12
Apartado postal 557
Ávalon, California, 90704
Teléfono 310-510-0790
www.lbavalon.schoolloop.com

2023-2024 PACTO HOGAR-ESCUELA (10.09.24 Aprobado)

El programa de Avalon School está diseñado para desarrollar el potencial intelectual, emocional y emocional de cada estudiante., y crecimiento físico. Este compacto explica cómo los padres, el personal de la escuela, y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes.

Misión de la escuela Avalon: *Desde el jardín de infantes hasta la graduación, la Escuela Avalon está comprometida a mantener expectativas académicas rigurosas y fomentar la integridad personal en un ambiente seguro y de apoyo mientras fomenta el desarrollo de la siglo XXI conjunto de habilidades universitarias y profesionales.*

COMO ESTUDIANTE, ME PROMETO A...

1. Mostrar respeto y cooperar con estudiantes y adultos.
2. Demostraré una mentalidad de crecimiento que cultiva el aprendizaje socioemocional.
3. asistiré a la escuela a tiempo y Estar preparado para aprender trabajando duro en mis tareas escolares y siendo un buen oyente. lo haré iniciar sesión en mi lienzo cuenta periódicamente y establece objetivos y planes de acción (secundario).
4. Respetar el derecho de los demás a aprender sin interrumpir ni intimidar siguiendo las instrucciones de la escuela y reglas del aula.
5. Siga las pautas de Avalon para el éxito
    1. Los pensamientos crean nuestra realidad: piense de manera positiva y profunda.
    2. Las palabras son poderosas: hable de manera adecuada y respetuosa.
    3. Las acciones nos representan: actúe responsablemente y sea amable con los demás.
6. Cuidar y respetar adecuadamente la propiedad escolar que se entrega a los estudiantes para todos y cada uno de los fines educativos.
7. Conocer y trabajar en cada uno de los **Resultados del aprendizaje en toda la escuela**:

   Los estudiantes de Avalon...

   <u>Demostrar independencia</u>

   • Conviértase en estudiantes autodirigidos, persevere a través de resolución de problemas, construir y transmitir argumentos eficaces,

   Buscar activamente diversos recursos, demostrar creatividad e innovación., y pensamiento original.

   <u>Desarrollar un sólido conocimiento del contenido</u>

   • Lea con determinación y escuche atentamente para adquirir conocimientos y compartir conocimientos mediante la escritura y el habla.

   acceder a conocimientos previos para establecer conexiones con nuevos contenidos, y leer y escribir tanto por propósito como por placer.

   <u>comprender, comunicar, y criticar eficazmente</u>

   • Demostrar dominio del lenguaje,evaluar el solidez del razonamiento, comunicarse con claridad y respaldar con evidencia, utilizar evidencia relevante al respaldar puntos por escrito y oralmente, y Cuestionar respetuosamente las premisas y supuestos de un texto.

   <u>Conviértase en alfabetizado digitalmente</u>

- Utilizar la tecnología para mejorar el aprendizaje. productivamente aDakota del Norte responsablemente, encomprender los aspectos personales, éticos, sociales y legales. implicaciones del poder de la tecnología, y conocer las fortalezas y limitaciones de diversas tecnologías herramientas y médiums.

Trabajar productivamente en equipos

- Entender que el proceso de trabajo en equipo es tan valioso como el producto y buscar comprender otros perspectivas y culturas.

8. Apoyar la misión escolar así como escuchar y comunicar con claridad.

Firma del estudiante: _____ Fecha: _____

COMO ADMINISTRADORES Y MIEMBROS DEL PERSONAL DE APOYO, NOS COMPROMETEMOS A....

1. Crear un ambiente acogedor para niños y padres atendiendo sus necesidades de manera eficiente y cortés.
2. Apoyaré la mentalidad de crecimiento de los estudiantes que cultiva el aprendizaje socioemocional.
3. Garantizar un lugar seguro y limpio., y un ambiente de aprendizaje ordenado.
4. Reforzar la asociación entre estudiantes, aulasy personal, incluida la utilización Lienzo.
5. Ser líderes de instrucción apoyando a los maestros en sus aulas.
6. Proporcionar servicios internos y capacitación adecuados para maestros y padres.
7. Proporcionar las intervenciones necesarias para los estudiantes.
8. Reforzar las pautas para el éxito de la escuela y los resultados del aprendizaje en toda la escuela.
9. Apoyar la Misión Escolar.

