LONG BEACH
UNIFIED • SCHOOL • DISTRICT

MacArthur Elementary

School Plan for Student Achievement

2024-2025

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

Needs Assessment·

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

Accountability Measure I: Increase Achievement·

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

DCAC Recommendations:

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

DELAC Recommendations:

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

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

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

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

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

iReady ELA
iReady Data (69%) met the target of 1-year's growth; goal was all students.
58% of students who started at/above met their typical growth.
74% of students who started below met their typical growth.
56% of students who started below grade level met their stretch growth.

FRSA
FRSA Data (83%) 2% shy of our goal of 85% met.
(50% for ELs n=4, including one newcomer)

SBAC ELA
SBAC ELA Data (59%) met; goal was 66%
Subgroups:
60% Hispanic
57% AA
46% SpEd
0% EL

ELA Goals

FRSA
FRSA Goals for 2024-2025
Elementary/TK-8 FRSA Goal: 85% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 75% in June 2024.

MacArthur's FRSA Goal: 87% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 83% in June 2024. (+4).

MacArthur's FRSA Subgroup goals are:
84% Hispanic, up from 79% (+5, Accelerated Growth Goal)
90+% AA, from 93% (-0, Maintain ??)

80% SpEd, up from 73% (+7, Accelerated Growth Goal)
60% EL, up from 50% (+10, Accelerated Growth Goal)

SBAC ELA
SBAC ELA Goals for 2024-2025

Elementary/TK-8 Office SBAC ELA Goal: 54% of 3-5 students will score Met/Exceeded on SBAC, up from 49%.

MacArthur's SBAC ELA Goal:
64% of grades 3-5 students will score Met/Exceeded on SBAC, up from 59%. (+5).
MacArthur's SBAC ELA Subgroup goals are:
65% Hispanic, up from 60% (+5)
63% AA, up from 57% (+6, Accelerated Growth Goal)
54% SpEd, up from 46% (+8, Accelerated Growth Goal)
25% EL, up from 0% (+25, Accelerated Growth Goal)

Action Plan:
*Teachers will facilitate small group instruction at least three days a week to differentiate the content for the neurodiverse learners in our classrooms.
*Staff will continue to take part in professional development around small group instruction and the use of rigorous, standards-aligned tasks during workshop.
*Professional development will be provided on the Getting Reading Right decoding routine for Grades TK-2 during staff meetings.

Progress Monitoring:
*Teachers in grades K-2 will utilize the tools learned from district training on best practices around fluency and the monitoring of achievement.
*Grade levels will monitor data (ie: unit tests, I-Ready assessments) during monthly grade-level meetings alongside our administration, literacy interventionist and IIC.

Comprehensive Needs Assessment: Mathematics

Math Findings

iReady Math
iReady Math Data (66%) met the target of 1-year's growth; goal was all students.
71% of students who started at/above met their typical growth.
66% of students who started below met their typical growth.
43% of students who started below grade level met their stretch growth.

SBAC Math
SBAC Math Data (57%) met; goal was 60%
Subgroups:
49% Hispanic
86% AA
38% SpEd
0% EL

Math Goals

iReady Math
K-2 i-Ready Math Goals for 2024-2025
Elementary/TK-8 i-Ready Math Goal: __% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 36% in June 2024.
MacArthur's K-2 i-Ready Math Goal: 50% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 38% in June 202. (+12).

SBAC Math:
SBAC Math Goals for 2024-2025

Elementary/TK-8 Office SBAC Math Goal: 50% of 3-5 students will score Met/Exceeded on SBAC, up from 44%.MacArthurs

MacArthur SBAC Math Goal:
64% of grades 3-5 students will score Met/Exceeded on SBAC, up from 57%. (+7).
MacArthur's SBAC Math Subgroup goals are:
59% Hispanic, up from 49% (+10, Accelerated Growth Goal)
86+% AA, up from 86% (-0, Maintain ??)
48% SpEd, up from 38% (+10, Accelerated Growth Goal)
25% EL, up from 0% (+25, Accelerated Growth Goal)

Action Plan:
*Professional development and coaching will occur in Grades 3-5 in Math by our Math Lead Teacher/IIC.
*Materials will be ordered to ensure teachers have manipulatives to build conceptual understanding.
*Collaborative discussions will increase during math in Grades 3-5 as students work through academic discourse.

Progress Monitoring:
*Grade levels will monitor data (ie: unit tests, I-Ready assessments) during monthly grade-level meetings alongside our administration, literacy interventionist and IIC. Data sources include: Math Performance Tasks, *Edulastic Math assessments, and teacher formative assessments

Comprehensive Needs Assessment: English Learners

English Learner Findings

ELA iReady:
EL Subgroup Relative Placement Change
4 students have longitudinal data
(2 students had no data)
(4 students were PS/TK/K)
1 student made relative placement change

Math iReady:
EL Subgroup Relative Placement Change
4 students have longitudinal data
(2 students had no data)
(4 students were PS/TK/K)
2 students made relative placement change

ELPAC:
8 students have longitudinal data available:
2 of 8 students MET increased by one level
4 of 8 students NOT MET maintained their overall score
2 of 8 students NOT MET decreased by one level

English Learner Goals

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

Action Plan:
*Teachers will continue to use the ELLevation Dashboard and platform to access resources designed to support all learners, especially English language learners.
*Small Group Instruction in every classroom focusing on EL students' needs.
*Literacy Interventionist (District Funded) and Literacy Specialist (Title 1 Funded) work with teachers to analyze data and pull students for intensive small group or 1:1 literacy support

Progress Monitoring
* Teachers will use the ELLevation Dashboard and platform to access and monitor students' current levels. Data sources include: Unit Exams, Performance Tasks, teacher formative assessments, priority standards assessments (PSA), FRSA, SBAC, i-Ready, etc.
* Continued data analysis embedded throughout the school year
* Collaborative Data Study (CDS) - Analyze iReady results and other data to monitor student progress and teacher's next focus area or instructional steps
*The school's Instructional Leadership Team (ILT) meet bi-weekly to monitor and analyze data; intervention groups and programs are adjusted based on findings.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Key Analysis Points and Findings of current Core Survey and Pulse Survey:
(*Core and Pulse Surveys are completed in 4th and 5th grades only.)

Core Survey
Increased
Relationship Skills (+2) 81% in 2024
Social Awareness (+5) 82% in 2024

Decreased
Safety (-6) 69% in 2024
--Damaging Items -9%
--Hitting/Pushing when not playing -6%
--Rumors -1%
--Teasing about body -6%

Self Efficacy (-6) 67% in 2024

Pulse Survey
Increased
Belonging (+3) 2022 at 84% increased to 87% in 2024
Agency (+3) 2022 at 86% increased to 89% in 2024

Decreased
Identity (-1) 2022 at 82% decreased to 81% in 2024

Culture/Climate Goals

MacArthur SEL Goals for 2024-25:

Increase Self Efficacy and Safety by 6% in 2024-25.

Self-Efficacy Action Plan:
To address our current needs indicated in the Pulse and Core Survey, we will support students in strengthening self-efficacy and safety through:
*Character traits, including self-efficacy, are a focus each month in the classroom and are celebrated at the end of the month in our school-wide spirit assembly.
*Classroom Teachers, counselors, and administration encourage self-efficacy in students. (Students can earn As, do well on difficult tests, master hard topics, and meet learning goals.)
*Harmony curriculum is available across all grade levels for goal-setting, morning meetings, meet-ups and buddy-ups, and full-length lessons with slide decks.
*Self-efficacy lessons are also available to all classroom teachers.
*Classroom teachers, counselors, and administrators encourage a growth mindset, believing that all students can succeed and are capable of learning challenging material.
*Revision of school's Equity Inquiry Question (EIQ) to focus on cultural responsiveness
*PD on culturally responsive pedagogy

Safety & Positive Classroom and Playground Environment Action Plan:
*Classroom teachers, counselors, and administrators use a progressive discipline system to assist with behavioral concerns.
*A behavior Incentive system (Blue Slips and Gold Slips) is used to encourage positive individual and class behavior.
*SOAR assemblies (1-2x per year) ensure students understand what is expected and not permissible (teasing, hitting/pushing when not playing, comments about one’s body, and damaging/taking items will be addressed). Posters to follow.
*The school counselor presents Wellness Lessons to all classes (teasing, hitting/pushing when not playing, comments about one’s body, and damaging/taking items will be addressed).
*Harmony curriculum is available across all grade levels for goal-setting, morning meetings, buddy-ups, and full-length lessons with SEL Lesson slide decks.
*All board policies, including zero tolerance for bullying or discrimination of any type, are distributed to parents, staff, and students. Posters are placed in the office and every bathroom. All board policies and complaint forms are available in the office and teachers' lounge.
*Trauma-Responsive Pedagogy Training/Workshops
*Regularly scheduled safety drills w/ informational PA announcements about the purpose and importance.of the drills

Progress Monitoring:
*PULSE Survey and Core Survey data
*Student Council will collaborate with staff regarding concerns of the student body
*Recreation aides will monitor, report, and support implementation and revision of safety procedures.

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) 2023 - 2024 Goals * By June, 2024, students will achieve at least one year of academic growth as measured by iReady. * By June, 2024, students achieving below grade level will demonstrate greater than one year growth as measured by iReady. * By June, 2024,we will increase student achievement in FRSA (L3 L4 at 85%) in K-Grade 2. * By June, 2024, there will be an increase met/exceeded in SBAC ELA (60% to at least 66%) Grades 3-5 Action Plan: * Students will be Literate & Mathematically Prepared because our collective actions include being purposeful in our planning and delivery of	Goal Partially or Not Met	iReady Data (69%) met. Not all 100% of students met a full year of growth. 58% of students who started at/above met their typical growth. 74% of students who started below met their typical growth. For students who started below grade level, 56% met their stretch growth. FRSA Data (83%) 2% shy and had a newcomer. (50% for ELs n=4) SBAC ELA Data (59%) Subgroups: 60% Hispanic 57% AA 46% SpEd 0% EL	FRSA FRSA Goals for 2024-2025 Elementary/TK-8 FRSA Goal: 85% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 75% in June 2024. MacArthur's FRSA Goal: 87% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 83% in June 2024. (+4). MacArthur's Subgroup goals are: 84% Hispanic, up from 79% (+5, Accelerated Growth Goal) 90+% AA, from 93% (-0, Maintain ??) 80% SpEd, up from 73% (+7, Accelerated Growth Goal) 60% EL, up from 50% (+10, Accelerated Growth Goal) SBAC ELA SBAC ELA Goals for 2024-2025 Elementary/TK-8 SBAC ELA Goal: 54% of 3-5 students will score Met/Exceeded on SBAC, up

	instruction using the Components of Planning for Equitable Instruction. * LBUSD Understandings will be used as a planning and reflection tool across all content areas during professional development, intentional learning walks (ILW) formal and informal classroom observations to engage teachers in on-going purposeful lesson planning, delivery, and reflection for next instructional steps to increase student achievement. * During the QCI Professional Development Days, teachers will understand how to deliver culturally relevant and responsive instruction by centering students as the frame of reference during instructional planning. * Teachers will use the components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups prioritize the use LBUSD adopted materials and curriculum guides (TK: Integrated Curriculum, K-2: Literacy - Early Reading Accelerators 3-5: Math 5E Lesson Format), district adopted			from 49%. MacArthur's SBAC ELA Goal: 64% of grades 3-5 students will score Met/Exceeded on SBAC, up from 59%. (+5). MacArthur's Subgroup goals are: 65% Hispanic, up from 60% (+5) 63% AA, up from 57% (+6, Accelerated Growth Goal) 54% SpEd, up from 46% (+8, Accelerated Growth Goal) 25% EL, up from 0% (+25, Accelerated Growth Goal) Action Plan: *Teachers will facilitate small group instruction at least three days a week to differentiate the content for the neurodiverse learners in our classrooms. *Staff will continue to take part in professional development around small group instruction and the use of rigorous, standards-aligned tasks during workshop. *Professional development will be provided on the Getting Reading Right decoding routine for Grades TK-2 during staff meetings. Progress Monitoring: *Teachers in grades K-2 will utilize the tools learned from district training on best practices around fluency and the monitoring of achievement. *Grade levels will monitor data (ie: unit tests, I-Ready assessments) during monthly grade-level

	technology resources, before using other content standards based resources to meet students' diverse learning needs Monitoring Progress & Evidence TK-Grade 2: Teachers will plan and deliver daily, 30-minute explicit and systematic foundational skills lessons TK-Grade 5 * Teachers will use formative assessment to plan and deliver skill-based small group instruction * Teachers will use formative assessment to plan daily opportunities for students to practice skills collaboratively and independently * Teachers will plan and implement content rich curricular units of instruction to build knowledge, vocabulary and language			meetings alongside our administration, literacy interventionist and IIC.
Math	1) 2023 - 2024 Goals * By June, 2024, students will achieve at least one year of	Goal Partially or Not Met	iReady Data (66%) met. Not all 100% of students met a full year of	iReady Math K-2 i-Ready Math Goals for 2024-2025 Elementary/TK-8 i-Ready Math Goal: __% of K-2

	academic growth as measured by iReady Math. * By June, 2024, students achieving below grade level will demonstrate greater than one year growth as measured by iReady Math * By June 2024, we will increase met/exceeded in SBAC Math (from 50% to 60%) Grades 3-5. Action Plan: * Students will be Mathematically Prepared because our collective actions include being purposeful in our planning and delivery of instruction using the Components of Planning for Equitable Instruction. * LBUSD Understandings will be used as a planning and reflection tool across all content areas during professional development, intentional learning walks (ILW) formal and informal classroom observations to engage teachers in on-going purposeful lesson planning, delivery, and reflection for next instructional steps to increase student achievement. * During the QCI Professional Development Days, teachers will understand how to deliver culturally relevant and responsive		growth. 71 % of students who started at/above met their typical growth. 66% of students who started below met their typical growth. For students who started below grade level, 43% met their stretch growth. SBAC Math (57%) Subgroups: 49% Hispanic 86% AA 38% SpEd 0% EL	students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 36% in June 2024. MacArthur's K-2 i-Ready Math Goal: 50% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025, up from 38% in June 202. (+12). SBAC Math SBAC Math Goals for 2024-2025 Elementary/TK-8 SBAC Math Goal: 50% of 3-5 students will score Met/Exceeded on SBAC, up from 44%.MacArthurs SBAC Math Goal: 64% of grades 3-5 students will score Met/Exceeded on SBAC, up from 57%. (+7). MacArthur's Subgroup goals are: 59% Hispanic, up from 49% (+10, Accelerated Growth Goal) 86+% AA, up from 86% (-0, Maintain ??) 48% SpEd, up from 38% (+10, Accelerated Growth Goal) 25% EL, up from 0% (+25, Accelerated Growth Goal) Action Plan: Professional development and coaching will occur in Grades 3-5 in Math by our Math Lead Teacher/IIC. Materials will be ordered to ensure teachers have manipulatives to build conceptual understanding.

	instruction by centering students as the frame of reference during instructional planning. * Teachers will use the components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups prioritize the use LBUSD adopted materials and curriculum guides (TK: Integrated Curriculum, K-2: Literacy - Early Reading Accelerators 3-5: Math 5E Lesson Format), district adopted technology resources, before using other content standards based resources to meet students' diverse learning needs Monitoring Progress & Evidence * TK-Grade 2: Teachers will plan and deliver daily plan and deliver daily, math lessons using LBUSD unit guides and resources. * Grade 2 - Grade 5: Teachers will apply Components of Planning for Equitable Instruction using guiding questions within an Elementary Math (5E) lesson using LBUSD District adopted materials and curriculum guides.			Collaborative discussions will increase during math in Grades 3-5 as students work through academic discourse. Progress Monitoring: *Grade levels will monitor data (ie: unit tests, I-Ready assessments) during monthly grade-level meetings alongside our administration, literacy interventionist and IIC. Data sources include: Math Performance Tasks, *Edulastic Math assessments, and teacher formative assessments

English Learner	1) Goal: Increase the ELPAC Summative overall Well Developed + Moderately Developed by 5% by Spring 2023. Action: With only 8students designated as English language learners and 6 RFEPs monitored, we will continue to ensure that all students receive the language and academic support to make progress in language proficiency and academics. Teachers will use ELLevation Dashboard and platform to access resources designed to support all learners, especially English language learners. Progress Monitoring * Teachers will use ELLevation Dashboard and platform to access and monitor students' current levels. * Continued data analysis embedded throughout the school year * Individual teacher goals set during 1:1 principal data meetings to monitor ELL students and their academic growth * Collaborative Data Study (CDS)	Goal Partially or Not Met	ELA iReady: EL Subgroup Relative Placement Change 4 students have longitudinal data (2 students had no data) (4 students were PS/TK/K) 1 student made relative placement change Math iReady: EL Subgroup Relative Placement Change 4 students have longitudinal data (2 students had no data) (4 students were PS/TK/K) 2 students made relative placement change ELPAC: 8 students have longitudinal data available: 2 of 8 students MET increased by one level 4 of 8 students NOT MET maintained their overall score 2 of 8 students NOT MET decreased by one level	EL Goal: 50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024. Action Plan: *Teachers will continue to use the ELLevation Dashboard and platform to access resources designed to support all learners, especially English language learners. *Small Group Instruction in every classroom focusing on EL students' needs. *Literacy Interventionist (District Funded) and Literacy Specialist (Title 1 Funded) work with teachers to analyze data and pull students for intensive small group or 1:1 literacy support Progress Monitoring * Teachers will use the ELLevation Dashboard and platform to access and monitor students' current levels. Data sources include: Unit Exams, Performance Tasks, teacher formative assessments, priority standards assessments (PSA), FRSA, SBAC, i-Ready, etc. * Continued data analysis embedded throughout the school year * Collaborative Data Study (CDS) - Analyze iReady results and other data to monitor student progress and teacher's next focus area or instructional steps *The school's Instructional Leadership Team (ILT) meet bi-weekly to monitor and analyze

