



Lowell Elementary

School Plan for Student Achievement
2025-2026

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 (ELA)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (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 Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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 <https://www.lbschools.net/departments/vision-2035/strategic-plan>, 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 (Smarter Balanced Assessment System) 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:

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

DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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 United States Code (U.S.C.) § 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.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 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 U.S.C. § 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 U.S.C § 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

Overall Performance:

Lowell's overall ELA performance remains above state averages on CAASPP with about 75.6% of all students meeting or exceeding standards in 2025, though this was a slight decrease from the prior year. EdSource

Subgroup Trends (Achievement Gaps):

- African American Students: Lower proficiency (~47% met/exceeded), below school average.
- Hispanic Students: (~65% met/exceeded) close to but below overall.
- White Students: (~81% met/exceeded) above overall.
- Asian Students: (~75% met/exceeded), similar to overall.

(Data reported by racial groups on CAASPP; some subgroups may have small sample sizes, indicated in state reports.)

?? Summary:

Schoolwide ELA performance is strong, but racial subgroup gaps exist—particularly for African American and Hispanic students—as shown in the most recent state assessment data.

ELA Goals

By the end of 2025–26, 65% of students with disabilities will meet or exceed grade-level standards in ELA and Math, increasing subgroup proficiency by at least 10 percentage points from the prior year.

Progress Monitoring:

- IEP progress reports
- Benchmark and formative assessments
- Monthly data team reviews

Key Actions:

- Align IEP goals with grade-level standards.
- Monitor and adjust instruction based on frequent progress monitoring.
- Professional development on differentiation and behavior supports.
- Strengthen collaboration between general education and special education staff.

ELA Goals

Goal:
By the end of the 2025–26 school year, 75% of economically disadvantaged students, English learners, and students with disabilities will meet or exceed standards in ELA as measured by CAASPP and district benchmark assessments, increasing subgroup proficiency by at least 10 percentage points from the prior year.

- Progress Monitoring:**
- CAASPP results (spring 2026)
 - District benchmark assessments (quarterly)
 - Classroom formative assessments and data team meetings (monthly)

- Key Actions:**
- Tier 2 small-group instruction targeting reading comprehension and writing.
 - Designated and integrated ELD support for English learners.
 - Co-teaching collaboration for students with disabilities.
 - Formative assessment-driven instructional adjustments.

Comprehensive Needs Assessment: Mathematics

Math Findings

Overall Performance:
About 67.1% of students met or exceeded standards in math on the 2025 CAASPP, though this also dipped slightly from 2024.

- Subgroup Trends:**
- African American Students: (~47% met/exceeded), significantly below overall.
 - Hispanic Students: (~48% met/exceeded).
 - White Students: (~80%+ met/exceeded).
 - Asian Students: (~69% met/exceeded).

(Data reflects subgroup achievement rates reported by CAASPP.)

Summary:
Overall math proficiency is strong relative to state averages, but achievement gaps are notable especially for African American and Hispanic student groups

Math Goals

By the end of 2025–26, 65% of students with disabilities will meet or exceed grade-level standards in ELA and Math, increasing subgroup proficiency by at least 10 percentage points from the prior year.

Progress Monitoring:

- IEP progress reports
- Benchmark and formative assessments
- Monthly data team reviews

Key Actions:

- Align IEP goals with grade-level standards.
- Monitor and adjust instruction based on frequent progress monitoring.
- Professional development on differentiation and behavior supports.
- Strengthen collaboration between general education and special education staff.

By the end of 2025–26, 70% of economically disadvantaged students and students with disabilities will meet or exceed standards in Mathematics, reflecting at least a 10 percentage point increase in subgroup proficiency.

Progress Monitoring:

- CAASPP results (spring 2026)
- District math assessments (quarterly)
- Classroom formative assessments

Key Actions:

- Tier 2 math interventions and small-group instruction.
- Differentiated instruction using UDL strategies.
- Co-teaching and consistent accommodations for students with disabilities.

Comprehensive Needs Assessment: English Learners

English Learner Findings

The Dashboard currently does not show an accessible color for EL progress for Lowell online, but statewide trend data and local plans show this as an area of focus.

School Level Findings:

From the 2024–25 SPSA needs analysis:

- EL proficiency levels were mixed across language domains (reading, writing, speaking, listening).
- The school identified a need to support EL students in advancing at least one ELPAC level and to increase reclassification rates.

Contextual Trend:

Statewide and district trends show EL progress can fluctuate and often signifies the need for targeted supports such as ELD instruction and progress monitoring.

?? Summary:

EL progress is an identified need area, with school data showing varied proficiency levels and a focus on improving outcomes and reclassification. Specific Dashboard colors for Lowell’s EL progress were not searchable in the online public summary, but local assessments show structured emphasis on growth.

EL Reading Levels:

3 Well Developed

5 Somewhat/Moderately Developed

7 Beginning

1 no data

EL Writing Levels

1 Well Developed

10 Somewhat/Moderately

4 Beginning

1 no data

EL Speaking Levels

4 Well Developed

9 Somewhat/Moderately Developed

2 Beginning

1 no data

EL Listening Levels

8 Well Developed
5 Somewhat Moderately Developed
2 Beginning
1 no data

ELPAC Overall Scores

	23-24.	24-25
Beginning	4	2
Somewhat Developed	2	7
Moderately Developed	2	4
Well Developed	6	3

Lowell currently has 21 EL's

CA Dashboard 2025

EI students were in the Orange zone for Chronic absenteeism, which can have a negative effect on overall student outcomes.

SBAC 24-25

3rd and 4th grade 4 students total

Math

NM 1

M 2

EX 1

ELA

NM 4

English Learner Goals

By June 2026, at least 60% of English learners will demonstrate measurable progress toward English proficiency on ELPAC, and 10% more students will be reclassified as Fluent English Proficient compared to the previous year.

Progress Monitoring:

- ELPAC interim and summative assessments
- Reclassification data
- Classroom observations of ELD instruction

Key Actions:

- Daily designated ELD instruction aligned with ELD standards.
- Integrated ELD strategies across all content areas.
- Teacher professional development on scaffolded and culturally responsive instruction.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Chronic Absenteeism (School Dashboard):

- Performance Level: Medium (Yellow indicator). 2025 California School Dashboard

This means chronic absenteeism is neither highest nor lowest, indicating moderate improvement compared to past years.

CA Dashboard:

2023 Dashboard shows chronic absenteeism for All Students and 4 subgroups

All Students, Hispanic and Two or More Races- red

Socioeconomically Disadvantaged and Students with Disabilities- orange

2025 Dashboard shows chronic absenteeism for 3 subgroups:

Socioeconomically Disadvantaged - red

White and Two or More races - orange

Suspension Rate

- Performance Level: High (blue band) indicating low suspension rates. 2023 and 2025 California School Dashboard shows all students and subgroups in the blue band.

Pulse Survey (School Level):

According to the 2024–25 SPSA needs analysis:

- Identity: ~83% favorable (above district average).

- Agency: ~81% favorable.

- Belonging: ~81% favorable.

- Subgroup notes from the survey show lower positive responses for African American students (~70–74%) and students with disabilities (~73–76%) compared with all students.

?? Summary:

Lowell's climate and culture indicators are positive overall, with lower suspension and moderate chronic absenteeism on the state Dashboard. However, belonging and agency scores for African American students and students with disabilities suggest areas for improvement.

Culture/Climate Findings

Pulse Survey Findings...

Identity: ALL 87% 144 students AA. 74% 9 students

Agency: ALL 82% 144 students. AA 94% 9 students

Belonging: ALL 83% 144 students. AA 73% 9 students

Culture/Climate Goals

Area of need:

The student population scored higher in all three categories than the district average for each category (Agency, Identity, Belonging), however, our scores for each category dropped compared to our scores from the Fall 2025. When looking at the subgroups data, African American students scored the lowest compared to the student averages in identity and belonging. There is a need to focus on our students with 2 or more races to ensure they have a sense of belonging, identity, and agency. There is a need to continue to track attendance data for all students, as noted by previous CA Dashboard data. It is essential to keep attendance data trending in a positive direction. Chronic absenteeism can not only negatively effect a child's academic outcomes, but also their social emotional wellbeing.

Goals:

By June 2026, Lowell Pulse Survey overall results will show an increase of 3% in the area of Belonging as measured by the Student Wellness Pulse Survey.

By June 2026, Lowell Pulse Survey results for students with 2 or more races students, and students with disabilities will show an increase of 3% in the area of belonging for each of these subgroups.

By Fall 2026, CA Dashboard data will continue to show chronic absences for All Students and sub group categories remaining in the yellow zone or improving.

Action Plan Summary:

- Work with the district's attendance team (ALL in attendance) to increase our overall attendance rates.
- Counselor will work with frequent and chronic absent families to provide individualized support.
- Continue with our monthly awards and student attendance incentives

- Teacher's implement Harmony SEL Curriculum
- continue with our culture building activities (Spirit assemblies, Spirit themed dress up weeks, school-wide events, parent involvement, culture celebrations, such as Black History Month)
- Promote student choice and voice both inside and outside of the classroom (student clubs, student council)

Progress Monitoring:

- Pulse survey data
- Informal surveys given to students
- Interview students to get their perspective on what we can do to increase their sense of belonging, agency and identity.
- Monitor attendance data

Planned Data to Collect:

- Pulse Survey Data
- African American Student Data
- Students with Disabilities Data
- Patterns/Trends from Walkthrough Notes/Agendas
- Suspension Rates
- Office Referral Rates
- Attendance Rates

Lowell students sense of identity, agency and belonging will increase. Lowell will establish and communicate a series of excellence and equity indicators that are transparent and result in implementation of targeted interventions to support specific student needs. With a school focus on increasing sense of belonging and agency, students will increase positive responses to their sense of identity, agency, and belonging by 5% as measured by the CORE and Pulse survey throughout the year.

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

<p>ELA</p>	<p>1) Identified Area of Need: Lowell data is trending in a positive direction, where there is a significant shift in students who meet or exceed expectations by the end of the year compared to initial baseline data. However, there are still students who are currently one or more years below grade level. There is a need to identify these students and bring them up to grade level. There is also a need to keep on grade level students on track, and to maintain a rigorous learning environment for those students who are above grade level to ensure they continue to be challenged. There is also a need for continued school wide efforts to encourage attendance and provide support for chronic absent students so that students can be present at school to learn and receive any necessary services on a consistent basis.</p> <p>Goal: Lowell students will achieve at least one year of academic growth in literacy by June 2025, and students achieving below grade level will demonstrate greater than one year of growth</p>	<p>Goal Met</p>	<p>small group instruction; pullout support and push in by IIC</p>	<p>continuous progress monitoring to adjust to meet the needs of all students</p>
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as indicated on iReady Diagnostic.

Action Plan Summary:

- IIC working with students that are two or more grade levels below.
- Implementation of iReady lessons tailored to the needs of each student.
- teachers will implement small Group Instruction, Designated EL Instruction, and skills based group instruction
- Professional Development will be provided to staff around providing data driven, inquiry-based, rigorous instruction
- weekly principal classroom walk-throughs with actionable feedback
- Meetings/Check-ins as needed with support team (Principal, IIC, teachers, counselor, case carriers)
- RSP teacher set goals for our Special Education student and progress monitor
- RSP teacher meets monthly with IIC to progress monitor student growth and needs
- Teachers and case carriers are familiar with student IEPs and corresponding goals and

progress is consistently monitored.
-Teachers, the office staff, and the counselor will continue to work together to address frequent and chronic absences to ensure students are attending school regularly, which in turn will help students achieve overall success.

Progress Monitoring:
Teachers/Admin/IIC will monitor data quarterly to reflect on teaching practices and make adjustments to grade level goals, school goals, PD plan and Theory of action as necessary. Staff will work collectively to ensure goals are being met.

Planned Data to Collect:
African American Student Achievement Data
EL Student Achievement Data
RSP Student Achievement Data
Patterns/Trends from Walkthrough Notes/Agendas
QCI - (Pre) Whole School Walkthrough & Goals Conferences
Edulastic Assessments/Pear Assessments
Attendance data

Math	<p>1) Area of need: There is a need to address disparities present in Black/African-American Student Performance: On SBAC, only 46% of Black/African-American students scored Met/Exceeded, compared to 72% schoolwide. 75% of AA students scored Not Met/Nearly Met, showing a need for targeted intervention. There is a need to continue best practices in providing quality core instruction to meet the needs of all students, ensuring students 1 or more years below grade level are improving, students on grade-level continue to improve, and students at or above grade-level continue to be challenged. Students scoring 1 GL Below increased from 50% to 54%, which could indicate more students are struggling to reach grade-level proficiency. There was a slight Decrease in Mid/Above Grade Level Students: In iReady, students scoring Mid/Above GL dropped from 14% to 13%, which may suggest fewer students excelling at higher levels. The percentage of 5th graders</p>	Goal Met	small group instruction; pull out support and push in by IIC	continuous progress monitoring to adjust to meet the needs of all students
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scoring Not Met dropped from 26% to 19%, which is an improvement, but this remains the highest of all grades. Nearly Met + Not Met combined in 5th grade is 31%, meaning nearly one-third of students are below grade level. There is also a need for continued school wide efforts to encourage attendance and provide support for frequent and chronic absent students, as missing school can have a negative effect on academic performance as well as their social emotional well being.

Goal:

All students, with an emphasis on our AA students and ELL students, will achieve one year of academic growth by June 2025, and students achieving below grade level will demonstrate greater than one year of growth. This will be measured through the iReady and the SBAC assessments.

Action Plan Summary:

- Teachers provide inquiry-based, rigorous math instruction
- IIC will work with students that

are two or more grade levels below.

- Implementation of math iReady lessons tailored to the needs of each student.
- teachers will implement small group instruction, Designated EL Instruction, and skills based group instruction, and targeted intervention as needed to close the achievement gap.
- QCI/Professional Development will be provided to staff around providing data driven, inquiry-based, rigorous math instruction.
- weekly principal classroom walk-throughs with actionable feedback
- Meetings/Check-ins as needed with support team (Principal, IIC, teachers, counselor, case carriers)
- RSP teacher set goals for our Special Education student and progress monitor
- RSP teacher meets monthly with IIC to progress monitor student growth and needs
- Teachers and case carriers are familiar with student IEPs and corresponding goals and progress is consistently monitored.
- Afterschool tutoring

-Teachers, the office staff, and the counselor will continue to work together to address frequent and chronic absences to ensure students are attending school regularly, which in turn will help students achieve overall success.

Progress Monitoring:
Teachers/Admin/Specialists will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan, and Theory of action if necessary. Teachers, Admin, and Specialists will work collectively to ensure student needs are met. Teachers will use formative assessment data to monitor student progress in a timely manner and adjust instruction and support as needed.

