



# **Twain 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

#### Grades 3-5 Goals:

One Year of Academic Growth: All students in Grades 3-5 will achieve at least one year of growth in literacy and math by June 2025.

ELA: Increase the percentage of students meeting/exceeding SBAC standards from 50.8% to 59%.

#### Accelerated Growth:

ELA: 35% of students who scored Not Met or Nearly Met on the prior year's SBAC will achieve their growth target in June 2025, up from 25%.

#### Grades K-2 Goals:

##### Foundational Reading Skills:

By June 2025, 85% of students in Grades K-2 will achieve proficiency on the Foundational Reading Skills Assessment, up from 80.6% in June 2024.

Goal 1-Reading ProficiencyThe percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028. All -49%AA -31%EL - 49% Goal 1aBy June 2028, 85% of students in grades K-2 will meet or exceed the standards on the Spring foundational reading skills assessment, up from 69% in June 2023. All -82%AA -68%EL - 83% Goal 1bBy June 2028, 80% of students in grade 3 will meet or exceed the Spring fluency assessment from 56% in June 2024. All -69%AA -52%EL - 69% Goal 1cBy June 2028, 75% of students in grades 1-3 will be at or above grade Level on the i-Ready Reading Diagnostic 3 assessment, from 56% in March 2025. All -57%AA -44%EL - 56% Goal 2-Reading AccelerationThe 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. All -44%AA -13%EL - 40%Goal 2aBy June 2028, 36% of students in grades 4-8 who were Not Met achievement level on the prior year SBAC ELA will meet their stretch growth target on i-Ready Reading, up from 15% in June 2023. All -11%AA -13%EL - 12% \\\

### ELA Goals

By June 2025, all Grades 3-5 students will achieve at least one year of academic growth in ELA.

Through high-quality core instruction, teachers will continue to align their lessons with the learning targets set by the Common Core Standards in English Language Arts (ELA). They will implement Frogstastic practices daily with rigor. Furthermore, they will monitor data to adjust lessons as needed to ensure that all students succeed in achieving the Graduate Portrait of LBUSD.

## ELA Goals

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment is expected to increase by 5% in all areas below. All -54%AA -36%EL - 49% Goal 1a By June 2026, 85% of students in grades K-2 are expected to meet or exceed the standards on the Spring foundational reading skills assessment by 5% in all areas below. All -87%AA -73%EL - 88% Goal 1b By June 2026, 80% of students in grade 3 will meet or exceed the Spring fluency assessment by 5%. All -74%AA -57%EL - 74% Goal 1c By June 2026, 75% of students in grades 1-3 will be at or above grade Level on the i-Ready Reading Diagnostic 3 assessment, from 56% in March 2026. (5% in all areas below) All -62%AA -49%EL - 61% 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. All -49%AA -18%EL - 45% Goal 2a By June 2026, 36% of students in grades 4-8 who were Not Met achievement level on the prior year SBAC ELA will meet their stretch growth target on i-Ready Reading, up from 15% in June 2023. All -16%AA -18%EL - 17%

## Comprehensive Needs Assessment: Mathematics

### Math Findings

Grades 3-5 Goals:  
One Year of Academic Growth: All students in Grades 3-5 will achieve at least one year of growth in literacy and math by June 2025.  
Math: Increase the percentage of students meeting/exceeding SBAC standards from 40.7% to 55%.

Accelerated Growth:  
Math: 28.7% of students who scored Not Met or Nearly Met on the prior year's SBAC will achieve their growth target, up from 18.7%.

By March 2026, all students in grades K-5 will increase their i-Ready Math proficiency from 39% (March 2025) to 45%. This growth will reflect a reduction in the percentage of students in the Not Met and Nearly Met performance levels. Met or Exceeded-39%

### Math Goals

Through high-quality core instruction, teachers will continue to align their lessons with the learning targets set by the Common Core Standards in Math. They will implement Frogstastic practices daily with rigor. Furthermore, they will monitor data to adjust lessons as needed to ensure that all students succeed in achieving the Graduate Portrait of LBUUSD.

i-Ready Math Diagnostic for Grades 1-2:  
By March 2025, 48.7% of students will score Early On or Mid-Above on the i-Ready Math Diagnostic 3 assessment, up from 38.7% in March 2025.

## Math Goals

By March 2026, all students in grades K-5 will increase their i-Ready Math proficiency from 39% (March 2025) to 45%. This growth will reflect a reduction in the percentage of students in the Not Met and Nearly Met performance levels. Met or Exceeded-45%

## Comprehensive Needs Assessment: English Learners

### English Learner Findings

Cross-Grade Goal for K-5:

English Learner Progress:

50% of English Learners in Grades K-5 will make progress toward English language proficiency, as measured by the English Learner Progress Index (ELPI), by June 2025, up from 46% in June 2024.

EL Findings Findings showed through the Elevation Platform showed we have 22 EL, or 5% of our student population of 466. Level 1-3 Level 2-3 Level 3-6 Level 4-6

### English Learner Goals

Grades K-5

Through high-quality core instruction, teachers will continue to align their lessons with the learning targets set by the Common Core Standards in dELD by incorporating integrated and designated dELD. They will implement Frogstastic practices daily with rigor. Furthermore, they will monitor data to adjust lessons as needed to ensure that all students succeed in achieving the Graduate Portrait of LBUSD.

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

EL Goals By June 2026, all English Learner (EL) students will advance by at least one language proficiency level through the implementation of English Language Development (ELD) standards embedded in high-quality core instruction. Level 1-3 Level 2-3 Level 3-6 Level 4-6

## Comprehensive Needs Assessment: Culture/Climate Domain

**Culture/Climate Findings**

Pulse Data:  
Identity: 79%  
Belonging: 76%  
Agency: 76%

By June 2025, cultivate and foster Identity, belonging, and agency by implementing Understanding 6 Equitable and Inclusive Learning Environments as measured by the QCI classroom observation tool. Black/African American and students who are multiple races grade 4th and 5th students sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2025 on the Pulse Survey.

SEL Findings Findings showed through the Pulse Survey that our 4th and 5th-grade students feel a strong sense of identity and agency. However, a sense of belonging needs to improve. Identity-83% Agency-81% Belonging-77%

**Culture/Climate Goals**

Culture/Climate SEL & Harmony SMART Goals:  
By June 2025, all Twain students will show at least 5% increase in identity, belonging, and agency as measured by Pulse/CORE student survey targeting students with disabilities, multiple races, black students, and ELs by using Tier 1, 2 & 3 resources/supports (ex) Harmony, assemblies, SEL week, student council, school-wide PBIS, and push-in tier 1 support.

Equity and Inclusion Goals by June 2025:  
Cultivating Identity, Belonging, and Agency:  
Foster a stronger sense of identity, belonging, and agency in students by implementing the Understanding 6 Equitable and Inclusive Learning Environments framework.  
Progress will be monitored through the QCI classroom observation tool.  
Equitable Sense of Identity and Belonging for Black/African American Students:  
Ensure that Black/African American students in Grades 4 and 5 have a sense of personal identity, belonging, and agency equal to or exceeding that of all other student groups, as measured by the Pulse Survey.

SEL Improvement Goal By June 2026, Twain students will show at least a 5% increase in identity, belonging, and agency as measured by Pulse/CORE student survey targeting students with disabilities, African American/Black, and Multilingual English Learners, by using Tier 1, 2 & 3 resources/supports (ex) Harmony, Scholarly assemblies, school-wide PBIS, push-in tier 1 support, and support from the Care Center. Identity-88% Agency-86% Belonging-82%

## Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) By June 2025, all Grades 3-5 students will achieve at least one year of academic growth in ELA.</p> <p>Through high-quality core instruction, teachers will continue to align their lessons with the learning targets set by the Common Core Standards in English Language Arts (ELA). They will implement Frogstastic practices daily with rigor. Furthermore, they will monitor data to adjust lessons as needed to ensure that all students succeed in achieving the Graduate Portrait of LBUSD.</p>	Goal Partially or Not Met	The decision was based on our 2024–2025 SBAC results, which showed that only 51.7% of our students met or exceeded standards in ELA. This means that approximately 49% of our students were in the Not Met or Nearly Met categories, highlighting the need for continued targeted instructional support.	<p>The 2025–2026 Action Plan will include ongoing professional development through both onsite and district Quality Core Instruction (QCI) trainings. Teachers will receive continued support from the IIC and Literacy TOSA through modeling, side-by-side coaching, and sustained instructional support to strengthen teaching and learning.</p> <p>Additional intervention supports will include after-school tutoring for our Not Met and Nearly Met students, aligned to the district Board Goals and Twain’s Focus Areas.</p> <p>The Principal will also meet regularly with the Instructional Leadership Team every 6–8 weeks to monitor schoolwide data, review progress, and adjust our PDSA cycles as needed to ensure continuous improvement.</p>

<b>SPSA Effectiveness</b>				
<b>Area</b>	<b>Prior Year Goal</b>	<b>Status</b>	<b>Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment</b>	<b>For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals</b>
Math	<p>1) Through high-quality core instruction, teachers will continue to align their lessons with the learning targets set by the Common Core Standards in Math. They will implement Frogtastic practices daily with rigor. Furthermore, they will monitor data to adjust lessons as needed to ensure that all students succeed in achieving the Graduate Portrait of LBUSD.</p> <p>i-Ready Math Diagnostic for Grades 1-2: By March 2025, 48.7% of students will score Early On or Mid-Above on the i-Ready Math Diagnostic 3 assessment, up from 38.7% in March 2025.</p>	Goal Partially or Not Met	The decision was based on our 2024–2025 SBAC Math results, which showed that only 41.7% of our students met or exceeded standards in Math. This means that 58.3% of students were in the Not Met or Nearly Met categories, highlighting the need for continued targeted instructional support. As part of this support, we will launch a schoolwide Number Sense Campaign aligned to the district’s SBAC countdown and algebra-readiness goals to strengthen foundational math skills across all classrooms.	<p>The 2025–2026 Action Plan will include ongoing Math-focused professional development through both onsite and district Quality Core Instruction (QCI) trainings, with an emphasis on the schoolwide Number Sense Campaign aligned to the district’s SBAC countdown and algebra-readiness goals. Teachers will receive continued support from the IIC and Math TOSA through modeling, side-by-side coaching, and sustained instructional support to strengthen math instruction and conceptual understanding.</p> <p>Additional intervention supports will include after-school math tutoring for our Not Met and Nearly Met students, aligned to the district Board Goals and Twain’s Focus Areas.</p> <p>The Principal will meet regularly with the Instructional Leadership Team every 6–8 weeks to monitor schoolwide math data, review progress toward Number Sense and SBAC goals, and adjust PDSA cycles as needed to ensure continuous improvement.</p>

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
English Learner	<p>1) Grades K-5 Through high-quality core instruction, teachers will continue to align their lessons with the learning targets set by the Common Core Standards in dELD by incorporating integrated and designated dELD. They will implement Frogtastic practices daily with rigor. Furthermore, they will monitor data to adjust lessons as needed to ensure that all students succeed in achieving the Graduate Portrait of LBUUSD.</p> <p>50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024</p>	Goal Met	<p>The decision was based on 2024–2025 SBAC results, which showed that 23 English Learner students moved one or more performance levels on the ELPAC and SBAC assessments. English Learners continue to demonstrate growth as a result of the Quality Core Instruction being implemented at Twain, along with intentional ELD strategies and effective use of the ELLevation program.</p>	<p>The 2025–2026 Action Plan will continue to build on the success demonstrated in the 2024–2025 SBAC and ELPAC results, where 23 English Learner students moved one or more performance levels. This growth reflects the impact of strong Quality Core Instruction at Twain, intentional ELD strategies, and effective implementation of the ELLevation program.</p> <p>To sustain and accelerate this progress, teachers will receive ongoing professional development through onsite and district QCI trainings, with a focus on designated and integrated ELD practices. Continued support will be provided through modeling, side-by-side coaching, and instructional feedback from the IIC and Literacy TOSA to strengthen language development across content areas.</p> <p>Additional supports will include targeted interventions for English Learners based on ELPAC and SBAC data, progress monitoring through ELLevation, and regular collaboration with the Instructional Leadership Team. The Principal will meet with the ILT every 6–8 weeks to review EL data, monitor progress, and adjust PDSA cycles to ensure continuous improvement and increased student outcomes.</p>

<p>Culture/Climate</p>	<p>1) Culture/Climate SEL &amp; Harmony SMART Goals: By June 2025, all Twain students will show at least 5% increase in identity, belonging, and agency as measured by Pulse/CORE student survey targeting students with disabilities, multiple races, black students, and ELs by using Tier 1, 2 &amp; 3 resources/supports (ex) Harmony, assemblies, SEL week, student council, school-wide PBIS, and push-in tier 1 support.</p> <p>Implement Harmony daily practices and support opportunities for students to interact with peers and participate in dialogue and decision-making about issues related to the classroom community as measured by site implementation goals and the Pulse Survey.</p> <p>Student sense of belonging will increase by 5%, from 76% to 81%, student identity will increase by 5% from 79% to 84%, and student agency will increase 5% from 76% to 81% as measured by the Pulse Survey.</p> <p>Culture/Climate goal(s):</p>	<p>Goal Met</p>	<p>The decision was based on results from the CORE and Pulse Surveys completed by students and families. Eighty-five percent of students reported a strong sense of belonging, identity, and agency, while families rated Twain 90% or higher across all areas, reflecting a positive and supportive school climate.</p>	<p>The 2025–2026 ongoing support plan will include continued partnerships with ELAC, SSC, and Sankofa Parent Village to strengthen family engagement and shared decision-making. In addition, we will ensure students are meeting their social-emotional learning (SEL) needs through continued implementation of the Harmony program, expanded student leadership opportunities, and ongoing support from the Principal, Counselor, IIC, and the Care Center. These collective efforts will help sustain a strong sense of belonging, identity, and agency for all students.</p> <p>In the areas of chronic absenteeism and suspensions, we are implementing the districtwide Strive for 95 campaign, providing attendance incentives, and conducting home visits to support improved attendance. In addition, we are implementing the districtwide Positive Behavior Intervention Supports (PBIS) framework to address behavior needs proactively and positively, with the goal of reducing suspensions and increasing student engagement.</p>
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If we create a safe and equitable environment that celebrates and honors all Twain students, they will feel accepted, valued and included, resulting in a more positive outlook regarding their academic growth and progress through school-wide guidelines for success, Positive Behavior Intervention System (PBIS) supports, and Safe & Civil.

Progress Monitoring:  
Every quarter a PDSA cycle is completed; teachers submit their data and the Literacy and Math team will review, analyze and create and plan for next steps. The information is shared with teachers and next steps are announced . As each cycle progresses, teachers will adjust plans and activities as needed. By June 2025, cultivate and foster Identity, belonging, and agency by implementing Understanding 6 Equitable and Inclusive Learning Environments as measured by the QCI classroom observation tool. Black/African American grade 4th and 5th students sense of personal identity, belonging and agency will be equal to or greater

than all other students by June 2025 on the Pulse Survey.

Through a school wide behavior support system teachers and school staff will implement (Harmony Goals, Twain's Guidelines for Success, and Habits of a Scholar) to embody the Graduate Portrait of Vision 2035. 2) Equity and Inclusion Goals by June 2025:  
Cultivating Identity, Belonging, and Agency:  
Foster a stronger sense of identity, belonging, and agency in students by implementing the Understanding 6 Equitable and Inclusive Learning Environments framework.  
Progress will be monitored through the QCI classroom observation tool.  
Equitable Sense of Identity and Belonging for Black/African American Students:  
Ensure that Black/African American students in Grades 4 and 5 have a sense of personal identity, belonging, and agency equal to or exceeding that of all other student groups, as measured by the Pulse Survey.

