

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Willard Elementary

School Plan for Student Achievement
2024-2025

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

Needs Assessment

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

Accountability Measure I: Increase Achievement

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

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

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

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

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

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

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

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

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

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

Goal 1: Reading: Proficiency

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

Goal 2: Reading: Acceleration

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

Goal 3: Algebra Proficiency

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

Goal 4: College & Career Readiness

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

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

DCAC Recommendations:

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

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

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

DELAC Recommendations:

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

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

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

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

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

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

Title I Schools

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

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

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

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

Comprehensive Needs Assessment: English-Language Arts

ELA Findings
<p>SBAC Students increased proficiency in ELA by approximately 1%. In 2023, 32% of our students were overall proficient according to SBAC. In 2024, 34% of our students were overall proficient in ELA according to SBAC.</p> <p>3rd: In 2023, 32% of our students were overall proficient in ELA according to SBAC. In 2024, 36% of our students were overall proficient in ELA according to SBAC.</p> <p>4th: In 2023, 30% of our students were overall proficient in ELA according to SBAC. In 2024, 36% of our students were overall proficient in ELA according to SBAC.</p> <p>5th In 2023, 34% of our students were overall proficient in ELA according to SBAC. In 2024, 29% of our students were overall proficient in ELA according to SBAC.</p> <p>Homeless+Homeless/Foster: In 2023, 32% of our students were overall proficient in ELA according to SBAC with a significant subgroup in Homeless/Foster with 21 students. In 2024, 19.5% of our students were overall proficient in ELA according to SBAC with neither group considered a significant subgroup according to LROIX. A total of 31 students are accounted for in the Homeless + Homless/Foster subgroup.</p>
<p>i-Ready According to iReady D3 2024, 37% of our students have reached proficiency/grade level in ELA.</p> <p>3rd: In 2023, 50% of our students were overall proficient in ELA according to D3 iReady. In 2024, 50% of our students were overall proficient in ELA according to D3 iReady.</p> <p>4th: In 2023, 33% of our students were overall proficient in ELA according to D3 iReady. In 2024, 33% of our students were overall proficient in ELA according to D3 iReady.</p> <p>5th In 2023, 34% of our students were overall proficient in ELA according to D3 iReady. In 2024, 30% of our students were overall proficient in ELA according to D3 iReady.</p> <p>Homeless+Homeless/Foster: In 2023, 31% of our students were overall proficient in ELA according to D3 iReady. In 2024, 16% of our students were overall proficient in ELA according to D3 iReady.</p>

ELA Goals
<p>Need: To increase proficiency in ELA.</p> <p>Goal: We will increase proficiency as Met or Exceeded in SBAC ELA by 10% and decrease the number of students that did not meet proficiency by 10%.</p> <p>Action Plan: All students will closely read leveled text and experience joy while becoming innovative and critical problem solvers through experiences facilitated by a culturally relevant and responsive teacher trained by the specialists and coaches for the K-5 teachers.</p> <p>Progress Monitoring: Measure through iReady, Performance Tasks, Unit Assessment, Fluency Assessments and also through comparison of the ILW from the fall and CIV in the spring.</p>

Comprehensive Needs Assessment: Mathematics

Math Findings

SBAC

Students increased proficiency in Math by approximately 8%. In 2023, 27% of our students were overall proficient in Math according to SBAC. In 2024, 35% of our students were overall proficient according to SBAC.

3rd: In 2023, 41% of our students were overall proficient in Math according to SBAC. In 2024, 41% of our students were overall proficient in Math according to SBAC.

4th: In 2023, 25% of our students were overall proficient in Math according to SBAC. In 2024, 31% of our students were overall proficient in Math according to SBAC.

5th In 2023, 15% of our students were overall proficient in Math according to SBAC. In 2024, 33% of our students were overall proficient in Math according to SBAC.

Homeless+Homeless/Foster: In 2023, 21% of our students were overall proficient in Math according to SBAC with a significant subgroup in Homeless/Foster with 24 students. In 2024, 13% of our students were overall proficient in Math according to SBAC with neither group considered a significant subgroup according to LROIX. A total of 31 students are accounted for in the Homeless + Homless/Foster subgroup.

i-Ready

According to iReady 29% of our students reached proficiency in Math.

3rd: In 2023, 39% of our students were overall proficient in Math according to D3 iReady. In 2024, 37% of our students were overall proficient in Math according to D3 iReady.

4th: In 2023, 32% of our students were overall proficient in Math according to D3 iReady. In 2024, 33% of our students were overall proficient in Math according to D3 iReady.

5th In 2023, 35% of our students were overall proficient in Math according to D3 iReady. In 2024, 32% of our students were overall proficient in Math according to D3 iReady.

Homeless+Homeless/Foster: In 2023, 20% of our students were overall proficient in Math according to D3 iReady. In 2024, 23% of our students were overall proficient in MATH according to D3 iReady.

Math Goals

Need: To increSe profeciency in Math.

Goal: We will increase proficiency as Met or Exceeded in SBAC Math by 10% and decrease the number of students that did not meet proficiency by 10%.

Action Plan: All students will experience a positive mathematical identity, a spirit of inquiry, and experience joy while becoming innovative and critical problem solvers through

experiences facilitated by a culturally relevant and responsive teacher trained by the the Math Lead and IIC for the 3-5 teachers.

Progress Monitoring: Measure through iReady, Math Unit Assessments and also through comparison of the ILW from the fall and CIV in the spring.

Comprehensive Needs Assessment: English Learners

English Learner Findings
<p>ELL</p> <p>According to SBAC only 14% of our ELL students are proficient in ELA. And, according to SBAC 20% of our ELL students are proficient in Math.</p> <p>According to iReady, our ELL students were 21% proficient in ELA and 19% proficient in Math.</p> <p>EL-RFEP</p> <p>According to SBAC only 25% of our EL-RFEP students are proficient in ELA. And, according to SBAC 31% of our EL-RFEP students are proficient in Math.</p> <p>According to iReady, our EL-RFEP students were 28% proficient in ELA and 25% proficient in Math.</p>
English Learner Goals
<p>EL: Need: Increase percent of Reclassified students. Goal:</p> <p>Reclassification of EL students will increase by 10% on the ELPAC</p> <p>Plan: Use direct and embedded ELD instruction through anecdotal and in class assessments. Teacher's will better understand the state standards for ELD instruction by participating in a PD on packing ELD standards. Progress Monitoring: Progress will be measured through iReady and also through comparison of the ILW from the fall and CIV in the spring.</p>

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Our overall chronic absentee decreased from 33.9% to 30.1%.

TK: 2023, 69.2% --> Current 51.2%

K: 2023, 49.5% --> Current 34.9%

1st: 2023, 38.1% --> Current 33.3%

2nd: 2023, 20.5% --> Current 28.9%

3rd: 2023, 28% --> Current 14.9%

4th: 2023, 30.2% --> Current 34.4%

5th: 2023, 28% --> Current 23.7%

Students who are English Language Learners, Homeless/Foster Youth or African American need additional support.

ELLs: According to SBAC 2024, 14% of our students were overall proficient in ELA. According to SBAC Math, 20% of our students were overall proficient in Math. According to ELPAC Summative, 9% of our students were labeled as Well Developed.

Homeless+Homeless/Foster: In 2023, 31% of our students were overall proficient in ELA according to D3 iReady. In 2024, 16% of our students were overall proficient in ELA according to D3 iReady.

African American: According to SBAC 2024, 16% of our students were overall proficient in ELA. According to SBAC Math, 13% of our students were overall proficient in Math.

Culture/Climate Goals

Culture: Need: Increase Core/Pulse survey results in Belonging and Safety.

Goal: All students will participate in restorative justice practices regularly in order to become ethical decision makers and critical problem solvers while developing a sense of community and belonging with the use of Sanford Harmony. Students will also be communicated of school expectations.