Planned Data to Collect:
African American Student Achievement Data
EL Student Achievement Data
Patterns/Trends from Walkthrough Notes/Agendas
QCI - (Pre) Whole School Walkthrough & Goal Conferences

	Edulastic Assessments Attendance Data			
English Learner	<p>1) Area of Need: A majority of our students are scoring at somewhat/moderately developed and well developed in each category. Students at all levels need support to increase their language proficiency skills with the ultimate goal of being RFEP'd. There is a need to keep attendance data for hispanic students, especially our EL's tending in a positive direction as poor attendance can have a negative affect on academic outcomes.</p> <p>Goal: By June, 2025, all EL students will advance at least one ELPI level compared to their scores from the previous year (Spring 2024) as determined by the English Learner Progress Index (ELPI).</p> <p>Action Plan Summary: -Teachers with RFEP students will continue to monitor the progress of EL students to ensure that they are continuing to achieve. -Counselor will develop an</p>	Goal Met	small group instruction; pull out support and push in by IIC	continuous progress monitoring to adjust to meet the needs of all students

incentive system to motivate students to do their best on the ELPAC, encourage RFEP
-Teachers will utilize the data, tools, and strategies provided by Ellevation
-Teachers will provide targeted and skills based small group instruction
-Teachers will provide designated EL instruction
-Provide teachers with any needed PD around understanding the ELPAC
-Continue school wide attendance incentives and best practices

Progress Monitoring:
Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary.
Formative assessment data with individual students will be utilized to inform instruction.

Planned Data to Collect:
Reclassification Rate
EL Student Achievement Data (Math/ELA)
Patterns/Trends from

	Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments Formative assessment data Attendance data			
Culture/Climate	1) Area of need: The student population scored higher in all three categories than the district average for each category (Agency, Identity, Belonging), however, our scores for each category dropped compared to our scores from the Fall 2024 survey. Agency and Belonging had the most significant drop, going down 4 points, and identity decreased by 1 point. .When looking at the subgroups data, African American students and students with disabilities scored the lowest compared to the student averages. There is a significant need to focus on building a sense of belonging in our school's AA students and students with disabilities. There is a need to continue to track attendance data for all students, as well as Hispanic students, as noted by previous CA Dashboard data. It is	Goal Partially or Not Met	Utilize the summer equity institute in all classrooms, specifically the 2X10 model utilize care center counselor and school counselor for small groups and individual support	continuous progress monitoring through pulse survey, teacher observations and continue to monitor and adjust to meet the needs of students

essential to keep attendance data trending in a positive direction. Chronic absenteeism can not only negatively effect a child's academic outcomes, but also their social emotional wellbeing.

Goals:

By June 2025, Lowell Pulse Survey overall results will show an increase of 3% in the area of Belonging as measured by the Student Wellness Pulse Survey.

By June 2025, Lowell Pulse Survey results for Black/African American students, and students with disabilities will show an increase of 3% in the area of belonging for each of these subgroups.

By Fall 2025, CA Dashboard data will continue to show chronic absences for All Students and sub group categories remaining in the yellow zone or improving.

Action Plan Summary:

-Work with the district's attendance team (ALL in attendance) to increase our overall attendance rates.

- Counselor will work with frequent and chronic absent families to provide individualized support.
- Continue with our monthly awards and student attendance incentives
- Teacher's implement Harmony SEL Curriculum
- continue with our culture building activities (Spirit assemblies, Spirit themed dress up weeks, school-wide events, parent involvement, culture celebrations, such as Black History Month)
- Promote student choice and voice both inside and outside of the classroom (student clubs, student council)

Progress Monitoring:

- Pulse survey data
- Informal surveys given to students
- Interview students to get their perspective on what we can do to increase their sense of belonging, agency and identity.
- Monitor attendance data

Planned Data to Collect:

- Pulse Survey Data
- African American Student Data
- Students with Disabilities Data

-Patterns/Trends from Walkthrough Notes/Agendas -Suspension Rates -Office Referral Rates -Attendance Rates			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Recreation aides will provide playground supervision during lunch, before, and after school. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic vocabulary with intensity. 	<p>Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to</p>

<p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a "cold read" assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>
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Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>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>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on the CA Math Framework, the district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Big Ideas, CCSS Content Connectors, CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse • ST Math Puzzle Talks 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>Task option to use as a site Common Assessment/Checkpoint</p> <p>Quarterly Assessments</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>LBUSD Student Centered Resources: math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Student exposure to VAPA enrichment increases motivation in the classroom. Other 100	As part of Prop 28, students will receive VAPA lessons during the school week.	All Students	Prop 28 \$111,703 Teacher - Elementary .62 FTE - Prop 28 100%	07/01/2025 - 06/13/2026 Daily	VAPA Teacher	VAPA Teacher, Principal Other 100
school safety Suspension/Exclusion Rate 50, Culture-Climate Survey (Parent) 50	Recreation aides will provide playground supervision during lunch, before, and after school.	All Students	LCFF Rec \$67,987 Hourly - Recreation Aide (5) for 663 hours annually - LCFF Rec 100%	07/01/2025 - 06/13/2026 Daily	Recreation aides	daily Suspension/Exclusion Rate 50, Culture-Climate Survey (Parent) 50

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
<p>An official orientation with kindergarten families and students is held prior to the start of the school year.</p> <p>At the time of kindergarten registration, school staff spends time with new parents answering questions and helping families prepare for school.</p> <p>New kindergartens and parents meet with teachers before school starts.</p> <p>PTA provides kindergarten outreach program.</p> <p>Lowell has 2 Transitional Kindergarten cluster in a regular kindergarten class. Transitional Kindergarten (TK) is the first year of a two year program designed for students whose 5th birthday falls between September 1st and December 2nd. TK is a 3.5 hours program designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of Pre-School Imagine It, Interactive Writing and Name Game, Shared and Modeled Reading, High-Scope math, math vocabulary, and a modified version of MAP2D, and Let's Talk About It for oral language development. CAP assessments, Phonemic Awareness assessments and Literacy Screens will be used to monitor student progress.</p>	<p>Fifth grade to middle school transition transition plan includes:</p> <p>Activities that support Lowell students transitioning to MS include:</p> <p>School of Choice Fair</p> <p>All MS host information meetings</p> <p>Collaboration between the neighborhood MS (Rogers) and Lowell includes:</p> <p>Counselors meet to discuss students and placement.</p> <p>Extensive time spent on completing MS enrollment process.</p> <p>Lowell students visit the Rogers campus up to three times.</p> <p>Roger's principal visits each of Lowell's 5th grade classrooms for Q & A .</p> <p>Parent information night for families of fifth grade students.</p>	<p>Does not apply</p>

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Results from the pulse survey showed a decrease in all 3 areas, sense of belonging, identity, and agency	restorative justice Sanford Harmony	district funded Care Center Counselor 50%	ongoing	teachers, support staff, and administration	monthly check in, pulse survey

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
students will increase scores on SBAC, EOC exams, and FRSA Core Curriculum 100	Teachers will collaborate with grade levels and IIC to ensure understanding of information shared at QCI trainings which will lead to implementation in classrooms with fidelity.	LCFF \$15,705 Substitute teacher full day (28) for 2 days - LCFF 100%	09/20/2025 - 06/11/2026 Semester	principal, IIC	IIC will monitor progress

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
EL and special education students performed lower on district assessments	-teachers attend QCI trainings -staff meetings with the focus on tier 1 interventions -grade level collaboration	district funded LCFF funds	4 times per year monthly 2 X's per year	teachers, administrators, district personnel	district assessmnets
EL and special education students performed lower on district assessments	-teachers attend QCI trainings -staff meetings with the focus on tier 1 interventions -grade level collaboration	district funded LCFF funds	4 times per year monthly 2 X's per year	teachers, administrators, district personnel	district assessmnets

Describe Teacher Involvement

Teachers will participate in QCI trainings either around ELA or math. Grade level collaboration and planning will take place throughout the year, where discussions around best practices, strategies, and planning will occur (either grade level meetings, or grade level release days)

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Guardians want to feel a sense of community and part of the Lowell team to ensure students needs are being met, specifically in the area of SEL	PTA events throughout the year Coffee with Cassie monthly PTA meetings	PTA	ongoing	principal and PTA board members	Parent surveys

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	21840

* 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.

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

Elementary CARE and Support Centers (formerly known as 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.

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.

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	Cassie Fanton	06-20-2026
Staff	Classroom Teacher	Stephanie Watkins	06-20-2027
Staff	Classroom Teacher	Cynthia Finley	06-20-2026
Staff	Classroom Teacher	Danielle Jorda	06-20-2026
Staff	Other School Personnel	Mario Rios	06-20-2026
Community	Parent/Community Member	██████ McCall	06-20-2027
Community	Parent/Community Member	██████ Lott	06-20-2027
Community	Parent/Community Member	██████ Sracusa	06-20-2027
Community	Parent/Community Member	██████ Guess	06-20-2026
Community	Parent/Community Member	██████ Chen	06-20-2026

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)	█ Kallala
DELAC Representative	Parent of EL Student (required)	█ Banuelos
Principal or Designee	Staff Member (required)	Cassie Fanton
Secretary	Staff Member (required)	Mario Rlos

Name	Representing
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ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/23/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Continue to utilize the IIC in ensuring teachers are trained in EL strategies in the areas of ELA and math. Ensure materials are in classrooms and being used by teachers with the EL learners.
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 Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	10/23/2025
6. What was SSC's response to ELAC recommendations?	Principal will follow up with IIC to ensure teachers are supported in EL strategies

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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on 10/23/2025
2. SSC approved the **Home-School Compact** on 10/23/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/23/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on ,
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/13/2025
6. The SPSA was approved at its meeting on 11/13/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

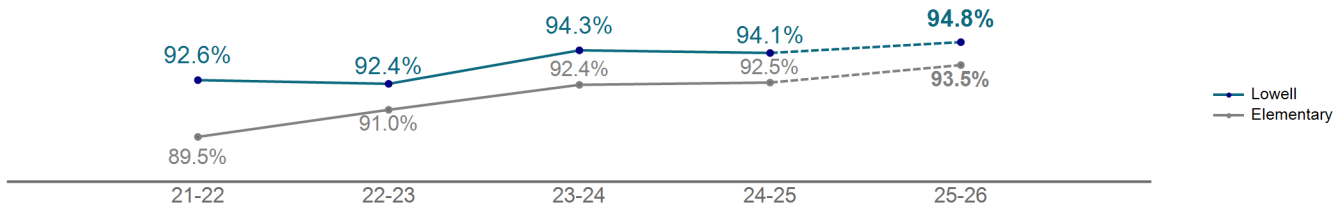
Printed Name: _____ Date: _____

ELAC Chair: _____

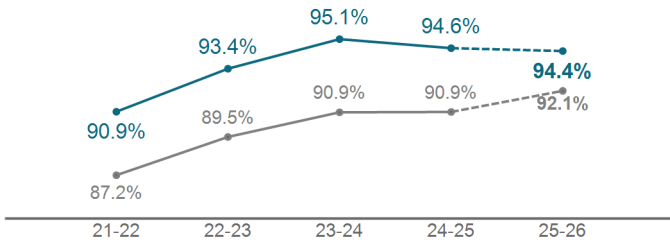
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Attendance Rate

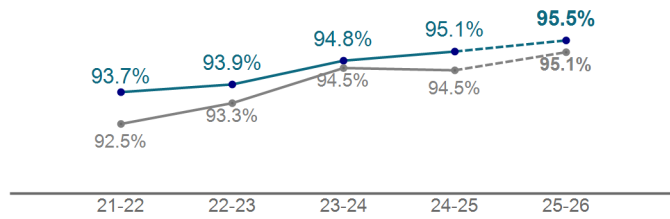
Lowell
All Students
N = 630



African American
N = 30



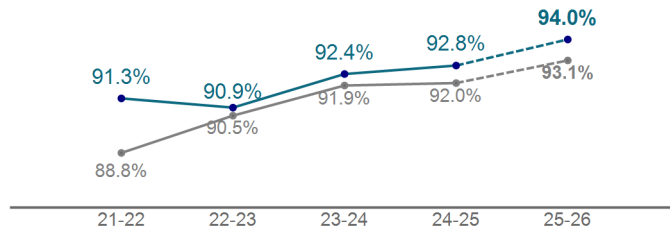
Asian
N = 30



Filipino

Subgroup with fewer than 20 students.

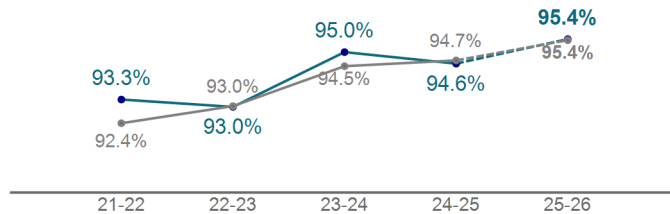
Hispanic
N = 183



Pacific Islander

Subgroup with fewer than 20 students.

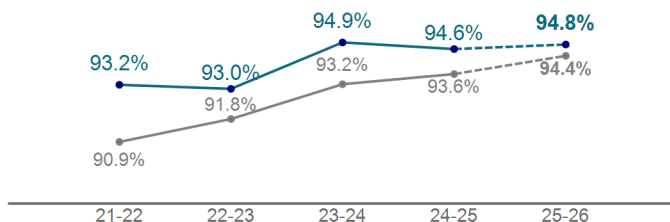
White
N = 286



Native American

Subgroup with fewer than 20 students.

