

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Mann 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
Based on the data there is a need to increase student level of proficiency, specific to knowledge and understanding in ELA, particularly as it relates to higher level content and rigor.
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On SBAC for grades 3-5, 45% of our students met or exceeded. On FRSA K-2. 78% of students met or exceeded.
Students at Mann will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic.
By June 2025, 25% of EL students in grades 3-5 will meet or exceed SBAC ELA (15%)
By June of 2025, Increase the ELPAC Summative overall "Well Developed" by 5%. (22%)
By June 2025, Increase the number of students re designated to 10% (4%)
By June 2025, 45% of students in grades 3-5 will meet or exceed SBAC ELA (38.5%)

ELA Goals

Students at Mann will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By June 2025, 45% of students in grades 3-5 will meet or exceed SBAC ELA (38.5%)

To meet this goal:

- Implement new coaching model with fidelity in grades K-2
- Implementing Tier 1 & Tier 2 with our Intervention Specialist (IIC)-push in model with fidelity
- Literacy Teachers working with students that are two grade levels below.
- Implementation of iReady lesson tailored to the needs of each student.
- Family Literacy Night

-Continuing with workshop-small group instruction

PD will focus on differentiation & formative assessment

-Literacy support with intervention teachers pushing into classrooms.

Designated ELD in all classrooms 30 min. daily

Progress Monitoring:

Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.

Planned Data to Collect:

African American Student Achievement Data

EL Student Achievement Data

Patterns/Trends from Walkthrough Notes/Agendas

QCI - (Pre) Whole School Walkthrough & Goal Conferences

Edulastic Assessments

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- EL Student Achievement Data
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EL Student Achievement Data

Patterns/Trends from Walkthrough Notes/Agendas

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Comprehensive Needs Assessment: Mathematics

Math Findings

Based on the data there is a need to increase student level of mathematical concepts and basic math facts at all grade levels.

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Students at Mann will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic.

By June 2025, 45% of students in grades 3-5 will have met or exceeded SBAC math achievement.(38.3%)

Math Goals

Students at Mann will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic. By June 2025, 50% of students in grades 3-5 will have met or exceeded SBAC math achievement.(38%)

With an intentional focus on math interventions in class, during after school tutoring and Saturday school, we expect students to grow a year and a half in Math iReady scores this year.

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To meet this goal:

- Implementation of iReady lessons tailored to the needs of each student.
- Family Math Night
- Before & After school tutoring
- Small group instruction for math

Formative Assessment

Progress Monitoring:

Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals,, school goals, PD plan and Theory of action if necessary.

Planned Data to Collect:

African American Student Achievement Data

EL Student Achievement Data

Patterns/Trends from Walkthrough Notes/Agendas

QCI - (Pre) Whole School Walkthrough & Goal Conferences

Eduastic Assessments

-Implementation of iReady lessons tailored to the needs of each student.

-Family Math Night

-Before & After school & Saturday tutoring

-Small group instruction for math

-Blast Mentors

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Planned Data to Collect:

African American Student Achievement Data

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- Formative Assessment

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Comprehensive Needs Assessment: English Learners

English Learner Findings

Based on the data there is a need to increase ELL student level of proficiency, specific to knowledge and understanding in both ELA & math.

The total cumulative EL Redesignation decreased from last year by 4% Our EL students need many visual cues and language models all throughout their day. Workaround identifying and focusing on our EL population will continue this year.

ELPAC

Attendance has decreased from last year by 3.9 % with our chronic absenteeism at 17. 0% which is a decrease by approx. 0.2%.

Based on the data there is a need to increase ELL student level of proficiency, specific to knowledge and understanding in both ELA & math.

The total cumulative EL Redesignation decreased from last year by 3% Our EL students need many visual cues and language models all throughout their day. Workaround identifying and focusing on our EL population will continue this year.

Based on the data there is a need to increase ELL student level of proficiency, specific to knowledge and understanding in both ELA & math.

By June 2025, 35% of EL students in grades 3-5 will meet or exceed SBAC math achievement. (26%)

By June 2025, 25% of EL students in grades 3-5 will meet or exceed SBAC ELA (15%)

By June of 2025, Increase the ELPAC Summative overall "Well Developed" by 5%. (22%)

By June 2025, Increase the number of students re designated to 10%
(4%)

ELPAC

Attendance has increased from last year by 3.9 % with our chronic absenteeism at 13. 0% which is a decrease by approx. 0.2%.

Based on the data there is a need to increase ELL student level of proficiency, specific to knowledge and understanding in both ELA & math.

Our ELs need visual cues and language models throughout the day. Identifying and focusing on our EL population will continue to be a focus this year. Attendance continues to be an area of focus.

English Learner Goals

By June 2025, 35% of EL students in grades 3-5 will meet or exceed SBAC math achievement. (26%)By June 2025, 25% of EL students in grades 3-5 will meet or exceed SBAC ELA (15%)By June of 2025, Increase the ELPAC Summative overall Well Developed by 5%. (22%) By June 2025, Increase the number of students re designated to 10% (4%)

By June 2025, 30% of EL students in grades 3-5 will meet or exceed SBAC math achievement. (16%)By June 2025, 20% of EL students in grades 3-5 will meet or exceed SBAC ELA (7%) By June of 2025, Increase the ELPAC Summative overall Well Developed by 5%. (22%) By June of 2025, Redesignation of ELLs will increase by 10%, (7%)

To meet this goal:

- Teachers with RFEP students will continue to progress monitor those students to ensure that they are continuing to achieve.
- Teachers will be introduced to the Ellevation platform and begin to implement provided lessons during workshop.
- Literacy Teachers working with groups

Progress Monitoring:

Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.

Planned Data to Collect:

Reclassification Rate

EL Student Achievement Data (Math/ELA)

Patterns/Trends from Walkthrough Notes/Agendas

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Reclassification Rate

EL Student Achievement Data (Math/ELA)

Patterns/Trends from Walkthrough Notes/Agendas

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Edulastic Assessments

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

There is a need for student safety to increase, as 41% of students do not feel safe on campus

There is a need for student agency 74%, sense of belonging 74%, and identity 81% to increase as measure by the PULSE survey in spring of 2024.

There is a need to increase schoolwide attendance and decrease chronic absenteeism for all students with a specific focus on our special populations: students with disabilities and our Hispanic population.

The data show there is a need to address our suspension rate and overall levels of infractions specific to our low SES students, students with disabilities, African American and Hispanic students.

By June 2025, Mann students' sense of identity, agency, and belonging will increase by 10% based on the implementation of transformative social emotional learning.

By June 2025, Mann students will show an increase in students feeling safe on campus by 15%, from 59% to 74%

By June 2025, Mann students will show an increase in overall attendance to 95% while decreasing absenteeism below 10%

To effectively progress monitor these goals and implement support strategies, we can use the following approach:
Progress Monitoring & Support Strategies

1. Student Safety (Increase by 15%)

Monitoring:

Conduct quarterly PULSE surveys to track changes in student perceptions of safety.

Collect incident reports and analyze trends in disciplinary data and safety concerns.

Host student focus groups to gather qualitative feedback on safety experiences.

Support Strategies:

Increase staff visibility in high-traffic areas (before school, recess, lunch, and after school).

Implement peer-led conflict resolution programs and student safety ambassadors.

Strengthen school-to-home communication on safety measures and expectations.

Provide teacher and staff training on trauma-informed practices and de-escalation strategies.

2. Student Agency, Sense of Belonging, and Identity (Increase by 10%)

Monitoring:

Use PULSE survey results as a benchmark every semester.

Track participation rates in student leadership, extracurriculars, and affinity groups.

Conduct student interviews and focus groups to gather qualitative feedback.

Support Strategies:

Implement Transformative SEL practices, including student voice circles and identity-affirming classroom practices.

Expand student leadership opportunities (e.g., student council, peer mentoring, and classroom decision-making).

Foster culturally responsive teaching that affirms diverse identities and lived experiences.

Ensure representation in curriculum and school visuals that reflect student diversity.

3. Attendance & Chronic Absenteeism (Increase to 95% / Decrease Below 10%)

Monitoring:

Use weekly attendance reports to track trends and flag at-risk students early.

Implement tiered interventions for students showing signs of chronic absenteeism.

Conduct parent outreach and attendance conferences for students missing school frequently.

Support Strategies:

Create attendance incentives (e.g., recognition, raffles, breakfast rewards).

Strengthen home-school partnerships with bilingual family liaisons for targeted support.

Provide wraparound services (counseling, transportation assistance, mentorship) for students with attendance barriers.

Implement peer mentorship programs to encourage student engagement and accountability.

Suspension Rate Reduction (Targeted for Hispanic, African American, Students with Disabilities, and Low SES Students)

Monitoring:

Track discipline data by subgroup to identify trends and disparities.

Conduct equity audits on behavioral referrals and suspensions.

Use restorative practice logs to monitor alternative interventions.

Support Strategies:

Expand Restorative Justice practices as an alternative to suspension.

Provide staff training on implicit bias, culturally responsive discipline, and de-escalation.

Implement Positive Behavior Interventions and Supports (PBIS) school-wide.

Increase access to counseling, mentorship, and behavioral support plans for students at risk of suspension.

Strengthen family partnerships to support behavior interventions at home and school.

Progress monitor:

By embedding regular data collection and intervention checkpoints, we ensure measurable progress toward these goals while fostering a safe, inclusive, and engaging school environment.

Culture/Climate Goals

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) Students at Mann will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on iReady Diagnostic. By June 2024, 45% of students in grades 3-5 will meet or exceed SBAC ELA (35%)</p> <p>To meet this goal:</p> <ul style="list-style-type: none"> -Implement new coaching model with fidelity in grades K-2 -Implementing Tier 1 & Tier 2 with our Intervention Specialist (IIC)-push in model with fidelity -Literacy Teachers working with students that are two grade levels below. -Implementation of iReady lesson tailored to the needs of each student. -Family Literacy Night -Continuing with workshop-small 	Goal Partially or Not Met	Students showed progress on the iReady assessment in all grades. An increase in FRSA for grades K-2 was noted. Grade 1 students that received intervention showed areas of growth	<p>Reading interventions for grades 3-5.</p> <p>In class additional staffing support ELA coaching model in K-2.</p> <p>Literacy support daily in kinder 30-60 min. by IIC and literacy teacher as well support from para educators</p>

	<p>group instruction PD will focus on differentiation -Literacy support with Reading Recovery & intervention teachers pushing into classrooms as well as pull outs. Designated ELD in all classrooms Small group instruction specific to ELL with specialist, Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments</p>			
Math	<p>1) Students at Mann will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and</p>	<p>Goal Partially or Not Met</p>	<p>There has been an increase in math iReady scores from the baseline diagnostic to the summative iReady assessment. Increase in scores for unit assessments specifically for students that received math</p>	<p>Before & after school tutoring for math. During the day tutoring by outside agency. Daily math wall intervention practice. SGI-Math. Math Coaching for grades 3-5</p>

iReady Diagnostic. By June 2024, 50% of students in grades 3-5 will have met or exceeded SBAC math achievement. (38%)

With an intentional focus on math interventions in class, during after school tutoring and Saturday school, we expect students to grow a year and a half in Math iReady scores this year.

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To meet this goal:

- Implementation of iReady lessons tailored to the needs of each student.
- Family Math Night
- Before & After school
- & Saturday tutoring

tutoring. Basic math facts continues to be a challenge for grade levels specifically students that were in virtual learning during their K-2 years.

	<p>-Small group instruction for math</p> <p>-Blast Mentors</p> <p>Progress Monitoring:</p> <p>Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals,, school goals, PD plan and Theory of action if necessary.</p> <p>Planned Data to Collect:</p> <p>African American Student Achievement Data</p> <p>EL Student Achievement Data</p> <p>Patterns/Trends from Walkthrough Notes/Agendas</p> <p>QCI - (Pre) Whole School Walkthrough & Goal Conferences</p> <p>EduLastic Assessments</p>			
English Learner	<p>1) By June 2024, 30% of EL students in grades 3-5 will meet or exceed SBAC math achievement. (16%)By June 2024, 20% of EL students in grades 3-5 will meet or exceed SBAC ELA (7%) By June of 2024, Increase the ELPAC Summative overall Well Developed by 5%. (22%) By June of 2024, Redesignation of</p>	Goal Partially or Not Met	Students showed some progress that worked with retired reading recovery teacher in ELD small group with our specialist. Teachers also integrated ELD throughout the day across all content	Teachers have been trained in the new reclassifications, as well as how to support the redesignated students. The district has also purchased a contract with ELlevation which provides additional support to our EL students. Before & after school tutoring for math. Daily math wall intervention practice. SGI-Math SGI-ELA-differentiated instruction. Designated ELD. ELD small group support-3 x a week with ELL retired teacher.

	<p>ELLs will increase by 10%, (7%)</p> <p>To meet this goal:</p> <ul style="list-style-type: none"> -Teachers with RFEP students will continue to progress monitor those students to ensure that they are continuing to achieve. -Teachers will be introduced to the Ellevation platform and begin to implement provided lessons during workshop. -Literacy Teachers working with groups <p>Progress Monitoring:</p> <p>Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.</p> <p>Planned Data to Collect:</p> <ul style="list-style-type: none"> Reclassification Rate EL Student Achievement Data (Math/ELA) Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments 			Implementing a tiered incentive system for attendance both overall percent as we
Culture/Climate	1) By June 2024, Mann students sense of identity, agency, and belonging will increase by 10%	Goal Partially or Not Met	Students had challenges acclimated back to school in 2021-2022. Behavior expectations were	Spirit assemblies. Counseling supports In class SEL lessons daily. SEL groups at every grade level twice a week.

<p>based on the implementation of transformative social emotional learning. By June 2024, Mann students will show an increase in students feeling safe on campus by 15%, from 62% to 77%By June 2024, Mann students will show an increase in overall attendance to 97% while decreasing absenteeism below 10%</p> <p>By June of 2024, the results of the PULSE survey for grades 4-5 will show a positive increase from the baseline survey.</p> <p>By June of 2024, CORE survey will show a positive increase in students responses for Safety & Sense of Belonging by 5 %</p> <p>By June of 2024, CORE survey will show a positive increase in Social Emotional Relation Skills by 5%</p> <p>By June of 2024, CORE survey will show a positive increase in Knowledge of Fairness & Rules by 5%</p> <p>By June of 2024 school wide attendance will increase from 91.3% to 97%</p> <p>By June of 2024 chronic</p>	<p>not in place or clearly defined for students. There were noted SEL challenges across all grade levels that was evident in office referrals, counselor data and the overall culture climate of the school. Students were nit held accountable for their actions which affected the staff student dynamics.</p>	<p>Formal training of recreation staff to build positive relationships with kids and support strategies for conflict resolution. Clear expectations for students and a return to safe and civil protocols as well as school created guidelines for success. Strong home school connection with parent involvement. Enrichment: student clubs, children's theater, robotics program, garden club, student council, student leadership</p>
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	absenteeism will decrease from 32.8% to below 10% for all subgroups By June of 2024, student discipline incidents will decrease by 10%			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
substitutes for planning days (PD 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

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 	<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>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>vocabulary with intensity.</p> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<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>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>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</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>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>McGraw-Hill</p> <p>Informational text and literature selections to</p>

<p>focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Students to demonstrate their understanding of texts and the "essential questions" by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>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>
All K-5 classrooms will include instruction designed to	Students will participate in frequent and multiple	Wonders / Maravillas (Dual Immersion) and

<p>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) 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 	<p>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>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>
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and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<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>

<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>
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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 • 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>

<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>
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<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>
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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
Math grades 1 - 5 Social emotional wellbeing of all students TK-5 with a focus on Tier I and Tier 2. Core	50% SEL Facilitator for Math support in small groups and math support for the	All Students	Title 1 \$90,298 Program Facilitator .5 FTE - Title 1 100%	08/27/2024 - 06/13/2025 Daily	SEL Facilitator, Principal	Principal Core Curriculum 100

Curriculum 100	<p>4/5 combo class. The interventions provided in this plan are the representation and result of our efforts to provide students with a leveled support system that will best meet the diverse needs of our student, and help them to reach their full potential in the areas of academics, behavior, and social /emotional wellness. This plan is designed to support all Mann students with specific focus on our most at-risk students which are most subgroups: English Language Learners, African American students, and our low SES students. Our plan is to provide timely and meaningful interventions with our SEL Facilitator / Math coach in the areas of Math and Social Emotional learning in</p>						
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	order to: - Close the achievement gap between all of our students and social emotional pressures, develop healthy coping skills, and build our students self efficacy and growth mindset. - Provide supplemental, research based opportunities which will enhance the core curriculum.					
All Students All Staff Culture-Climate Survey (Student-Staff) 50, SEL Survey 50	Recreation staff to maintain and improve student safety, promote kindness and social interactions, and facilitate conflict management between students. In general, improving climate to increase happiness and safety of students which will in turn increase attendance and reduce discipline issues.	All Staff, All Students	LCFF Rec \$49,375 Hourly - Recreation Aide (8) for 313 hours annually - LCFF Rec 100%	08/27/2024 - 06/13/2025 Daily	Rec Aides, Principal, Office Supervisor	Checking discipline data, attendance rates, suspension rates, and CORE survey data. Culture-Climate Survey (Student-Staff) 50, SEL Survey 50