	- Analyze iReady results and other data to monitor student progress and teacher's next focus area or instructional steps * Data sources include: Math Performance Tasks, Edulastic Math assessments, and teacher formative assessments			data; intervention groups and programs are adjusted based on findings.
Culture/Climate	1) 2023 - 2024 Goals An increase of 5% for positive student responses on each SEL competency as measured by the CORE survey. A decrease in suspensions from 1.3% (4) to 0. Social Emotional Learning - An emphasis in social emotional learning will result in Resilient & Mindful Students. We will ensure rigorous high-quality core instruction, and align culturally responsive pedagogy with Sanford Harmony, Zones of Regulation, Restorative Practices, and Trauma-Responsive Pedagogy so that students will feel with a strong sense of belonging and safe, included, respected, and cared for resulting in high academic achievement and success for all. In addition, we will have monthly cultural awareness and	Goal Partially or Not Met	Increased Pulse Survey Belonging (+3) 2022 at 84% increased to 87% in 2024 Agency (+3) 2022 at 86% increased to 89% in 2024 Decrease Pulse Survey Identity (-1) 2022 at 82% decreased to 81% in 2024 Increased Core Survey 2024 Relationship Skills (+2) 81% in 2024 Social Awareness (+5) 82% in 2024 Decrease Core Survey Safety (-6) 69% in 2024 Damaging Items -9% Hitting/Pushing when not playing -6% Rumors -1% Teasing about body -6% Self Efficacy (-6) 67% in 2024	MacArthur SEL & Culture/Climate Goals for 2024-25 Increase Self Efficacy and Safety by 6% in 2024-25. Action Plan for Self-Efficacy: To address our current needs indicated in the Pulse and Core Survey, we will support students in strengthening self-efficacy and safety through: *Character traits, including self-efficacy, are a focus each month in the classroom and are celebrated at the end of the month in our school-wide spirit assembly. *Classroom Teachers, counselors, and administration encourage self-efficacy in students. (Students can earn As, do well on difficult tests, master hard topics, and meet learning goals.) *Harmony curriculum is available across all grade levels for goal-setting, morning meetings, meet-ups and buddy-ups, and full-length lessons with slide decks. *Self-efficacy lessons are also available to all classroom teachers.

	celebrations to maintain a positive school culture by increasing awareness of each unique culture or heritage each month, resulting in belonging, identity, and appreciation for diversity. Survey Data used to create Advisory Groups MacArthur will continue to monitor CORE data and determine advisory group support.			*Classroom teachers, counselors, and administrators encourage a growth mindset, believing that all students can succeed and are capable of learning challenging material. *Revision of school's Equity Inquiry Question (EIQ) to focus on cultural responsiveness *PD on culturally responsive pedagogy Action Plan for Safety & Positive Classroom and Playground Environment: *Classroom teachers, counselors, and administrators use a progressive discipline system to assist with behavioral concerns. *A behavior Incentive system (Blue Slips and Gold Slips) is used to encourage positive individual and class behavior. *SOAR assemblies (1-2x per year) ensure students understand what is expected and not permissible (teasing, hitting/pushing when not playing, comments about one's body, and damaging/taking items will be addressed). Posters to follow. *The school counselor presents Wellness Lessons to all classes (teasing, hitting/pushing when not playing, comments about one's body, and damaging/taking items will be addressed). *Harmony curriculum is available across all grade levels for goal-setting, morning meetings, buddy-ups, and full-length lessons with SEL Lesson slide decks. *All board policies, including zero tolerance for bullying or discrimination of any type, are distributed to parents, staff, and students. Posters are placed in the office and every

				bathroom. All board policies and complaint forms are available in the office and teachers' lounge. *Trauma-Responsive Pedagogy Training/Workshops *Regularly scheduled safety drills w/ informational PA announcements about the purpose and importance.of the drills Progress Monitoring: *PULSE Survey and Core Survey data *Student Council will collaborate with staff regarding concerns of the student body *Recreation aides will monitor, report, and support implementation and revision of safety procedures.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
An hourly substitute/retired teacher will serve as a literacy specialist who will work with specifically targeted students who are reading below grade level and are in need of additional supports and strategies to access the CCSS ELA. Targeted students will receive the support for 10 weeks. (IN 3)	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
MacArthur students will receive enrichment or intervention support in content areas or SEL advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students) (IN 4)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful

MacArthur students will use this funding to improve the social-emotional well being of all students. Students may receive enrichment or intervention support in SEL through advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students) or SEL Professional Development for teacher (Trauma Informed Pedagogy), SEL resources, and SEL materials. (IN 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Limited or no impact
QCI Data Analysis Teachers will meet with the principal and QCI team to use data in order to plan interventions to meet the needs of all students. Teachers will monitor student progress by creating intervention groups in LROIX. (PD 2)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Parent Involvement Workshops - The need to invite guest speakers and presenters to provide workshop for families. Topics include but not limited to SEL, building connection, family work / life balance and routines, student technology use, etc. This includes presenter fees, rec aide hourly for support, refreshments, and incentives to encourage attendance and parent participation (PI 1)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we will launch and prepare our site's ground infrastructure to have a learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year. (SM 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
MacArthur will provide organizational planners for students in grades 4 and 5 to assist students in the planning and completion of assignments. Students planners are a means to address our students SEL measures in the area of self-management. (SM 2)	Limited or no impact	Limited or no impact	Limited or no impact	Limited or no impact
Materials to support instruction including technology needs and upgrades, teaching supplies and resources, supplies to engage students, etc. (SM 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we conduct lessons outdoors in our learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year. (SM 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

We will use LCFF funds to prepare for the overages in basic custodial and student supplies in toiletries, cleaning products, and other products purchased through Waxie and Finsys. (SM 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development 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. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students'	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) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill 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

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.		

Core Program - Writing		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 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 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following: • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students	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)	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 Thinking Maps

Core Program - Math		
Curriculum/Instruction	**Assessments**	**Resources/Materials**
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • 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-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice. As part of the K-5 Units of Instruction, all K-5 students will engage in: • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks	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)	LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines HMH - GoMath Textbook Series ST Math Individual Journey

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Teachers continue to need supplemental materials and supplies to engage students in rich content, engaging curriculum, using the most updated tools and technology to deliver instruction. Culture-Climate Survey (Student-Staff)|30, Core Curriculum|70	Materials to support instruction including technology needs and upgrades, teaching supplies and resources, supplies to engage students, office and operational materials, school grounds and playground items, etc.	All Students	LCFF $7,989 Materials - LCFF 100%	07/01/2024 - 06/30/2025 Daily	Principal, Office Supervisor	Daily Culture-Climate Survey (Student-Staff)|30, Core Curriculum|70

Teachers continue to need supplemental materials and supplies to engage students in rich content, engaging curriculum, using the most updated tools and technology to deliver instruction. Elementary Reading - FRSA|10, EL Reclassification|10, Attendance/Chronic Absenteeism Rate|20, Suspension/Explusion Rate|30, Culture-Climate Survey (Student-Staff)|30	Materials to support instruction including technology needs and upgrades, teaching materials/supplies/resources, supplies to engage students and to support the unique needs of our students with disabilities in all programs, including CCT, etc.	All Students	Title 1 $14,723 Materials - Title 1 100%	07/01/2024 - 06/30/2025 Weekly	B. Cohen, Principal	Weekly Elementary Reading - FRSA|10, EL Reclassification|10, Attendance/Chronic Absenteeism Rate|20, Suspension/Explusion Rate|30, Culture-Climate Survey (Student-Staff)|30
Additions and upgrades are needed on and around the school grounds for the safety, supervision, culture and climate of the school and its constituents. There are numerous areas that need signage and other items to ensure safety and civility on and around campus. Attendance/Chronic Absenteeism Rate|10, Culture-Climate Survey (Student-Staff)|50, Culture-Climate Survey (Parent)|40	Materials to support the organization, management, and safety of school common areas, playground, pick up and drop off zones, front office, and administration in meeting the needs of students, staff, and community.	All Parents, All Staff, All Students	LCFF $2,611 Materials - LCFF 100%	12/11/2024 - 06/30/2025 Daily	All staff	Common Area Observations Pulse and Core Surveys Parent, Staff, and Student Input Attendance/Chronic Absenteeism Rate|10, Culture-Climate Survey (Student-Staff)|50, Culture-Climate Survey (Parent)|40

Core Survey data Culture-Climate Survey (Student-Staff)|50, Culture-Climate Survey (Parent)|20, SEL Survey|30	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	All Students	LCFF Rec $49,471 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Hourly - Recreation Aide (7) for 270 hours annually - LCFF Rec 100%	08/23/2024 - 06/30/2025 Daily	Principal	Core Survey results Culture-Climate Survey (Student-Staff)|50, Culture-Climate Survey (Parent)|20, SEL Survey|30

The need to supplement core curriculum by engaging students in hands-on learning, collaboration, and critical thinking in an outdoor learning garden. Culture-Climate Survey (Student-Staff)|30, SEL Survey|20, Core Curriculum|50	In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we will launch and prepare our site's ground infrastructure to have a learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year.	All Students	Title 1 $9,100 Services - Title 1 100%	08/27/2024 - 06/12/2025 Monthly	MYepez, Principal	as needed Culture-Climate Survey (Student-Staff)|30, SEL Survey|20, Core Curriculum|50

Specifically targeted MacArthur students who are below grade level in reading are in need of additional academic support in decoding, fluency, and comprehension to access the ELA Common Core Standards. Elementary Reading - FRSA|80, Elementary Reading - Benchmarks|10, EL Reclassification|10	An hourly teacher will serve as a literacy specialist who will work with specifically targeted students who are reading below grade level and are in need of additional supports and strategies to access the CCSS ELA. Targeted students will receive targeted support in small groups or 1:1 for 8-10 weeks.	Other Targeted Students, English Learners, Identified At-Risk Students	Title 1 $18,696 Teacher Hourly Extra Comp (1) for 200 hours annually - Title 1 100%	08/27/2024 - 06/12/2025 Biweekly	Principal, Substitute Teacher / Literacy Specialist	Principal, SubstituteTeacher Elementary Reading - FRSA|80, Elementary Reading - Benchmarks|10, EL Reclassification|10

Program Description for Transitions		
Preschool Transition	**Gr. 5 to MS Transition**	**Gr. 8 to HS Transition**
MacArthur School provides incoming Kindergarten parents an orientation, an opportunity to "Meet and Greet" in late August. At this informal meeting, parents are informed of district and school policies, school schedules, PTA information, meet and greet teachers and support staff, school & garden tour, and provided the opportunity to ask questions. MacArthur has a transitional kindergarten class (TK) TK is designed for students whose 5th birthday falls between September 1st and December 2nd. TK is a full day program designed to encourage language communication and hands-on, play based opportunities for learning.	The counselor meets with the fifth grade class to instruct them in the Middle School application process. The counselor also reviews the process individually with parents of fifth graders. If any parents need translation, it is provided by the Instruction, Intervention Coordinator. Parents are invited to attend the annual School Choice Fair (Education Celebration) hosted by LBUSD. During the second trimester arrangements are made between MacArthur Elementary School fifth grade teachers and Bancroft Middle School for a walking orientation field trip.	N/A

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**
Program ensures all students are engaged and included; fostering physical, social, and emotional well-being while reducing conflicts and isolation during recess. Attendance/Chronic Absenteeism Rate|10, Suspension/Explusion Rate|10, Culture-Climate Survey (Student-Staff)|70, Culture-Climate Survey (Parent)|10	YMCA Playground Partners provides a trained staff member during lunchtime recess to supervise and facilitate organized games and sports tailored to studentsâ€™ developmental needs. The program covers kindergarten, 1st & 2nd grade, and 3rd-5th grade lunch recess, ensuring age-appropriate activities that promote fairness, inclusivity, and sportsmanship, while ensuring all students have opportunities to connect and participate.	LCFF $9,000 Services - LCFF 100%	07/01/2024 - 06/30/2025 Daily	B. Cohen, Principal	Daily

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
Teams meetings and professional development are crucial to meeting our schoolwide goals and implementing our schoolwide action plans, in accordance with our SPSA and our Safe School Plan. Culture-Climate Survey (Student-Staff)| 20, SEL Survey|20, Core Curriculum|60	Release days will support the development and implementation of schoolwide goals and action plans for academics, specialized programs, safety, and culture/climate.	Title 1 $12,989 Substitute teacher full day (11) for 3 days - Title 1 100% Substitute teacher full day (5) for 3 days - Title 1 100%	07/01/2024 - 06/30/2025 Quarterly	Principal, IIC, Literacy Teacher, SEL Facilitator, Teachers, Office Staff, Recreation Staff	ELA Common Assessments (Grades 2-5: Performance Tasks & Priority Standards Assessments), Math Common Assessments, FRSA/Fluency, iReady ELA and iReady Math Diagnostics (D1-D3)
Teachers will be supported in utilizing the LBUSD Unit Guides and core curriculum to plan lessons, deliver engaging, culturally relevant content resulting in increased academic achievement for all students. Core Curriculum|100	The need for coaching and professional development so that all teachers collectively use the QCI components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups.	Title 1 $2,244 Teacher Hourly Extra Comp (3) for 8 hours annually - Title 1 100%	07/01/2024 - 06/13/2025 Daily	IIC, Literacy Lead, Math Lead	Daily

Describe Teacher Involvement

At MacArthur Elementary, we are committed to providing a rigorous, standards-aligned educational experience that meets the diverse academic and social-

emotional needs of all students. Our approach is rooted in equity, collaboration, and continuous improvement, ensuring that every student thrives in a safe and supportive learning environment.

Our vision is to empower our Eagles to SOAR by fostering strong character and a lifelong love of learning, enabling students to make a meaningful impact in the world. Our mission is to empower every learner through intentional planning, proactive monitoring, and personalized support to achieve success.

Commitment to High-Quality Instruction: MacArthur teachers deliver engaging, standards-based instruction with clear learning intentions and success criteria. We promote critical thinking, problem-solving, and college and career readiness by:

-Delivering Differentiated Instruction & Interventions
--Teachers plan and implement high-quality, standards-based lessons tailored to student needs.
--Small-group targeted interventions ensure students receive additional support while others engage in activities that reinforce and extend their learning.
--Lessons incorporate increasingly complex and culturally relevant texts, fostering connections between content and real-world applications.

-Using Data to Drive Instruction
--Teachers utilize formative, interim, and summative assessments to inform lesson progression and student support.
--The PDSA cycle and LROIX intervention tracking guide data-driven decision-making.
--Student progress is communicated to families through parent conferences and LBUSD Achievement Reports in both semesters.

-Fostering Student Engagement & Collaboration
--Students are encouraged to articulate what they are learning and why by engaging in partner shares, collaborative discussions, and group tasks.
--Instruction is designed to help students apply their learning to real-life contexts, empowering them to make a positive difference in their communities and beyond.

-Prioritizing Professional Growth & Collaboration
--Teachers engage in ongoing, purposeful planning, reflection, and feedback cycles to refine and enhance instruction.
--Professional development is guided by shared values, schoolwide and district focus areas, and our commitment to equity-driven, high-quality teaching.

-Commitment to Equity & Student Support: We recognize that academic success and social-emotional well-being are intertwined. Our Theory of Action (2024-2029) emphasizes the importance of:
--Intentionally planning and delivering high-quality, standards-based lessons.
--Consistently gathering and analyzing evidence of student learning strengths and needs.
--Providing targeted interventions and enrichment opportunities.
--Supporting students' social-emotional well-being to accelerate growth and close achievement gaps among student subgroups.

To further advance equity, our Equity Inquiry Question (2024-2025) guides instructional reflection:
"What evidence is there that the content, experiences, and tasks in my daily lessons connect with students' interests, culture, language(s), community, prior knowledge, strengths, and learning preferences?"

Specialized Support & Inclusive Practices: MacArthur provides Special Education services, including Speech and RSP, as well as co-teaching classrooms (K-3) to support diverse learning needs. Every teacher holds a multiple-subject credential, with many earning additional specialized certifications.

Our Instruction and Intervention Coordinator (IIC) plays a critical role in coaching teachers, supporting curriculum implementation, and refining instructional strategies to enhance student learning. They provide targeted professional development, guide small-group instruction, and use data analysis to ensure interventions and schoolwide supports are effectively implemented. Additionally, our literacy intervention teacher provides coaching, professional development, and direct instructional support to K-2 teachers and students, strengthening early literacy foundations. Both are invaluable members of our team, driving instructional excellence and student success.

By aligning our vision, mission, instructional practices, and professional development with our core values, MacArthur Elementary ensures that all students receive the support they need to succeed academically, socially, and emotionally. Through collaboration, purposeful planning, and a shared commitment to excellence, we are preparing students to SOAR—both in school and beyond.