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Teachers use magazines to supplement their instruction (Social Studies Weekly /Scholastic News) Each grade level will be allocated \$500. (SM 2)	Somewhat Impactful	Limited or no impact	Somewhat Impactful	Somewhat Impactful
The additional funding would provide tutoring outside of school hours in the fall, to provide much needed intervention in Math and ELA for our nearly met students. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
The additional Psychologist time will provide much needed supports and interventions to our Tier 2 and 3 students before an assessment plan is needed for academic and social-emotional support. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
The funding will be used to plan and deliver parent workshops throughout the school year. The topics will include SEL support at home, Common Core State Standards, iReady results, ELPAC results, Sankofa, and Parenting Partner workshops. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
The needed funds will support additional supervision needed from our recreational aides during morning, recess, and after school support. (IN 6)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
The additional funding will support additional hourly for substitute teachers, teachers, administrator to provide grade level pull out meetings, knee to knee conferences, after school tutoring, and Saturday School. (IN 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Additional 50% SEL Facilitator will be an extension to provide SEL support and meeting compliance requirements. Additionally, the position will work on strengthening parent engagement and building community to our school. Both ELAC and SSC communities requested for staff members to work with both parents and students. The SEL Facilitator will also provide much needed social-emotional support in the areas of student agency, a sense of belonging, and identity to support that will support their behavior and academics. (IN 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Recreation aides will support student safety and civility and support positive student behaviors in the school environment through supervision of common areas (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Additional hourly to support professional development planning that will support SEL, ELA, and Math. Additionally, the resources will support quality core instruction in the classroom and Vision 2035. Additionally, the funds will provide grade level pull-outs and will provide money for substitute teachers needed for knee to knee conferences. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Twain Elementary would like to renew our Reflex subscription to support our students with their math facts proficiency. The program will be used during small group instruction, individual, and to support the learning at home. (SM 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
The supplemental materials will support our Culture & Climate, Pulse Survey (student agency, sense of belonging) by supporting our schoolwide programs, technology, and attendance. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact

## Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Integrated Literacy Instruction (K–5) All K–5 classrooms will deliver instruction designed to move all students toward mastery of the California Common Core State Standards (CCSS) in English Language Arts, including the California English Language Development (ELD) Standards for English learners. Instruction will focus on:</p> <p>Building disciplinary and conceptual knowledge through content-rich nonfiction and informational text. Engaging students in reading and writing grounded in evidence from</p>	<p>Assessment Practices in Reading and Writing (K–5) Students will engage in frequent formative and interim assessments aligned to the grade-level Units of Instruction in both Reading and Writing. These assessments—ranging from daily checks for understanding to end-of-unit performance tasks—are designed to measure students' progress toward grade-level Common Core State Standards (CCSS).</p>	<p>Instructional Resources at Twain Wonders (McGraw-Hill)</p> <p>Informational text and literature selections aligned to unit content for read-alouds, small-group, or independent reading.</p> <p>Content Area Textbooks</p> <p>Health, Science, Social Studies, and other core subjects to support content knowledge and</p>

<p>text.</p> <p>Providing regular practice with complex text and academic vocabulary to develop comprehension and critical thinking skills.</p> <p>Grades K–2 will engage in an Integrated Model of Literacy through daily instruction that includes:</p> <ul style="list-style-type: none"> <li>(a) Foundational Reading Skills</li> <li>(b) Listening and Learning</li> <li>(c) Reading and Writing</li> <li>(d) Instructional Differentiation in Reading and Writing</li> <li>(e) Accountable Independent Reading and Writing</li> </ul> <p>Grades 3–5 will participate in daily literacy instruction that includes:</p> <ul style="list-style-type: none"> <li>(a) Reading</li> <li>(b) Writing</li> <li>(c) fluency</li> <li>(d) Instructional Differentiation of Reading and Writing</li> <li>(e) Accountable Independent Reading and Writing</li> </ul> <p>Across all grade levels, the district-developed Scope and Sequence and Units of Instruction will ensure that teaching and learning are aligned to the Common Core and promote student engagement with rigorous, standards-based content. Teachers will use formative assessment practices to monitor student progress, adjust instruction, and provide timely support to meet individual learning needs.</p>	<p>Through these tasks, students will:</p> <p>Demonstrate comprehension of texts and respond to essential questions by meeting CCSS expectations in reading, listening, and language.</p> <p>Express understanding through speaking, writing, drawing, and language, showing the ability to communicate ideas clearly and effectively.</p> <p>Apply comprehension strategies independently by completing a “cold read” assessment that includes citing text evidence in a written response.</p> <p>Assessment tools include:</p> <p>Grades K–2: Foundational Reading Skills Assessment (FRSA) and Fluency</p> <p>Grades 3–5: Fluency Assessment, Smarter Balanced Assessment Consortium (SBAC) Summative Assessments</p> <p>These practices ensure ongoing monitoring of student growth and guide instructional decisions to meet the needs of all learners.</p>	<p>literacy connections.</p> <p>Supplemental Reading Materials</p> <p>Materials matched to students’ instructional reading levels, including Scholastic, and Mystery Science</p> <p>Thinking Tools and Enrichment Supports</p> <p>Thinking Maps, GATE Icons, and Depth and Complexity frameworks to support higher-order thinking and analysis.</p> <p>Digital Learning Tools</p> <p>i-Ready Personalized Learning for targeted reading and math instruction.</p> <p>ELlevation to support English Learners in language development.</p>
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<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
K–5 Writing Instruction	Formative and Interim Writing Assessments	Instructional Resources for Reading and Writing

<p>All K–5 classrooms provide writing instruction designed to ensure that students are prepared to produce the following text types:</p> <p>Arguments to support claims through analysis of substantive topics or texts</p> <p>Informative/Explanatory texts to examine and convey complex ideas and information clearly and accurately</p> <p>Narratives to develop real or imagined experiences or events</p> <p>Writing instruction is embedded daily into the grade-level Scope and Sequence and Units of Instruction, and includes activities such as:</p> <p>Reading to build knowledge for writing tasks</p> <p>Engaging in the writing process for all three text types, including planning, revising, editing, and publishing</p> <p>Orally rehearsing ideas using linguistic patterns</p> <p>Writing routinely over both short and extended time frames for a range of discipline-specific tasks, purposes, and audiences</p> <p>Conferencing with teachers and peers to refine writing</p> <p>These practices ensure that students develop the skills, fluency, and confidence needed to express their understanding effectively across multiple genres.</p>	<p>(K–5/Grades 3–8)</p> <p>Students will participate in frequent formative and interim writing assessments aligned to the grade-level Units of Instruction, including:</p> <p>Daily performance activities: short constructed responses, text analyses using evidence, multi-paragraph responses, and essays</p> <p>“On-Demand” reading and writing assessments</p> <p>Culminating writing tasks</p> <p>Research tasks and presentations</p> <p>SBAC Summative Assessments (Grades 3–8)</p> <p>These assessments provide ongoing insights into student progress, inform instructional decisions, and ensure students are developing the skills necessary to meet grade-level writing standards.</p>	<p>Wonders / Maravillas (Dual Immersion)</p> <p>Core reading program and associated ancillary materials for guided, small-group, and independent instruction.</p> <p>Write from the Beginning</p> <p>Supplemental writing program materials to support writing development.</p> <p>Informational Texts and Literature Selections</p> <p>Aligned to unit content for read-alouds, small-group, or independent reading.</p> <p>Content Area Textbooks</p> <p>Health, Science, Social Studies, and other subjects to build content knowledge and literacy connections.</p> <p>Scholastic and Mystery Science</p> <p>Instructional reading materials matched to students’ independent reading levels.</p> <p>Thinking Maps/GATE Icons</p> <p>Visual tools to support critical thinking, organization, and comprehension.</p>
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<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics, with particular attention to:</p> <ul style="list-style-type: none"> <li>• Strategically focusing on where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: requires conceptual understanding, procedural skill, and fluency</li> </ul> <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"> <li>• Daily Math Routines</li> <li>• Three-Part Math Lesson from Launch, Collaborate, and Consolidate</li> <li>• Mathematical Discourse</li> <li>• ST Math Puzzle Talks</li> </ul>	<p>Assessment Overview (K–8) Students will engage in multiple assessment opportunities embedded throughout the Units of Instruction, including: Formative Assessment Lessons are integrated into daily instruction to monitor student understanding</p> <p>Task options that can be used as site Common Assessments or Checkpoints</p> <p>Quarterly assessments to track progress and growth</p> <p>SBAC Summative Assessments (Grades 3–8) to measure mastery of grade-level standards</p> <p>These assessments provide teachers with data to inform instruction, differentiate learning, and support student growth across all grade levels.</p>	<p>Mathematics Instructional Resources</p> <p>i-Ready Math</p> <p>An adaptive, personalized learning program that identifies individual student strengths and gaps, provides targeted lessons aligned to grade-level standards, and allows teachers to monitor progress and adjust instruction accordingly.</p> <p>ST Math Individual Journey</p> <p>An adaptive digital program that allows students to progress through personalized math learning pathways.</p> <p>LBUSD Student-Centered Resources</p> <p>Includes math tasks, Puzzle Talks, and daily math routines to support conceptual understanding and problem-solving skills.</p> <p>HMH GoMath Textbook Series</p> <p>Core curriculum providing grade-level standards instruction and practice opportunities.</p>

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Heath, IEP, and SEL Basic Services 100	The school nurse provides individual or group sessions for targeted students related to health problems that are interfering with academic, behavioral or social/emotional growth. Additionally, provide supplemental health information to parents at parent meetings/workshops.	All Students	Title 1 \$15,598 Nurse Inspector .1 FTE - Title 1 100%	07/01/2025 - 06/30/2026 Weekly	Principal	6-8 weeks Basic Services 100
Not Met and Nearly Met Students Core Curriculum 100	The supplemental material (Scholastic News) will support reading comprehension in the ELA.	All Students	LCFF \$2,800 Materials - LCFF 100%	08/27/2025 - 06/30/2026 Weekly	Principal, Teachers, and IIC	6-8 weeks Core Curriculum 100

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Reading and Math Core Curriculum 100	The after school tutoring will provide much needed intervention to support our not met and nearly met students as described in the board goals, PDSA, and Twain's Theory of Action.	All Students	Title 1 \$5,405 Teacher - Elementary .03 FTE - Title 1 100%	08/27/2025 - 06/30/2026 Biweekly	Principal, IIC, and teachers	6-8 weeks Core Curriculum 100
Support with enrichment, SEL, Wellness Core Curriculum 100	Ground Education Program to support all students in Science standards that connect to the State Common Core Standards.	All Students	LCFF \$4,550 Services - LCFF 100%	08/27/2025 - 06/15/2026 Weekly	Principal, Intervention Coordinator	monthly Core Curriculum 100

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
All students, specifically not met and nearly met students as aligned with the board goals. Core Curriculum 100	The additional classroom support materials will benefit students in ELA, Math, and Science by utilizing the Mystery Science program to support SBAC and other assessments/.	All Students	LCFF \$2,765 Materials - LCFF 100%	08/27/2025 - 06/30/2026 Monthly	Principal, IIC, and classroom teachers	6-8 weeks. Core Curriculum 100

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
Student mental health Basic Services 100	The school psychologist additional day will provide supplemental individual and group counseling for at promise students to support academic, behavioral and social growth that would maimize learning experience in the classroom. Additionally, support students experiencing trauma, and provide extended outreach to families regarding resources.	All Students	Title 1 \$38,489 Psychologist .2 FTE - Title 1 100%	07/01/2025 - 06/30/2026 Weekly	Principal	Weekly Basic Services 100
Including VAPA in ELA and Math will increase creativity, communication, and critical thinking skills. Core Curriculum 100	Students will receive weekly art instruction through VAPA funding.	All Staff, All Students	Prop 28 \$68,730 Instructional Aide .75 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Weekly	Principal, IIC, and Art aide	Weekly Core Curriculum 100

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
TK/K Family Engagement Day	School of Choice December 2025 to January 2026	N/A

**Accountability Measure 2: Organizational Climate**

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
<p>Social Emotional Learning goal (s): By June 2026, Twain students will show at least a 5% increase in identity, belonging, and agency as measured by Pulse/CORE student survey targeting students with disabilities, African American/Black, and Multilingual English Learners, by using Tier 1, 2 &amp; 3 resources/supports (ex) Harmony, Scholarly assemblies, school-wide PBIS, push-in Tier 1 support, and support from the Care Center.</p> <p>Spring 2025 Pulse Data Identity-83% Agency-81% Belonging-77%</p>	<p>Harmony Program Positive Behavior Intervention Support Twain Frogstastic Practices Harmony Goals Attendance Incentives</p>	<p>LCFF \$5000 Title 1 \$5000</p>	<p>August 2025-June 2025</p>	<p>Principal ILT Team Teachers Counselor Care Center Psychologist Culture and Climate Leadership Team</p>	<p>Pulse Survey Data CORE Survey Data PBIS Data Teacher Data</p>

### **Accountability Measure 3: Professional Development**

<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
All students, specifically, not mets and nearl mets. Core Curriculum 100	The additional funding will provide teachers an all day planning day to analyze data, lesson studies, and plan for next steps to support our not met and nearly met students to move them one level as described in the board goals and Twain's Theory of Action.	LCFF \$5,338 Substitute teacher half day ( 5 ) for 7 days - LCFF 100%	08/27/2025 - 06/30/2026 Biweekly	Principal, IIC, Math TOSA, and teachers	6-8 weeks
<p>Training Focus: Quality Core Instruction (QCI) Professional development will focus on Quality Core Instruction (QCI)—a framework designed to strengthen teaching and learning across all grade levels. Through this training, teachers will: Deepen their understanding of the key components of effective Tier 1 instruction, including clarity of learning targets, student engagement, and formative assessment.</p> <p>Learn how to align instruction to</p>	<p>Data Day Reflection on past practice Preliminary plans for 2025-26 Goals &amp; Interventions based on current student data</p> <p>Pupil Free Day #1 Connect district goals and objectives to the school vision and focus areas Plan collaboratively for quality core instruction based on today's PD Plan individually for the start of the year</p> <p>Pupil Free Day #2 Board Goals</p>	Title 1 Funding \$5000 to pay substitute teacher coverage.	<p>8/21/25-Data Day</p> <p>8/22-Pupil Free Day #1</p> <p>11/3-Pupil Free Day #2</p> <p>Gate Training-Once a month throughout the school year.</p> <p>Staff Meetings-Once a month throughout the school year.</p>	<p>Intructional Leadership Team Juan Gonzalez-Principal</p> <p>Ashley Rhoads- Intructional Intervention Coordinator</p> <p>Naomi Cheely- Literacy Teacher</p> <p>Taylor Larderuccio- Math TOSA</p> <p>Teresa Lockerman- Teacher ILT Member</p>	<p>6-8 Week Data Monitoring in LROIX</p> <p>Data Record Keeping by ILT Team</p>

<p>grade-level standards while differentiating to meet diverse student needs.</p> <p>Explore strategies to promote academic discourse, critical thinking, and equitable participation in all classrooms.</p> <p>Reflect on current practices and identify next steps to enhance student outcomes. By implementing the principles of QCI, teachers will continue to foster classrooms where every student has access to rigorous, engaging, and high-quality learning experiences so that our students embody the Graduate Portrait of LBUSD.</p>	<p>Fluency: PDSA: Data Math Data: Student work analysis</p> <p>Staff Meeting and Grade Level All-Day Planning Days 25-26 Twain will analyze the current systems of accountability at the site to identify strengths, gaps, and alignment with Board Goals, ensuring they meet the needs of our multilingual learners, African American/Black students, and students with IEPs.</p>				
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## **Describe Teacher Involvement**

### Teacher Involvement Summary

Teachers play a central role in achieving Twain's academic and social-emotional learning goals through the consistent implementation of Quality Core Instruction (QCI) and intentional Tier 1 supports. By designing and delivering standards-based, engaging, and rigorous lessons, teachers will strengthen students' conceptual understanding and promote equitable access to grade-level content for all learners, including African American/Black students, Multilingual English Learners, and students with disabilities.