Plan: : All students will participate in lessons that develop effective communicators and support the use of appropriate language to express themselves as measured by the core survey results.

Progress Monitoring: All students will participate in restorative justice practices regularly in order to become ethical decision makers and critical problem solvers while developing a sense of community and belonging with the use of Sanford Harmony with the use of the Pulse/Core Surveys.

Attendance Goals: Attendance rates will increase by 10% as measured by the chronic absentee rate with a focus on TK, K and 1st grade classes. This will be monitored by monthly check-ins.

ELLs:

Need: Increase English language skills in reading, writing, speaking and listening to support growth in SBAC ELA and ELPAC.

Goal: Increase ELLs proficiency score by 15% as measured by SBAC ELA.

Plan: Literacy Lead will support Tier 1 support and strategies for classroom teacher to support English Language Development, integrated and designated. Classroom teachers will organize and support at Tier 2 by organizing and teaching. students at their English development skills.

Progress Monitoring: All students will participate in a summative assessment to track growth, either unit assessments or i-Ready. Classroom teachers will also use anecdotal records and weekly monitoring with support with the Literacy Lead. Literacy Lead will support individuals that need Tier 2 or Tier 3 support.

Homeless+Homeless/Foster:

Need: Increase English language skills in reading, writing, speaking and listening to support growth in SBAC ELA and additional resources if needed.

Goal: Increase Homeless+Homeless/Foster proficiency score by 15% as measured by SBAC ELA.

Plan: IIC will check in with students who are labeled. IIC will connect with counselor for additional resources are needed by families.

Progress Monitoring: IIC and counselor will watch and consult students progress by unit assessments, i-Ready, and periodical check ins with students and families.

African American:

Need: Increase English language skills in reading, writing, speaking and listening to support growth in SBAC ELA.

Goal: Increase African American proficiency score by 15% as measured by SBAC ELA.

Plan: Literacy Lead will support Tier 1 support and strategies for classroom teacher to support English Language Development, integrated and designated. Classroom teachers will organize and support at Tier 2 by organizing and teaching. students at their English development skills.

Progress Monitoring: All students will participate in a summative assessment to track growth, either unit assessments or i-Ready. Classroom teachers will also use anecdotal records and weekly monitoring with support with the Literacy Lead. Literacy Lead will support individuals (students or teachers) that need Tier 2 or Tier 3 support.

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) We will increase proficiency as Met or Exceeded in SBAC ELA by 10% and decrease the number of students that did not meet proficiency by 10%. All students will closely read leveled text and experience joy while becoming innovative and critical problem solvers through experiences facilitated by a culturally relevant and responsive teacher trained by the specialists and coaches for the K-5 teachers. Progress will be measured through iReady and also through comparison of the ILW from the fall and CIV in the spring.	Goal Partially or Not Met	District QCIs for general support. For deeper learning, IIC, leads, specialists and professional development for K-5 teachers. Second semester, class size reduction to support specific grade levels to support targeted groups with support with specialists.	Continued district QCIs for general support. Continued deeper learning, with IIC, leads, specialists and professional development for K-5 teachers. Semester 1 with a focus of tier 1 systems and strategies with a coach push in model.

Math	1) We will increase proficiency as Met or Exceeded in SBAC Math by 10% and decrease the number of students that did not meet proficiency by 10%.All students will develop a positive mathematical identity, a spirit of inquiry, and experience joy while becoming innovative and critical problem solvers through experiences facilitated by a culturally relevant and responsive teacher trained by the specialists and coaches for the K-5 teachers. Progress will be measured through iReady and also through comparison of the ILW from the fall and CIV in the spring.	Goal Partially or Not Met	District QCIs for general support. For deeper learning, IIC, leads, specialists and professional development for K-5 teachers. Second semester, class size reduction to support specific grade levels to support targeted groups with support with specialists.	Continued district QCIs for general support. Continued deeper learning, with IIC, leads, specialists and professional development for K-5 teachers. Semester 1 with a focus of tier 1 systems and strategies with a coach push in model.
English Learner	1) Reclassification of EL students will increase by 10% on the ELPAC, due to direct and embedded ELD instruction through anecdotal and in class assessments. Teacher's will better understand the state standards for ELD instruction by participating in a PD on packing ELD standards. Progress will be measured through iReady and also through comparison of the ILW from the fall and CIV in the spring.	Goal Partially or Not Met	For deeper learning, IIC, leads, specialists and professional development for K-5 teachers. Second semester, specialists conducted small group instruction in D-ELD for grade levels.	District QCIs for general support. Continued deeper learning, with IIC, leads, specialists and professional development for K-5 teachers.

Culture/Climate	<p>1) All students will participate in restorative justice practices regularly in order to become ethical decision makers and critical problem solvers while developing a sense of community and belonging with the use of Sanford Harmony.</p> <p>Culture/Climate goal(s): All students will participate in lessons that develop effective communicators and support the use of appropriate language to express themselves as measured by the core survey results.</p> <p>African American students will be surveyed and help develop a plan that will help students feel a better sense of belonging as measured by the S.W. Pulse survey.</p> <p>Attendance Goals: Attendance rates will increase by 10% as measured by the chronic absentee rate with a focus on TK, K and 1st grade classes. This will be monitored by monthly check-ins.</p>	Goal Partially or Not Met	<p>Sanford Harmony lessons and systems were introduced to the staff.</p> <p>African American students surveyed in circles with specialists to support the sense of belonging and implementing ideas by the students.</p> <p>Monthly Attendance Awards were organized for TK-1st.</p>	<p>Continued use of Sanford Harmony lessons and systems to support previous Restorative Justice practices. If needed, specialists will implement circles for specific groups to support the sense of belonging.</p> <p>Continued attendance award assemblies with a modification of doing them in the classroom at an every other month pace.</p>
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Counselor (FTE.50- Title 1) will continue to be a valuable asset to the students, teachers, and parents of Willard by monitoring attendance; maintaining documents for services provided to students such as academic interventions for at-risk students; assist with additional support to EL Learners; Improve redesignation rates; Provide additional support on the playground to maintain a safe school environment; provide individual and group counseling ; Attend meetings with the District Attorney to decrease chronically truant students. (IN 1)	Limited or no impact	Limited or no impact	Strong Positive Impact	Strong Positive Impact
Intervention Teacher (.60 FTE) will work specifically with at-risk subgroups (African American and Hispanic) in grades 4th and 5th to provide small group instruction in a pull out model using specific strategies to increase academic achievement in math and reading. The specialist will work on Close reading using DOK question stems with the goal of creating good reader habits that will provide students the skills to prepare and perform on both math and reading task required at their respective grade levels. (IN 2)	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
School Facilitator- Support SEL, Math. ELA, and Parent Involvement. (IN 3)	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Additional FTE School Psychologist (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Field Trips will be provided to all students TK-5 in order to supplement all of the curriculum and provide social emotional learning and language development. The goal is to increase curricular efficacy and provide learning opportunities that will increase social emotional learning and language development. (IN 5)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
2 1/2 Release day's for both data analysis and professional development aligned to the performance gaps in ELA and Math. The goal is to increase instructional efficacy with intentional targets based on data analysis. As a result, the expected outcome is to increase proficiency rates in both ELA and Math according to State measures. (PD 1)	Strong Positive Impact	Strong Positive Impact	Limited or no impact	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a)</p>	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>Core5</p> <p>ELLevation</p> <p>iReady</p>

<p>Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 		
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)</p> <p>3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>

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

<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>
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Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>
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Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Materials to support with instruction SBAC ELA 20, SBAC Math 20, Core Curriculum 60	Various materials including headphones, mice, printers	All Students, All Staff	LCFF \$2,500 Materials - LCFF 100%	08/25/2024 - 06/15/2025 Daily	Principal Office Manager	Office Supervisor will keep track of quantities and needs. SBAC ELA 20, SBAC Math 20, Core Curriculum 60