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Method for Assessing Effectiveness**

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	57763
Title I Parent and Family Involvement (3008)	1384

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	19600

* 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	Beth Cohen	06-13-2025
Staff	Classroom Teacher	Christopher Whitt	06-13-2025
Staff	Classroom Teacher	Amy Ward-Sharman	06-13-2025
Staff	Classroom Teacher	John Solomon	06-13-2025
Staff	Other School Personnel	Yvette Brotherton	06-13-2025
Community	Parent/Community Member	[redacted] Vasquez	06-12-2026
Community	Parent/Community Member	[redacted] Kwesi	06-12-2026
Community	Parent/Community Member	[redacted] Williams	06-12-2026
Community	Parent/Community Member	[redacted] Zwick	06-12-2026
Community	Parent/Community Member	[redacted] McKnight	06-12-2026

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)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing

ELAC Recommendations

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

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

Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s):
2. The SSC approved the **Home-School Compact** on 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): 09/17/2024, 09/24/2024
5. SSC Participated in the Annual Evaluation of SPSA:12/11/2024
6. The SPSA was approved at the following SSC Meeting: 12/11/2024

LBUSD Board of Education Approval Date: 03/05/2025

Signatures:

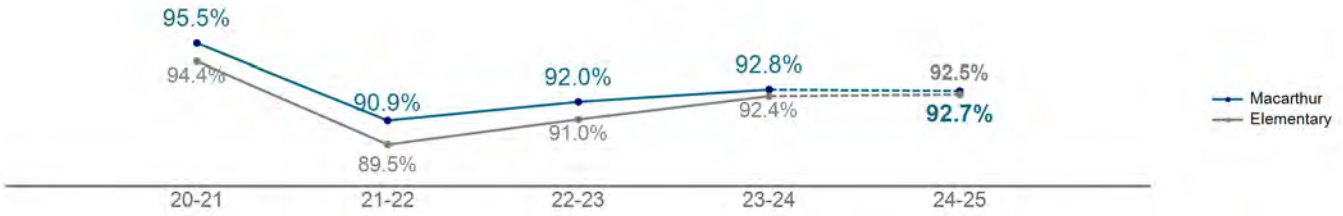
Principal: _____ Printed Name: _____ Date: _____

SSC Chair: _____ Printed Name: _____ Date: _____

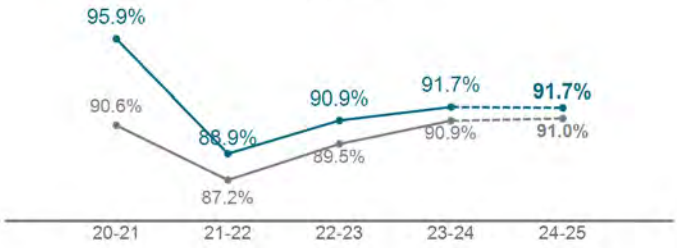
ELAC Chair: _____ Printed Name: _____ Date: _____

Attendance Rate

Macarthur
All Students
N = 346



African American
N = 34



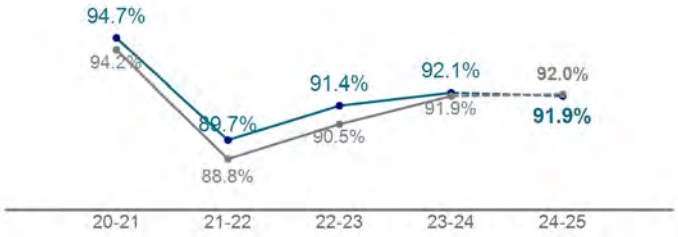
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

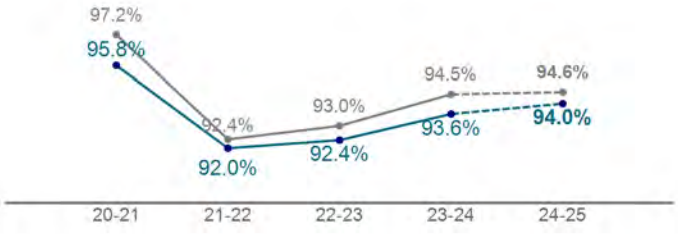
Hispanic
N = 177



Pacific Islander

Subgroup with fewer than 20 students.

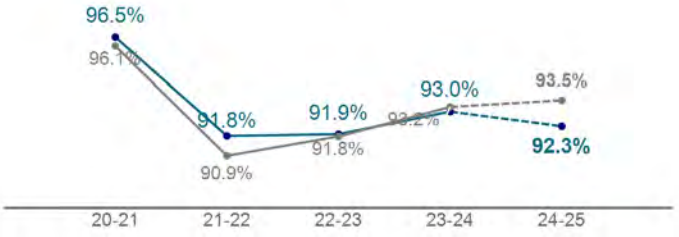
White
N = 67



Native American

Subgroup with fewer than 20 students.

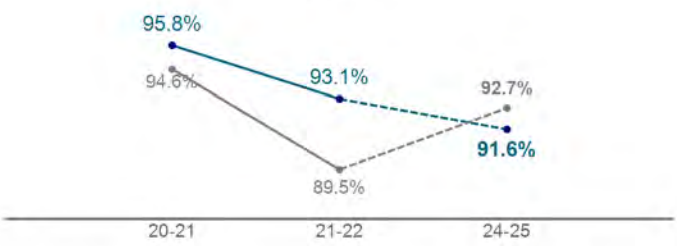
Other
N = 31



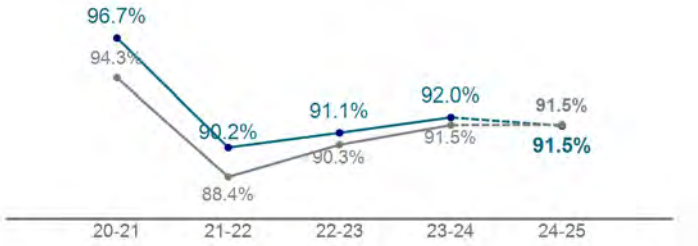
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP
N = 20



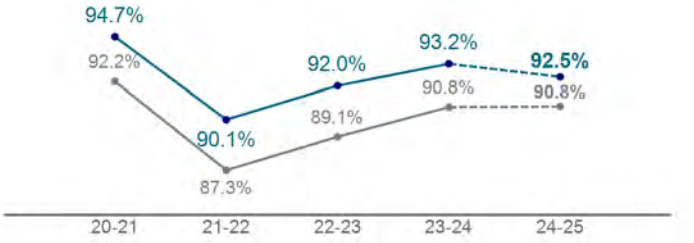
Low SES
N = 164



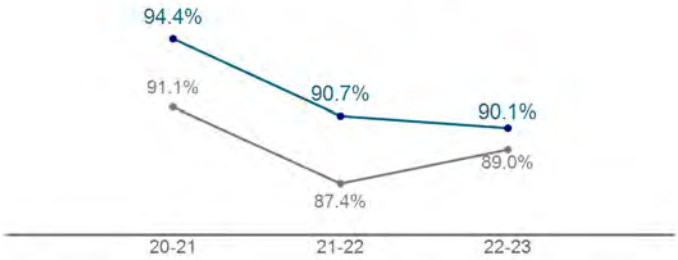
English Learner

Subgroup with fewer than 20 students.

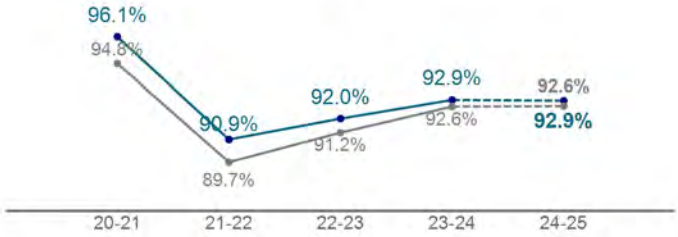
Special Education
N = 87



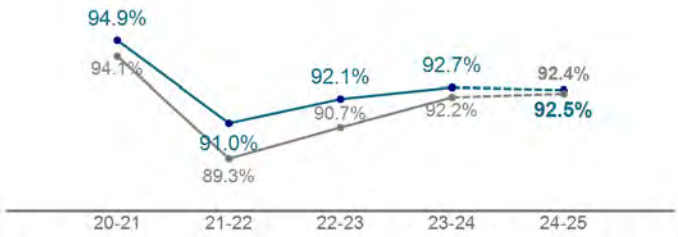
Homeless or Foster Youth



Female
N = 149



Male
N = 197



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

[Submit Feedback]

[About this report]

Chronic Absence by Attendance Bands
School Data by Subgroup
Macarthur 2023-2024

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

Category		# Students	Percent by Category	Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate	ES Chronic Rate
All Students	319	319	3 20 21 26 30	22.6%	30.3%	43.6%	24.7%
Grade	Gr. TK	25	8 32 20 28 12	40.0%	61.9%	60.0%	38.0%
	Gr. K	49	4 14 29 27 27	18.4%	50.0%	46.9%	32.3%
	Gr. 01	44	20 14 32 34	20.5%	27.3%	34.1%	25.1%
	Gr. 02	55	7 22 27 18 25	29.1%	28.6%	56.4%	24.2%
	Gr. 03	45	20 22 22 36	20.0%	23.1%	42.2%	19.6%
	Gr. 04	55	2 18 18 31 31	20.0%	20.0%	38.2%	21.8%
	Gr. 05	46	17 15 26 41	17.4%	25.0%	32.6%	21.3%
Ethnicity	African American	23	4 13 30 30 22	17.4%	26.1%	47.8%	32.5%
	Asian	16	6 25 13 56	6.3%	6.3%	31.3%	14.2%
	Cambodian	20	5 25 20 50	5.0%	15.8%	30.0%	18.1%
	Filipino	10	10 30 60	10.0%	20.0%	10.0%	14.4%
	Hispanic	171	4 24 19 28 25	28.1%	36.2%	46.8%	27.2%
	Pacific Islander	3	33 33 33	33.3%	0.0%	33.3%	37.4%
	White	72	1 17 25 19 38	18.1%	25.4%	43.1%	11.9%
	Other	24	17 25 33 25	16.7%	31.8%	41.7%	20.5%
Gender	Female	139	3 18 18 32 29	20.9%	32.6%	38.8%	23.7%
	Male	180	3 21 23 21 32	23.9%	28.4%	47.2%	25.6%

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

Run date: 2/18/2025

Submit Feedback

About this report

Chronic Absence by Attendance Bands
School Data by Subgroup
Macarthur 2023-2024

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

Special Populations	Low SES	141	4	25	17	28	26	29.1%	37.0%	46.1%	29.5%
	ELL	12	25	25	25	25		25.0%	60.0%	50.0%	27.0%
	RFEP	6				33	67	0.0%	14.3%	0.0%	12.1%
	EL + RFEP	18			17	17	28	39	16.7%	41.2%	33.3%	24.8%
	Special Ed.	61		20	26	20	34	19.7%	35.2%	45.9%	31.3%
	Spec Ed. Speech/RSP	31		19	23	16	42	19.4%	35.3%	41.9%	23.3%
	Homeless/Foster	11		45	9	27	18	45.5%	75.0%	54.5%	39.4%
	Foster	1	100					100.0%		100.0%	31.7%
	Homeless	10		40	10	30	20	40.0%	75.0%	50.0%	40.7%
	GATE/Excel	45		2	18	22	22	36	20.0%	10.3%	42.2%	10.1%

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

Run date: 2/18/2025

Submit Feedback

About this report

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

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

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

The percentages may not equal 100% due to rounding.

Submit Feedback

About this report

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

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

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

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

Run date: 2/18/2025

Submit Feedback

About this report

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

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

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

The percentages may not equal 100% due to rounding.

Submit Feedback

About this report

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

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

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

The percentages may not equal 100% due to rounding.

Submit Feedback

About this report

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

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

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

The percentages may not equal 100% due to rounding.

Submit Feedback

About this report

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

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

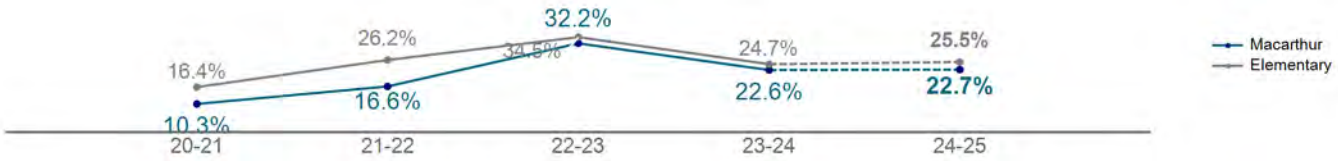
School	# Students	Percent by Category	Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
District	65,491		24.6%	29.0%	39.3%

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

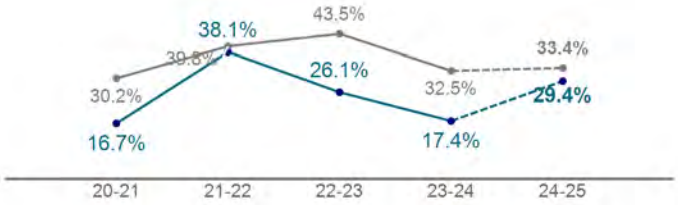
Run date: 2/18/2025

Percent of Students in the Moderately or Severely Chronic Categories

Macarthur
All Students
N = 343



African American
N = 34



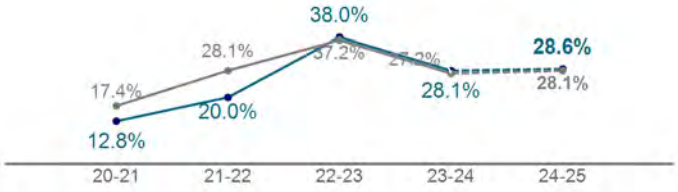
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

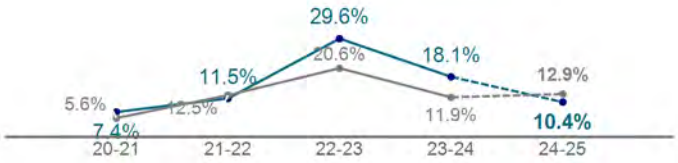
Hispanic
N = 175



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 67



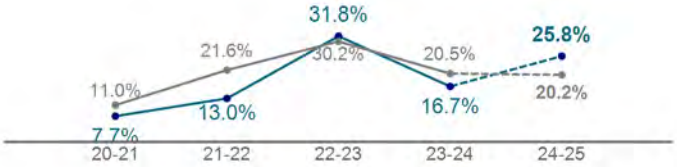
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other
N = 31



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

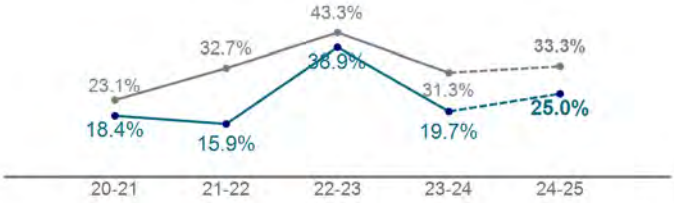
EL + RFEP

Low SES
N = 164

English Learner

Subgroup with fewer than 20 students.

Special Education
N = 88



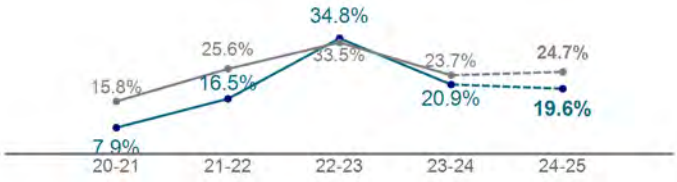
Homeless or Foster Youth

Subgroup with fewer than 20 students.

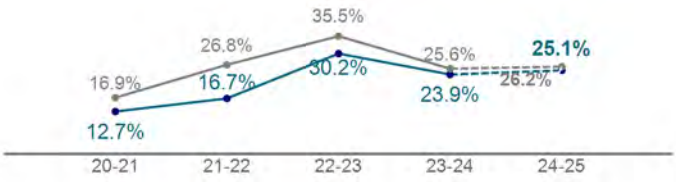
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 148



Male
N = 195



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

SBAC ELA 2024 :: School Data by Subgroup

Macarthur

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	144	144	40%	19	21	26	34	60%	↓-		↓5
		All Elementary	51%	31	20	23	26	49%	↑1		↑4
		District	51%	29	22	27	23	49%	↑1		↑2
Grade	Gr. 03	46	33%	13	20	26	41	67%	↓5		-
		All Elementary	53%	30	23	20	27	47%	↑-		-
		District	52%	30	23	20	28	48%	↑-		-
	Gr. 04	54	43%	28	15	28	30	57%	↑4		↓10
		All Elementary	52%	33	19	21	27	48%	↑3		↑2
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	44	45%	16	30	23	32	55%	↑2		-
		All Elementary	49%	30	20	27	24	51%	↓1		↑6
		District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	Hispanic	77	40%	19	21	27	32	60%	↑4		↓2
		All Elementary	58%	36	23	23	19	42%	↑1		↑5
		District	57%	33	25	27	16	43%	↑1		↑2
	White	31	32%	13	19	35	32	68%	↑1		-
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
	Cambodian	12*	50%	17	33	8	42	50%	↓13		-
		All Elementary	39%	19	20	24	37	61%	↑1		↑5
		District	37%	18	20	30	33	63%	↑2		↑3
	Asian	11*	55%	18	36		45	45%	↓15		-
		All Elementary	35%	17	18	23	42	65%	↑3		↑6
		District	32%	15	18	29	38	68%	↑2		↑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.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Macarthur

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Other	11*	64%	55	9	18	18	36%	↓14		-
		All Elementary	32%	18	13	22	46	68%	↓2		↑1
		District	32%	16	15	28	41	68%	↑1		↑-
	African American	7*	43%	14	29	14	43	57%	↑7		-
		All Elementary	67%	46	21	19	14	33%	↓-		↑3
		District	66%	42	24	22	12	34%	↑2		↑3
	Filipino	5*	0%			20	80	100%	-		-
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
	Pacific Islander	2*	50%	50		50		50%	-		-
		All Elementary	66%	37	29	25	9	34%	↑3		↓2
		District	57%	28	29	31	11	43%	↑5		↑2
Gender	Female	67	45%	25	19	21	34	55%	↓7		↓7
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	77	36%	14	22	30	34	64%	↑6		↓4
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	All Elementary*	100%	100				0%	↓50		-
		District	46%	24	22	34	20	54%	↓6		↑3
Special Populations	EL + RFEP	9*	56%	33	22	11	33	44%	↓22		-
		All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	4*	100%	75	25			0%	↓50		-

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC ELA 2024 :: School Data by Subgroup

Macarthur

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	ELL	All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	5*	20%	20		20	60	80%	↓3		-
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	GATE/Excel	32	3%		3	28	69	97%	↑9		-
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Foster	All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	Homeless	6*	67%	33	33	33		33%	↓21		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	6*	67%	33	33	33		33%	↓21		-
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	68	47%	19	28	22	31	53%	↓2		↓7
		All Elementary	61%	38	23	22	18	39%	↓1		↑4
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	25	52%	44	8	20	28	48%	↑-		-
		All Elementary	82%	64	17	11	8	18%	↓-		↑3
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	24	54%	46	8	17	29	46%	↓2		-
		All Elementary	77%	58	20	13	10	23%	↓-		↑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.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Macarthur

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/R	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

