

**LONG BEACH**  
UNIFIED • SCHOOL • DISTRICT

**Henry Elementary**

School Plan for Student Achievement  
2024-2025

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

**Needs Assessment:**

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

**Accountability Measure I: Increase Achievement:**

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

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

**Accountability Measure IV: Parents and Community Involvement Assurances**

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: [lbschools.net/lcap](https://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](https://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](https://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

ELA Performance Summary (3rd-5th Grade)

3rd Grade: Performance Overview: 63% of students met or exceeded expectations, with 41% exceeding standards. 22% of students nearly met expectations, while 15% did not meet expectations.

Strengths: Successful transition to academic English, with strong overall performance. A high percentage of students (41%) exceeded grade-level expectations. Steady progress across Met and Exceeded categories.

4th Grade: Performance Overview: 67% of students met or exceeded expectations, with strong alignment between SBAC and i-Ready scores. Strengths: Focus on core skills rather than teaching to the test has resulted in strong mastery. Consistent performance across i-Ready and SBAC reflects a solid ELA foundation. Over 60% of students are meeting or exceeding grade-level expectations.

5th Grade: Performance Overview: 78% of students met or exceeded expectations, steadily progressing from 3rd to 5th grade. Only 8% of students did not meet expectations, the lowest percentage across all grades. Strengths: Strong performance, with 78% of students meeting or exceeding standards. There was a significant reduction in students in the Not Met category (8%). Consistent growth across grade levels in meeting/exceeding standards.

### ELA Goals

Increase the percentage of students meeting or exceeding expectations in ELA by 10% across all grade levels by the end of the school year, focusing on targeted support for students who are nearly meeting expectations and those in the Not Met category.

Ensure that at least 85% of students in each grade level demonstrate measurable growth through differentiated instruction, small group interventions, and enhanced use of data-driven strategies such as item analysis and individualized lessons.

Action Plan: Monthly PD, Staff meetings and grade level meets to discuss academics, SGI and differentiation.

Progress Monitoring Plan Summary: Admin Support team completes monthly DATA meetings to review data and create next steps. Information is presented to Staff; teachers then update their implementation plan.

## Comprehensive Needs Assessment: Mathematics

## Math Findings

3rd Grade Noticing: 68% of students met or exceeded expectations on SBAC. 34% exceeded expectations, and 34% met expectations. Only 9% of students did not meet expectations, a strong outcome for their first year taking SBAC. 23% of students nearly met expectations.

4th Grade Noticing: SBAC and i-Ready scores show effective focus on grade-level skills, not teaching to the test. Students are mastering skills and applying them in various contexts, including the rigorous SBAC PT component. 68% of students met or exceeded expectations, with only 10% not meeting the standard.

Across grades 3-5, 50% of Patriots met or exceeded expectations. 5th Grade Noticing: 50% of students met or exceeded expectations on SBAC. 33% were close to meeting the goal, with only 17% not meeting expectations.

## Math Goals

Increase the percentage of students meeting or exceeding expectations in MATH by 10% across all grade levels by the end of the school year, with a specific focus on moving students from the Nearly Met category to the Met category, and reducing the percentage of students who do not meet expectations by providing targeted support and differentiated instruction.

Ensure that at least 68% of students in each grade level demonstrate measurable growth through differentiated instruction, small group interventions, and enhanced use of data-driven strategies such as item analysis and individualized lessons.

Action Plan: Monthly PD, Staff meetings and grade level meets to discuss academics, SGI and differentiation.

Progress Monitoring Plan Summary: Admin Support team completes monthly DATA meetings to review data and create next steps. Information is presented to Staff; teachers then update their implementation plan.

## Comprehensive Needs Assessment: English Learners

## English Learner Findings

Kindergarten Noticing: 33% of students are somewhat developed, 33% moderately developed, and 33% well developed in ELD. Consistent, protected ELD time is in place, ensuring focused language development.

2nd Grade Noticing: 14% of students are somewhat developed, 57% moderately developed, and 29% well developed in overall ELD skills. 100% of students are either moderately (29%) or well developed (71%) in oral skills. 86% of students are moderately or well developed in reading, while 86% are somewhat or moderately developed in writing.

3rd Grade Noticing: 50% of students are moderately developed in ELD, while 38% are somewhat developed.

## English Learner Goals

By the end of the school year, increase the percentage of students in Kindergarten through 3rd grade who are well developed in English Language Development (ELD) by 15%, with a focus on moving students from the Somewhat Developed and Moderately Developed categories to the Well Developed category through targeted instruction, personalized support, and the effective use of district resources and designated ELD time. Ensure that students in each grade level demonstrate measurable growth through differentiated instruction, small group interventions, and enhanced use of data-driven strategies such as item analysis and individualized lessons.

Action Plan: Monthly PD, Staff meetings and grade level meets to discuss academics, SGI and differentiation.

Progress Monitoring Plan Summary: Admin Support team completes monthly DATA meetings to review data and create next steps. Information is presented to Staff; teachers then update their implementation plan.

## Comprehensive Needs Assessment: Culture/Climate Domain

## Culture/Climate Findings

**Belonging:** 86% of students feel a sense of belonging, which reflects the connectedness and trust essential for co-constructing an equitable and thriving community. This sense of belonging is critical for fostering a vibrant civil society within the school. When analyzed by race/ethnicity, the data shows: African American: 88%Hispanic: 86% Two or more races: 92% White: 82%

**Identity:** 85% of students have a strong sense of self, encompassing factors like age, gender, religious or spiritual affiliation, sexual orientation, race, ethnicity, and socioeconomic status. This reflects students' pride in who they are and who they are becoming. By race/ethnicity, the data indicates: African American: 88%Hispanic: 85% Two or more races: 90%White: 79%

**Agency:** 84% of students feel a sense of agency, which provides them with voice, choice, and ownership over their learning. The agency represents active engagement, empowerment, and self-direction in the learning process, fostering hope and self-initiative. The data by race/ethnicity reveals: African American: 88%Hispanic: 85%Two or more races: 90%White: 79%

## Culture/Climate Goals

**Belonging:** Increase the percentage of students across all racial and ethnic groups who feel a sense of belonging to 90% by the end of the school year by fostering inclusive practices, building trust, and creating more opportunities for student connection and engagement within the school community.

**Identity:** Strengthen the sense of identity among students by increasing the percentage of students with a strong sense of self to 90%, through culturally responsive teaching, promoting diversity, and providing opportunities for students to explore and express their unique identities in meaningful ways.

**Agency:** Increase the percentage of students demonstrating agency in their learning to 90%, by implementing student-centered learning strategies, providing more opportunities for student choice and voice, and encouraging self-directed learning practices that empower students to take ownership of their educational experience.

**ACTION PLAN:** Monthly character meetings, Wellness assemblies led by Counselor, Student council, Leadership Academy, Check in groups based on Pulse survey

**Progress Monitoring Plan Summary**

The monthly team meets to review data and follow up with next steps in each of the activities planned.

## 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) Literate Prepared SMART Goals: By June 2028, all students will achieve one year of academic growth, and students performing below grade level will demonstrate greater than one year of growth as indicated on FRSA, iReady Diagnostic, and SBAC annual results using tier 1, 2, and 3 support systems (TOSA).</p> <p>TK-2 Literacy</p> <ol style="list-style-type: none"> <li>1. Deliver explicit and systematic foundational skills lessons with diagnostic screeners and data-driven small group instruction and in (K-2) begin the implementation of the Heggerty Strategies.</li> <li>2. Plan opportunities for students to practice skills collaboratively and independently</li> <li>3. Use daily decoding routines,</li> </ol>	Goal Met	Teachers completed Small Group Instruction weekly; Our TOSAS had a significant impact by pushing in for SLA and ELA and we offered afterschool tutoring plus Saturday school.	PD had a significant impact on ELA and SLA for our teachers. Progress monitoring and DATA analysis are conducted regularly during teacher planning and collaboration sessions.

	<p>phonics practice with decodable readers, and vocabulary routines grounded in phonological awareness, phonics, morphology, and meaning across content areas.</p> <p>4. SPANISH FRSA will increase by 10% from 78% to 88% for all students, by 10% from 42% to 52% for AA students, and by 10% from 72% to 82% for Multilingual (EL) students</p> <p>Progress Monitoring Every quarter a PDSA cycle is completed; teachers submit their data and ILT reviews, analyze, and create the next steps. Information is shared with teachers and each content's next steps are announced. IIC and LT teachers also implement these goals in their small groups. As each cycle progresses ILT and teachers will adjust plans and activities as needed.</p>			
Math	<p>1) Mathematically Prepared SMART Goals: By June 2028, all students will achieve one year of academic growth and students performing below grade level will demonstrate greater than one</p>	Goal Met	Teachers completed Small Group Instruction weekly; Our TOSAS had a significant impact by pushing in for MATH and we offered afterschool tutoring plus Saturday school.	PD had a significant impact on MATH for our teachers. Progress monitoring and data analysis are conducted regularly during teacher planning and collaboration sessions.

year of growth as indicated on math unit assessments and iReady Diagnostic using tier 1, 2, and 3 support systems (Literacy and Math TOSA)

3-5 Math

develop effective means for teaching the content to diverse student populations with coherence (learning across grades linked to major topics within grades), focus on grade-level standards, and rigorous instruction developed with conceptual understanding, procedural skill and fluency, application, and perseverance in solving them.

Be supported by my math lead to ensure quality core instruction, mathematical shifts, deeper knowledge of math standards, assessment growth, and fidelity to the instructional design of the unit guides, and 8 Mathematical Practices

iReady math will increase by 10% from 64% to 74% for all students, by 10% from 47% to 57% for AA students, and by 10% from 34% to 44% for EL students

	SBAC math will increase by 10% from 57% to 67% for all students, by 10% from 27% to 37% for AA students, and by 10% from 27% to 37% for Multilingual (EL) students			
English Learner	<p>1) EL goal(s): By June 2024 increase the number of Some/Moderate or Well Dev. ELL and African American students scoring met or exceeded on SBAC ELA from 32% to 39%. By June 2024 ELL students scoring met or exceeded on SBAC Math will increase from 34% to 41%.</p> <p>Intervention Plan: Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 3-5 teachers will support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments.</p> <p>Teachers will provide before/after school intervention (tutoring). Teachers will focus on early</p>	Goal Partially or Not Met	Teachers completed Small Group Instruction weekly; Our TOSAS had a significant impact and we offered afterschool tutoring plus Saturday school.	PD had a significant impact on ELs for out teachers. Progress monitoring and data analysis are conducted regularly during teacher planning and collaboration sessions.

intervention in grades 1-2 in Spanish by supporting At-Promise Spanish Language Learners in decoding, building fluency and comprehension in second language.

Teachers will provide before/after school intervention (tutoring) in English FRSA and Comprehension in the ELPAC assessments to the 4th and 5th grade who have not moved ELPAC levels. Teachers will focus on early intervention in English by supporting At-Promise English Language Learners to decode, build fluency and comprehension skills in target language. assessments.

#### Progress Monitoring

Every quarter a PDSA cycle is completed; teachers submit their data and ILT reviews, analyze, and create the next steps. Information is shared with teachers and each content's next steps are announced. IIC and LT teachers also implement these goals in their small groups. As each cycle progresses ILT and teachers will adjust plans and

	<p>activities as needed.</p> <p>Assessment:          -iReady baseline          -ASR Baseline          -FRSA baseline</p> <p>Implementation:          -Henry will have literacy teacher schedules indicating direct support to students          -Henry will have a plan for after-school tutoring and Saturday School (Organized and lead by IIC)</p>			
Culture/Climate	<p>1) Culture/Climate SEL &amp; Harmony SMART Goals:          By June 2028, all Henry students will show at least 10% increase in identity, belonging, and agency as measured by Pulse/CORE student survey targeting students with disabilities, African American students, and ELs by using Tier 1, 2 &amp; 3 resources/supports (ex) Harmony, assemblies, SEL week, student council, school-wide PBIS, and push-in tier 1 support.</p> <p>By June 2024, implement Harmony daily practices and</p>	Goal Met	All increased meeting the goals.	Student council implementation, leading assemblies, and activities were impactful. Counselor, psychologists and principal lead monthly activities to build the culture and climate of the students with positive reinforcements.

support opportunities for students to interact with peers and participate in dialogue and decision-making about issues related to the classroom community as measured by site implementation goals and the Pulse Survey with support from the SEL Facilitator.

By June 2024, student sense of belonging will increase by 2%, from 95% to 97%, student identity will increase by 2%, from 92% to 94% and student agency will increase 2% from 90% to 92% as measured by the Pulse Survey.

Culture/Climate goal(s):  
If we create a safe and equitable environment that celebrates and honors all Henry students, they will feel accepted, valued and included, resulting in a more positive outlook regarding their academic growth and progress through school-wide guidelines for success, Positive Behavior Intervention System (PBIS) supports, and Safe & Civil.

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 3-5 teacher will support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 1-2 teacher will support At-Promise Spanish Language Learners in developing their Spanish in decoding, building fluency and comprehension. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
Teachers will provide before/afterschool intervention (tutoring) in English FRSA and Comprehension in the ELPAC assessments to the 4th and 5th grade who have not moved ELPAC levels. Teachers will focus on early intervention in English by supporting At-Promise ELL to decode, build fluence and comprehension skills in target language. (IN 3)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact
PD and planning sessions for SLA, MATH and Writing. Faculty will have the opporutnity to learn the latest pedagogy and applicaitons to support dual immerison and help fill the gaps in both English and Spanish. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Selected teachers will mentor/coach our new teachers in lesson design, planning, data analysis and classroom management. (PD 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts,	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill

including the California English Language Development Standards for English learner students, with an intense focus on:

- Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.
- Reading and Writing grounded in evidence from text.
- Regular practice with complex text and its academic vocabulary with intensity.

Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students'

Writing, including daily and unit performance tasks that require:

Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.

Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.

Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.  
K - 2: Foundational Reading Skills Assessment (FRSA)  
3 – 5: Smarter Balanced Assessment Consortium summative Assessments

Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.

Content Area textbooks (e.g. Health, Science, Social Studies)

Supplemental Reading materials matched to students' instructional Reading level (Newsela)

Thinking Maps

i-Ready Personalized Learning

ELlevation

iReady

progress and needs.

<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <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"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<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 &amp; 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>

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <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"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> <li>• ST Math Puzzle Talks</li> </ul>	<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>

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Students needing additional support with target language comprehension skills. Elementary Reading - FRSA 50, Other 50	Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 3-5 teacher will support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments.	Identified At-Risk Students	LCFF \$3,395 Teacher Hourly P Schedule ( 2 ) for 20 hours annually - LCFF 100%	08/22/2024 - 06/13/2025 Weekly	Teachers	Principal Elementary Reading - FRSA 50, Other 50

Students needing additional support with target language comprehension skills. Elementary Reading - FRSA 50, Other 50	Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 1-2 teacher will support At-Promise Spanish Language Learners in developing their Spanish in decoding, building fluency and comprehension.	Identified At-Risk Students	LCFF \$3,395 Teacher Hourly P Schedule ( 2 ) for 20 hours annually - LCFF 100%	08/22/2024 - 06/13/2025 Weekly	Teachers	Principal Elementary Reading - FRSA 50, Other 50
At-Promise ELL 4th and 5th grade students Elementary Reading - FRSA 40, EL Reclassification 40, Other 20	Teachers will provide before/afterschool intervention (tutoring) in English FRSA and Comprehension in the ELPAC assessments to the 4th and 5th grade who have not moved ELPAC levels. Teachers will focus on early intervention in English by supporting At-Promise ELL to decode, build fluency and comprehension skills in target language.	English Learners	LCFF \$849 Teacher Hourly P Schedule ( 1 ) for 10 hours annually - LCFF 100%	08/22/2024 - 06/13/2025 Semester	Teachers Principal	Principal Elementary Reading - FRSA 40, EL Reclassification 40, Other 20

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
Henry Preschool to Kindergarten Transition -Schoolwide Visitations for prospective Kindergarten parents are held in January. Parents attend an informational meeting, observe in classrooms kindergarten through 5th grade, tour the campus, and have a question/answer session with the principal, a teacher representative and parent representatives.	<p>A spring Kindergarten Parent Orientations is held to provide parent training in ways to prepare children for success in Kindergarten (literacy and math activities, social skills) -A New Kindergarten Orientation is held in August to introduce children to the school environment, provide information on school procedures and learning focus areas for the month of September.</p> <p>-Newly enrolled Kindergarten students are invited to the Spring Carnival.</p> <p>Henry Middle School Transition</p> <p>-Fifth grade students attend field trips to Marshall and Keller Middle School</p> <p>-Information is presented by the counselor to parents on Middle School and LBUSD School of Choice procedures in January to support parents and students in their transition to Middle School.</p> <p>-The Education Celebration is promoted and encouraged for all parents and students to learn about middle school programs. -Middle School parent orientation meetings are shared with all fifth grade parents</p>	No Data.