Administrador: _____ Fecha: _____

COMO MAESTRO, ME PROMETO A...

1. Enseñar lecciones rigurosas alineadas con los Estándares Estatales Básicos Comunes y con los cambios de instrucción a medida que relatar a el distribuirContinuo de comprensión de las TIC para una pedagogía eficaz.
2. Apoyaré la mentalidad de crecimiento de los estudiantes que cultiva el aprendizaje socioemocional.
3. Proporcionar un lugar seguro, ambiente cálido y exigente para el aprendizaje.
4. Utilice nuestro estudiante de la escuela. equipo de estudio (SST) y otras intervenciones para objetivo estudiantes.
5. Proporcionar evaluaciones claras de estudiantes progreso y logros con intervenciones sugeridas tanto para el estudiante como para los padres a través Lienzo, Mensajero Escolar, o conferencias y modos que fomentan la comunicación bidireccional.
6. Participar y apoyar eventos escolares.
7. Apoyar la Escuela Segura y Civil practicas, incluida la educación contra el acoso.
8. Apoye las tarjetas de carácter, las pautas para el éxito y los resultados del aprendizaje en toda la escuela.
9. Apoyar la Misión Escolar.

Representante docente: _____ Fecha: _____

COMO PADRE/ Tutor/Cuidador, ME PROMETO A...

1. Consulta la web del colegio Avalonssitio, ParentVue, y Lienzo (secundaria) regularmente para tareas e informes de progreso de mi estudiantet
2. Apoyaré la mentalidad de crecimiento de los estudiantes que cultiva el aprendizaje socioemocional.
3. Asegurarme de que mi hijo reciba alimentación y descanso adecuados para que esté listo para aprender.
4. Apoyaré los eventos escolares
5. Proporcione un momento y un lugar cada noche para estudiar o leer tranquilamente en casa, incluida la lectura en cualquier idioma.

6. Hablar con mi hijo sobre sus actividades escolares todos los días y seguir su progreso asistiendo a conferencias y manteniéndose en contacto con la escuela asistiendo a eventos escolares como la Noche de regreso a clases y la jornada de puertas abiertas.
7. Hablar con mi hijo sobre respetar su cuerpo tomando decisiones saludables y respetar a los demás no acosarlos.
8. A través del debate con estudiantes, profesores y administración, rhacer cumplir la política de disciplina escolar, y apoyar la responsabilidad de la propiedad escolar a través de la responsabilidad financiera por el mal uso de las propiedades educativas.
9. Apoye las pautas para el éxito de la escuela, Character Cards y apoyar los resultados del aprendizaje en toda la escuela.
10. Apoyar la Misión Escolar.

long beach unified school district

AVALON TK-12 SCHOOL
P. O. Box 557
Avalon, California, 90704
Telephone 310-510-0790
www.lbavalon.schoolloop.com

Avalon TK-12 Schools Parental Involvement Guidelines (10.09.24)

Avalon TK-12 School has developed jointly with the members of School Site Council and distributed to parents of participating children, a School Parental Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA), The Guidelines establish Avalon School's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School Compact is incorporated into the School Parental Involvement Guidelines.

PART I

Avalon TK-12 School agrees to implement the following requirements:

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

PART II

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

1. Avalon TK-12 School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
    - Embedded within school site training. Topics include:
        i. Responsibilities & Roles of SSC and its members
        ii. Composition of SSCs
        iii. Budgetary considerations

iv. Single Plan for Student Achievement
v. Role of ELAC and other advisory committees

- Plan meeting with SSC & ELAC parents to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement
  i. Invite other parents and stakeholders to attend the meeting
  ii. Advertise in Parent Newsletter, at Back-to-School Night, through School Messenger, and Social Media.
- At Meeting
  i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
  ii. Write or update the Parent Involvement Guidelines & Home-School Compacts
  iii. Oral and written translations be made available for Spanish parents to allow for discussions