Macarthur

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	143	143	43%	16	27	30	27	57%	↑7		↓3
		All Elementary	56%	30	26	23	21	44%	↑4		↓1
		District	64%	38	25	19	17	36%	↑2		↓2
Grade	Gr. 03	45	24%	2	22	44	31	76%	↑17		-
		All Elementary	51%	28	24	27	22	49%	↑3		-
		District	51%	27	23	27	23	49%	↑2		-
	Gr. 04	54	44%	15	30	22	33	56%	↑4		↑2
		All Elementary	55%	26	29	25	20	45%	↑5		↓-
		District	54%	25	29	25	21	46%	↑5		↓1
	Gr. 05	44	59%	32	27	25	16	41%	↓1		↓10
		All Elementary	62%	37	26	18	20	38%	↑3		↓2
		District	62%	36	26	18	20	38%	↑3		↓3
Ethnicity	Hispanic	77	51%	17	34	27	22	49%	↓1		↓8
		All Elementary	63%	34	29	22	14	37%	↑3		↓2
		District	71%	43	27	18	12	29%	↑2		↓2
	White	30	33%	13	20	33	33	67%	↑6		↑4
		All Elementary	27%	10	17	28	44	73%	↑4		↓3
		District	38%	17	21	25	37	62%	↓-		↓4
	Cambodian	12*	33%	8	25	25	42	67%	↑29		-
		All Elementary	43%	19	25	25	32	57%	↑7		↑4
		District	50%	26	24	23	28	50%	↑5		↓2
	Other	11*	64%	45	18	9	27	36%	↑11		-
		All Elementary	37%	18	19	25	38	63%	↑2		↓2
		District	43%	22	21	23	34	57%	↑2		↓2

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

SBAC Math 2024 :: School Data by Subgroup

Macarthur

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Ethnicity	Asian	11*	36%	9	27	18	45	64%	↑24		-
		All Elementary	38%	16	22	24	38	62%	↑7		↑4
		District	45%	24	22	21	33	55%	↑3		↓2
	African American	7*	14%		14	57	29	86%	↑48		-
		All Elementary	73%	45	29	17	9	27%	↑3		↓1
		District	80%	55	25	13	7	20%	↑2		↓2
	Filipino	5*	0%			60	40	100%	↑40		-
		All Elementary	30%	12	18	33	37	70%	↑4		↑4
		District	38%	18	20	27	35	62%	↑6		↑4
	Pacific Islander	2*	0%			100		100%	-		-
		All Elementary	64%	30	34	26	10	36%	↑9		↓6
		District	70%	43	28	21	9	30%	↑5		↓2
Gender	Female	66	55%	18	36	24	21	45%	↓-		↓10
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	77	32%	14	18	35	32	68%	↑13		↑2
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	All Elementary*	100%	100				0%	↓25		-
		District	76%	40	36	14	10	24%	↓14		↑3
Special Populations	EL + RFEP	9*	56%	22	33	33	11	44%	↑3		-
		All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	4*	100%	50	50			0%	-		-

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Math 2024 :: School Data by Subgroup

Macarthur

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	ELL	All Elementary	81%	52	30	14	5	19%	↑2		↑2
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	5*	20%	20		60	20	80%	↓3		-
		All Elementary	32%	8	24	35	33	68%	↑11		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	GATE/Excel	32	6%	33	19	75		94%	↑2		↓9
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
		District	21%	6	16	28	51	79%	↑5		↓4
	Foster	All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	Homeless	6*	50%	33	17	17	33	50%	↑5		-
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	6*	50%	33	17	17	33	50%	↑5		-
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	68	49%	21	28	26	25	51%	↑7		↓4
		All Elementary	65%	36	29	21	13	35%	↑2		↓1
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	25	64%	36	28	20	16	36%	↓3		-
		All Elementary	80%	58	22	12	9	20%	↑2		↑-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	24	63%	38	25	21	17	38%	↓2		-
		All Elementary	76%	51	25	13	11	24%	↑2		↓-

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

SBAC Math 2024 :: School Data by Subgroup

Macarthur

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/R	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

Macarthur

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
All Students	44	44	64%	9	55	30	7	36%	↓2		-
		All Elementary	70%	17	53	20	10	30%	↓-		-
		District	73%	17	57	19	7	27%	↑1		-
Grade	Gr. 05	44	64%	9	55	30	7	36%	↓2		-
		All Elementary	70%	17	53	20	10	30%	↓-		-
		District	69%	17	52	21	10	31%	↑1		-
Ethnicity	Hispanic	24	62%	4	58	29	8	38%	↑10		-
		All Elementary	77%	19	58	17	6	23%	↓1		-
		District	80%	20	60	16	4	20%	↑1		-
	White	13*	54%	8	46	38	8	46%	↓21		-
		All Elementary	41%	5	36	32	26	59%	↑-		-
		District	50%	6	44	30	19	50%	↑1		-
	Asian	5*	80%	20	60	20		20%	↓5		-
		All Elementary	51%	6	44	27	22	49%	↑6		-
		District	55%	7	48	30	15	45%	↑2		-
	Cambodian	4*	75%	75		25		25%	↓8		-
		All Elementary	60%	5	55	27	13	40%	↑1		-
		District	63%	8	55	26	11	37%	↑3		-
	Filipino	1*	100%	100				0%	↓50		-
		All Elementary	52%	4	47	24	24	48%	↓3		-
		District	55%	6	49	32	13	45%	↓1		-
	Other	1*	100%	100				0%	↓25		-
		All Elementary	50%	10	41	30	20	50%	↑1		-
		District	56%	10	46	28	16	44%	↑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

Macarthur

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Gender	Female	23	57%	4	52	35	9	43%	↑6		-
		All Elementary	70%	16	55	20	10	30%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	21	71%	14	57	24	5	29%	↓10		-
		All Elementary	70%	18	52	20	11	30%	↓1		-
		District	73%	18	55	19	8	27%	↑-		-
	Nonbinary	District	61%	9	52	26	13	39%	↑7		-
Special Populations	EL + RFEP	6*	50%	50		50		50%	↑30		-
		All Elementary	84%	25	58	12	4	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	2*	100%	100				0%	-		-
		All Elementary	97%	35	62	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	4*	25%	25		75		75%	↓25		-
		All Elementary	55%	3	51	32	13	45%	↑7		-
		District	76%	12	64	20	5	24%	↓-		-
	GATE/Excel	9*	22%	22		44	33	78%	↓13		-
		All Elementary	21%	20		40	39	79%	↑11		-
		District	35%	3	33	39	25	65%	↑8		-
	Foster	All Elementary	84%	39	45	13	3	16%	↓3		-
		District	89%	32	57	8	2	11%	↓1		-
	Homeless	5*	80%	20	60	20		20%	↓13		-
		All Elementary	85%	30	56	13	2	15%	↓2		-
		District	86%	28	59	12	1	14%	↑-		-

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

Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

Macarthur

Category		Tested	Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	2 yr Chg	3 yr Chg	% Cohort Chg
Special Populations	Homeless/Foster	5*	80%	20	60	20		20%	↓13		-
		All Elementary	85%	30	54	13	2	15%	↓2		-
		District	87%	28	59	12	1	13%	↓-		-
	Low SES	29	66%	10	55	31	3	34%	↑4		-
		All Elementary	79%	20	58	16	6	21%	↓2		-
		District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	11*	55%	27	27	36	9	45%	↑12		-
		All Elementary	89%	44	45	8	3	11%	↓-		-
		District	92%	41	51	6	2	8%	↑1		-
	Spec Ed. Speech/RSP	11*	55%	27	27	36	9	45%	↑12		-
		All Elementary	86%	35	51	10	4	14%	↓-		-
		District	89%	34	55	8	3	11%	↑1		-

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Macarthur

	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**	94	94	11	40 / 23 / 20 / 16
			All ES	44	25 / 22 / 25 / 29
			District	30	33 / 15 / 16 / 36
	Grade	Gr. 04 (Minimum Growth Target: 44)	52	2	40 / 31 / 23 / 6
			All ES	43	25 / 24 / 27 / 24
			District	42	26 / 24 / 27 / 24
		Gr. 05 (Minimum Growth Target: 35)	42	23	40 / 14 / 17 / 29
			All ES	44	24 / 19 / 23 / 34
			District	42	25 / 20 / 22 / 33
	Ethnicity	Hispanic	51	21	33 / 24 / 22 / 22
			All ES	44	25 / 22 / 24 / 29
			District	29	34 / 15 / 16 / 36
		White	25	8	48 / 16 / 20 / 16
			All ES	41	26 / 22 / 26 / 27
			District	28	33 / 15 / 18 / 34
		Asian	7^	-	29 / 57 / 14 / 0
			All ES	52	23 / 20 / 23 / 34
			District	35	31 / 14 / 15 / 40
		Cambodian	6^	-	33 / 50 / 17 / 0
			All ES	53	20 / 22 / 25 / 34
			District	34	30 / 16 / 16 / 38

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
Macarthur

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Ethnicity	Other	5^	-	80 / 20 / 0
			All ES	45	22 / 21 / 29 / 28
			District	32	30 / 16 / 19 / 35
		Filipino	3^	-	33 / 67 / 0
			All ES	40	24 / 24 / 25 / 27
			District	35	29 / 16 / 17 / 38
		African American	3^	-	67 / 33 / 0
			All ES	42	25 / 21 / 23 / 31
			District	28	34 / 15 / 15 / 37
	Gender	Female	43	19	42 / 14 / 28 / 16
			All ES	45	24 / 22 / 25 / 29
			District	32	31 / 15 / 17 / 36
		Male	51	4	39 / 31 / 14 / 16
			All ES	43	25 / 21 / 24 / 29
			District	27	35 / 15 / 15 / 35
		Nonbinary	All ES^	-23	100 / 0
			District	5	53 / 6 / 12 / 29
	Special Populations	EL + RFEP	7^	-	43 / 14 / 14 / 29
			All ES	43	25 / 22 / 23 / 30
			District	29	34 / 14 / 14 / 38
		ELL	2^	-	50 / 50

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
Macarthur

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
ELA	Special Populations	ELL	All ES	43	25 / 22 / 23 / 30
			District	33	32 / 17 / 16 / 35
		RFEP	5^	-	40 / 20 / 20 / 20
			All ES	44	25 / 24 / 22 / 29
			District	26	35 / 12 / 13 / 40
		GATE/Excel	23	-	48 / 26 / 22 / 4
			All ES	41	26 / 21 / 28 / 25
			District	31	31 / 16 / 18 / 35
		Foster	All ES	32	32 / 31 / 15 / 22
			District	9	40 / 19 / 13 / 28
		Homeless	4^	-	75 / 25 / 0
			All ES	47	25 / 20 / 21 / 33
			District	27	35 / 14 / 14 / 37
		Homeless/Foster	4^	-	75 / 25 / 0
			All ES	45	26 / 22 / 20 / 32
			District	25	35 / 15 / 14 / 36
		Low SES	47	16	40 / 19 / 19 / 21
			All ES	44	25 / 22 / 24 / 30
			District	29	33 / 15 / 16 / 35
		Special Ed.	17^	-	59 / 24 / 18
			All ES	38	30 / 18 / 21 / 30

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

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Macarthur

	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.	District	28		35 / 15 / 15 / 35
		Spec Ed. Speech/RSP	17^	-		59 / 24 / 18
			All ES	43		28 / 19 / 20 / 32
			District	31		34 / 15 / 15 / 36

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

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Macarthur

	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	93	93	34	25 / 30 / 24 / 22
			All ES	39	22 / 28 / 29 / 21
			District	22	35 / 19 / 19 / 27
	Grade	Gr. 04 (Minimum Growth Target: 42)	51	50	16 / 25 / 27 / 31
			All ES	48	17 / 28 / 32 / 23
			District	47	17 / 29 / 32 / 23
		Gr. 05 (Minimum Growth Target: 39)	42	14	36 / 36 / 19 / 10
			All ES	31	28 / 28 / 25 / 19
			District	30	29 / 28 / 25 / 18
	Ethnicity	Hispanic	50	40	20 / 30 / 30 / 20
			All ES	38	23 / 28 / 28 / 20
			District	20	36 / 20 / 18 / 26
		White	25	31	24 / 32 / 20 / 24
			All ES	43	20 / 28 / 33 / 20
			District	27	31 / 20 / 21 / 28
		Asian	7^	-	29 / 29 / 14 / 29
			All ES	46	18 / 25 / 31 / 25
			District	25	32 / 18 / 21 / 28
		Cambodian	6^	-	33 / 17 / 17 / 33
			All ES	42	20 / 27 / 30 / 24
			District	24	33 / 19 / 21 / 27

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

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Macarthur

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Ethnicity	Other	5^	-	80 20 0
			All ES	40	22 27 29 22
			District	27	32 18 20 30
		Filipino	3^	-	67 33
			All ES	45	14 32 32 21
			District	37	25 19 22 35
		African American	3^	-	33 33 33
			All ES	38	25 26 26 23
			District	18	38 18 17 26
	Gender	Female	42	20	26 36 19 19
			All ES	38	23 28 29 20
			District	21	35 19 19 26
		Male	51	45	24 25 27 24
			All ES	40	22 28 28 22
			District	23	34 19 19 28
		Nonbinary	All ES^	30	100 0
			District	11	45 15 6 33
	Special Populations	EL + RFEP	7^	-	29 29 29 14
			All ES	40	21 29 27 22
			District	20	37 19 16 27
		ELL	2^	-	50 50 0

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
Macarthur

	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	ELL	All ES	40	23 / 27 / 26 / 23
			District	24	34 / 20 / 18 / 27
		RFEP	5^	-	20 / 20 / 40 / 20
			All ES	40	18 / 33 / 30 / 20
			District	15	40 / 18 / 15 / 28
		GATE/Excel	23	27	22 / 39 / 30 / 9
			All ES	41	19 / 30 / 32 / 19
			District	28	29 / 21 / 22 / 29
		Foster	All ES	32	31 / 21 / 21 / 28
			District	11	39 / 20 / 14 / 27
		Homeless	4^	-	25 / 50 / 25 / 0
			All ES	42	22 / 30 / 26 / 23
			District	20	37 / 19 / 17 / 27
		Homeless/Foster	4^	-	25 / 50 / 25 / 0
			All ES	41	23 / 29 / 25 / 23
			District	19	37 / 19 / 16 / 27
		Low SES	46	37	24 / 24 / 30 / 22
			All ES	39	23 / 28 / 28 / 21
			District	21	36 / 19 / 18 / 27
		Special Ed.	17^	-	41 / 6 / 35 / 18
			All ES	39	26 / 25 / 23 / 27

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

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Macarthur

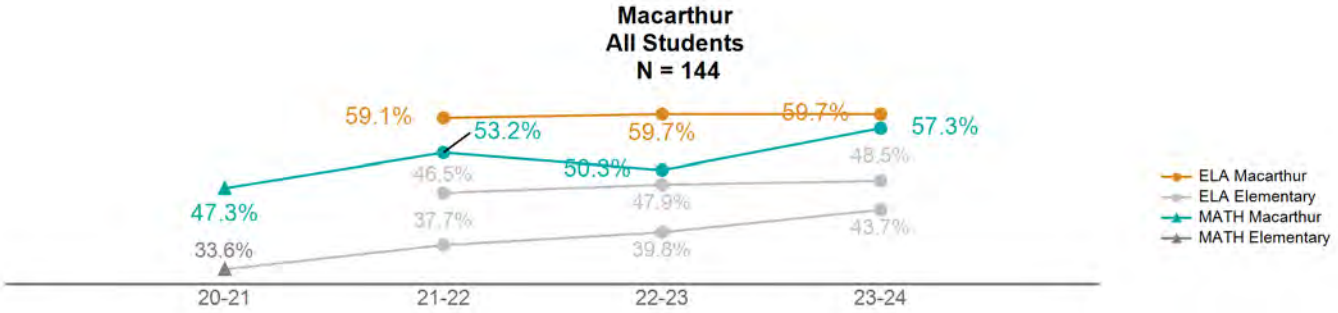
	Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year) Growth Target: Declined / Below Target / Above Target / Accelerated*
Math	Special Populations	Special Ed.	District	20	38 / 18 / 17 / 28
		Spec Ed. Speech/RSP	17^	-	41 / 6 / 35 / 18
			All ES	40	25 / 26 / 24 / 26
			District	20	37 / 18 / 17 / 28

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

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

Submit Feedback

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



African American

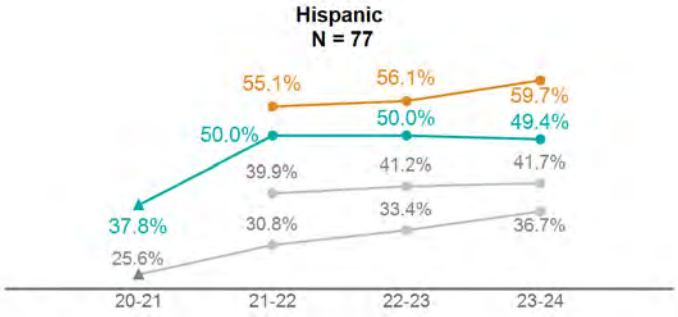
Subgroup with fewer than 20 students.

Asian

Subgroup with fewer than 20 students.

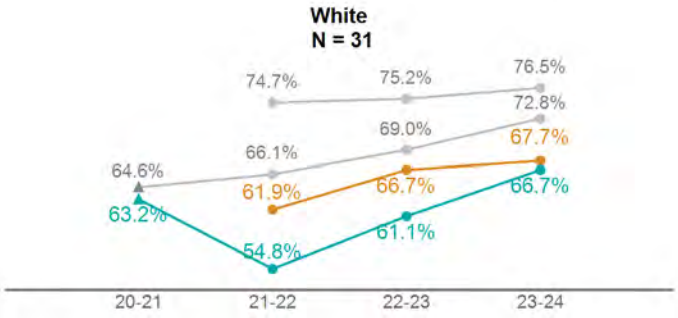
Filipino

Subgroup with fewer than 20 students.



Pacific Islander

Subgroup with fewer than 20 students.



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

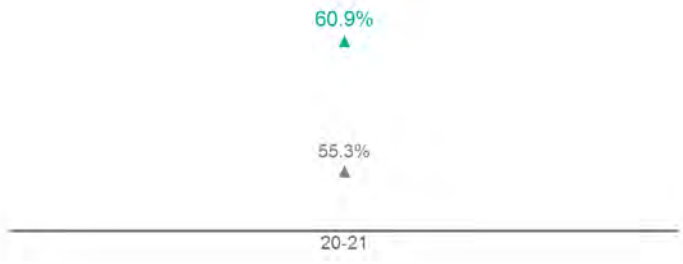
Submit Feedback

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

Native American

Subgroup with fewer than 20 students.