Program Description for Transitions

Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>At our school, we recognize that the transition from a Child Development Center (CDC) to kindergarten is a significant milestone for both students and their families. To ensure a smooth and welcoming experience, we have developed a comprehensive approach that provides families with multiple opportunities to engage with our school community.</p> <p>We begin by offering school tours, allowing families to explore our campus, visit classrooms, and become familiar with the kindergarten environment. Parents are also invited to observe classes in session to gain insight into daily routines, instructional strategies, and the warm, structured atmosphere we provide for our youngest learners.</p> <p>To further support families, we host parent meetings where we discuss expectations, curriculum, and how we foster social-emotional and academic growth in kindergarten. For families with specific concerns or questions, we arrange individual conferences to address unique needs and ensure that each child is set up for success.</p> <p>In addition to these structured meetings, we encourage CDC families to feel part of our community by inviting them to school events, such as assemblies, family engagement nights, and celebrations. These opportunities help children and parents build connections with staff, other students, and the broader school environment before the official transition.</p> <p>By providing multiple touchpoints for engagement, observation, and communication, we strive to make the transition from CDC to kindergarten as seamless and positive as possible for every child and their family.</p>	<p>To facilitate the transition of fifth-grade students to middle school, Mann Elementary implements several supportive strategies to ensure families feel informed and prepared. Families receive information about middle and K-8 school options through flyers, parent messages, and outreach from fifth-grade teachers. On March 26th, the school hosted a parent help session, where staff from the Equity and Engagement Partnership Office provided guidance on the school of choice application process.</p> <p>To further support families, we offer information for school tours and opportunities for students to observe middle school sites, allowing them to become familiar with the environment and expectations. Parents are invited to information sessions where we discuss curriculum, social-emotional development, and the transition process. For families with specific concerns, we arrange individual conferences to address unique needs and ensure a smooth adjustment.</p> <p>Additionally, the front office assists by responding to parent inquiries via phone and email, and the school counselor serves as a key resource in helping fifth-graders prepare academically and emotionally for middle school. To foster a sense of belonging, students and families are also invited to middle school events, providing opportunities to connect with staff, future classmates, and the school community before their transition.</p>	

For our SDC (Special Day Class) parents and families, we offer additional information and programs tailored to meet the specific needs of their child. To provide more individualized support, we also schedule 1:1 sessions with our school counselor, ensuring families receive guidance and resources to help make the transition as smooth as possible.

Accountability Measure 2: Organizational Climate

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

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness

No supplemental budgeted items have been approved.

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)	92234
Title I Parent and Family Involvement (3008)	2245

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	32480

* 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	Donna Robertson	06-15-2025
Staff	Classroom Teacher	Taylor Griffin	06-15-2025
Staff	Classroom Teacher	Larissa Ballardo	06-15-2025
Staff	Classroom Teacher	Dayna Miller	06-15-2025
Staff	Other School Personnel	Liane York	06-15-2025
Community	Parent/Community Member	██████ Neal	06-15-2025
Community	Parent/Community Member	██████ York	06-15-2025
Community	Parent/Community Member	██████ Rogers	06-15-2025
Community	Parent/Community Member	██████ Potter	06-15-2025
Community	Parent/Community Member	██████████ Crespo	06-15-2025

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)	[REDACTED] Crespo
DELAC Representative	Parent of EL Student (required)	[REDACTED] Sanchez
Principal or Designee	Staff Member (required)	Donna Robertson
Secretary	Staff Member (required)	Liane York

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?	10/15/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Document is in compliance cabinet Recommend English classes for parents Recommend funds be used for retired teachers to work with multilingual learners Recommend approval of SPSA
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students RFEP Student Grades CELDT/ELPAC Results EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/20/2024
6. What was SSC's response to ELAC recommendations?	SSC agrees that funds be used for retired teachers to work with multilingual learners and approval of SPSA. SSC will consider and further discuss English language classes for parents

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): 11/20/2024
2. The SSC approved the **Home-School Compact** on 10/04/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/04/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 10/15/2024, 10/15/2024
5. SSC Participated in the Annual Evaluation of SPSA: 11/20/2024
6. The SPSA was approved at the following SSC Meeting: 02/11/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

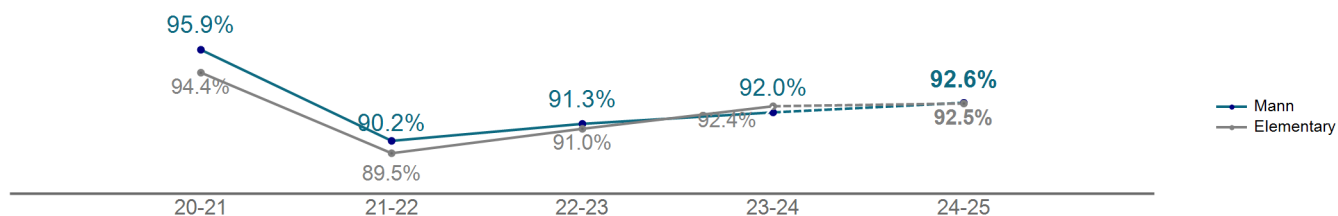
Printed Name: _____ Date: _____

ELAC Chair: _____

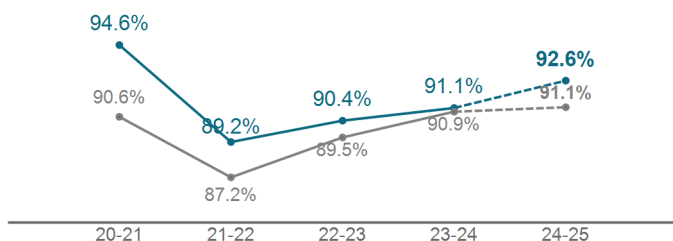
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Attendance Rate

Mann
All Students
N = 326



African American
N = 54



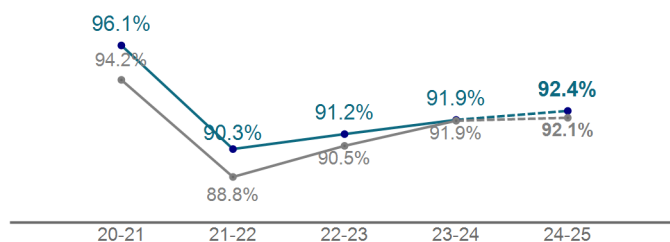
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

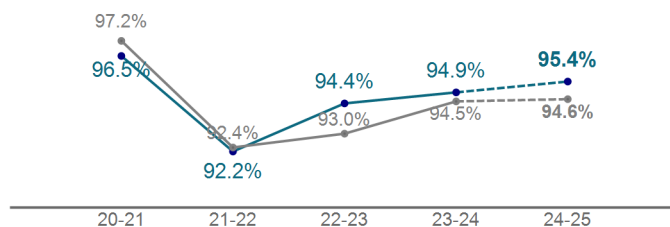
Hispanic
N = 181



Pacific Islander

Subgroup with fewer than 20 students.

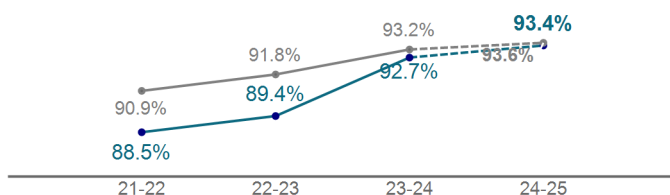
White
N = 42



Native American

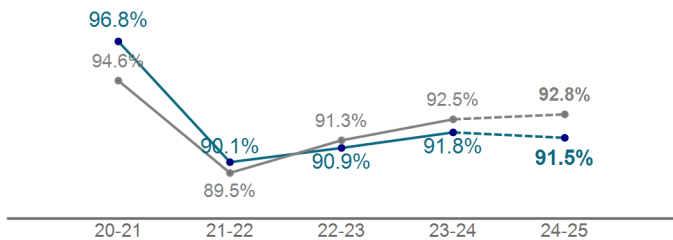
Subgroup with fewer than 20 students.

Other
N = 29

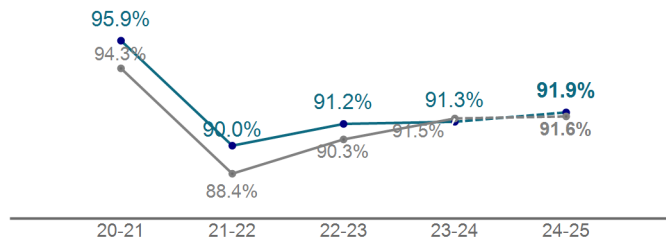


Attendance Rate

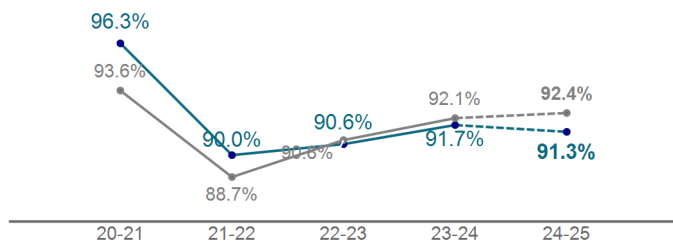
EL + RFEP
N = 58



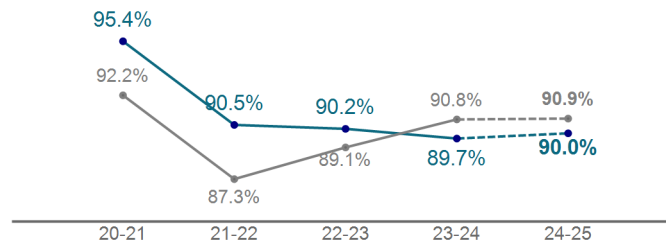
Low SES
N = 227



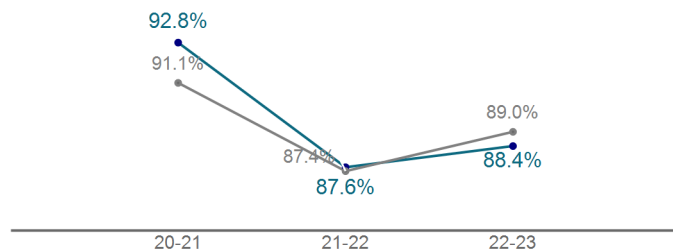
English Learner
N = 54



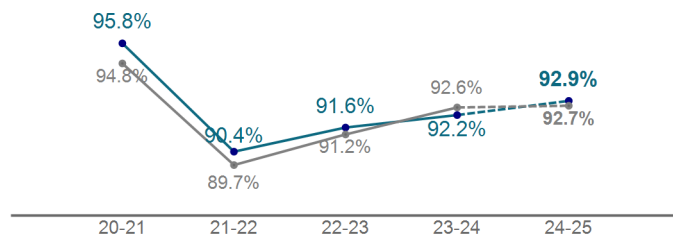
Special Education
N = 82



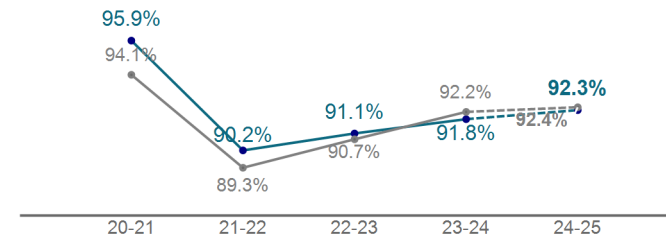
Homeless or Foster Youth



Female
N = 161



Male
N = 165



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

Chronic Absence by Attendance Bands
School Data by Subgroup
Mann 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	361	361	<div><div>62317</div><div>2232</div></div>						28.3%	32.8%	45.4%	24.7%
Grade	Gr. TK	27	<div><div>722</div><div>2622</div></div>						29.6%	73.3%	51.9%	38.0%
	Gr. K	53	<div><div>826</div><div>2325</div></div>						34.0%	28.1%	52.8%	32.3%
	Gr. 01	55	<div><div>718</div><div>2431</div></div>						25.5%	28.8%	45.5%	25.1%
	Gr. 02	63	<div><div>527</div><div>1935</div></div>						31.7%	25.0%	46.0%	24.2%
	Gr. 03	59	<div><div>314</div><div>3137</div></div>						16.9%	40.7%	32.2%	19.6%
	Gr. 04	49	<div><div>633</div><div>1631</div></div>						38.8%	33.9%	53.1%	21.8%
	Gr. 05	55	<div><div>420</div><div>1840</div></div>						23.6%	31.1%	41.8%	21.3%
Ethnicity	African American	63	<div><div>627</div><div>1919</div><div>29</div></div>						33.3%	35.4%	52.4%	32.5%
	American Indian	1	100						0.0%	100.0%	100.0%	33.3%
	Asian	15	<div><div>207</div><div>1347</div></div>						26.7%	13.3%	40.0%	14.2%
	Cambodian	18	<div><div>1117</div><div>611</div><div>56</div></div>						27.8%	20.0%	33.3%	18.1%
	Filipino	2	5050						50.0%	100.0%	100.0%	14.4%
	Hispanic	202	<div><div>628</div><div>1421</div><div>31</div></div>						33.7%	35.5%	48.0%	27.2%
	Pacific Islander	1	100						0.0%	0.0%	100.0%	37.4%
	White	47	<div><div>423</div><div>2647</div></div>						4.3%	10.9%	27.7%	11.9%
	Other	30	<div><div>20</div><div>1737</div><div>27</div></div>						20.0%	51.9%	36.7%	20.5%
Gender	Female	171	<div><div>523</div><div>1821</div><div>33</div></div>						27.5%	30.4%	45.6%	23.7%
	Male	190	<div><div>623</div><div>1623</div><div>32</div></div>						28.9%	34.8%	45.3%	25.6%

Chronic Absence by Attendance Bands
School Data by Subgroup
Mann 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	239	7	26	17	20	31	32.2%	32.7%	49.0%	29.5%
	ELL	72	8	19	15	19	38	27.8%	37.5%	43.1%	27.0%
	RFEP	4	25		25		50	25.0%	12.5%	50.0%	12.1%
	EL + RFEP	76	8	20	16	18	38	27.6%	35.0%	43.4%	24.8%
	Special Ed.	85	12	32	18	15	24	43.5%	40.6%	61.2%	31.3%
	Spec Ed. Speech/RSP	19	11		37	21	32	10.5%	23.1%	47.4%	23.3%
	Homeless/Foster	15	13	47	7	20	13	60.0%	42.1%	66.7%	39.4%
	Foster	5	40		20	20	20	40.0%	50.0%	60.0%	31.7%
	Homeless	10	20	50		20	10	70.0%	38.5%	70.0%	40.7%
	GATE/Excel	55		18	18	15	49	18.2%	20.0%	36.4%	10.1%

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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

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

The percentages may not equal 100% due to rounding.

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

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

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

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

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

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

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2023-2024

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

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

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

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

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

Chronic Absence by Attendance Bands

School Comparison by Subgroup

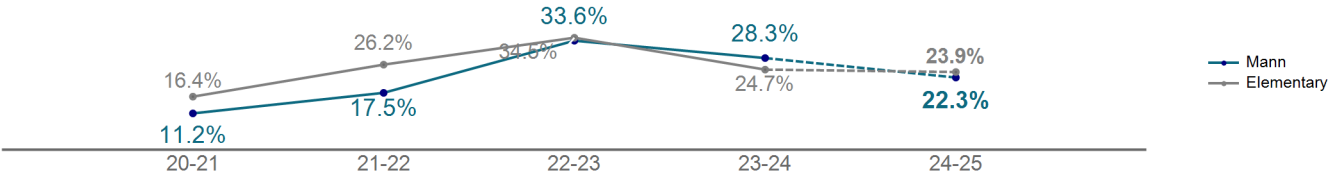
All 2023-2024

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

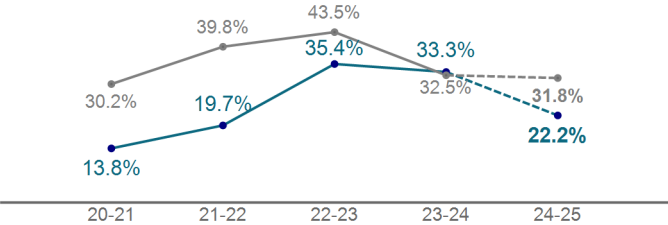
School	# Students	Percent by Category					Current Chronic Rate	22-23 Chronic Rate	Chonic + At-Risk Rate
District	65,491	8	16	15	21	40	24.6%	29.0%	39.3%

Percent of Students in the Moderately or Severely Chronic Categories

Mann
All Students
N = 328



African American
N = 54



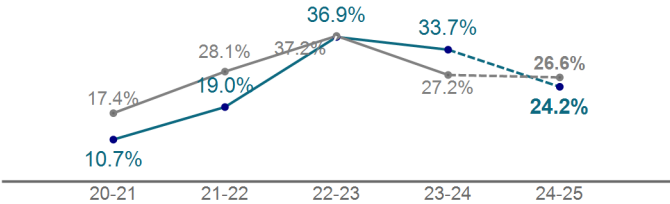
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

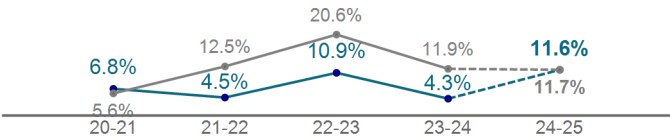
Hispanic
N = 182



Pacific Islander

Subgroup with fewer than 20 students.