## **Accountability Measure 2: Organizational Climate**

### **Organizational Climate**

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

### Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
PD in SLA, MATH and Writing for all grade levels SBAC ELA 20, SBAC Math 20, Elementary Reading - FRSA 40, Core Curriculum 20	PD and collaborative planning sessions for SLA, MATH and Writing. Faculty wil have the opporutnity to learn the latest pedagogy and applicaitons to support dual immerison and help fill the gaps in both English and Spanish.	LCFF \$4,133 Substitute teacher half day ( 14 ) for 2 days - LCFF 100%	08/23/2024 - 06/13/2025 Semester	Principal IIC LT Counselor	Principal

### Describe Teacher Involvement

### Accountability Measure 4: Parent & Community

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
Incoming TK and Kinder students Elementary Reading - FRSA 40, Core Curriculum 40, Other 20	In Henry's DI program, students in TK and kindergarten will receive 90% of daily instruction in Spanish and 10% in English. Parents must have an overview of the different components and strategies that will support the students in the process- Spanish FRSA/Benchmarks and comprehension. Elementary reading- FRSA and ASR. Teachers will be given an opportunity to prep their classrooms and presentations for this meet and greet.	LCFF \$2,617 Teacher Hourly Extra Comp ( 7 ) for 4 hours annually - LCFF 100%	08/22/2024 - 06/13/2025 Semester	Tk and Kinder Teachers Counselor IIC Principal	Principial and Teachers

### 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)	0
Title I Parent and Family Involvement (3008)	0

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	24640

\* 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	Rose Vitetta	12-31-1969
Staff	Classroom Teacher	Ida Moscoso	06-13-2025
Staff	Classroom Teacher	Margarita Serna	06-13-2025
Staff	Classroom Teacher	Marilu Rosales	06-12-2026
Staff	Other School Personnel	Fabiola Enciso	06-12-2026
Community	Parent/Community Member	██████ Sall	06-13-2025
Community	Parent/Community Member	██████ Kuykendall	06-13-2025
Community	Parent/Community Member	██████ Jackson	06-12-2026
Community	Parent/Community Member	██████ Xeros	06-12-2026
Community	Parent/Community Member	██████ Lopez	06-12-2026

## English Learner Advisory Committee Membership

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

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Jimenez
DELAC Representative	Parent of EL Student (required)	██████ Rodiles
Principal or Designee	Staff Member (required)	Rose Vitetta
Secretary	Parent of EL Student (required)	██████ Tapia

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?	11/13/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Increase tutoring not only in SLA but also in MATH and ELA.
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 EL Student Grades
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/14/2024
6. What was SSC's response to ELAC recommendations?	SSC agrees that more tutoring should occur, but it will all be determined on the budget.



## 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): 11/14/2024
2. The SSC approved the **Home-School Compact** on 09/26/2024
3. The SSC approved the **Parent Involvement Guidelines** on 09/26/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:11/14/2024
6. The SPSA was approved at the following SSC Meeting: 11/14/2024

### LBUSD Board of Education Approval Date:

### Signatures:

Principal: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

SSC Chair: \_\_\_\_\_

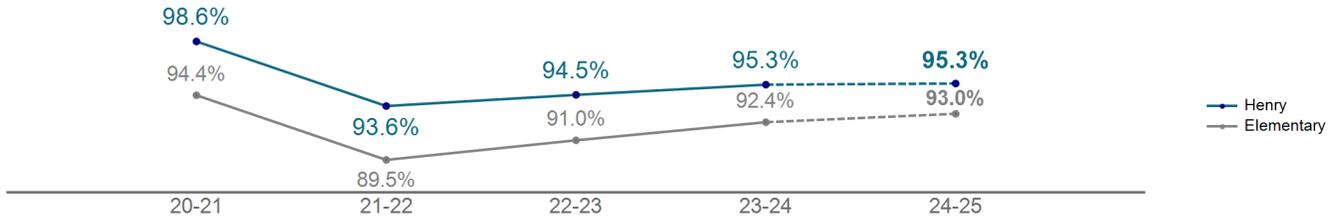
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

ELAC Chair: \_\_\_\_\_

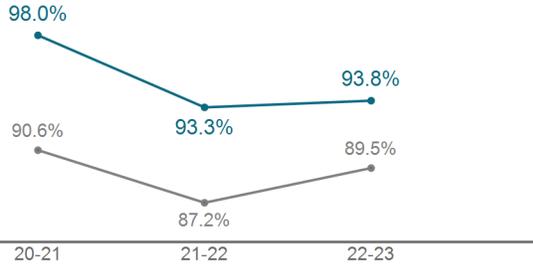
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Attendance Rate

Henry  
All Students  
N = 793



**African American**



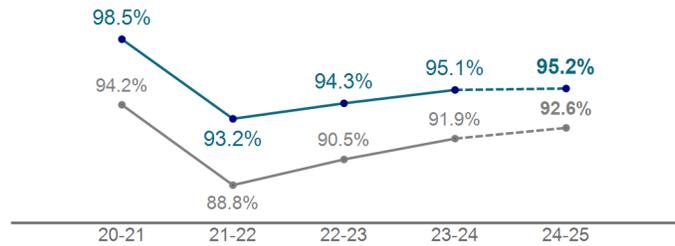
**Asian**  
N = 20



**Filipino**

Subgroup with fewer than 20 students.

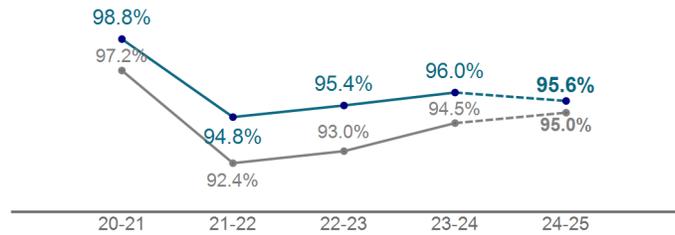
**Hispanic**  
N = 516



**Pacific Islander**

Subgroup with fewer than 20 students.

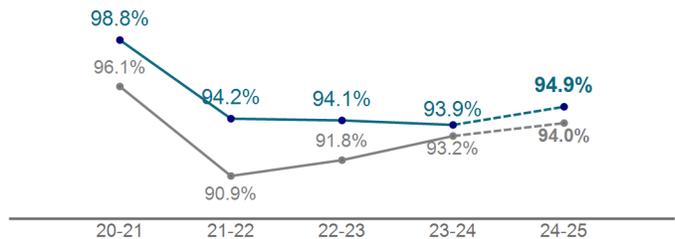
**White**  
N = 165



**Native American**

Subgroup with fewer than 20 students.

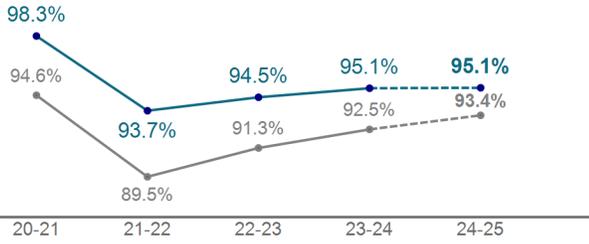
**Other**  
N = 65



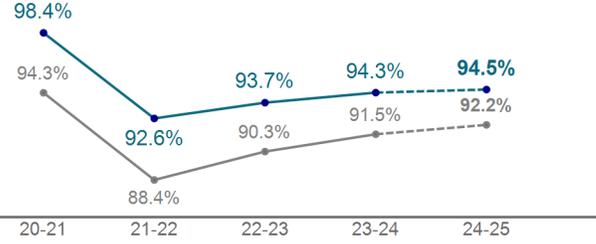
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Attendance Rate

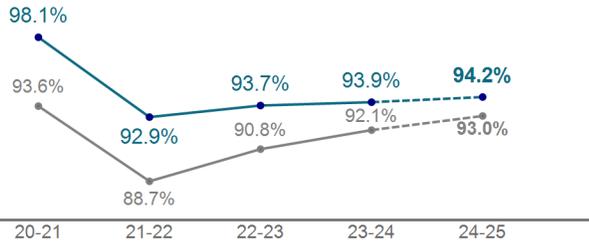
**EL + RFEP**  
N = 77



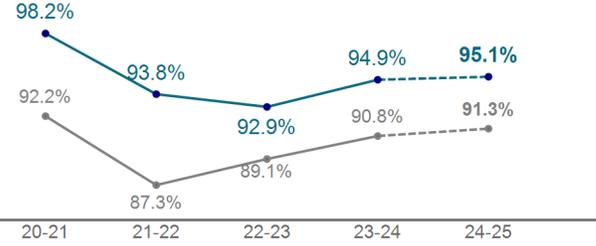
**Low SES**  
N = 184



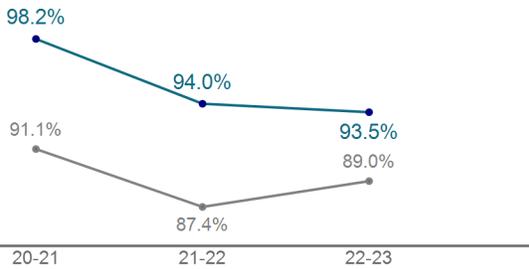
**English Learner**  
N = 46



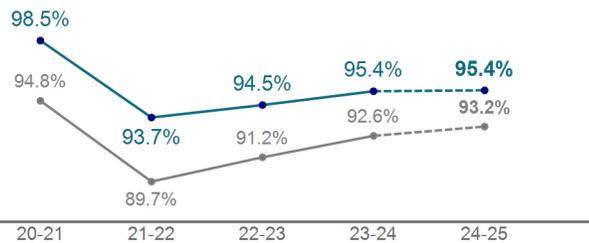
**Special Education**  
N = 63



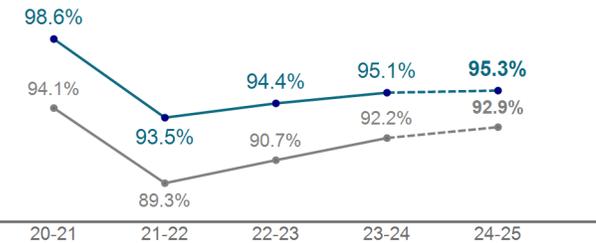
**Homeless or Foster Youth**



**Female**  
N = 411

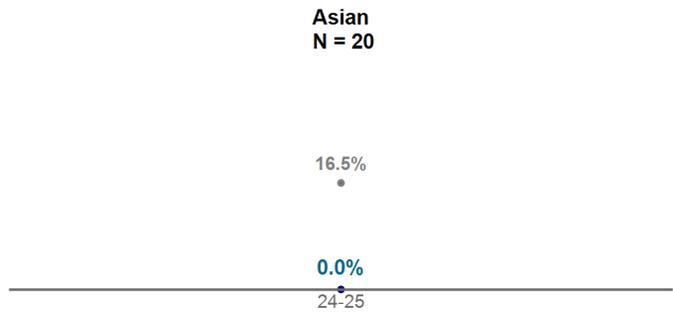
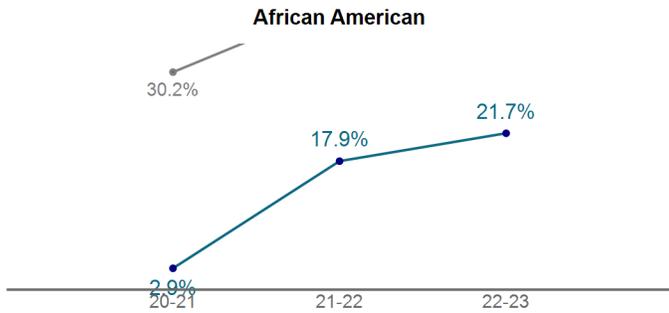
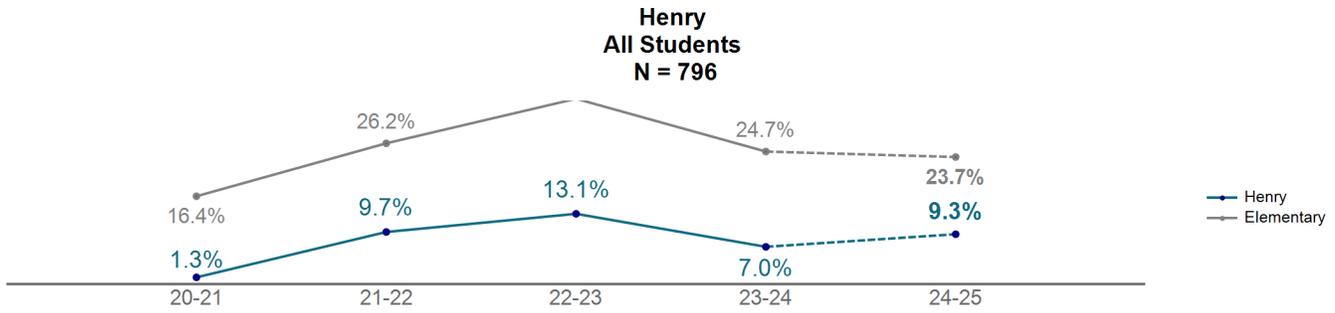


**Male**  
N = 381

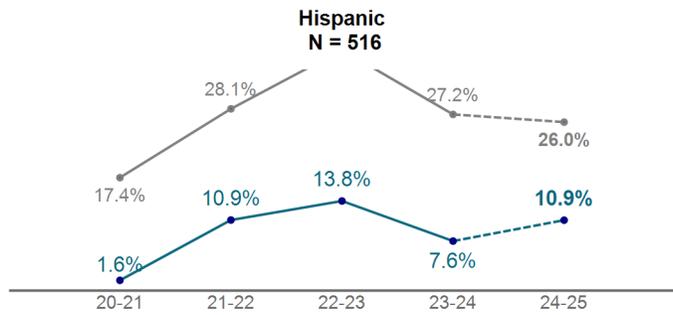


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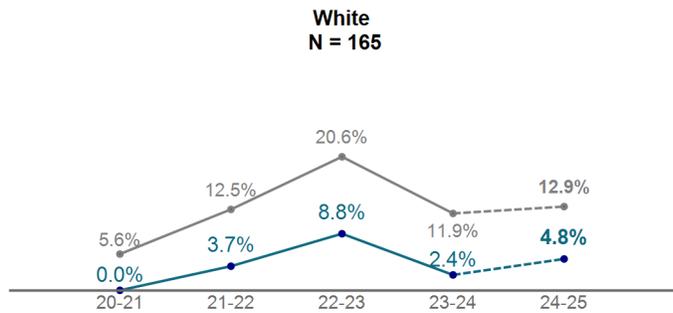
# Percent of Students in the Moderately or Severely Chronic Categories



**Filipino**  
Subgroup with fewer than 20 students.



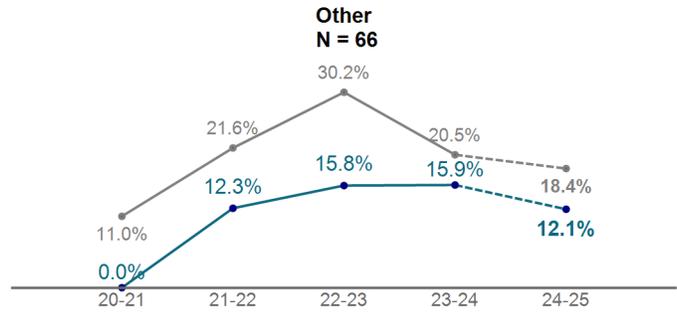
**Pacific Islander**  
Subgroup with fewer than 20 students.