Case Management and Student Study Teams have identified a need for targeted students to receive counseling and behavior interventions. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 30, SEL Survey 40	Additional hours for Counselor Sub to assist with scheduling and facilitating the Case Management process by working with teachers and administration to monitor student progress. Provide classroom lessons, TK-5th, centered around SEL/Guidelines for Success. Counselor will also coordinate and execute district and state timelines to complete necessary student testing. The substitute counselor will support the schoolwide Response to Intervention plan that connects targeted students with Tier 2 interventions that meet students' specific social, emotion, or behavioral needs.	All Students, English Learners, Targeted Parents, Other Targeted Students, All Parents	LCFF \$10,037 Manager Additional Assignment (1) for 80 hours annually - LCFF 100%	11/01/2024 - 11/15/2024 Daily	School Counselor	Principal will monitor these activities through weekly admin meetings, goal setting, mid-year review and end of year eval. Attendance/Chronic Absenteeism Rate 30, Culture-Climate Survey (Student-Staff) 30, SEL Survey 40
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Over 60% of our current students are scoring below proficient in ELA and Math According to SBAC results. SBAC ELA 50, SBAC Math 50	Additional FTE School Psycholoist- The psychologist at Willard will provide parent meetings as well as mental wellness lessons to our 4th and 5th grade students.	All Students	Par Inv \$3,704 LCFF \$33,331 Psychologist .2 FTE - LCFF 90%; Par Inv 10%	07/01/2024 - 07/01/2025 Weekly	Prinicpal Counselor Pschologist	We will meet quarterly to discuss students with IEP's and students that are at risk in order to detrmine next steps as measured by iReady. SBAC ELA 50, SBAC Math 50
MATH and ELA scores are less than 60% proficient Core Curriculum 100	.50 School Facilitator- Support SEL, Math. ELA, and Parent Involvement.	All Students	Title 1 \$90,298 Program Facilitator .5 FTE - Title 1 100%	07/01/2023 - 07/01/2024 Daily	Facilitor	SBAC and Core Survey Core Curriculum 100

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
The CDC Preschool program will work with the TK + Kindergarten team and the specialist team to support students and families with the transition from Preschool to TK/Kindergarten. Once per year a meeting will be set up between the two teams in order to assure a smooth transition. In addition, the Kindergarten team will provide an orientation for parents and students before the start of the new school year.	5th Grade teachers will coordinate opportunities for students to visit local middle schools as well as have guest speakers from neighborhood middle schools speak to students about school of choice options via assemblies. In addition, parent workshops will be provided to families by the admin. staff to support the application process.	

Accountability Measure 2: Organizational Climate

Organizational Climate

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

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
According to SBAC less than 50% of stuents are proficient in both ELA and Math. SBAC ELA 20, SBAC Math 20, Core Curriculum 60	2- 1/2 Release day's for both data analysis and professional development aligned to the performance gaps in ELA and Math. The goal is to increase instructional efficacy with intentional targets based on data analysis. As a result, the expected outcome is to increase proficiency rates in both ELA and Math acording to State measures.	LCFF \$9,742 Substitute teacher full day (18) for 2 days - LCFF 100%	11/20/2024 - 06/13/2025 Monthly	Principal K-5 Teachers Distict Math and ELA Coaches IIC Literacy and Math Leads	SBAC DATA FRSA DATA Math Unit Exam DATA ELA UNIT Exam DATA Fluency Data IReady ELA and Math Benchmark DATA

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

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

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)	98455
Title I Parent and Family Involvement (3008)	4367

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	62160

* 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	Viviana Espinosa	12-31-2028
Staff	Classroom Teacher	Natalie Salamy	07-01-2025
Staff	Classroom Teacher	Susana Cruz	07-01-2026
Staff	Classroom Teacher	George Garcia	07-01-2026
Staff	Other School Personnel	Jonathan Guevara	07-01-2026
Community	Parent/Community Member	████████ Jackson	07-01-2026
Community	Parent/Community Member	████████ Alvarez	07-01-2025
Community	Parent/Community Member	████████ Jimenez	07-01-2026
Community	Parent/Community Member	████████ Ricards	07-01-2025
Community	Parent/Community Member	████████ Perez	07-01-2025

English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Flores
DELAC Representative	Parent of EL Student (required)	██████ Perez
Principal or Designee	Staff Member (required)	Viviana Espinosa
Secretary	Staff Member (required)	Jonathan Guevara

Name	Representing
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ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/22/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>To create targeted groups who are English Language Learners to support the understanding of the ELPAC and the importance and to receive small group instruction for English Language Development standards.</p> <p>Continue supporting teachers with professional development to support and strengthen strategies and activities targeted for English Language Development.</p> <p>For newcomers, to continue the small groups to build language with a variety of activities aside from English Language Development standards and focus on casual conversation in different settings.</p>
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	<p>SBAC Reading Results for EL students</p> <p>EL Student Grades</p> <p>CELDT/ELPAC Results</p> <p>Language Census Data</p> <p>EL Attendance Rates</p>
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/12/2024

6. What was SSC's response to ELAC recommendations?	Recommendations were approved by SSC. Approved, 7-0
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Assurances & Approval

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

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/12/2024
2. The SSC approved the **Home-School Compact** on 10/08/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/08/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/17/2024, 09/19/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/12/2024
6. The SPSA was approved at the following SSC Meeting: 12/10/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

Chronic Absence by Attendance Bands

School Data by Subgroup

Willard 2023-2024

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

Category	# Students		Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate
All Students	592	592	6	24	19	21	29	30.1%	33.9%	49.5%	24.7%
Grade	Gr. TK	43	12	40	19	16	14	51.2%	69.2%	69.8%	38.0%
	Gr. K	86	12	23	23	22	20	34.9%	49.5%	58.1%	32.3%
	Gr. 01	93	2	31	20	22	25	33.3%	38.1%	53.8%	25.1%
	Gr. 02	90	6	23	24	19	28	28.9%	20.5%	53.3%	24.2%
	Gr. 03	87	3	11	20	30	36	14.9%	28.0%	34.5%	19.6%
	Gr. 04	96	5	29	15	24	27	34.4%	30.2%	49.0%	21.8%
	Gr. 05	97	6	18	15	15	45	23.7%	28.0%	39.2%	21.3%
Ethnicity	African American	72	11	29	29	17	14	40.3%	44.0%	69.4%	32.5%
	American Indian	2	50		50			50.0%	50.0%	100.0%	33.3%
	Asian	47	4	19	26	15	36	23.4%	26.0%	48.9%	14.2%
	Cambodian	48	6	21	25	17	31	27.1%	28.8%	52.1%	18.1%
	Filipino	2				50	50	0.0%	50.0%	0.0%	14.4%
	Hispanic	435	5	23	17	23	31	28.0%	31.4%	45.1%	27.2%
	Pacific Islander	2	100					100.0%	60.0%	100.0%	37.4%
	White	12	8	17	25	25	25	25.0%	53.8%	50.0%	11.9%
	Other	20	15	35	20	10	20	50.0%	50.0%	70.0%	20.5%
Gender	Female	308	6	23	22	22	27	28.9%	37.6%	51.0%	23.7%
	Male	284	7	25	17	20	32	31.3%	29.8%	47.9%	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: 2/26/2025