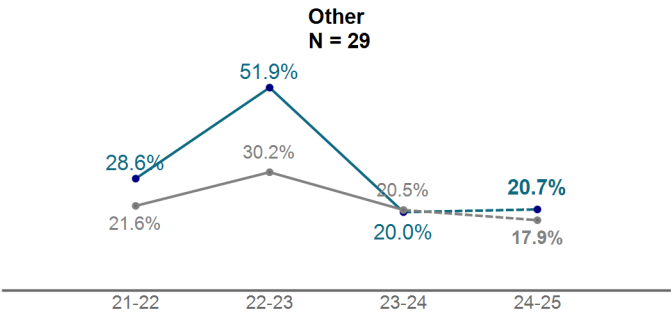
White
N = 43



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

Percent of Students in the Moderately or Severely Chronic Categories

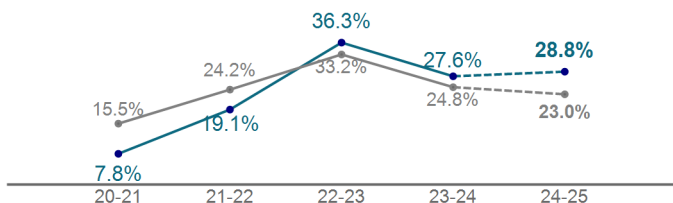
Native American
Subgroup with fewer than 20 students.



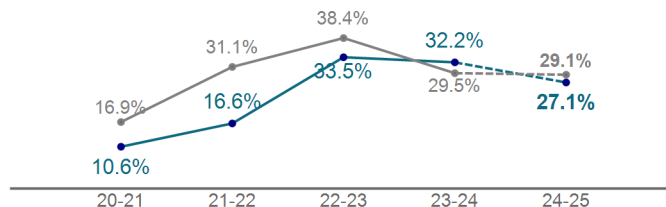
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subaroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

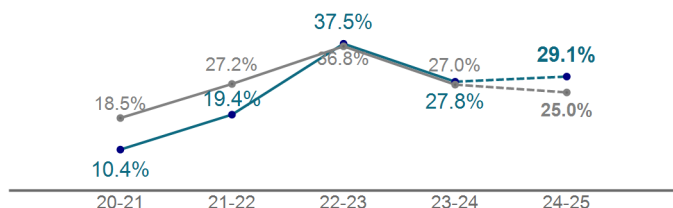
EL + RFEP
N = 59



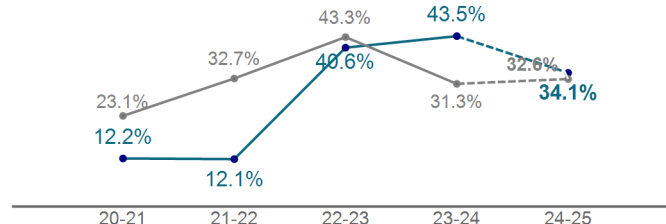
Low SES
N = 229



English Learner
N = 55



Special Education
N = 82



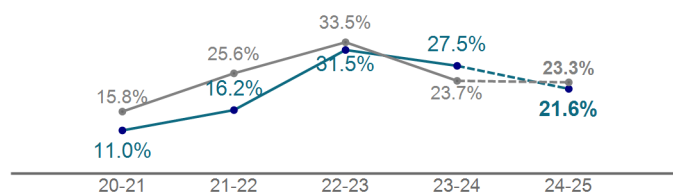
Homeless or Foster Youth

Subgroup with fewer than 20 students.

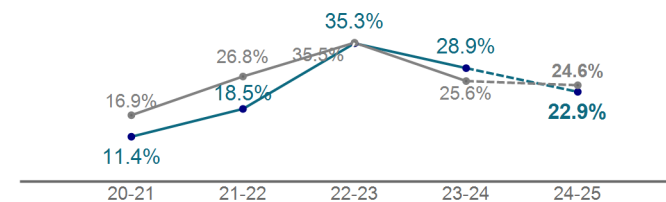
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 162



Male
N = 166



SBAC ELA 2024 :: School Data by Subgroup

Mann

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	147	147	61%	44	17	21	18	39%	↑3	<div><div></div><div></div><div></div></div>	↑6	
		All Elementary	51%	31	20	23	26	49%	↑1	<div><div></div><div></div><div></div></div>	↑4	
		District	51%	29	22	27	23	49%	↑1	<div><div></div><div></div><div></div></div>	↑2	
Grade	Gr. 03	54	59%	43	17	20	20	41%	↑7	<div><div></div><div></div><div></div></div>	-	
		All Elementary	53%	30	23	20	27	47%	↑-	<div><div></div><div></div><div></div></div>	-	
		District	52%	30	23	20	28	48%	↑-	<div><div></div><div></div><div></div></div>	-	
	Gr. 04	45	71%	56	16	13	16	29%	↓6	<div><div></div><div></div><div></div></div>	-	
		All Elementary	52%	33	19	21	27	48%	↑3	<div><div></div><div></div><div></div></div>	↑2	
		District	52%	33	19	20	28	48%	↑2	<div><div></div><div></div><div></div></div>	↑1	
	Gr. 05	48	54%	35	19	29	17	46%	↑9	<div><div></div><div></div><div></div></div>	↑11	
		All Elementary	49%	30	20	27	24	51%	↓1	<div><div></div><div></div><div></div></div>	↑6	
		District	49%	30	20	27	24	51%	↓1	<div><div></div><div></div><div></div></div>	↑5	
Ethnicity	Hispanic	83	61%	45	17	24	14	39%	↑7	<div><div></div><div></div><div></div></div>	↑6	
		All Elementary	58%	36	23	23	19	42%	↑1	<div><div></div><div></div><div></div></div>	↑5	
		District	57%	33	25	27	16	43%	↑1	<div><div></div><div></div><div></div></div>	↑2	
	African American	25	64%	56	8	24	12	36%	↑5	<div><div></div><div></div><div></div></div>	-	
		All Elementary	67%	46	21	19	14	33%	↓-	<div><div></div><div></div><div></div></div>	↑3	
		District	66%	42	24	22	12	34%	↑2	<div><div></div><div></div><div></div></div>	↑3	
	White	17*	47%	29	18	6	47	53%	↑3	<div><div></div><div></div><div></div></div>	-	
		All Elementary	24%	11	13	25	51	76%	↑1	<div><div></div><div></div><div></div></div>	↑2	
		District	26%	12	14	30	44	74%	↑-	<div><div></div><div></div><div></div></div>	↓-	
	Other	11*	64%	18	45	18	18	36%	↓14	<div><div></div><div></div><div></div></div>	-	
		All Elementary	32%	18	13	22	46	68%	↓2	<div><div></div><div></div><div></div></div>	↑1	
		District	32%	16	15	28	41	68%	↑1	<div><div></div><div></div><div></div></div>	↑-	

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SBAC ELA 2024 :: School Data by Subgroup

Mann

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	Asian	9*	67%	56		11	22	11	33%	↓29	<div><div></div><div></div><div></div></div>	-
		All Elementary	35%	17	18	23	42		65%	↑3	<div><div></div><div></div><div></div></div>	↑6
		District	32%	15	18	29	38		68%	↑2	<div><div></div><div></div><div></div></div>	↑4
	Cambodian	9*	56%	44		11	33	11	44%	↓13	<div><div></div><div></div><div></div></div>	-
		All Elementary	39%	19	20	24	37		61%	↑1	<div><div></div><div></div><div></div></div>	↑5
		District	37%	18	20	30	33		63%	↑2	<div><div></div><div></div><div></div></div>	↑3
	American Indian	1*	100%	100				0%		-		-
		All Elementary	55%	41	14	41	5		45%	↓18	<div><div></div><div></div><div></div></div>	↓6
		District	46%	31	15	44	10		54%	↓5	<div><div></div><div></div><div></div></div>	↓5
	Pacific Islander	1*	100%	100				0%		-	<div><div></div></div>	-
		All Elementary	66%	37	29	25	9		34%	↑3	<div><div></div><div></div><div></div></div>	↓2
		District	57%	28	29	31	11		43%	↑5	<div><div></div><div></div><div></div></div>	↑2
Gender	Female	67	57%	34	22	16	27	43%	↑4	<div><div></div><div></div><div></div></div>	↑2	
		All Elementary	48%	27	20	24	28		52%	↑1	<div><div></div><div></div><div></div></div>	↑4
		District	46%	24	22	29	25		54%	↑2	<div><div></div><div></div><div></div></div>	↑3
	Male	80	65%	53	13	25	10	35%	↑3	<div><div></div><div></div><div></div></div>	↑9	
		All Elementary	55%	35	20	21	24		45%	↑-	<div><div></div><div></div><div></div></div>	↑4
		District	55%	33	22	25	20		45%	↑1	<div><div></div><div></div><div></div></div>	↑1
	Nonbinary	All Elementary*	100%	100				0%		↓50	<div><div></div><div></div></div>	-
		District	46%	24	22	34	20		54%	↓6	<div><div></div><div></div><div></div></div>	↑3
Special Populations	EL + RFEP	36	81%	67		14	14	6	19%	↓1	<div><div></div><div></div><div></div></div>	-
		All Elementary	67%	44	23	20	13		33%	↑-	<div><div></div><div></div><div></div></div>	↑5
		District	63%	38	25	25	12		37%	↑1	<div><div></div><div></div><div></div></div>	↑3
	ELL	33	85%	70		15	12	3	15%	↑8	<div><div></div><div></div><div></div></div>	↑5

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SBAC ELA 2024 :: School Data by Subgroup

Mann

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	3*	33%	33		33	33	67%	↓33		-
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	1*	0%			100	100%		↑75		-
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	41	24%	17	7	29	46	76%	↓3		↑3
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	6*	83%	67	17	17		17%	↓15		-
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	7*	71%	57	14	14	14	29%	↓1		-
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
		District	70%	46	24	21	9	30%	↓5		↑1
	Low SES	102	70%	52	18	21	10	30%	↓5		↑8
		All Elementary	61%	38	23	22	18	39%	↓1		↑4
		District	60%	35	25	25	15	40%	↓1		↑2
	Special Ed.	34	100%	82	18			0%	↓6		↓5
		All Elementary	82%	64	17	11	8	18%	↓-		↑3
		District	83%	64	19	11	6	17%	↑-		↑2
	Spec Ed. Speech/RSP	15*	100%	60	40			0%	↓13		-

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SBAC ELA 2024 :: School Data by Subgroup

Mann

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

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Report Name:SBAC - Achievement_Report - ARC Report #1006

























SBAC Math 2024 :: School Data by Subgroup
Mann

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	148	148	61%	34	27	26	12	39%	↑-	<div><div></div><div></div><div></div></div>	↑2	
		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	54	59%	30	30	30	11	41%	↑7	<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	45	67%	36	31	20	13	33%	↓1	<div><div></div><div></div><div></div></div>	↑2	
		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	49	59%	39	20	29	12	41%	↓4	<div><div></div><div></div><div></div></div>	↑2	
		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	84	60%	36	24	30	11	40%	↑6	<div><div></div><div></div><div></div></div>	↑8	
		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	25	80%	36	44	20		20%	↓18	<div><div></div><div></div><div></div></div>	-	
		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	
	White	17*	41%	24	18	29	29	59%	↓2	<div><div></div><div></div><div></div></div>	-	
		All Elementary	27%	10	17	28	44	73%	↑4	<div><div></div><div></div><div></div></div>	↓3	
		District	38%	17	21	25	37	62%	↓-	<div><div></div><div></div><div></div></div>	↓4	
	Other	11*	45%	27	18	18	36	55%	↑5	<div><div></div><div></div><div></div></div>	-	
		All Elementary	37%	18	19	25	38	63%	↑2	<div><div></div><div></div><div></div></div>	↓2	
		District	43%	22	21	23	34	57%	↑2	<div><div></div><div></div><div></div></div>	↓2	

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SBAC Math 2024 :: School Data by Subgroup

Mann

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	Asian	9*	78%	33	44	22	22%		↓15		-
		All Elementary	38%	16	22	24	38	62%	↑7		↑4
		District	45%	24	22	21	33	55%	↑3		↓2
	Cambodian	9*	44%	22	22	22	33	56%	↓2		-
		All Elementary	43%	19	25	25	32	57%	↑7		↑4
		District	50%	26	24	23	28	50%	↑5		↓2
	Pacific Islander	1*	100%	100			0%		-		-
		All Elementary	64%	30	34	26	10	36%	↑9		↓6
		District	70%	43	28	21	9	30%	↑5		↓2
	American Indian	1*	100%	100			0%		-		-
		All Elementary	73%	41	32	18	9	27%	↓9		↓6
		District	69%	41	29	20	10	31%	↑3		↓3
Gender	Female	67	61%	31	30	25	13	39%	↓1		-
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	81	62%	37	25	27	11	38%	↑2		↑4
		All Elementary	54%	29	25	23	23	46%	↑4		↓1
		District	62%	38	24	19	19	38%	↑2		↓2
	Nonbinary	All Elementary*	100%	100			0%		↓25		-
		District	76%	40	36	14	10	24%	↓14		↑3
Special Populations	EL + RFEP	37	70%	57	14	22	8	30%	↑8		↑12
		All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	34	74%	59	15	21	6	26%	↑10		↑14

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SBAC Math 2024 :: School Data by Subgroup

Mann

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	3*	33%	33		33	33	67%	↑7		-
		All Elementary	32%	8	24	35	33	68%	↑11		↓-
		District	64%	35	29	21	15	36%	↑2		↓4
	Foster	1*	0%			100	100%	100%	↑50		-
		All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	GATE/Excel	41	32%	12	20	39	29	68%	↓8		↓17
		All Elementary	10%		1	9	29	61	90%	↑6	↓4
		District	21%	6	16	28	51	79%	↑5		↓4
	Homeless	6*	83%	83		17		17%	↑4		-
		All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
	Homeless/Foster	7*	71%	71		29		29%	↑9		-
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
		District	82%	57	25	11	7	18%	↓4		↓2
	Low SES	102	67%	40	26	26	7	33%	↓5		-
		All Elementary	65%	36	29	21	13	35%	↑2		↓1
		District	72%	45	27	17	11	28%	↑-		↓2
	Special Ed.	34	100%	88	12			0%	-		-
		All Elementary	80%	58	22	12	9	20%	↑2		↑-
		District	86%	70	17	8	6	14%	↑1		↓-
	Spec Ed. Speech/RSP	15*	100%	73	27			0%	-		-

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SBAC Math 2024 :: School Data by Subgroup

Mann

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.






