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

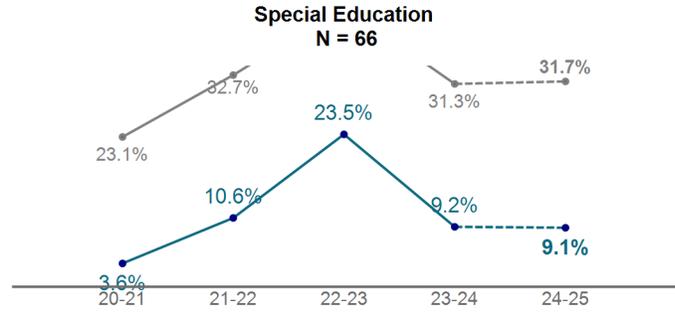
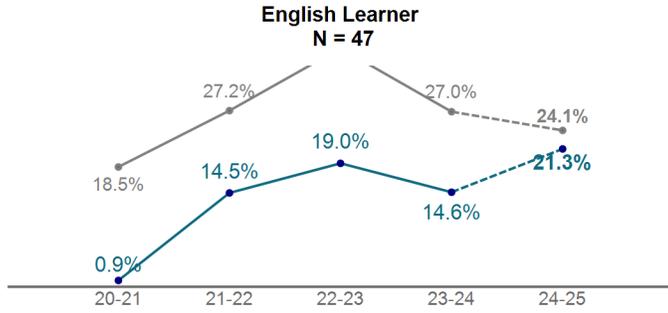
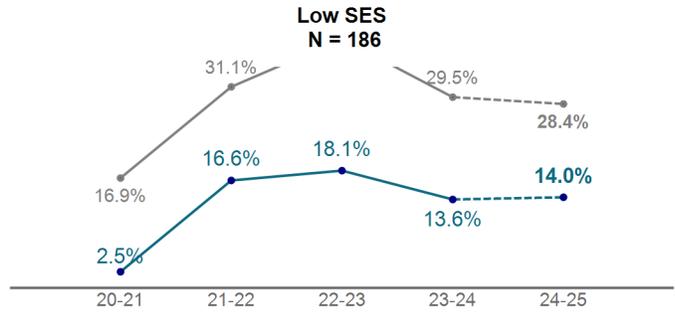
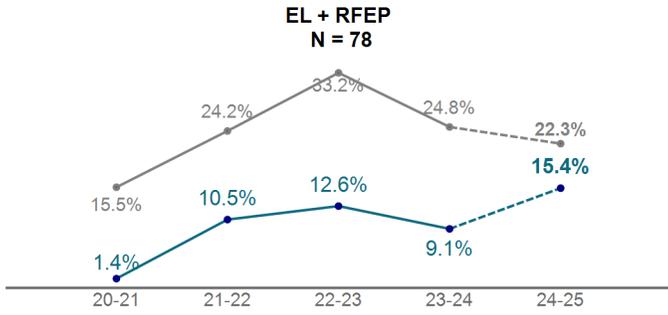
# Percent of Students in the Moderately or Severely Chronic Categories

**Native American**  
Subgroup with fewer than 20 students.



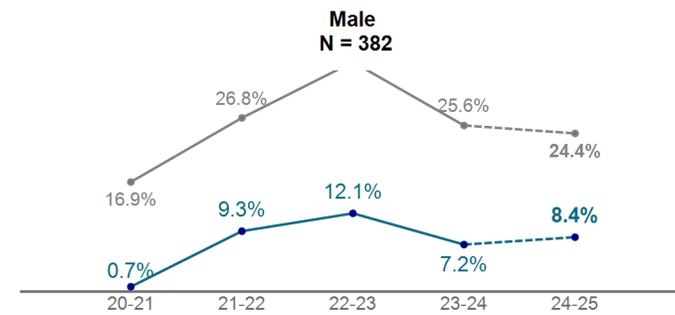
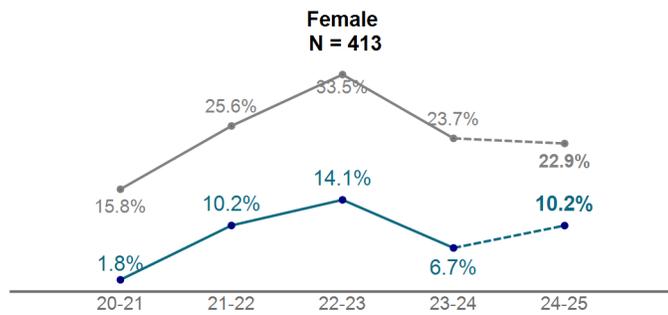
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Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories



**Homeless or Foster Youth**  
Subgroup with fewer than 20 students.

**Homeless or Foster Youth**  
Subgroup with fewer than 20 students.



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

# SBAC ELA 2024 :: School Data by Subgroup

## Henry

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	379	31%	14	17	30	39	69%	↑3		↑8	
	379	All Elementary	51%	31	20	23	26	49%	↑1		↑4
		District	51%	29	22	27	23	49%	↑1		↑2
Grade	Gr. 03	134	37%	15	22	22	41	63%	↑1		-
		All Elementary	53%	30	23	20	27	47%	↑-		-
		District	52%	30	23	20	28	48%	↑-		-
	Gr. 04	117	32%	19	14	26	41	68%	↑-		↑5
		All Elementary	52%	33	19	21	27	48%	↑3		↑2
		District	52%	33	19	20	28	48%	↑2		↑1
	Gr. 05	128	23%	8	15	41	36	77%	↑9		↑10
		All Elementary	49%	30	20	27	24	51%	↓1		↑6
		District	49%	30	20	27	24	51%	↓1		↑5
Ethnicity	Hispanic	249	31%	14	17	33	36	69%	↑6		↑9
		All Elementary	58%	36	23	23	19	42%	↑1		↑5
		District	57%	33	25	27	16	43%	↑1		↑2
	White	80	25%	13	13	29	46	75%	↓2		↑9
		All Elementary	24%	11	13	25	51	76%	↑1		↑2
		District	26%	12	14	30	44	74%	↑-		↓-
	Other	27	22%	7	15	30	48	78%	↑7		-
		All Elementary	32%	18	13	22	46	68%	↓2		↑1
		District	32%	16	15	28	41	68%	↑1		↑-
African American	12*	58%	25	33	17	25	42%	↓18		-	
	All Elementary	67%	46	21	19	14	33%	↓-		↑3	
	District	66%	42	24	22	12	34%	↑2		↑3	

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

# SBAC ELA 2024 :: School Data by Subgroup

## Henry

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Asian	7*	43%	14	29	57	57%	↓23		-	
		All Elementary	35%	17	18	23	42	65%	↑3		↑6
		District	32%	15	18	29	38	68%	↑2		↑4
	Cambodian	3*	33%	33	33	33	67%	↓5		-	
		All Elementary	39%	19	20	24	37	61%	↑1		↑5
		District	37%	18	20	30	33	63%	↑2		↑3
	Filipino	3*	33%	33	67	67%	67%	↓33		-	
		All Elementary	27%	16	12	25	48	73%	↓4		↑1
		District	27%	13	14	32	42	73%	↑1		↑4
	Pacific Islander	1*	100%	100	0%	0%	0%	↓100		-	
All Elementary		66%	37	29	25	9	34%	↑3		↓2	
District		57%	28	29	31	11	43%	↑5		↑2	
Gender	Female	200	26%	10	16	31	43	74%	↑4		↑8
		All Elementary	48%	27	20	24	28	52%	↑1		↑4
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	179	36%	18	18	29	35	64%	↑2		↑7
		All Elementary	55%	35	20	21	24	45%	↑-		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	All Elementary*	100%	100	0%	0%	0%	↓50		-	
District		46%	24	22	34	20	54%	↓6		↑3	
Special Populations	EL + RFEP	53	45%	17	28	34	21	55%	↑3		↑3
		All Elementary	67%	44	23	20	13	33%	↑-		↑5
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	22	77%	41	36	23	23%	↓11		-	

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

# SBAC ELA 2024 :: School Data by Subgroup

## Henry

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	31	23%	23	42	35	77%	↑6		-	
		All Elementary	24%	7	17	36	40	76%	↑6		↑6
		District	41%	16	25	38	21	59%	↑3		↑3
	Foster	1*	0%			100	100%	-		-	
		All Elementary	80%	63	18	14	5	20%	↓5		-
		District	77%	55	22	17	6	23%	↓2		↓3
	GATE/Excel	108	5%	2	3	19	77	95%	↑3		-
		All Elementary	9%	2	7	22	69	91%	↑1		↓2
		District	12%	3	9	30	58	88%	↑2		↓1
	Homeless	4*	25%	25	50	25	75%	↓7		-	
		All Elementary	69%	48	22	19	11	31%	↓6		↑5
		District	69%	45	24	22	9	31%	↓5		↑2
	Homeless/Foster	5*	20%	20	60	20	80%	↓2		-	
		All Elementary	71%	50	21	19	11	29%	↓6		↑4
	District	70%	46	24	21	9	30%	↓5		↑1	
Low SES	85	39%	16	22	33	28	61%	↑3		↑9	
	All Elementary	61%	38	23	22	18	39%	↓1		↑4	
	District	60%	35	25	25	15	40%	↓1		↑2	
Special Ed.	28	64%	46	18	25	11	36%	↓4		-	
	All Elementary	82%	64	17	11	8	18%	↓-		↑3	
	District	83%	64	19	11	6	17%	↑-		↑2	
Spec Ed. Speech/RSP	28	64%	46	18	25	11	36%	↓4		-	

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

# SBAC ELA 2024 :: School Data by Subgroup

## Henry

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

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

# SBAC Math 2024 :: School Data by Subgroup

## Henry

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	379	38%	12	26	32	30	62%	↑5		↓7	
	All Elementary	56%	30	26	23	21	44%	↑4		↓1	
	District	64%	38	25	19	17	36%	↑2		↓2	
Grade	Gr. 03	134	32%	9	23	34	34	68%	↑1		-
		All Elementary	51%	28	24	27	22	49%	↑3		-
		District	51%	27	23	27	23	49%	↑2		-
	Gr. 04	117	32%	10	21	35	33	68%	↑6		-
		All Elementary	55%	26	29	25	20	45%	↑5		↓-
		District	54%	25	29	25	21	46%	↑5		↓1
	Gr. 05	128	50%	17	33	26	24	50%	↑7		↓13
		All Elementary	62%	37	26	18	20	38%	↑3		↓2
		District	62%	36	26	18	20	38%	↑3		↓3
Ethnicity	Hispanic	249	43%	12	31	29	28	57%	↑4		↓9
		All Elementary	63%	34	29	22	14	37%	↑3		↓2
		District	71%	43	27	18	12	29%	↑2		↓2
	White	80	29%	8	21	35	36	71%	↓5		↓9
		All Elementary	27%	10	17	28	44	73%	↑4		↓3
		District	38%	17	21	25	37	62%	↓-		↓4
	Other	27	26%	15	11	44	30	74%	↑16		-
		All Elementary	37%	18	19	25	38	63%	↑2		↓2
		District	43%	22	21	23	34	57%	↑2		↓2
African American	12*	58%	42	17	33	8	42%	↑15		-	
	All Elementary	73%	45	29	17	9	27%	↑3		↓1	
	District	80%	55	25	13	7	20%	↑2		↓2	

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

# SBAC Math 2024 :: School Data by Subgroup

## Henry

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	7*	0%		29	71	100%	-		-	
		All Elementary	38%	16	22	24	38	62%	↑7		↑4
		District	45%	24	22	21	33	55%	↑3		↓2
	Cambodian	3*	33%	33	33	33	67%	↓5		-	
		All Elementary	43%	19	25	25	32	57%	↑7		↑4
		District	50%	26	24	23	28	50%	↑5		↓2
	Filipino	3*	0%		33	67	100%	↑50		-	
		All Elementary	30%	12	18	33	37	70%	↑4		↑4
		District	38%	18	20	27	35	62%	↑6		↑4
	Pacific Islander	1*	100%	100			0%	↓100		-	
All Elementary		64%	30	34	26	10	36%	↑9		↓6	
District		70%	43	28	21	9	30%	↑5		↓2	
Gender	Female	200	42%	15	27	31	27	58%	↑3		↓11
		All Elementary	59%	31	28	23	18	41%	↑3		↓2
		District	66%	39	27	19	16	34%	↑1		↓3
	Male	179	34%	9	25	32	34	66%	↑7		↓3
		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	53	51%	15	36	30	19	49%	↑6		↓5
		All Elementary	70%	41	28	19	12	30%	↑3		↑1
		District	76%	50	26	15	9	24%	↑1		↓2
	ELL	22	68%	32	36	32	32%	↑10		-	

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 Students without scores are not included in the graphical comparison of these results.  
 \*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

# SBAC Math 2024 :: School Data by Subgroup

## Henry

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	31	39%	3	35	29	32	61%	↓4		↓17
		All Elementary	32%	8	24	35	33	68%	↑11		↓-
	Foster	District	64%	35	29	21	15	36%	↑2		↓4
		1*	0%			100	100%		-		-
	GATE/Excel	All Elementary	77%	51	27	17	5	23%	↑2		↓2
		District	84%	62	23	12	4	16%	↑-		↓3
	Homeless	108	9%	3	6	16	75	91%	↓1		↓7
		All Elementary	10%	1	9	29	61	90%	↑6		↓4
	Homeless/Foster	District	21%	6	16	28	51	79%	↑5		↓4
		4*	25%	25		75		75%	↑2		-
	Low SES	All Elementary	76%	46	30	15	9	24%	↓4		↑3
		District	82%	56	25	11	7	18%	↓4		↓1
	Special Ed.	5*	20%	20		80		80%	↑7		-
		All Elementary	76%	47	30	15	9	24%	↓4		↑3
Spec Ed. Speech/RSP	District	82%	57	25	11	7	18%	↓4		↓2	
	85	51%	15	35	27	22	49%	↓4		↓11	
Special Ed.	All Elementary	65%	36	29	21	13	35%	↑2		↓1	
	District	72%	45	27	17	11	28%	↑-		↓2	
Spec Ed. Speech/RSP	28	64%	50	14	21	14	36%	↑4		-	
	All Elementary	80%	58	22	12	9	20%	↑2		↑-	
Spec Ed. Speech/RSP	District	86%	70	17	8	6	14%	↑1		↓-	
	28	64%	50	14	21	14	36%	↑4		-	

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

# SBAC Math 2024 :: School Data by Subgroup

## Henry

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

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

# SBAC Science 2024 :: School Data by Subgroup

## Henry

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Students	128	58%	4	54	28	14	42%	↑1	-	
	All Elementary	70%	17	53	20	10	30%	↓-	-	
	District	73%	17	57	19	7	27%	↑1	-	
Grade	Gr. 05	58%	4	54	28	14	42%	↑1	-	
	All Elementary	70%	17	53	20	10	30%	↓-	-	
	District	69%	17	52	21	10	31%	↑1	-	
Ethnicity	Hispanic	87	61%	3	57	26	13	39%	↓-	-
		All Elementary	77%	19	58	17	6	23%	↓1	-
		District	80%	20	60	16	4	20%	↑1	-
	White	25	56%	8	48	28	16	44%	↓12	-
		All Elementary	41%	5	36	32	26	59%	↑-	-
		District	50%	6	44	30	19	50%	↑1	-
	Other	8*	63%		63	38		38%	↑9	-
		All Elementary	50%	10	41	30	20	50%	↑1	-
		District	56%	10	46	28	16	44%	↑1	-
	African American	5*	40%		40	40	20	60%	↑20	-
		All Elementary	81%	26	55	16	3	19%	↓-	-
		District	86%	24	62	12	2	14%	↑1	-
	Asian	2*	0%			100	100%	100%	-	-
		All Elementary	51%	6	44	27	22	49%	↑6	-
		District	55%	7	48	30	15	45%	↑2	-
Cambodian	1*	0%			100	100%	100%	↑50	-	
	All Elementary	60%	5	55	27	13	40%	↑1	-	
	District	63%	8	55	26	11	37%	↑3	-	

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

Henry

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Filipino	1*	0%			100	100%	↑50		-	
		All Elementary	52%	4	47	24	24	48%	↓3		-
		District	55%	6	49	32	13	45%	↓1		-
Gender	Female	65	60%	8	52	29	11	40%	↓4		-
		All Elementary	70%	16	55	20	10	30%	↑1		-
		District	73%	15	58	20	7	27%	↑1		-
	Male	63	56%		56	27	17	44%	↑5		-
		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	21	67%	5	62	19	14	33%	↑8		-
		All Elementary	84%	25	58	12	4	16%	↓2		-
		District	84%	22	62	13	3	16%	↓-		-
	ELL	3*	100%	100				0%	-		-
		All Elementary	97%	35	62	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	18*	61%	6	56	22	17	39%	↓8		-
		All Elementary	55%	3	51	32	13	45%	↑7		-
		District	76%	12	64	20	5	24%	↓-		-
	GATE/Excel	41	24%		24	37	39	76%	↓2		-
		All Elementary	21%		20	40	39	79%	↑11		-
		District	35%	3	33	39	25	65%	↑8		-
Foster	All Elementary	84%	39	45	13	3	16%	↓3		-	
	District	89%	32	57	8	2	11%	↓1		-	

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.