Chronic Absence by Attendance Bands
School Data by Subgroup
Willard 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	452	6	24	21	21	28	29.4%	33.7%	50.9%	29.5%
	ELL	207	8	17	14	25	36	24.6%	23.8%	39.1%	27.0%
	RFEP	37	3	22	11	22	43	24.3%	19.1%	35.1%	12.1%
	EL + RFEP	244	7	18	14	25	37	24.6%	22.9%	38.5%	24.8%
	Special Ed.	61	5	25	18	21	31	29.5%	36.4%	47.5%	31.3%
	Spec Ed. Speech/RSP	23	35	17	26	22		34.8%	33.3%	52.2%	23.3%
	Homeless/Foster	40	5	23	28	15	30	27.5%	37.7%	55.0%	39.4%
	Foster	5	20	40	20	20		20.0%	20.0%	60.0%	31.7%
	Homeless	35	6	23	26	14	31	28.6%	41.9%	54.3%	40.7%
	GATE/Excel	70	4	14	16	24	41	18.6%	22.5%	34.3%	10.1%

SBAC ELA 2024 :: School Data by Subgroup

Willard

Category		Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	253	253	66%	39	27	19	14	34%	↑1		↓2	
		All Elementary	51%	31	20	23	26	49%	↑1		↑4	
		District	51%	29	22	27	23	49%	↑1		↑2	
Grade	Gr. 03	78	64%	31	33	21	15	36%	↑4		-	
		All Elementary	53%	30	23	20	27	47%	↑-		-	
		District	52%	30	23	20	28	48%	↑-		-	
	Gr. 04	86	64%	44	20	15	21	36%	↑6		-	
		All Elementary	52%	33	19	21	27	48%	↑3		↑2	
		District	52%	33	19	20	28	48%	↑2		↑1	
	Gr. 05	89	71%	42	29	22	7	29%	↓5		↓4	
		All Elementary	49%	30	20	27	24	51%	↓1		↑6	
		District	49%	30	20	27	24	51%	↓1		↑5	
Ethnicity	Hispanic	187	65%	40	26	21	13	35%	↑4		↓4	
		All Elementary	58%	36	23	23	19	42%	↑1		↑5	
		District	57%	33	25	27	16	43%	↑1		↑2	
	African American	32	84%	59	25	3	13	16%	↓14		-	
		All Elementary	67%	46	21	19	14	33%	↓-		↑3	
		District	66%	42	24	22	12	34%	↑2		↑3	
	Cambodian	20	55%	20	35	30	15	45%	↑3		-	
		All Elementary	39%	19	20	24	37	61%	↑1		↑5	
		District	37%	18	20	30	33	63%	↑2		↑3	
	Asian	16*	63%	19	44	25	13	38%	↓3		-	
		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

Willard

2/26/25

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Ethnicity	Other	8*	38%	25	13	38	25	63%	↑18		-
		All Elementary	32%	18	13	22	46	68%	↓2		↑1
		District	32%	16	15	28	41	68%	↑1		↑-
	White	7*	57%	14	43	14	29	43%	-		-
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
	Filipino	2*	50%	50		50		50%	-		-
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
	Pacific Islander	1*	100%	100				0%	↓50		-
Gender	Female	127	62%	34	28	19	19	38%	↑-		↓5
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	126	71%	44	26	20	10	29%	↑3		↑1
		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	106	75%	47	27	19	7	25%	↓1		↓3
		All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	78	86%	58	28	12	3	14%	↑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 ELA 2024 :: School Data by Subgroup

Willard

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	ELL	All Elementary	81%	56	24	15	5	19%	↓1		↑5
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	28	43%	18	25	39	18	57%	↓3		↓5
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	1*	100%	100				0%	↓40		-
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	52	15%	4	12	33	52	85%	↑10		↓3
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	15*	80%	53	27	20		20%	↓11		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	16*	81%	56	25	19		19%	↓15		-
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	202	68%	40	28	21	11	32%	↓-		↓2
		All Elementary	61%	38	23	22	18	39%	↓1		↑4
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	20	80%	60	20	15	5	20%	↑15		-
		All Elementary	82%	64	17	11	8	18%	↓-		↑3
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	20	80%	60	20	15	5	20%	↑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.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Willard

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

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

SBAC Math 2024 :: School Data by Subgroup

Willard

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	254	254	65%	29	36	19	15	35%	↑8	<div><div></div><div></div><div></div></div>	↓1
		All Elementary	56%	30	26	23	21	44%	↑4	<div><div></div><div></div><div></div></div>	↓1
		District	64%	38	25	19	17	36%	↑2	<div><div></div><div></div><div></div></div>	↓2
Grade	Gr. 03	78	59%	26	33	23	18	41%	↑-	<div><div></div><div></div><div></div></div>	-
		All Elementary	51%	28	24	27	22	49%	↑3	<div><div></div><div></div><div></div></div>	-
		District	51%	27	23	27	23	49%	↑2	<div><div></div><div></div><div></div></div>	-
	Gr. 04	87	69%	26	43	18	13	31%	↑6	<div><div></div><div></div><div></div></div>	↓7
		All Elementary	55%	26	29	25	20	45%	↑5	<div><div></div><div></div><div></div></div>	↓-
		District	54%	25	29	25	21	46%	↑5	<div><div></div><div></div><div></div></div>	↓1
	Gr. 05	89	67%	35	33	16	17	33%	↑18	<div><div></div><div></div><div></div></div>	↑5
		All Elementary	62%	37	26	18	20	38%	↑3	<div><div></div><div></div><div></div></div>	↓2
		District	62%	36	26	18	20	38%	↑3	<div><div></div><div></div><div></div></div>	↓3
Ethnicity	Hispanic	188	64%	27	37	20	15	36%	↑11	<div><div></div><div></div><div></div></div>	↓1
		All Elementary	63%	34	29	22	14	37%	↑3	<div><div></div><div></div><div></div></div>	↓2
		District	71%	43	27	18	12	29%	↑2	<div><div></div><div></div><div></div></div>	↓2
	African American	32	88%	53	34	9	3	13%	↓5	<div><div></div><div></div><div></div></div>	↓9
		All Elementary	73%	45	29	17	9	27%	↑3	<div><div></div><div></div><div></div></div>	↓1
		District	80%	55	25	13	7	20%	↑2	<div><div></div><div></div><div></div></div>	↓2
	Cambodian	20	45%	10	35	25	30	55%	↑8	<div><div></div><div></div><div></div></div>	-
		All Elementary	43%	19	25	25	32	57%	↑7	<div><div></div><div></div><div></div></div>	↑4
		District	50%	26	24	23	28	50%	↑5	<div><div></div><div></div><div></div></div>	↓2
	Asian	16*	50%	6	44	25	25	50%	↑10	<div><div></div><div></div><div></div></div>	-
		All Elementary	38%	16	22	24	38	62%	↑7	<div><div></div><div></div><div></div></div>	↑4
		District	45%	24	22	21	33	55%	↑3	<div><div></div><div></div><div></div></div>	↓2

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Students without scores are not included in the graphical comparison of these results.
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SBAC Math 2024 :: School Data by Subgroup

Willard

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Ethnicity	Other	8*	50%	25	25	13	38	50%	↓17		-
		All Elementary	37%	18	19	25	38	63%	↑2		↓2
		District	43%	22	21	23	34	57%	↑2		↓2
	White	7*	57%	29	29	29	14	43%	-		-
		All Elementary	27%	10	17	28	44	73%	↑4		↓3
		District	38%	17	21	25	37	62%	↓-		↓4
	Filipino	2*	50%	50		50		50%	-		-
		All Elementary	30%	12	18	33	37	70%	↑4		↑4
		District	38%	18	20	27	35	62%	↑6		↑4
	Pacific Islander	1*	100%	100				0%	↓50		-
		All Elementary	64%	30	34	26	10	36%	↑9		↓6
		District	70%	43	28	21	9	30%	↑5		↓2
Gender	Female	127	66%	27	39	20	13	34%	↑7		↓7
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	127	65%	31	33	17	18	35%	↑8		↑5
		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	107	69%	29	40	19	12	31%	↑14		↑4
		All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	79	80%	37	43	13	8	20%	↑11		↑2

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SBAC Math 2024 :: School Data by Subgroup