Other



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

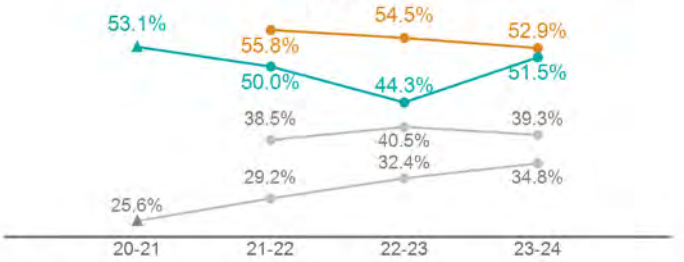
Submit Feedback

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

EL + RFEP

Subgroup with fewer than 20 students.

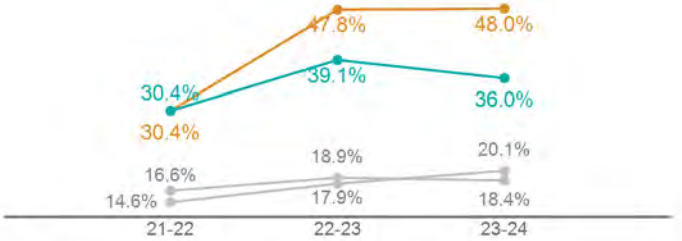
Low SES
N = 68



English Learner

Subgroup with fewer than 20 students.

Special Education
N = 25



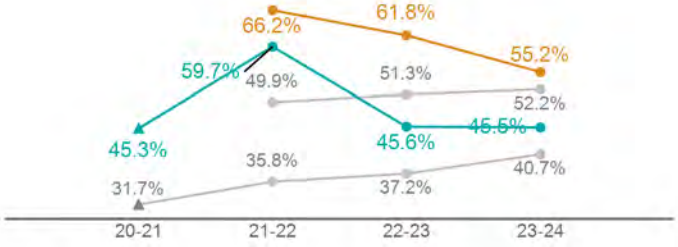
Homeless

Subgroup with fewer than 20 students.

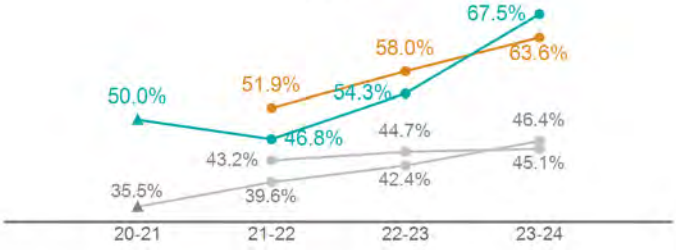
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 67



Male
N = 77



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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/18/25

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	11,840	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

2/18/25

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

2/18/25

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

2/18/25

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

2/18/25

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

2/18/25

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

2/18/25

All

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

2/18/25

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

2/18/25

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

2/18/25

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

2/18/25

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

2/18/25

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

2/18/25

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

2/18/25

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

2/18/25

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

2/18/25

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

2/18/25

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

2/18/25

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

2/18/25

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	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

2/18/25

All

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

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

Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2024

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

SBAC ELA 2024

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

SBAC ELA 2024

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

SBAC ELA 2024

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

SBAC ELA 2024

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

SBAC ELA 2024

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

Submit Feedback

Macarthur

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
2023-2024	YR	All	All	1	
		Grade	Gr. 05	1	
		Ethnicity	White	1	
		Gender	Male	1	
		GATE/Excel	GATE/Excel	1	
		LowSES	Low SES	1	

Submit Feedback

Macarthur

2022-2023

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2022-2023	YR	All	All	5	
		Grade	Gr. 01	1	
			Gr. 05	3	
			Gr. K	1	
		Ethnicity	African American	1	
			Hispanic	3	
			White	1	
		Gender	Female	3	
			Male	2	
		Fluency	EL + RFEP	1	
			ELL	1	
		LowSES	Low SES	5	
		SPED	Special Ed.	1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	

Submit Feedback

Macarthur

2018-2019

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2018-2019	YR	All	All	10	1
		Grade	Gr. 02	7	1
			Gr. 05	3	
		Ethnicity	African American	7	1
			Other	1	
			White	2	
		Gender	Male	10	1
		LowSES	Low SES	9	1
		SPED	Special Ed.	1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	

Submit Feedback

Macarthur

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

		YR	
Category	subgroup	# Records	Percent by Category
All Students	All	1	100
Grade	Gr. 05	1	100
Ethnicity	White	1	100
Gender	Male	1	100
Special Populations	GATE/Excel	1	100
	Low SES	1	100

Submit Feedback

Macarthur

23-24

Students by Subgroup Categorizied by 1 or more than 1 incident

		YR	
Category	subgroup	# Students	Percent by Category
All Students	All	1	100
Grade	Gr. 05	1	100
Ethnicity	White	1	100
Gender	Male	1	100
Special Populations	GATE/Excel	1	100
	Low SES	1	100

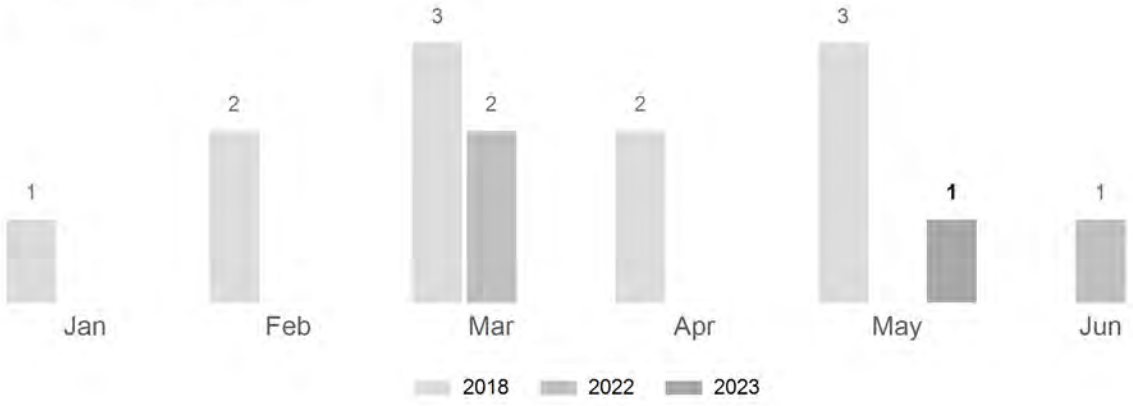
[Submit Feedback]

Macarthur

23-24

By Month for 23-24

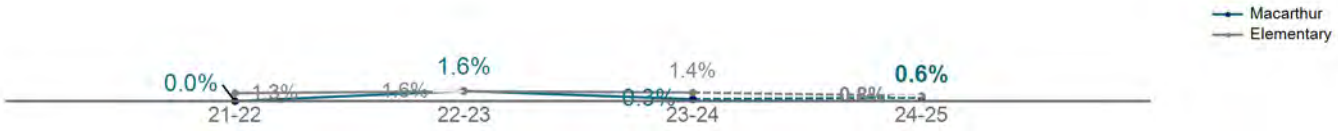
By Month- 5-year comparison



	18-19	22-23	23-24
Jan	1		
Feb	2		
Mar	3	2	
Apr	2		
May	3		1
Jun		1	

Suspension Rate

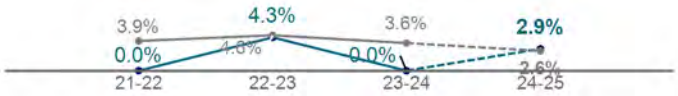
Macarthur
All Students
N = 350



African American
N = 35

Asian

Subgroup with fewer than 20 students.



Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 179

Pacific Islander

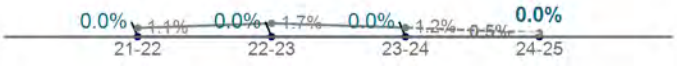
Subgroup with fewer than 20 students.

White
N = 67

Native American

Subgroup with fewer than 20 students.

Other
N = 32



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

Suspension Rate

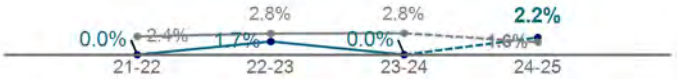
EL + RFEP
N = 20

Low SES
N = 166

English Learner

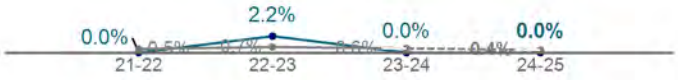
Subgroup with fewer than 20 students.

Special Education
N = 89

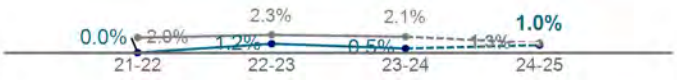


Homeless or Foster Youth

Female
N = 150



Male
N = 200



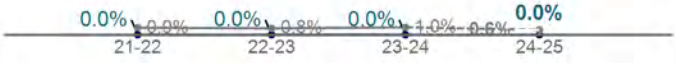
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

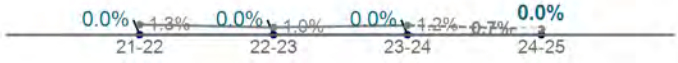
Gr. K
N = 61

Gr. 01
N = 57

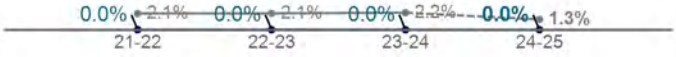
Gr. 02
N = 54



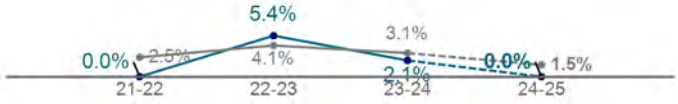
Gr. 03
N = 58



Gr. 04
N = 42



Gr. 05
N = 52



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

i-Ready Math Overall Relative Placement
School Data by Subgroup
Macarthur 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	41	24 / 73 / 2
			2	43	7 / 81 / 7 / 5
			3	40	3 / 65 / 13 / 20
	Teacher	Donaldson, D	1	19	26 / 68 / 5
			2	19	79 / 16 / 5
			3	19	5 / 53 / 5 / 37
		Harrison, F	1	22	23 / 77
			2	22	14 / 82 / 5
			3	22	77 / 18 / 5
	Ethnicity	African American	1	5	20 / 80
			2	5	20 / 60 / 20
			3	4	50 / 25 / 25
		Filipino	1	2	50 / 50
			2	3	33 / 33 / 33
			3	3	67 / 33
		Hispanic	1	25	32 / 64 / 4
			2	26	4 / 88 / 4 / 4
			3	24	4 / 71 / 8 / 17
		White	1	5	100
			2	5	100
			3	5	60 / 40
		Other	1	4	100
			2	4	75 / 25
			3	4	50 / 50
	Gender	Female	1	18	28 / 72
			2	18	6 / 89 / 6
			3	17	82 / 6 / 12
		Male	1	23	22 / 74 / 4
			2	25	8 / 76 / 12 / 4
			3	23	4 / 52 / 17 / 26
	Special Populations	Low SES	1	24	33 / 67
			2	24	13 / 79 / 4 / 4
			3	23	4 / 61 / 13 / 22

i-Ready Math Overall Relative Placement
School Data by Subgroup
Macarthur 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	ELL	1	1	100
			2	2	100
			3	1	100
		EL + RFEP	1	1	100
			2	2	100
			3	1	100
		Special Ed.	1	6	17 / 83
			2	6	100
			3	6	67 / 17 / 17
		Spec Ed. Speech/RSP	1	2	100
			2	2	100
			3	2	100
		Foster	1	2	100
			2	2	50 / 50
			3	2	50 / 50

i-Ready Math Overall Relative Placement
School Data by Subgroup
Macarthur 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	54	31 / 57 / 7 / 4
			2	53	15 / 57 / 19 / 9
			3	53	8 / 49 / 17 / 26
	Teacher	Arnold, S	1	25	36 / 56 / 4 / 4
			2	25	16 / 60 / 20 / 4
			3	25	8 / 64 / 8 / 20
		Zellner, J	1	27	26 / 59 / 11 / 4
			2	27	15 / 52 / 19 / 15
			3	27	7 / 37 / 22 / 33
	Ethnicity	African American	1	7	29 / 71
			2	6	17 / 50 / 17 / 17
			3	7	14 / 29 / 14 / 43
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	25	32 / 60 / 8
			2	24	13 / 71 / 13 / 4
			3	23	65 / 17 / 17
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	17	35 / 47 / 6 / 12
			2	17	24 / 35 / 24 / 18
			3	17	18 / 41 / 6 / 35
		Other	1	3	33 / 33 / 33
			2	4	50 / 50
			3	4	50 / 25 / 25
	Gender	Female	1	22	36 / 59 / 5
			2	23	13 / 70 / 9 / 9
			3	23	9 / 48 / 26 / 17
		Male	1	32	28 / 56 / 9 / 6
			2	30	17 / 47 / 27 / 10
			3	30	7 / 50 / 10 / 33

i-Ready Math Overall Relative Placement
School Data by Subgroup
Macarthur 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	Low SES	1	22	55 / 45
			2	21	24 / 71 / 5
			3	21	10 / 71 / 10 / 10
		Special Ed.	1	10	50 / 20 / 20 / 10
			2	9	22 / 22 / 22 / 33
			3	10	20 / 30 / 10 / 40
		Spec Ed. Speech/RSP	1	6	67 / 17 / 17
			2	6	33 / 33 / 33
			3	6	33 / 33 / 17 / 17
		Homeless	1	2	100
			2	2	100
			3	2	100
		GATE/Excel	1	12	67 / 25 / 8
			2	13	23 / 46 / 31
			3	13	23 / 77

i-Ready Math Overall Relative Placement
School Data by Subgroup
Macarthur 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	42	26 / 60 / 5 / 10
			2	43	7 / 60 / 19 / 14
			3	43	5 / 35 / 26 / 35
	Teacher	Aramburo, J	1	20	25 / 60 / 15
			2	21	10 / 62 / 10 / 19
			3	20	10 / 10 / 35 / 45
		Henry, R	1	22	27 / 59 / 9 / 5
			2	22	5 / 64 / 23 / 9
			3	22	59 / 14 / 27
	Ethnicity	African American	1	3	33 / 33 / 33
			2	3	67 / 33
			3	3	67 / 33
		Asian	1	4	25 / 50 / 25
			2	4	25 / 50 / 25
			3	4	25 / 75
		Filipino	1	2	50 / 50
			2	2	50 / 50
			3	2	100
		Hispanic	1	19	26 / 74
			2	20	10 / 70 / 15 / 5
			3	20	5 / 35 / 40 / 20
		Pacific Islander	1	2	50 / 50
			2	2	100
			3	2	50 / 50
		White	1	6	17 / 67 / 17
			2	6	50 / 50
			3	6	17 / 50 / 33
		Other	1	6	33 / 33 / 33
			2	6	50 / 17 / 33
			3	6	67 / 33

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

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Gender	Female	1	20	20 / 65 / 5 / 10
			2	21	10 / 62 / 19 / 10
			3	22	5 / 45 / 27 / 23
		Male	1	22	32 / 55 / 5 / 9
			2	22	5 / 59 / 18 / 18
			3	21	5 / 24 / 24 / 48
	Special Populations	Low SES	1	20	35 / 65
			2	20	5 / 75 / 15 / 5
			3	20	5 / 40 / 25 / 30
		ELL	1	1	100
			2	1	100
			3	1	100
		EL + RFEP	1	1	100
			2	1	100
			3	1	100
		Special Ed.	1	5	40 / 60
			2	5	60 / 40
			3	4	25 / 50 / 25
		Spec Ed. Speech/RSP	1	1	100
			2	1	100
			3	1	100
		GATE/Excel	1	9	44 / 11 / 44
			2	9	33 / 67
			3	9	11 / 89

i-Ready Math Overall Relative Placement
School Data by Subgroup
Macarthur 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	54	9 / 17 / 59 / 13 / 2
			2	54	4 / 13 / 43 / 19 / 22
			3	54	9 / 28 / 24 / 39
	Teacher	Solomon, J	1	34	15 / 24 / 56 / 6
			2	34	6 / 18 / 53 / 18 / 6
			3	35	14 / 37 / 34 / 14
		Whitt, C	1	19	5 / 63 / 26 / 5
			2	19	5 / 26 / 21 / 47
			3	19	11 / 5 / 84
	Ethnicity	African American	1	3	33 / 33 / 33
			2	3	33 / 33 / 33
			3	3	33 / 33 / 33
		Asian	1	2	100
			2	2	100
			3	2	50 / 50
		Filipino	1	2	100
			2	2	50 / 50
			3	2	100
		Hispanic	1	30	13 / 17 / 53 / 13 / 3
			2	30	17 / 50 / 17 / 17
			3	31	10 / 29 / 26 / 35
		White	1	13	85 / 15
			2	13	38 / 15 / 46
			3	12	25 / 25 / 50
		Other	1	4	25 / 75
			2	4	25 / 50 / 25
			3	4	50 / 50
	Gender	Female	1	21	24 / 19 / 43 / 14
			2	21	10 / 24 / 38 / 29
			3	22	18 / 41 / 14 / 27
		Male	1	33	15 / 70 / 12 / 3
			2	33	6 / 45 / 30 / 18
			3	32	3 / 19 / 31 / 47

i-Ready Math Overall Relative Placement
School Data by Subgroup
Macarthur 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	Low SES	1	20	15 | 5 | 60 | 20
			2	20	10 | 45 | 25 | 20
			3	19	11 | 32 | 11 | 47
		RFEP	1	2	50 | 50
			2	2	50 | 50
			3	1	100
		EL + RFEP	1	2	50 | 50
			2	2	50 | 50
			3	2	50 | 50
		Special Ed.	1	8	38 | 38 | 25
			2	8	13 | 50 | 38
			3	8	50 | 25 | 25
		Spec Ed. Speech/RSP	1	6	50 | 50
			2	6	17 | 67 | 17
			3	6	67 | 17 | 17
		GATE/Excel	1	14	57 | 36 | 7
			2	14	14 | 14 | 71
			3	14	14 | 86
		ELL	3	1	100

i-Ready Math Overall Relative Placement
School Data by Subgroup
Macarthur 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	45	16 24 38 16 7
			2	46	9 17 39 20 15
			3	45	7 7 42 16 29
	Teacher	Cornwall, S	1	34	18 29 24 21 9
			2	34	12 18 41 18 12
			3	34	9 9 41 18 24
		Whitt, C	1	10	10 10 80
			2	11	18 27 27 27
			3	11	45 9 45
	Ethnicity	Asian	1	5	20 60 20
			2	5	20 40 40
			3	5	40 40 20
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	25	16 24 40 12 8
			2	26	8 15 46 12 19
			3	25	8 8 40 16 28
		White	1	13	15 31 31 15 8
			2	13	8 23 31 23 15
			3	13	8 54 8 31
		Other	1	1	100
			2	1	100
			3	1	100
	Gender	Female	1	22	5 27 45 14 9
			2	23	9 17 43 17 13
			3	23	4 9 43 17 26
		Male	1	23	26 22 30 17 4
			2	23	9 17 35 22 17
			3	22	9 5 41 14 32
	Special Populations	Low SES	1	30	10 27 50 10 3
			2	30	3 23 43 17 13
			3	29	3 7 52 17 21

i-Ready Math Overall Relative Placement
School Data by Subgroup
Macarthur 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	ELL	1	2	100
			2	2	100
			3	2	50 | 50
		RFEP	1	4	50 | 50
			2	4	50 | 50
			3	4	75 | 25
		EL + RFEP	1	6	33 | 33 | 33
			2	6	33 | 33 | 33
			3	6	17 | 17 | 50 | 17
		Special Ed.	1	12	42 | 25 | 17 | 8 | 8
			2	12	25 | 17 | 17 | 33 | 8
			3	12	17 | 8 | 42 | 17 | 17
		Spec Ed. Speech/RSP	1	7	57 | 43
			2	7	29 | 29 | 29 | 14
			3	7	14 | 14 | 71
		Homeless	1	3	67 | 33
			2	3	33 | 33 | 33
			3	3	33 | 33 | 33
		GATE/Excel	1	9	11 | 33 | 22 | 33
			2	9	22 | 33 | 44
			3	9	11 | 22 | 67