In addition, teachers will intentionally integrate social-emotional learning (SEL) practices to build identity, belonging, and agency within their classrooms. This includes embedding Harmony lessons, celebrating student achievements through Scholarly Assemblies, reinforcing positive behavior expectations via PBIS, and collaborating with the Care Center and Tier 2/3 supports when needed.

Through these combined efforts, teachers will foster an inclusive and supportive learning environment where every student feels valued, engaged, and empowered to thrive academically and socially—helping them grow toward the LBUSD Graduate Portrait.

## **Accountability Measure 4: Parent & Community**

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
<p>Parent and Community Engagement</p> <p>Twain will develop parent and community events and workshops aimed at increasing family engagement and strengthening connections between home and school. These opportunities will provide families with resources, information, and strategies to support student learning, social-emotional growth, and overall school success.</p>	<p>PTA Support Harvest Festival Family Movie Night Coffee with the Principal Sankofa Village-AA Family Support School Site Council (SSC) English Language Advisory Committee (ELAC) Twain Day Fit-A-Thon</p>	<p>Parent Involvement \$2500 PTA Funding ELOP Funding</p>	<p>August 2025-June 2026</p>	<p>Principal Counselor Parent Engagement Facilitator PTA Culture and Climate Team Sankofa Village SSC ELAC 5th Grade Parent Committee</p>	<p>Family Surveys Parent Workshop Sign-in Sheets Family Newsletter</p>

### 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)	107946
Title I Parent and Family Involvement (3008)	2673

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	39200

\* 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	Juan Gonzalez	
Staff	Classroom Teacher	Ryan Campbell	06-30-2026
Staff	Classroom Teacher	Onti Martinez	06-30-2027
Staff	Classroom Teacher	Jaycee Leitner	06-30-2027
Staff	Other School Personnel	Lupita Esquivias	06-30-2027
Community	Parent/Community Member	████████ Mogharabi	06-30-2026
Community	Parent/Community Member	████████ Roberts	06-30-2026
Community	Parent/Community Member	████████ Gonzalez	06-30-2026
Community	Parent/Community Member	████████ Navarro	06-30-2027
Community	Parent/Community Member	████████ De La Gala	06-30-2027

## 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)	█████ Rodriguez
DELAC Representative	Parent of EL Student (required)	█████ Rodriguez
Principal or Designee	Staff Member (required)	Juan Gonzalez
Secretary	Parent of Non-EL Student (required)	█████ Seklawi

Name	Representing
█████ Gomez	Parent of EL Student

## 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?	10/28/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	After School Tutoring Saturday School Parent Workshop to support reclassification of EL students
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 CELDT/ELPAC Results Reclassification Data Language Census Data 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	10/01/2025
6. What was SSC's response to ELAC recommendations?	-Funding for afterschool tutoring and Saturday School was approved. -Parent workshops will be offered throughout the school year.



## 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 10/01/2025
2. SSC approved the **Home-School Compact** on 10/01/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/01/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/11/2025, 09/26/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/18/2025
6. The SPSA was approved at its meeting on 11/18/2025

LBUSD Board of Education Approval Date:

Signatures:

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

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

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

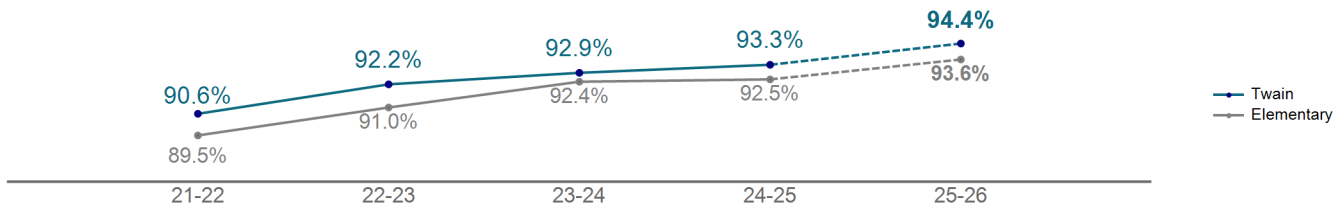
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ELAC Chair: \_\_\_\_\_

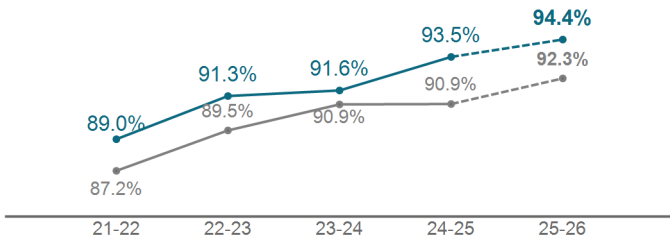
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# Attendance Rate

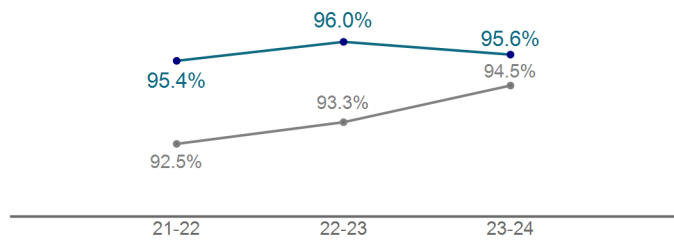
**Twain  
All Students  
N = 473**



**African American  
N = 79**



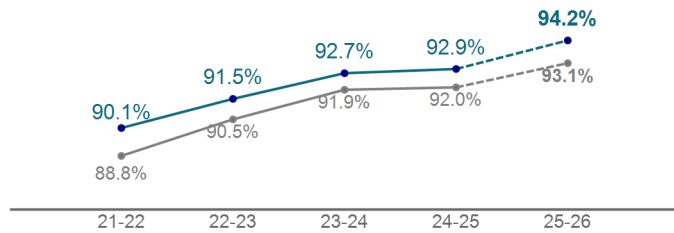
**Asian**



**Filipino**

Subgroup with fewer than 20 students.

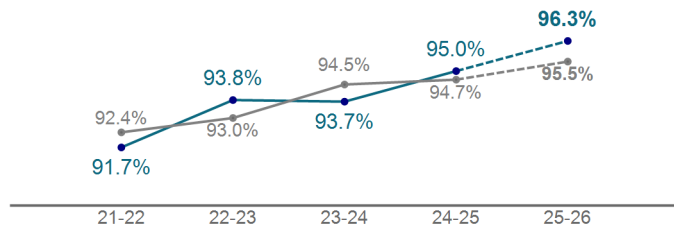
**Hispanic  
N = 264**



**Pacific Islander**

Subgroup with fewer than 20 students.

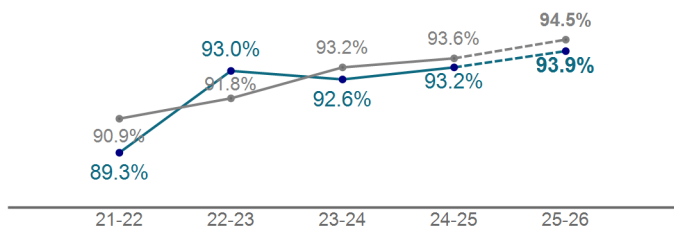
**White  
N = 52**



**Native American**

Subgroup with fewer than 20 students.

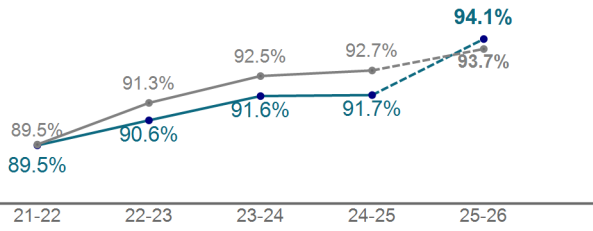
**Other  
N = 51**



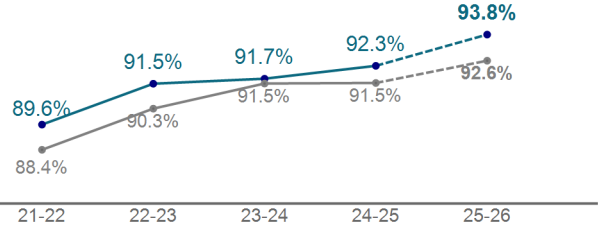
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Attendance Rate

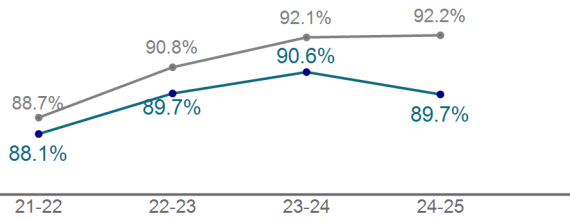
**EL + RFEP**  
N = 35



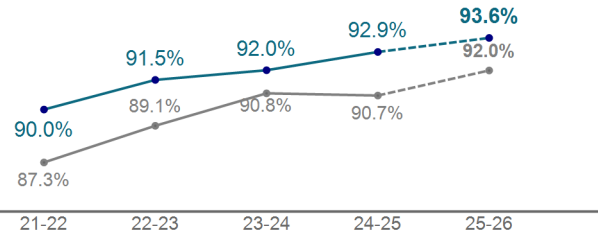
**Low SES**  
N = 252



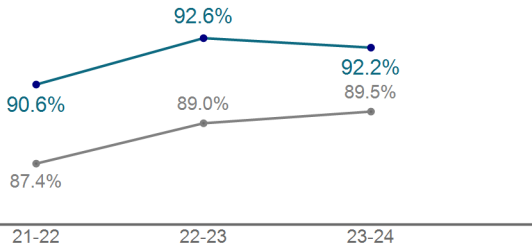
**English Learner**



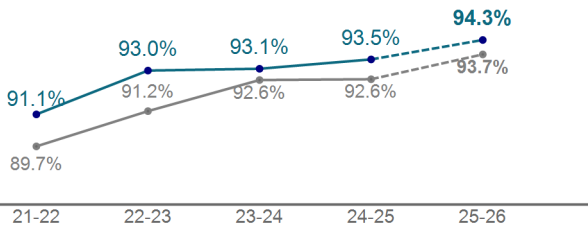
**Special Education**  
N = 114



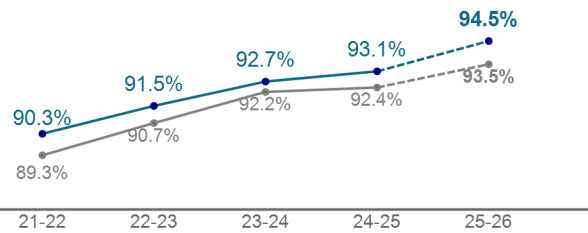
**Homeless or Foster Youth**



**Female**  
N = 222



**Male**  
N = 251



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 Twain 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	
<b>All Students</b>	483	483	3	16	18	25	38	19.0%	22.9%	36.9%	24.3%
<b>Grade</b>	Gr. TK	24	13	29	17	42	12.5%	25.0%	41.7%	37.5%	
	Gr. K	78	8	21	12	29	31	28.2%	36.8%	39.7%	30.6%
	Gr. 01	76	3	17	24	24	33	19.7%	15.6%	43.4%	25.7%
	Gr. 02	79	3	15	20	22	41	17.7%	26.1%	38.0%	21.3%
	Gr. 03	91	1	12	16	42	29	13.2%	13.6%	29.7%	22.2%
	Gr. 04	62	5	11	21	15	48	16.1%	19.7%	37.1%	20.7%
	Gr. 05	73	3	19	11	16	51	21.9%	22.2%	32.9%	20.5%
<b>Ethnicity</b>	African American	76	3	17	18	17	45	19.7%	24.2%	38.2%	33.8%
	American Indian	2	50			50		0.0%	0.0%	50.0%	28.6%
	Asian	17	12	6	6	24	53	17.6%	9.5%	23.5%	14.8%
	Cambodian	31	6	10	16	32	35	16.1%	9.4%	32.3%	16.1%
	Filipino	10	10	20	30	40	10.0%	0.0%	30.0%	13.2%	
	Hispanic	263	3	19	18	25	34	22.4%	24.6%	40.7%	26.7%
	Pacific Islander	3	33	67			33.3%	50.0%	100.0%	35.1%	
	White	64	2	3	20	27	48	4.7%	21.1%	25.0%	11.4%
	Other	48	2	19	10	33	35	20.8%	22.9%	31.3%	18.0%
<b>Gender</b>	Female	219	2	14	21	26	38	16.0%	22.9%	36.5%	23.6%
	Male	264	4	17	16	25	38	21.6%	23.1%	37.1%	24.9%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Data by Subgroup Twain 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				Attendance Rates						
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	
	Low SES	271	5	18	20	25	31	23.6%	28.8%	43.2%	29.5%		
	ELL	26	15	12	23	23	27	26.9%	43.8%	50.0%	26.7%		
	RFEP	16		13	19	31	38	12.5%	8.3%	31.3%	13.6%		
	EL + RFEP	42	10	12	21	26	31	21.4%	34.1%	42.9%	23.6%		
	Special Ed.	118	5	9	25	25	36	14.4%	26.5%	39.0%	32.9%		
	Spec Ed. Speech/RSP	27		4	11	15	30	14.8%	23.1%	29.6%	26.4%		
	Homeless/Foster	15	20		27	13	40	20.0%	25.0%	46.7%	42.6%		
	Foster	4			25	25	50	0.0%	20.0%	25.0%	37.8%		
	Homeless	11	27		27	9	36	27.3%	26.7%	54.5%	43.6%		
	GATE/Excel	41			2	7	5	22	63	9.8%	11.4%	14.6%	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.

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

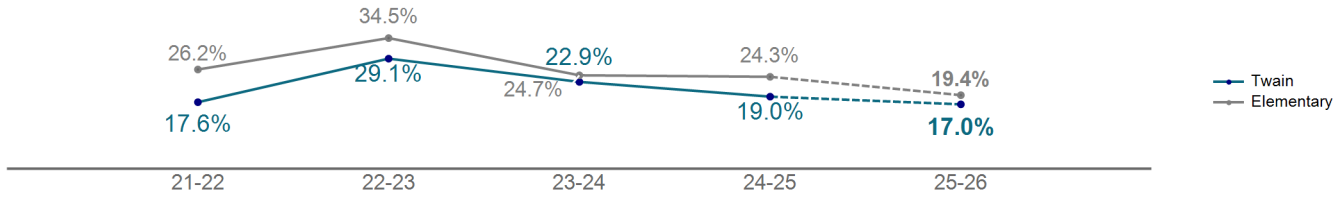
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

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%

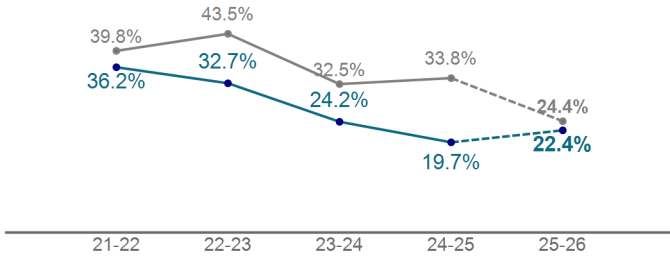
The percentages may not equal 100% due to rounding.