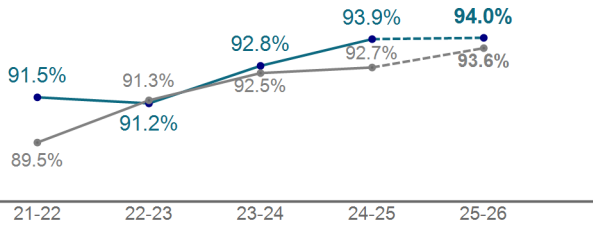
Other
N = 90



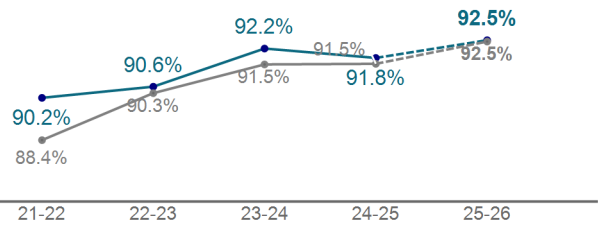
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

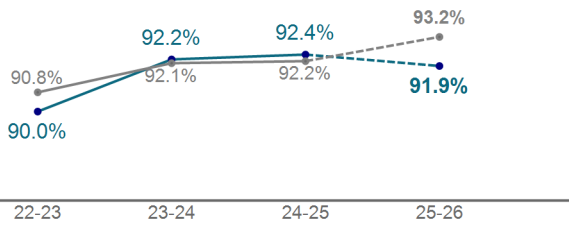
EL + RFEP
N = 35



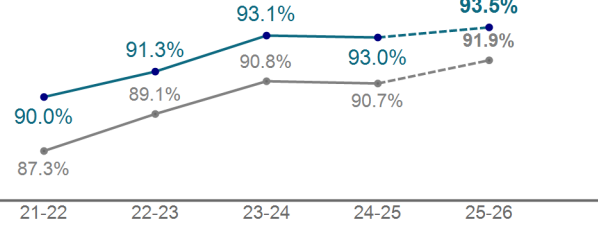
Low SES
N = 138



English Learner
N = 20



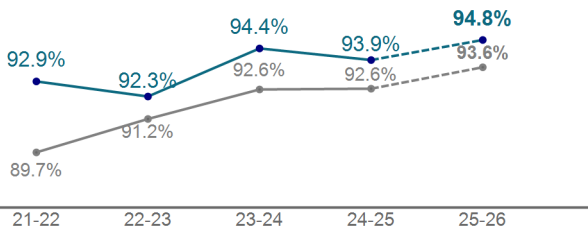
Special Education
N = 139



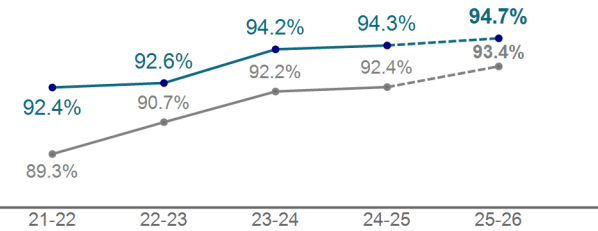
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 292



Male
N = 338



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands School Data by Subgroup Lowell 2024-2025

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

Category	# Students	Percent by Category				Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate		
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory						
All Students	622	2	12	16	25	46	13.7%	14.3%	29.3%	24.3%	
Grade	Gr. TK	49	8	16	20	24	31	24.5%	21.3%	44.9%	37.5%
	Gr. K	88	1	13	18	32	36	13.6%	21.6%	31.8%	30.6%
	Gr. 01	88	2	11	19	23	44	13.6%	13.8%	33.0%	25.7%
	Gr. 02	106		11	12	24	52	12.3%	10.4%	24.5%	21.3%
	Gr. 03	106	2	8	13	29	48	9.4%	13.8%	22.6%	22.2%
	Gr. 04	101	2	15	15	20	49	16.8%	8.4%	31.7%	20.7%
	Gr. 05	84	1	10	14	21	54	10.7%	14.8%	25.0%	20.5%
Ethnicity	African American	35	11		20	20	49	11.4%	12.1%	31.4%	33.8%
	American Indian	1				100		0.0%	0.0%	0.0%	28.6%
	Asian	29	3	7	14	14	62	10.3%	12.5%	24.1%	14.8%
	Cambodian	12	8		25	8	58	8.3%	20.0%	33.3%	16.1%
	Filipino	5			20		80	0.0%	16.7%	20.0%	13.2%
	Hispanic	167	3	17	20	25	34	20.4%	23.5%	40.7%	26.7%
	White	299	2	9	12	26	50	11.4%	10.6%	23.4%	11.4%
	Other	86	1	10	17	24	47	11.6%	11.5%	29.1%	18.0%
Gender	Female	287	2	13	15	25	46	14.6%	11.7%	29.3%	23.6%
	Male	335	2	11	16	24	46	12.8%	16.5%	29.3%	24.9%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Lowell 2024-2025

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

Special Populations	Subgroup	Total	Attendance Bands				Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance
	Low SES	148	5	26	19	17	33	31.1%	29.2%	50.0%	29.5%
	ELL	20	5	10	35	15	35	15.0%	28.6%	50.0%	26.7%
	RFEP	15			20	27	53	0.0%	20.0%	20.0%	13.6%
	EL + RFEP	35	3	6	29	20	43	8.6%	26.3%	37.1%	23.6%
	Special Ed.	139	4	14	23	24	36	17.3%	17.6%	40.3%	32.9%
	Spec Ed. Speech/RSP	23	13	13	13	13	48	26.1%	4.5%	39.1%	26.4%
	Homeless/Foster	8	25		38	25	13	25.0%	100.0%	62.5%	42.6%
	Foster	3			33	33	33	0.0%		33.3%	37.8%
	Homeless	5	40		40	20		40.0%	100.0%	80.0%	43.6%
GATE/Excel	128			9	9	25	56	9.4%	6.2%	18.8%	10.5%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Elementary	25,767	6	18	17	23	36	24.3%	24.7%	41.1%
Addams	756	8	22	16	20	34	29.6%	28.9%	45.6%
Alvarado	406	5	22	20	20	33	26.6%	27.6%	46.6%
Barton	444	9	22	22	22	25	31.8%	37.4%	53.4%
Birney	519	5	22	16	25	31	27.2%	27.7%	43.4%
Bixby	559	3	13	15	25	44	15.4%	17.0%	30.6%
Bryant	396	7	24	16	24	28	31.3%	29.4%	47.7%
Burbank	577	7	22	17	20	34	29.3%	28.2%	46.3%
Burcham	425	4	12	17	23	45	16.0%	13.6%	32.7%
Carver	573	3	14	17	24	42	16.9%	13.7%	34.2%
Chavez	341	7	22	15	22	35	28.4%	33.2%	43.4%
Cleveland	460	5	17	12	27	39	21.5%	14.0%	33.7%
Dooley	693	8	24	19	22	27	32.3%	33.3%	51.2%
Edison	466	11	25	11	21	32	36.7%	29.9%	47.2%
Emerson	358	1	8	12	24	55	9.5%	9.9%	21.2%
Fremont	461	3	12	17	24	44	15.0%	14.5%	32.3%
Gant	669	1	12	13	26	47	13.0%	13.0%	26.5%
Garfield	563	8	16	19	21	36	24.0%	21.4%	42.8%
Gompers	387	5	13	20	25	37	18.1%	18.3%	38.2%
Grant	998	9	24	18	21	28	33.2%	31.8%	51.3%
Harte	772	9	20	19	22	30	28.9%	32.1%	47.7%
Henry	798	1	7	13	30	49	8.0%	7.0%	21.1%
Herrera	655	8	22	25	21	24	30.1%	30.6%	54.8%
Holmes	400	5	23	19	20	33	28.3%	26.5%	46.8%
Hudson	229	14	22	15	22	27	35.8%	32.9%	51.1%
Kettering	354	4	12	15	25	45	15.5%	17.5%	30.2%
King	625	12	20	18	23	26	31.8%	29.9%	50.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
Lafayette	883	7	20	17	20	35	27.2%	26.7%	44.2%
Lincoln	801	7	20	15	20	39	26.5%	33.7%	41.2%
Longfellow	918	3	13	14	25	45	15.7%	16.6%	30.1%
Los Cerritos	478	4	9	13	25	49	12.8%	12.9%	26.2%
Lowell	622	2	12	16	25	46	13.7%	14.3%	29.3%
Macarthur	345	3	20	17	23	37	23.2%	22.6%	39.7%
Madison	422	6	12	18	25	39	18.0%	21.2%	35.8%
Mann	335	6	18	15	26	36	23.6%	28.3%	38.5%
McKinley	497	7	21	19	24	30	28.2%	32.2%	46.7%
Naples	348	3	13	16	30	38	16.1%	14.2%	31.9%
Oropeza	559	11	27	15	16	31	37.6%	36.0%	52.8%
Prisk	477	2	11	14	27	45	13.0%	13.5%	27.5%
Riley	500	4	17	19	24	37	20.4%	20.1%	39.0%
Roosevelt	836	12	20	16	18	33	32.4%	34.6%	48.2%
Signal Hill	622	5	14	18	23	40	19.0%	21.3%	37.5%
Smith	676	8	20	19	20	34	27.1%	26.3%	46.2%
Stevenson	478	7	26	17	21	28	33.5%	31.6%	50.6%
Twain	483	3	16	18	25	38	19.0%	22.9%	36.9%
Webster	473	9	22	20	20	30	30.2%	29.1%	50.3%
Whittier	560	7	21	18	19	35	28.0%	27.8%	45.9%
Willard	570	10	22	18	20	30	31.8%	30.1%	49.6%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,480	7	14	13	20	45	21.9%	22.8%	35.1%
Bancroft	822	5	12	14	22	47	17.0%	17.3%	30.5%
Franklin	1,033	12	19	13	18	38	31.7%	34.3%	44.6%
Hamilton	785	13	22	17	17	30	35.5%	27.5%	52.9%
Hoover	527	6	12	13	21	48	18.6%	17.4%	31.5%
Hughes	1,230	3	13	14	22	48	16.3%	14.9%	30.2%
Jefferson	1,028	5	13	13	21	48	18.4%	21.5%	30.9%
Keller	519	1	5	11	20	63	5.8%	6.5%	17.0%
Lindbergh	436	9	17	14	21	38	26.4%	29.5%	40.8%
Lindsey	718	8	13	10	18	51	21.4%	27.0%	31.5%
Marshall	958	3	13	13	21	50	16.3%	16.5%	28.9%
Nelson	855	10	18	13	17	42	28.2%	27.8%	41.6%
Rogers	785	3	8	13	22	54	11.5%	15.4%	24.5%
Stanford	1,196	5	9	11	21	54	13.8%	16.1%	24.9%
Stephens	681	11	21	16	19	34	31.3%	33.4%	47.3%
Washington	907	17	21	13	21	28	37.6%	35.6%	51.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All K8	5,739	5	15	15	22	43	20.2%	20.2%	35.1%
Avalon	447	9	27	19	25	20	36.0%	31.5%	55.5%
Cubberley	967	2	10	12	22	55	11.7%	12.0%	23.6%
Muir	1,066	7	18	16	21	38	25.0%	22.7%	40.8%
Newcomb	928	3	8	16	23	51	10.8%	10.8%	26.6%
Powell	743	9	23	16	20	31	31.8%	33.9%	48.2%
Robinson	734	9	17	13	19	42	25.9%	26.3%	39.2%
Tincher	854	3	8	13	24	52	11.0%	11.0%	24.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All High	20,036	12	15	13	19	40	27.0%	26.7%	40.4%
Browning	348	17	16	12	20	36	32.5%	32.1%	44.3%
Cabrillo	1,686	22	20	14	16	28	42.3%	42.0%	56.8%
CAMS	673	1	6	6	14	74	6.8%	5.2%	12.5%
Jordan	2,356	11	16	13	18	42	27.1%	25.7%	40.3%
Lakewood	2,385	9	17	17	22	35	26.9%	26.1%	43.5%
McBride	685	5	12	12	20	51	17.2%	16.9%	29.1%
Millikan	3,452	5	11	14	23	47	16.4%	16.3%	30.2%
PAAL	135	39	31	13	7	10	70.4%	75.6%	83.0%
Polytechnic	3,818	13	16	14	20	37	29.1%	27.3%	42.9%
Reid	124	87		12			99.2%	91.1%	99.2%
Renaissance	401	6	15	11	17	51	21.2%	21.7%	32.4%
Sato	553	2	4	7	17	69	6.3%	6.8%	13.6%
Wilson	3,420	15	18	13	20	34	33.1%	33.0%	46.5%

The percentages may not equal 100% due to rounding.

[Submit Feedback](#)

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

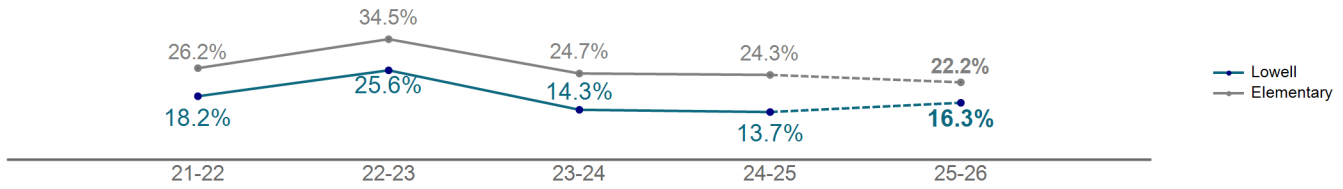
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chonic + At-Risk Rate
District	64,022	8	16	15	21	40	24.3%	24.6%	39.2%

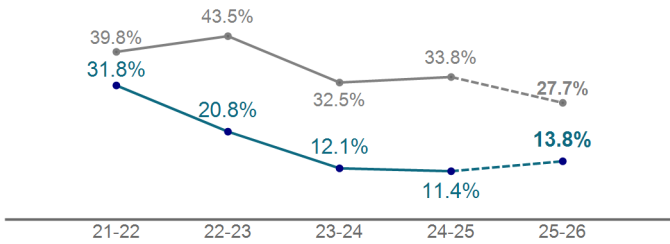
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

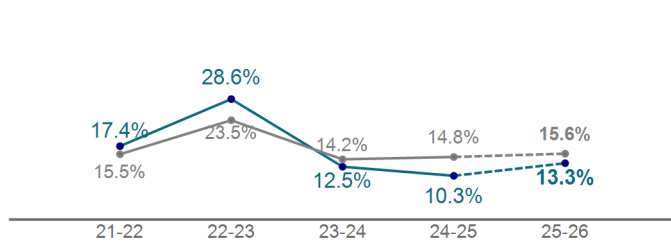
Lowell
All Students
N = 625



African American
N = 29



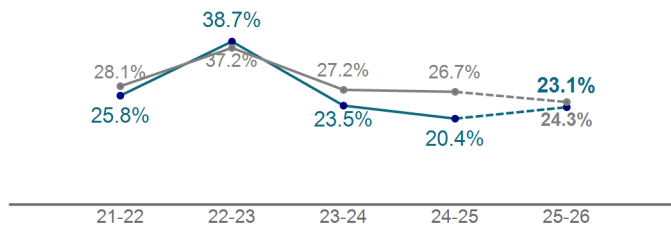
Asian
N = 30



Filipino

Subgroup with fewer than 20 students.