Henry

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Homeless	1*	100%	100			0%	↓50		-	
		All Elementary	85%	30	56	13	2	15%	↓2		-
		District	86%	28	59	12	1	14%	↑-		-
	Homeless/Foster	1*	100%	100			0%	↓50		-	
		All Elementary	85%	30	54	13	2	15%	↓2		-
		District	87%	28	59	12	1	13%	↓-		-
	Low SES	30	83%	3	80	10	7	17%	↓22		-
		All Elementary	79%	20	58	16	6	21%	↓2		-
		District	82%	20	61	15	4	18%	↓1		-
	Special Ed.	7*	71%	14	57	29		29%	↑12		-
		All Elementary	89%	44	45	8	3	11%	↓-		-
		District	92%	41	51	6	2	8%	↑1		-
	Spec Ed. Speech/RSP	7*	71%	14	57	29		29%	↑12		-
		All Elementary	86%	35	51	10	4	14%	↓-		-
		District	89%	34	55	8	3	11%	↑1		-

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

## Henry

1/17/25

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*	
E L A	All Students	243	44	26	23	24	27	
		All ES	44	25	22	25	29	
		District	30	33	15	16	36	
	Grade	Gr. 04 (Minimum Growth Target: 44)	116	47	22	28	28	22
			All ES	43	25	24	27	24
			District	42	26	24	27	24
		Gr. 05 (Minimum Growth Target: 35)	127	41	29	20	20	31
			All ES	44	24	19	23	34
			District	42	25	20	22	33
	Ethnicity	Hispanic	167	44	26	23	24	28
			All ES	44	25	22	24	29
			District	29	34	15	16	36
		White	45	46	22	22	36	20
			All ES	41	26	22	26	27
			District	28	33	15	18	34
Other		15^	-	27	33	7	33	
		All ES	45	22	21	29	28	
		District	32	30	16	19	35	
African American	10^	-	20	40	10	30		
	All ES	42	25	21	23	31		
	District	28	34	15	15	37		

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

^Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

## Henry

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	Asian	4^	-	50	25	25	
			All ES	52	23	20	23	34
			District	35	31	14	15	40
	Ethnicity	Cambodian	2^	-	50		50	
			All ES	53	20	22	25	34
			District	34	30	16	16	38
	Ethnicity	Filipino	2^	-	50		50	
			All ES	40	24	24	25	27
			District	35	29	16	17	38
	Gender	Female	125	37	28	24	22	26
			All ES	45	24	22	25	29
			District	32	31	15	17	36
Gender		Male	118	52	23	23	27	27
			All ES	43	25	21	24	29
			District	27	35	15	15	35
Gender		Nonbinary	All ES^	-23	100		0	
	District		5	53	6	12	29	
Special Populations	EL + RFEP	37	37	38	19	16	27	
		All ES	43	25	22	23	30	
		District	29	34	14	14	38	
	ELL	14^	-	21	29	21	29	

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

^Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

## Henry

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*	
ELA	ELL	All ES	43	25	22	23	30	
		District	33	32	17	16	35	
	RFEP		23	28	48	13	13	26
		All ES	44	25	24	22	29	
		District	26	35	12	13	40	
		Foster	1^	-				100
	All ES		32	32	31	15	22	
		District	9	40	19	13	28	
		GATE/Excel		81	42	28	20	23
	All ES		41	26	21	28	25	
		District	31	31	16	18	35	
		Homeless	2^	-			50	50
	All ES		47	25	20	21	33	
		District	27	35	14	14	37	
		Homeless/Foster	3^	-		33	33	33
	All ES		45	26	22	20	32	
		District	25	35	15	14	36	
		Low SES		56	37	32	23	21
	All ES		44	25	22	24	30	
		District	29	33	15	16	35	
Special Ed.		17^	-	35	29	35		

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

^Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

## Henry

1/17/25

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*	
E L A	Special Populations	Special Ed.	All ES	38	30	18	21	30
			District	28	35	15	15	35
	Spec Ed. Speech/RSP		17^	-	35		29	35
			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

## Henry

1/17/25

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*	
M a t h	All Students	243	31	27	29	30	15	
		All ES	39	22	28	29	21	
		District	22	35	19	19	27	
	Grade	Gr. 04 (Minimum Growth Target: 42)	116	51	15	27	37	22
			All ES	48	17	28	32	23
			District	47	17	29	32	23
		Gr. 05 (Minimum Growth Target: 39)	127	11	38	31	23	9
			All ES	31	28	28	25	19
			District	30	29	28	25	18
Ethnicity	Hispanic	167	29	26	32	31	11	
		All ES	38	23	28	28	20	
		District	20	36	20	18	26	
	White	45	35	27	27	24	22	
		All ES	43	20	28	33	20	
		District	27	31	20	21	28	
	Other	15^	-	33	20	27	20	
		All ES	40	22	27	29	22	
		District	27	32	18	20	30	
African American	10^	-	30	10	40	20		
	All ES	38	25	26	26	23		
	District	18	38	18	17	26		

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

## Henry

1/17/25

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*
Ethnicity	Asian	4^	-	50	25	25	0
		All ES	46	18	25	31	25
		District	25	32	18	21	28
	Cambodian	2^	-		50		50
		All ES	42	20	27	30	24
		District	24	33	19	21	27
	Filipino	2^	-				100
		All ES	45	14	32	32	21
		District	37	25	19	22	35
Gender	Female	125	29	28	28	29	15
		All ES	38	23	28	29	20
		District	21	35	19	19	26
	Male	118	31	25	30	31	14
		All ES	40	22	28	28	22
		District	23	34	19	19	28
	Nonbinary	All ES^	30				100
District		11	45	15	6	33	
Special Populations	EL + RFEP	37	29	22	41	27	11
		All ES	40	21	29	27	22
		District	20	37	19	16	27
	ELL	14^	-	14	29	36	21

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

## Henry

1/17/25

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 at Special Populations	ELL	All ES	40	23	27	26	23	
		District	24	34	20	18	27	
	RFEP		23	13	26	48	22	4
		All ES	40	18	33	30	20	
	Foster	District	15	40	18	15	28	
		1^	-				100	0
	GATE/Excel	All ES	32	31	21	21	28	
		District	11	39	20	14	27	
	Homeless		81	30	28	28	30	14
		All ES	41	19	30	32	19	
	Homeless/Foster	District	28	29	21	22	29	
		2^	-			50	50	
	Low SES	All ES	42	22	30	26	23	
		District	20	37	19	17	27	
	Special Ed.		3^	-		67	33	
		All ES	41	23	29	25	23	
	Special Ed.	District	19	37	19	16	27	
			56	29	27	29	29	16
	Special Ed.	All ES	39	23	28	28	21	
		District	21	36	19	18	27	
Special Ed.	17^	-	24	29	29	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

## Henry

1/17/25

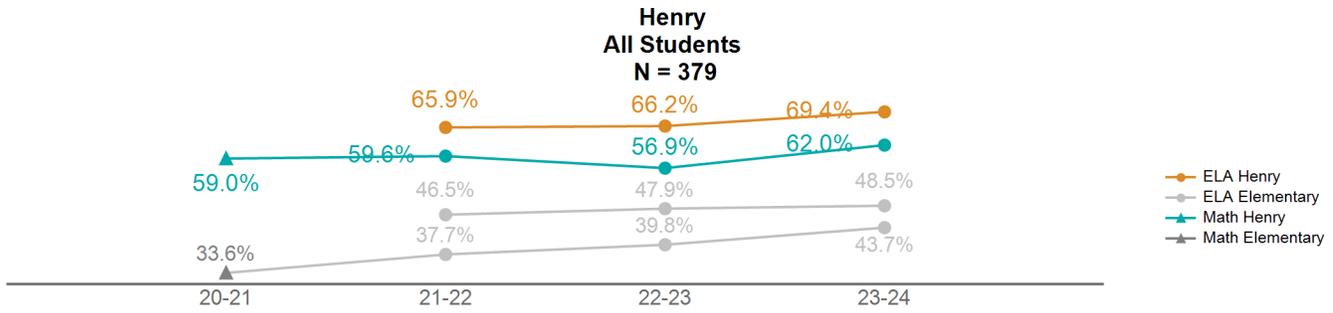
Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Special Ed.	All ES	39	26	25	23	27
		District	20	38	18	17	28
	Spec Ed. Speech/RSP	17^	-	24	29	29	18
		All ES	40	25	26	24	26
		District	20	37	18	17	28

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

^Not currently a significant subgroup.

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

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



### African American

Subgroup with fewer than 20 students.

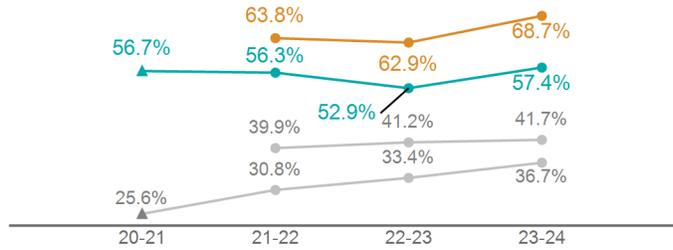
### Asian

Subgroup with fewer than 20 students.

### Filipino

Subgroup with fewer than 20 students.

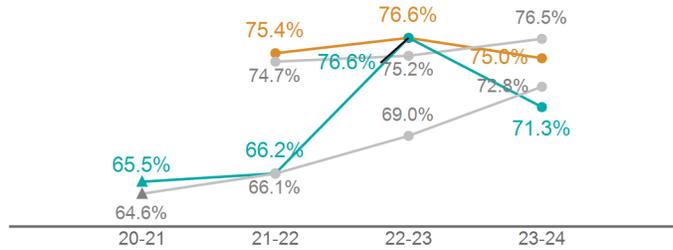
### Hispanic N = 249



### Pacific Islander

Subgroup with fewer than 20 students.

### White N = 80

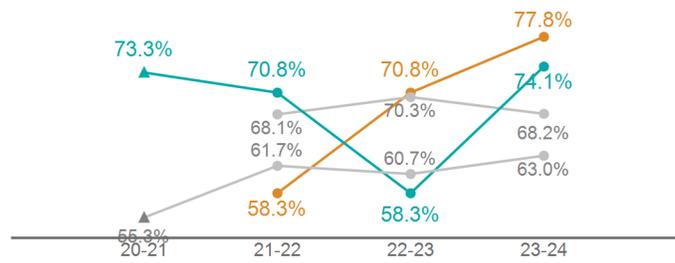


# Percent of Students with Achievement Level of Met or Exceeded in SBAC

## Native American

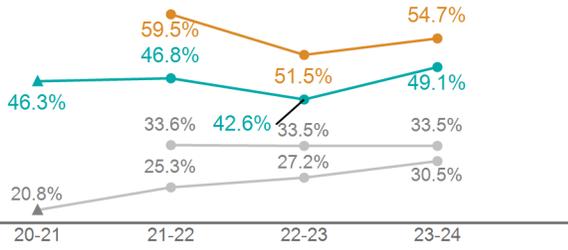
Subgroup with fewer than 20 students.

## Other N = 27

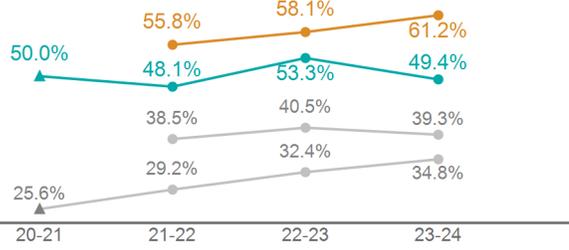


# Percent of Students with Achievement Level of Met or Exceeded in SBAC

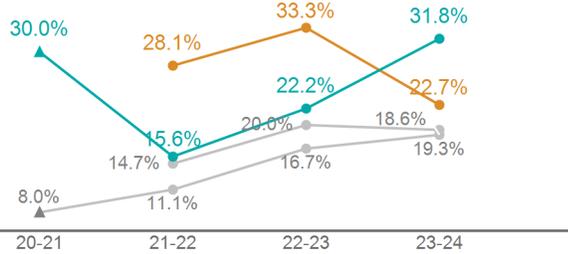
**EL + RFEP**  
N = 53



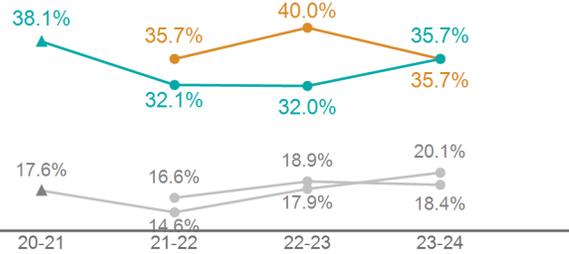
**Low SES**  
N = 85



**English Learner**  
N = 22



**Special Education**  
N = 28



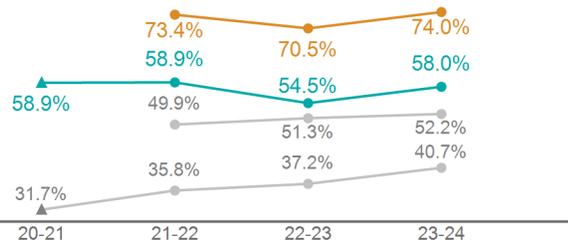
**Homeless**

Subgroup with fewer than 20 students.

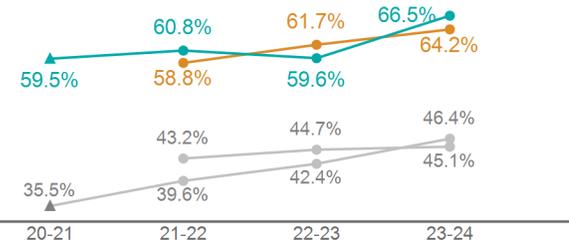
**Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 200



**Male**  
N = 179



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.