# Percent of Students in the Moderately or Severely Chronic Categories

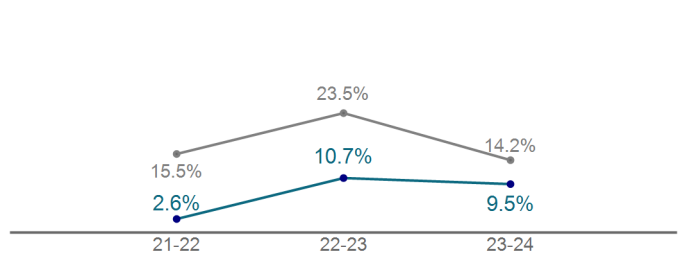
**Twain**  
All Students  
N = 464



**African American**  
N = 76



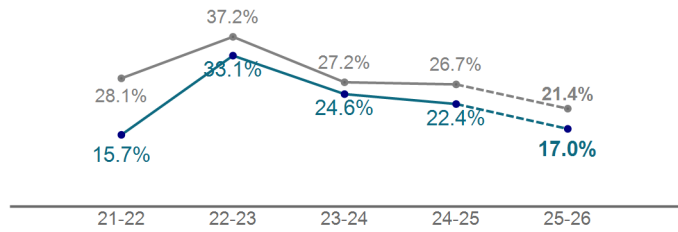
**Asian**



**Filipino**

Subgroup with fewer than 20 students.

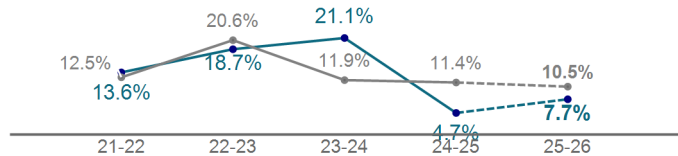
**Hispanic**  
N = 259



**Pacific Islander**

Subgroup with fewer than 20 students.

**White**  
N = 52



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

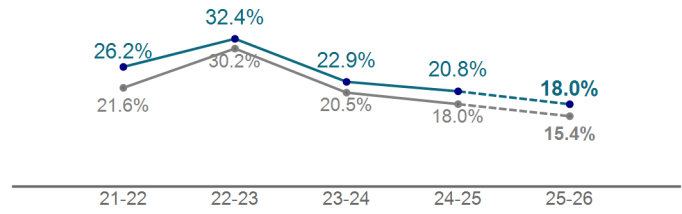
# Percent of Students in the Moderately or Severely Chronic Categories

**Native American**

Subgroup with fewer than 20 students.

**Other**

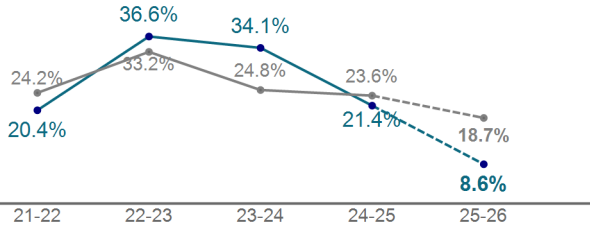
**N = 50**



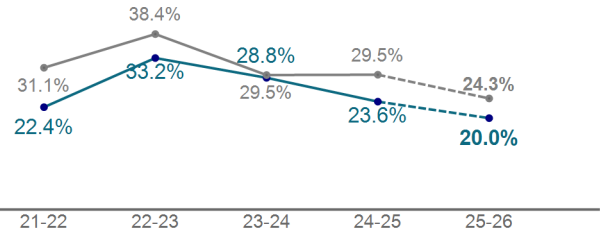
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

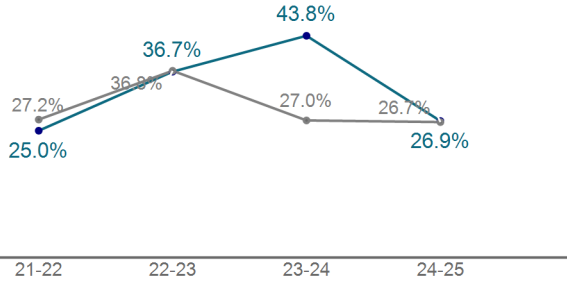
**EL + RFEP**  
N = 35



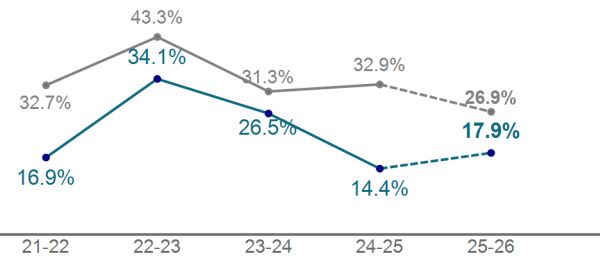
**Low SES**  
N = 250



**English Learner**



**Special Education**  
N = 112



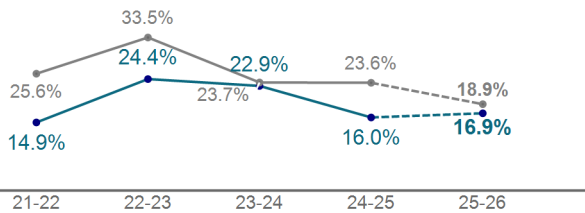
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

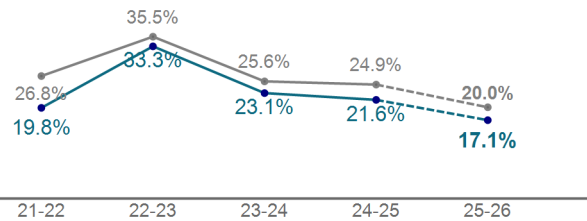
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 219



**Male**  
N = 245



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

## Twain

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	211	48%	27	21	30	21	52%	↓-		↑5	
	All Elementary	50%	29	21	24	26	50%	↑2		↑3	
	District	48%	27	22	28	24	52%	↑2		↑2	
Grade	Gr. 03	85	51%	27	24	28	21	49%	↓9		-
		All Elementary	53%	31	22	21	27	47%	↑-		-
		District	52%	30	22	21	27	48%	↑1		-
	Gr. 04	61	48%	28	20	25	28	52%	↓1		-
		All Elementary	51%	31	20	22	27	49%	↑1		↓2
		District	51%	31	19	22	27	49%	↑1		↓3
	Gr. 05	65	46%	26	20	38	15	54%	↑8		↑13
		All Elementary	46%	26	20	29	25	54%	↑4		↑6
		District	45%	26	19	29	26	55%	↑4		↑6
Ethnicity	Hispanic	111	49%	24	24	30	22	51%	↑3		-
		All Elementary	57%	34	23	24	20	43%	↑2		↑4
		District	55%	31	24	27	18	45%	↑2		↑3
	White	32	31%	13	19	38	31	69%	↓-		-
		All Elementary	22%	10	12	27	51	78%	↑1		↑1
		District	23%	10	13	31	46	77%	↑3		↑2
	African American	30	70%	60	10	17	13	30%	↑2		-
		All Elementary	66%	41	25	19	15	34%	↑1		↑3
		District	64%	38	25	23	13	36%	↑2		↑2
Other	22	55%	27	27	36	9	45%	↓5		-	
	All Elementary	31%	17	15	26	43	69%	↑1		↑1	
	District	31%	16	15	29	40	69%	↑1		↓1	

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

# SBAC ELA 2025 :: School Data by Subgroup

## Twain

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	Cambodian	19*	37%	26	11	37	26	63%	↓5		-
		All Elementary	37%	20	17	26	37	63%	↑1		↑4
		District	36%	16	19	32	33	64%	↑1		↑1
	Asian	10*	10%		10	50	40	90%	↓2		-
		All Elementary	33%	17	16	26	41	67%	↑2		↓2
		District	30%	14	16	31	39	70%	↑3		↑1
	Filipino	4*	75%	25	50	25		25%	↓35		-
		All Elementary	27%	16	12	25	48	73%	↑-		↑4
		District	25%	9	16	30	45	75%	↑2		↑2
American Indian	2*	50%	50		50		50%	↓50		-	
	All Elementary	41%	27	14	32	27	59%	↑14		↓25	
	District	44%	30	14	30	26	56%	↑2		↓10	
Gender	Female	95	49%	31	19	28	22	51%	↓3		-
		All Elementary	47%	27	21	25	28	53%	↑1		↑1
		District	44%	23	21	30	26	56%	↑2		↑2
	Male	116	47%	24	23	32	21	53%	↑2		-
		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	17*	53%	41	12	18	29	47%	↓20		-
		All Elementary	66%	44	23	19	15	34%	↑-		↑3
		District	62%	37	25	25	13	38%	↑1		↑4
	ELL	10*	80%	70	10	10	10	20%	↓24		-

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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

## Twain

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	7*	14%		14	29		86%	↓14		-	
		All Elementary	28%	6	22	35		37	72%	↓5	↑1	
		District	38%	12	26	38		24	62%	↑3	↑5	
	Foster	1*	100%	100				0%	↓50		-	
		All Elementary	69%	53	16	25	6		31%	↑11	-	
		District	74%	53	21	20	6		26%	↑3	↑12	
	GATE/Excel	35	6%		3	3	26		69	94%	↑1	-
		All Elementary	7%		16	26		67	93%	↑2	↑1	
		District	10%		2	8	31		59	90%	↑2	↓-
	Homeless	9*	89%	78	11	11			11%	↓49	-	
		All Elementary	70%	48	22	19	11		30%	↓1	-	
		District	68%	44	24	22	10		32%	↑1	↑3	
	Homeless/Foster	10*	90%	70	20	10			10%	↓48	-	
		All Elementary	70%	49	21	20	10		30%	↑1	-	
	District	69%	45	24	22	9		31%	↑1	↑4		
Low SES	115	57%	37	21	26	17		43%	↓4	↓10		
	All Elementary	59%	36	23	23	18		41%	↑2	↑3		
	District	58%	34	24	27	15		42%	↑2	↑3		
Special Ed.	52	75%	48	27	13	12		25%	↑3	-		
	All Elementary	79%	60	19	13	8		21%	↑3	↑5		
	District	81%	62	19	13	6		19%	↑2	↑4		
Spec Ed. Speech/RSP	20	75%	50	25	15	10		25%	↓11	-		

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

Twain

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

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.

Twain

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	211	58%	29	29	20	21	42%	↑-		-	
	All Elementary	55%	29	26	23	22	45%	↑1		↓3	
	District	62%	36	25	19	19	38%	↑2		↓4	
Grade	Gr. 03	86	50%	27	23	24	26	50%	↓2		-
		All Elementary	51%	30	22	26	23	49%	↓-		-
		District	51%	29	21	26	23	49%	↑-		-
	Gr. 04	61	51%	20	31	26	23	49%	↑6		-
		All Elementary	55%	24	31	25	20	45%	↓-		↑1
		District	55%	25	30	25	21	45%	↓-		↓1
Gr. 05	64	77%	42	34	9	14	23%	↓9		-	
	All Elementary	60%	33	27	19	22	40%	↑3		↓7	
	District	59%	33	26	19	23	41%	↑3		↓7	
Ethnicity	Hispanic	110	55%	25	31	26	18	45%	↑4		-
		All Elementary	62%	33	29	22	15	38%	↑1		↓1
		District	68%	42	27	18	13	32%	↑2		↓2
	White	32	56%	34	22	16	28	44%	↓10		-
		All Elementary	28%	10	18	28	44	72%	↓1		↓12
		District	37%	16	21	25	38	63%	↑2		↓9
	African American	31	77%	45	32	13	10	23%	↑11		-
		All Elementary	72%	42	29	17	11	28%	↑2		-
		District	78%	52	26	14	9	22%	↑2		↓1
Other	22	59%	32	27	14	27	41%	↑1		-	
	All Elementary	37%	16	20	26	37	63%	↑-		↓14	
	District	42%	22	20	24	34	58%	↑1		↓6	

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

# SBAC Math 2025 :: School Data by Subgroup

## Twain

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	Cambodian	19*	58%	37	21	42	42%	↓11		-	
		All Elementary	41%	18	23	27	31	59%	↑2		↓2
		District	47%	23	24	25	28	53%	↑3		↓5
	Asian	10*	40%	10	30	60	60%	↓25		-	
		All Elementary	37%	14	23	26	37	63%	↑1		↑2
		District	42%	19	23	23	34	58%	↑3		↓7
	Filipino	4*	50%	25	25	25	25	50%	↓10		-
		All Elementary	30%	12	18	29	41	70%	↑1		↓25
		District	37%	16	21	22	40	63%	↑1		↓9
American Indian	2*	50%	50	50	50	50%	↑50		-		
	All Elementary	45%	27	18	36	18	55%	↑27		-	
	District	59%	41	18	25	16	41%	↑10		-	
Gender	Female	94	66%	34	32	14	20	34%	↓1		-
		All Elementary	59%	31	28	22	19	41%	↑1		↓5
		District	64%	37	26	19	17	36%	↑2		↓5
	Male	117	52%	26	26	26	22	48%	↓-		-
		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	17*	76%	35	41	18	6	24%	↓30		-
		All Elementary	69%	40	29	19	12	31%	↑1		↓3
		District	74%	49	25	15	10	26%	↑2		↓3
	ELL	10*	70%	60	10	20	10	30%	↓14		-

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

# SBAC Math 2025 :: School Data by Subgroup

## Twain

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
Special Populations	ELL	All Elementary	85%	56	29	12	3	15%	↓3		↓2	
		District	90%	69	21	8	2	10%	↓1		↑1	
	RFEP	7*	86%	86		14		14%	↓52		-	
		All Elementary		38%	9	29	32	30	62%	↓6		↓4
		District		61%	32	29	22	17	39%	↑3		↓5
	Foster	1*	100%	100				0%	-		-	
		All Elementary	79%	50	29	15	6	21%	↓1		-	
		District	81%	59	22	13	6	19%	↑3		↑7	
	GATE/Excel	35		9%		9	11	80	91%	↓1		-
		All Elementary		11%		1	9	29	60	89%	↓-	↓4
		District		20%		5	15	27	53	80%	↑1	↓9
	Homeless	9*	100%	67	33			0%	↓30		-	
		All Elementary	78%	50	28	14	8	22%	↓2		-	
		District	82%	57	24	11	7	18%	↑-		↓4	
	Homeless/Foster	10*	100%	70	30			0%	↓25		-	
		All Elementary	78%	50	28	15	8	22%	↓2		-	
	District	82%	57	24	12	7	18%	↑1		↓3		
Low SES	116	69%	34	34	14	17	31%	↑2		-		
	All Elementary	64%	35	29	21	14	36%	↑1		↓3		
	District	71%	44	26	17	12	29%	↑2		↓2		
Special Ed.	52	77%	50	27	13	10	23%	↑2		-		
	All Elementary	78%	57	21	14	8	22%	↑2		↑3		
	District	85%	68	17	9	6	15%	↑2		↑1		
Spec Ed. Speech/RSP	20	85%	60	25	10	5	15%	↓17		-		

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.