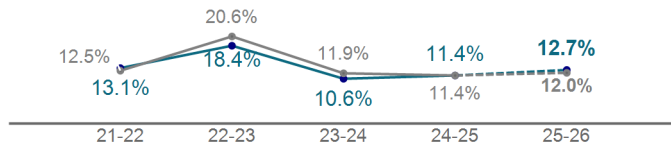
Hispanic
N = 182



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 284



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

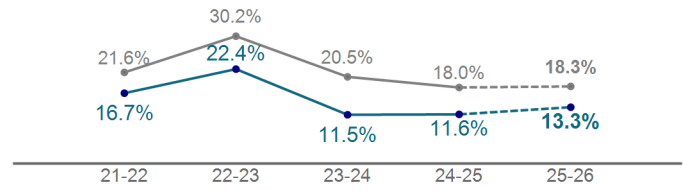
Percent of Students in the Moderately or Severely Chronic Categories

Native American

Subgroup with fewer than 20 students.

Other

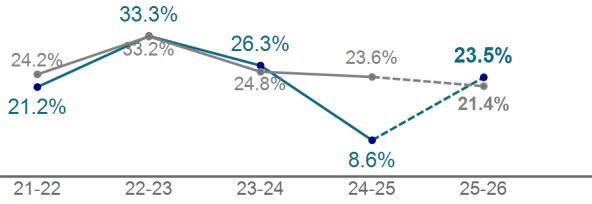
N = 90



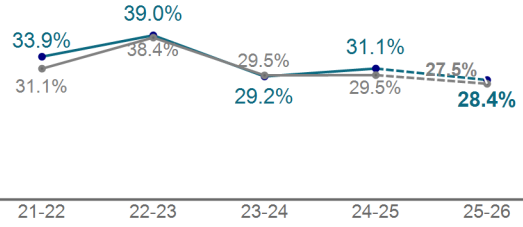
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

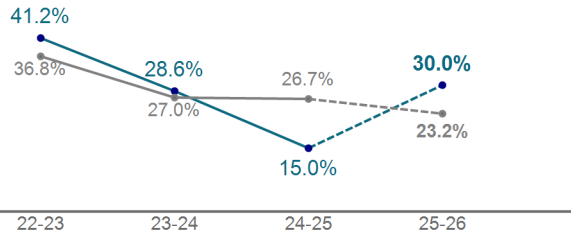
EL + RFEP
N = 34



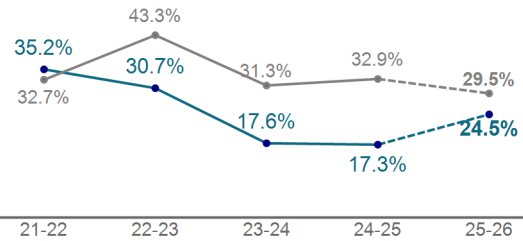
Low SES
N = 134



English Learner
N = 20



Special Education
N = 139



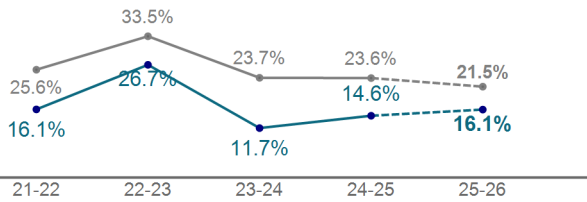
Homeless or Foster Youth

Subgroup with fewer than 20 students.

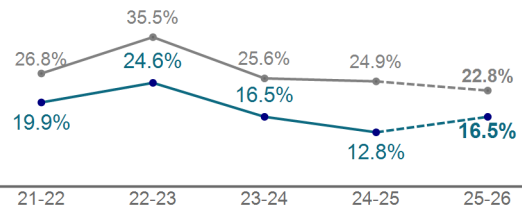
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 292



Male
N = 333



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

Lowell

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	283	24%	10	14	19	57	76%	↓6		↓5	
	All Elementary	50%	29	21	24	26	50%	↑2		↑3	
	District	48%	27	22	28	24	52%	↑2		↑2	
Grade	104	25%	6	19	16	59	75%	↓10		-	
	All Elementary	53%	31	22	21	27	47%	↑-		-	
	District	52%	30	22	21	27	48%	↑1		-	
	Gr. 03	96	26%	17	9	18	56	74%	↓8		-
	All Elementary	51%	31	20	22	27	49%	↑1		↓2	
	District	51%	31	19	22	27	49%	↑1		↓3	
	Gr. 04	83	22%	8	13	24	54	78%	↑1		↓9
	All Elementary	46%	26	20	29	25	54%	↑4		↑6	
	District	45%	26	19	29	26	55%	↑4		↑6	
Gr. 05	144	19%	5	14	22	60	81%	↓6		↓5	
Ethnicity	All Elementary	22%	10	12	27	51	78%	↑1		↑1	
	District	23%	10	13	31	46	77%	↑3		↑2	
	White	63	35%	17	17	13	52	65%	↓4		-
	All Elementary	57%	34	23	24	20	43%	↑2		↑4	
	District	55%	31	24	27	18	45%	↑2		↑3	
	Hispanic	41	12%	10	2	24	63	88%	↑3		-
	All Elementary	31%	17	15	26	43	69%	↑1		↑1	
	District	31%	16	15	29	40	69%	↑1		↓1	
	Other	19*	53%	21	32	5	42	47%	↓14		-
African American	All Elementary	66%	41	25	19	15	34%	↑1		↑3	
	District	64%	38	25	23	13	36%	↑2		↑2	

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

SBAC ELA 2025 :: School Data by Subgroup

Lowell

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	13*	23%	15	8	23	54	77%	↓16		-
		All Elementary	33%	17	16	26	41	67%	↑2		↓2
		District	30%	14	16	31	39	70%	↑3		↑1
	Cambodian	6*	33%	33	17	50	67%	-		-	
		All Elementary	37%	20	17	26	37	63%	↑1		↑4
		District	36%	16	19	32	33	64%	↑1		↑1
	Filipino	2*	50%	50	50	50	50%	↓17		-	
		All Elementary	27%	16	12	25	48	73%	↑-		↑4
		District	25%	9	16	30	45	75%	↑2		↑2
American Indian	1*	100%	100	0%			↓50		-		
	All Elementary	41%	27	14	32	27	59%	↑14		↓25	
	District	44%	30	14	30	26	56%	↑2		↓10	
Gender	Female	115	18%	5	13	17	64	82%	↓7		-
		All Elementary	47%	27	21	25	28	53%	↑1		↑1
		District	44%	23	21	30	26	56%	↑2		↑2
	Male	168	29%	14	15	20	51	71%	↓5		↓4
		All Elementary	52%	31	21	23	25	48%	↑3		↑4
		District	52%	31	22	26	22	48%	↑3		↑3
	Nonbinary	All Elementary*	67%	67	33	33%		↑33		-	
District		32%	14	19	41	27	68%	↑14		-	
Special Populations	EL + RFEP	14*	29%	29	14	57	71%	↓5		-	
		All Elementary	66%	44	23	19	15	34%	↑-		↑3
		District	62%	37	25	25	13	38%	↑1		↑4
	ELL	5*	80%	80	20	20%		↓40		-	

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SBAC ELA 2025 :: School Data by Subgroup

Lowell

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	86%	63	23	11	3	14%	↓6		↑5	
		District	90%	66	24	9	1	10%	↓4		↑3	
	RFEP	9*	0%			11		89	100%	↑13		-
		All Elementary	28%	6	22	35		37	72%	↓5		↑1
		District	38%	12	26	38		24	62%	↑3		↑5
	Foster	1*	0%					100	100%	-		-
		All Elementary	69%	53	16	25	6		31%	↑11		-
		District	74%	53	21	20	6		26%	↑3		↑12
	GATE/Excel	110	1%			15		85	99%	↑-		-
		All Elementary	7%		16	26		67	93%	↑2		↑1
		District	10%		2	8	31		59	90%	↑2	↓-
	Homeless	2*	100%	100					0%	-		-
		All Elementary	70%	48	22	19	11		30%	↓1		-
		District	68%	44	24	22	10		32%	↑1		↑3
	Homeless/Foster	3*	67%	67		33			33%	↑33		-
		All Elementary	70%	49	21	20	10		30%	↑1		-
	District	69%	45	24	22	9		31%	↑1		↑4	
Low SES	60	40%	23	17	22		38	60%	↑6		-	
	All Elementary	59%	36	23	23	18		41%	↑2		↑3	
	District	58%	34	24	27	15		42%	↑2		↑3	
Special Ed.	62	61%	40	21	15	24		39%	↓-		-	
	All Elementary	79%	60	19	13	8		21%	↑3		↑5	
	District	81%	62	19	13	6		19%	↑2		↑4	
Spec Ed. Speech/RSP	14*	50%	14	36	29	21		50%	↓11		-	

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Lowell

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	81%	58	23	14	5	19%	↓4		↑6
		District	81%	57	24	15	4	19%	↓2		↑6

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 Students without scores are not included in the graphical comparison of these results.
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SBAC Math 2025 :: School Data by Subgroup

Lowell

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	283	33%	12	21	24	43	67%	↓5		↓3	
	All Elementary	55%	29	26	23	22	45%	↑1		↓3	
	District	62%	36	25	19	19	38%	↑2		↓4	
Grade	104	22%	9	13	23	55	78%	↑4		-	
	Gr. 03	All Elementary	51%	30	22	26	23	49%	↓-		-
	District	51%	29	21	26	23	49%	↑-		-	
	Gr. 04	96	42%	14	28	29	29	58%	↓16		↓5
	All Elementary	55%	24	31	25	20	45%	↓-		↑1	
	District	55%	25	30	25	21	45%	↓-		↓1	
	Gr. 05	83	36%	14	22	19	45	64%	↓6		-
	All Elementary	60%	33	27	19	22	40%	↑3		↓7	
	District	59%	33	26	19	23	41%	↑3		↓7	
Ethnicity	144	20%	6	14	26	54	80%	↓2		-	
	White	All Elementary	28%	10	18	28	44	72%	↓1		↓12
	District	37%	16	21	25	38	63%	↑2		↓9	
	63	52%	21	32	22	25	48%	↓6		-	
	Hispanic	All Elementary	62%	33	29	22	15	38%	↑1		↓1
	District	68%	42	27	18	13	32%	↑2		↓2	
	41	34%	12	22	20	46	66%	↓9		-	
	Other	All Elementary	37%	16	20	26	37	63%	↑-		↓14
	District	42%	22	20	24	34	58%	↑1		↓6	
19*	53%	32	21	26	21	47%	↑1		-		
African American	All Elementary	72%	42	29	17	11	28%	↑2		-	
District	78%	52	26	14	9	22%	↑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.
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SBAC Math 2025 :: School Data by Subgroup

Lowell

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	13*	31%	31	31	38	69%	↓24		-	
		All Elementary	37%	14	23	26	37	63%	↑1		↑2
		District	42%	19	23	23	34	58%	↑3		↓7
	Cambodian	6*	33%	17	17	17	50	67%	-		-
		All Elementary	41%	18	23	27	31	59%	↑2		↓2
		District	47%	23	24	25	28	53%	↑3		↓5
	Filipino	2*	100%	100			0%		↓33		-
		All Elementary	30%	12	18	29	41	70%	↑1		↓25
		District	37%	16	21	22	40	63%	↑1		↓9
	American Indian	1*	100%	100			0%		↓50		-
All Elementary		45%	27	18	36	18	55%	↑27		-	
District		59%	41	18	25	16	41%	↑10		-	
Gender	Female	115	35%	8	27	28	37	65%	↓11		-
		All Elementary	59%	31	28	22	19	41%	↑1		↓5
		District	64%	37	26	19	17	36%	↑2		↓5
	Male	168	32%	15	17	21	47	68%	↓1		-
		All Elementary	52%	27	25	24	24	48%	↑1		↓1
		District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	All Elementary*	100%33	67			0%		-		-
District		76%	43	32	16	8	24%	↑1		↓28	
Special Populations	EL + RFEP	14*	21%	7	14	36	43	79%	↑2		-
		All Elementary	69%	40	29	19	12	31%	↑1		↓3
		District	74%	49	25	15	10	26%	↑2		↓3
	ELL	5*	40%	20	20	40	20	60%	-		-

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SBAC Math 2025 :: School Data by Subgroup

Lowell

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	85%	56	29	12	3	15%	↓3		↓2	
		District	90%	69	21	8	2	10%	↓1		↑1	
	RFEP	9*	11%		11	33		56	89%	↑1		-
		All Elementary	38%	9	29	32		30	62%	↓6		↓4
		District	61%	32	29	22		17	39%	↑3		↓5
	Foster	1*	0%					100	100%	-		-
		All Elementary	79%	50	29	15	6		21%	↓1		-
		District	81%	59	22	13	6		19%	↑3		↑7
	GATE/Excel	110	5%		5	25		71	95%	↓5		↓3
		All Elementary	11%		1	9	29		60	89%	↓-	
		District	20%	5	15	27		53	80%	↑1		↓9
	Homeless	2*	100%	100					0%	-		-
		All Elementary	78%	50	28	14	8		22%	↓2		-
		District	82%	57	24	11	7		18%	↑-		↓4
	Homeless/Foster	3*	67%	67		33			33%	↑33		-
		All Elementary	78%	50	28	15	8		22%	↓2		-
	District	82%	57	24	12	7		18%	↑1		↓3	
Low SES	60	52%	22	30	20		28	48%	↓2		-	
	All Elementary	64%	35	29	21		14	36%	↑1		↓3	
	District	71%	44	26	17		12	29%	↑2		↓2	
Special Ed.	62	61%	39	23	16		23	39%	↑8		-	
	All Elementary	78%	57	21	14		8	22%	↑2		↑3	
	District	85%	68	17	9		6	15%	↑2		↑1	
Spec Ed. Speech/RSP	14*	57%	14	43	29		14	43%	-		-	

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.