# SBAC ELA 2023-2024 :: School Comparison by Subgroup

1/17/25

## All

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

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

# SBAC ELA 2023-2024 :: School Comparison by Subgroup

1/17/25

## All

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

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

# SBAC Math 2023-2024 :: School Comparison by Subgroup

1/17/25

## All

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

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

# SBAC Math 2023-2024 :: School Comparison by Subgroup

1/17/25

## All

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

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

# SBAC Science 2023-2024 :: School Comparison by Subgroup

1/17/25

## 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 Elementary	4,137	70%	17	53	20	10	30%	↓-		-
Addams	127	81%	19	62	15	4	19%	↓5		-
Alvarado	56	61%	5	55	30	9	39%	↑5		-
Barton	75	92%	36	56	5	3	8%	↓5		-
Birney	104	77%	22	55	15	8	23%	↓7		-
Bixby	77	57%	6	51	30	13	43%	↑4		-
Bryant	55	76%	22	55	18	5	24%	↓11		-
Burbank	102	70%	15	55	24	7	30%	↑5		-
Burcham	52	65%	6	60	21	13	35%	↓10		-
Carver	80	29%	3	26	39	33	71%	↑18		-
Chavez	47	94%	34	60	6		6%	↓9		-
Cleveland	82	32%	1	30	44	24	68%	↑20		-
Dooley	129	78%	26	51	18	5	22%	↑8		-
Edison	74	89%	27	62	8	3	11%	↓7		-
Emerson	48	44%	4	40	33	23	56%	↑1		-
Fremont	52	33%	4	29	29	38	67%	↑10		-
Gant	80	41%	4	38	31	28	59%	↓3		-
Garfield	101	81%	21	60	16	3	19%	↓3		-
Gompers	58	62%	12	50	34	3	38%	↓8		-
Grant	145	89%	34	55	10	1	11%	↓4		-
Harte	121	80%	17	64	18	2	20%	↑2		-
Henry	128	58%	4	54	28	14	42%	↑1		-
Herrera	130	75%	14	61	20	5	25%	↓7		-
Holmes	66	70%	12	58	20	11	30%	↑16		-

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

# SBAC Science 2023-2024 :: School Comparison by Subgroup

1/17/25

All

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

1/17/25

## All

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

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

# SBAC Math 2023-2024 :: School Comparison by Subgroup

1/17/25

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

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

# SBAC Science 2023-2024 :: School Comparison by Subgroup

1/17/25

## 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	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.

# SBAC ELA 2023-2024 :: School Comparison by Subgroup

1/17/25

## All

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

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

# SBAC Math 2023-2024 :: School Comparison by Subgroup

1/17/25

## All

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

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

# SBAC Science 2023-2024 :: School Comparison by Subgroup

1/17/25

## All

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

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

# SBAC ELA 2023-2024 :: School Comparison by Subgroup

1/17/25

## All

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

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

# SBAC Math 2023-2024 :: School Comparison by Subgroup

1/17/25

## All

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

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

# SBAC Science 2023-2024 :: School Comparison by Subgroup

1/17/25

## All

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

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

# SBAC ELA 2023-2024 :: School Comparison by Subgroup

1/17/25

## 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
District (998)	3	33%	33	33	33	67%	↑33		-

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

# SBAC Math 2023-2024 :: School Comparison by Subgroup

1/17/25

## All

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

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

# SBAC ELA 2023-2024 :: School Comparison by Subgroup

## All

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

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

# SBAC Math 2023-2024 :: School Comparison by Subgroup

1/17/25

## All

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

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

# SBAC Science 2023-2024 :: School Comparison by Subgroup

1/17/25

## All

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

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

# SBAC ELA 2024

School Name	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
	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 + RFEF		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
63	3.6%	Hispanic	275	30.7%	-3.5%	23.1%	-11.0%	6.8%	-4.9%	6.0%	-1.2%
21	33.7%	Cambodian	47	61.4%	10.4%	33.3%	7.0%	0.0%	-5.3%	0.0%	-5.3%
178	13.9%	White	41	14.4%	-4.2%	0.0%	0.0%	6.5%	3.4%	6.5%	3.4%
56	8.1%	Hispanic	108	15.6%	4.7%	22.2%	-5.6%	6.7%	1.0%	6.4%	0.4%
37	44.0%	Filipino	34	31.0%	-5.4%	23.1%	-12.1%	3.6%	-6.1%	2.0%	-4.9%
28	37.9%	White	33	60.7%	6.9%	57.1%	-12.1%	20.7%	-1.0%	20.7%	-1.0%
21	28.8%	Hispanic	95	36.4%	8.2%	36.4%	-38.6%	23.5%	-5.0%	9.5%	-1.6%
198	22.6%	African American	40	39.8%	5.9%	38.5%	11.4%	17.5%	9.8%	17.5%	10.0%
77	16.5%	White	43	28.6%	0.0%	33.3%	-26.7%	25.0%	-22.8%	23.5%	-24.3%
78	30.6%	Other	42	44.4%	-30.6%	80.0%	25.5%	23.3%	1.6%	23.3%	2.5%
100	0.0%	Hispanic	100	24.4%	-4.2%	0.0%	-17.6%	13.3%	-13.0%	7.5%	-4.4%
84	6.8%	White	82	100.0%	40.0%	100.0%	50.0%	70.0%	2.6%	65.6%	2.6%
44	44.8%	Asian	25	44.2%	2.7%	52.0%	-4.4%	50.8%	12.2%	31.4%	8.7%
59	10.2%	Hispanic	269	34.7%	1.1%	29.0%	-1.7%	3.4%	-5.9%	3.0%	-4.7%
30	0.7%	Hispanic	162	22.1%	-12.7%	25.0%	3.9%	3.2%	-24.8%	3.6%	-11.6%
46	13.7%	White	71	37.5%	-12.5%	66.7%	46.7%	50.0%	3.8%	34.1%	-4.3%
78	13.8%	White	85	66.7%	29.2%	75.0%	8.3%	48.1%	-1.9%	48.1%	-1.9%
92	25.0%	Asian	25	78.3%	11.6%	25.0%	-50.0%	59.4%	-12.1%	59.4%	-12.1%
207	30.2%	Filipino	29	24.8%	-7.6%	30.0%	11.8%	4.2%	-20.8%	4.2%	-20.8%
22	47.3%	Other	24	33.3%	14.6%	43.8%	-19.4%	28.6%	-15.9%	17.5%	-17.8%
33	34.8%	Cambodian	26	23.2%	-5.9%	7.4%	-13.0%	3.4%	-10.3%	3.4%	-9.9%
43	38.0%	Asian	39	34.3%	0.5%	20.7%	-14.4%	7.4%	-5.1%	4.4%	-2.5%
249	9.1%	Other	27	54.7%	3.2%	80.0%	-1.8%	35.7%	-4.3%	35.7%	-4.3%
43	17.1%	Asian	42	25.2%	-15.7%	30.8%	-7.5%	6.5%	-1.0%	5.9%	-1.5%
50	4.2%	Hispanic	73	44.4%	-15.6%	43.8%	13.8%	28.0%	10.4%	26.9%	9.3%
37	34.0%	Filipino	24	26.8%	-6.5%	6.7%	-21.3%	8.3%	-6.0%	2.6%	-6.1%
41	36.3%	Other	23	70.6%	-0.8%	66.7%	22.2%	20.0%	-2.7%	20.0%	-2.7%
29	9.7%	Hispanic	227	25.0%	-2.0%	10.0%	-12.9%	7.1%	-7.6%	6.7%	-9.1%
46	1.3%	Hispanic	338	31.3%	3.6%	26.5%	6.0%	13.9%	8.8%	13.9%	8.8%
342	22.4%	Asian	24	42.2%	4.8%	25.0%	-7.3%	27.7%	11.8%	29.9%	14.5%
71	52.4%	White	89	41.3%	-6.2%	50.0%	7.1%	35.0%	9.4%	34.1%	8.6%
36	33.3%	White	36	60.0%	-9.6%	42.1%	-7.9%	30.0%	-0.8%	30.0%	0.4%
58	18.4%	White	135	76.9%	6.3%	0.0%	-57.1%	60.7%	6.2%	38.8%	4.6%
77	8.0%	White	31	44.4%	-22.2%	33.3%	-21.2%	45.8%	-2.0%	48.0%	0.2%
25	29.6%	Asian	23	42.9%	-23.8%	16.7%	-27.1%	25.0%	15.9%	25.0%	15.9%
25	2.6%	Hispanic	83	19.4%	-0.6%	28.6%	-1.4%	0.0%	-13.3%	0.0%	-6.1%
33	10.9%	Hispanic	173	26.7%	-3.0%	18.2%	-31.8%	14.3%	8.2%	13.9%	8.0%
453	26.8%	Filipino	73	34.6%	-4.3%	35.3%	1.2%	4.7%	-2.6%	2.9%	-1.2%
39	17.1%	White	72	60.0%	-20.0%	33.3%	-66.7%	53.3%	3.3%	53.3%	3.3%
32	25.5%	Other	75	64.0%	-5.6%	90.9%	15.9%	32.8%	-12.1%	32.8%	-12.1%
30	19.2%	Hispanic	186	37.4%	10.7%	31.6%	3.0%	15.4%	9.5%	13.3%	7.6%
22	16.4%	Hispanic	344	29.5%	-4.8%	20.4%	-15.2%	10.6%	-10.2%	12.0%	-6.9%
23	39.1%	White	69	53.3%	-21.7%	45.5%	-23.3%	55.3%	-8.6%	53.8%	-10.0%
25	27.0%	Cambodian	24	54.2%	22.7%	40.0%	-8.0%	15.0%	-9.1%	15.0%	2.3%
110	3.8%	Hispanic	372	26.1%	-5.9%	31.6%	-7.3%	9.8%	3.2%	9.8%	3.3%

# SBAC ELA 2024

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

## SBAC ELA 2024

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

## SBAC ELA 2024

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

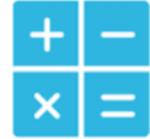
# SBAC ELA 2024

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

# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 1



**Legend**

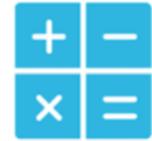


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	133	17	77	4	2	
			2	132	14	70	5	10	
			3	131	5	54	21	21	
	Teacher	Ayala Murillo, F	1	27	15	85			
			2	27	7	85	4	4	
			3	27		74	15	11	
		GARCIA, M	1	26	12	85	4		
			2	26	8	77	4	12	
			3	26	4	54	19	23	
		Moscoso, I	1	26	19	69	4	8	
			2	26	35	50	4	12	
			3	26	12	38	19	31	
		Rivera, K	1	27	26	67	4	4	
			2	26	15	65	4	15	
			3	25	4	48	24	24	
		Rosales, M	1	27	15	74	11		
			2	27	7	70	11	11	
			3	27	4	56	26	15	

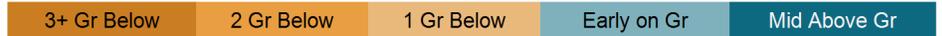
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 1

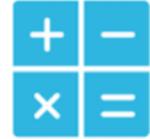


**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	Ethnicity	African American	1	5	40	60				
			2	5	40	60				
			3	5		80		20		
		Asian	1	3		67		33		
			2	3		33		67		
			3	3		33		67		
		Hispanic	1	92	16	80	2			
			2	92	14	75	7	4		
			3	90		6	56	22	17	
		Pacific Islander	1	1		100				
			2	1		100				
			3	1		100				
		White	1	23	17	70	9	4		
			2	22	9	59	5	27		
			3	22		50	18	32		
		Other	1	9	22	67	11			
			2	9	22	67	11			
			3	9		11	44	22	22	
		Filipino	3	1					100	
		Gender	Female	1	71	20	77	1		
				2	70	13	73	6	9	
3	69				6	52	26	16		
Male	1		62	15	76	6	3			
	2		62	16	68	5	11			
	3		62		3	56	15	26		
Special Populations	Low SES	1	37	22	73	5				
		2	37	30	59	11				
		3	37	8	65	11	16			
	ELL	1	6	33	67					
		2	6	33	67					
		3	6		100					
	RFEP	1	5		80		20			
		2	5		20	40	20	20		
		3	4		25	25	25	25		

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



**Legend**

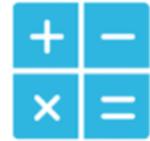


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	EL + RFEP	1	11	18	73	9		
			2	11	27	55	9	9	
			3	10	10	70	10	10	
		Special Ed.	1	11	36	64			
			2	11	36	64			
			3	10	10	70	20		
		Spec Ed. Speech/RSP	1	5	40	60			
			2	5	40	60			
			3	4		25	25	50	
		Foster	1	1		100			
			2	1		100			
			3	1		100			
		Homeless	1	1		100			
			2	1		100			
			3	1		100			

# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 2



**Legend**

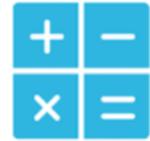


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
2	All Students	All	1	128	28	53	13	5			
			2	127	4	54	20	22			
			3	127	5	31	28	36			
	Teacher	Castellanos, L		1	25	36	48	8	8		
				2	25	8	52	16	24		
				3	25	12	44	12	32		
		De la Cueva-Aguirre, C		1	24	17	54	17	13		
				2	24	4	63	4	29		
				3	25	4	32	20	44		
		Dellenbach, J		1	26	35	50	12	4		
				2	27	4	33	41	22		
				3	26	4	27	35	35		
		Dominguez, N		1	25	24	64	12			
				2	25	4	72	20	4		
				3	25	4	32	32	32		
		Hernandez, M		1	26	27	50	19	4		
				2	26		54	15	31		
				3	26		23	38	38		
		Ethnicity	Asian		1	5	20	20	20	40	
					2	5			20	80	
					3	5	20		40	40	
	Filipino			1	1	100					
				2	1	100					
				3	1			100			
	Hispanic			1	84	32	55	10	4		
				2	84	6	62	18	14		
				3	84	7	33	29	31		
White				1	27	26	56	19			
				2	26		50	23	27		
				3	26		35	19	46		
Other			1	11	9	45	27	18			
			2	11		27	27	45			
			3	11		18	27	55			

# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 2



**Legend**

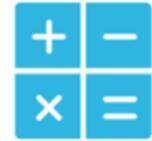


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Gender	Female	1	57	32	58	11		
			2	57	9	49	23	19	
			3	57	7	33	26	33	
		Male	1	71	25	49	15	10	
			2	70		59	17	24	
			3	70	3	30	29	39	
	Special Populations	Low SES	1	24	33	63	4		
			2	24	8	67	25		
			3	24	13	38	33	17	
		ELL	1	7	43	57			
			2	7	43	57			
			3	7		71	29		
		RFEP	1	4		50	50		
			2	4		25	75		
			3	4			100		
		EL + RFEP	1	11	27	55	18		
			2	11	27	45	27		
			3	11		45	18	36	
		Special Ed.	1	10	40	60			
			2	10		60	30	10	
			3	10	10	40	30	20	
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3		67	33		
			3	3	33	33	33		
		Homeless	1	1	100				
			2	1	100				
			3	1	100				
GATE/Excel	1	24		38	38	25			
	2	24			4	25	71		
	3	24			8	92			

# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 3

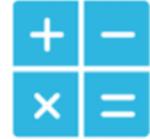


**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	135	7	16	56	16	5
			2	135	33	51	26	17	
			3	133	2	2	43	24	29
	Teacher	Pope, K	1	28	4	4	68	21	4
			2	28	4	39	43	14	
			3	28	4	25	39	32	
		Rodriguez, M	1	28	14	32	29	18	7
			2	28	4	4	61	18	14
			3	27	4	4	44	19	30
		Santos, M	1	25	8	16	60	4	12
			2	25	4	4	52	16	28
			3	25	4	4	40	28	28
		Serna, M	1	28	7	11	57	25	
			2	28	4	4	50	18	25
			3	28	4	4	54	11	32
	Vazquez, M	1	26	19	19	69	8	4	
		2	26	4	4	54	35	4	
		3	25			52	24	24	
	Ethnicity	African American	1	2	50	50			
			2	2	100				
			3	2	100				
Asian		1	3			33	33	33	
		2	3				67	33	
		3	3				33	67	
Filipino		1	1	100					
		2	1				100		
		3	1				100		
Hispanic		1	82	6	15	60	13	6	
		2	82	4	2	51	26	17	
		3	80	4	4	41	25	30	
Pacific Islander	1	1	100						
	2	1	100						
	3	1	100						

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



**Legend**

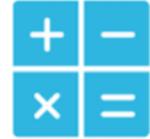


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Ethnicity	White	1	34	9	15	59	18	
			2	34	33		59	26	9
			3	34		3	47	26	24
		Other	1	12	8	25	33	25	8
			2	12			42	17	42
			3	12			50	17	33
	Gender	Female	1	74	5	19	57	15	4
			2	74		35	50	23	19
			3	73		33	44	23	27
		Male	1	61	8	13	56	16	7
			2	61		3	52	30	15
			3	60			2	42	25

# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 3



**Legend**

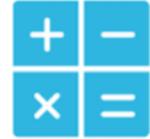


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Special Populations	Low SES	1	28	4	21	64	7	4
			2	28		4	68	18	11
			3	28		4	57	11	29
		ELL	1	8	13	25	50	13	
			2	8	13	63	25		
			3	8	25	50	13	13	
		RFEP	1	7	14	71	14		
			2	7		43	29	29	
			3	7		43	29	29	
		EL + RFEP	1	15	7	20	60	7	7
			2	15		7	53	27	13
			3	15		13	47	20	20
		Special Ed.	1	12	17	42	42		
			2	12	17	75	8		
			3	12	17	67	8	8	
		Spec Ed. Speech/RSP	1	7	29	43	29		
			2	7	29	71			
			3	7	29	71			
		Homeless	1	2	50	50			
			2	2		50	50		
			3	2	100				
GATE/Excel	1	27		33	44	22			
	2	27			4	44	52		
	3	27		7	15	78			

# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 4



**Legend**

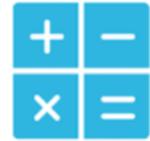


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	120	4	10	53	20	13
			2	120	24	38	29	27	
			3	120	6	23	30	41	
	Teacher	Guerrero, C	1	31	6	6	65	16	6
			2	31	48	23	29		
			3	31	6	29	29	35	
		Mereghetti, M	1	30	33	63	13	17	
			2	30	33	47	17	30	
			3	30	7	13	37	43	
		Morales, A	1	29	3	14	52	24	7
			2	29	10	31	34	24	
			3	29	3	31	24	41	
		Valdez, E	1	30	3	17	33	27	20
			2	30	33	27	43	23	
			3	30	3	7	17	30	43

# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 4



**Legend**

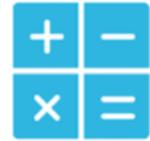


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	Ethnicity	African American	1	5	20	80				
			2	5	20	60	20			
			3	5	20	40	20	20		
		Asian	1	2				50	50	
			2	2				50	50	
			3	2				100		
		Filipino	1	1				100		
			2	1				100		
			3	1				100		
		Hispanic	1	83	5	12	59	17	7	
			2	83	16	42	29	22		
			3	83	17	27	35	30		
		Pacific Islander	1	1	100					
			2	1	100					
			3	1	100					
		White	1	20		40	30	30		
			2	20		15	40	45		
			3	20			20	80		
		Other	1	8	13	38	25	25		
			2	8		50	25	25		
			3	8		25	25	50		
		Gender	Female	1	62	3	11	55	23	8
				2	62	2	3	40	35	19
				3	62	2	6	23	27	42
			Male	1	57	5	7	53	18	18
				2	57	2	5	35	23	35
				3	57	5	21	33	40	
Nonbinary	1		1	100						
	2		1	100						
	3		1	100						
Special Populations	Low SES	1	27	7	15	48	15	15		
		2	27	4	4	44	19	30		
		3	27	11	26	30	33			

# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 4



**Legend**

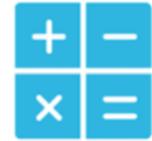


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Special Populations	ELL	1	11	9	27	64		
			2	11		27	45	27	
			3	11		18	45	27	9
		RFEP	1	6			50	33	17
			2	6			33	17	50
			3	6			33	33	33
		EL + RFEP	1	17	6	18	59	12	6
			2	17		18	41	24	18
			3	17		12	41	29	18
		Special Ed.	1	11	18	27	45	9	
			2	11		27	55	9	9
			3	11		36	36	18	9
		Spec Ed. Speech/RSP	1	7	29	29	43		
			2	7		43	43	14	
			3	7		57	14	29	
		Foster	1	1			100		
			2	1					100
			3	1					100
		Homeless	1	1			100		
			2	1			100		
			3	1			100		
GATE/Excel	1	40			25	40	35		
	2	40				30	70		
	3	40				13	88		

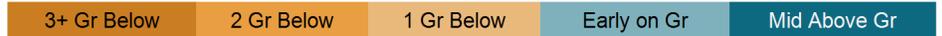
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 5



**Legend**

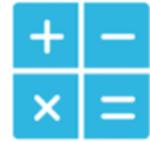


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	135	4	14	44	25	13
			2	135	2	11	31	41	14
			3	135	3	6	32	39	21
	Teacher	Cervantes Quinonez, D	1	33	6	9	45	33	6
			2	33	3	15	30	48	3
			3	33	6	6	36	42	9
		Gonzalez, M	1	34	3	24	50	12	12
			2	34	3	12	26	32	26
			3	34	6	3	32	38	21
		Gonzalez-Pasa, F	1	34	9	41	32	32	18
			2	34	3	29	47	47	21
			3	34	26	41	41	32	
		Rodriguez, M	1	34	6	15	38	24	18
			2	34	3	15	38	38	6
			3	34	15	32	32	21	
	Ethnicity	African American	1	5	20	60	20		
			2	5	20	80			
			3	5	20	40	20	20	
		Asian	1	2			50	50	
			2	2			50	50	
			3	2			100		
		Filipino	1	1			100		
			2	1			100		
			3	1			100		
		Hispanic	1	92	4	14	48	23	11
			2	92	3	11	36	39	11
			3	92	3	4	33	41	18
White		1	27	4	15	30	33	19	
		2	27	11	26	41	22		
		3	27	7	30	37	26		
Other	1	8	13	50	13	25			
	2	8	13	25	50	13			
	3	8	13	13	38	25	13		

# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Gender	Female	1	69	1	13	57	16	13
			2	69	1	14	38	33	13
			3	69	9	41	33	17	
		Male	1	66	6	15	30	35	14
			2	66	3	8	24	50	15
			3	66	6	3	23	44	24
	Special Populations	Low SES	1	31	6	19	55	13	6
			2	31	6	16	45	26	6
			3	31	6	13	45	29	6
		ELL	1	3	67	33			
			2	3	33	33	33		
			3	3	67	33			
		RFEP	1	18	6	39	50	6	
			2	18	6	28	44	22	
			3	18	6	22	39	33	
		EL + RFEP	1	21	10	5	38	43	5
			2	21	5	10	24	43	19
			3	21	10	5	19	38	29
		Special Ed.	1	9	22	33	33	11	
			2	9	44	33	22		
			3	9	22	22	11	33	11
	Spec Ed. Speech/RSP	1	6	33	50	17			
		2	6	67	33				
		3	6	33	33	17	17		
	Homeless	1	1	100					
		2	1				100		
		3	1	100					
GATE/Excel	1	41	2	20	41	37			
	2	41	12	49	39				
	3	41	7	41	51				

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	5	20	60	20		
			2	13	85	15			
			3	5	20	60	20		
	Teacher	Ayala Murillo, F	1	3	67	33			
			2	1	100				
			3	1	100				
		GARCIA, M	1	1	100				
			2	4	75	25			
		Moscoso, I	1	1	100				
			2	2	100				
			3	2	50	50			
		Rivera, K	1	1	100				
			2	3	67	33			
			3	1			100		
		Rosales, M	2	3	100				
			3	2	50	50			
		Ethnicity	Hispanic	1	4	25	50	25	
				2	12	83	17		
	3			4	25	50	25		
	White		1	1	100				
			2	1	100				
	Other		3	1	100				
	Gender	Female	1	2	50	50			
			2	4	75	25			
			3	2	100				
		Male	1	3	33	67			
			2	9	89	11			
3			3	33	33	33			
Special Populations	Low SES	1	2	50	50				
		2	4	100					
		3	3	67	33				
	ELL	1	1	100					
		2	6	83	17				
		3	1	100					

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	Special Populations	EL + RFEP	1	1	100					
			2	11	82			18		
			3	2	50		50			
		RFEP	2	5	80			20		
			3	1				100		
		Special Ed.	2	3	100					
			3	3	33	67				
		Spec Ed. Speech/RSP	2	1	100					
			3	1	100					
		Foster	2	1	100					
Homeless	3	1	100							

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	All Students	All	2	122	11	37	25	27		
			3	122	9	27	16	48		
	Teacher	Castellanos, L	2	25	4	48	24	24		
			3	25	12	32	24	32		
		De la Cueva-Aguirre, C	2	24	8	46	21	25		
			3	25	12	20	20	48		
		Dellenbach, J	2	26	15	35	23	27		
			3	27	4	26	15	56		
		Dominguez, N	2	25	28	24	20	28		
			3	25	16	28	8	48		
		Hernandez, M	2	26		35	38	27		
			3	26	4	27	19	50		
		Ethnicity	Asian	2	5		40		60	
				3	5		40		60	
	Filipino		2	1				100		
			3	1				100		
	Hispanic		2	81	11	38	31	20		
			3	81	10	28	16	46		
	White		2	24	17	33	13	38		
			3	25	12	20	16	52		
	Other	2	11		36	18	45			
		3	10		30	20	50			
	Gender	Female	2	55	15	24	31	31		
			3	56	9	25	9	57		
		Male	2	67	7	48	21	24		
			3	66	9	29	21	41		
	Special Populations	Low SES	2	24	17	54	17	13		
			3	23	22	39	17	22		
		ELL	2	7	14	57	29			
			3	7	29	14	57			
RFEP		2	4		25		75			
		3	4		25		75			
EL + RFEP		2	11	9	45	18	27			
		3	11		18	18	36	27		

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



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Special Populations	Special Ed.	2	9	22	44		33	
			3	10		30	20	10	40
		Spec Ed. Speech/RSP	2	2	100				
			3	3		67			33
		Homeless	2	1	100				
			3	1	100				
		GATE/Excel	2	24				8	92
			3	23					100

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	130	3	23	15	28	32
			2	126	10	21	25	44	
			3	125	6	20	22	53	
	Teacher	Pope, K	1	28	4	25	11	25	36
			2	28	7	32	14	46	
			3	28	4	11	25	61	
		Rodriguez, M	1	28	4	32	14	25	25
			2	28	7	21	32	39	
			3	28	4	29	14	54	
		Santos, M	1	26	4	19	23	19	35
			2	25	8	16	24	52	
			3	25	4	24	28	44	
		Serna, M	1	28	21	14	32	32	
			2	28	11	21	29	39	
			3	28	4	18	29	50	
		Vazquez, M	1	26	4	15	23	31	27
			2	26	23	15	35	27	
			3	26	4	12	19	27	38
		Ethnicity	African American	1	2	50	50		
				2	2	50	50		
				3	2	50	50		
	Asian		1	3			67	33	
			2	3			67	33	
			3	3			67	33	
	Filipino		1	1			100		
			2	1			100		
			3	1			100		
Hispanic	1		81	1	22	19	30	28	
	2		78	9	22	31	38		
	3		78	4	21	26	50		
Pacific Islander	1	1	100						
	2	1	100						
	3	1	100						

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Ethnicity	White	1	31	10	29	6	19	35
			2	31	16	26	10	48	
			3	29	10	24	10	55	
		Other	1	11	9	18	27	45	
			2	10		30	70		
			3	11	9	18	73		
	Gender	Female	1	71	3	21	17	23	37
			2	70	10	19	27	44	
			3	70	4	23	16	57	
		Male	1	59	3	25	12	34	25
			2	56	11	23	23	43	
			3	55	7	16	29	47	

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Special Populations	Low SES	1	27		30	22	22	26	
			2	27		11	33	26	30	
			3	27		4	37	15	44	
		ELL	1	8		50	38	13		
			2	6		83		17		
			3	8		13	50		38	
		RFEP	1	7			29		57	14
			2	7					86	14
			3	7			14	29		57
		EL + RFEP	1	15		27	33	33	7	
			2	13			38		54	8
			3	15		7	33	33	27	
		Special Ed.	1	11		9	82		9	
			2	11		45	45		9	
			3	12		25	58	8	8	
		Spec Ed. Speech/RSP	1	7		14	86			
			2	7		43	57			
			3	7		29	71			
		Homeless	1	2			50		50	
			2	2			50		50	
			3	2			50		50	
GATE/Excel	1	27				4	15	81		
	2	27					15	85		
	3	25					4	96		

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	113	11	4	34	19	33
			2	117	2	3	34	23	38
			3	111	2	3	33	14	49
	Teacher	Guerrero, C	1	31	13	13	23	26	26
			2	31	33		39	19	35
			3	31	33		39	6	48
		Mereghetti, M	1	30	7		50	7	37
			2	30		3	33	20	43
			3	30		3	40	13	43
		Morales, A	1	29	14	3	45	10	28
			2	29		3	31	28	38
			3	29		33	24	10	59
	Valdez, E	1	30		10	27	30	33	
		2	30	7		40	23	30	
		3	28		4	39	21	36	

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	Ethnicity	African American	1	5	80			20		
			2	5	80			20		
			3	3		33		33	33	
		Asian	1	2		50			50	
			2	2	100					
			3	2	100					
		Filipino	1	1					100	
			2	1					100	
			3	1					100	
		Hispanic	1	79	14	5	33	19	29	
			2	80	3	5	35	23	35	
			3	77	3	4	38	14	42	
		Pacific Islander	1	1	100					
			2	1	100					
			3	1	100					
		White	1	18	6	22	17		56	
			2	20	15	30		55		
			3	20	10	10		80		
		Other	1	7	29		29		43	
			2	8	25		38		38	
			3	7	29		14		57	
		Gender	Female	1	60	7	2	33	27	32
				2	62	2	32	27	39	
				3	57	2	26	16	56	
			Male	1	52	15	6	33	12	35
				2	54	2	7	35	19	37
				3	53	2	6	40	11	42
Nonbinary	1		1	100						
	2		1	100						
	3		1	100						
Special Populations	Low SES	1	26	8	8	38	15	31		
		2	27	44		19	37			
		3	26	35		15	50			

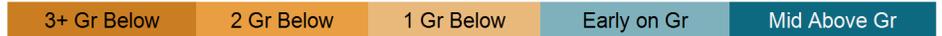
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Special Populations	ELL	1	11	45	9	45		
			2	10	20	20	50	10	
			3	11	9	82	9		
		RFEP	1	6			17	67	17
			2	6			17	50	33
			3	6				17	83
		EL + RFEP	1	17	29	6	35	24	6
			2	16	13	13	38	25	13
			3	17	6	53	12	29	
		Special Ed.	1	11	27	18	45	9	
			2	11	18	9	45	18	9
			3	10	20	10	50	20	
		Spec Ed. Speech/RSP	1	7	43	29	29		
			2	7	29	14	43	14	
			3	6	33	17	50		
		Foster	1	1			100		
			2	1			100		
			3	1			100		
		Homeless	1	1			100		
			2	1			100		
		GATE/Excel	1	38			5	18	76
2	40				8	18	75		
3	38				8	5	87		

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	129	2	22	29	24	22
			2	129	13	30	25	32	
			3	128	13	31	23	32	
	Teacher	Cervantes Quinonez, D	1	33	9	12	36	21	21
			2	33	18	27	21	33	
			3	33	6	15	18	27	33
		Gonzalez, M	1	34	24	32	21	24	
			2	34	9	29	32	29	
			3	34	18	38	26	18	
		Gonzalez-Pasa, F	1	34	21	24	35	21	
			2	34	9	29	29	32	
			3	34	9	35	18	38	
		Rodriguez, M	1	34	41	24	15	21	
			2	32	22	38	13	28	
			3	34	15	32	21	32	
		Ethnicity	African American	1	5	40	20	20	20
				2	5	20	40	20	20
				3	5	20	40	20	20
	Asian		1	2				100	
			2	2				100	
			3	2				100	
	Filipino		1	1	100				
			2	1				100	
			3	1	100				
	Hispanic		1	88	2	23	28	27	19
			2	89	12	34	26	28	
			3	86	1	13	29	27	30
	White		1	25	20	32	16	32	
			2	25	12	24	24	40	
			3	27	11	37	15	37	
Other	1	8	13	25	25	25	13		
	2	7	29	14	29	29			
	3	7	14	29	29	29			

# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Henry 2023-2024 Grade 5

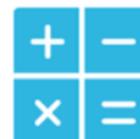


**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Gender	Female	1	67	19	30	27	24	
			2	66	11	32	30	27	
			3	67	15	31	25	28	
		Male	1	62	5	26	27	21	21
			2	63	16	29	19	37	
			3	61	2	10	31	21	36
	Special Populations	Low SES	1	30	7	23	40	20	10
			2	31	19	48	19	13	
			3	30	3	17	40	23	17
		ELL	1	3	33	67			
			2	2	100				
			3	2	50	50			
		RFEP	1	17	6	47	29	18	
			2	18	28	44	28		
			3	18	39	39	22		
		EL + RFEP	1	20	5	15	40	25	15
			2	20	10	25	40	25	
			3	20	5	40	35	20	
		Special Ed.	1	9	11	67	22		
			2	9	78	22			
			3	9	78	11	11		
		Spec Ed. Speech/RSP	1	6	17	83			
			2	6	100				
			3	6	100				
		Homeless	1	1				100	
			2	1	100				
			3	1				100	
GATE/Excel		1	41	2	15	29	54		
		2	41	10	15	76			
		3	40	13	18	70			

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



### Legend



Category		Diagnostic Window	# Students	Percent by Category					
Grade	All Students	3	646	15	37	28	29		
	Gr. 01	3	131	5	54	21	21		
	Gr. 02	3	127	5	31	28	36		
	Gr. 03	3	133	2	43	24	29		
	Gr. 04	3	120	6	23	30	41		
	Gr. 05	3	135	3	32	39	21		
Ethnicity	Hispanic	3	429	6	38	31	25		
	White	3	129	2	34	25	39		
	Other	3	48	2	35	23	35		
Gender	Female	3	330	6	39	27	27		
	Male	3	315	1	34	29	32		
Special Populations	Low SES	3	147	2	48	22	20		
	ELL	3	35	6	11	57	20	6	
	RFEP	3	39	5	26	31	38		
	EL + RFEP	3	74	3	8	41	26	23	
	Special Ed.	3	52	8	15	46	21	10	
	Spec Ed. Speech/RSP	3	27	15	30	33	22		
	GATE/Excel	3	132			4	21	75	

The percentages may not equal 100% due to rounding.