2. Avalon TK-12 School will take the following actions to distribute to parents and the local community, the school's Parental Involvement Guidelines:

- At a SSC & ELAC meeting
- Section of Newsletter
- Main Office Counter
- Back to School Night

3. Avalon TK-12 School will update periodically its school's Parental Involvement Guidelines to meet the changing needs of parents and the school:

- At SSC and ELAC meetings
- Parent information meetings
- School site council must vote to approve the guidelines

4. Avalon TK-12 School will provide updated information to parents about programs throughout the school year.

- Section of Newsletter
- School Website
- On Main Office Counter
- At SSC, ELAC meetings and other parent groups
- School Messenger
- Character Cards
- Guidelines for Success

5. Avalon TK-12 School will provide to parents a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- Parent workshops; parent surveys
- Principal chats
- In school newsletters
- Back-to-School night

- At SSC & ELAC meetings
- Parent Groups

6. Avalon K-12 School will coordinate and integrate parental involvement programs and activities with preschools and other programs that encourage and support parents in participating more fully in early education of their children.

7. Avalon TK-12 School will submit to the district any parent comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to parents of participating children:

- At School Site Council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Avalon TK-12 School will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

    - District trainings offered for parents and staff
    - Parent education workshops on site
    - Parent-Teacher Conferences
    - Monthly calendars of Parent Workshops posted on district website
    - DCAC, DELAC and other district parent forums/meetings
    - District website resources: click "P" for Parent Involvement

2. Avalon TK-12 School will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines:

    - Outlines shared responsibility of home, school and student in academic achievement
    - Developed, discussed and reviewed at first SSC and ELAC meetings
    - School Site Council must vote to approve compact
    - Distributed yearly through designated period class/ elementary classroom.

3. Avalon TK-12 School will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following

    - the Common Core State Standards
    - the state and local academic assessments including alternate assessments

4. Avalon TK-12 School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by

    - Parent Workshops

5. Avalon TK-12 School will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal

partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Teacher/Staff In-services
- Teacher/Parent conferences

6. Avalon TK-12 School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Spanish speaking support staff will be doing the translations of written materials/notifications that are sent to parents.

PART IV

DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT GUIDELINES

Additional Programs

VIPs, and volunteers, are recruited to assist the school and teachers in the classrooms. Parents are encouraged at Back to School Night to volunteer throughout the school year. Parents are for VIPs (Volunteers In Public Schools).

The Guidance Center - San Pedro provides comprehensive, multi-disciplinary assessment and treatment for children, adolescents and families who are experiencing difficulties related to anxiety, depression, trauma, substance abuse issues, school and behavior problems, parent-child conflicts, etc. The Guidance Center offers services on the Avalon Schools campus.

Family Resource Center and District Social Worker

Avalon School's character education program is incorporated into the curriculum by placing emphasis on six basic elements: caring, civic virtue and citizenship, justice and fairness, respect, responsibility and trustworthiness. Parents are invited to attend monthly celebrations that recognize elementary students from every class who model these positive traits.

PART V. ADOPTION

This Avalon K-12 School Parental Involvement Guidelines has been developed jointly with, and agreed upon by members of the School Site Council including parents, staff and students. The Guidelines were adopted by the site's School Site Council members on **10/09/2024** and will be in effect for a period of 1 year. The school will post this form on the school website as well as have paper copies available in the main office on or before December 1st. Avalon TK-12 School, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

[redacted]

Signature of Principal

10/9/24

Date

long beach unified school district

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Avalon TK-12 Schools Directrices para la participación de los padres (10.09.24)

Avalon TK-12 School ha desarrollado conjuntamente con los miembros del Consejo Escolar y distribuido a los padres de los niños participantes, unas Directrices de Participación de los Padres de la Escuela, que contiene la información requerida por la sección 1118 (b) de la Ley de Educación Primaria y Secundaria (ESEA), Las directrices establecen las expectativas de Avalon School para la participación de los padres y describe cómo la escuela pondrá en práctica una serie de actividades específicas de participación de los padres. El Pacto Hogar-Escuela se incorpora a las Directrices de participación de los padres en la escuela.