Willard

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	ELL	All Elementary	81%	52	30	14	5	19%	↑2		↑2
		District	89%	65	23	9	3	11%	↑1		↑1
	RFEP	28	39%	7	32	36	25	61%	↑24		↑9
		All Elementary	32%	8	24	35	33	68%	↑11		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	1*	100%	100				0%	↓20		-
		All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	52	19%	2	17	27	54	81%	↑19		↓13
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	15*	87%	53	33	7	7	13%	↓8		-
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	16*	88%	56	31	6	6	13%	↓8		-
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	203	68%	30	38	18	14	32%	↑5		↓1
		All Elementary	65%	36	29	21	13	35%	↑2		↓1
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	20	75%	35	40	20	5	25%	↑15		-
		All Elementary	80%	58	22	12	9	20%	↑2		↑-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	20	75%	35	40	20	5	25%	↑15		-

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SBAC Math 2024 :: School Data by Subgroup

Willard

Category		Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded		Chg	Chg	Chg
Special Populations	Spec Ed. Speech/RSP	All Elementary	76%	51	25	13	11	24%	↑2			↓-
		District	83%	63	20	10	7	17%	↑1			↓-

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

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

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

SBAC Science 2024 :: School Data by Subgroup

Willard

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	89	89	80%	15	65	16	4	20%	↑7	-
		All Elementary	70%	17	53	20	10	30%	↓-	-
		District	73%	17	57	19	7	27%	↑1	-
Grade	Gr. 05	89	80%	15	65	16	4	20%	↑7	-
		All Elementary	70%	17	53	20	10	30%	↓-	-
		District	69%	17	52	21	10	31%	↑1	-
Ethnicity	Hispanic	70	79%	16	63	17	4	21%	↑11	-
		All Elementary	77%	19	58	17	6	23%	↓1	-
		District	80%	20	60	16	4	20%	↑1	-
	African American	11*	91%	18	73	9		9%	↓18	-
		All Elementary	81%	26	55	16	3	19%	↓-	-
		District	86%	24	62	12	2	14%	↑1	-
	Asian	4*	75%		75	25		25%	↑25	-
		All Elementary	51%	6	44	27	22	49%	↑6	-
		District	55%	7	48	30	15	45%	↑2	-
	Cambodian	3*	100%		100			0%	-	-
		All Elementary	60%	5	55	27	13	40%	↑1	-
		District	63%	8	55	26	11	37%	↑3	-
	Other	2*	50%		50	50		50%	↑50	-
		All Elementary	50%	10	41	30	20	50%	↑1	-
		District	56%	10	46	28	16	44%	↑1	-
	White	2*	100%		100			0%	↓100	-
		All Elementary	41%	5	36	32	26	59%	↑-	-
		District	50%	6	44	30	19	50%	↑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.
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SBAC Science 2024 :: School Data by Subgroup

Willard

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Gender	Female	42	81%	24	57	12	7	19%	↑12		-
		All Elementary	70%	16	55	20	10	30%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	47	79%	6	72	19	2	21%	↓-		-
		All Elementary	70%	18	52	20	11	30%	↓1		-
		District	73%	18	55	19	8	27%	↑-		-
	Nonbinary	District	61%	9	52	26	13	39%	↑7		-
Special Populations	EL + RFEP	41	80%	20	61	17	2	20%	↑10		-
		All Elementary	84%	25	58	12	4	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	23	96%	35	61	4		4%	↑4		-
		All Elementary	97%	35	62	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	18*	61%		61	33	6	39%	↑17		-
		All Elementary	55%	3	51	32	13	45%	↑7		-
		District	76%	12	64	20	5	24%	↓-		-
	Foster	1*	100%	100				0%	↓33		-
		All Elementary	84%	39	45	13	3	16%	↓3		-
		District	89%	32	57	8	2	11%	↓1		-
	GATE/Excel	16*	38%		38	44	19	63%	↑37		-
		All Elementary	21%		20	40	39	79%	↑11		-
		District	35%	3	33	39	25	65%	↑8		-
	Homeless	7*	86%	43	43	14		14%	↑14		-
		All Elementary	85%	30	56	13	2	15%	↓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 Science 2024 :: School Data by Subgroup

Willard

Category		Tested		Percent by Achievement Level						2 yr	3 yr	% Cohort
				Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	Homeless	District	86%	28	59	12	1	14%		↑-		-
	Homeless/Foster	8*	88%	38	50	13		13%		-		-
		All Elementary	85%	30	54	13	2	15%		↓2		-
		District	87%	28	59	12	1	13%		↓-		-
	Low SES	73	82%	16	66	14	4	18%		↑6		-
		All Elementary	79%	20	58	16	5	21%		↓2		-
		District	82%	20	61	15	4	18%		↓1		-
	Special Ed.	8*	88%	13	75	13		13%		↓2		-
		All Elementary	89%	44	45	8	3	11%		↓-		-
		District	92%	41	51	6	2	8%		↑1		-
	Spec Ed. Speech/RSP	8*	88%	13	75	13		13%		↓2		-
		All Elementary	86%	35	51	10	4	14%		↓-		-
		District	89%	34	55	8	3	11%		↑1		-

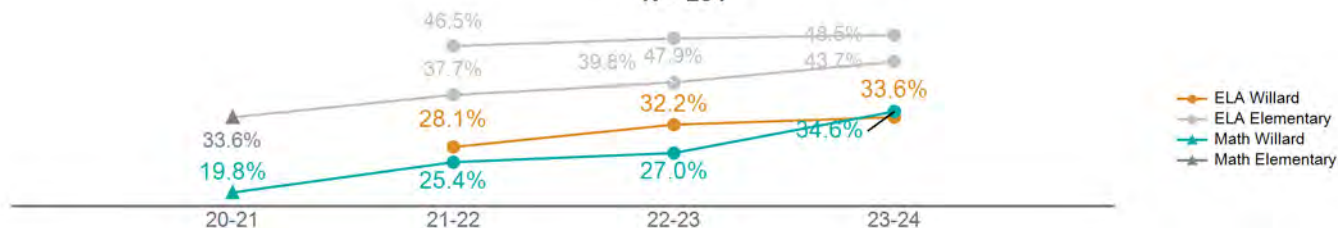
The percentages in each Claim may not equal 100% due to rounding.

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

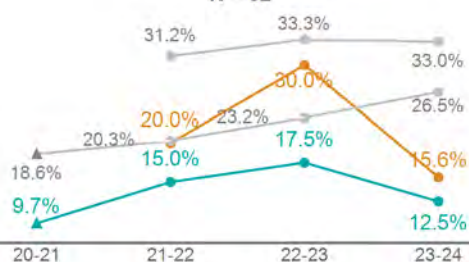
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

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

**Willard
All Students
N = 254**



**African American
N = 32**



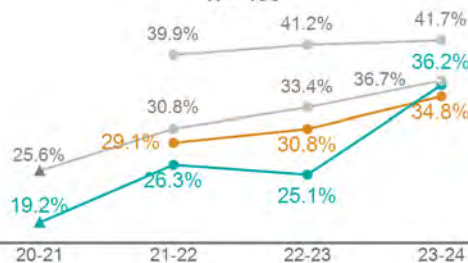
Asian



Filipino

Subgroup with fewer than 20 students.