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



**Legend**



Category	Diagnostic Window	# Students	Percent by Category					
<b>All Students</b>	523	3	523	8	28	20	43	
<b>Grade</b>	Gr. 02	3	128	9	27	17	47	
	Gr. 03	3	135	5	20	24	50	
	Gr. 04	3	118	2	3	36	13	47
	Gr. 05	3	135	1	14	31	23	30
<b>Ethnicity</b>	Hispanic	3	346	8	30	21	40	
	White	3	108	9	22	17	51	
	Other	3	39	3	5	23	18	51
<b>Gender</b>	Female	3	266	7	27	19	46	
	Male	3	256	2	9	29	21	39
<b>Special Populations</b>	Low SES	3	113	11	39	18	32	
	ELL	3	30	3	17	53	27	
	RFEP	3	36	25	28	47		
	EL + RFEP	3	66	2	8	38	27	26
	Special Ed.	3	45	4	33	38	7	18
	Spec Ed. Speech/RSP	3	24	8	50	38	4	
	GATE/Excel	3	131	8	8	85		

The percentages may not equal 100% due to rounding.



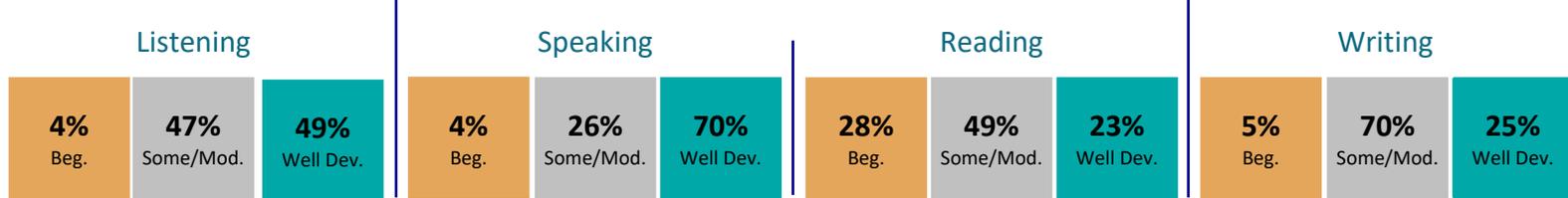
# ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Henry

## Site Level Overall Performance Level Summary



## Site Level Domain Performance Level Summary



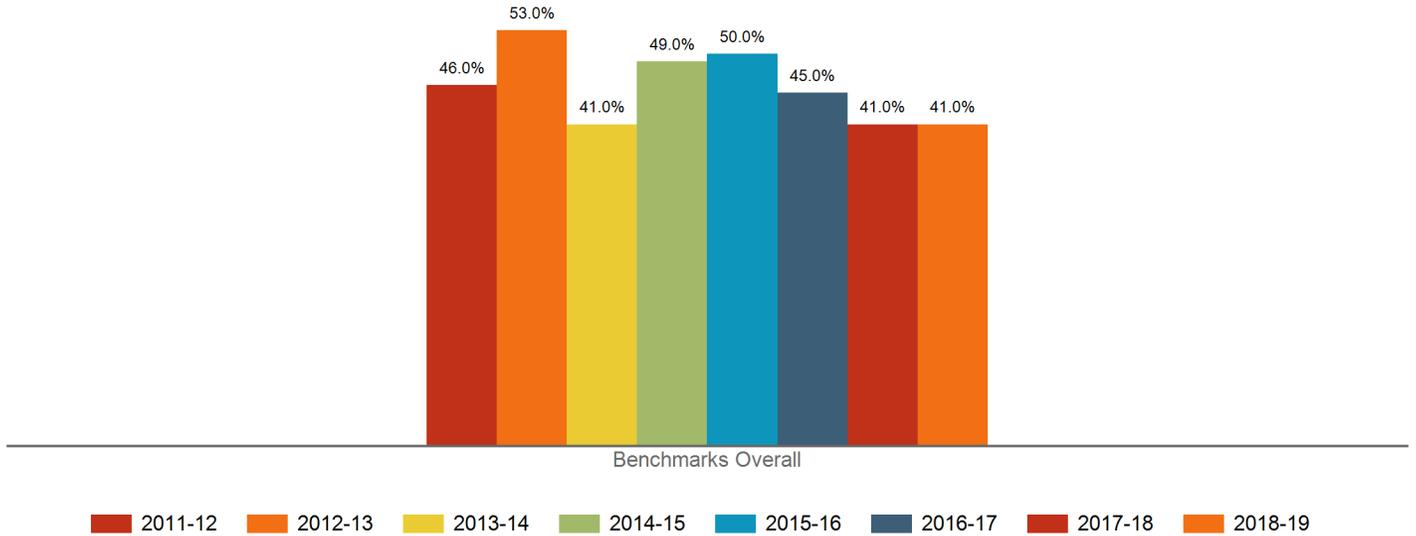
## Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
<b>00</b>	0%	100%	0%	0%	0%	100%	0%	0%	100%	0%	100%	0%	0%	0%	100%	0%
<b>01</b>	8%	8%	33%	50%	17%	33%	50%	8%	33%	58%	33%	58%	8%	0%	75%	25%
<b>02</b>	8%	23%	46%	23%	0%	8%	92%	8%	31%	62%	31%	38%	31%	23%	69%	8%
<b>03</b>	0%	0%	70%	30%	0%	50%	50%	0%	20%	80%	0%	70%	30%	0%	90%	10%
<b>04</b>	0%	23%	62%	15%	0%	85%	15%	0%	23%	77%	54%	38%	8%	0%	77%	23%
<b>05</b>	0%	0%	38%	63%	0%	63%	38%	0%	13%	88%	0%	50%	50%	0%	25%	75%

# Elementary Reading - Benchmarks

School Year: 23-24

Goals	
Area	Description
ELA Goals	<p>Literate Prepared SMART Goals:                      By June 2028, all students will achieve one year of academic growth, and students performing below grade level will demonstrate greater than one year of growth as indicated on FRSA, iReady Diagnostic, and SBAC annual results using tier 1, 2, and 3 support systems (TOSA).                      TK-2 Literacy</p> <ol style="list-style-type: none"> <li>1. Deliver explicit and systematic foundational skills lessons with diagnostic screeners and data-driven small group instruction and in (K-2) begin the implementation of the Heggerty Strategies.</li> <li>2. Plan opportunities for students to practice skills collaboratively and independently</li> <li>3. Use daily decoding routines, phonics practice with decodable readers, and vocabulary routines grounded in phonological awareness, phonics, morphology, and meaning across content areas.</li> <li>4. SPANISH FRSA will increase by 10% from 78% to 88% for all students, by 10% from 42% to 52% for AA students, and by 10% from 72% to 82% for Multilingual (EL) students</li> </ol> <p>Progress Monitoring                      Every quarter a PDSA cycle is completed; teachers submit their data and ILT reviews, analyze, and create the next steps. Information is shared with teachers and each content's next steps are announced. IIC and LT teachers also implement these goals in their small groups. As each cycle progresses ILT and teachers will adjust plans and activities as needed.</p>

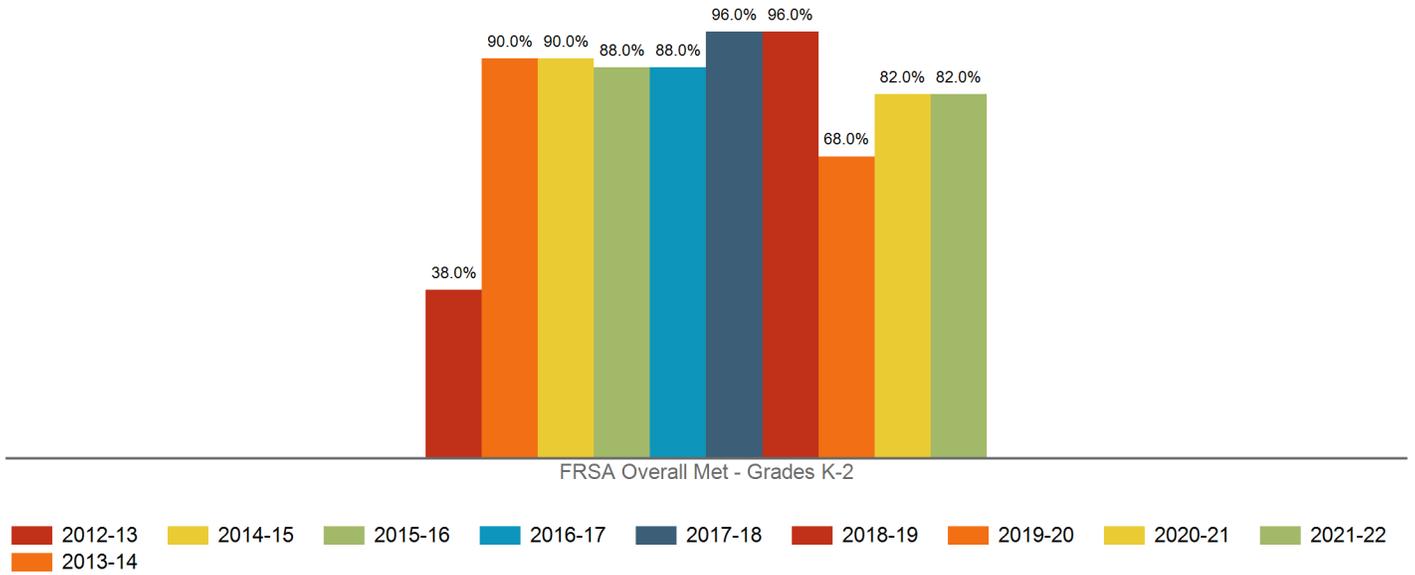


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 3-5 teacher will support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments.		Teacher Hourly P Schedule
2	PD and planning sessions for SLA, MATH and Writing. Faculty will have the opportunity to learn the latest pedagogy and applicaitons to support dual immerison and help fill the gaps in both English and Spanish.		Substitute teacher half day
	Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 1-2 teacher will support At-Promise Spanish Language Learners in developing their Spanish in decoding, building fluency and comprehension.		Teacher Hourly P Schedule
Total			

# Elementary Reading - FRSA

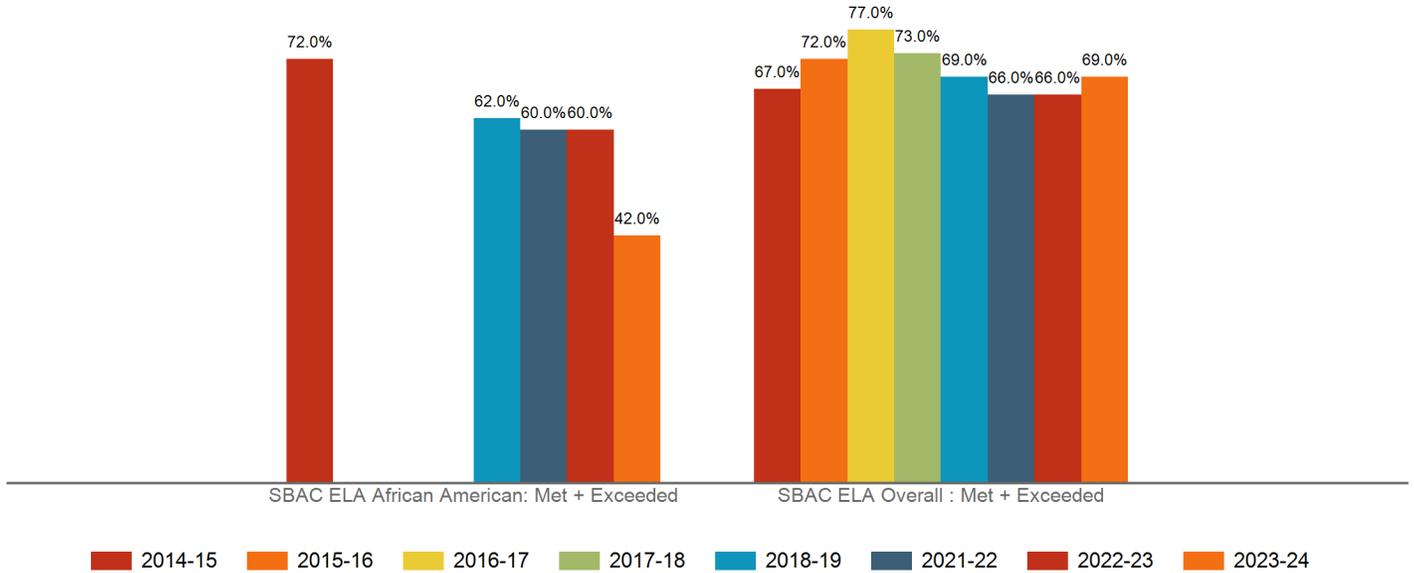
School Year: 23-24

Goals	
Area	Description
ELA Goals	<p>Literate Prepared SMART Goals: By June 2028, all students will achieve one year of academic growth, and students performing below grade level will demonstrate greater than one year of growth as indicated on FRSA, iReady Diagnostic, and SBAC annual results using tier 1, 2, and 3 support systems (TOSA). TK-2 Literacy</p> <ol style="list-style-type: none"> <li>1. Deliver explicit and systematic foundational skills lessons with diagnostic screeners and data-driven small group instruction and in (K-2) begin the implementation of the Heggerty Strategies.</li> <li>2. Plan opportunities for students to practice skills collaboratively and independently</li> <li>3. Use daily decoding routines, phonics practice with decodable readers, and vocabulary routines grounded in phonological awareness, phonics, morphology, and meaning across content areas.</li> <li>4. SPANISH FRSA will increase by 10% from 78% to 88% for all students, by 10% from 42% to 52% for AA students, and by 10% from 72% to 82% for Multilingual (EL) students</li> </ol> <p>Progress Monitoring Every quarter a PDSA cycle is completed; teachers submit their data and ILT reviews, analyze, and create the next steps. Information is shared with teachers and each content's next steps are announced. IIC and LT teachers also implement these goals in their small groups. As each cycle progresses ILT and teachers will adjust plans and activities as needed.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 3-5 teacher will support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments.		Teacher Hourly P Schedule
2	PD and planning sessions for SLA, MATH and Writing. Faculty wil have the opporutnity to learn the latest pedagogy and applicaitons to support dual immerison and help fill the gaps in both English and Spanish.		Substitute teacher half day
	Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 1-2 teacher will support At-Promise Spanish Language Learners in developing their Spanish in decoding, building fluency and comprehension.		Teacher Hourly P Schedule
Total			

Goals	
Area	Description
ELA Goals	<p>Literate Prepared SMART Goals: By June 2028, all students will achieve one year of academic growth, and students performing below grade level will demonstrate greater than one year of growth as indicated on FRSA, iReady Diagnostic, and SBAC annual results using tier 1, 2, and 3 support systems (TOSA).</p> <p>TK-2 Literacy</p> <ol style="list-style-type: none"> <li>1. Deliver explicit and systematic foundational skills lessons with diagnostic screeners and data-driven small group instruction and in (K-2) begin the implementation of the Heggerty Strategies.</li> <li>2. Plan opportunities for students to practice skills collaboratively and independently</li> <li>3. Use daily decoding routines, phonics practice with decodable readers, and vocabulary routines grounded in phonological awareness, phonics, morphology, and meaning across content areas.</li> <li>4. SPANISH FRSA will increase by 10% from 78% to 88% for all students, by 10% from 42% to 52% for AA students, and by 10% from 72% to 82% for Multilingual (EL) students</li> </ol> <p>Progress Monitoring Every quarter a PDSA cycle is completed; teachers submit their data and ILT reviews, analyze, and create the next steps. Information is shared with teachers and each content's next steps are announced. IIC and LT teachers also implement these goals in their small groups. As each cycle progresses ILT and teachers will adjust plans and activities as needed.</p>