PARTE I

Avalon TK-12 School se compromete a aplicar los siguientes requisitos:

- desarrollar conjuntamente con los padres, distribuir a los padres de los niños participantes, unas Directrices Escolares de Participación de los Padres que la escuela y los padres de los niños participantes acuerden.
- informará a los padres sobre las Directrices de participación de los padres en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Directrices a los padres en un idioma que éstos puedan comprender.
- pondrá las Directrices sobre la participación de los padres en la escuela a disposición de la comunidad local.
- actualizar periódicamente las Directrices sobre la participación de los padres en la escuela para satisfacer las necesidades cambiantes de los padres y de la escuela.
- adopta el pacto entre el hogar y la escuela como componente de sus Directrices de participación de los padres en la escuela.
- acepta regirse por la siguiente definición legal de participación de los padres, y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición

PARTE II

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS ESCOLARES DE PARTICIPACIÓN DE LOS PADRES

1. La Escuela Avalon TK-12 tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación de los padres en la escuela y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
    - Integrado en la formación del centro escolar. Los temas incluyen

i. Responsabilidades y funciones del CDC y sus miembros
ii. Composición de los CDC
iii. Consideraciones presupuestarias
iv. Plan único para el rendimiento de los estudiantes
v. Papel de ELAC y otros comités asesores

- Planificar una reunión con los padres del SSC y ELAC para revisar las directrices del año anterior y las actividades de participación de los padres descritas en el Plan Único para el Rendimiento Estudiantil.
    i. Invitar a otros padres y partes interesadas a asistir a la reunión
    ii. Anúncielo en el Boletín para padres, en la Noche de vuelta al cole, a través del School Messenger y en las redes sociales.
- En la reunión
    i. Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer los ajustes (supresiones o adiciones) que sean necesarios.
    ii. Redactar o actualizar las Directrices para la participación de los padres y los Pactos entre el hogar y la escuela
    iii. Disponer de traducciones orales y escritas para los padres españoles que permitan el debate

2. Avalon TK-12 School tomará las siguientes medidas para distribuir a los padres y a la comunidad local, las Directrices de Participación de los Padres de la escuela:

- En una reunión del CDC y ELAC
- Sección del Boletín
- Mostrador de la Oficina Principal
- Noche de vuelta al cole

3. Avalon TK-12 School actualizará periódicamente sus Directrices de participación de los padres de la escuela para satisfacer las necesidades cambiantes de los padres y la escuela:

- En las reuniones de SSC y ELAC
- Reuniones informativas para padres
- El consejo escolar debe votar para aprobar las directrices

4. Avalon TK-12 School proporcionará información actualizada a los padres sobre los programas a lo largo del año escolar.

- Sección del boletín
- Página web de la escuela
- En el mostrador de la oficina principal
- En SSC, reuniones ELAC y otros grupos de padres
- Mensajero escolar
- Tarjetas de carácter
- Directrices para el éxito

5. Avalon TK-12 School proporcionará a los padres una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica que se emplean para

medir el progreso de los alumnos y los niveles de competencia que se espera que alcancen. La escuela también proporcionará oportunidades de reuniones periódicas para formular sugerencias y participar, según proceda, en las decisiones relativas a la educación de sus hijos:

- Talleres para padres; encuestas para padres
- Charlas con el director
- Boletines escolares
- Noche de vuelta al cole
- En las reuniones de SSC y ELAC
- Grupos de padres

6. Avalon K-12 School coordinará e integrará programas y actividades de participación de los padres con centros preescolares y otros programas que animen y apoyen a los padres a participar más plenamente en la educación temprana de sus hijos.