**Hispanic
N = 188**



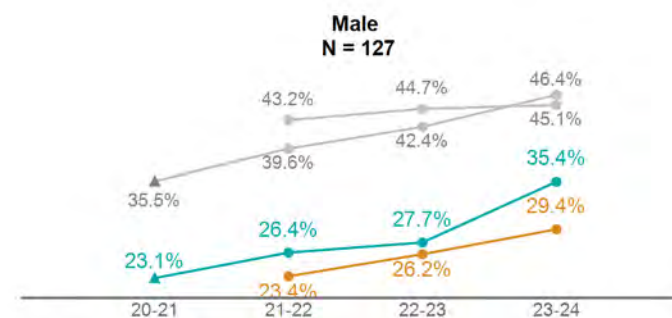
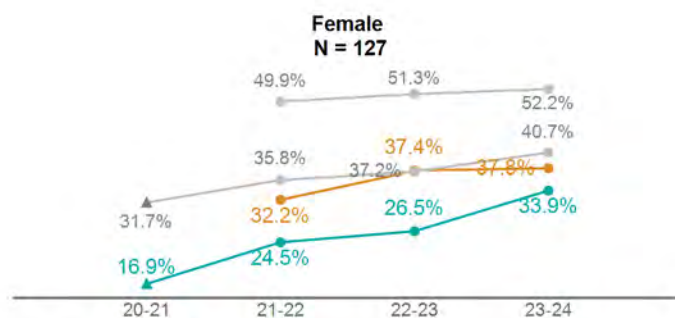
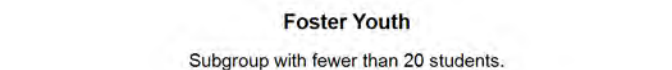
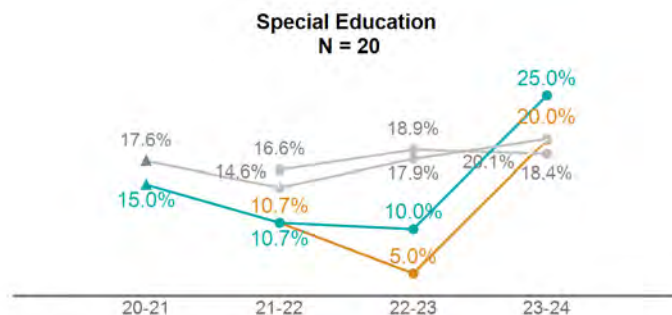
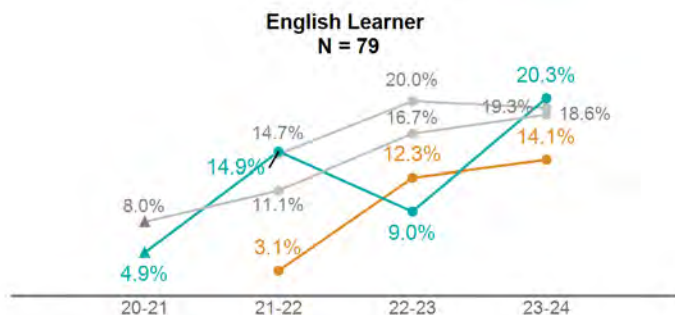
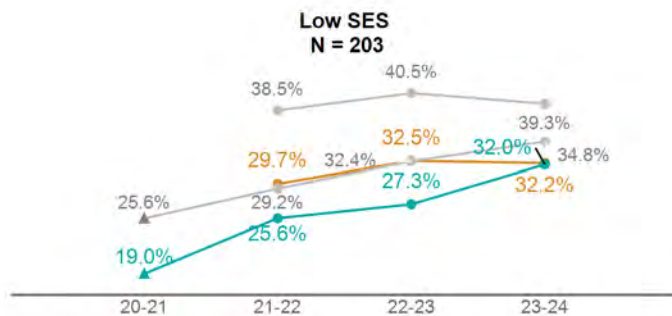
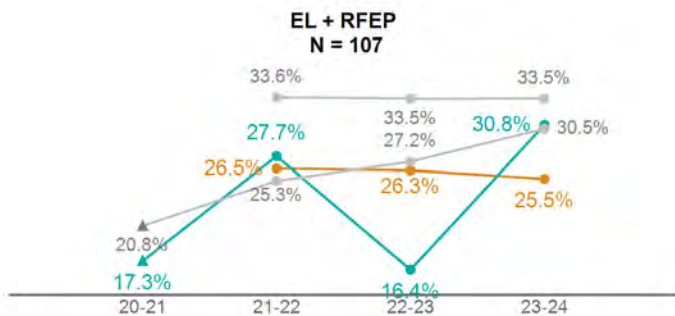
Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

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



SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/26/25

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

2/26/25

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
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

All

2/26/25

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/26/25

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

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/26/25

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

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/26/25

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/26/25

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/26/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,853	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

All

2/26/25

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/26/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	3,682	48%	27	21	25	27	52%	↑-		↓-
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.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/26/25

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

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/26/25

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/26/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,652	47%	27	21	28	24	53%	↑1		↑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

All

2/26/25

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,629	76%	55	22	14	10	24%	↓2		↓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

All

2/26/25

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/26/25

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

All

2/26/25

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

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

2/26/25

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

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

2/26/25

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

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

2/26/25

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

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

SBAC ELA 2024

	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%

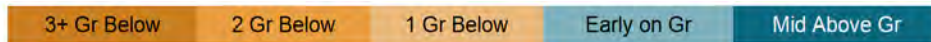
i-Ready Math Overall Relative Placement

School Data by Subgroup

Willard 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category					
Grade	All Students	447	3	447	4	13	55	16	13
	Gr. 01	3	88		14	66	10	10	
	Gr. 02	3	89		11	66	16	7	
	Gr. 03	3	83		10	53	24	13	
	Gr. 04	3	92		4	11	51	17	16
	Gr. 05	3	95		13	18	38	15	17
Ethnicity	African American	3	53		9	21	45	19	6
	Asian	3	33		6	67	12	15	
	Hispanic	3	332		3	12	55	16	13
Gender	Female	3	232		4	14	55	17	9
	Male	3	215		3	12	54	15	16
Special Populations	Low SES	3	349		4	13	58	13	12
	ELL	3	146		5	15	61	14	5
	RFEP	3	34			3	41	26	29
	EL + RFEP	3	180		4	13	57	16	9
	Special Ed.	3	44		7	25	50	16	2
	Spec Ed. Speech/RSP	3	23		13	30	48	9	
	Homeless	3	31		13	19	45	13	10
	GATE/Excel	3	70				1	17	21

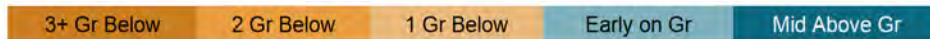
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Willard 2023-2024



Legend



Category		Diagnostic Window	# Students	Percent by Category					
Grade	All Students	420	3	420	6	17	40	19	18
	Gr. 01	3	61	8	57	15	20		
	Gr. 02	3	89	18	44	21	17		
	Gr. 03	3	83	5	16	29	30	20	
	Gr. 04	3	92	13	11	43	11	22	
	Gr. 05	3	95	9	28	33	18	12	
Ethnicity	African American	3	52	8	25	42	10	15	
	Asian	3	33	15	48	9	27		
	Hispanic	3	308	6	16	39	21	17	
Gender	Female	3	214	7	14	40	20	19	
	Male	3	206	5	20	40	18	17	
Special Populations	Low SES	3	333	6	18	42	19	15	
	ELL	3	133	14	20	47	14	7	
	RFEP	3	33		3	36	30	30	
	EL + RFEP	3	166	11	16	45	17	11	
	Special Ed.	3	41	10	32	39	12	7	
	Spec Ed. Speech/RSP	3	22	18	32	36	5	9	
	Homeless	3	31	16	39	29	13	3	
	GATE/Excel	3	70			16	26	59	



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Willard

Site Level Overall Performance Level Summary

21%Beginning
Stage**39%**Somewhat
Developed**31%**Moderately
Developed**9%**Well
Developed

Site Level Domain Performance Level Summary

Listening

16%
Beg.**64%**
Some/Mod.**19%**
Well Dev.

Speaking

19%
Beg.**44%**
Some/Mod.**36%**
Well Dev.

Reading

41%
Beg.**54%**
Some/Mod.**5%**
Well Dev.