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Report Name:SBAC - Achievement_Report - ARC Report #1006

SBAC Science 2024 :: School Data by Subgroup

Mann

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	49	49	78%	39	39	22		22%	↑2		-	
		All Elementary	70%	17	53	20	10	30%	↓-		-	
		District	73%	17	57	19	7	27%	↑1		-	
Grade	Gr. 05	49	78%	39	39	22		22%	↑2		-	
		All Elementary	70%	17	53	20	10	30%	↓-		-	
		District	69%	17	52	21	10	31%	↑1		-	
Ethnicity	Hispanic	28	82%	39	43	18		18%	↑3		-	
		All Elementary	77%	19	58	17	6	23%	↓1		-	
		District	80%	20	60	16	4	20%	↑1		-	
	African American	11*	64%	55	9	36		36%	↑18		-	
		All Elementary	81%	26	55	16	3	19%	↓-		-	
		District	86%	24	62	12	2	14%	↑1		-	
	Cambodian	4*	75%	75	25			25%	↓25		-	
		All Elementary	60%	5	55	27	13	40%	↑1		-	
		District	63%	8	55	26	11	37%	↑3		-	
	Other	4*	75%	25	50	25		25%	-		-	
		All Elementary	50%	10	41	30	20	50%	↑1		-	
		District	56%	10	46	28	16	44%	↑1		-	
	Asian	3*	67%	67	33			33%	↓67		-	
		All Elementary	51%	6	44	27	22	49%	↑6		-	
		District	55%	7	48	30	15	45%	↑2		-	
	White	2*	100%	100	0%			0%	↓38		-	
		All Elementary	41%	5	36	32	26	59%	↑-		-	
		District	50%	6	44	30	19	50%	↑1		-	

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SBAC Science 2024 :: School Data by Subgroup

Mann

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	American Indian	1*	100%				100	0%			-		-
		All Elementary*	89%	33	56	11	11%			↓49		-	
		District	81%	23	58	15	4	19%			↓8		-
Gender	Female	20	80%	25	55	20	20%			↑7		-	
		All Elementary	70%	16	55	20	10	30%			↑1		-
		District	73%	15	58	20	7	27%			↑1		-
	Male	29	76%	48	28	24	24%			↓-		-	
		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	14*	100%	50	50	0%			↓13		-		
		All Elementary	84%	25	58	12	4	16%			↓2		-
		District	84%	22	62	13	3	16%			↓-		-
	ELL	12*	100%	58	42	0%			-		-		
		All Elementary	97%	35	62	3	3%			↑-		-	
		District	98%	40	58	2	2%			↑-		-	
	RFEP	2*	100%	100	0%			↓100		-			
		All Elementary	55%	3	51	32	13	45%	↑7		-		
		District	76%	12	64	20	5	24%	↓-		-		
	Foster	1*	0%				100	100%	↑100		-		
		All Elementary	84%	39	45	13	3	16%	↓3		-		
		District	89%	32	57	8	2	11%	↓1		-		
	GATE/Excel	14*	50%	7	43	50	50%			↑8		-	
		All Elementary	21%	20	40	39	79%	↑11		-			

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SBAC Science 2024 :: School Data by Subgroup

Mann

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	GATE/Excel	District	35%	3	33	39	25	65%	↑8	<div><div></div></div>	-
	Homeless	1*	100%	100				0%	↓50	<div><div></div></div>	-
		All Elementary	85%	30	56	13	2	15%	↓2	<div><div></div></div>	-
		District	86%	28	59	12	1	14%	↑-	<div><div></div></div>	-
	Homeless/Foster	2*	50%	50		50		50%	↑7	<div><div></div></div>	-
		All Elementary	85%	30	54	13	2	15%	↓2	<div><div></div></div>	-
		District	87%	28	59	12	1	13%	↓-	<div><div></div></div>	-
	Low SES	34	79%	47	32	21		21%	↑-	<div><div></div></div>	-
		All Elementary	79%	20	58	16	6	21%	↓2	<div><div></div></div>	-
		District	82%	20	61	15	4	18%	↓1	<div><div></div></div>	-
	Special Ed.	9*	100%	89	11			0%	-	<div><div></div></div>	-
		All Elementary	89%	44	45	8	3	11%	↓-	<div><div></div></div>	-
		District	92%	41	51	6	2	8%	↑1	<div><div></div></div>	-
	Spec Ed. Speech/RSP	3*	100%	100				0%	-	<div><div></div></div>	-
		All Elementary	86%	35	51	10	4	14%	↓-	<div><div></div></div>	-
		District	89%	34	55	8	3	11%	↑1	<div><div></div></div>	-

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

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

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Mann

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
All Students	92		92	29	<div><div></div><div>38</div><div>16</div><div>24</div><div>22</div></div>			
		All ES	44	<div><div></div><div>25</div><div>22</div><div>25</div><div>29</div></div>				
		District	30	<div><div></div><div>33</div><div>15</div><div>16</div><div>36</div></div>				
Grade	Gr. 04 (Minimum Growth Target: 44)		45	19	<div><div></div><div>49</div><div>16</div><div>18</div><div>18</div></div>			
		All ES	43	<div><div></div><div>25</div><div>24</div><div>27</div><div>24</div></div>				
		District	42	<div><div></div><div>26</div><div>24</div><div>27</div><div>24</div></div>				
	Gr. 05 (Minimum Growth Target: 35)		47	38	<div><div></div><div>28</div><div>17</div><div>30</div><div>26</div></div>			
		All ES	44	<div><div></div><div>24</div><div>19</div><div>23</div><div>34</div></div>				
		District	42	<div><div></div><div>25</div><div>20</div><div>22</div><div>33</div></div>				
E L A Ethnicity	Hispanic		55	24	<div><div></div><div>40</div><div>15</div><div>25</div><div>20</div></div>			
		All ES	44	<div><div></div><div>25</div><div>22</div><div>24</div><div>29</div></div>				
		District	29	<div><div></div><div>34</div><div>15</div><div>16</div><div>36</div></div>				
	African American		17^	-	<div><div></div><div>18</div><div>35</div><div>18</div><div>29</div></div>			
		All ES	42	<div><div></div><div>25</div><div>21</div><div>23</div><div>31</div></div>				
		District	28	<div><div></div><div>34</div><div>15</div><div>15</div><div>37</div></div>				
	White		10^	-	<div><div></div><div>60</div><div>20</div><div>20</div></div>			
		All ES	41	<div><div></div><div>26</div><div>22</div><div>26</div><div>27</div></div>				
		District	28	<div><div></div><div>33</div><div>15</div><div>18</div><div>34</div></div>				
	Other		5^	-	<div><div></div><div>40</div><div>20</div><div>40</div><div>0</div></div>			
		All ES	45	<div><div></div><div>22</div><div>21</div><div>29</div><div>28</div></div>				
		District	32	<div><div></div><div>30</div><div>16</div><div>19</div><div>35</div></div>				

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Mann

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Asian	4^	-	<div><div></div><div>50</div><div>25</div><div>25</div></div>			
		All ES	52	<div><div></div><div>23</div><div>20</div><div>23</div><div>34</div></div>			
		District	35	<div><div></div><div>31</div><div>14</div><div>15</div><div>40</div></div>			
	Cambodian	4^	-	<div><div></div><div>50</div><div>50</div><div>0</div></div>			
		All ES	53	<div><div></div><div>20</div><div>22</div><div>25</div><div>34</div></div>			
		District	34	<div><div></div><div>30</div><div>16</div><div>16</div><div>38</div></div>			
	American Indian	1^	-	<div><div></div><div></div><div></div><div>100</div></div>			
		All ES^	32	<div><div></div><div>29</div><div>35</div><div>18</div><div>18</div></div>			
		District	26	<div><div></div><div>32</div><div>21</div><div>13</div><div>34</div></div>			
Gender	Female	44	44	<div><div></div><div>32</div><div>14</div><div>27</div><div>27</div></div>			
		All ES	45	<div><div></div><div>24</div><div>22</div><div>25</div><div>29</div></div>			
		District	32	<div><div></div><div>31</div><div>15</div><div>17</div><div>36</div></div>			
	Male	48	14	<div><div></div><div>44</div><div>19</div><div>21</div><div>17</div></div>			
		All ES	43	<div><div></div><div>25</div><div>21</div><div>24</div><div>29</div></div>			
		District	27	<div><div></div><div>35</div><div>15</div><div>15</div><div>35</div></div>			
	Nonbinary	All ES^	-23	<div><div></div><div>100</div><div>0</div></div>			
		District	5	<div><div></div><div>53</div><div>6</div><div>12</div><div>29</div></div>			
Special Populations	EL + RFEP	25	14	<div><div></div><div>48</div><div>8</div><div>28</div><div>16</div></div>			
		All ES	43	<div><div></div><div>25</div><div>22</div><div>23</div><div>30</div></div>			
		District	29	<div><div></div><div>34</div><div>14</div><div>14</div><div>38</div></div>			
	ELL	22	14	<div><div></div><div>50</div><div>9</div><div>23</div><div>18</div></div>			

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Mann

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELL Special Populations	ELL	All ES	43	<div><div>25</div><div>22</div><div>23</div><div>30</div></div>			
		District	33	<div><div>32</div><div>17</div><div>16</div><div>35</div></div>			
	RFEP	3^	-	<div><div>33</div><div>67</div><div>0</div></div>			
		All ES	44	<div><div>25</div><div>24</div><div>22</div><div>29</div></div>			
	District	26	<div><div>35</div><div>12</div><div>13</div><div>40</div></div>				
	Foster	1^	-	<div><div>100</div><div>0</div></div>			
		All ES	32	<div><div>32</div><div>31</div><div>15</div><div>22</div></div>			
		District	9	<div><div>40</div><div>19</div><div>13</div><div>28</div></div>			
	GATE/Excel	32	28	<div><div>44</div><div>6</div><div>34</div><div>16</div></div>			
		All ES	41	<div><div>26</div><div>21</div><div>28</div><div>25</div></div>			
		District	31	<div><div>31</div><div>16</div><div>18</div><div>35</div></div>			
	Homeless	3^	-	<div><div>33</div><div>33</div><div>33</div></div>			
		All ES	47	<div><div>25</div><div>20</div><div>21</div><div>33</div></div>			
		District	27	<div><div>35</div><div>14</div><div>14</div><div>37</div></div>			
	Homeless/Foster	4^	-	<div><div>25</div><div>50</div><div>25</div></div>			
		All ES	45	<div><div>26</div><div>22</div><div>20</div><div>32</div></div>			
		District	25	<div><div>35</div><div>15</div><div>14</div><div>36</div></div>			
	Low SES	68	24	<div><div>40</div><div>16</div><div>24</div><div>21</div></div>			
		All ES	44	<div><div>25</div><div>22</div><div>24</div><div>30</div></div>			
		District	29	<div><div>33</div><div>15</div><div>16</div><div>35</div></div>			
	Special Ed.	21	6	<div><div>48</div><div>19</div><div>10</div><div>24</div></div>			

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

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Mann

3/26/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
					Growth Target				
			N		Declined	Below Target	Above Target	Accelerated*	
ELA	Special Populations	Special Ed.	All ES	38		30	18	21	30
			District	28		35	15	15	35
		Spec Ed. Speech/RSP	8^	-		38	25		38
			All ES	43		28	19	20	32
			District	31		34	15	15	36

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Mann

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
All Students	91		91	40		26	30	24	20
		All ES	39		22	28	29	21	
		District	22		35	19	19	27	
Grade	Gr. 04 (Minimum Growth Target: 42)		45	56		16	33	36	16
		All ES	48		17	28	32	23	
		District	47		17	29	32	23	
	Gr. 05 (Minimum Growth Target: 39)		46	24		37	26	13	24
		All ES	31		28	28	25	19	
		District	30		29	28	25	18	
Math Ethnicity	Hispanic		54	50		22	26	26	26
		All ES	38		23	28	28	20	
		District	20		36	20	18	26	
	African American		17^	-		41	29	12	18
		All ES	38		25	26	26	23	
		District	18		38	18	17	26	
	White		10^	-		50	20	30	0
		All ES	43		20	28	33	20	
		District	27		31	20	21	28	
	Other		5^	-			60	20	20
		All ES	40		22	27	29	22	
		District	27		32	18	20	30	

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Mann

3/26/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math	Ethnicity	Asian	4^	-		50	50	0
			All ES	46	18	25	31	25
			District	25	32	18	21	28
		Cambodian	4^	-		75		25 0
			All ES	42	20	27	30	24
			District	24	33	19	21	27
		American Indian	1^	-		100		0
			All ES^	32	29	29	29	12
			District	24	35	16	30	19
	Gender	Female	43	43	30	30	14	26
			All ES	38	23	28	29	20
			District	21	35	19	19	26
		Male	48	37	23	29	33	15
			All ES	40	22	28	28	22
			District	23	34	19	19	28
		Nonbinary	All ES^	30		100		0
			District	11	45	15	6	33
	Special Populations	EL + RFEP	25	60	16	28	36	20
			All ES	40	21	29	27	22
			District	20	37	19	16	27
		ELL	22	63	14	27	41	18

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

^Not currently a significant subgroup.

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup Mann

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			N		Growth Target				
					Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	ELL	All ES	40			23	27	26	23
		District	24			34	20	18	27
	RFEP	3^	-			33	33		33
		All ES	40			18	33	30	20
		District	15			40	18	15	28
	Foster	1^	-					100	0
		All ES	32			31	21	21	28
		District	11			39	20	14	27
	GATE/Excel	32	10			50	25	19	6
		All ES	41			19	30	32	19
		District	28			29	21	22	29
	Homeless	3^	-			67		33	
		All ES	42			22	30	26	23
		District	20			37	19	17	27
	Homeless/Foster	4^	-			50	25	25	
		All ES	41			23	29	25	23
		District	19			37	19	16	27
	Low SES	67	40			27	31	24	18
		All ES	39			23	28	28	21
		District	21			36	19	18	27
	Special Ed.	21	27			19	43	29	10

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

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Mann

3/26/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
					Growth Target				
			N		Declined	Below Target	Above Target	Accelerated*	
Math	Special Populations	Special Ed.	All ES	39	<div><div>26</div><div>25</div><div>23</div><div>27</div></div>				
			District	20	<div><div>38</div><div>18</div><div>17</div><div>28</div></div>				
		Spec Ed. Speech/RSP	8^	-	<div><div>25</div><div>38</div><div>25</div><div>13</div></div>				
			All ES	40	<div><div>25</div><div>26</div><div>24</div><div>26</div></div>				
			District	20	<div><div>37</div><div>18</div><div>17</div><div>28</div></div>				

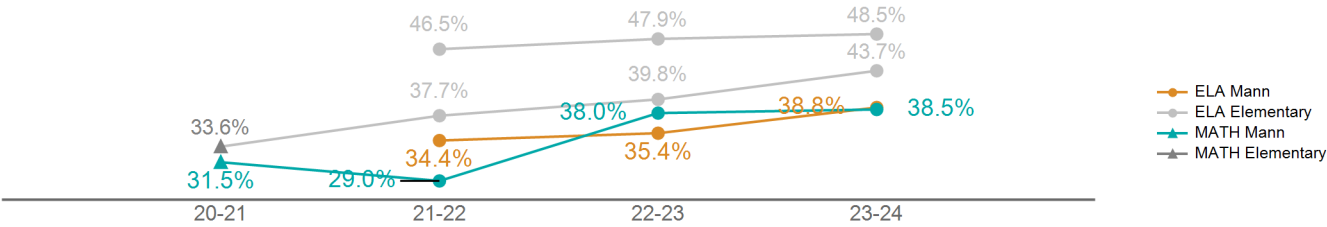
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

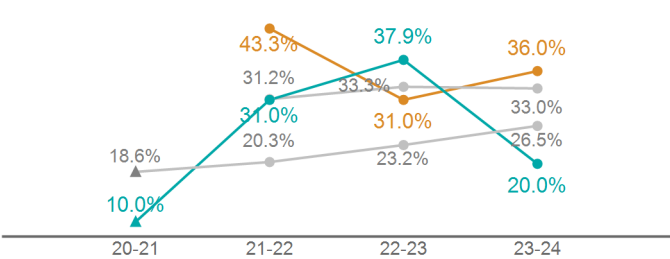
*Accelerated Growth = At least double the minimum growth target for the grade level.