Lowell

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.	All Elementary	81%	56	24	13	6	19%	↓4		↑4
	Speech/RSP	District	85%	66	20	10	5	15%	↓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 Science 2025 :: School Data by Subgroup

Lowell

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	83	34%	10	24	34	33	66%	↑5		-	
	All Elementary	68%	17	52	20	12	32%	↑2		-	
	District	72%	15	57	19	9	28%	↑2		-	
Grade	Gr. 05	34%	10	24	34	33	66%	↑5		-	
	All Elementary	68%	17	52	20	12	32%	↑2		-	
	District	67%	17	51	20	12	33%	↑2		-	
Ethnicity	White	46	20%	7	13	43	37	80%	↑15		-
		All Elementary	35%	4	31	32	33	65%	↑7		-
		District	46%	7	39	30	24	54%	↑4		-
	Hispanic	15*	67%	20	47	20	13	33%	↓10		-
		All Elementary	76%	19	57	17	7	24%	↑1		-
		District	79%	17	61	16	5	21%	↑1		-
	Other	10*	10%	10	40	50	90%	↑7		-	
		All Elementary	45%	8	38	28	27	55%	↑5		-
		District	51%	7	44	28	20	49%	↑4		-
	African American	6*	50%	17	33	50	50%	↑50		-	
		All Elementary	84%	27	57	12	4	16%	↓2		-
		District	85%	24	62	11	3	15%	↑-		-
	Asian	5*	80%	80	20	20%	↓80		-		
		All Elementary	59%	8	50	24	17	41%	↓8		-
		District	56%	6	50	26	18	44%	↓1		-
Cambodian	1*	0%	100	100%	↑100		-				
	All Elementary	61%	9	52	24	15	39%	↓1		-	
	District	62%	7	55	26	12	38%	↑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 2025 :: School Data by Subgroup

Lowell

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	American Indian	1*	100%	100				0%	↓100		-
		All Elementary*	64%	18	45	18	18	36%	↑25		-
		District	64%	14	50	23	14	36%	↑17		-
Gender	Female	33	24%	3	21	42	33	76%	↑1		-
		All Elementary	70%	15	56	19	10	30%	↑-		-
		District	73%	13	59	19	8	27%	↑1		-
	Male	50	40%	14	26	28	32	60%	↑8		-
		All Elementary	67%	18	48	20	13	33%	↑3		-
		District	71%	17	54	19	10	29%	↑3		-
	Nonbinary	All Elementary*	100%	100				0%	-		-
District		81%	4	77	8	12	19%	↓20		-	
Special Populations	EL + RFEP	4*	50%	50	50	50	50%	↓21		-	
		All Elementary	82%	26	56	13	5	18%	↑2		-
		District	83%	20	63	13	3	17%	↑1		-
	RFEP	4*	50%	50	50	50	50%	↓50		-	
		All Elementary	60%	2	58	27	12	40%	↓6		-
	District	75%	9	66	20	5	25%	↑-		-	
	GATE/Excel	49	10%	10	41	49	90%	↓1		-	
		All Elementary	30%	29	38	32	70%	↓9		-	
	District	35%	2	33	38	27	65%	↑1		-	
	ELL	All Elementary	99%	45	54	1	1%	↓2		-	
District		99%	43	56	1	1%	↓1		-		
Foster	All Elementary	84%	28	56	16	16%	↓-		-		
	District	86%	26	60	14	14%	↑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.

Lowell

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%	-		-	
		All Elementary	80%	27	53	14	5	20%	↑5		-
		District	86%	25	61	11	3	14%	↑1		-
	Homeless/Foster	1*	100%		100		0%	-		-	
		All Elementary	81%	27	53	15	5	19%	↑4		-
		District	86%	25	60	11	3	14%	↑1		-
	Low SES	16*	56%	13	44	38	6	44%	↑25		-
		All Elementary	78%	21	57	16	6	22%	↑1		-
		District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	13*	69%	54	15	15	15	31%	↑17		-
		All Elementary	91%	43	48	6	3	9%	↓2		-
		District	92%	37	55	6	2	8%	↓-		-
Spec Ed. Speech/RSP	7*	57%	29	29	29	14	43%	↑18		-	
	All Elementary	92%	38	53	6	2	8%	↓5		-	
	District	92%	32	60	7	2	8%	↓2		-	

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Lowell

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	176	50	21	28	26	25	
		All ES	44	22	22	26	31	
		District	28	30	15	17	38	
	Grade	Gr. 04 (Minimum Growth Target: 44) (Min Accelerated Growth Target: 89) (Minimum Board Goal 2 Target: 118)	94	-	20	28	32	20
			All ES	42	24	23	28	25
			District	38	24	24	28	24
		Gr. 05 (Minimum Growth Target: 35) (Min Accelerated Growth Target: 71) (Minimum Board Goal 2 Target: 101)	82	56	22	28	20	30
			All ES	46	21	20	24	36
			District	46	21	20	24	36
	Ethnicity	White	87	50	24	29	22	25
			All ES	37	21	23	27	28
			District	27	30	15	19	37
Hispanic		40	-	18	25	28	30	
		All ES	47	22	21	26	31	
		District	28	30	14	17	38	
Other		25	-	12	32	32	24	
		All ES	38	23	20	28	28	
		District	25	31	15	17	37	
African American	12^	-	25	25	33	17		
	All ES	41	24	21	20	35		
	District	25	32	14	15	39		

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 2025 School Growth Data by Subgroup

Lowell

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	9^	-	22	22	33	22
			All ES	42	22	21	27	30
			District	28	29	15	17	39
	Cambodian	2^	-	50	50	0	0	
		All ES	40	22	20	28	30	
		District	23	29	15	18	38	
	Filipino	2^	-	50	50	0	0	
		All ES	50	26	22	26	26	
		District	37	29	14	17	41	
	American Indian	1^	-	100	0	0	0	
		All ES^	29	7	20	33	40	
		District	-14	23	13	23	42	
Gender	Female	73	-	29	22	29	21	
		All ES	43	23	23	25	29	
		District	28	30	15	17	38	
	Male	103	66	16	32	24	28	
		All ES	45	21	20	26	32	
		District	26	31	14	17	38	
	Nonbinary	All ES^	-1	50	50	0	0	
District		19	33	18	48	0		
Special Populations	EL + RFEP	8^	-	63	13	25		

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 2025 School Growth Data by Subgroup

Lowell

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*	
EL L A Special Populations	EL + RFEP	All ES	51	22	19	26	33	
		District	28	31	13	16	41	
	ELL	2^	-				100	0
		All ES	52	24	19	25	33	
		District	31	30	15	17	38	
	RFEP	6^	-			50	17	33
		All ES	51	19	20	28	33	
		District	27	31	11	15	43	
	Foster	1^	-		100			0
		All ES	33	31	20	16	33	
		District	35	38	18	9	35	
	GATE/Excel	88	40	23	28	27	22	
		All ES	39	23	23	28	26	
		District	30	29	16	19	36	
	Homeless	2^	-		50		50	
		All ES	51	23	20	21	35	
		District	34	30	15	16	40	
	Homeless/Foster	3^	-		67		33	
		All ES	48	25	20	20	35	
		District	34	31	15	15	39	
Low SES	38	-	21	32	26	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 ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Lowell

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	Low SES	All ES	47	22	22	25	32
			District	28	30	15	16	39
	Special Ed.	36	-	17	19	31	33	
		All ES	52	22	19	22	37	
		District	31	30	14	17	39	
	Spec Ed. Speech/RSP	9^	-	22	11	33	33	
		All ES	56	20	17	23	40	
		District	31	31	13	16	41	

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 2025 School Growth Data by Subgroup

Lowell

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	175	-20	38	33	25	5	
		All ES	35	24	29	28	19	
		District	20	34	20	19	27	
	Grade	Gr. 04 (Minimum Growth Target: 42) (Min Accelerated Growth Target: 85)	93	-33	37	34	26	3
			All ES	48	20	30	31	20
			District	44	21	30	30	19
		Gr. 05 (Minimum Growth Target: 39) (Min Accelerated Growth Target: 79)	82	-	39	30	24	6
			All ES	20	29	29	25	18
			District	21	30	28	25	17
Ethnicity	White	87	-	45	31	23	1	
		All ES	18	26	31	26	17	
		District	16	34	20	19	26	
	Hispanic	39	-	26	38	26	10	
		All ES	38	24	28	28	19	
		District	19	36	19	19	27	
	Other	25	-	40	20	32	8	
		All ES	30	25	28	29	17	
		District	21	31	20	20	28	
African American	12^	-	25	33	33	8		
	All ES	46	23	32	25	19		
	District	23	35	20	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.

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

Lowell

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)					
Category	Subgroup	N	Average Scale Score Change	Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
Math	Ethnicity	Asian	9^	-	44	44	110		
		All ES	33		23	29	26	22	
		District	22		31	21	20	29	
	Ethnicity	Cambodian	2^	-		50		50	
			All ES	36		22	28	26	24
			District	18		30	20	20	30
	Ethnicity	Filipino	2^	-		50		50	0
			All ES	-8		22	26	33	18
			District	18		30	19	21	30
	Ethnicity	American Indian	1^	-			100	0	
			All ES^	-		7	47	20	27
			District	9		31	28	13	28
Math	Gender	Female	73	-	41	34	21	4	
			All ES	28		25	30	27	18
			District	17		34	20	18	27
	Gender	Male	102	-	35	31	28	5	
			All ES	40		24	29	28	19
			District	22		35	19	19	27
			All ES^	-		50		50	0
Gender	Nonbinary	District	-12		52	12	15	21	
		Special Populations	EL + RFEP	8^	-	38	25	13	25

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 2025 School Growth Data by Subgroup

Lowell

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	EL + RFEP	All ES	37	25	27	28	21
		District	17	37	18	18	27
	ELL	2^	-		50		50
		All ES	31	27	26	26	20
	RFEP	District	25	37	18	18	26
		6^	-	50	17	17	17
	Foster	All ES	52	22	27	30	21
		District	14	36	18	18	28
	GATE/Excel	1^	-			100	0
		All ES	74	31	26	26	17
	Homeless	District	60	35	19	18	28
		88	-20	51	27	19	2
	Homeless/Foster	All ES	27	23	30	29	17
		District	16	31	21	21	27
	Low SES	1^	-			100	0
		All ES	36	25	28	27	21
	Homeless/Foster	District	12	38	19	16	27
		2^	-			100	0
	Low SES	All ES	44	26	28	26	20
		District	18	38	19	16	27
Low SES	All ES	37	24	32	32	11	
	District	37	24	32	32	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.

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

SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup Lowell

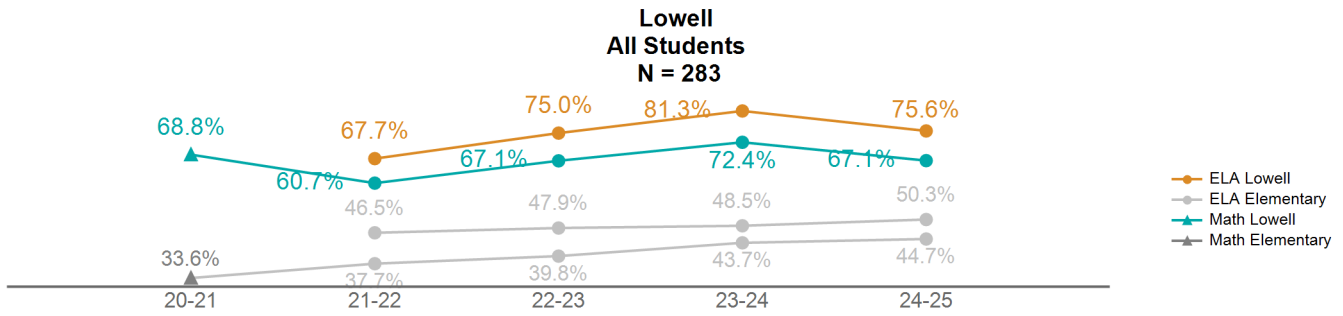
Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Low SES	All ES	36	24	28	28	19
		District	19	35	19	19	27
	Special Ed.	35	-	14	31	37	17
		All ES	43	26	26	26	23
		District	25	36	17	17	29
	Spec Ed. Speech/RSP	9^	-	22	11	56	11
		All ES	36	25	27	24	24
		District	21	37	18	17	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.

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



African American

Subgroup with fewer than 20 students.

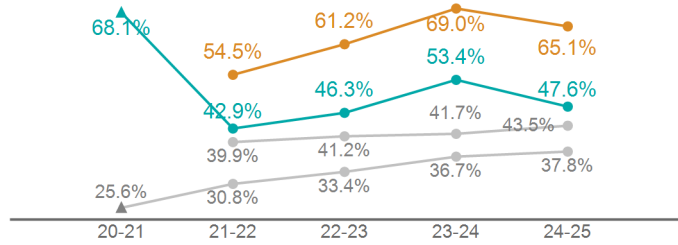
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

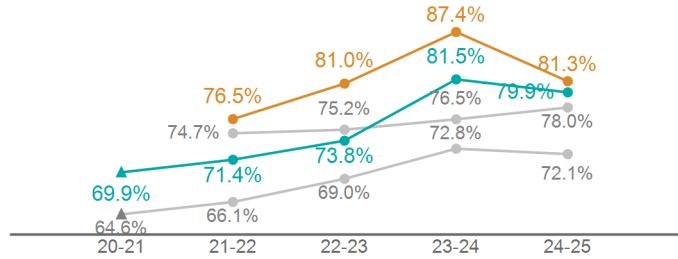
Hispanic
N = 63



Pacific Islander

Subgroup with fewer than 20 students.

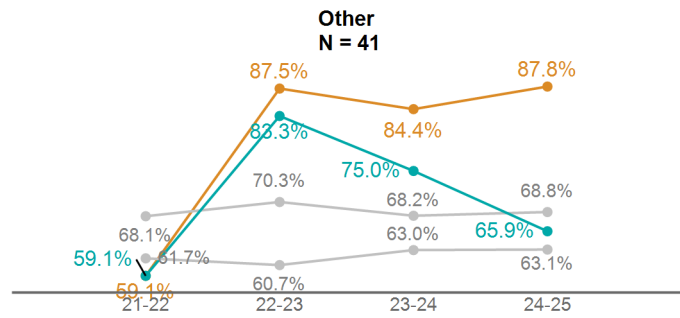
White
N = 144



N's are from the current year.
Subgroups under 20 students are not included.

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

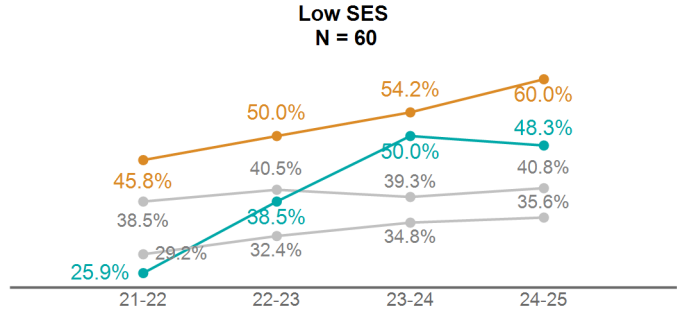
Native American
Subgroup with fewer than 20 students.