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Macarthur 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	42	2 88 5 5
			2	42	5 57 21 17
			3	40	38 13 50
	Teacher	Donaldson, D	1	19	5 89 5
			2	19	58 21 21
			3	19	47 5 47
		Harrison, F	1	22	86 9 5
			2	22	5 59 18 18
			3	22	27 18 55
	Ethnicity	African American	1	5	100
			2	4	75 25
			3	4	25 75
		Filipino	1	3	33 67
			2	3	67 33
			3	2	100
		Hispanic	1	25	92 8
			2	26	8 69 15 8
			3	25	48 12 40
		White	1	5	80 20
			2	5	20 20 60
			3	5	40 20 40
		Other	1	4	75 25
			2	4	50 25 25
			3	4	25 75
	Gender	Female	1	18	89 6 6
			2	18	67 17 17
			3	17	53 47
		Male	1	24	4 88 4 4
			2	24	8 50 25 17
			3	23	26 22 52
	Special Populations	Low SES	1	24	4 92 4
			2	23	4 65 22 9
			3	24	42 8 50

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Macarthur 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	ELL	1	1	100
			2	2	50, 50
			3	1	100
		EL + RFEP	1	1	100
			2	2	50, 50
			3	1	100
		Special Ed.	1	6	100
			2	6	67, 17, 17
			3	6	33, 17, 50
		Spec Ed. Speech/RSP	1	2	100
			2	2	50, 50
			3	2	50, 50
		Foster	1	2	100
			2	2	50, 50
			3	2	50, 50

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	All Students	All	1	52	17 / 56 / 12 / 15
			2	49	4 / 39 / 29 / 29
			3	51	6 / 14 / 31 / 49
	Teacher	Arnold, S	1	25	24 / 52 / 16 / 8
			2	25	40 / 36 / 24
			3	25	4 / 20 / 32 / 44
		Zellner, J	1	27	15 / 56 / 7 / 22
			2	27	7 / 33 / 22 / 37
			3	27	7 / 11 / 30 / 52
	Ethnicity	African American	1	7	29 / 14 / 29 / 29
			2	5	20 / 40 / 40
			3	6	33 / 67
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	24	8 / 83 / 8
			2	22	45 / 36 / 18
			3	22	14 / 50 / 36
		Pacific Islander	1	1	100
			2	1	100
			3	1	100
		White	1	15	33 / 20 / 20 / 27
			2	17	12 / 29 / 12 / 47
			3	17	18 / 24 / 6 / 53
		Other	1	4	75 / 25
			2	3	33 / 67
			3	4	25 / 75
	Gender	Female	1	22	18 / 64 / 5 / 14
			2	21	5 / 52 / 14 / 29
			3	22	9 / 9 / 41 / 41
		Male	1	30	17 / 50 / 17 / 17
			2	28	4 / 29 / 39 / 29
			3	29	3 / 17 / 24 / 55

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
2	Special Populations	Low SES	1	21	29 / 67 / 5
			2	21	10 / 52 / 38
			3	21	10 / 24 / 43 / 24
		Special Ed.	1	10	40 / 20 / 20 / 20
			2	9	44 / 11 / 44
			3	9	11 / 11 / 22 / 56
		Spec Ed. Speech/RSP	1	6	50 / 17 / 33
			2	5	60 / 40
			3	5	20 / 20 / 20 / 40
		Homeless	1	2	50 / 50
			2	1	100
			3	2	50 / 50
		GATE/Excel	1	13	31 / 31 / 38
			2	12	17 / 83
			3	13	100

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	All Students	All	1	42	12 38 24 26
			2	43	12 23 35 30
			3	41	20 32 49
	Teacher	Aramburo, J	1	20	10 35 20 35
			2	21	14 24 24 38
			3	21	10 29 62
		Henry, R	1	22	14 45 23 18
			2	22	9 23 45 23
			3	22	36 36 27
	Ethnicity	African American	1	3	33 33 33
			2	3	33 33 33
			3	3	67 33
		Asian	1	4	25 25 50
			2	4	25 50 25
			3	4	50 50
		Filipino	1	2	100
			2	2	100
			3	2	100
		Hispanic	1	19	16 42 21 21
			2	21	14 38 29 19
			3	19	32 32 37
		Pacific Islander	1	2	100
			2	2	100
			3	2	100
		White	1	6	17 50 33
			2	5	20 40 40
			3	6	17 83
		Other	1	6	50 17 33
			2	6	17 33 50
			3	5	40 60

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
3	Gender	Female	1	21	14 / 38 / 24 / 24
			2	21	19 / 24 / 24 / 33
			3	21	24 / 29 / 48
		Male	1	21	10 / 38 / 24 / 29
			2	22	5 / 23 / 45 / 27
			3	20	15 / 35 / 50
	Special Populations	Low SES	1	19	16 / 47 / 26 / 11
			2	19	11 / 21 / 63 / 5
			3	18	22 / 44 / 33
		ELL	1	1	100
			2	1	100
			3	1	100
		EL + RFEP	1	1	100
			2	1	100
			3	1	100
		Special Ed.	1	4	75 / 25
			2	5	60 / 40
			3	5	40 / 40 / 20
		Spec Ed. Speech/RSP	1	1	100
			2	1	100
			3	1	100
		GATE/Excel	1	9	11 / 89
			2	9	100
			3	9	100

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	All Students	All	1	51	8 4 47 14 27
			2	53	2 6 43 23 26
			3	53	8 2 36 17 38
	Teacher	Solomon, J	1	34	12 12 50 12 15
			2	34	3 9 56 18 15
			3	35	11 3 51 14 20
		Whitt, C	1	19	37 16 47
			2	19	21 32 47
			3	19	11 21 68
	Ethnicity	African American	1	3	33 33 33
			2	3	33 33 33
			3	3	67 33
		Asian	1	2	100
			2	2	100
			3	2	100
		Filipino	1	2	50 50
			2	2	50 50
			3	2	50 50
		Hispanic	1	29	7 7 41 14 31
			2	29	7 34 28 31
			3	31	10 3 29 16 42
		White	1	12	58 17 25
			2	13	62 15 23
			3	11	36 18 45
		Other	1	3	67 33
			2	4	25 25 50
			3	4	25 50 25
	Gender	Female	1	20	20 35 15 30
			2	20	5 10 40 15 30
			3	22	14 5 36 9 36
		Male	1	31	6 55 13 26
			2	33	3 45 27 24
			3	31	3 35 23 39

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
4	Special Populations	Low SES	1	19	11 5 53 16 16
			2	20	10 40 30 20
			3	19	11 5 32 11 42
		RFEP	1	2	50 50
			2	2	50 50
			3	1	100
		EL + RFEP	1	2	50 50
			2	2	50 50
			3	2	50 50
		Special Ed.	1	6	50 33 17
			2	8	13 25 50 13
			3	8	25 13 38 13 13
		Spec Ed. Speech/RSP	1	5	60 20 20
			2	6	17 33 33 17
			3	6	33 17 17 17 17
		GATE/Excel	1	14	14 21 64
			2	14	7 29 64
			3	14	14 86
		ELL	3	1	100

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

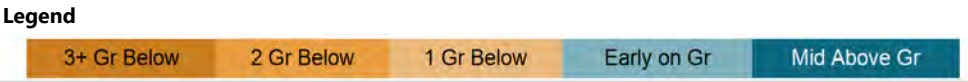
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	All Students	All	1	45	11 29 22 22 16
			2	43	7 26 26 30 12
			3	44	9 14 18 32 27
	Teacher	Cornwall, S	1	34	15 29 18 24 15
			2	34	9 29 24 24 15
			3	34	12 18 18 29 24
		Whitt, C	1	10	30 30 20 20
			2	11	9 45 45
			3	11	27 36 36
	Ethnicity	Asian	1	5	60 40
			2	5	40 20 40
			3	5	40 40 20
		Filipino	1	1	100
			2	1	100
			3	1	100
		Hispanic	1	25	12 20 24 28 16
			2	25	8 16 32 36 8
			3	24	13 8 21 21 38
		White	1	13	8 38 23 8 23
			2	11	45 9 18 27
			3	13	8 8 23 46 15
		Other	1	1	100
			2	1	100
			3	1	100
	Gender	Female	1	22	5 32 14 23 27
			2	22	5 27 14 36 18
			3	23	17 17 30 35
		Male	1	23	17 26 30 22 4
			2	21	10 24 38 24 5
			3	21	19 10 19 33 19
	Special Populations	Low SES	1	30	10 37 13 30 10
			2	27	4 30 26 37 4
			3	29	10 17 21 24 28

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

Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category
5	Special Populations	ELL	1	2	100
			2	2	100
			3	2	100
		RFEP	1	4	75 25
			2	4	100
			3	4	50 50
		EL + RFEP	1	6	33 50 17
			2	6	33 67
			3	6	33 33 33
		Special Ed.	1	12	42 25 8 25
			2	11	27 18 27 18 9
			3	12	33 17 8 25 17
		Spec Ed. Speech/RSP	1	7	57 43
			2	6	33 33 33
			3	7	43 29 14 14
		Homeless	1	3	67 33
			2	3	67 33
			3	3	33 33 33
		GATE/Excel	1	9	11 33 56
			2	8	25 13 63
			3	9	11 22 67

[Submit Feedback]

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



Category		Diagnostic Window	# Students	Percent by Category
All Students	236	3	236	16 43 19 30
Grade	Gr. 01	3	41	2 66 12 20
	Gr. 02	3	53	8 49 17 26
	Gr. 03	3	43	5 35 26 35
	Gr. 04	3	54	9 28 24 39
	Gr. 05	3	45	7 7 42 16 29
Ethnicity	Hispanic	3	124	26 48 21 24
	White	3	53	26 40 19 34
Gender	Female	3	107	8 50 19 21
	Male	3	129	25 37 19 37
Special Populations	Low SES	3	113	7 52 15 25
	Special Ed.	3	45	4 18 40 18 20
	Spec Ed. Speech/RSP	3	25	8 32 44 12 4
	GATE/Excel	3	45	4 16 80

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: 2/18/2025

[Submit Feedback]

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

Category		Diagnostic Window	# Students	Percent by Category
All Students	237	3	237	3 4 26 25 41
Grade	Gr. 01	3	41	37 12 51
	Gr. 02	3	53	6 15 32 47
	Gr. 03	3	44	23 32 45
	Gr. 04	3	54	7 2 37 17 37
	Gr. 05	3	45	9 13 20 31 27
Ethnicity	Hispanic	3	125	5 2 30 26 38
	White	3	53	2 8 26 21 43
Gender	Female	3	107	3 7 26 24 40
	Male	3	130	4 2 26 25 42
Special Populations	Low SES	3	113	4 7 29 25 35
	Special Ed.	3	46	13 11 26 20 30
	Spec Ed. Speech/RSP	3	25	24 20 28 12 16
	GATE/Excel	3	45	2 9 89

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: 2/18/2025

Feb 18, 2025

ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Macarthur

Site Level Overall Performance Level Summary

0% Beginning Stage	20% Somewhat Developed	80% Moderately Developed	0% Well Developed

Site Level Domain Performance Level Summary

Listening			Speaking			Reading			Writing		
0% Beg.	80% Some/Mod.	20% Well Dev.	0% Beg.	80% Some/Mod.	20% Well Dev.	0% Beg.	100% Some/Mod.	0% Well Dev.	40% Beg.	60% Some/Mod.	0% 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	0%	100%	0%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	100%	0%	0%
01	0%	0%	100%	0%	0%	0%	100%	0%	100%	0%	0%	100%	0%	100%	0%	0%
03	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%
05	0%	0%	100%	0%	0%	100%	0%	0%	50%	50%	0%	100%	0%	0%	100%	0%

Reclassifcation Criteria

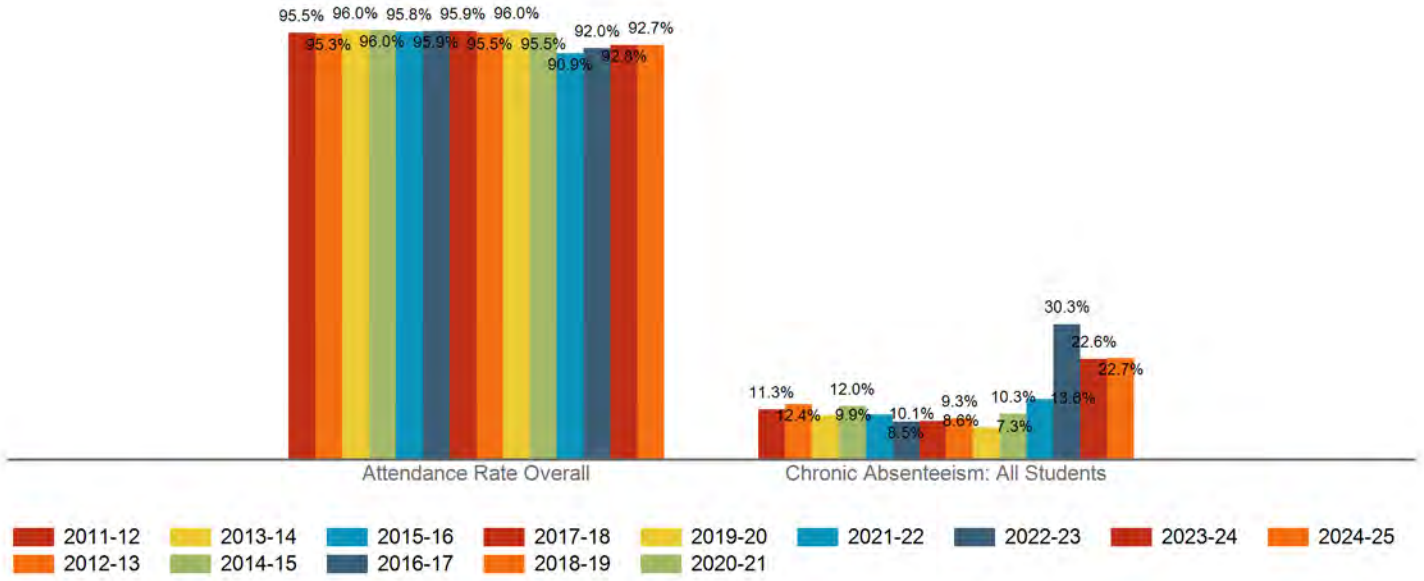
ELPAC Results (CDE Site)

Attendance/Chronic Absenteeism Rate

School Year: 23-24

Goals

Area	Description
Culture/Climate Goals	2023 - 2024 Goals An increase of 5% for positive student responses on each SEL competency as measured by the CORE survey. A decrease in suspensions from 1.3% (4) to 0. Social Emotional Learning - An emphasis in social emotional learning will result in Resilient & Mindful Students. We will ensure rigorous high-quality core instruction, and align culturally responsive pedagogy with Sanford Harmony, Zones of Regulation, Restorative Practices, and Trauma-Responsive Pedagogy so that students will feel with a strong sense of belonging and safe, included, respected, and cared for resulting in high academic achievement and success for all. In addition, we will have monthly cultural awareness and celebrations to maintain a positive school culture by increasing awareness of each unique culture or heritage each month, resulting in belonging, identity, and appreciation for diversity. Survey Data used to create Advisory Groups MacArthur will continue to monitor CORE data and determine advisory group support.