Twain

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

## Twain

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	64	72%	19	53	23	5	28%	↑5		-	
	All Elementary	68%	17	52	20	12	32%	↑2		-	
	District	72%	15	57	19	9	28%	↑2		-	
Grade	Gr. 05	72%	19	53	23	5	28%	↑5		-	
	All Elementary	68%	17	52	20	12	32%	↑2		-	
	District	67%	17	51	20	12	33%	↑2		-	
Ethnicity	Hispanic	36	69%	22	47	25	6	31%	↑18		-
		All Elementary	76%	19	57	17	7	24%	↑1		-
		District	79%	17	61	16	5	21%	↑1		-
	White	10*	60%	10	50	40		40%	↑7		-
		All Elementary	35%	4	31	32	33	65%	↑7		-
		District	46%	7	39	30	24	54%	↑4		-
	Other	7*	71%	71	14	14		29%	↓29		-
		All Elementary	45%	8	38	28	27	55%	↑5		-
		District	51%	7	44	28	20	49%	↑4		-
	Cambodian	7*	71%	14	57	29		29%	↓31		-
		All Elementary	61%	9	52	24	15	39%	↓1		-
		District	62%	7	55	26	12	38%	↑1		-
	African American	7*	100%	14	86			0%	↓7		-
		All Elementary	84%	27	57	12	4	16%	↓2		-
		District	85%	24	62	11	3	15%	↑-		-
Asian	3*	67%	33	33	33		33%	↓38		-	
	All Elementary	59%	8	50	24	17	41%	↓8		-	
	District	56%	6	50	26	18	44%	↓1		-	

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

# SBAC Science 2025 :: School Data by Subgroup

## Twain

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	Filipino	1*	100%	100				0%	-		-
		All Elementary	50%	8	42	35	15	50%	↑2		-
		District	53%	6	47	32	15	47%	↑1		-
Gender	Female	30	73%	10	63	27		27%	↑4		-
		All Elementary	70%	15	56	19	10	30%	↑-		-
		District	73%	13	59	19	8	27%	↑1		-
	Male	34	71%	26	44	21	9	29%	↑7		-
		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	8*	100%	38	63			0%	↓60		-
		All Elementary	82%	26	56	13	5	18%	↑2		-
		District	83%	20	63	13	3	17%	↑1		-
	ELL	6*	100%	50	50			0%	-		-
		All Elementary	99%	45	54	1		1%	↓2		-
		District	99%	43	56	1		1%	↓1		-
	RFEP	2*	100%	100				0%	↓100		-
		All Elementary	60%	2	58	27	12	40%	↓6		-
		District	75%	9	66	20	5	25%	↑-		-
	GATE/Excel	12*	17%		17	75	8	83%	↑20		-
All Elementary		30%		29	38	32	70%	↓9		-	
District		35%	2	33	38	27	65%	↑1		-	
Foster	All Elementary	84%	28	56	16		16%	↓-		-	

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

Twain

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	Foster	District	86%	26	60	14		14%	↑4		-
		3*	100%	33	67			0%	-		-
	Homeless	All Elementary	80%	27	53	14	5	20%	↑5		-
		District	86%	25	61	11	3	14%	↑1		-
	Homeless/Foster	3*	100%	33	67			0%	-		-
		All Elementary	81%	27	53	15	5	19%	↑4		-
		District	86%	25	60	11	3	14%	↑1		-
	Low SES	38	82%	26	55	13	5	18%	↑13		-
		All Elementary	78%	21	57	16	6	22%	↑1		-
		District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	18*	94%	56	39	6		6%	↑6		-
		All Elementary	91%	43	48	6	3	9%	↓2		-
		District	92%	37	55	6	2	8%	↓-		-
	Spec Ed. Speech/RSP	5*	100%	40	60			0%	-		-
		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

## Twain

12/16/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	121	57	23	19	26	32	
		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)	60	-	30	23	27	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)	61	65	16	15	25	44
			All ES	46	21	20	24	36
			District	46	21	20	24	36
	Ethnicity	Hispanic	65	-	28	17	17	38
			All ES	47	22	21	26	31
			District	28	30	14	17	38
White		18^	-	17	22	28	33	
		All ES	37	21	23	27	28	
		District	27	30	15	19	37	
Cambodian		15^	-	33	33	27	7	
		All ES	40	22	20	28	30	
		District	23	29	15	18	38	
African American	14^	-	7	14	50	29		
	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

## Twain

12/16/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A	Other	13 <sup>^</sup>	-	15	31	38	15
		All ES	38	23	20	28	28
		District	25	31	15	17	37
	Asian	7 <sup>^</sup>	-	29	29	29	14
		All ES	42	22	21	27	30
		District	28	29	15	17	39
	Filipino	3 <sup>^</sup>	-	33	33	33	
		All ES	50	26	22	26	26
		District	37	29	14	17	41
	American Indian	1 <sup>^</sup>	-	100	0		
		All ES <sup>^</sup>	29	7	20	33	40
		District	-14	23	13	23	42
Gender	Female	58	53	21	22	22	34
		All ES	43	23	23	25	29
		District	28	30	15	17	38
	Male	63	-	25	16	29	30
		All ES	45	21	20	26	32
		District	26	31	14	17	38
Nonbinary	All ES <sup>^</sup>	-1	50	50	0		
	District	19	33	18	48		
Special Populations	EL + RFEP	10 <sup>^</sup>	-	30	20	20	30

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

<sup>^</sup>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

## Twain

12/16/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
EL L A	EL + RFEP	All ES	51	22	19	26	33
		District	28	31	13	16	41
	ELL	5^	-	40	20	40	
		All ES	52	24	19	25	33
		District	31	30	15	17	38
		5^	-	20	20	40	20
	RFEP	All ES	51	19	20	28	33
		District	27	31	11	15	43
	GATE/Excel	28	-	14	14	43	29
		All ES	39	23	23	28	26
		District	30	29	16	19	36
		Foster	All ES	33	31	20	16
			District	35	38	18	9
		Homeless	5^	-	40	40	20
			All ES	51	23	20	21
			District	34	30	15	16
	Homeless/Foster		5^	-	40	40	20
			All ES	48	25	20	20
			District	34	31	15	15
		Low SES	63	42	24	17	29
	All ES		47	22	22	25	32

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

## Twain

12/16/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
ELA	Special Populations	Low SES	District	28	30	15	16	39
				25	-	28	28	12
	Special Ed.	All ES	52		22	19	22	37
		District	31		30	14	17	39
	Spec Ed. Speech/RSP		11^	-	36	36	9	18
		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

## Twain

12/16/25

Category		Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N	Growth Target					
			Declined	Below Target	Above Target	Accelerated*		
M a t h	All Students	120	-	32	23	28	17	
		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)	60	-	17	25	33	25
			All ES	48	20	30	31	20
			District	44	21	30	30	19
		Gr. 05 (Minimum Growth Target: 39) (Min Accelerated Growth Target: 79)	60	-	47	22	23	8
			All ES	20	29	29	25	18
			District	21	30	28	25	17
	Ethnicity	Hispanic	64	-	27	22	30	22
			All ES	38	24	28	28	19
			District	19	36	19	19	27
White		18^	-	39	33	22	6	
		All ES	18	26	31	26	17	
		District	16	34	20	19	26	
Cambodian		15^	-	53	13	13	20	
		All ES	36	22	28	26	24	
		District	18	30	20	20	30	
African American		14^	-	29	21	43	7	
		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

## Twain

12/16/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math	Other	13 <sup>^</sup>	-	46	8	23	23
		All ES	30	25	28	29	17
		District	21	31	20	20	28
	Asian	7 <sup>^</sup>	-	43	29	29	0
		All ES	33	23	29	26	22
		District	22	31	21	20	29
	Filipino	3 <sup>^</sup>	-	33	67	0	
		All ES	-8	22	26	33	18
		District	18	30	19	21	30
	American Indian	1 <sup>^</sup>	-				100
		All ES <sup>^</sup>	-	7	47	20	27
		District	9	31	28	13	28
Gender	Female	57	-	37	14	30	19
		All ES	28	25	30	27	18
		District	17	34	20	18	27
	Male	63	-	27	32	27	14
		All ES	40	24	29	28	19
		District	22	35	19	19	27
Nonbinary	All ES <sup>^</sup>	-	50	50	0		
	District	-12	52	12	15	21	
Special Populations	EL + RFEP	10 <sup>^</sup>	-	20	10	30	40

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.

<sup>^</sup>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

## Twain

12/16/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	EL + RFEP	All ES	37	25	27	28	21
		District	17	37	18	18	27
	ELL	5^	-	40	20	40	
		All ES	31	27	26	26	20
	RFEP	District	25	37	18	18	26
		5^	-		20	40	40
	GATE/Excel	All ES	52	22	27	30	21
		District	14	36	18	18	28
	Foster	28	-	11	32	36	21
		All ES	27	23	30	29	17
	Homeless	District	16	31	21	21	27
		All ES	74	31	26	26	17
	Homeless/Foster	District	60	35	19	18	28
		5^	-	60	20	20	
	Low SES	All ES	36	25	28	27	21
		District	12	38	19	16	27
	Low SES	5^	-	60	20	20	
		All ES	44	26	28	26	20
	Low SES	District	18	38	19	16	27
		All ES	63	30	24	27	19
Low SES	All ES	36	24	28	28	19	

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 Twain

12/16/25

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	Low SES	District	19	35	19	19	27	
	Special Ed.	District	25	60	16	12	12	
		All ES	43	26	26	26	23	
	Spec Ed. Speech/RSP	District	25	36	17	17	29	
		District	11^	-	64	27	9	0
		All ES	36	25	27	24	24	
		District	21	37	18	17	29	

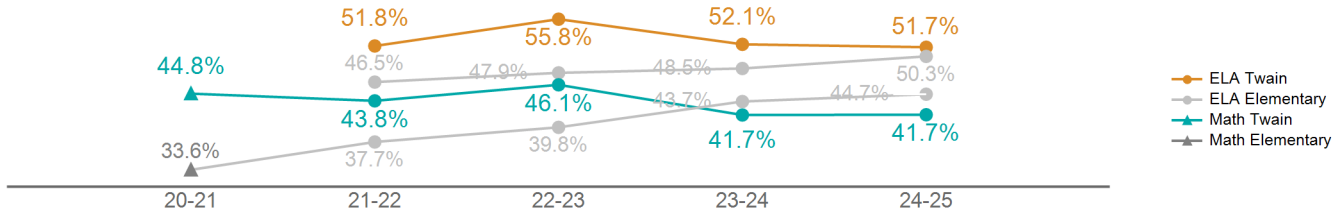
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

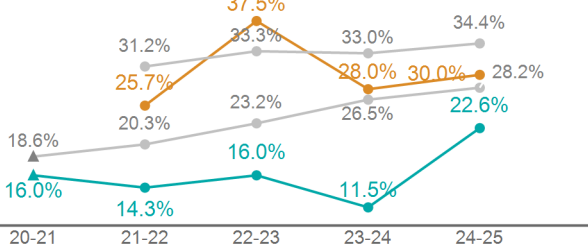
\*Accelerated Growth = At least double the minimum growth target for the grade level.

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

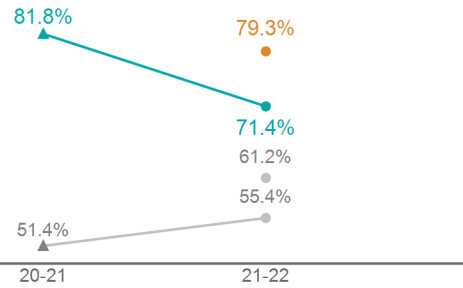
**Twain  
All Students  
N = 211**



**African American  
N = 31**



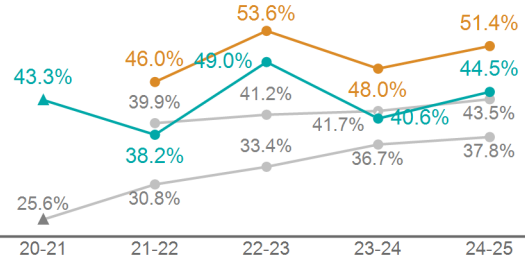
**Asian**



**Filipino**

Subgroup with fewer than 20 students.

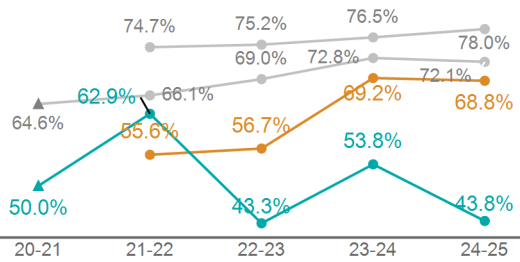
**Hispanic  
N = 111**



**Pacific Islander**

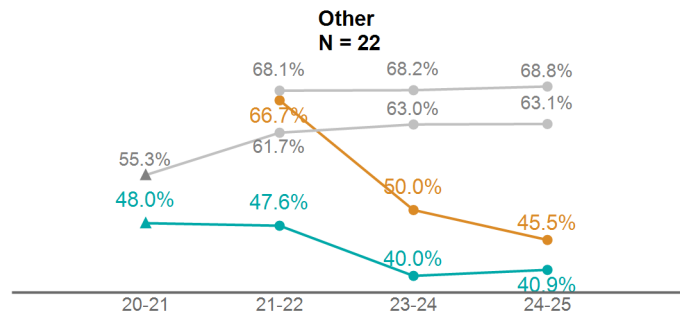
Subgroup with fewer than 20 students.

**White  
N = 32**



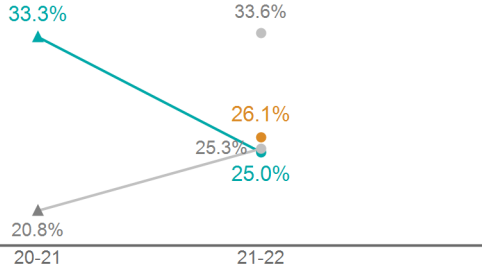
# Percent of Students with Achievement Level of Met or Exceeded in SBAC

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

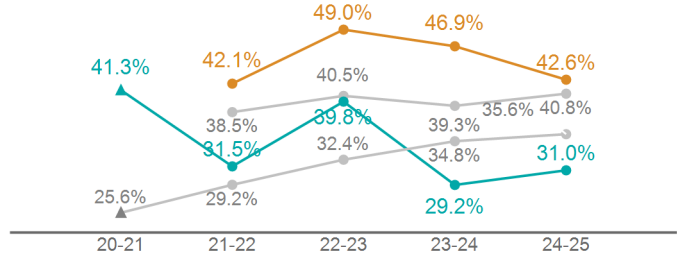


# Percent of Students with Achievement Level of Met or Exceeded in SBAC

**EL + RFEP**



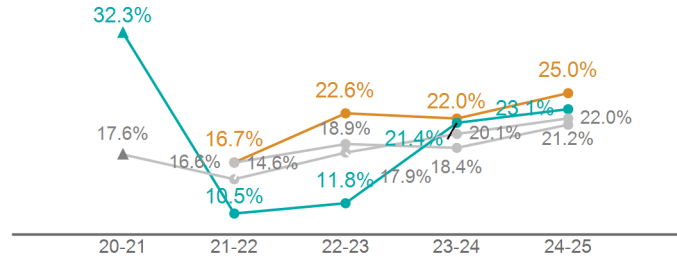
**Low SES  
N = 116**



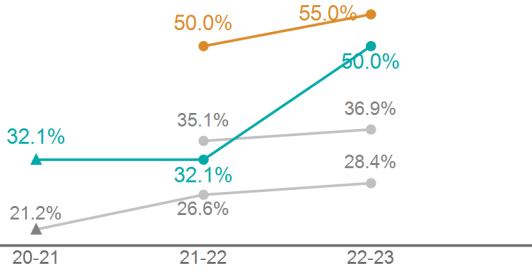
**English Learner**

Subgroup with fewer than 20 students.