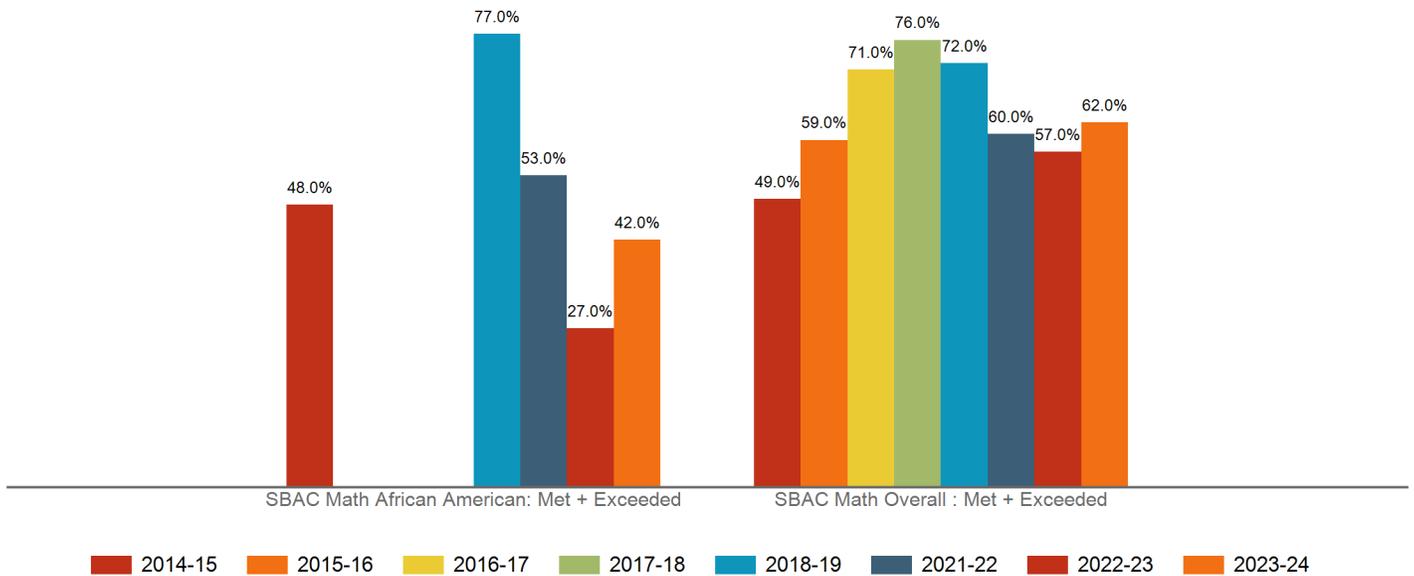


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	PD and planning sessions for SLA, MATH and Writing. Faculty will have the opportunity to learn the latest pedagogy and applications to support dual immersion and help fill the gaps in both English and Spanish.		Substitute teacher half day
Total			

# SBAC Math

School Year: 23-24

Area	Description
Math Goals	<p>Mathematically Prepared SMART Goals: By June 2028, all students will achieve one year of academic growth and students performing below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic using tier 1, 2, and 3 support systems (Literacy and Math TOSA)</p> <p>3-5 Math develop effective means for teaching the content to diverse student populations with coherence (learning across grades linked to major topics within grades), focus on grade-level standards, and rigorous instruction developed with conceptual understanding, procedural skill and fluency, application, and perseverance in solving them.</p> <p>Be supported by my math lead to ensure quality core instruction, mathematical shifts, deeper knowledge of math standards, assessment growth, and fidelity to the instructional design of the unit guides, and 8 Mathematical Practices</p> <p>iReady math will increase by 10% from 64% to 74% for all students, by 10% from 47% to 57% for AA students, and by 10% from 34% to 44% for EL students</p> <p>SBAC math will increase by 10% from 57% to 67% for all students, by 10% from 27% to 37% for AA students, and by 10% from 27% to 37% for Multilingual (EL) students</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	PD and planning sessions for SLA, MATH and Writing. Faculty wil have the opporutnity to learn the latest pedagogy and applicaitons to support dual immerison and help fill the gaps in both English and Spanish.		Substitute teacher half day
Total			

<b>Budgeted Items</b>			
<b>Line Number</b>	<b>Description</b>	<b>Cost</b>	<b>Personnel Summary</b>
1	Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 3-5 teacher will support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments.	\$3,133	
2	PD and planning sessions for SLA, MATH and Writing. Faculty will have the opportunity to learn the latest pedagogy and applications to support dual immersion and help fill the gaps in both English and Spanish.	\$4,408	Substitute teacher half day
	Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 1-2 teacher will support At-Promise Spanish Language Learners in developing their Spanish in decoding, building fluency and comprehension.	\$3,133	
3	Selected teachers will mentor/coach our new teachers in lesson design, planning, data analysis and classroom management.	\$3,459	
	Teachers will provide before/afterschool intervention (tutoring) in English FRSA and Comprehension in the ELPAC assessments to the 4th and 5th grade who have not moved ELPAC levels. Teachers will focus on early intervention in English by supporting At-Promise ELL to decode, build fluency and comprehension skills in target language.	\$1,958	
<b>Total</b>		<b>\$16,091</b>	

<b>Budgeted Items</b>			
<b>Line Number</b>	<b>Description</b>	<b>Cost</b>	<b>Personnel Summary</b>
1	Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 3-5 teacher will support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments.	\$3,133	
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Total		<b>\$16,091</b>	

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Total		<b>\$16,091</b>	

## English Learners

School Year: 23-24

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 3-5 teacher will support At-Promise Spanish Language Learners in developing their Spanish reading skills to increase comprehension skills, fluency, and vocabulary development to increase proficiency on district formative and summative assessments.	\$3,133	
2	PD and planning sessions for SLA, MATH and Writing. Faculty will have the opportunity to learn the latest pedagogy and applications to support dual immersion and help fill the gaps in both English and Spanish.	\$4,408	Substitute teacher half day
	Teachers will provide before/after school intervention (tutoring) in Spanish reading. In Gr. 1-2 teacher will support At-Promise Spanish Language Learners in developing their Spanish in decoding, building fluency and comprehension.	\$3,133	
3	Selected teachers will mentor/coach our new teachers in lesson design, planning, data analysis and classroom management.	\$3,459	
	Teachers will provide before/afterschool intervention (tutoring) in English FRSA and Comprehension in the ELPAC assessments to the 4th and 5th grade who have not moved ELPAC levels. Teachers will focus on early intervention in English by supporting At-Promise ELL to decode, build fluency and comprehension skills in target language.	\$1,958	
Total		<b>\$16,091</b>	



**Patrick Henry Dual Immersion School**  
**3720 Canehill Ave, Long Beach, CA**  
**Telephone (562) 421-3754 Fax (562)420-7849**  
**COMPACTO ENTRE ESCUELA-HOGAR**

**El juramento de los estudiantes**

Yo entiendo que la educación es la clave para el éxito de mi futuro. Yo soy responsable por mi propio éxito.

**Como estudiante, yo seré responsable de lo siguiente:**

- 1) Llegar a la escuela a tiempo todos los días, en uniforme, determinado(a) aprender y preparado(a) para dar mi mejor esfuerzo.
- 2) Seguir toda Guías Hacia el Triunfo y todas las reglas de la escuela y del salón.
- 3) Leer a diario ambos en la escuela como en mi hogar.
- 4) Entregar tarea completa y a tiempo.
- 5) Demostrar buen carácter y respeto por las diferencias todo el tiempo.
- 6) Hacer buenas selecciones de nutrición y ejercicio.

Firma del Alumno/a: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Acuerdo de Padre/Tutor**

Como padre de Patrick Henry reconozco que padres que están en conocimiento, involucrados, y motivando a sus hijos/as, los alumnos llevan una actitud positiva hacia la escuela.

**Como el Padre/Tutor yo seré responsable de lo siguiente**

- 1) Mandar a mis niños a la escuela vestidos apropiadamente todos los días, descansados y preparados a aprender y a tiempo.
- 2) Leer con mi hijo(a)/hijos(as) o proveer regularmente tiempo para leer diariamente.
- 3) Proveer todos los días un tiempo para completar el trabajo de tareas y revisar que estas estén terminadas.
- 4) Participar por lo menos en 10 horas de apoyo en eventos escolares como Voluntario, participación en SSC, ELAC, PTA y en otros eventos escolares.
- 5) Mantenerse informado al asistir a la Noche de Regreso a Clases, Conferencias de Padres e Maestros, Noche de Escuela Abierta, Noches Familiares tanto como a otros eventos escolares.
- 6) Siendo un modelo positivo para mi hijo(a)/hijos(as) y respeto a diferencias.
- 7) Proveer alimentación saludable y actividades físicas.

Firma de Padres o Tutor \_\_\_\_\_ Fecha: \_\_\_\_\_

**El acuerdo de la maestra**

Entiendo que mi profesión juega un papel crucial en nuestra sociedad. Yo tengo altas expectativas para todos los alumnos coma también para mí mismo/a.

Como maestro(a), será responsable de lo siguiente:

- 1) Proveer un programa académico que sea riguroso y desafiante que esté a un par del Contenido de Estándares.
- 2) Proveer un ambiente de aprendizaje seguro y saludable.
- 3) Revisar las necesidades individuales de cada niño/a.
- 4) Comunicación con los padres/guardianes y los estudiantes con respecto al progreso académico y social de cada estudiante en su idioma natal.
- 5) Asignando tarea apropiada con instrucciones y motivar a los estudiantes a leer diario en la escuela y en la casa.
- 6) Enseñar sobre hábitos de nutrición saludables y ejercicio.
- 7) Promover el conocimiento de distintas culturas y enseñar sobre perspectivas globales.

Firma del Maestro/a: \_\_\_\_\_ Fecha: \_\_\_\_\_

Hemos repasado y firmado el Compacto entre Escuela- Hogar

\_\_\_\_\_  
Firma del Padre/Tutor Fecha Firma del Estudiante



## PATRICK HENRY DUAL IMMERSION SCHOOL

### Family Involvement Guidelines For Non-Title I Schools

PATRICK HENRY recognizes that families are their children's first and most influential teachers and that continued family involvement in the education of children contributes greatly to student achievement and a positive school environment. To engage families positively in their children's education, PATRICK HENRY will:

1. Help families develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.
2. Inform families that they can directly affect the success of their children's learning and provide them with techniques and strategies that they may use to improve their children's academic success and help their children learn at home.
3. Initiate consistent and effective two-way communication between the home and school so that families may know when and how to help their children in support of classroom learning activities.
4. Provide training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking families and how to give families opportunities to assist in the instructional process both at school and at home.
5. Encourage families to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles.
6. Include families of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform families about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic standards expected of all students.

Applicable for your school **if** 15 percent or more of the student population speaks a single primary language other than English,

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

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

**ADOPTION**

PATRICK HENRY Family Involvement Guidelines have been developed jointly with and agreed upon by, families at the school. The site’s School Site Council members adopted the Guidelines on 09/26/2024 and will be in effect for one school year. The school will distribute the Guidelines to all families on or before 09/26/2024. PATRICK HENRY, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Rose Vitetta  
Signature of Principal

9-26-24  
Date

LEGAL REFERENCES

- EDUCATION CODE
  - 11500-11506 Programs to encourage parental involvement
- LABOR CODE
  - 230.8 Time off to visit child’s school

Adopted: January 28, 1991  
 Revised: March 1, 1994  
 February 6, 2001  
 March 7, 2007  
 LONG BEACH UNIFIED SCHOOL DISTRICT

*For Elementary, K-8, and Middle Schools, revised 7/2017*



## **PATRICK HENRY DUAL IMMERSION SCHOOL**

### **Guía de Participación Escolar para las Familias Para Escuelas Que No Reciben Fondos de Título I**

La **PATRICK HENRY** reconoce que las familias son los primeros maestros y los maestros más influyentes de sus hijos, y la participación continua de los padres en la educación de sus hijos contribuye enormemente al rendimiento estudiantil y a tener un ambiente positivo en la escuela. Para que las familias puedan participar de manera positiva en la educación de sus hijos, la PATRICK HENRY:

1. Ayudará a las familias a desarrollar sus habilidades como padres y a brindar un ambiente en casa que apoye los esfuerzos académicos de sus hijos y su desarrollo como miembros responsables de la sociedad.
2. Informará a las familias que ellos pueden directamente afectar el éxito del aprendizaje de sus hijos, y les brindará las técnicas y estrategias que pueden usar para mejorar el éxito académico de sus hijos y ayudarlos con el aprendizaje en casa.
3. Iniciará con consistencia y eficacia la comunicación bilateral entre el hogar y la escuela para que las familias puedan saber cuándo y cómo ayudar a sus hijos a apoyar las actividades de aprendizaje en el salón de clase.
4. Recibirá capacitación para que el personal fomente la comunicación eficaz y culturalmente sensible con el hogar, incluyendo la preparación de cómo comunicarse con las familias que no hablan inglés y cómo darles a las familias oportunidades para ayudar en el proceso instructivo tanto en la escuela como en la casa.
5. Alentará a las familias a servir como voluntarios en las escuelas, a asistir a las presentaciones estudiantiles y reuniones escolares, y a participar en los concilios del plantel escolar, concilios asesores, y a otras actividades en las cuales pueden comprometerse a asumir funciones relacionadas a la administración, asesoramiento, y abogar por servicios para estudiantes.
6. Incluirá a las familias del Estudiantado que Está Aprendiendo Inglés en el desarrollo, implementación y evaluación de los programas principales y categóricos para el Estudiantado que Está Aprendiendo Inglés. La Escuela informará a las familias acerca de cómo pueden participar en la educación de sus hijos y ser participantes activos para ayudar a sus hijos a lograr el dominio del idioma inglés, a lograr altos niveles de rendimiento en las materias académicas centrales y a cumplir con las expectativas desafiantes de los estándares académicos estatales para todos los estudiantes.

**Aplica si su escuela cuenta con 15 por ciento o más de la población que habla un solo idioma principal que no sea el inglés,**

7. Garantizará que todos los anuncios, reportes, declaraciones o archivos enviados a las familias sean traducidos en el idioma apropiado. Además, la traducción oral de los materiales se proporcionará cuando las familias las soliciten, de ser necesario.

Los planes escolares estarán delineados a las medidas específicas que se considerarán para incrementar la participación de las familias en la educación de sus hijos, incluyendo las medidas designadas a incluir a las familias con las barreras culturales, del idioma u otras barreras que puedan impedir dicha participación.

\* \* \* \* \*

## ADOPCIÓN

La Guía de Participación Escolar para las Familias Escolares se ha desarrollado junto con, y de acuerdo por, las familias en la **PATRICK HENRY**. La Guía fue adoptada por los miembros del Concilio del Plantel Escolar de la Escuela el 27/09/24 y estarán vigentes por un periodo de **un ciclo escolar**. La Escuela distribuirá la Guía a las familias el 27/09/24 o antes. La **PATRICK HENRY**, cuando sea factible, proporcionará una copia de esta Guía a las familias en el idioma que puedan entender los mismos.

Rose Vitetta  
Firma del Director(a)

9/27/24  
Fecha

### REFERENCIAS LEGALES

#### CÓDIGO DE EDUCACIÓN

11500-11506 Programas para alentar la participación de padres

#### CÓDIGO DE LABOR

230.8 Tiempo libre para visitar la escuela de su hijo(a)

Adoptado: 28 de enero, 1991

Revisado: 1° de marzo, 1994

6 de febrero, 2001

7 de marzo, 2007

DISTRITO ESCOLAR UNIFICADO DE LONG BEACH

*Para Escuelas Primarias, K-8 y Escuelas Intermedias, revisado 7/2017*