Budgeted Items

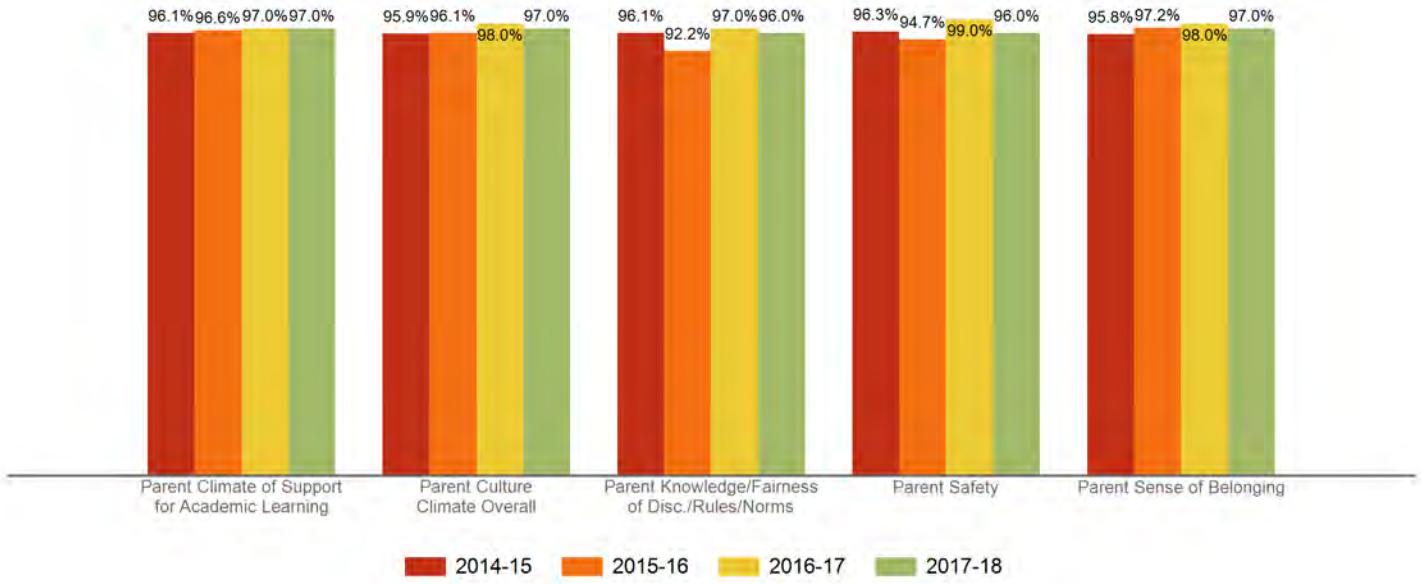
Line Number	Description	Cost	Personnel Summary
2	MacArthur will provide organizational planners for students in grades 4 and 5 to assist students in the planning and completion of assignments. Students planners are a means to address our students SEL measures in the area of self-management.		Materials
Total			

Culture-Climate Survey (Parent)

School Year: 23-24

Goals

Area	Description
Culture/Climate Goals	2023 - 2024 Goals An increase of 5% for positive student responses on each SEL competency as measured by the CORE survey. A decrease in suspensions from 1.3% (4) to 0. Social Emotional Learning - An emphasis in social emotional learning will result in Resilient & Mindful Students. We will ensure rigorous high-quality core instruction, and align culturally responsive pedagogy with Sanford Harmony, Zones of Regulation, Restorative Practices, and Trauma-Responsive Pedagogy so that students will feel with a strong sense of belonging and safe, included, respected, and cared for resulting in high academic achievement and success for all. In addition, we will have monthly cultural awareness and celebrations to maintain a positive school culture by increasing awareness of each unique culture or heritage each month, resulting in belonging, identity, and appreciation for diversity. Survey Data used to create Advisory Groups MacArthur will continue to monitor CORE data and determine advisory group support.



Budgeted Items

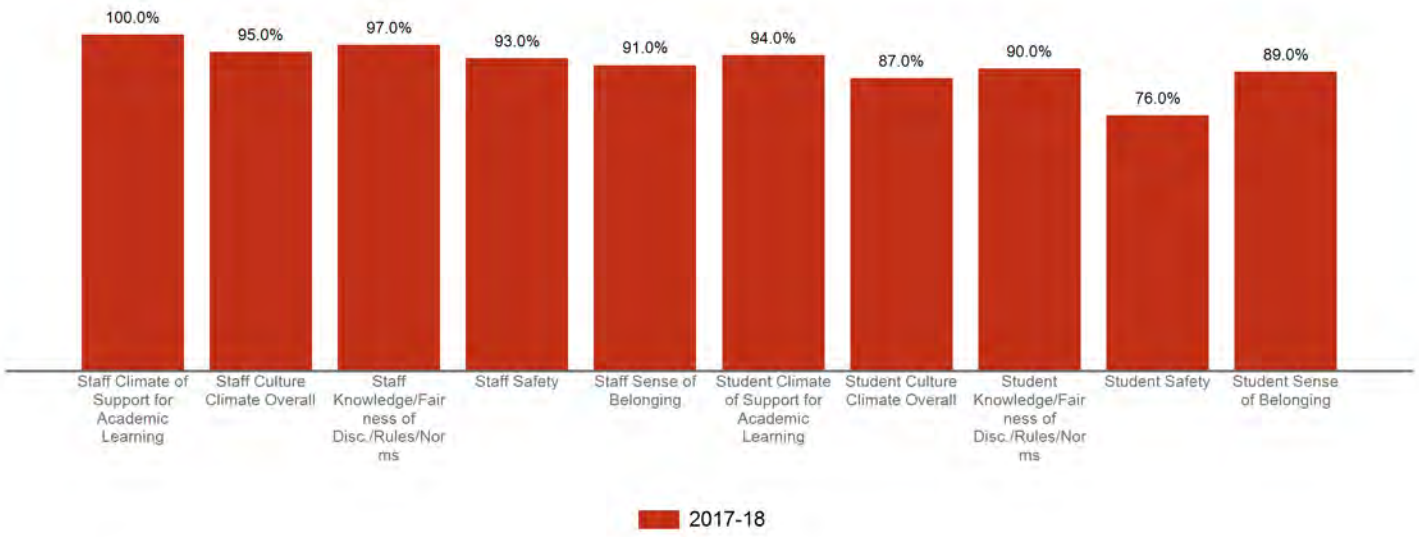
Line Number	Description	Cost	Personnel Summary
1	Parent Involvement Workshops - The need to invite guest speakers and presenters to provide workshop for families. Topics include but not limited to SEL, building connection, family work / life balance and routines, student technology use, etc. This includes presenter fees, rec aide hourly for support, refreshments, and incentives to encourage attendance and parent participation		Materials
	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.		Hourly - Recreation Aide, Recreation Aide
Total			

Culture-Climate Survey (Student-Staff)

School Year: 23-24

Goals

Area	Description
Culture/Climate Goals	2023 - 2024 Goals An increase of 5% for positive student responses on each SEL competency as measured by the CORE survey. A decrease in suspensions from 1.3% (4) to 0. Social Emotional Learning - An emphasis in social emotional learning will result in Resilient & Mindful Students. We will ensure rigorous high-quality core instruction, and align culturally responsive pedagogy with Sanford Harmony, Zones of Regulation, Restorative Practices, and Trauma-Responsive Pedagogy so that students will feel with a strong sense of belonging and safe, included, respected, and cared for resulting in high academic achievement and success for all. In addition, we will have monthly cultural awareness and celebrations to maintain a positive school culture by increasing awareness of each unique culture or heritage each month, resulting in belonging, identity, and appreciation for diversity. Survey Data used to create Advisory Groups MacArthur will continue to monitor CORE data and determine advisory group support.



Budgeted Items

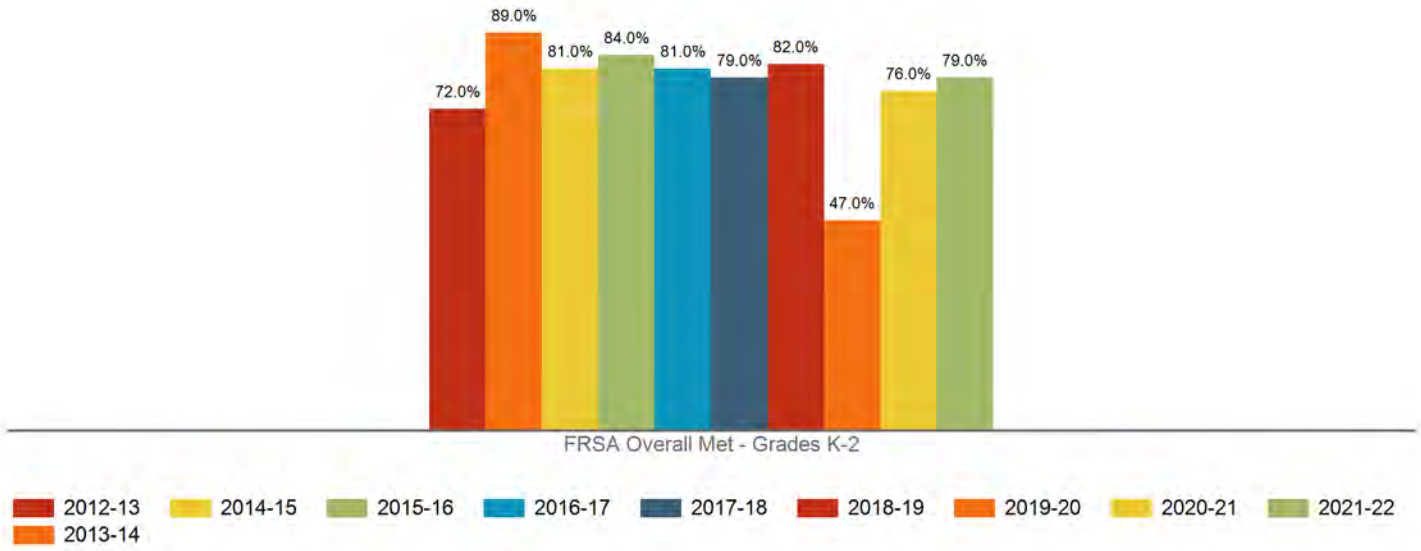
Line Number	Description	Cost	Personnel Summary
1	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.		Hourly - Recreation Aide, Recreation Aide
4	MacArthur students will receive enrichment or intervention support in content areas or SEL advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students)		Services
5	MacArthur students will use this funding to improve the social-emotional well being of all students. Students may receive enrichment or intervention support in SEL through advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students) or SEL Professional Development for teacher (Trauma Informed Pedagogy), SEL resources, and SEL materials.		Services, Teacher Hourly Extra Comp
Total			

Elementary Reading - FRSA

School Year: 23-24

Goals

Area	Description
ELA Goals	2023 - 2024 Goals * By June, 2024, students will achieve at least one year of academic growth as measured by iReady. * By June, 2024, students achieving below grade level will demonstrate greater than one year growth as measured by iReady. * By June, 2024,we will increase student achievement in FRSA (L3 L4 at 85%) in K-Grade 2. * By June, 2024, there will be an increase met/exceeded in SBAC ELA (60% to at least 66%) Grades 3-5 Action Plan: * Students will be Literate & Mathematically Prepared because our collective actions include being purposeful in our planning and delivery of instruction using the Components of Planning for Equitable Instruction. * LBUSD Understandings will be used as a planning and reflection tool across all content areas during professional development, intentional learning walks (ILW) formal and informal classroom observations to engage teachers in on-going purposeful lesson planning, delivery, and reflection for next instructional steps to increase student achievement. * During the QCI Professional Development Days, teachers will understand how to deliver culturally relevant and responsive instruction by centering students as the frame of reference during instructional planning. * Teachers will use the components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups prioritize the use LBUSD adopted materials and curriculum guides (TK: Integrated Curriculum, K-2: Literacy - Early Reading Accelerators 3-5: Math 5E Lesson Format), district adopted technology resources, before using other content standards based resources to meet students' diverse learning needs Monitoring Progress & Evidence TK-Grade 2: Teachers will plan and deliver daily, 30-minute explicit and systematic foundational skills lessons TK-Grade 5 * Teachers will use formative assessment to plan and deliver skill-based small group instruction * Teachers will use formative assessment to plan daily opportunities for students to practice skills collaboratively and independently * Teachers will plan and implement content rich curricular units of instruction to build knowledge, vocabulary and language



Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.		Teacher Hourly Extra Comp
2	QCI Data Analysis Teachers will meet with the principal and QCI team to use data in order to plan interventions to meet the needs of all students. Teachers will monitor student progress by creating intervention groups in LROIX.		Substitute teacher full day

Elementary Reading - FRSA

School Year: 23-24

Budgeted Items

Line Number	Description	Cost	Personnel Summary
3	An hourly substitute/retired teacher will serve as a literacy specialist who will work with specifically targeted students who are reading below grade level and are in need of additional supports and strategies to access the CCSS ELA. Targeted students will receive the support for 10 weeks.		Teacher Hourly Extra Comp
	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.		Substitute teacher full day
Total			

Reading-FRSA Interventions

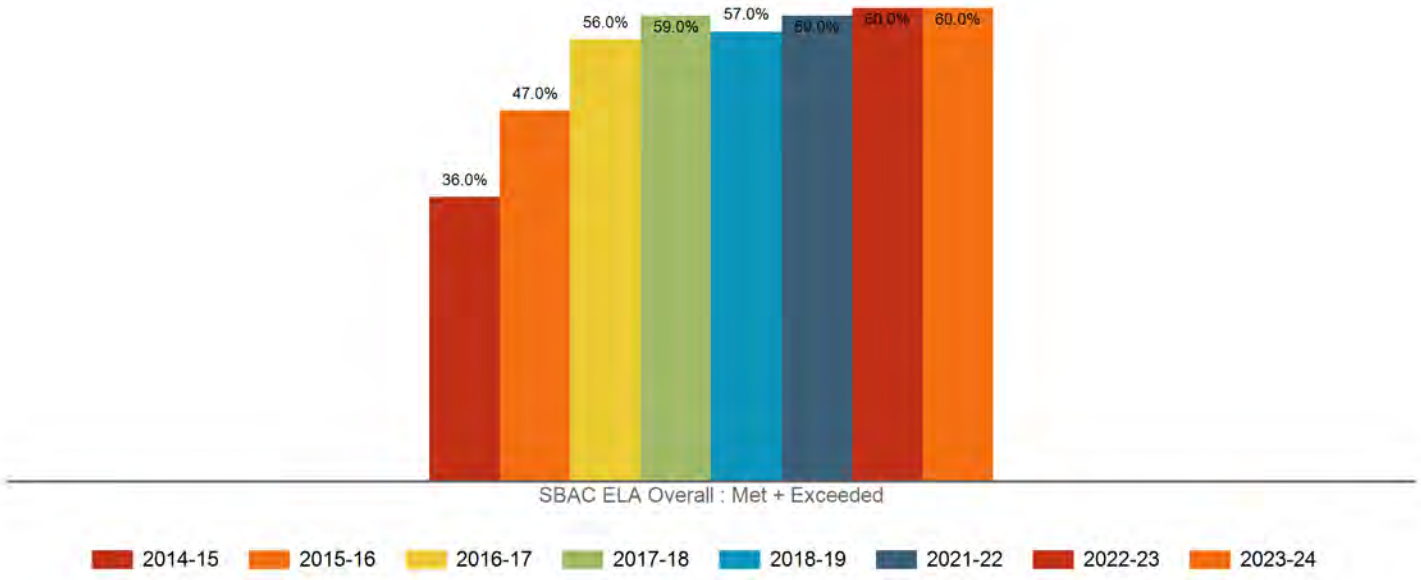
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17389	5	9/25/23	11/30/23	8	0.25	2
17390	5	10/30/23	11/30/23	8	0.25	2
17391	5	10/2/23	11/30/23	10	0.33	3.3
17393	4	9/18/23	11/30/23	10	0.33	3.3
17395	7	9/5/23	1/26/24	2	0.25	0.5
20158	4	10/17/23	2/2/24	34	0.33	11.22
20159	4	3/5/24	6/6/24	35	0.25	8.75
20160	4	3/4/24	6/6/24	33	0.33	10.89
20161	4	3/5/24	6/6/24	33	0.33	10.89
22146	3	10/10/23	1/30/25	35	0.25	8.75
	45					**61.6**

SBAC ELA

School Year: 23-24

Goals

Area	Description
ELA Goals	2023 - 2024 Goals * By June, 2024, students will achieve at least one year of academic growth as measured by iReady. * By June, 2024, students achieving below grade level will demonstrate greater than one year growth as measured by iReady. * By June, 2024,we will increase student achievement in FRSA (L3 L4 at 85%) in K-Grade 2. * By June, 2024, there will be an increase met/exceeded in SBAC ELA (60% to at least 66%) Grades 3-5 Action Plan: * Students will be Literate & Mathematically Prepared because our collective actions include being purposeful in our planning and delivery of instruction using the Components of Planning for Equitable Instruction. * LBUSD Understandings will be used as a planning and reflection tool across all content areas during professional development, intentional learning walks (ILW) formal and informal classroom observations to engage teachers in on-going purposeful lesson planning, delivery, and reflection for next instructional steps to increase student achievement. * During the QCI Professional Development Days, teachers will understand how to deliver culturally relevant and responsive instruction by centering students as the frame of reference during instructional planning. * Teachers will use the components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups prioritize the use LBUSD adopted materials and curriculum guides (TK: Integrated Curriculum, K-2: Literacy - Early Reading Accelerators 3-5: Math 5E Lesson Format), district adopted technology resources, before using other content standards based resources to meet students' diverse learning needs Monitoring Progress & Evidence TK-Grade 2: Teachers will plan and deliver daily, 30-minute explicit and systematic foundational skills lessons TK-Grade 5 * Teachers will use formative assessment to plan and deliver skill-based small group instruction * Teachers will use formative assessment to plan daily opportunities for students to practice skills collaboratively and independently * Teachers will plan and implement content rich curricular units of instruction to build knowledge, vocabulary and language



Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.		Teacher Hourly Extra Comp
2	QCI Data Analysis Teachers will meet with the principal and QCI team to use data in order to plan interventions to meet the needs of all students. Teachers will monitor student progress by creating intervention groups in LROIX.		Substitute teacher full day
3	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.		Substitute teacher full day
Total			