**Special Education  
N = 52**



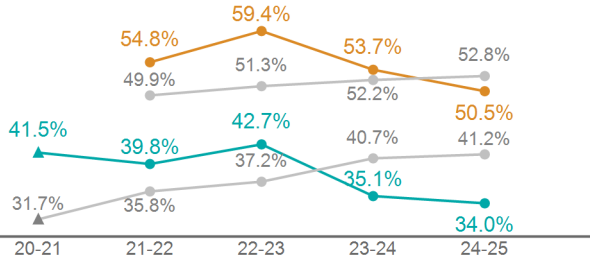
**Homeless**



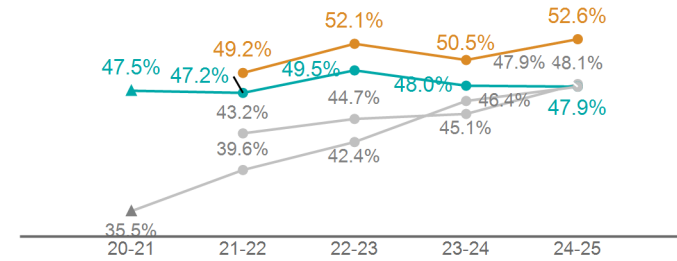
**Foster Youth**

Subgroup with fewer than 20 students.

**Female  
N = 95**



**Male  
N = 117**



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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,697	50%	29	21	24	26	50%	↑2		↑3
Addams	362	67%	41	25	21	12	33%	↑2		↑14
Alvarado	171	39%	19	20	28	33	61%	↓3		-
Barton	218	69%	49	21	19	12	31%	↑3		-
Birney	235	56%	35	21	23	22	44%	↑3		-
Bixby	235	36%	15	21	29	35	64%	↓1		-
Bryant	175	52%	35	17	29	19	48%	↑1		-
Burbank	246	54%	33	22	22	24	46%	↓2		↑12
Burcham	185	37%	17	20	21	42	63%	↑1		-
Carver	247	26%	12	15	32	42	74%	↑5		↑4
Chavez	137	64%	46	18	21	15	36%	↑3		↑5
Cleveland	182	20%	6	14	32	48	80%	↓2		-
Dooley	339	57%	31	26	22	22	43%	↑1		-
Edison	197	82%	61	21	14	4	18%	↓6		-
Emerson	173	29%	16	13	30	40	71%	↓4		↑2
Fremont	252	27%	11	17	26	47	73%	↓8		-
Gant	320	18%	7	11	29	54	83%	↑2		↑2
Garfield	244	52%	34	18	29	19	48%	↑10		-
Gompers	186	51%	30	21	27	22	49%	↑-		-
Grant	431	65%	38	27	22	13	35%	↑3		↑1
Harte	348	62%	39	23	22	16	38%	↓2		↑4
Henry	377	34%	14	19	23	43	66%	↓3		↓15
Herrera	310	62%	39	24	25	12	38%	↑5		↑7
Holmes	167	32%	20	12	25	43	68%	↑4		-

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	123	63%	46	17	20	16	37%	↑8	-
Kettering	135	27%	13	15	28	44	73%	↑3	-
King	278	69%	45	24	21	10	31%	↑1	-
Lafayette	430	63%	39	23	19	18	37%	↓1	-
Lincoln	385	51%	24	27	26	23	49%	↑7	↑9
Longfellow	450	33%	16	16	26	41	67%	↑5	↑12
Los Cerritos	201	31%	14	17	25	44	69%	↑5	-
Lowell	283	24%	10	14	19	57	76%	↓6	↓5
Macarthur	144	33%	13	20	30	37	67%	↑7	-
Madison	162	39%	21	18	26	35	61%	↑5	↑26
Mann	152	56%	39	17	24	20	44%	↑5	-
McKinley	224	59%	32	27	25	17	41%	↑2	↑2
Naples	139	17%	9	9	20	63	83%	↓1	-
Oropeza	245	60%	40	20	21	18	40%	↓2	-
Prisk	253	21%	9	12	28	52	79%	↑2	-
Riley	178	48%	20	28	27	25	52%	↓9	-
Roosevelt	388	66%	38	28	24	10	34%	↑2	-
Signal Hill	316	49%	29	20	28	23	51%	↓2	↑6
Smith	317	69%	44	25	16	15	31%	↑-	-
Stevenson	215	59%	36	23	27	14	41%	↑3	-
Twain	211	48%	27	21	30	21	52%	↓-	↑5
Webster	207	65%	43	22	20	14	35%	↑3	-
Whittier	261	68%	48	20	20	12	32%	↑7	-
Willard	263	67%	42	24	21	12	33%	↓-	-

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,759	55%	29	26	23	22	45%	↑1		↓3
Addams	360	73%	44	29	17	10	27%	↓1		-
Alvarado	171	50%	22	28	23	27	50%	↓1		-
Barton	217	70%	46	24	13	17	30%	↑6		-
Birney	236	60%	34	26	22	18	40%	↑-		-
Bixby	237	46%	19	27	24	30	54%	↓1		↑2
Bryant	177	60%	34	25	21	19	40%	↑5		-
Burbank	249	64%	38	26	23	12	36%	↑4		-
Burcham	186	38%	16	23	22	40	62%	↑1		-
Carver	247	34%	15	19	24	42	66%	↓4		-
Chavez	140	71%	49	22	21	8	29%	↑8		-
Cleveland	182	27%	3	24	36	36	73%	↓8		-
Dooley	344	66%	42	24	20	14	34%	↑1		-
Edison	199	75%	54	21	21	4	25%	↑3		-
Emerson	173	39%	13	26	28	32	61%	↓7		↓15
Fremont	251	36%	12	24	28	35	64%	↓11		-
Gant	320	22%	7	16	26	52	78%	↓3		-
Garfield	248	61%	31	30	26	13	39%	↑-		-
Gompers	186	53%	27	26	28	19	47%	↑10		-
Grant	436	75%	43	31	17	8	25%	↓3		-
Harte	345	65%	39	27	21	14	35%	↑-		-
Henry	377	40%	15	25	29	31	60%	↓2		↓9
Herrera	312	68%	36	33	24	8	32%	↑4		-
Holmes	167	46%	19	27	26	28	54%	↑-		-

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	123	68%	47	21	18	14	32%	↑1		-
Kettering	135	27%	10	17	36	37	73%	↑1		-
King	280	74%	41	32	17	10	26%	↑-		-
Lafayette	439	59%	28	31	26	15	41%	↑5		-
Lincoln	387	51%	24	28	26	23	49%	↑7		-
Longfellow	450	46%	19	27	24	29	54%	↓1		-
Los Cerritos	201	34%	14	20	21	44	66%	↑3		-
Lowell	283	33%	12	21	24	43	67%	↓5		↓3
Macarthur	144	40%	17	22	31	30	60%	↑3		-
Madison	162	49%	19	30	25	26	51%	↑3		-
Mann	152	62%	33	29	26	13	38%	↓-		-
McKinley	227	62%	31	31	23	15	38%	↑4		-
Naples	139	24%	7	17	27	50	76%	↓4		-
Oropeza	248	68%	41	27	21	10	32%	↑1		-
Prisk	253	28%	10	17	28	44	72%	↓1		-
Riley	178	46%	21	25	29	25	54%	↑4		-
Roosevelt	393	72%	38	34	20	8	28%	↓3		-
Signal Hill	318	54%	25	29	22	24	46%	↓1		-
Smith	323	66%	37	28	22	12	34%	↑5		↓4
Stevenson	222	66%	34	32	21	13	34%	↑3		-
Twain	211	58%	29	29	20	21	42%	↑-		-
Webster	208	63%	38	25	22	15	37%	↑9		↑14
Whittier	261	76%	51	25	16	8	24%	↑4		-
Willard	262	73%	39	34	19	8	27%	↓7		-

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

# SBAC Science 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	3,905	68%	17	52	20	12	32%	↑2	-
Addams	122	80%	18	62	16	4	20%	↑1	-
Alvarado	63	62%	5	57	25	13	38%	↓1	-
Barton	76	95%	30	64	5		5%	↓3	-
Birney	76	75%	18	57	17	8	25%	↑2	-
Bixby	78	56%	10	46	28	15	44%	↑1	-
Bryant	48	69%	17	52	19	13	31%	↑8	-
Burbank	85	71%	24	47	22	7	29%	↓1	-
Burcham	64	53%	11	42	22	25	47%	↑12	-
Carver	79	37%	1	35	38	25	63%	↓8	-
Chavez	42	71%	40	31	24	5	29%	↑22	-
Cleveland	58	48%	3	45	33	19	52%	↓17	-
Dooley	115	81%	27	54	15	4	19%	↓3	-
Edison	62	87%	40	47	11	2	13%	↑2	-
Emerson	60	53%	10	43	27	20	47%	↓10	-
Fremont	83	33%	4	29	39	29	67%	↑-	-
Gant	102	42%	8	34	22	36	58%	↓1	-
Garfield	93	76%	18	58	19	4	24%	↑5	-
Gompers	57	77%	12	65	12	11	23%	↓15	-
Grant	142	82%	22	60	14	4	18%	↑7	-
Harte	115	77%	12	65	19	3	23%	↑3	-
Henry	120	55%	8	47	21	24	45%	↑3	-
Herrera	86	86%	23	63	9	5	14%	↓11	-
Holmes	49	49%	2	47	33	18	51%	↑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.

# SBAC Science 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	42	83%	36	48	12	5	17%	↑4		-
Kettering	45	47%	2	44	31	22	53%	↑1		-
King	92	79%	20	60	15	5	21%	↑6		-
Lafayette	144	84%	24	60	13	3	16%	↑1		-
Lincoln	145	72%	12	59	18	10	28%	↑7		-
Longfellow	138	50%	8	42	25	25	50%	↓-		-
Los Cerritos	82	40%	4	37	30	29	60%	↑15		-
Lowell	83	34%	10	24	34	33	66%	↑5		-
Macarthur	50	56%	56	30	14	44%	↑8		-	
Madison	52	63%	15	48	25	12	37%	↓3		-
Mann	42	79%	24	55	14	7	21%	↓1		-
McKinley	68	81%	21	60	15	4	19%	↓3		-
Naples	50	30%	4	26	28	42	70%	↑6		-
Oropeza	70	77%	21	56	17	6	23%	↓3		-
Prisk	102	35%	4	31	33	31	65%	↓5		-
Riley	62	68%	11	56	24	8	32%	↓3		-
Roosevelt	145	84%	16	68	13	3	16%	↑5		-
Signal Hill	112	71%	14	57	21	8	29%	↓10		-
Smith	109	92%	35	57	6	3	8%	↓10		-
Stevenson	70	87%	27	60	6	7	13%	↓3		-
Twain	64	72%	19	53	23	5	28%	↑5		-
Webster	67	82%	39	43	12	6	18%	↑2		-
Whittier	107	82%	27	55	14	4	18%	↑6		-
Willard	89	87%	19	67	11	2	13%	↓7		-

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	11,561	49%	26	23	32	19	51%	↑3		↓2
Bancroft	773	42%	20	23	36	22	58%	↑5		↑2
Franklin	931	66%	41	24	25	10	34%	↓-		-
Hamilton	694	61%	32	29	29	11	39%	↑2		↓7
Hoover	477	57%	31	26	29	13	43%	↓2		-
Hughes	1,163	45%	23	22	31	24	55%	↑6		↓4
Jefferson	988	44%	23	21	36	20	56%	↑5		-
Keller	507	31%	10	21	39	30	69%	↑4		↓13
Lindbergh	408	65%	37	28	27	8	35%	↑1		-
Lindsey	664	63%	35	28	29	8	37%	↑2		↑1
Marshall	929	38%	18	20	35	27	62%	↓1		↓6
Nelson	776	64%	36	28	24	12	36%	↑3		↓3
Rogers	747	29%	14	16	36	35	71%	↑5		↓1
Stanford	1,109	32%	14	18	36	32	68%	↓-		↓2
Stephens	623	47%	22	24	36	18	53%	↓1		-
Washington	772	67%	41	27	26	6	33%	↑3		-

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,564	65%	40	25	17	18	35%	↑2		↑1
Bancroft	766	59%	31	28	21	20	41%	↑5		↑2
Franklin	939	78%	55	22	13	10	22%	↑3		↑5
Hamilton	691	86%	62	24	9	4	14%	↑1		↑4
Hoover	475	72%	47	25	13	15	28%	↑4		-
Hughes	1,159	58%	34	23	17	25	42%	↓1		-
Jefferson	990	70%	44	26	16	14	30%	↑1		↑3
Keller	507	49%	17	32	24	27	51%	↓2		-
Lindbergh	414	77%	48	29	16	7	23%	↑4		↑3
Lindsey	663	79%	54	25	13	8	21%	↑6		↓6
Marshall	923	51%	28	24	22	26	49%	↑3		-
Nelson	768	77%	50	27	13	10	23%	↑3		↑1
Rogers	744	49%	25	23	22	30	51%	↑1		↓4
Stanford	1,107	46%	22	23	23	31	54%	↑1		↓2
Stephens	628	65%	39	26	19	16	35%	↑3		↑4
Washington	790	83%	59	25	11	6	17%	↑1		↑4

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

# SBAC Science 2024-2025 :: School Comparison by Subgroup

12/16/25

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	3,860	72%	15	58	19	8	28%	↑3		-
Bancroft	254	68%	11	57	24	8	32%	↑5		-
Franklin	332	83%	23	61	13	4	17%	↑1		-
Hamilton	237	86%	23	62	12	3	14%	↓1		-
Hoover	152	81%	22	59	15	4	19%	↑6		-
Hughes	390	65%	9	55	25	10	35%	↓-		-
Jefferson	336	74%	17	57	21	5	26%	↑2		-
Keller	153	60%	3	57	23	17	40%	↑2		-
Lindbergh	125	82%	18	63	16	2	18%	↑5		-
Lindsey	225	84%	18	66	11	4	16%	↑7		-
Marshall	315	62%	9	53	26	12	38%	↑6		-
Nelson	248	76%	15	60	18	6	24%	↑6		-
Rogers	250	48%	7	41	28	24	52%	↓5		-
Stanford	362	59%	7	52	27	14	41%	↑5		-
Stephens	205	80%	16	64	15	5	20%	↑5		-
Washington	276	91%	27	64	9		9%	↓1		-

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All K-8	3,576	44%	25	20	27	29	56%	↑4	↑-
Avalon	205	81%	56	25	16	3	19%	↓5	↓10
Cubberley	641	29%	15	15	27	43	71%	↑2	↓1
Muir	626	53%	34	20	27	20	47%	↑6	-
Newcomb	551	19%	5	14	31	50	81%	↑2	-
Powell	496	63%	35	28	24	13	37%	↑4	↑5
Robinson	509	67%	40	27	23	10	33%	↑4	↑5
Tincher	545	26%	10	16	31	43	74%	↑1	-