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

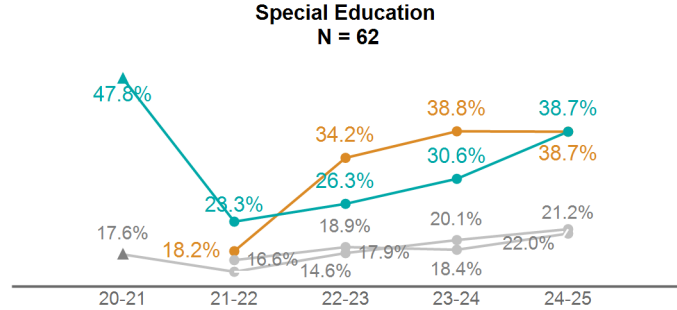
EL + RFEP

Subgroup with fewer than 20 students.



English Learner

Subgroup with fewer than 20 students.

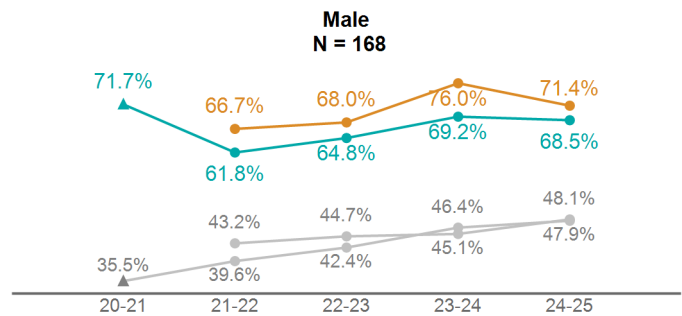
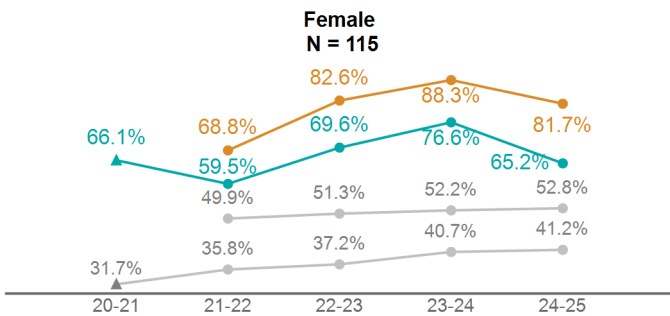


Homeless

Subgroup with fewer than 20 students.

Foster Youth

Subgroup with fewer than 20 students.



N's are from the current year.
Subgroups under 20 students are not included.

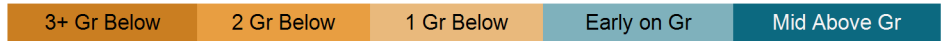
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	83	14	71	7	7		
			2	85	5	58	20	18		
			3	84	1	40	25	33		
	Teacher	Kacoullas, N		1	25	16	72	8	4	
				2	25	8	52	32	8	
				3	26		50	27	23	
		Nelson, M		1	29	21	66	14		
				2	29	10	59	14	17	
				3	29	3	41	24	31	
		Williams, M		1	29	10	72	14	3	
				2	29		55	17	28	
				3	29		31	21	48	
	Ethnicity	African American		1	2		50	50		
				2	3		33	33	33	
				3	3		67	33		
		Asian		1	3	33	67			
				2	3		100			
				3	3		67	33		
		Filipino		1	1		100			
				2	2	50	50			
				3	2		100			
		Hispanic		1	26	23	73	4		
				2	26	8	73	15	4	
				3	26	4	54	31	12	
		White		1	39	13	69	5	13	
				2	39	3	59	13	26	
				3	38		34	26	39	
Other			1	12		75	25			
			2	12		17	58	25		
			3	12		8	17	75		

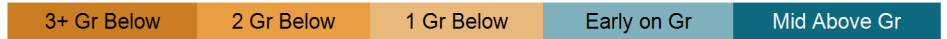
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	Gender	Female	1	39	13	82	5		
			2	40	3	70	23	5	
			3	40		43	35	23	
		Male	1	44	16	61	9	14	
			2	45	7	47	18	29	
			3	44	2	39	16	43	
	Special Populations	Low SES	1	21	29	71			
			2	22	5	91	5		
			3	21		67	29	5	
		ELL	1	5	40	60			
			2	6	17	83			
			3	6		17	33	50	
		RFEP	1	1		100			
			2	1		100			
			3	1		100			
		EL + RFEP	1	6	33	67			
			2	7	14	86			
			3	7		14	43	43	
		Special Ed.	1	20	20	60	10	10	
			2	21	10	71	5	14	
			3	21	5	62	10	24	
Spec Ed. Speech/RSP	1	1		100					
	2	1		100					
	3	1		100					

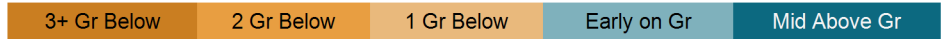
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	103	16	66	14	5		
			2	105	9	49	24	19		
			3	101	4	33	22	42		
	Teacher	Brunner, J		1	28	4	71	18	7	
				2	28	4	36	32	29	
				3	27		22	26	52	
		Nyquist, L		1	25	28	56	12	4	
				2	25	12	36	36	16	
				3	25	4	32	24	40	
		Sipowicz, M		1	27	19	70	7	4	
				2	27	4	74	11	11	
				3	25	4	40	24	32	
	Ward, C		1	25	20	60	16	4		
			2	25	12	48	16	24		
			3	25	12	36	12	40		
	Ethnicity	African American		1	6	50	50			
				2	7	43	43	14		
				3	6	17	33	17	33	
		Asian		1	7	14	71	14		
				2	7		57	14	29	
				3	7		43	29	29	
		Filipino		1	1	100				
				2	1	100				
				3	1	100				
		Hispanic		1	29	21	62	10	7	
				2	30	10	63	10	17	
				3	29	7	38	14	41	
White			1	50	6	72	16	6		
			2	50	4	38	34	24		
			3	49	2	29	22	47		
Other		1	10	30	50	20				
		2	10	10	50	30	10			
		3	9		22	44	33			

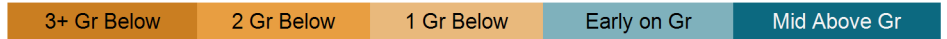
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	55	16	73	9	2	
			2	56	9	55	20	16	
			3	52	2	35	29	35	
		Male	1	48	15	58	19	8	
			2	49	8	41	29	22	
			3	49	6	31	14	49	
	Special Populations	Low SES	1	28	21	64	11	4	
			2	29	17	59	14	10	
			3	27	11	44	15	30	
		ELL	1	3	33	67			
			2	3	33	67			
			3	3	33	67			
		RFEP	1	4		75	25		
			2	4		75	25		
			3	4		25	50	25	
		EL + RFEP	1	7	14	71	14		
			2	7	14	71	14		
			3	7	14	43	29	14	
		Special Ed.	1	23	22	65	9	4	
			2	25	20	48	20	12	
			3	25	12	44	16	28	
		Spec Ed. Speech/RSP	1	4	25	75			
			2	5	40	40	20		
			3	4		50	25	25	
		Foster	1	1		100			
			2	1		100			
			3	1		100			
GATE/Excel	1	16		50	25	25			
	2	16		19	6	75			
	3	16		6	13	81			

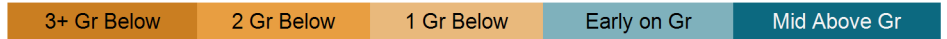
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	104	3	11	55	24	8
			2	104	4	42	36	17	
			3	105	2	2	27	25	45
	Teacher	Grimm Baskin, S	1	28	11	57	29	4	
			2	27	48	48	4		
			3	28	36	36	29		
		Osorio, M	1	28	39	39	21		
			2	28	14	36	50		
			3	28	11	89			
		Paternoster-Rivera, L	1	25	8	68	20	4	
			2	25	4	40	48	8	
			3	25	16	40	44		
		Romero, S	1	24	13	25	58	4	
			2	24	17	71	8	4	
			3	24	8	8	58	13	13
		Ethnicity	African American	1	7	14	14	29	43
				2	7	14	14	14	57
				3	7	14	29	57	
	Asian		1	4	25	50	25		
			2	4	25	25	50		
			3	4	50	50			
	Hispanic		1	24	25	63	13		
			2	24	8	67	21	4	
			3	24	8	46	17	29	
	White		1	56	25	59	27	7	
			2	56	2	38	41	20	
			3	57	2	19	30	49	
	Other	1	13	8	8	46	15	23	
		2	13	38	31	31			
		3	13	31	23	46			

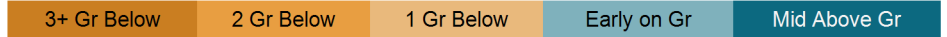
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	Gender	Female	1	42	5	12	57	24	2
			2	41	5	44	34	17	
			3	42	5	29	29	38	
		Male	1	62	2	10	53	24	11
			2	63	3	2	41	37	17
			3	63	3	25	22	49	
	Special Populations	Low SES	1	23	9	26	48	13	4
			2	22	9	5	50	27	9
			3	23	4	4	43	22	26
		ELL	1	3	33	67			
			2	3	100				
			3	3	67	33			
		RFEP	1	3	100				
			2	3	33	67			
			3	3	33	67			
		EL + RFEP	1	6	17	83			
			2	6	67	33			
			3	6	50	50			
		Special Ed.	1	25	12	20	40	24	4
			2	25	16	48	28	8	
			3	26	8	8	35	12	38
Spec Ed. Speech/RSP	1	5	20	60	20				
	2	4	75	25					
	3	5	60	20	20				
GATE/Excel	1	21	33	38	29				
	2	21	5	33	62				
	3	21	5	95					

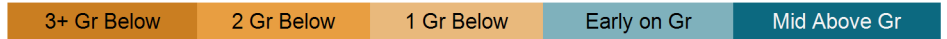
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	93	9	9	44	17	22	
			2	94	4	7	32	26	31	
			3	96	8	6	39	18	29	
		Teacher	Herbas, A	1	8	63	13	25		
				2	7	29	43	29		
				3	9	56	11	33		
			Jorda, D	1	20			15	20	65
				2	21			14	5	81
				3	20			15	10	75
	Kaiser, K		1	33	12	52	18	18		
			2	34	6	44	29	21		
			3	35	9	49	17	26		
	Wade, E	1	31	10	10	58	19	3		
		2	33	6	6	30	39	18		
		3	33	9	6	42	27	15		
	Ethnicity	African American	1	5	20	80				
			2	6	17	17	67			
			3	6	17	17	67			
		Asian	1	3		67		33		
			2	3				67	33	
			3	4		50	25	25		
		Filipino	1	2		50		50		
			2	2		50		50		
			3	2		100				
		Hispanic	1	26	19	19	35	19	8	
			2	25	4	24	32	20	20	
			3	25	16	8	44	12	20	
		White	1	42	2	7	31	19	40	
			2	42	2	19	31	31	48	
			3	42	2	2	29	21	45	
Other		1	15	7	80	13				
		2	16	6	56	19	19			
		3	17	12	12	35	24	18		

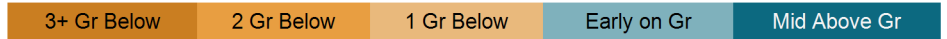
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	Gender	Female	1	39	15	49	13	23	
			2	40	8	38	20	35	
			3	39	3	8	41	21	28
		Male	1	54	15	4	41	20	20
			2	54	7	7	28	30	28
			3	57	12	5	37	16	30
	Special Populations	Low SES	1	23	17	13	57	13	
			2	21	5	19	38	29	10
			3	23	13	9	48	22	9
		ELL	1	3	100				
			2	2	50	50			
			3	3	67	33			
		RFEP	1	2		50	50		
			2	2		50	50		
			3	2		50	50		
		EL + RFEP	1	5	60	20	20		
			2	4	50	25	25		
			3	5	40	40	20		
		Special Ed.	1	24	33	17	42	4	4
			2	23	17	26	30	17	9
			3	26	31	12	42	8	8
		Spec Ed. Speech/RSP	1	2	100				
			2	1	100				
			3	2	100				
		Foster	1	1	100				
			3	1	100				
		Homeless	1	1	100				
			2	1	100				
			3	1	100				
		GATE/Excel	1	38			16	32	53
2	40				8	25	68		
3	38				3	8	21	68	

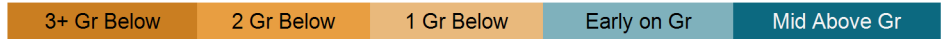
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	84	8	6	32	27	26	
			2	84	7	1	31	26	35	
			3	81	6	5	19	23	47	
		Teacher	Becker, W	1	34	3	9	50	24	15
				2	34	3		47	35	15
				3	34	12		26	38	24
			Herbas, A	1	4	100				
				2	4	100				
				3	4	100				
	Jorda, D		1	11		9	9		64	18
			2	11		9	9		36	45
			3	10		10	10			80
	Wilson, E	1	34		6		26	24	44	
		2	34			26		18	56	
		3	33			18		15	67	
	Ethnicity	African American	1	7		29		29	14	29
			2	7		29		14	14	43
			3	5			20		20	60
		American Indian	1	1	100					
			2	1	100					
			3	1	100					
		Asian	1	5			20			80
			2	5			40			60
			3	5			20		40	40
		Hispanic	1	15		13	7		53	20
			2	15		13			47	33
			3	15		13	7		20	40
		White	1	46		4	7		30	28
			2	46		2	2		28	28
			3	45		2	7		20	18
Other	1	10			10		20	20		
	2	10			30			70		
	3	10			20		20	60		

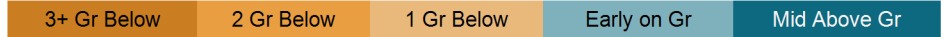
i-Ready Math Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	33	3	6	39	33	18	
			2	33	3	30	39	27		
			3	32	3	28	28	41		
		Male	1	51	12	6	27	24	31	
			2	51	10	2	31	18	39	
			3	49	8	8	12	20	51	
	Special Populations	Low SES	1	17	18	6	35	29	12	
			2	17	18	41	18	24		
			3	15	13	20	27	40		
		RFEP	1	4	25	25	50			
			2	4	25	25	50			
			3	4	25	75				
		EL + RFEP	1	4	25	25	50			
			2	4	25	25	50			
			3	4	25	75				
		Special Ed.	Special Ed.	1	14	50	7	29	7	7
				2	14	43	43	14		
				3	13	38	15	15	15	15
			Spec Ed. Speech/RSP	1	7	29	14	43	14	
				2	7	14	71	14		
				3	7	14	14	29	29	14
Homeless	1	2	100							
	2	2	100							
	3	1	100							
GATE/Excel	GATE/Excel	1	49	12	43	45				
		2	49	8	33	59				
		3	47	2	19	79				