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

Mann
All Students
N = 148



African American
N = 25



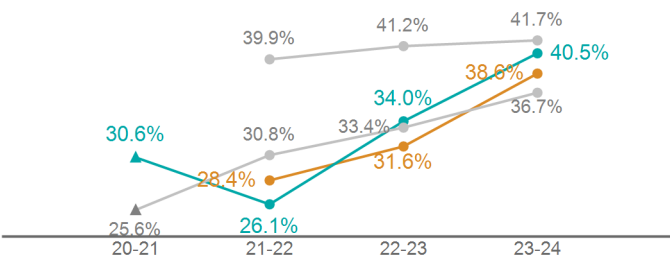
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

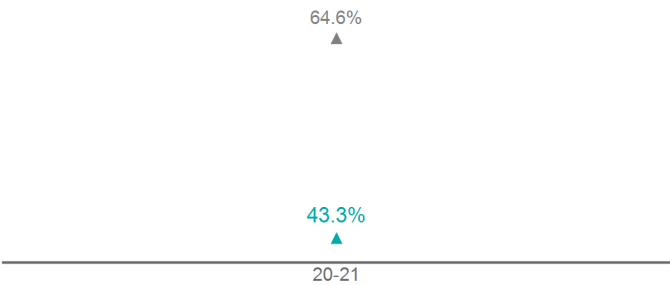
Hispanic
N = 84



Pacific Islander

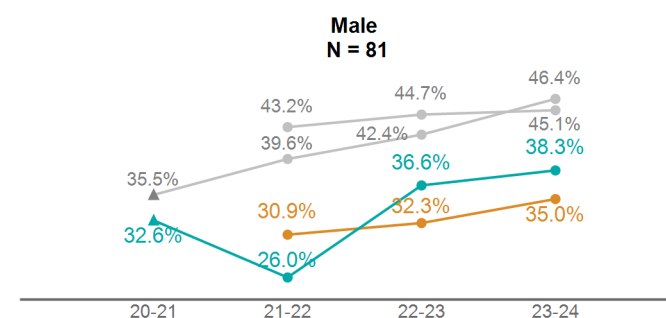
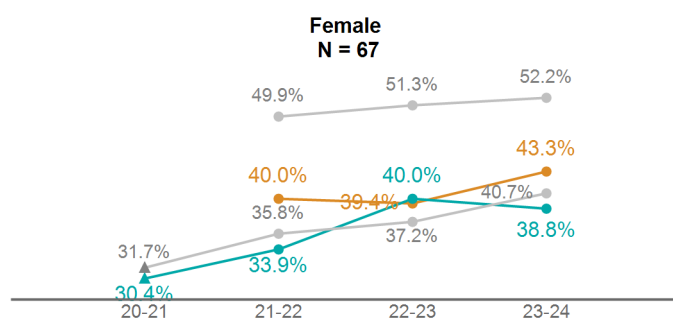
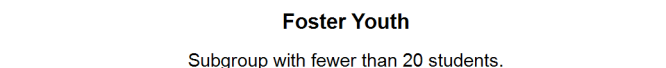
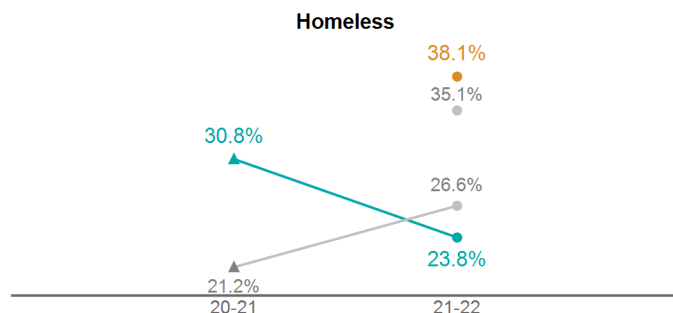
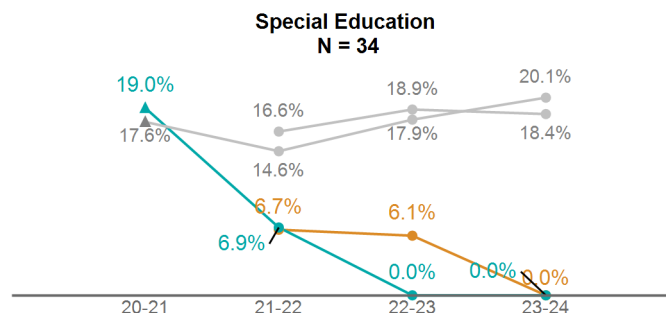
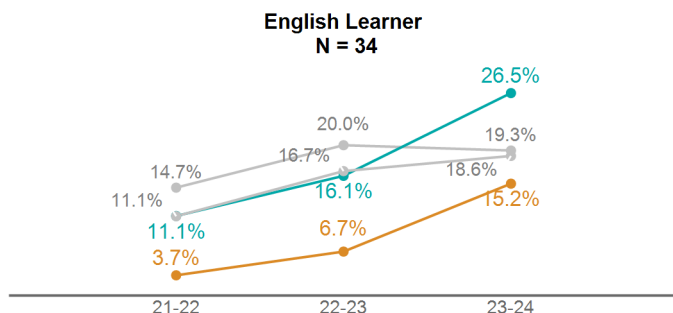
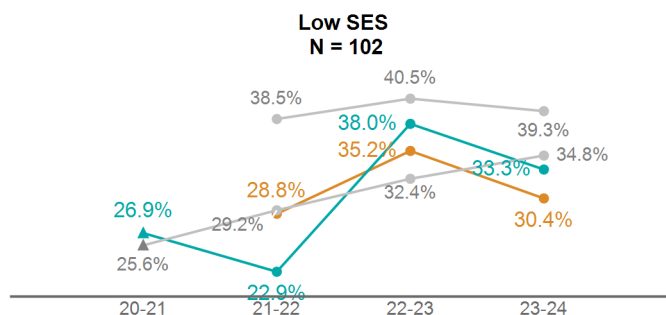
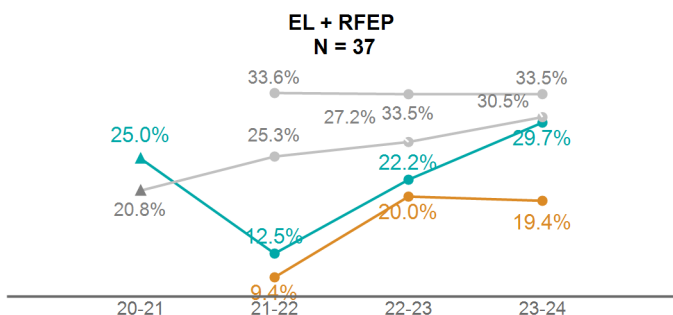
Subgroup with fewer than 20 students.

White



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

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



SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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	<div><div></div><div></div><div></div></div>	↑4
Addams	377	69%	46	23	18	13	31%	↓5	<div><div></div><div></div><div></div></div>	↑8
Alvarado	161	36%	14	22	29	35	64%	↑7	<div><div></div><div></div><div></div></div>	↑17
Barton	201	72%	47	25	16	11	28%	↑5	<div><div></div><div></div><div></div></div>	↑3
Birney	250	59%	39	20	20	22	41%	↓7	<div><div></div><div></div><div></div></div>	↓1
Bixby	253	36%	15	20	22	42	64%	↓1	<div><div></div><div></div><div></div></div>	↑10
Bryant	154	53%	34	19	29	19	47%	↑4	<div><div></div><div></div><div></div></div>	↑9
Burbank	269	52%	30	22	29	18	48%	↑10	<div><div></div><div></div><div></div></div>	↑11
Burcham	165	39%	19	19	21	40	61%	↓11	<div><div></div><div></div><div></div></div>	↓3
Carver	239	32%	13	19	25	43	68%	↓3	<div><div></div><div></div><div></div></div>	↑2
Chavez	141	67%	46	21	20	13	33%	↑1	<div><div></div><div></div><div></div></div>	↑5
Cleveland	202	19%	6	12	32	49	81%	↑4	<div><div></div><div></div><div></div></div>	↓4
Dooley	366	57%	35	22	27	15	43%	↑1	<div><div></div><div></div><div></div></div>	↑2
Edison	210	76%	56	20	18	6	24%	↓11	<div><div></div><div></div><div></div></div>	↑4
Emerson	160	26%	12	14	23	52	74%	↑3	<div><div></div><div></div><div></div></div>	↑5
Fremont	216	19%	8	11	28	53	81%	↑-	<div><div></div><div></div><div></div></div>	↑2
Gant	294	19%	3	16	26	55	81%	↑2	<div><div></div><div></div><div></div></div>	↑5
Garfield	269	62%	39	23	17	21	38%	↓6	<div><div></div><div></div><div></div></div>	↓2
Gompers	179	51%	33	18	24	25	49%	↓11	<div><div></div><div></div><div></div></div>	-
Grant	432	68%	42	26	21	12	32%	↓5	<div><div></div><div></div><div></div></div>	↓1
Harte	351	60%	37	23	23	17	40%	↑4	<div><div></div><div></div><div></div></div>	↑6
Henry	379	31%	14	17	30	39	69%	↑3	<div><div></div><div></div><div></div></div>	↑8
Herrera	335	67%	39	27	21	13	33%	↓7	<div><div></div><div></div><div></div></div>	↑7
Holmes	172	36%	21	15	23	41	64%	↑6	<div><div></div><div></div><div></div></div>	↑4

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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	71%	53	18	12	17	29%	↓8	<div><div></div><div></div><div></div></div>	↓3
Kettering	136	30%	13	18	26	43	70%	↓-	<div><div></div><div></div><div></div></div>	↓1
King	276	70%	50	20	17	13	30%	↓3	<div><div></div><div></div><div></div></div>	↑4
Lafayette	411	62%	38	24	22	16	38%	↑3	<div><div></div><div></div><div></div></div>	↑4
Lincoln	406	58%	36	22	23	19	42%	↑2	<div><div></div><div></div><div></div></div>	↑6
Longfellow	450	37%	19	19	22	41	63%	↑2	<div><div></div><div></div><div></div></div>	↑6
Los Cerritos	226	37%	20	17	24	39	63%	↓9	<div><div></div><div></div><div></div></div>	↓4
Lowell	257	19%	12	6	27	54	81%	↑6	<div><div></div><div></div><div></div></div>	↑7
Macarthur	144	40%	19	21	26	34	60%	↓-	<div><div></div><div></div><div></div></div>	↓5
Madison	174	44%	21	24	26	30	56%	↓1	<div><div></div><div></div><div></div></div>	↓4
Mann	147	61%	44	17	21	18	39%	↑3	<div><div></div><div></div><div></div></div>	↑6
McKinley	238	61%	34	27	24	16	39%	↑2	<div><div></div><div></div><div></div></div>	↑9
Naples	138	16%	7	9	25	59	84%	↓2	<div><div></div><div></div><div></div></div>	↑3
Oropeza	250	58%	42	16	18	23	42%	↑9	<div><div></div><div></div><div></div></div>	↑6
Prisk	239	23%	8	14	22	56	77%	↓1	<div><div></div><div></div><div></div></div>	↑2
Riley	159	39%	20	19	28	33	61%	↑16	<div><div></div><div></div><div></div></div>	↑11
Roosevelt	434	68%	42	26	21	11	32%	↑2	<div><div></div><div></div><div></div></div>	↑7
Signal Hill	319	47%	28	19	25	29	53%	↑1	<div><div></div><div></div><div></div></div>	↑8
Smith	328	69%	47	22	20	11	31%	↓4	<div><div></div><div></div><div></div></div>	↑2
Stevenson	243	62%	38	24	21	17	38%	↑6	<div><div></div><div></div><div></div></div>	↑4
Twain	192	48%	25	23	26	27	52%	↓4	<div><div></div><div></div><div></div></div>	↓2
Webster	197	69%	46	23	17	14	31%	↑2	<div><div></div><div></div><div></div></div>	↑1
Whittier	281	75%	57	18	17	8	25%	↑2	<div><div></div><div></div><div></div></div>	↑6
Willard	253	66%	39	27	19	14	34%	↑1	<div><div></div><div></div><div></div></div>	↓2

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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	<div><div></div><div></div><div></div></div>	↓1
Addams	377	71%	42	29	18	11	29%	↓1	<div><div></div><div></div><div></div></div>	↓4
Alvarado	161	48%	18	30	25	26	52%	↑8	<div><div></div><div></div><div></div></div>	↑11
Barton	204	76%	50	26	13	10	24%	↑7	<div><div></div><div></div><div></div></div>	↑1
Birney	254	60%	35	26	23	17	40%	↓1	<div><div></div><div></div><div></div></div>	↓5
Bixby	253	45%	20	25	25	30	55%	↑3	<div><div></div><div></div><div></div></div>	↓3
Bryant	156	65%	35	30	19	17	35%	↓3	<div><div></div><div></div><div></div></div>	↓6
Burbank	275	68%	42	26	22	10	32%	↑2	<div><div></div><div></div><div></div></div>	↑4
Burcham	165	39%	13	27	28	32	61%	↓2	<div><div></div><div></div><div></div></div>	↓6
Carver	241	30%	15	15	30	39	70%	↑2	<div><div></div><div></div><div></div></div>	↓5
Chavez	142	79%	48	31	15	6	21%	↑6	<div><div></div><div></div><div></div></div>	↓1
Cleveland	202	19%	5	14	33	48	81%	↑13	<div><div></div><div></div><div></div></div>	↑4
Dooley	371	67%	39	28	21	12	33%	↑2	<div><div></div><div></div><div></div></div>	↓5
Edison	212	78%	54	24	17	5	22%	↓2	<div><div></div><div></div><div></div></div>	↓6
Emerson	160	33%	13	20	33	35	68%	↑4	<div><div></div><div></div><div></div></div>	↓14
Fremont	218	26%	8	17	35	39	74%	↑7	<div><div></div><div></div><div></div></div>	↓2
Gant	294	19%	5	14	31	51	81%	↑5	<div><div></div><div></div><div></div></div>	↑1
Garfield	266	61%	31	30	25	14	39%	↑8	<div><div></div><div></div><div></div></div>	↑6
Gompers	179	63%	32	31	25	12	37%	↓11	<div><div></div><div></div><div></div></div>	↓8
Grant	436	72%	37	35	18	10	28%	↑1	<div><div></div><div></div><div></div></div>	↓3
Harte	357	66%	38	27	24	10	34%	↑9	<div><div></div><div></div><div></div></div>	↑-
Henry	379	38%	12	26	32	30	62%	↑5	<div><div></div><div></div><div></div></div>	↓7
Herrera	339	72%	39	33	20	8	28%	↑-	<div><div></div><div></div><div></div></div>	↑8
Holmes	172	47%	21	26	26	28	53%	↑8	<div><div></div><div></div><div></div></div>	↑1

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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

3/26/25

























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%		↓-	<div><div></div></div>	-
Addams	127	81%	19	62	15	4	19%		↓5	<div><div></div></div>	-
Alvarado	56	61%	5	55	30	9	39%		↑5	<div><div></div></div>	-
Barton	75	92%	36	56	5	3	8%		↓5	<div><div></div></div>	-
Birney	104	77%	22	55	15	8	23%		↓7	<div><div></div></div>	-
Bixby	77	57%	6	51	30	13	43%		↑4	<div><div></div></div>	-
Bryant	55	76%	22	55	18	5	24%		↓11	<div><div></div></div>	-
Burbank	102	70%	15	55	24	7	30%		↑5	<div><div></div></div>	-
Burcham	52	65%	6	60	21	13	35%		↓10	<div><div></div></div>	-
Carver	80	29%	3	26	39	33	71%		↑18	<div><div></div></div>	-
Chavez	47	94%	34	60	6		6%		↓9	<div><div></div></div>	-
Cleveland	82	32%	1	30	44	24	68%		↑20	<div><div></div></div>	-
Dooley	129	78%	26	51	18	5	22%		↑8	<div><div></div></div>	-
Edison	74	89%	27	62	8	3	11%		↓7	<div><div></div></div>	-
Emerson	48	44%	4	40	33	23	56%		↑1	<div><div></div></div>	-
Fremont	52	33%	4	29	29	38	67%		↑10	<div><div></div></div>	-
Gant	80	41%	4	38	31	28	59%		↓3	<div><div></div></div>	-
Garfield	101	81%	21	60	16	3	19%		↓3	<div><div></div></div>	-
Gompers	58	62%	12	50	34	3	38%		↓8	<div><div></div></div>	-
Grant	145	89%	34	55	10	1	11%		↓4	<div><div></div></div>	-
Harte	121	80%	17	64	18	2	20%		↑2	<div><div></div></div>	-
Henry	128	58%	4	54	28	14	42%		↑1	<div><div></div></div>	-
Herrera	130	75%	14	61	20	5	25%		↓7	<div><div></div></div>	-
Holmes	66	70%	12	58	20	11	30%		↑16	<div><div></div></div>	-

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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

3/26/25

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

3/26/25

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

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

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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		-
Bancroft	269	73%	13	59	21	6	27%	↑2		-
Franklin	338	85%	29	56	14	1	15%	↑-		-
Hamilton	280	84%	26	58	14	2	16%	↑4		-
Hoover	177	86%	17	69	11	3	14%	↑5		-
Hughes	418	65%	11	54	25	11	35%	↑4		-
Jefferson	324	77%	16	60	17	6	23%	↑5		-
Keller	146	62%	3	58	29	10	38%	↑4		-
Lindbergh	121	87%	23	64	11	2	13%	↑1		-
Lindsey	221	92%	23	69	8		8%	↓3		-
Marshall	305	69%	8	61	26	6	31%	↑6		-
Nelson	257	82%	21	61	14	4	18%	↑11		-
Rogers	269	43%	8	35	38	19	57%	↑3		-
Stanford	350	65%	17	47	23	13	35%	↓3		-
Stephens	237	86%	30	56	11	3	14%	↑-		-
Washington	299	90%	32	59	9		10%	↑1		-