7. Avalon TK-12 School presentará al distrito cualquier comentario de los padres si el plan de toda la escuela bajo la sección (1114) (b) (2) no es satisfactorio para los padres de los niños participantes:

- En las reuniones del Consejo Escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ALUMNOS

1. La escuela Avalon TK-12 desarrollará la capacidad de las escuelas y de los padres para una fuerte participación de los padres, con el fin de garantizar la participación efectiva de los padres y apoyar una asociación entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades específicamente descritas a continuación:

- Formación ofrecida por el distrito a los padres y al personal
- Talleres de formación para padres in situ
- Conferencias de padres y profesores
- Calendarios mensuales de talleres para padres publicados en el sitio web del distrito
- DCAC, DELAC y otros foros/reuniones de padres del distrito
- Recursos del sitio web del distrito: haga clic en "P" para Participación de los padres

2. Avalon TK-12 School incorporará el Pacto Hogar-Escuela como un componente de sus Directrices de Participación de los Padres de la Escuela:

- Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico
- Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC
- El Consejo Escolar debe votar para aprobar el pacto
- Distribuido anualmente a través de la clase de período designado / aula de primaria.

3. La Escuela Avalon TK-12, con la ayuda de su distrito, proporcionará asistencia a los padres de los niños atendidos por la escuela en la comprensión de temas como los siguientes

- los Estándares Estatales Básicos Comunes
- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas

4. La Escuela Avalon TK-12, con la asistencia de su distrito, proporcionará materiales y formación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como la alfabetización, y el uso de la tecnología, según proceda, para fomentar la participación de los padres, por medio de

- Talleres para padres

5. La escuela Avalon TK-12, con la ayuda de su distrito y de los padres, educará a sus profesores y al resto del personal sobre cómo llegar a los padres, comunicarse con ellos y trabajar con ellos como socios en igualdad de condiciones, sobre el valor y la utilidad de las contribuciones de los padres y sobre cómo implantar y coordinar programas para padres y crear vínculos entre padres y escuelas:

- Reuniones de profesores y personal
- Conferencias entre profesores y padres

6. La escuela Avalon TK-12, en la medida de lo posible y apropiado, tomará las siguientes medidas para asegurar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades, se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos a petición, y, en la medida de lo posible, en un idioma que los padres puedan entender:

- El personal de apoyo de habla hispana realizará las traducciones de los materiales escritos/notificaciones que se envíen a los padres.

PARTE IV

DIRECTRICES DISCRECIONALES PARA LA PARTICIPACIÓN DE LOS PADRES EN LA ESCUELA

Programas adicionales

Se reclutan VIP y voluntarios para ayudar a la escuela y a los profesores en las aulas. En la Noche de vuelta al cole se anima a los padres a colaborar como voluntarios durante todo el curso escolar. Los padres son para VIP (Voluntarios en las Escuelas Públicas).

El Centro de Orientación - San Pedro ofrece una evaluación y un tratamiento integrales y multidisciplinares para niños, adolescentes y familias que experimentan dificultades relacionadas con la ansiedad, la depresión, los traumas, los problemas de abuso de sustancias, los problemas escolares y de conducta, los conflictos entre padres e hijos, etc. El Centro de Orientación ofrece sus servicios en el campus de Avalon Schools.

Centro de Recursos Familiares y Trabajador Social del Distrito

El programa de educación del carácter de Avalon School se incorpora al plan de estudios haciendo hincapié en seis elementos básicos: preocupación, virtud cívica y ciudadanía, justicia y equidad, respeto, responsabilidad y honradez. Se invita a los padres a asistir a las celebraciones mensuales que reconocen a los alumnos de primaria de cada clase que modelan estos rasgos positivos.

PARTE V. ADOPCIÓN

Estas Pautas de participación de los padres de Avalon K-12 School han sido desarrolladas conjuntamente y acordadas por los miembros del Consejo Escolar, incluidos los padres, el personal y los alumnos. Las Directrices fueron adoptadas por los miembros del Consejo Escolar del sitio el **10/09/2024** y estarán vigentes por un período de 1 año. La escuela publicará este formulario en el sitio web de la escuela, así como tener copias en papel disponibles en la oficina principal en o antes del 1 de diciembre. Avalon TK-12 School, cuando sea posible, proporcionará una copia de estas Directrices a los padres en un idioma que los padres puedan entender.

[redacted] 10/9/24

Firma del director Date