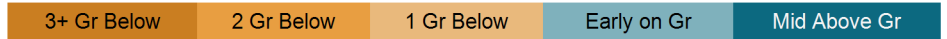
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	87	9	77	5	9		
			2	86	6	59	13	22		
			3	86		41	12	48		
	Teacher	Kacoullas, N		1	25	12	72	4	12	
				2	25	8	72	4	16	
				3	26		50	12	38	
		Nelson, M		1	29	14	76	7	3	
				2	29	10	48	17	24	
				3	29		41	14	45	
		Williams, M		1	29		83	3	14	
				2	29		55	17	28	
				3	29		28	10	62	
	Ethnicity	African American		1	3		33	33	33	
				2	3		33	33	33	
				3	3		67		33	
		Asian		1	3	33	67			
				2	3	33	67			
				3	3		67		33	
		Filipino		1	2	50	50			
				2	2		100			
				3	2		100			
		Hispanic		1	26	8	85	8		
				2	26	8	73	12	8	
				3	27		56	15	30	
		White		1	41	7	78	7	7	
				2	40	3	60	13	25	
				3	39		33	15	51	
Other			1	12		75	8	17		
			2	12		25	25	50		
			3	12			8	92		

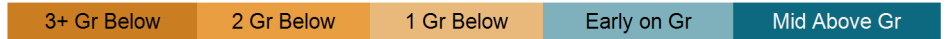
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	Gender	Female	1	40	5	83	5	8	
			2	40		65	15	20	
			3	40		38	10	53	
		Male	1	47	13	72	4	11	
			2	46	11	54	11	24	
			3	46		43	13	43	
	Special Populations	Low SES	1	23	17	78	4		
			2	23	13	78	4	4	
			3	22		64	18	18	
		ELL	1	6		100			
			2	6		100			
			3	6		50	33	17	
		RFEP	1	1		100			
			2	1		100			
			3	1				100	
		EL + RFEP	1	7		100			
			2	7		100			
			3	7		43	29	29	
		Special Ed.	1	22	14	73	5	9	
			2	22	9	68	9	14	
			3	22		64	5	32	
Spec Ed. Speech/RSP	1	1		100					
	2	1		100					
	3	1		100					

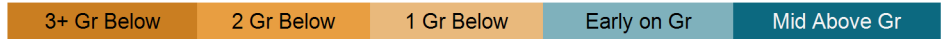
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	104	12	37	31	21		
			2	103	4	24	31	41		
			3	102	3	18	21	59		
	Teacher	Brunner, J		1	28		29	46	25	
				2	28	11	29		61	
				3	27		19		81	
		Nyquist, L		1	25	4	56	32	8	
				2	25		32	44	24	
				3	25		20	24	56	
		Sipowicz, M		1	27	7	44	22	26	
				2	27		30	33	37	
				3	27	7	22	19	52	
	Ward, C		1	25		32	24	20	24	
			2	25		16	20	24	40	
			3	25		8	28	20	44	
	Ethnicity	African American		1	6	17	67		17	
				2	6		17	50	33	
				3	6		17	50	33	
		Asian		1	7	14	43		43	
				2	7		29	29	43	
				3	7		14	14	71	
		Filipino		1	1	100				
				2	1				100	
				3	1				100	
		Hispanic		1	30	17	30	30	23	
				2	30	13	30	17	40	
				3	30	7	20	17	57	
White			1	50	10	30	40	20		
			2	49		18	37	45		
			3	48		13	23	65		
Other		1	10		60	30	10			
		2	10		40	30	30			
		3	10		40	20	40			

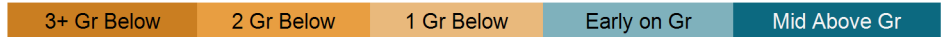
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	55	11	35	31	24	
			2	55		4	22	33	42
			3	53		2	11	25	62
		Male	1	49	12	39	31	18	
			2	48		4	27	29	40
			3	49		4	24	16	55
	Special Populations	Low SES	1	30	27	33	20	20	
			2	29	14	34	14	38	
			3	28	11	29	18	43	
		ELL	1	3	100				
			2	3	67	33			
			3	3	33	67			
		RFEP	1	4			25	75	
			2	4			25	75	
			3	4				100	
		EL + RFEP	1	7	43	14	43		
			2	7	29	14	14	43	
			3	7	14	29		57	
		Special Ed.	1	26	31	38	23	8	
			2	26	12	35	31	23	
			3	25	8	40	20	32	
	Spec Ed. Speech/RSP	1	5	20	60	20			
		2	5		60	40			
		3	4		50	25	25		
	Foster	1	1	100					
		2	1				100		
		3	1				100		
GATE/Excel	1	16			6	31	63		
	2	15				13	87		
	3	16					100		

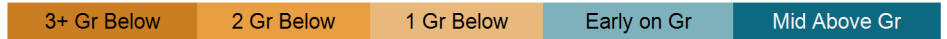
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	101	6	6	21	31	37	
			2	103	3	4	8	35	50	
			3	103	2	3	7	17	72	
	Teacher	Grimm Baskin, S	1	28	7	2	25	50	18	
			2	27	2	2	22	44	33	
			3	28	4	0	32	64		
		Osorio, M	1	28	0	0	0	25	75	
			2	28	0	0	0	100		
			3	28	0	0	0	100		
		Paternoster-Rivera, L	1	25	4	4	32	24	36	
			2	25	0	0	4	48	48	
			3	25	0	0	8	8	84	
		Romero, S	1	24	21	17	29	25	8	
			2	24	13	17	8	50	13	
			3	24	8	13	17	29	33	
	Ethnicity	African American	1	7	0	0	29	14	57	
			2	7	0	0	14	86		
			3	7	14	14	71			
		Asian	1	4	0	0	0	50	50	
			2	4	0	0	0	50	50	
			3	4	0	0	0	100		
		Hispanic	1	23	4	13	26	39	17	
			2	24	4	4	13	50	29	
			3	23	4	9	9	26	52	
		White	1	55	4	4	25	27	40	
			2	55	0	2	4	7	35	53
			3	56	0	0	2	5	16	77
Other	1	12	8	8	8	33	42			
	2	13	8	8	8	23	62			
	3	13	0	0	8	15	77			

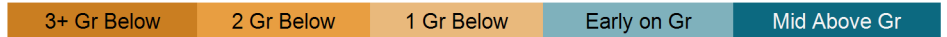
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	Gender	Female	1	41	52	22	44	27	
			2	40	5	8	35	53	
			3	41	2	25	15	76	
		Male	1	60	7	8	20	22	43
			2	63	2	6	8	35	49
			3	62	2	38	18	69	
	Special Populations	Low SES	1	22	18	9	23	27	23
			2	22	9	14	9	41	27
			3	23	4	9	17	22	48
		ELL	1	3	33	67			
			2	3	33	33	33		
			3	2	50	50			
		RFEP	1	3	33	67			
			2	3	67	33			
			3	3	100				
		EL + RFEP	1	6	17	50	33		
			2	6	17	17	50	17	
			3	5	20	80			
		Special Ed.	1	26	19	15	23	23	19
			2	25	12	12	8	40	28
			3	25	8	12	20	16	44
		Spec Ed. Speech/RSP	1	5	20	40	40		
			2	4	25	25	50		
			3	5	40	60			
GATE/Excel	1	21	24	76					
	2	21	100						
	3	21	100						

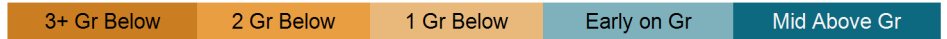
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	96	10	3	27	20	40	
			2	94	7	2	29	17	45	
			3	95	9	2	22	14	53	
	Teacher	Herbas, A	1	8	75				25	
			2	7	57	14		29		
			3	9	78		11	11		
		Jorda, D	1	21			10	10	81	
			2	21			10	14	76	
			3	20			5		95	
		Kaiser, K	1	35		40		26	34	
			2	35		37		23	40	
			3	35		34		23	43	
		Wade, E	1	33	12	3	39	21	24	
			2	33	9	3	36	15	36	
			3	33	6	6	27	15	45	
		Ethnicity	African American	1	6	17	17	50		17
				2	5	20		40	40	
				3	6	17		50	33	
	Asian		1	4			25	50	25	
			2	4		50		25	25	
			3	4		25		25	50	
	Filipino		1	2	100					
			2	2	100					
			3	2		50		50		
	Hispanic		1	27	26	4	26	19	26	
			2	25	16	4	24	16	40	
			3	25	16	4	20	16	44	
	White		1	41		2	22	20	56	
			2	42		2	2	24	14	57
			3	41		5	20	10	66	
Other	1	16	6		31	25	38			
	2	16	6		31	19	44			
	3	17	12	6	18	6	59			

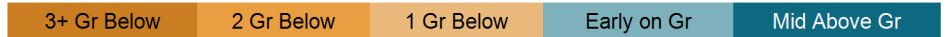
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	Gender	Female	1	42		33	26	40	
			2	41		29	22	49	
			3	39	3	26	18	54	
		Male	1	54	19	6	22	15	39
			2	53	13	4	28	13	42
			3	56	16	2	20	11	52
	Special Populations	Low SES	1	23	22	9	26	30	13
			2	20	20	40	15	25	
			3	23	17	22	30	30	
		ELL	1	3	100				
			2	2	100				
			3	3	100				
		RFEP	1	2		50		50	
			2	2				50	50
			3	2				50	50
		EL + RFEP	1	5	60	20	20		
			2	4	50		25	25	
			3	5	60		20	20	
		Special Ed.	1	23	39	13	26	9	13
			2	22	32	9	36	9	14
			3	26	35	8	35	4	19
		Spec Ed. Speech/RSP	1	1					100
			2	1					100
			3	2		50		50	
	Foster	1	1	100					
		3	1	100					
	Homeless	1	1	100					
2		1	100						
3		1					100		
GATE/Excel	1	39			10	13	77		
	2	39			10	13	77		
	3	37				5	95		

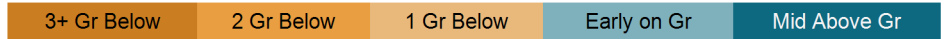
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	82	7	15	17	29	32	
			2	81	9	10	15	28	38	
			3	82	2	11	15	29	43	
		Teacher	Becker, W	1	34	24	24	35	18	
				2	33	6	9	24	39	21
				3	34	18	15	38	29	
			Herbas, A	1	4	100				
				2	4	100				
				3	4	50	50			
	Jorda, D		1	11		18	36	45		
			2	10		10	10	30	50	
			3	11		27	9	64		
	Wilson, E	1	34	3	9	21	24	44		
		2	34	12	12	21	56			
		3	34	3	15	29	53			
	Ethnicity	African American	1	7	29	29	43			
			2	5	40	20	40			
			3	6	17	17	17	50		
		American Indian	1	1	100					
			2	1	100					
			3	1	100					
		Asian	1	4	25	25	50			
			2	5	40	60				
			3	5	20	40	40			
		Hispanic	1	15	20	13	20	33	13	
			2	14	21	7	29	14	29	
			3	14	29	14	21	36		
		White	1	45	18	16	33	33		
			2	46	2	7	15	37	39	
			3	46	7	15	35	43		
Other	1	10	10	10	20	60				
	2	10	10	10	70					
	3	10	10	20	70					

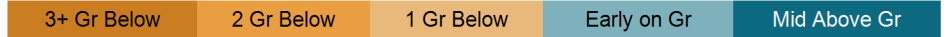
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Lowell 2024-2025 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	33	3	6	21	39	30
			2	33	3	6	15	39	36
			3	32	6	9	41	44	
		Male	1	49	10	20	14	22	33
			2	48	13	13	15	21	40
			3	50	4	14	18	22	42
	Special Populations	Low SES	1	17	24	18	12	35	12
			2	17	18	24	24	24	12
			3	16	6	25	6	50	13
		RFEP	1	3				67	33
			2	4	25	25	50		
			3	4	25	25	50		
		EL + RFEP	1	3				67	33
			2	4	25	25	50		
			3	4	25	25	50		
		Special Ed.	1	14	43	36	7	14	
			2	14	43	21	7	7	21
			3	13	15	38	23	8	15
		Spec Ed. Speech/RSP	1	7	14	57	14	14	
			2	7	43	14	14	29	
			3	7	29	43	14	14	
Homeless	1	2	100						
	2	2	100						
	3	1	100						
GATE/Excel	1	47			11	34	55		
	2	48			4	4	31	60	
	3	48			4	31	65		



ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Lowell

Site Level Overall Performance Level Summary



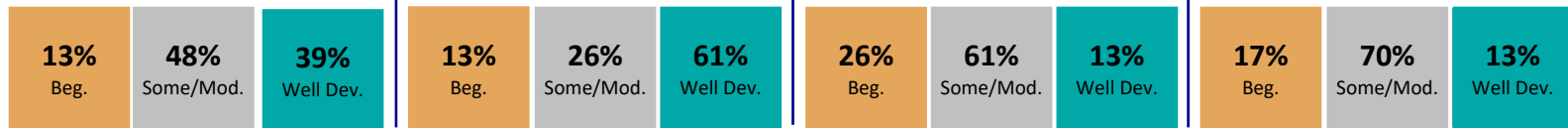
Site Level Domain Performance Level Summary

Listening

Speaking

Reading

Writing



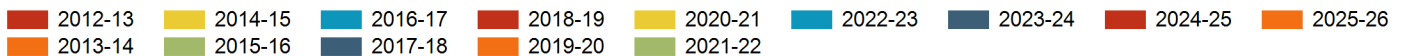
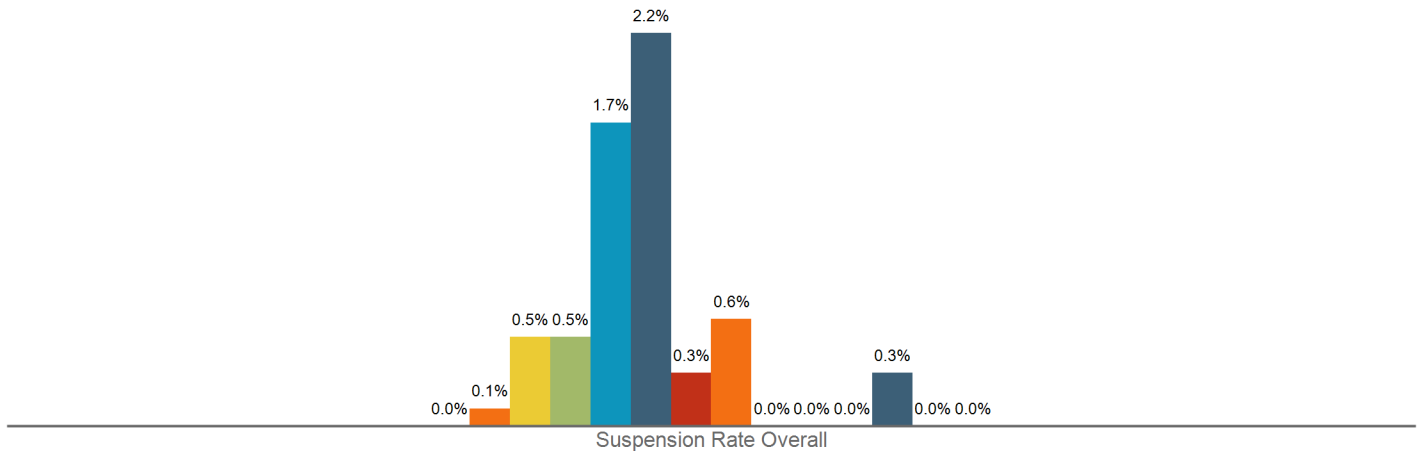
Grade Level Performance Summary (Overall and by Domain)