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

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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%	↑-	<div><div></div><div></div><div></div></div>	↓-
Avalon	224	76%	50	27	18	5	24%	↓2	<div><div></div><div></div><div></div></div>	↓8
Cubberley	646	31%	16	15	29	40	69%	↑1	<div><div></div><div></div><div></div></div>	↑2
Muir	654	59%	34	26	24	17	41%	↓1	<div><div></div><div></div><div></div></div>	↓1
Newcomb	548	21%	8	13	29	51	79%	↓2	<div><div></div><div></div><div></div></div>	↑1
Powell	549	68%	39	29	19	14	32%	↓4	<div><div></div><div></div><div></div></div>	↓4
Robinson	528	71%	47	25	20	9	29%	↓3	<div><div></div><div></div><div></div></div>	-
Tincher	530	28%	13	15	32	40	72%	↑3	<div><div></div><div></div><div></div></div>	↑5

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

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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></div><div></div></div>	↓3
Avalon	227	87%	57	30	10	3	13%	↓7	<div><div></div><div></div><div></div></div>	↓12
Cubberley	647	45%	24	21	22	33	55%	↑-	<div><div></div><div></div><div></div></div>	↓4
Muir	654	66%	36	30	20	14	34%	↑-	<div><div></div><div></div><div></div></div>	↓1
Newcomb	549	30%	10	20	27	43	70%	↓4	<div><div></div><div></div><div></div></div>	↓5
Powell	549	74%	49	26	16	10	26%	↑4	<div><div></div><div></div><div></div></div>	↑-
Robinson	532	81%	52	29	14	5	19%	↓2	<div><div></div><div></div><div></div></div>	↓2
Tincher	530	39%	15	24	25	36	61%	↓-	<div><div></div><div></div><div></div></div>	↓3

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Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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

3/26/25

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	<div><div></div><div></div><div></div></div>	↑3
Browning	49	80%	51	29	10	10	20%	↓2	<div><div></div><div></div><div></div></div>	↓5
Cabrillo	363	61%	34	27	30	9	39%	↑-	<div><div></div><div></div><div></div></div>	↑12
CAMS	170	2%	2	15	82	98%		↓2	<div><div></div><div></div><div></div></div>	↑5
EPHS	112	79%	57	22	17	4	21%	↓8	<div><div></div><div></div><div></div></div>	↑6
Jordan	494	66%	44	22	26	9	34%	↑5	<div><div></div><div></div><div></div></div>	↑4
Lakewood	580	50%	23	27	36	14	50%	↑6	<div><div></div><div></div><div></div></div>	↑5
McBride	176	22%	7	14	35	43	78%	↑9	<div><div></div><div></div><div></div></div>	↑4
Millikan	783	38%	23	16	29	33	62%	↓4	<div><div></div><div></div><div></div></div>	↑2
Polytechnic	941	48%	27	21	28	24	52%	↑1	<div><div></div><div></div><div></div></div>	↑4
Reid	37	92%	65	27	8		8%	↑6	<div><div></div><div></div><div></div></div>	↑10
Renaissance	83	28%	8	19	35	37	72%	↑20	<div><div></div><div></div><div></div></div>	↑8
Sato	123	6%	6	28	66	94%		↓2	<div><div></div><div></div><div></div></div>	↑5
Wilson	741	52%	28	25	27	21	48%	↓8	<div><div></div><div></div><div></div></div>	↓3

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Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

3/26/25















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	<div><div></div><div></div><div></div></div>	↓11
Browning	46	87%	76	11	13		13%	↑11	<div><div></div><div></div><div></div></div>	↓10
Cabrillo	334	91%	76	15	8		9%	↑1	<div><div></div><div></div><div></div></div>	↓5
CAMS	170	6%		15	18	76	94%	↓1	<div><div></div><div></div><div></div></div>	↓7
EPHS	106	94%	82	12	5		6%	↑3	<div><div></div><div></div><div></div></div>	↑2
Jordan	495	92%	75	17	6	2	8%	↑1	<div><div></div><div></div><div></div></div>	↓10
Lakewood	576	89%	61	27	9	2	11%	↓3	<div><div></div><div></div><div></div></div>	↓12
McBride	178	55%	26	29	26	19	45%	↑10	<div><div></div><div></div><div></div></div>	↓8
Millikan	788	68%	41	27	21	11	32%	↓3	<div><div></div><div></div><div></div></div>	↓13
Polytechnic	940	74%	55	20	14	11	26%	↓5	<div><div></div><div></div><div></div></div>	↓10
Reid	37	100%	92	8			0%	-	<div><div></div><div></div><div></div></div>	↓5
Renaissance	83	88%	51	37	10	2	12%	↓2	<div><div></div><div></div><div></div></div>	↓20
Sato	123	29%	9	20	33	38	71%	↓6	<div><div></div><div></div><div></div></div>	↓8
Wilson	753	84%	61	23	12	4	16%	↓9	<div><div></div><div></div><div></div></div>	↓15

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Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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		-

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Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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

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Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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%	-	<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

3/26/25

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	<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.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Math 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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></div><div></div></div>	↓2

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Students without scores are not included in the graphical comparison of these results.
Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC Science 2023-2024 :: School Comparison by Subgroup

All

3/26/25

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		-

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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%

Mann

2023-2024

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	<div><div></div></div> 23	<div><div></div></div> 16	<div><div></div></div> 1
		Grade	Gr. 02	<div><div></div></div> 1	<div><div></div></div> 2	
			Gr. 04	<div><div></div></div> 9	<div><div></div></div> 3	
			Gr. 05	<div><div></div></div> 13	<div><div></div></div> 10	<div><div></div></div> 1
			Gr. K		<div><div></div></div> 1	
		Ethnicity	African American	<div><div></div></div> 10	<div><div></div></div> 6	
			American Indian	<div><div></div></div> 1		
			Hispanic	<div><div></div></div> 10	<div><div></div></div> 10	<div><div></div></div> 1
			Other	<div><div></div></div> 1		
			White	<div><div></div></div> 1		
		Gender	Female		<div><div></div></div> 2	
			Male	<div><div></div></div> 23	<div><div></div></div> 14	<div><div></div></div> 1
		Fluency	EL + RFEP	<div><div></div></div> 4	<div><div></div></div> 5	
			ELL	<div><div></div></div> 4	<div><div></div></div> 5	
		Foster	Foster	<div><div></div></div> 1		
		GATE/Excel	GATE/Excel	<div><div></div></div> 5	<div><div></div></div> 3	<div><div></div></div> 1
		Homeless	Homeless		<div><div></div></div> 1	
		LowSES	Low SES	<div><div></div></div> 17	<div><div></div></div> 12	
		SPED	Special Ed.	<div><div></div></div> 14	<div><div></div></div> 5	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	<div><div></div></div> 2	<div><div></div></div> 1	

Mann

2022-2023

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	<div><div></div></div> 15	<div><div></div></div> 6	
		Grade	Gr. 01	<div><div></div></div> 1	<div><div></div></div> 1	
			Gr. 03	<div><div></div></div>	<div><div></div></div> 1	
			Gr. 04	<div><div></div></div> 3	<div><div></div></div> 2	
			Gr. 05	<div><div></div></div> 11	<div><div></div></div> 2	
		Ethnicity	African American	<div><div></div></div> 6	<div><div></div></div> 5	
			Hispanic	<div><div></div></div> 4	<div><div></div></div> 1	
			Other	<div><div></div></div> 4		
			Pacific Islander	<div><div></div></div> 1		
		Gender	Female	<div><div></div></div> 5	<div><div></div></div> 2	
			Male	<div><div></div></div> 10	<div><div></div></div> 4	
		Fluency	EL + RFEP	<div><div></div></div> 3	<div><div></div></div> 1	
			ELL	<div><div></div></div> 2	<div><div></div></div> 1	
			RFEP	<div><div></div></div> 1		
		GATE/Excel	GATE/Excel	<div><div></div></div> 5	<div><div></div></div> 2	
		Homeless	Homeless	<div><div></div></div> 3	<div><div></div></div> 1	
		LowSES	Low SES	<div><div></div></div> 15	<div><div></div></div> 5	
		SPED	Special Ed.	<div><div></div></div> 4	<div><div></div></div> 2	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	<div><div></div></div> 4	<div><div></div></div> 2	

Mann

2021-2022

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	4		1
		Grade	Gr. 01	2		
			Gr. 05	2		1
		Ethnicity	African American	3		
			Hispanic	1		1
		Gender	Female	1		
			Male	2		1
			Nonbinary	1		
		Fluency	EL + RFEP			1
			ELL			1
		Homeless	Homeless	2		
		LowSES	Low SES	4		1
		SPED	Special Ed.	4		1
		SPED-Speech/RSP	Spec Ed. Speech/RSP	2		

Mann

2019-2020

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All	2	1	
		Grade	Gr. 05	2	1	
		Ethnicity	African American		1	
			Hispanic	2		
		Gender	Male	2	1	
		Fluency	EL + RFEP	1		
			ELL	1		
		LowSES	Low SES	1	1	
		SPED	Special Ed.	2		

Mann

2018-2019

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

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All	<div><div></div></div> 19	<div><div></div></div> 53	
		Grade	Gr. 01	<div><div></div></div> 1		
			Gr. 02	<div><div></div></div> 3		
			Gr. 03	<div><div></div></div> 2	<div><div></div></div> 17	
			Gr. 04	<div><div></div></div> 9	<div><div></div></div> 22	
			Gr. 05	<div><div></div></div> 3	<div><div></div></div> 14	
			Gr. K	<div><div></div></div> 1		
		Ethnicity	African American	<div><div></div></div> 7	<div><div></div></div> 25	
			Asian		<div><div></div></div> 2	
			Hispanic	<div><div></div></div> 10	<div><div></div></div> 18	
			Other	<div><div></div></div> 1	<div><div></div></div> 3	
			White	<div><div></div></div> 1	<div><div></div></div> 5	
		Gender	Female	<div><div></div></div> 4	<div><div></div></div> 14	
			Male	<div><div></div></div> 15	<div><div></div></div> 39	
		Fluency	EL + RFEP	<div><div></div></div> 3	<div><div></div></div> 6	
			ELL	<div><div></div></div> 3	<div><div></div></div> 5	
			RFEP		<div><div></div></div> 1	
		Foster	Foster	<div><div></div></div> 1	<div><div></div></div> 1	
		GATE/Excel	GATE/Excel	<div><div></div></div> 1	<div><div></div></div> 6	
		Homeless	Homeless	<div><div></div></div> 2	<div><div></div></div> 2	
		LowSES	Low SES	<div><div></div></div> 16	<div><div></div></div> 49	
		SPED	Special Ed.	<div><div></div></div> 7	<div><div></div></div> 17	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	<div><div></div></div> 2	<div><div></div></div> 5	

Mann

23-24

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

		YR		
subgroup				
Category		# Records	Percent by Category	
All Students	All	40	58	40 3
Grade	Gr. 02	3	33	67
	Gr. 04	12	75	25
	Gr. 05	24	54	42 4
	Gr. K	1	100	
Ethnicity	African American	16	63	38
	American Indian	1	100	
	Hispanic	21	48	48 5
	Other	1	100	
	White	1	100	
Gender	Female	2	100	
	Male	38	61	37 3
Special Populations	EL + RFEP	9	44	56
	ELL	9	44	56
	Foster	1	100	
	GATE/Excel	9	56	33 11
	Homeless	1	100	
	Low SES	29	59	41
	Spec Ed. Speech/RSP	3	67	33
	Special Ed.	19	74	26

Mann

23-24

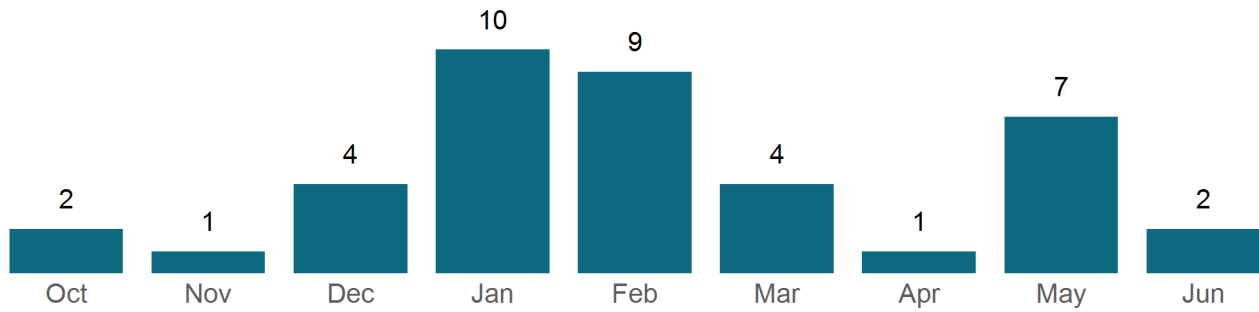
Students by Subgroup Categorizied by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	24	<div><div>29</div><div>71</div></div>
	Gr. 02	3	<div><div></div><div>100</div></div>
	Gr. 04	9	<div><div>33</div><div>67</div></div>
	Gr. 05	11	<div><div>36</div><div>64</div></div>
	Gr. K	1	<div><div></div><div>100</div></div>
Grade	African American	7	<div><div>43</div><div>57</div></div>
	American Indian	1	<div><div></div><div>100</div></div>
	Hispanic	14	<div><div>29</div><div>71</div></div>
	Other	1	<div><div></div><div>100</div></div>
	White	1	<div><div></div><div>100</div></div>
Ethnicity	Female	2	<div><div></div><div>100</div></div>
	Male	22	<div><div>32</div><div>68</div></div>
	Gender		
	EL + RFEP	5	<div><div>20</div><div>80</div></div>
	ELL	5	<div><div>20</div><div>80</div></div>
Special Populations	Foster	1	<div><div></div><div>100</div></div>
	GATE/Excel	6	<div><div>50</div><div>50</div></div>
	Homeless	1	<div><div></div><div>100</div></div>
	Low SES	15	<div><div>33</div><div>67</div></div>
	Spec Ed. Speech/RSP	3	<div><div></div><div>100</div></div>
	Special Ed.	10	<div><div>30</div><div>70</div></div>

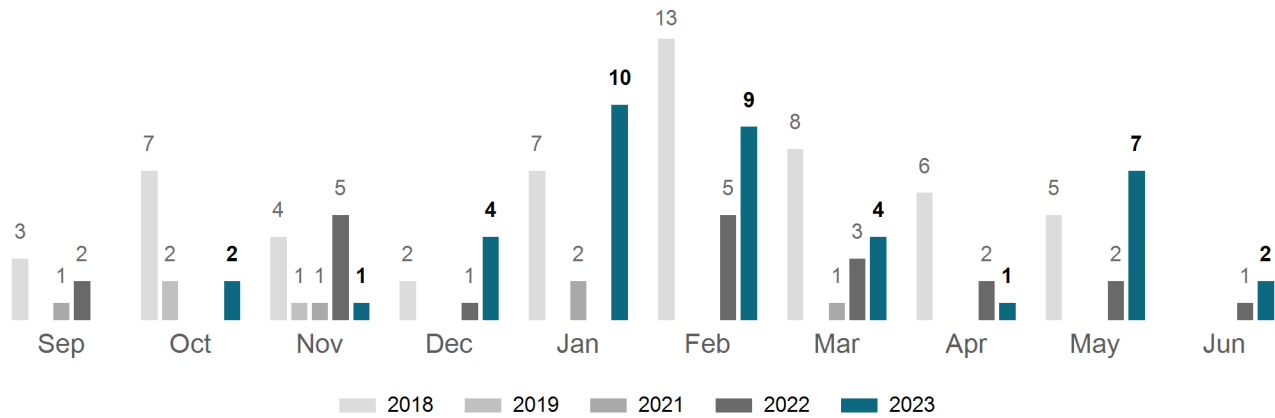
Mann

23-24

By Month for 23-24



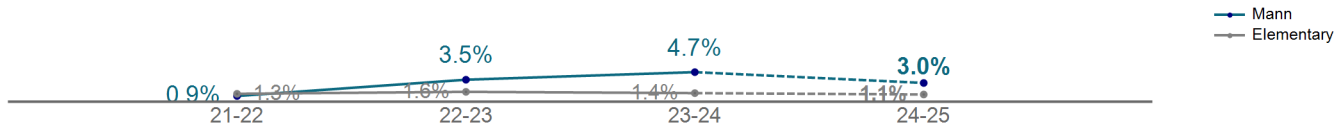
By Month- 5-year comparison



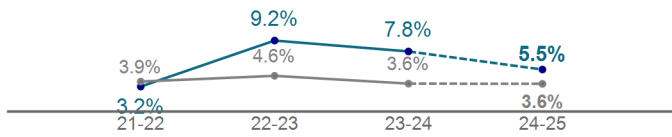
	18-19	19-20	21-22	22-23	23-24
Sep		3		1	2
Oct		7	2		
Nov		4	1	1	5
Dec		2		1	
Jan		7		2	
Feb		13		5	
Mar		8		1	3
Apr		6			2
May		5			2
Jun				1	

Suspension Rate

Mann
All Students
N = 338



African American
N = 55



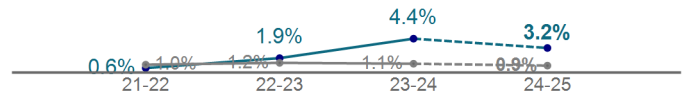
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

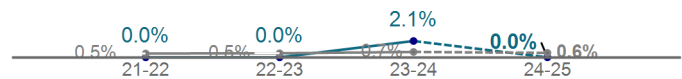
Hispanic
N = 189



Pacific Islander

Subgroup with fewer than 20 students.