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded				
All K-8	3,573	54%	31	23	20	25	46%	↑4		↑3
Avalon	198	88%	63	26	7	5	12%	↓1		↓2
Cubberley	637	43%	21	22	21	36	57%	↑2		↑11
Muir	623	64%	37	26	20	16	36%	↑2		↓2
Newcomb	551	26%	8	19	28	46	74%	↑4		-
Powell	497	70%	46	25	18	12	30%	↑4		-
Robinson	519	76%	49	27	14	10	24%	↑5		↑5
Tincher	546	37%	16	21	25	38	63%	↑2		-

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

# SBAC Science 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,218	65%	14	51	23	13	35%	↑3		-
Avalon	88	89%	40	49	11		11%	↑1		-
Cubberley	214	50%	12	38	27	23	50%	↑2		-
Muir	202	71%	16	55	24	4	29%	↑6		-
Newcomb	171	38%		37	31	31	62%	↓4		-
Powell	183	83%	19	64	14	3	17%	↑1		-
Robinson	176	84%	19	65	14	2	16%	↑3		-
Tincher	184	52%	5	47	30	17	48%	↑4		-

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,565	46%	25	21	29	25	54%	↑2		↑5
Browning	71	56%	35	21	27	17	44%	↑23		-
Cabrillo	321	61%	32	29	28	12	39%	↑-		↑13
CAMS	157	1%	1	13	85	99%	83%	↑1		↑1
EPHS	150	81%	55	26	16	3	19%	↓1		↑8
Jordan	509	69%	41	28	22	9	31%	↓3		↑4
Lakewood	515	49%	21	28	34	18	51%	↑1		↑10
McBride	164	17%	3	14	37	46	83%	↑5		↑11
Millikan	781	39%	21	18	31	30	61%	↓-		↓2
Polytechnic	925	43%	22	22	33	24	57%	↑4		↑10
Reid	30	100%	73	27			0%	↓8		↓23
Renaissance	92	33%	13	20	32	36	67%	↓5		-
Sato	112	9%		9	16	75	91%	↓3		↓4
Wilson	738	45%	26	20	30	25	55%	↑7		↑2

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,556	73%	50	23	16	11	27%	↑3		↓7
Browning	72	83%	68	15	11	6	17%	↑4		-
Cabrillo	320	91%	74	16	7	3	9%	↑-		↓3
CAMS	157	5%		4	19		76	95%	↑1	↓1
EPHS	141	85%	71	14	11	4	15%	↑9		↑11
Jordan	513	86%	66	20	11	4	14%	↑6		↓5
Lakewood	521	84%	53	30	12	4	16%	↑5		↓4
McBride	164	55%	25	30	26	20	45%	↑-		↓15
Millikan	789	66%	38	28	23	11	34%	↑2		↓11
Polytechnic	919	75%	51	24	15	10	25%	↓1		↓6
Reid	30	100%	100				0%	-		-
Renaissance	91	66%	42	24	18	16	34%	↑22		↓10
Sato	112	14%		3	12	32	54	86%	↑15	↑6
Wilson	727	80%	57	23	15	6	20%	↑5		↓14

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

# SBAC Science 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,336	76%	15	62	18	6	24%	↑-	-	
Browning	48	96%	21	75	2	2	4%	↓2	-	
Cabrillo	328	93%	22	71	7		7%	↓1	-	
CAMS	169			13%	13	38	49	87%	↑3	-
EPHS	98	91%	22	68	8	1	9%	↑1	-	
Jordan	468	92%	22	69	8		8%	↑2	-	
Lakewood	478	85%	21	64	14	1	15%	↓-	-	
McBride	168		53%	5	48	35	13	47%	↑19	-
Millikan	775	69%	10	59	24	7	31%	↓2	-	
Polytechnic	929	75%	12	63	19	6	25%	↓2	-	
Reid	37	95%	35	59	5		5%	↑2	-	
Renaissance	74	85%	15	70	14	1	15%	↑3	-	
Sato	112		37%	36	38	25	63%	↑19	-	
Wilson	652	83%	14	69	14	3	17%	↓8	-	

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	0%		33	67	100%	↑33		-

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	2	0%		50	50	100%	↑67		-

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

# SBAC ELA 2024-2025 :: School Comparison by Subgroup

12/16/25

## All


School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
District	31,399	48%	27	22	28	24	52%	↑2	↑2

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

# SBAC Math 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	31,452	62%	36	25	19	19	38%	↑2		↓4

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

# SBAC Science 2024-2025 :: School Comparison by Subgroup

12/16/25

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,319	72%	15	57	19	9	28%	↑2		-

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

# SBAC ELA 2025

School Name	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Addams	33.1%	2.4%	32.2%	4.6%	27.0%	0.8%	40.2%	1.9%	African American	18.4%	-8.6%
Alvarado	61.4%	-2.6%	55.9%	0.8%	63.3%	-4.6%	65.1%	-2.8%	African American	50.0%	7.1%
Avalon	19.0%	-4.6%	24.1%	-16.6%	14.8%	-3.0%	18.8%	-12.5%	Hispanic	16.0%	-4.2%
Barton	30.7%	2.9%	35.5%	-5.5%	26.2%	7.3%	29.9%	3.6%	African American	16.7%	-3.0%
Birney	44.3%	3.1%	40.3%	9.1%	41.9%	-10.9%	50.7%	9.9%	African American	32.4%	-0.1%
Bixby	63.8%	-0.6%	54.2%	6.3%	62.4%	-12.0%	74.4%	0.3%	Hispanic	60.4%	2.3%
Bryant	48.0%	0.6%	42.0%	-4.1%	48.3%	1.5%	56.3%	7.2%	African American	26.9%	3.1%
Burbank	45.5%	-2.1%	41.6%	-1.3%	43.7%	0.3%	51.2%	-3.7%	Hispanic	41.8%	-0.6%
Burcham	62.7%	1.5%	56.9%	-1.0%	61.9%	4.0%	68.8%	0.1%	Hispanic	54.8%	1.5%
Carver	73.7%	5.5%	78.2%	17.9%	70.4%	1.2%	72.2%	-2.8%	Hispanic	54.2%	-1.0%
Chavez	35.8%	3.1%	31.4%	5.3%	35.6%	-1.2%	41.5%	6.7%	Hispanic	28.2%	-2.8%
Cleveland	79.7%	-1.5%	80.0%	-8.1%	78.1%	-0.6%	81.0%	3.0%	Hispanic	78.5%	1.1%
Cubberley	70.5%	1.6%	79.6%	2.9%	61.6%	-4.7%	68.5%	-7.0%	African American	26.5%	-16.7%
Dooley	43.4%	0.7%	47.7%	12.3%	39.5%	-7.7%	43.4%	-1.5%	African American	30.0%	-2.2%
Edison	17.8%	-6.0%	17.1%	2.0%	14.5%	-12.3%	22.4%	-8.3%	African American	8.3%	-15.0%
Emerson	70.5%	-3.9%	67.9%	-4.4%	70.2%	-4.0%	73.3%	-3.8%	Hispanic	60.7%	-4.5%
Fremont	72.6%	-7.9%	68.6%	-9.2%	67.5%	-13.5%	81.9%	-2.4%	Hispanic	66.3%	-9.3%
Gant	82.5%	1.9%	84.7%	1.5%	76.6%	-1.7%	86.3%	6.0%	Hispanic	75.0%	0.0%
Garfield	48.0%	10.4%	40.5%	0.5%	44.6%	5.2%	57.1%	23.1%	Hispanic	44.1%	12.2%
Gompers	48.9%	0.3%	44.1%	-4.3%	54.1%	12.0%	49.1%	-6.0%	African American	33.3%	1.5%
Grant	35.0%	2.9%	32.0%	7.0%	28.6%	-9.4%	44.7%	11.3%	African American	17.0%	1.9%
Harte	37.9%	-2.0%	27.0%	-12.3%	35.1%	2.4%	52.2%	5.1%	African American	19.5%	-1.4%
Henry	66.3%	-3.1%	60.3%	-3.1%	71.8%	4.2%	66.7%	-10.7%	Hispanic	64.4%	-4.3%
Herrera	37.7%	4.6%	37.3%	8.7%	34.5%	8.6%	42.9%	0.7%	African American	30.3%	11.7%
Holmes	68.3%	4.3%	58.6%	-7.5%	71.7%	-7.1%	75.5%	24.0%	Hispanic	52.5%	-3.7%
Hudson	36.6%	7.8%	27.0%	-3.7%	45.5%	18.5%	35.7%	7.1%	Hispanic	23.5%	-1.5%
Kettering	72.6%	2.7%	73.9%	5.8%	75.0%	-1.6%	68.9%	4.6%	Hispanic	61.0%	14.6%
King	30.9%	0.9%	36.6%	7.5%	32.3%	7.8%	23.9%	-12.5%	Hispanic	30.2%	-0.2%
Lafayette	37.2%	-0.5%	31.7%	-8.3%	37.3%	3.7%	42.7%	3.1%	African American	32.7%	-2.1%
Lincoln	49.1%	7.2%	51.3%	8.7%	44.0%	5.2%	51.7%	7.1%	Hispanic	47.6%	7.6%
Longfellow	67.3%	4.7%	62.5%	-1.7%	68.8%	14.7%	71.7%	3.3%	African American	45.6%	10.4%
Los Cerritos	68.7%	5.4%	71.7%	11.0%	62.7%	-8.0%	70.7%	12.8%	African American	56.3%	14.6%
Lowell	75.6%	-5.7%	75.0%	-9.6%	74.0%	-7.5%	78.3%	0.7%	Hispanic	65.1%	-3.9%
Macarthur	66.7%	6.9%	64.2%	-3.2%	70.7%	13.3%	66.0%	11.5%	Hispanic	66.2%	6.5%
Madison	61.1%	5.4%	60.4%	3.7%	64.9%	19.6%	57.7%	-6.2%	African American	41.9%	1.9%
Mann	44.1%	5.3%	33.9%	-6.8%	48.1%	19.3%	52.4%	6.5%	African American	30.0%	-6.0%
McKinley	41.1%	2.0%	46.6%	9.7%	38.6%	8.1%	38.2%	-10.0%	African American	30.0%	2.7%
Muir	46.6%	6.0%	41.0%	2.8%	38.3%	4.0%	50.5%	13.0%	African American	42.3%	5.8%
Naples	82.7%	-1.3%	86.7%	12.2%	68.2%	-24.3%	92.0%	8.7%	Hispanic	73.0%	1.2%
Newcomb	81.1%	1.9%	73.3%	-5.6%	87.6%	18.5%	80.2%	2.6%	African American	71.9%	9.4%
Oropeza	39.6%	-2.0%	32.9%	-8.0%	38.5%	-1.2%	49.3%	5.7%	African American	22.6%	2.6%
Powell	36.9%	4.5%	29.7%	0.3%	30.8%	-18.7%	41.9%	9.7%	African American	28.2%	-0.9%
Prisk	79.4%	2.0%	74.1%	-3.1%	80.3%	2.9%	83.3%	5.8%	African American	63.6%	15.8%
Riley	52.2%	-8.8%	37.9%	-23.9%	63.8%	8.4%	54.8%	-11.8%	Hispanic	44.7%	-13.6%
Robinson	32.8%	4.0%	23.9%	5.1%	15.9%	0.9%	24.4%	-9.7%	African American	28.7%	3.3%

# SBAC ELA 2025

	Difference	Highest Performing		ELL + RFEF		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
49	15.6%	Hispanic	280	28.7%	-2.0%	29.2%	6.1%	15.4%	8.6%	10.0%	4.0%
24	34.8%	Cambodian	46	61.0%	-0.4%	22.2%	-11.1%	9.5%	9.5%	7.7%	7.7%
169	17.4%	White	33	11.8%	-2.6%	0.0%	0.0%	3.6%	-2.9%	3.3%	-3.1%
60	17.6%	Hispanic	111	19.6%	4.0%	47.1%	24.8%	8.3%	1.7%	5.8%	-0.6%
34	37.2%	Filipino	23	34.8%	3.8%	30.8%	7.7%	11.1%	7.5%	16.3%	14.3%
149	14.0%	White	39	65.6%	4.9%	0.0%	-57.1%	15.4%	-5.3%	32.0%	11.3%
26	20.9%	Hispanic	113	26.8%	-9.5%	30.8%	-5.6%	18.8%	-4.8%	10.6%	1.1%
177	8.2%	African American	36	33.7%	-6.1%	50.0%	11.5%	0.0%	-17.5%	3.3%	-14.2%
84	22.2%	White	52	11.1%	-17.5%	0.0%	-33.3%	12.5%	-12.5%	29.2%	5.6%
72	41.1%	Other	42	83.3%	38.9%	33.3%	-46.7%	13.3%	-10.0%	17.6%	-5.7%
103	0.0%	Hispanic	103	20.4%	-4.0%	33.3%	33.3%	27.3%	13.9%	11.4%	3.9%
79	2.3%	White	73	85.7%	-14.3%	100.0%	0.0%	26.7%	-43.3%	38.5%	-27.2%
49	62.8%	Asian	28	55.3%	11.1%	38.9%	-13.1%	32.1%	-18.7%	24.0%	-7.4%
50	14.3%	Hispanic	253	32.7%	-2.0%	25.9%	-3.1%	13.6%	10.2%	17.1%	14.1%
24	10.7%	Hispanic	163	15.4%	-6.7%	12.5%	-12.5%	19.0%	15.8%	9.4%	5.8%
56	19.0%	White	74	50.0%	12.5%	33.3%	-33.3%	65.0%	15.0%	46.9%	12.8%
104	17.9%	Other	38	41.4%	-25.3%	50.0%	-25.0%	26.7%	-21.5%	42.9%	-5.3%
96	13.5%	Other	61	70.0%	-8.3%	66.7%	41.7%	72.4%	13.0%	75.0%	15.6%
186	25.1%	Filipino	26	31.4%	6.6%	33.3%	3.3%	15.0%	10.8%	21.7%	17.6%
24	48.5%	Other	22	27.3%	-6.1%	60.0%	16.3%	31.3%	2.7%	23.5%	6.0%
47	38.5%	Cambodian	27	23.5%	0.3%	31.0%	23.6%	3.1%	-0.3%	2.7%	-0.7%
41	51.9%	Asian	35	35.9%	1.6%	14.8%	-5.9%	0.0%	-7.4%	5.9%	1.4%
247	9.0%	White	79	47.7%	-7.0%	50.0%	-30.0%	21.1%	-14.7%	40.5%	4.8%
33	19.7%	Asian	38	31.0%	5.8%	11.1%	-19.7%	8.0%	1.5%	10.0%	4.1%
80	14.2%	African American	39	50.0%	5.6%	70.0%	26.3%	37.5%	9.5%	33.3%	6.4%
68	7.2%	African American	26	28.1%	1.3%	0.0%	-6.7%	12.5%	4.2%	14.0%	11.4%
41	27.0%	Other	25	61.5%	-9.0%	100.0%	33.3%	11.1%	-8.9%	19.0%	-1.0%
225	0.3%	African American	36	28.8%	3.8%	3.6%	-6.4%	0.0%	-7.1%	5.6%	-1.1%
52	2.9%	Hispanic	346	23.1%	-8.2%	16.0%	-10.5%	13.3%	-0.6%	12.8%	-1.1%
319	16.0%	Asian	22	45.8%	3.6%	40.0%	15.0%	34.8%	7.1%	52.3%	22.5%
79	41.7%	White	94	56.8%	15.5%	36.8%	-13.2%	28.6%	-6.4%	31.0%	-3.2%
32	18.8%	White	32	40.0%	-20.0%	72.7%	30.6%	25.0%	-5.0%	34.6%	4.6%
63	22.7%	Other	41	71.4%	-5.5%	33.3%	33.3%	50.0%	-10.7%	38.7%	-0.1%
71	7.1%	White	30	28.6%	-15.9%	100.0%	66.7%	15.4%	-30.4%	25.0%	-23.0%
31	21.7%	Other	22	63.6%	20.8%	28.6%	11.9%	26.7%	1.7%	27.8%	2.8%
20	40.0%	White	20	29.4%	10.0%	50.0%	21.4%	28.6%	28.6%	13.2%	13.2%
30	30.0%	Asian	20	33.3%	6.6%	21.4%	3.2%	11.1%	-3.2%	12.5%	-1.4%
52	22.2%	Filipino	79	35.8%	1.2%	35.1%	-0.2%	4.3%	-0.4%	6.1%	3.1%
37	15.4%	White	69	50.0%	-10.0%	33.3%	0.0%	12.5%	-40.8%	36.4%	-17.0%
32	24.6%	Asian	28	54.5%	-9.5%	80.0%	-10.9%	41.7%	8.9%	51.6%	18.8%
31	16.0%	Hispanic	179	35.4%	-2.0%	20.8%	-10.7%	20.0%	4.6%	23.1%	9.7%
110	11.7%	Hispanic	331	31.7%	2.2%	24.4%	4.0%	6.3%	-4.4%	5.4%	-6.6%
22	20.8%	White	77	84.6%	31.3%	77.8%	32.3%	31.0%	-24.2%	44.7%	-9.1%
103	28.1%	Cambodian	22	33.3%	-20.8%	50.0%	10.0%	15.0%	0.0%	13.0%	-2.0%
80	4.4%	Hispanic	380	28.3%	2.2%	15.8%	-15.8%	10.5%	0.7%	11.3%	1.5%