Writing

38%
Beg.**52%**
Some/Mod.**10%**
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	33%	22%	33%	0%	22%	56%	11%	33%	33%	22%	22%	67%	0%	89%	0%	11%
01	10%	35%	35%	19%	6%	74%	19%	23%	52%	26%	10%	74%	16%	35%	32%	32%
02	43%	43%	14%	0%	7%	64%	29%	25%	75%	0%	71%	25%	4%	64%	36%	0%
03	4%	42%	50%	4%	12%	69%	19%	4%	31%	65%	19%	73%	8%	23%	69%	8%
04	21%	53%	24%	3%	21%	71%	9%	21%	47%	32%	59%	41%	0%	29%	65%	6%
05	24%	24%	33%	18%	30%	45%	24%	18%	21%	61%	45%	55%	0%	24%	73%	3%

School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI) ▾

Willard Elementary School ▾

If ATSI, identify subgroups:

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

Attestation:

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

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

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

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

Date Approved by SSC

11/12/24

Signature of Principal



Signature of SSC Chair



Resource Inequities

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

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

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

Comments about Resource Inequities *(optional)*

Homeless group was not identified in the first draft of the SPSA. After looking at the data from 2023 and 2024, SSC has included Homeless and Foster/Homeless into the SPSA so the groups will receive services/interventions through the Schoolwide Program.

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Plan Escolar para el Logro Estudiantil Anexo 2024-2025

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

Willard Elementary School ▾

Si es ATSI, identifique los subgrupos:

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

Atestación:

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

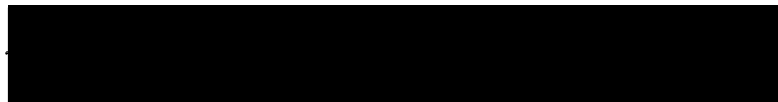
SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

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

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

Fecha de aprobación por el SSC **11/12/24**

Firma del director



Firma del presidente del SSC



Inequidad de recursos

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

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

- ☐ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- ☐ **Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- ☒ **Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*

El grupo de personas sin hogar no fue identificado en el primer borrador del SPSA. Después de analizar los datos de 2023 y 2024, el SSC ha incluido a las personas sin hogar y a las personas de crianza/sin hogar en el SPSA para que los grupos reciban servicios/intervenciones a través del programa escolar.

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

Apoyo para Escuelas Identificadas

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

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

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

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

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

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

Supervisión y evaluación de la eficacia

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

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

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

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

Frances E. Willard Elementary Home-School Compact

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

THE SCHOOL

- School will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- School staff will be positive role models for students.
- School will strive for culture affirming classroom environments.
- School will involve parents/guardians in the governance of the school.
- School will keep parents informed of their child's progress.

THE HOME

- Parents/Guardians will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- Parents/Guardians will provide a place for their children to work on academics and support their on-going learning for about 20 minutes a day.
- Parents/Guardians will attend all teacher-requested conferences to discuss the academic progress of their children.
- Parents/Guardians will stay connected with the school for communication.

THE STUDENT

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

Primaria Frances E. Willard

El personal y los padres/tutores de la escuela primaria **Frances E. Willard** tienen altas expectativas de los estudiantes de la escuela y de ellos mismos. En un esfuerzo por brindar un programa de instrucción de la más alta calidad a los estudiantes, el personal y los padres/tutores de la escuela **primaria Frances E. Willard** acuerdan implementar las siguientes actividades:

LA ESCUELA

- La escuela proporcionará un programa de instrucción riguroso y desafiante basado en los Estándares del Estado de California para cada nivel de grado.
- El personal de la escuela será un modelo positivo para los estudiantes.
- La escuela se esforzará por lograr ambientes de aula que afirmen la cultura.
- La escuela involucrará a los padres/tutores en el gobierno de la escuela.
- La escuela mantendrá a los padres informados sobre el progreso de sus hijos.

EL HOGAR

- Los padres/tutores enviarán a sus hijos a la escuela bien descansados, teniendo la oportunidad de desayunar o habiendo desayunado y puntualmente todos los días.
- Los padres/tutores proporcionarán un lugar para que sus hijos trabajen en lo académico y apoyen su aprendizaje continuo durante aproximadamente 20 minutos al día.
- Los padres/tutores asistirán a todas las conferencias solicitadas por los maestros para discutir el progreso académico de sus hijos.
- Los padres/tutores permanecerán conectados con la escuela para comunicarse.

EL ESTUDIANTE

- Los estudiantes vendrán a la escuela preparados para aprender llegando a tiempo y descansando bien.
- Los estudiantes serán estudiantes responsables prestando atención en clase, leyendo todos los días y haciendo lo mejor que puedan en la escuela.
- Los estudiantes se esforzarán por creer en sus habilidades, mantener una actitud positiva y ser un estudiante cooperativo y comprometido.
- Los estudiantes interactuarán con maestros y compañeros de manera positiva.



Frances E. Willard Elementary Family Involvement Guidelines

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

PART I

Frances E. Willard Elementary agrees to implement the following requirements:

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

PART II

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

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

- ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Frances E. Willard Elementary will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
 3. Frances E. Willard Elementary will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
 4. Frances E. Willard Elementary will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through SchoolMessenger and Instagram
 - Child care provided
 5. Frances E. Willard Elementary will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
 6. Frances E. Willard Elementary will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Frances E. Willard Elementary will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
 7. Frances E. Willard Elementary will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
 8. Frances E. Willard Elementary will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At School site council meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Frances E. Willard Elementary will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - Psychologist led workshops and a students' well being
 - Facilitator led workshops to support the digital world
 - Facilitator led parent meetings to best equip the different needs and parent groups.
 - District website resources: click "P" for Parent University
2. Frances E. Willard Elementary will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - distribution will occur as a paper flyer, website post, and Instagram post.
3. Frances E. Willard Elementary will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Frances E. Willard Elementary will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops
 - Social Emotional Learning
 - Mathematics K-2, 3-5
 - Reading K-2, 3-5
 - Writing K-2, 3-5
5. Frances E. Willard Elementary will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services
 - K-2 English Language Art training
 - 3-5 Math training
 - TK-5 Designated English Language Development
 - Engagement & Participation in classroom
 - Setting a culture affirming classroom environment
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - Jonathan Guevara and Ysela Damien will be doing the translations of written materials/notifications that are sent to families.

PART IV

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

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


- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

* * * * *

PART V

ADOPTION

Frances E. Willard Elementary'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 10/08/2024 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/11/24. Frances E. Willard Elementary, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10/8/24

Date



Escuela Primaria Frances E. Willard

Guía de Participación Escolar para las Familias

Como escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Primaria Frances E. Willard ha desarrollado junto con los miembros del Concilio del Plantel Escolar y distribuido a las familias de los niños que participan, la Guía de Participación para las Familias, que contiene información requerida por la sección 1118(b) de la Ley de Educación para Escuelas Primarias y Secundarias (ESEA-según sus siglas en inglés). La Guía establece las expectativas de la Frances E. Willard Elementary para la participación de las familias y describe la manera en que la escuela implementará una cantidad específica de actividades que requieren la participación de las familias. El Contrato entre el Hogar y la Escuela está incorporado en la Guía de Participación Escolar para las Familias.