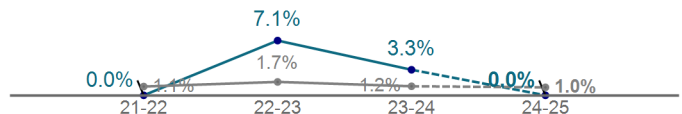
White
N = 44



Native American

Subgroup with fewer than 20 students.

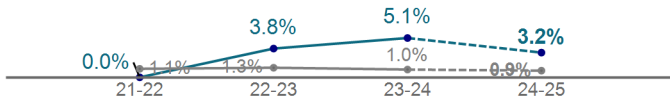
Other
N = 30



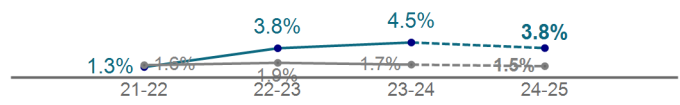
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

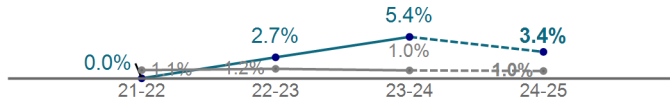
EL + RFEP
N = 62



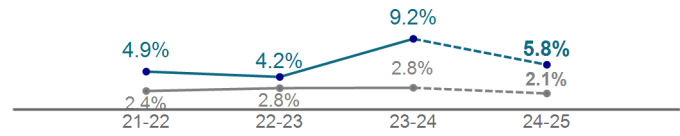
Low SES
N = 236



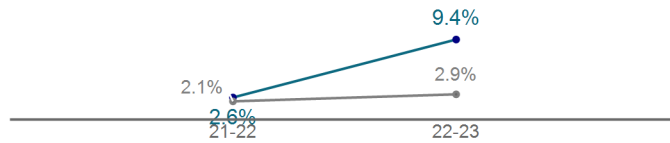
English Learner
N = 58



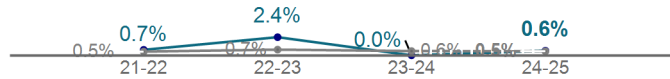
Special Education
N = 86



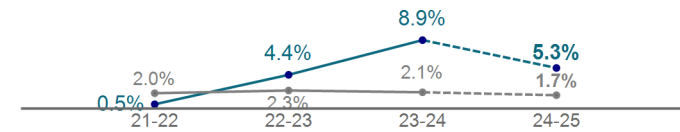
Homeless or Foster Youth



Female
N = 167



Male
N = 171



Suspension Rate

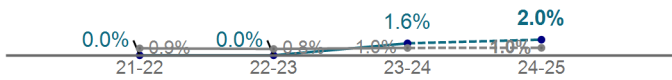
Gr. K
N = 48



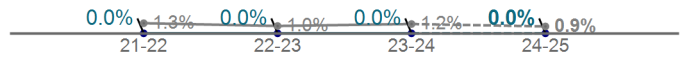
Gr. 01
N = 50



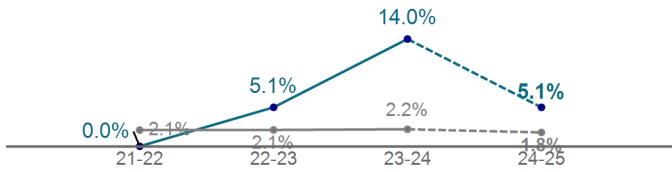
Gr. 02
N = 49



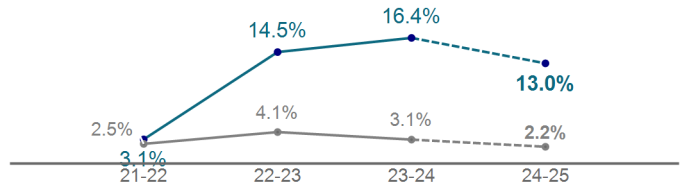
Gr. 03
N = 61



Gr. 04
N = 59



Gr. 05
N = 46





ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Mann

Site Level Overall Performance Level Summary

29%Beginning
Stage**33%**Somewhat
Developed**29%**Moderately
Developed**9%**Well
Developed

Site Level Domain Performance Level Summary

Listening

31%
Beg.**54%**
Some/Mod.**15%**
Well Dev.

Speaking

24%
Beg.**43%**
Some/Mod.**33%**
Well Dev.

Reading

48%
Beg.**41%**
Some/Mod.**11%**
Well Dev.

Writing

31%
Beg.**56%**
Some/Mod.**13%**
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	50%	50%	0%	0%	0%	100%	0%	0%	100%	0%	100%	0%	0%	100%	0%	0%
01	22%	33%	22%	22%	22%	56%	22%	33%	56%	11%	11%	56%	33%	22%	44%	33%
02	38%	31%	31%	0%	31%	46%	15%	31%	46%	15%	54%	31%	8%	31%	62%	0%
03	33%	11%	56%	0%	22%	56%	22%	11%	56%	33%	44%	44%	11%	22%	56%	22%
04	27%	36%	18%	18%	36%	55%	9%	27%	27%	45%	64%	36%	0%	27%	64%	9%
05	18%	45%	27%	9%	45%	45%	9%	18%	18%	64%	45%	45%	9%	36%	55%	9%



School Plan for Student Achievement Addendum 2024-2025

Additional Targeted Support and Improvement (ATSI)

Mann Elementary School ▾

If ATSI, identify subgroups:

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

11-20-24

Signature of Principal

Donna Robertson

Signature of SSC Chair

Liane York

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.
- ☐ **There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities (*optional*)

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD 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 stakeholders. 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 who require 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. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- 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, particularly in a distance-learning environment.
- 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 will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or 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 develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors 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, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, 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

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Plan Escolar para el Logro Estudiantil Anexo 2024-2025

Elija la designación

Elija el nombre de la escuela ▾

Si es TSI o ATSI, identifique los subgrupos::

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Afroamericanos | <input checked="" type="checkbox"/> Jóvenes en hogares de crianza | <input type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input checked="" type="checkbox"/> Hispanos | <input checked="" type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input checked="" type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input checked="" 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)* / Apoyo y Mejora Específica Adicional (ATSI)* / Apoyo y Mejora Específica (TSI)*.

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/TSI. Las inequidades de recursos y la sección CSI del LBUSD 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/TSI.

**por sus siglas en inglés*

Fecha de aprobación por el SSC

11-20-24

Firma del director

Donna Robertson

Firma del presidente del SSC

Liane York

Inequidad de recursos

Las escuelas elegibles para CSI, TSI 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/TSI 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/TSI está dirigido:

- ☐ **No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI/ATSI/TSI 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/TSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos *(opcional)*

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

Apoyo para Escuelas Identificadas

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

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

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

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

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

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

Supervisión y evaluación de la eficacia

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

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

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

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



Mann Elementary

**257 Coronado Ave
Long Beach, Ca 90803
562-439-6897**

Home – School Compact 2024-2025

We, the staff of Mann Elementary School, have high expectations of our students. Students learn when students, parents, teachers, administrators, and support staff are all included in the process.

The Teacher

I understand the importance of the school experience to every child. I understand the importance of my role as a teacher and a model. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- I will provide an academic program that is rigorous and challenging.
- I will be aware of the individual needs of each student and respond to them accordingly.
- I will communicate with parents/guardians on an ongoing basis about behavior and academic progress.
- I will provide a safe, positive, and healthy environment for children.
- I will be responsive to parental concerns as they are raised in a timely manner. (within 48 hrs)

Teacher's Signature _____ Date _____

The Student

I realize that my education is important to me. I know I am responsible for my success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- I will complete classwork and return completed homework on time.
- I will arrive at school on time every day, unless I am ill.
- I will be responsible for my own behavior.
- I will be a cooperative learner.
- I will be responsible for taking schoolwork and notices from school to my parent or guardian.
- I will follow classroom and school rules
- I will come to school appropriately dressed in my school uniform
- I will do my best to follow the Mann Guidelines for Success
- I will not bully others (including cyber bullying) and I will report any bullying.
- I will ask for help when I need it.

Student's Signature _____ Date _____

The Parent/Guardian

I realize that my child's education is very important, and I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- I will send my child to school appropriately dressed in the school uniform
- I will make sure that my child has proper rest and nutrition.
- I will make sure that my child attends school daily, on time
- I will read, review and respond to all work and school notices with my child every day.
- I will attend Back to School Night, Parent Conferences, Open House and other school activities
- I will communicate respectfully with the teacher when I am concerned about my child.
- I will take responsibility in supporting my child's academic achievement.
- I will conduct myself appropriately, while I am in school.

Parent's Signature _____ Date _____



Mann Elementary

**257 Coronado Ave
Long Beach, Ca 90803
562-439-6897**



Nosotros los miembros del personal de la Escuela Primaria Mann tenemos grandes expectativas para nuestros alumnos. Los alumnos aprenden cuando tanto estudiantes, padres, maestros, administradores y personal de apoyo son incluidos en este proceso.

EI/La Maestro/a

Entendiendo la importancia de la experiencia Escolar para cada uno de los alumnos al igual que mi papel como maestro y modelo de ellos. Por eso, estoy de acuerdo en llevar a cabo las siguientes responsabilidades de la mejor manera posible.

- Voy a proporcionar un programa académico que sea riguroso y que tenga desafíos.
- Voy a estar al tanto de las necesidades individuales de cada alumno y responder a ellas adecuadamente.
- Me voy a comunicar con los padres periódicamente para informarles sobre la conducta y el progreso académico de su hijo/a..
- Voy a proporcionarles a los alumnos un ambiente de aprendizaje sano, seguro y positivo.
- Voy a hacerme responsable de atender las preocupaciones de los padres oportunamente a medida que sucedan.

Firma del Maestro/a _____ Fecha _____

EI/La Estudiante

Estoy conciente de que la educación es importante para mí. Sé que soy responsable de mi propio éxito y de que debo trabajar duro para lograrlo. Así que estoy de acuerdo de cargar con las siguientes responsabilidades lo mejor posible.

- Voy a entregar mi tarea completa y a tiempo.
- Diariamente voy a llegar a la escuela a tiempo a menos que esté enfermo.
- Voy a ser responsable de mi propia conducta.
- Voy a ser un estudiante cooperativo.
- Voy a ser responsable de llevar a mis padres notas así como trabajo escolar que se me asigne en la escuela.
- Voy a seguir las reglas del salón y de la escuela.
- Voy a venir a la escuela vestido/a apropiadamente con uniforme escolar.
- Voy a hacer todo lo posible por seguir las Normas de Mann para tener éxito.
- No voy a molestar o intimidar a otros estudiantes y reportare el molestar o intimidar de otros estudiantes.
- Voy a pedir ayuda cuando la necesite.

Firma del Estudiante _____ Fecha _____

Los Padres/Tutores

Estoy conciente de que la educación de mi hijo/a es muy importante y entiendo que mi participación en la educación de mi hijo/a le ayudara en sus logros y en su actitud. Por eso estoy de acuerdo en cargar con las siguientes responsabilidades de la mejor manera posible.

- Voy a mandar a mi hijo/a a la escuela vestido apropiadamente con uniforme escolar.
- Me voy a asegurar que mi hijo/a vaya a la escuela bien descansado y que desayune en casa o en la escuela.
- Voy a asegurarme de que mi hijo/a vaya a la escuela diariamente y a tiempo.
- Voy a leer, repasar todo el trabajo de mi niño/a y a responder a todas las notas escolares.
- Voy a asistir a la Noche de Regreso a la Escuela, a las Conferencias de Padres, a la escuela abierta y otras actividades de la escuela.
- Me voy a comunicar con la maestra/o cuando tenga alguna preocupación sobre mi niño/a.
- Voy a tomar responsabilidad en apoyar el progreso académico de mi hijo/a.
- Yo tendré una buena conducta dentro las instalaciones de la escuela.

Firma del Padre/Madre _____ Fecha _____



MANN Elementary School
257 Coronado Street,
Long Beach, CA 90803
562-439-6897



Parent Involvement Guidelines 2024-2025

As a school that receives Title I, Part A (Title I) funds, Mann School has developed jointly with the members of School Site Council and input from our English Learners Advisory Committee members our Parent Involvement Guidelines that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establishes Mann School's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The Home-School Compact is incorporated into the School Parental Involvement Guidelines.

PART I. Mann School agrees to implement the following requirements:

- Develop the School Parental Involvement Guidelines jointly with parents and distribute to parents of participating children
- Notify parents about the School Parental Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute the Guidelines to parents in a language the parents can understand.
- Make the School Parental Involvement Guidelines available to the local community.
- Periodically update the School Parental Involvement Guidelines to meet the changing needs of parents and the school.
- Adopt the Home-School Compact as a component of its School Parental Involvement Guidelines.
- Agree to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition.

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

1. Mann School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Plan meetings with SSC & ELAC parents (morning and afternoon meetings) to review previous year's guidelines and parental involvement activities outlined in the Single Plan for Student Achievement.
 - Invite parents and stakeholders to attend the meeting
 - Advertise in Title I Newsletter, at Back-to-School night, through School/Parent Messenger, school marquee, Parent Information Bulletin Board, and monthly home-school calendars
 - Attendance at one of the four District trainings or school site training. Topics include:
 - Responsibilities & Roles of SSC and its members
 - Composition of SSC
 - Budgetary considerations
 - Single Plans for Student Achievement
 - Role of ELAC and other Advisory committees
 - At SSC and ELAC Meetings

- Review School Plan, previous year's Guidelines and Home-School Compact. As a group, note changes and make adjustments (deletions or additions) as necessary
 - Re-write or update the Parent Involvement Guidelines & Home-School Compact as needed
 - Provide oral and written translations for Spanish parents to allow for discussion and updates
2. Mann School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Guidelines:
- Discussion, updates and distribution will occur at SSC & ELAC meetings
 - Information on distribution provided in the Parent Newsletter, Annual Public Title 1 Meetings, and Back to School Night.
 - Copies of Mann's Guidelines will be available in the Mann main office and in classrooms at Parent Teacher Conferences
3. Mann School will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school:
- At SSC and ELAC meetings – SSC must vote annual to approve the guidelines
 - The Guidelines will be updated a minimum of once a year by the SSC and ELAC and more often as deemed necessary by parents and/or staff.
 - Teachers will be given an opportunity to provide input to the Guidelines in a staff survey and/or at a staff meeting during the school year
 - Parent Information Meetings
4. Mann School will convene two Annual Title 1 Public Meetings to inform parents of the following:
- That their child's school participates in Title I
 - About the requirements of Title I
 - Of their rights to be involved
 - Meetings are offered in the morning and after school during the months of September or October
 - Invitations/fliers sent home with each child in appropriate language at least one week prior to the Annual Title 1 Public Meetings
 - Announcements made on school marquee, in the parent Newsletter, School/Parent Messenger reminder and on the monthly parent calendar
 - Door prize incentives and refreshments will be utilized at meetings, workshops, etc. to encourage more parent participation.
5. Mann School will provide timely information about Title I programs to parents of participating children in a timely manner:
- Parent Newsletters
 - At Annual Title I Public Meetings in September/ October
 - At the Main Office Counter
 - At SSC, ELAC, meetings and other Parent events
 - At Parent Teacher Conferences
 - At Back to School Night
 - On District Parent Education website at www.lbschools.net
 - On School/Parent Messenger
 - School Website, or lbschools.net/schools/school_finder
6. Mann School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Mann will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
- At various events, such as:
 - Parent Teacher Conferences
 - Parent Education Workshops at Mann
 - SSC and ELAC Meetings

- Back to School Night and Open House
7. Mann School will coordinate and integrate parental involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support parents in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten
 - Promotion/advertisement of the District's Kindergarten Festival
 8. Mann School will submit to the district any parent comments if the Single Plan for Student Achievement (SPSA) under section (1114)(b)(2) is not satisfactory to parents of participating children.
 - Parents should present their written concerns to the school principal, ELAC president, or School Site Council parent representatives. The school principal, ELAC president, or School Site Council parent representative will then present the written concern at the next scheduled SSC meeting.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Mann School will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for parents and staff
 - Parents as Learning Partners
 - Topics for the parent education workshops at Mann will be chosen by parents based on results of the parent survey.
 - Parent workshops will provide parents with resources to help their children after the completion of the workshop
 - Parent education workshops on site by district and site personnel
 - Parent-Teacher Conferences
 - Monthly calendars of Parent Workshops posted on the District Website
 - DCAC, DELAC and other district parent forums/meetings
 - District website: click "P" for Parent Involvement
2. Mann School will incorporate the Home-School Compact as a component of its School Parental Involvement Guidelines:

Purpose of the Compact: To allow parents and school staff to make decisions regarding the expectations to help children work toward increasing academic achievement and personal well-being.