SBAC ELA

School Year: 23-24

Reading-SBAC/Benchmark Interventions

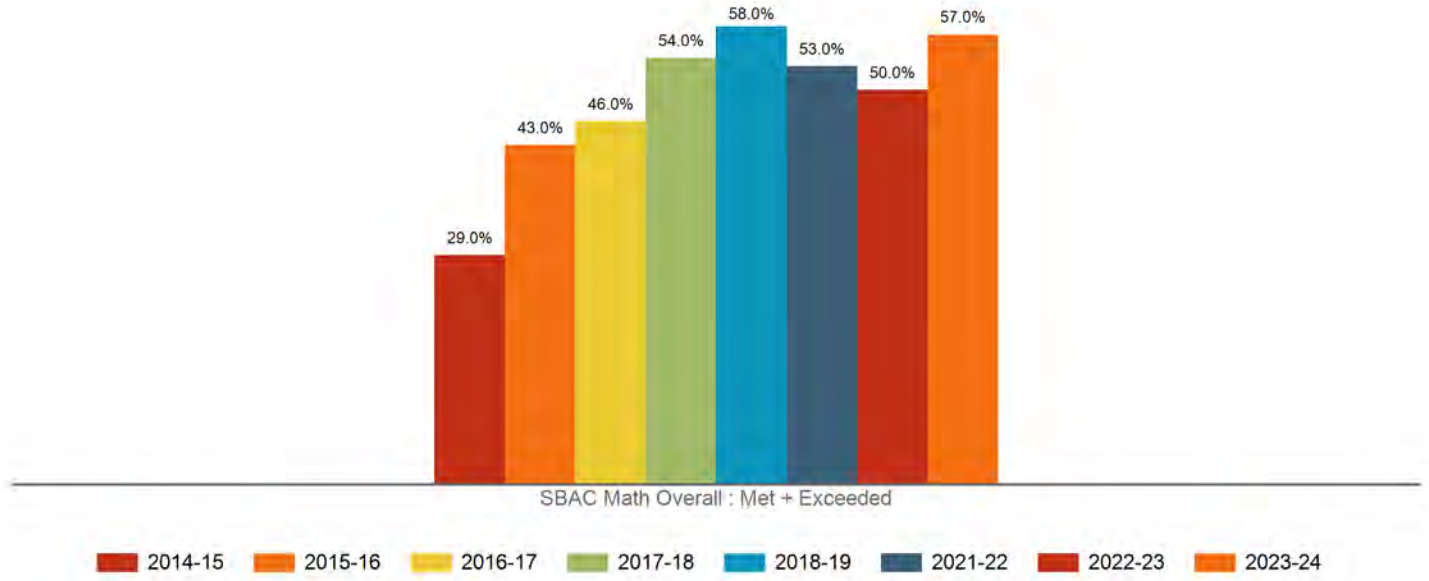
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
17392	7	9/15/23	11/30/23	12	0.33	3.96
17394	6	9/5/23	11/30/23	3	0.33	0.99
17396	6	9/4/23	11/30/23	9	0.75	6.75
	19					**11.7**

SBAC Math

School Year: 23-24

Goals

Area	Description
Math Goals	2023 - 2024 Goals * By June, 2024, students will achieve at least one year of academic growth as measured by iReady Math. * By June, 2024, students achieving below grade level will demonstrate greater than one year growth as measured by iReady Math * By June 2024, we will increase met/exceeded in SBAC Math (from 50% to 60%) Grades 3-5. Action Plan: * Students will be Mathematically Prepared because our collective actions include being purposeful in our planning and delivery of instruction using the Components of Planning for Equitable Instruction. * LBUSD Understandings will be used as a planning and reflection tool across all content areas during professional development, intentional learning walks (ILW) formal and informal classroom observations to engage teachers in on-going purposeful lesson planning, delivery, and reflection for next instructional steps to increase student achievement. * During the QCI Professional Development Days, teachers will understand how to deliver culturally relevant and responsive instruction by centering students as the frame of reference during instructional planning. * Teachers will use the components of planning for equitable instruction using guiding questions to plan lessons to deliver to whole group, small group instruction, and differentiated groups prioritize the use LBUSD adopted materials and curriculum guides (TK: Integrated Curriculum, K-2: Literacy - Early Reading Accelerators 3-5: Math 5E Lesson Format), district adopted technology resources, before using other content standards based resources to meet students' diverse learning needs Monitoring Progress & Evidence * TK-Grade 2: Teachers will plan and deliver daily plan and deliver daily, math lessons using LBUSD unit guides and resources. * Grade 2 - Grade 5: Teachers will apply Components of Planning for Equitable Instruction using guiding questions within an Elementary Math (5E) lesson using LBUSD District adopted materials and curriculum guides.



Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.		Teacher Hourly Extra Comp
2	QCI Data Analysis Teachers will meet with the principal and QCI team to use data in order to plan interventions to meet the needs of all students. Teachers will monitor student progress by creating intervention groups in LROIX.		Substitute teacher full day
3	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.		Substitute teacher full day
Total			

SBAC Math

School Year: 23-24

Mathematics Interventions

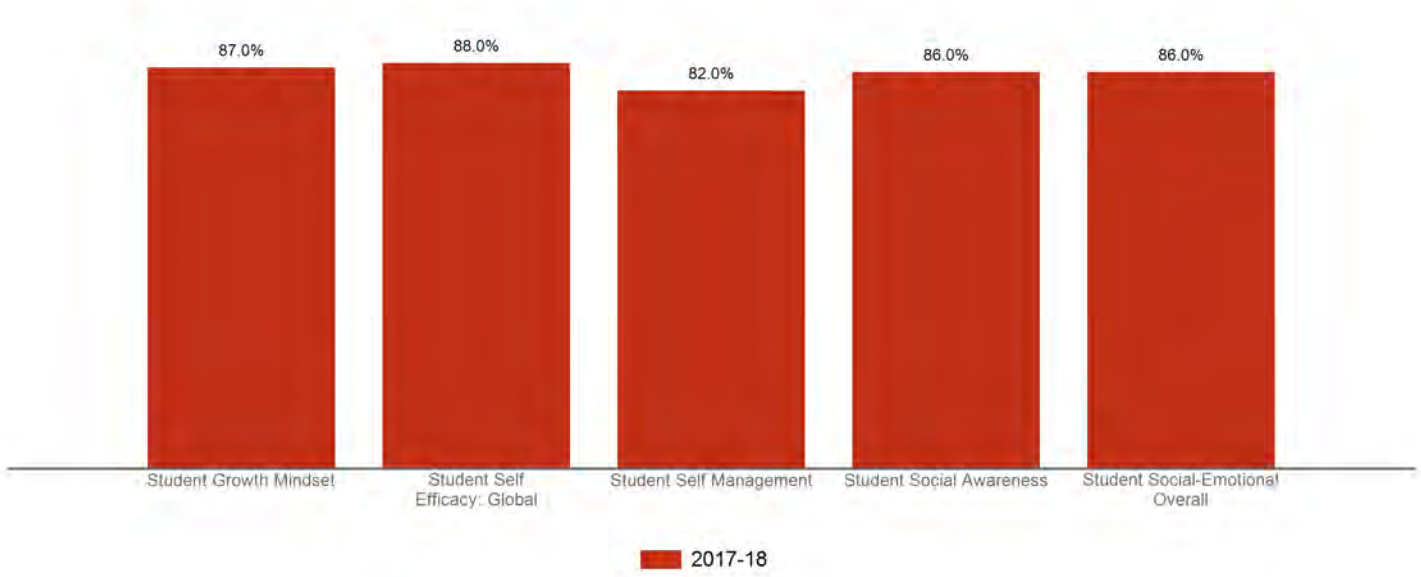
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
19077	5	1/9/24	2/28/24	16	0.75	12
	5					**12**

SEL Survey

School Year: 23-24

Goals

Area	Description
Culture/Climate Goals	2023 - 2024 Goals An increase of 5% for positive student responses on each SEL competency as measured by the CORE survey. A decrease in suspensions from 1.3% (4) to 0. Social Emotional Learning - An emphasis in social emotional learning will result in Resilient & Mindful Students. We will ensure rigorous high-quality core instruction, and align culturally responsive pedagogy with Sanford Harmony, Zones of Regulation, Restorative Practices, and Trauma-Responsive Pedagogy so that students will feel with a strong sense of belonging and safe, included, respected, and cared for resulting in high academic achievement and success for all. In addition, we will have monthly cultural awareness and celebrations to maintain a positive school culture by increasing awareness of each unique culture or heritage each month, resulting in belonging, identity, and appreciation for diversity. Survey Data used to create Advisory Groups MacArthur will continue to monitor CORE data and determine advisory group support.



Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.		Hourly - Recreation Aide, Recreation Aide
2	MacArthur will provide organizational planners for students in grades 4 and 5 to assist students in the planning and completion of assignments. Students planners are a means to address our students SEL measures in the area of self-management.		Materials
	QCI Data Analysis Teachers will meet with the principal and QCI team to use data in order to plan interventions to meet the needs of all students. Teachers will monitor student progress by creating intervention groups in LROIX.		Substitute teacher full day
3	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.		Substitute teacher full day
5	MacArthur students will use this funding to improve the social-emotional well being of all students. Students may receive enrichment or intervention support in SEL through advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students) or SEL Professional Development for teacher (Trauma Informed Pedagogy), SEL resources, and SEL materials.		Services, Teacher Hourly Extra Comp
Total			

All Parents

School Year: 23-24

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we will launch and prepare our site's ground infrastructure to have a learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year.	$13,000	
	Parent Involvement Workshops - The need to invite guest speakers and presenters to provide workshop for families. Topics include but not limited to SEL, building connection, family work / life balance and routines, student technology use, etc. This includes presenter fees, rec aide hourly for support, refreshments, and incentives to encourage attendance and parent participation	$1,123	
	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.	$5,187	Teacher Hourly Extra Comp
	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	$46,069	
2	MacArthur will provide organizational planners for students in grades 4 and 5 to assist students in the planning and completion of assignments. Students planners are a means to address our students SEL measures in the area of self-management.	$500	
	QCI Data Analysis Teachers will meet with the principal and QCI team to use data in order to plan interventions to meet the needs of all students. Teachers will monitor student progress by creating intervention groups in LROIX.	$6,081	Substitute teacher full day
3	An hourly substitute/retired teacher will serve as a literacy specialist who will work with specifically targeted students who are reading below grade level and are in need of additional supports and strategies to access the CCSS ELA. Targeted students will receive the support for 10 weeks.	$20,145	
	Materials to support instruction including technology needs and upgrades, teaching supplies and resources, supplies to engage students, etc.	$2,000	
	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.	$6,081	Substitute teacher full day
4	In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we conduct lessons outdoors in our learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year.	$1,500	
	MacArthur students will receive enrichment or intervention support in content areas or SEL advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students)	$6,000	
5	MacArthur students will use this funding to improve the social-emotional well being of all students. Students may receive enrichment or intervention support in SEL through advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students) or SEL Professional Development for teacher (Trauma Informed Pedagogy), SEL resources, and SEL materials.	$6,766	
	We will use LCFF funds to prepare for the overages in basic custodial and student supplies in toiletries, clearning products, and other products purchased through Waxie and Finsys.	$2,000	
Total		**$116,452**	

All Staff

School Year: 23-24

Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we will launch and prepare our site's ground infrastructure to have a learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year.	$13,000	
	Parent Involvement Workshops - The need to invite guest speakers and presenters to provide workshop for families. Topics include but not limited to SEL, building connection, family work / life balance and routines, student technology use, etc. This includes presenter fees, rec aide hourly for support, refreshments, and incentives to encourage attendance and parent participation	$1,123	
	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.	$5,187	Teacher Hourly Extra Comp
	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	$46,069	
2	MacArthur will provide organizational planners for students in grades 4 and 5 to assist students in the planning and completion of assignments. Students planners are a means to address our students SEL measures in the area of self-management.	$500	
	QCI Data Analysis Teachers will meet with the principal and QCI team to use data in order to plan interventions to meet the needs of all students. Teachers will monitor student progress by creating intervention groups in LROIX.	$6,081	Substitute teacher full day
3	An hourly substitute/retired teacher will serve as a literacy specialist who will work with specifically targeted students who are reading below grade level and are in need of additional supports and strategies to access the CCSS ELA. Targeted students will receive the support for 10 weeks.	$20,145	
	Materials to support instruction including technology needs and upgrades, teaching supplies and resources, supplies to engage students, etc.	$2,000	
	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.	$6,081	Substitute teacher full day
4	In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we conduct lessons outdoors in our learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year.	$1,500	
	MacArthur students will receive enrichment or intervention support in content areas or SEL advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students)	$6,000	
5	MacArthur students will use this funding to improve the social-emotional well being of all students. Students may receive enrichment or intervention support in SEL through advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students) or SEL Professional Development for teacher (Trauma Informed Pedagogy), SEL resources, and SEL materials.	$6,766	
	We will use LCFF funds to prepare for the overages in basic custodial and student supplies in toiletries, clearning products, and other products purchased through Waxie and Finsys.	$2,000	
Total		**$116,452**	

All Students

School Year: 23-24

Budgeted Items			
Line Number	**Description**	**Cost**	**Personnel Summary**
1	In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we will launch and prepare our site's ground infrastructure to have a learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year.	$13,000	
	Parent Involvement Workshops - The need to invite guest speakers and presenters to provide workshop for families. Topics include but not limited to SEL, building connection, family work / life balance and routines, student technology use, etc. This includes presenter fees, rec aide hourly for support, refreshments, and incentives to encourage attendance and parent participation	$1,123	
	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.	$5,187	Teacher Hourly Extra Comp
	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	$46,069	
2	MacArthur will provide organizational planners for students in grades 4 and 5 to assist students in the planning and completion of assignments. Students planners are a means to address our students SEL measures in the area of self-management.	$500	
	QCI Data Analysis Teachers will meet with the principal and QCI team to use data in order to plan interventions to meet the needs of all students. Teachers will monitor student progress by creating intervention groups in LROIX.	$6,081	Substitute teacher full day
3	An hourly substitute/retired teacher will serve as a literacy specialist who will work with specifically targeted students who are reading below grade level and are in need of additional supports and strategies to access the CCSS ELA. Targeted students will receive the support for 10 weeks.	$20,145	
	Materials to support instruction including technology needs and upgrades, teaching supplies and resources, supplies to engage students, etc.	$2,000	
	Principal and QCI Team will provide PD during grade level release days. Principal will lead teachers in data reflection, analysis, and planning next steps for instruction.	$6,081	Substitute teacher full day
4	In order to bring learning to life, engage students in collaboration and critical thinking, and make connections between the content standards and the natural world, we conduct lessons outdoors in our learning garden. In collaboration with Ground Education, every MacArthur student will receive hands-on, interdisciplinary exploration in the school garden in the upcoming school year.	$1,500	
	MacArthur students will receive enrichment or intervention support in content areas or SEL advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students)	$6,000	
5	MacArthur students will use this funding to improve the social-emotional well being of all students. Students may receive enrichment or intervention support in SEL through advisory @ 6 weeks - 3 hours @ 45 min instruction/ 15 min planning, 3 teachers (20-30 students) or SEL Professional Development for teacher (Trauma Informed Pedagogy), SEL resources, and SEL materials.	$6,766	
	We will use LCFF funds to prepare for the overages in basic custodial and student supplies in toiletries, clearning products, and other products purchased through Waxie and Finsys.	$2,000	
Total		**$116,452**	

long beach unified school district

Douglas MacArthur Elementary School

6011 Centralia Street, Lakewood, CA 90713
Phone (562) 420-3588 Fax (562) 420-7883
MacArthur Eagles "SOAR to Success"

Home School Compact 2024 - 2025

MacArthur School Staff will:

- Provide an academic program that is *equitable*, rigorous, and challenging for all students.
- Be positive role models for students.
- Communicate on a regular basis regarding the academic progress of your student.
- Provide opportunities for parents to be involved in school activities supporting student achievement. This includes parent conferences, volunteers in the classroom (VIPS), observations, and school governance.
- Provide resources and educational materials that reinforce reading, writing, and math skills.
- *Engage students in social-emotional learning* **(SEL)** *by introducing social-emotional competencies* (self-awareness, self-management, social awareness, relationship skills, responsible decision-making) resulting in students' positive social, emotional well-being and academic development and success.

Parents/Guardians will:

- *Commit to* ***LBUSD Parent Guidelines 2023*** *and LBUSD's mission,* ***Vision 2035****, and* ***core values*** *to "support the personal and intellectual success of every student, every day."*
- Send child/children to school regularly, on time, appropriately dressed in uniform, and prepared to learn.
- Read to/with their child/children for at least **15** minutes (K-1) to **20** minutes (2-5) every day.
- Assist their children with their homework assignments and check assignments for completion. Parent signature on homework if the classroom teacher requires it.
- Be involved in school activities by attending at least five functions during the year (Family Nights, Back to School Night, Parent-Teacher Conferences, PTA, Open House).
- Support school staff to help children reach grade-level expectations.
- Reinforce social and emotional learning (**SEL**) competencies at home.

Students will:

- *Commit to* ***MacArthur's Guidelines*** *to Success.*
- *SOAR (Safe, Open-Minded, Accountable, and Respectful) at all times.*
- Dress appropriately for learning and wear uniforms daily.
- Complete class assignments in a timely manner.
- Always do their best.
- Work daily towards **SEL** competencies and maintain a positive "Growth Mindset."

Mrs. Beth Cohen, Principal & MacArthur Teachers & Staff 2024-2025

_____ Parent Signature

_____ Student Signature

Child's Teacher _____

SSC Approval 10/9/24

Douglas A. MacArthur Elementary School
6011 Centralia Street, Lakewood, CA 90713
(562) 420-3588 · (562) 420-7883 Fax

Parent / Guardian Involvement Guidelines 2024-2025

MacArthur Elementary School 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.

MacArthur Elementary School has developed, with the members of MacArthur's School Site Council, our school's Parent/ Guardian Involvement Guidelines. These guidelines establish MacArthur School's expectations for parental involvement and describe how the school will implement a number of specific parental involvement activities.

To engage parents/guardians positively in their children's education, MacArthur Elementary School will:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.

2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children learn at home.

3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.

4. Receive staff training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking parents/guardians and how to give parents/guardians opportunities to assist in the instructional process both at school and at home.

5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory and advocacy roles.

6. Include parents and guardians of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform parents about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.

7. Ensure that all notices, reports, statements, or records sent to the parents or guardians will be translated into the appropriate language. In addition, oral translations of materials will be provided upon the request of the parents, if necessary.

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language or other barriers that may inhibit such participation.

LEGAL REFERENCES

EDUCATION CODE 11500-11506 Programs to encourage parental involvement

LABOR CODE Time off to visit child's school

Adopted: October 9, 2024
MacArthur Elementary School
School Site Council

PART V
ADOPTION

MacArthur's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on **10/9/24** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **10/09/24**. MacArthur Elementary**,** when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Beth Cohen
Signature of Principal

10-9-24
Date

For Elementary, K-8, and Middle Schools, revised 7/2023