PARTE I

La Escuela Primaria Frances E. Willard está de acuerdo en implementar los siguientes requisitos:

- desarrollar conjuntamente con y distribuir a las familias de niños participantes, la Guía de Participación Escolar para las Familias que la escuela y las familias hayan acordado.
- informar a las familias acerca de la Guía de Participación Escolar para las Familias en un formato comprensible y uniforme y, al grado posible, distribuir esta Guía a las familias en un idioma que ellos puedan entender.
- hacer que la Guía de Participación Escolar para las Familias esté disponible a la comunidad local.
- periódicamente actualizar la Guía de Participación Escolar para las Familias para satisfacer las necesidades cambiantes de las familias y de la escuela.
- adoptar el contrato entre el hogar y la escuela, el cual aborda a la importancia de una comunicación continua y significativa (es decir, conferencias anuales, reportes de progreso, acceso al personal y oportunidades para servir como voluntarios en el salón de clase) entre la escuela y la familia, como un componente de la Guía de Participación Escolar para las Familias.
- ser gobernada según la siguiente definición legal de participación de la familia, y llevar a cabo los programas, las actividades y los procedimientos de acuerdo con esta definición:

PARTE II: DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

1. La Escuela Primaria Frances E. Willard tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA: (Nombre las acciones que constituye planificar, revisar, y mejorar el Programa del Título I, por ejemplo, recolectar y propagar a los padres de familia para revisar los siguientes materiales.)
 - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
 - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
 - ii. Composición del SSC
 - iii. Consideraciones Presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores

- Planeará una reunión con los miembros de SSC y ELAC (en un horario conveniente) para repasar la Guía del año anterior y las actividades en el Plan Único para el Rendimiento Estudiantil.
 - i. Invitar a otros padres de familia y personas interesadas para asistir a la reunión
 - ii. Anunciarlo en el Boletín Informativo del Título I, en Noche de Regreso a la Escuela, por medio de llamadas telefónicas automáticas, etc.
 - En las reuniones:
 - i. Repasar el Plan Único para el Rendimiento Estudiantil, y como grupo, anotar los cambios y hacer ajustes (eliminar o agregar) según sea necesario
 - ii. Escribir o actualizar la Guía de Participación Escolar para las Familias y el Contrato entre el Hogar y la Escuela
 - iii. Tener disponible interpretes para las traducciones orales y escritas para las familias en español y camboyano para permitir discusiones
2. La Escuela Primaria Frances E. Willard tomará las siguientes acciones para distribuir a las familias y a la comunidad local, la Guía de Participación Escolar para las Familias:
 - En la reunión del SSC y ELAC
 - Sección del Boletín Informativo
 - Reunión Anual del Título I
 - Mostrador de la Oficina Principal
 - Noche de Regreso a la Escuela
 3. La Escuela Primaria Frances E. Willard actualizará periódicamente sus Guía de Participación Escolar para las Familias para cumplir con las necesidades cambiantes de las familias y la escuela:
 - En las reuniones de SSC y ELAC
 - Reuniones informativas para las familias
 - El Concilio del Plantel Escolar deberá votar para aprobar la guía
 4. La Escuela Primaria Frances E. Willard convocará una Reunión Anual Pública de Título I para informar a las familias de lo siguiente:
 - Escuela Primaria Frances E. Willard requisitos del Título I, cómo se utilizan los fondos en esta escuela, y el derecho de las familias de estar involucrados
 - Llevar a cabo distintas reuniones durante horarios flexibles
 - Notificaciones/volantes enviados a casa en el idioma que entiendan las familias
 - Anuncios en el tablero electrónico de la escuela, por medio de “SchoolMessenger” y Instagram
 - Se proporcionará cuidado de niños
 5. La Escuela Primaria Frances E. Willard proveerá información actualizada a las familias acerca de los Programas de Título I durante el año lectivo:
 - Sección del boletín informativo
 - Mostrador de la Oficina Principal
 - En las reuniones del SSC, ELAC y otras reuniones para la familia (PTA/PTO/CAAP, etc.)
 6. La Escuela Primaria Frances E. Willard les proveerá a las familias una descripción y explicación del plan de estudio que se utiliza en la escuela, los formularios de las evaluaciones académicas utilizadas para medir el progreso estudiantil, y los niveles de capacidad que se espera que logren los estudiantes. La Escuela Primaria Frances E. Willard también brindará oportunidades de reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas a la educación de sus niños:
 - Talleres para las familias; encuestas para las familias
 - Pláticas con el director(a)
 - En el boletín informativo de la escuela
 - Noche de Regreso a la Escuela
 - En las reuniones del SSC y ELAC
 7. La Escuela Primaria Frances E. Willard coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, escuelas públicas

preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La Escuela Primaria Frances E. Willard entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
- En las reuniones del Concilio del Plantel Escolar

PORTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE

1. La Escuela Primaria Frances E. Willard construirá la capacidad de la escuela y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la escuela, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación:
 - Talleres ofrecidos por el Distrito para las familias y el personal escolar
 - Talleres educativos para la familia en el plantel escolar
 - Conferencias Entre Familias y Maestros
 - Talleres para la familia publicadas en la página del Internet del Distrito
 - DCAC, DELAC y otros foros/reuniones para las familias del distrito
 - Talleres dirigidos por psicólogos y bienestar de los estudiantes.
 - Talleres dirigidos por facilitadores para apoyar el mundo digital.
 - El facilitador dirigió reuniones de padres para equipar mejor las diferentes necesidades y grupos de padres.
 - Recursos de la página del Internet del Distrito: oprimir "P" para Universidad de Padres
2. La Escuela Primaria Frances E. Willard incorporará el Contrato entre la Familia y la Escuela como un componente de la Guía de Participación Escolar para las Familias:
 - Delinean las responsabilidades compartidas del hogar, la escuela y el estudiante en cuanto al rendimiento académico
 - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
 - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
 - La distribución se realizará como un folleto en papel, una publicación en el sitio web y una publicación en Instagram.
3. La Escuela Primaria Frances E. Willard, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la escuela para entender temas tales como los que se encuentran a continuación:
 - las normas del contenido académico del Estado
 - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La Escuela Primaria Frances E. Willard, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
 - Talleres para las familias
 - Aprendizaje socioemocional
 - Matemáticas K-2, 3-5
 - Lectura K-2, 3-5
 - Escritura K-2, 3-5
5. La Escuela Primaria Frances E. Willard, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:

- Talleres para Maestros y miembros del personal
 - Capacitación en artes del lenguaje inglés K-2
 - 3-5 entrenamiento de matemáticas
 - Desarrollo del idioma inglés designado para TK-5
 - Compromiso y participación en el aula
 - Establecer un entorno de aula que afirme la cultura
 -
- 6. La Escuela Primaria Frances E. Willard, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender:
 - Jonathan Guevara e Ysela Damien hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

PARTE IV: COMPONENTES DISCRECIONALES DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

- incluir a las familias en el desarrollo de la capacitación de maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación;
- proveer la capacitación de alfabetización necesaria para las familias del Título I, fondos de Parte A, si el distrito escolar ha agotado, con toda razón, todos los otros recursos disponibles para brindar fondos para dicha capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de las familias, incluyendo los costos de transporte y cuidado de niños, para permitir la participación de las familias en reuniones relacionadas a la escuela y sesiones de capacitación;
- capacitar a las familias para mejorar la participación de otras familias;
- para poder maximizar la participación de las familias y la participación en la educación de sus niños, programar reuniones escolares en distintos horarios, o realizar conferencias en casa entre maestros u otros educadores, quienes trabajan directamente con los niños que participan, con familias que no pueden asistir a dichas conferencias en la escuela;
- adoptar e implementar los métodos modelos para mejorar la participación de las familias;
- establecer un concilio asesor de familias a nivel distrito (DCAC) para brindar consejos en todos los asuntos relacionados a la participación de las familias en el Título I, programas parte A;
- desarrollar apropiadamente los papeles que desempeñan las organizaciones en la comunidad y negocios, incluyendo las organizaciones de fe, en las actividades que participan las familias; y
- proveer otro apoyo razonable para actividades que requieren la participación de las familias según la sección 1118 de acuerdo a lo que puedan solicitar las familias.

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PARTE V: ADOPCIÓN

Esta Guía de Participación Escuela Primaria Frances E. Willard para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el **8/10/24** y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el **11/10/24** o antes. La Escuela Primaria Frances E. Willard, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.



Firma del Director(a)

10-8-24

Fecha