 - Develop, discuss and review the Compact at ongoing SSC and ELAC meetings as needed – approved annually by the SSC.
 - The compact outlines the shared responsibility between students, parents and teachers
 - The Compact will be signed by parent, students and teachers and distributed during Parent Teacher Conferences. Signed copies will be maintained in the Classrooms until the end of the year.
3. Mann School will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described:
 - the State's Common Core Standards
 - the State and local academic assessments including alternate assessments
 - the requirements of Title I
 - how to monitor their child's progress, and how to work with educators
 - Annual Title 1 Public Meetings in September or October
 - Parent Education workshops on various topics chosen by parents from the annual Parent Survey
 - Calendars of Parent Resource Center Parent Workshops
 - DCAC and ELAC meetings
 - District Website: Parent Involvement at www.lbschools.net

- Handouts and materials appropriate to the workshops will be provided to parents at each of the parent trainings
4. Mann School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Teachers provide resources to parents such as: Wonders family letters, Wonders Phonics Charts, math notebooks, number lines, homework folders, website information on homework helpers, reading skills & strategy charts, comprehension question stems, etc.
 - Parents are invited to various workshops, such as but not limited to:
 - Fundamental Reading Skills (FRSA) Workshop
 - Common Sense Parenting Workshops
 - Partners in Print Workshops
 - LLife (Better Living Beginning with Intervention and Prevention) Workshops
 - Understanding SBAC Assessment Workshop
 - Understanding Common Core Content Standards Workshop
 - Utilizing Community Resources for your Families' Benefit Workshops
 - Nutrition Workshop
5. Mann School will, with the assistance of its district and parents, educate its teachers and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools:
- Teacher/Staff Meeting
 - Parents as Teachers' Partners
 - Positive communication with Parents
 - Understanding & Teaching Students of Different Cultures
 - Reaching the 'Hard-to-Reach' Parents
 - As a school community, we will endeavor to provide opportunities for non-threatening events for parents
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Mann Elementary will provide the translations of written materials/notifications that are sent to parents. The school will also provide oral translation for parent conferences, phone conversations, office visitations by parents, and translations for home-visits between parents and the school as needed. Additionally, bilingual teachers and office staff translate materials for parents as needed.
 - All documents such as parent calendars, flyers, invitations, Newsletters, etc. are provided in English and Spanish for publication to parents and community members at Mann School.

PART V. ADOPTION OF THE PARENTAL GUIDELINES DOCUMENT

This Mann Schools Parental Involvement Guidelines has been developed jointly with, and agreed upon by, parents of children participating in Title I, Part A programs. The Guidelines were adopted by the School Site Council members on October 22, 2024 and will be in effect for the period of one year. The school will distribute the Guidelines to parents on or before December 6, 2024 Mann Elementary, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Signature

SSC Parent Member

Date

10.22.24

Date

10-22-24

Date

10/22/24



MANN Elementary School
257 Coronado Street,
Long Beach, CA 90803
562-439-6897



Directrices de Participación de Padres 2024-2025

Como una escuela que recibe fondos del Título I, Parte A (Título I), la Escuela Mann ha desarrollado conjuntamente con los miembros del Consejo Escolar y con la aportación de los miembros de nuestro Comité Asesor de Estudiantes de Inglés nuestras Directrices de Participación de Padres, que contiene información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Directrices establecen las expectativas de la Escuela Mann para la participación de los padres y describen cómo la escuela implementará una serie de actividades específicas de participación de padres. El Compromiso entre el Hogar y la Escuela está incorporado en las Directrices de Participación de Padres de la Escuela.

PARTE I. La Escuela Mann se compromete a implementar los siguientes requisitos:

- Desarrollar las Directrices de Participación de Padres de la Escuela conjuntamente con los padres y distribuir las a los padres de los niños que participan.
- Notificar a los padres sobre las Directrices de Participación de Padres de la Escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuir las Directrices a los padres en un idioma que puedan entender.
- Hacer que las Directrices de Participación de Padres de la Escuela estén disponibles para la comunidad local.
- Actualizar periódicamente las Directrices de Participación de Padres de la Escuela para satisfacer las necesidades cambiantes de los padres y la escuela.
- Adoptar el Compromiso entre el Hogar y la Escuela como un componente de sus Directrices de Participación de Padres de la Escuela.
- Aceptar ser gobernados por la siguiente definición legal de participación de padres y llevar a cabo programas, actividades y procedimientos de acuerdo con esta definición.

PARTE II. DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS DIRECTRICES DE PARTICIPACIÓN DE PADRES DE LA ESCUELA

La Escuela Mann tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto y acuerdo de sus Directrices de Participación de Padres de la Escuela y su plan escolar, si corresponde, de una manera organizada, continua y oportuna bajo la sección 1118(b) de la ESEA:

- Planificar reuniones con padres del SSC y ELAC (reuniones por la mañana y por la tarde) para revisar las directrices del año anterior y las actividades de participación de padres descritas en el Plan Único para el Logro Estudiantil.
- Invitar a padres y partes interesadas a asistir a la reunión.
- Publicitar en el boletín de Título I, en la noche de regreso a la escuela, a través de School Messenger, el cartel de la escuela, el tablón de anuncios de información para padres, y los calendarios mensuales hogar-escuela.
- Asistir a uno de los cuatro entrenamientos del distrito o formación en el sitio escolar. Los temas incluyen:
 - Responsabilidades y roles del SSC y sus miembros.
 - Composición del SSC.
 - Consideraciones presupuestarias.
 - Planes Únicos para el Logro Estudiantil.
 - Rol del ELAC y otros comités asesores.
- En las reuniones del SSC y ELAC:
 - Revisar el Plan Escolar, las Directrices del año anterior y el Compromiso entre el Hogar y la Escuela. Como grupo, anotar cambios y realizar ajustes (eliminaciones o adiciones) según sea necesario.
 - Reescribir o actualizar las Directrices de Participación de Padres y el Compromiso entre el Hogar y la Escuela según sea necesario.
 - Proporcionar traducciones orales y escritas para padres de habla hispana para permitir la discusión y actualizaciones.

La Escuela Mann tomará las siguientes acciones para distribuir a los padres de los niños participantes y a la comunidad local, las Directrices de Participación de Padres de la Escuela:

- La discusión, actualizaciones y distribución ocurrirán en las reuniones del SSC y ELAC.

- La información sobre la distribución se proporcionará en el boletín para padres, en las Reuniones Públicas Anuales de Título 1 y en la Noche de Regreso a la Escuela.
- Copias de las directrices de Mann estarán disponibles en la oficina principal de Mann y en las aulas durante las Conferencias de Padres y Maestros.

La Escuela Mann actualizará periódicamente sus Directrices de Participación de Padres de la Escuela para satisfacer las necesidades cambiantes de los padres y la escuela:

- En las reuniones del SSC y ELAC – el SSC debe votar anualmente para aprobar las directrices.
- Las Directrices se actualizarán un mínimo de una vez al año por el SSC y ELAC y con más frecuencia según lo consideren necesario los padres y/o el personal.
- Los maestros tendrán la oportunidad de proporcionar aportes a las Directrices en una encuesta para el personal y/o en una reunión del personal durante el año escolar.
- Reuniones de Información para Padres.

La Escuela Mann convocará dos Reuniones Públicas Anuales de Título 1 para informar a los padres sobre lo siguiente:

- Que la escuela de sus hijos participa en Título I.
- Sobre los requisitos de Título I.
- Sobre sus derechos a participar.
 - Las reuniones se ofrecerán por la mañana y después de la escuela durante los meses de septiembre u octubre.
 - Invitaciones/volantes enviados a casa con cada niño en el idioma apropiado al menos una semana antes de las Reuniones Públicas Anuales de Título 1.
 - Anuncios realizados en el cartel de la escuela, en el boletín para padres, recordatorio de School Messenger y en el calendario mensual para padres.
 - Se utilizarán incentivos de premios y refrigerios en reuniones, talleres, etc. para fomentar una mayor participación de los padres.

La Escuela Mann proporcionará información oportuna sobre los programas de Título I a los padres de los niños participantes de manera oportuna:

- Boletines informativos para padres.
- En las Reuniones Públicas Anuales de Título 1 en septiembre/octubre.
- En el mostrador de la oficina principal.
- En las reuniones del SSC, ELAC y otros eventos para padres.
- En las Conferencias de Padres y Maestros.
- En la Noche de Regreso a la Escuela.
- En el sitio web de Educación para Padres del distrito en www.lbschools.net.
- En Parent Messenger.
- En el sitio web de la escuela o lbschools.net/schools/school_finder.

La Escuela Mann proporcionará a los padres de los niños participantes una descripción y explicación del currículo utilizado en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que los estudiantes alcancen. Mann también proporcionará oportunidades para reuniones regulares para formular sugerencias y participar, según sea apropiado, en decisiones relacionadas con la educación de sus hijos:

- En varios eventos, tales como:
 - Conferencias de Padres y Maestros.
 - Talleres de Educación para Padres en Mann.
 - Reuniones del SSC y ELAC.
 - Noche de Regreso a la Escuela y Casa Abierta.

La Escuela Mann coordinará e integrará programas y actividades de participación de padres con Head Start, Early Reading First, escuelas preescolares públicas y otros programas que alientan y apoyan a los padres a participar más plenamente en la educación temprana de sus hijos mediante:

- Coordinación de Kindergarten Transicional.
- Promoción/publicidad del Festival de Kindergarten del Distrito.

La Escuela Mann enviará al distrito cualquier comentario de los padres si el Plan Único para el Logro Estudiantil (SPSA) bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños participantes.

Los padres deben presentar sus preocupaciones por escrito al director de la escuela, al presidente del ELAC o a los representantes de padres del Consejo Escolar. El director de la escuela, el presidente del ELAC o el representante de

padres del Consejo Escolar presentará la preocupación por escrito en la próxima reunión programada del SSC.

PARTE III. RESPONSABILIDADES COMPARTIDAS POR UN ALTO LOGRO ACADÉMICO ESTUDIANTIL

1. La Escuela Mann fomentará la capacidad de las escuelas y de los padres para una fuerte participación de los padres, con el fin de asegurar una participación efectiva de los padres y apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el logro académico de los estudiantes, a través de las siguientes actividades específicamente descritas a continuación:
 - Entrenamientos del distrito ofrecidos para padres y personal.
 - Padres como Socios de Aprendizaje.
 - Los temas para los talleres de educación para padres en Mann serán elegidos por los padres en base a los resultados de la encuesta a padres.
 - Los talleres para padres proporcionarán recursos para ayudar a sus hijos después de la finalización del taller.
 - Talleres de educación para padres en el sitio por personal del distrito y del sitio.
 - Conferencias de Padres y Maestros.
 - Calendarios mensuales de Talleres para Padres publicados en el sitio web del distrito.
 - Foros/reuniones de padres como el DCAC, DELAC y otros del distrito.
 - Sitio web del distrito: haga clic en "P" para Participación de Padres.

La Escuela Mann incorporará el Compromiso entre el Hogar y la Escuela como un componente de sus Directrices de Participación de Padres de la Escuela:

- Propósito del Compromiso: Permitir que los padres y el personal de la escuela tomen decisiones sobre las expectativas para ayudar a los niños a trabajar hacia el aumento del logro académico y el bienestar personal.
- Desarrollar, discutir y revisar el Compromiso en reuniones continuas del SSC y ELAC según sea necesario – aprobado anualmente por el SSC.
- El compromiso describe la responsabilidad compartida entre estudiantes, padres y maestros.
- El Compromiso será firmado por padres, estudiantes y maestros y distribuido durante las Conferencias de Padres y Maestros. Las copias firmadas se mantendrán en las aulas hasta el final del año.

La Escuela Mann, con la asistencia de su distrito, proporcionará asistencia a los padres de niños atendidos por la escuela en entender temas tales como los siguientes, al emprender las acciones descritas:

- Los Estándares del Núcleo Común del Estado.
- Las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas.
- Los requisitos de Título I.
- Cómo monitorear el progreso de su hijo y cómo trabajar con los educadores.
 - Reuniones Públicas Anuales de Título 1 en septiembre u octubre.
 - Talleres de Educación para Padres sobre varios temas elegidos por los padres de la encuesta anual a padres.
 - Calendarios de Talleres del Centro de Recursos para Padres.
 - Reuniones del DCAC y ELAC.
 - Sitio web del distrito: Participación de Padres en www.lbschools.net.
 - Folletos y materiales apropiados para los talleres se proporcionarán a los padres en cada uno de los entrenamientos para padres.

La Escuela Mann, con la asistencia de su distrito, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el logro académico de sus hijos, tales como capacitación en alfabetización y el uso de tecnología, según sea apropiado, para fomentar la participación de los padres, mediante:

- Los maestros proporcionan recursos a los padres como: cartas familiares de Wonders, gráficos de fonética de Wonders, cuadernos de matemáticas, líneas numéricas, carpetas de tareas, información sobre sitios web de ayudantes de tareas, gráficos de habilidades de lectura y estrategias, raíces de preguntas de comprensión, etc.
- Se invita a los padres a varios talleres, tales como, pero no limitados a:
 - Taller de Habilidades de Lectura Fundamental (FRSA).
 - Talleres de Crianza con Sentido Común.
 - Talleres de Socios en la Lectura.
 - Talleres de LLife (Mejor Vida Comenzando con Intervención y Prevención).
 - Taller de Comprensión de la Evaluación SBAC.

- Taller de Comprensión de los Estándares de Contenido del Núcleo Común.
- Talleres sobre el Uso de Recursos Comunitarios para el Beneficio de sus Familias.
- Taller de Nutrición.

La Escuela Mann, con la asistencia de su distrito y los padres, educará a sus maestros y otro personal sobre cómo comunicarse, trabajar y colaborar con los padres como socios iguales, sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo implementar y coordinar programas para padres y construir lazos entre padres y escuelas:

- Reunión de Personal/Maestros.
- Padres como Socios de los Maestros.
- Comunicación positiva con los Padres.
- Entendiendo y enseñando a estudiantes de diferentes culturas.
- Alcanzando a los Padres "difíciles de alcanzar".
- Como comunidad escolar, nos esforzaremos por proporcionar oportunidades para eventos no amenazantes para los padres.

La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para asegurarse de que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades, se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a pedido, y, en la medida de lo posible, en un idioma que los padres puedan entender:

- La Escuela Mann proporcionará traducciones de materiales/notificaciones escritos que se envían a los padres. La escuela también proporcionará traducción oral para conferencias de padres, conversaciones telefónicas, visitas a la oficina por parte de los padres y traducciones para visitas a casa entre padres y la escuela según sea necesario. Además, maestros bilingües y personal de oficina traducen materiales para los padres según sea necesario.
- Todos los documentos tales como calendarios de padres, volantes, invitaciones, boletines, etc. se proporcionan en inglés y español para su publicación a los padres y miembros de la comunidad en la Escuela Mann.

Las Directrices de Participación de Padres de la Escuela Mann han sido desarrolladas conjuntamente y acordadas por los padres de niños que participan en programas de Título I, Parte A. Las Directrices fueron adoptadas por los miembros del Consejo Escolar el 22 de octubre de 2024 y estarán en vigor por un período de un año. La escuela distribuirá las Directrices a los padres a más tardar el 6 de diciembre de 2024. La Escuela Mann, cuando sea posible, proporcionará una copia de estas Directrices a los padres en un idioma que los padres puedan entender.

Firmas:

[Redacted Signature]
Miembro del Concilio Escolar
(Representante de padres)

Date 10-22-24

[Redacted Signature]
Presidente de ELAC

Date 10-22-24

[Redacted Signature]
Directora de la Escuela Mann

Date 10/22/24