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
00	33%	0%	33%	33%	33%	33%	33%	33%	0%	67%	33%	67%	0%	33%	67%	0%
01	0%	29%	57%	14%	0%	86%	14%	0%	57%	43%	0%	86%	14%	0%	71%	29%
02	40%	0%	0%	60%	0%	40%	60%	0%	40%	60%	40%	20%	40%	40%	40%	20%
03	0%	50%	25%	25%	25%	25%	50%	25%	0%	75%	0%	100%	0%	0%	100%	0%
04	25%	50%	0%	25%	25%	25%	25%	25%	0%	50%	50%	25%	0%	25%	50%	0%
05	0%	0%	100%	0%	0%	0%	100%	0%	0%	100%	100%	0%	0%	0%	100%	0%

Suspension/Expulsion Rate

School Year: 24-25

Goals	Description
Culture/Climate Goals	<p>Area of need: The student population scored higher in all three categories than the district average for each category (Agency, Identity, Belonging), however, our scores for each category dropped compared to our scores from the Fall 2024 survey. Agency and Belonging had the most significant drop, going down 4 points, and identity decreased by 1 point. When looking at the subgroups data, African American students and students with disabilities scored the lowest compared to the student averages. There is a significant need to focus on building a sense of belonging in our school's AA students and students with disabilities. There is a need to continue to track attendance data for all students, as well as Hispanic students, as noted by previous CA Dashboard data. It is essential to keep attendance data trending in a positive direction. Chronic absenteeism can not only negatively effect a child's academic outcomes, but also their social emotional wellbeing.</p> <p>Goals: By June 2025, Lowell Pulse Survey overall results will show an increase of 3% in the area of Belonging as measured by the Student Wellness Pulse Survey.</p> <p>By June 2025, Lowell Pulse Survey results for Black/African American students, and students with disabilities will show an increase of 3% in the area of belonging for each of these subgroups.</p> <p>By Fall 2025, CA Dashboard data will continue to show chronic absences for All Students and sub group categories remaining in the yellow zone or improving.</p> <p>Action Plan Summary: -Work with the district's attendance team (ALL in attendance) to increase our overall attendance rates. -Counselor will work with frequent and chronic absent families to provide individualized support. -Continue with our monthly awards and student attendance incentives - Teacher's implement Harmony SEL Curriculum - continue with our culture building activities (Spirit assemblies, Spirit themed dress up weeks, school-wide events, parent involvement, culture celebrations, such as Black History Month) - Promote student choice and voice both inside and outside of the classroom (student clubs, student council)</p> <p>Progress Monitoring: -Pulse survey data -Informal surveys given to students -Interview students to get their perspective on what we can do to increase their sense of belonging, agency and identity. -Monitor attendance data</p> <p>Planned Data to Collect: -Pulse Survey Data -African American Student Data - Students with Disabilities Data -Patterns/Trends from Walkthrough Notes/Agendas -Suspension Rates -Office Referral Rates -Attendance Rates</p>



Suspension/Expulsion Rate

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation aides will provide playground supervision during lunch, before, and after school.		Hourly - Recreation Aide
Total			

All Students

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation aides will provide playground supervision during lunch, before, and after school.	\$63,099	
Total		\$63,099	



LOWELL ELEMENTARY SCHOOL
5201 East Broadway · Long Beach, CA 90803
(562) 433-6757



2025-26

School-Family-Student Compact

All of the Lowell community (students, parents, and staff) will demonstrate the character traits of responsibility, justice and fairness, trustworthiness, civic virtue and citizenship, caring and respect.

As a faculty/staff member at Lowell school, I will:

- will help students understand that it's okay to get frustrated, to show grace and share positive affirmations by providing Social Emotional Learning
- provide an academic program that is rigorous, challenging and flexible
- provide motivating and interesting learning experiences
- address the individual needs of all children, including special education, EL, GATE, neurodivergent, and educationally disadvantaged
- communicate with parents regarding children's academic, social, and emotional progress
- provide a safe, positive, and healthy learning environment for all children
- involve parents in governance of our school through the School Site Council and other school committees
- communicate with children using positive, respectful language with focus on social emotional well-being
- make sure my assignments support, reinforce, and extend appropriate district grade level standards that I have taught my students.
- to be available to students and parents

As a student, I will:

- understand that it's okay to get frustrated, give myself grace and time to process
- attend school on time daily, prepared with supplies and materials to work
- do my very best on my school work
- make kind choices in class demonstrating the character traits as listed above, and taking responsibility for my actions
- dress appropriately for school
- show respect to myself, others, and my school
- communicate with others using positive, respectful language
- listen carefully when my teacher explains assignments and ask questions about the assignment if I don't understand
- learn and practice honesty and truth.

As a parent/guardian, I will:

- I will help my child understand that its ok to have feelings and feel frustrated (Add positive affirmation, show grace, etc.)
- provide a regular time and workspace with minimal distraction to study and see that he/she reads the required daily minutes
- make sure my child attends school daily, rested, ready to learn and prepared for class with daily supplies and materials
- communicate using positive, respectful language with my child's teacher and staff in their efforts to provide children with a quality education
- teach my child to be responsible, respectful, and supportive of teachers, classmates, school staff, and Lowell School
- encourage my child to do assignments independently but will be available if needed to advise and help so he/she can continue working independently.
- direct my child to ask for help from their teacher and remind them that teachers are available until 3:15 daily.



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2025-26 Pacto Escolar- Familia-Estudio

Toda la comunidad de Lowell (estudiantes, padres y personal) demostrará las características de la responsabilidad, la justicia, justicia, confianza, virtud cívica y ciudadanía, cuidado y respeto.

Como profesor/miembro de la escuela Lowell, voy a:

- ayudará a los estudiantes a entender que está bien frustrarse, mostrar gracia y compartir afirmaciones positivas por proporcionar aprendizaje emocional social
- proporcionar un programa académico riguroso, desafiante y flexible
- proporcionar experiencias de aprendizaje motivadoras e interesantes
- atender a las necesidades individuales de todos los niños, incluida la educación especial, EL, GATE, neurodivergente y educativamente desfavorecidos
- comunicarse con los padres sobre el progreso académico, social y emocional de los niños
- proporcionar un entorno de aprendizaje seguro, positivo y saludable para todos los niños
- involucrar a los padres en la gobernanza de nuestra escuela a través del Consejo del Sitio Escolar y otros comités escolares
- comunicarse con los niños utilizando lenguaje positivo y respetuoso con enfoque en el bienestar emocional social
- asegúrate de que mis asignaciones apoyen, refuercen y extiendan los estándares adecuados de nivel de distrito que he enseñado a mis estudiantes.
- estar a disposición de estudiantes y padres

Como estudiante, lo haré:

- entender que está bien para frustrarse, darme la gracia y el tiempo para procesar
- asistir a la escuela a tiempo diario, preparado con suministros y materiales para trabajar
- hacer mi mejor esfuerzo en mi trabajo escolar
- tomar decisiones amables en clase demostrando los rasgos de carácter como se enumeran anteriormente, y tomando la responsabilidad de mis acciones
- vestido adecuado para la escuela
- mostrar respeto a mí mismo, a otros, y a mi escuela
- comunicarse con otros utilizando lenguaje positivo y respetuoso
- escuchar cuidadosamente cuando mi maestro explica las asignaciones y hacer preguntas sobre la asignación si no entiendo
- aprender y practicar la honestidad y la verdad.

Como padre o tutor, lo haré:

- Ayudaré a mi hijo a entender que está bien tener sentimientos y sentirse frustrado (Agregar afirmación positiva, mostrar gracia, etc.)
- proporcionar un tiempo regular y espacio de trabajo con mínima distracción para estudiar y ver que él / ella lee los minutos diarios necesarios
- asegúrate de que mi hijo asista a la escuela diariamente, descansado, listo para aprender y preparado para clase con suministros y materiales diarios
- comunicar con el profesor y el personal de mi hijo un lenguaje positivo y respetuoso en sus esfuerzos por proporcionar a los niños una educación de calidad
- enseñar a mi hijo a ser responsable, respetuoso y partidario de maestros, compañeros de clase, personal escolar y la Escuela de Lowell
- alentar a mi hijo a realizar tareas independientemente pero estará disponible si es necesario para asesorar y ayudar para que pueda seguir trabajando independientemente.
- dirigir a mi hijo para pedir ayuda de su maestro y recordarles que los maestros están disponibles hasta las 3:15 diarias.



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Family Involvement Guidelines

James Russell Lowell Elementary School recognizes that parents/guardians are their children’s first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage parents/guardians positively in their children’s education, James Russell Lowell School will:

1. Help parents/guardians develop parenting skills and provide home environments that support their children’s academic efforts and their development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children’s learning and provide them with techniques and strategies that they may use to improve their children’s academic success and help their children in learning at home
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.
4. Receive training for staff that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speaking parents/guardians and how to give parents/guardians opportunities to assist in the instructional process both at school and at home for all learners including our neurodiverse students.
5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
6. Include parents and guardians of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform parents about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students including our neurodiverse population.
7. Include VIPS – Volunteers are always appreciated and an essential element to our success. Great responsibility also comes with volunteering, including maintaining confidentiality in areas including, but not limited to, student information, personal information, discipline issues, and sensitive family matters. Our shared expectation is that any information that is personal to our students and school remains confidential. Should this confidentiality be broken, it is at the school’s discretion to terminate any volunteering opportunities for those who may not adhere to this shared expectation.

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

LEGAL REFERENCES

EDUCATION CODE – 11500-11506 Programs to encourage parental involvement

LABOR CODE – 230.8 Time off to visit child’s school

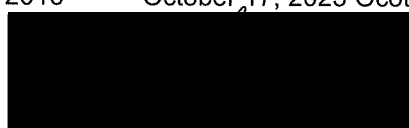
Adopted: January 28, 1991

Revised: March 1, 1994 February 6, 2001 March 7, 2007 October 7, 2015

October 11, 2016 October 17, 2023 October 10, 2024

Principal,

10-25-25





LOWELL ELEMENTARY SCHOOL
5201 East Broadway · Long Beach, CA 90803 ()
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Directrices para la participación en la familia

James Russell Lowell Elementary School reconoce que los padres y tutores son los primeros y más influyentes maestros de sus hijos y que la participación continua de los padres en la educación de los niños contribuye enormemente al logro de los estudiantes y un entorno escolar positivo. Para involucrar positivamente a los padres/guardistas en la educación de sus hijos, James Russell Lowell School:

1. Ayudar a los padres y tutores a desarrollar habilidades parentales y proporcionar entornos caseros que apoyen los esfuerzos académicos de sus hijos y su desarrollo como miembros responsables de la sociedad. 2. Informar a los padres y tutores que pueden afectar directamente el éxito del aprendizaje de sus hijos y proporcionarles técnicas y estrategias que puedan utilizar para mejorar el éxito académico de sus hijos y ayudar a sus hijos a aprender en casa 3. Iniciar una comunicación coherente y eficaz entre el hogar y la escuela para que los padres y tutores puedan saber cuándo y cómo ayudar a sus hijos en apoyo de las actividades de aprendizaje en las aulas. 4. Recibir capacitación para el personal que fomenta la comunicación eficaz y culturalmente sensible con el hogar, incluida la capacitación sobre cómo comunicarse con los padres o tutores que no hablan inglés y cómo dar

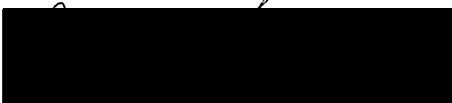
padres / tutores oportunidades para ayudar en el proceso de instrucción tanto en la escuela como en casa para todos los estudiantes, incluyendo nuestros estudiantes neurodiversos. 5. Alentar a los padres y tutores a que actúen como voluntarios en las escuelas, asistan a los resultados de los estudiantes y a las reuniones escolares, y participen en los consejos locales, los consejos consultivos y otras actividades en las que puedan desempeñar funciones de gobernanza, asesoramiento y promoción.

6. Incluir a los padres y tutores de los estudiantes de idioma inglés en el desarrollo, aplicación y evaluación de programas básicos y categóricos para estudiantes de inglés. Informar a los padres sobre cómo pueden estar involucrados en la educación de sus hijos y ser participantes activos en ayudar a sus hijos a lograr la competencia inglesa, alcanzar altos niveles en temas académicos básicos y cumplir con exigentes estándares académicos estatales esperados por todos los estudiantes, incluyendo nuestra población neurodiversa.

7. Incluir VIPS – Los voluntarios siempre son apreciados y un elemento esencial para nuestro éxito. La gran responsabilidad también viene con el voluntariado, incluyendo el mantenimiento de la confidencialidad en áreas incluyendo, pero no limitado a, información estudiantil, información personal, cuestiones disciplinarias, y asuntos familiares sensibles. Nuestra expectativa compartida es que cualquier información personal a nuestros estudiantes y escuelas sigue siendo confidencial. Si esta confidencialidad se rompe, es a discreción de la escuela poner fin a cualquier oportunidad de voluntariado para aquellos que pueden no adherirse a esta expectativa compartida.

Los planes escolares definirán las medidas específicas que se adoptarán para aumentar la participación de los padres en la educación de sus hijos, incluidas las medidas destinadas a involucrar a los padres o tutores con barreras culturales, lingüísticas o de otra índole que puedan inhibir dicha participación.

CODE DE EDUCACIÓN DE REFERENCIAS JURÍDICAS – 11500-11506 Programas para fomentar la participación de los padres LABOR CODE – 230.8 Hora de visitar la escuela infantil Aprobado: 28 de enero de 1991 Revisado: 1 de marzo de 1994 6 de febrero de 2001 7 de marzo de 2007 7 de octubre de 2015 11 de octubre de 2016 17 de octubre de 2023 October 10, 2024



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