# SBAC ELA 2025

Gender Diff
2.6%
26.2%
6.9%
4.1%
2.8%
10.8%
1.0%
15.2%
0.2%
6.0%
0.5%
9.9%
10.4%
3.2%
3.4%
12.2%
0.2%
3.7%
1.3%
3.0%
10.3%
7.9%
13.7%
1.1%
5.0%
6.5%
10.0%
20.4%
2.5%
4.9%
7.1%
5.4%
10.3%
6.6%
14.0%
11.5%
4.5%
6.3%
6.4%
8.2%
10.0%
9.3%
5.8%
10.1%
7.6%

## SBAC ELA 2025

Roosevelt	34.0%	1.8%	19.6%	-8.3%	30.8%	3.7%	48.3%	8.3%	African American	22.2%
Signal Hill	51.3%	-2.0%	45.8%	-5.6%	50.9%	6.5%	56.3%	-8.2%	African American	29.8%
Smith	31.2%	0.1%	33.0%	0.7%	31.7%	4.7%	29.0%	-4.9%	African American	23.1%
Stevenson	40.9%	2.7%	40.6%	-4.7%	46.9%	13.1%	34.3%	-0.5%	Hispanic	36.9%
Tincher	73.8%	1.5%	72.1%	3.5%	75.3%	-5.0%	86.5%	11.5%	African American	53.8%
Twain	51.7%	-0.4%	49.4%	-9.2%	52.5%	-0.9%	53.8%	7.9%	African American	30.0%
Webster	34.8%	3.3%	35.2%	3.3%	39.1%	-1.2%	29.9%	8.5%	African American	18.9%
Whittier	32.2%	7.3%	32.1%	12.1%	30.0%	4.7%	33.6%	5.2%	African American	17.1%
Willard	33.5%	-0.1%	24.4%	-11.5%	36.8%	0.7%	38.9%	9.7%	African American	20.0%

## SBAC ELA 2025

0.7%	54	27.8%	Asian	22	33.0%	4.6%	21.2%	-4.8%	8.3%	-3.2%	11.4%
-13.3%	47	38.2%	Other	25	49.5%	3.2%	58.8%	23.1%	20.0%	1.0%	9.4%
-10.3%	26	28.8%	Asian	27	27.7%	-4.2%	19.4%	-7.4%	13.3%	2.2%	9.7%
2.2%	149	8.1%	African American	40	31.7%	4.5%	48.3%	-1.7%	9.5%	-5.2%	15.6%
2.6%	39	46.2%	Cambodian	24	60.5%	7.4%	50.0%	-8.3%	19.1%	-6.8%	26.4%
2.0%	30	38.8%	White	32	47.1%	-19.6%	10.0%	-48.3%	25.0%	-11.0%	25.0%
2.3%	37	17.1%	Hispanic	147	20.0%	-14.6%	40.0%	40.0%	4.8%	-22.8%	18.2%
4.2%	35	29.5%	Cambodian	45	24.4%	6.7%	23.8%	12.7%	18.8%	14.8%	8.9%
4.4%	35	30.0%	Cambodian	26	21.8%	-3.7%	5.6%	-13.2%	5.9%	-14.1%	7.1%

# SBAC ELA 2025

0.0%	6.6%
1.1%	5.6%
2.9%	11.6%
0.9%	2.2%
1.0%	6.1%
3.0%	2.1%
-6.8%	7.4%
4.2%	4.2%
-12.9%	8.4%

# Twain

## 2024-2025

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2024-2025	YR	All	All	24	
		Grade	Gr. 01	1	
			Gr. 02	11	
			Gr. 03	6	
			Gr. 04	2	
			Gr. 05	4	
		Ethnicity	African American	16	
			Hispanic	6	
			Other	2	
		Gender	Female	3	
			Male	21	
		Fluency	EL + RFEP	1	
			ELL	1	
		GATE/Excel	GATE/Excel	1	
		Homeless	Homeless	4	
		LowSES	Low SES	20	
		SPED	Special Ed.	7	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	2	

# Twain

## 2022-2023

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2022-2023	YR	All	All	9	9
		Grade	Gr. 01	4	6
			Gr. 03		1
			Gr. 04	1	
			Gr. 05	4	1
			Gr. K		1
			Ethnicity	African American	2
		Hispanic		4	8
		Other		3	
		White			1
		Gender	Female	4	1
			Male	5	8
		LowSES	Low SES	7	5
		SPED	Special Ed.	1	3
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	3

# Twain

## 2021-2022

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of












School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2021-2022	YR	All	All		1
		Grade	Gr. 05		1
		Ethnicity	African American		1
		Gender	Male		1
		LowSES	Low SES		1
		SPED	Special Ed.		1
		SPED-Speech/RSP	Spec Ed. Speech/RSP		1

# Twain

## 2019-2020

### Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action
2019-2020	YR	All	All		 7
		Grade	Gr. 02		 4
			Gr. 03		 1
			Gr. K		 2
		Ethnicity	African American		 3
			Hispanic		 1
			Other		 1
			White		 2
		Gender	Female		 4
			Male		 3
		LowSES	Low SES		 5

# Twain

## 24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

		YR	
subgroup			
Category		# Records	Percent by Category
All Students	All	24	100
Grade	Gr. 01	1	100
	Gr. 02	11	100
	Gr. 03	6	100
	Gr. 04	2	100
	Gr. 05	4	100
Ethnicity	African American	16	100
	Hispanic	6	100
	Other	2	100
Gender	Female	3	100
	Male	21	100
Special Populations	EL + RFEP	1	100
	ELL	1	100
	GATE/Excel	1	100
	Homeless	4	100
	Low SES	20	100
	Spec Ed. Speech/RSP	2	100
	Special Ed.	7	100

# Twain

## 24-25

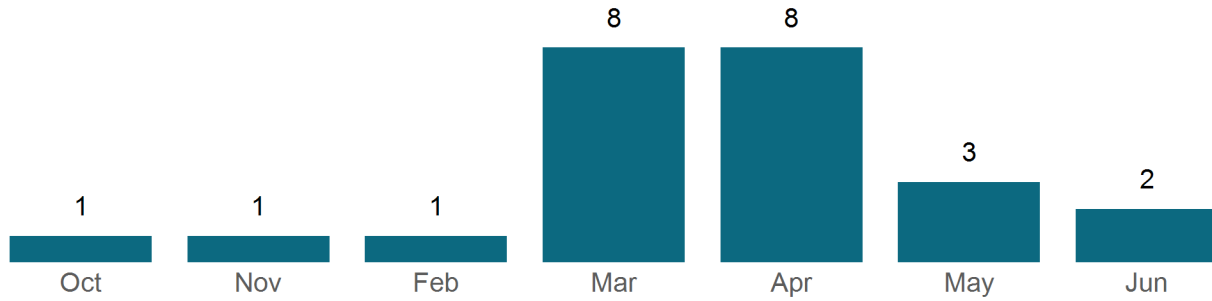
### Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	13	31 69
	Gr. 01	1	100
Grade	Gr. 02	3	67 33
	Gr. 03	4	25 75
	Gr. 04	2	100
	Gr. 05	3	33 67
Ethnicity	African American	5	80 20
	Hispanic	6	100
	Other	2	100
Gender	Female	1	100
	Male	12	25 75
Special Populations	EL + RFEP	1	100
	ELL	1	100
	GATE/Excel	1	100
	Homeless	2	50 50
	Low SES	11	27 73
	Spec Ed. Speech/RSP	2	100
	Special Ed.	6	17 83

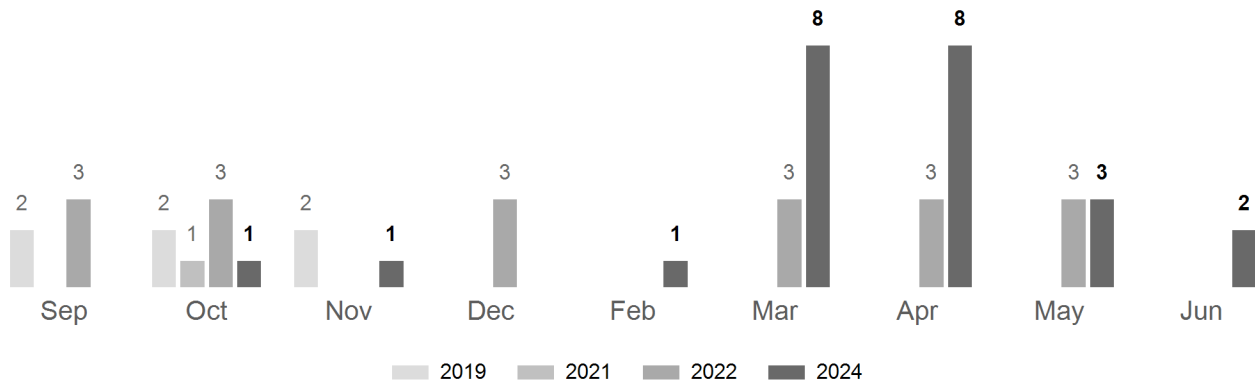
# Twain

## 24-25

By Month for 24-25



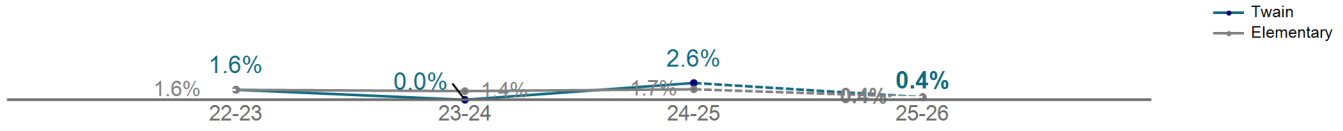
By Month- 5-year comparison



	19-20	21-22	22-23	24-25	
Sep		2		3	
Oct		2	1	3	1
Nov		2			1
Dec				3	
Feb					1
Mar				3	8
Apr				3	8
May				3	3
Jun					2

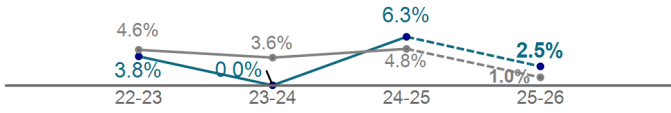
# Suspension Rate

Twain  
All Students  
N = 484



**African American**  
N = 81

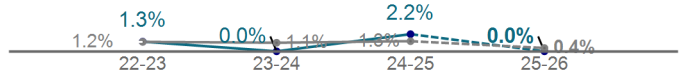
**Asian**



**Filipino**

Subgroup with fewer than 20 students.

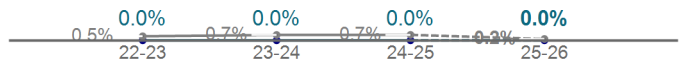
**Hispanic**  
N = 269



**Pacific Islander**

Subgroup with fewer than 20 students.

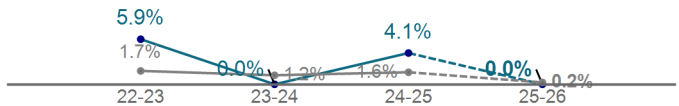
**White**  
N = 55



**Native American**

Subgroup with fewer than 20 students.

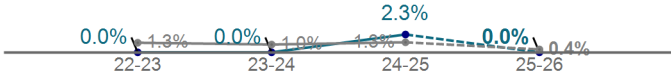
**Other**  
N = 52



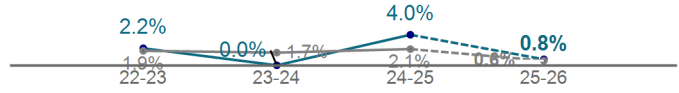
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

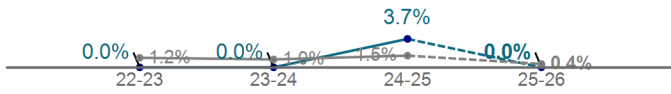
**EL + RFEP**  
N = 37



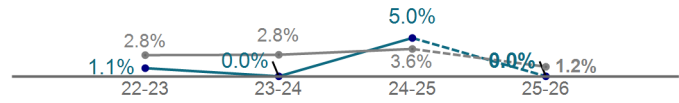
**Low SES**  
N = 255



**English Learner**  
N = 20



**Special Education**  
N = 116



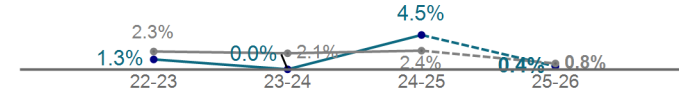
**Homeless or Foster Youth**



**Female**  
N = 226



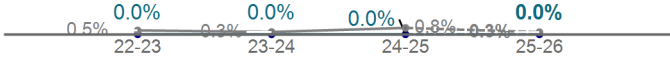
**Male**  
N = 258



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

# Suspension Rate

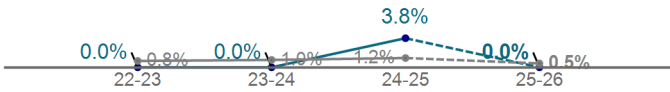
**Gr. K**  
N = 66



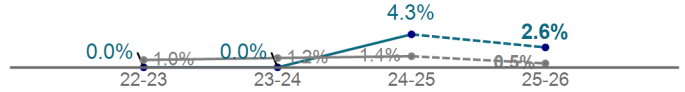
**Gr. 01**  
N = 74



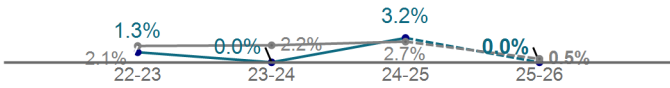
**Gr. 02**  
N = 75



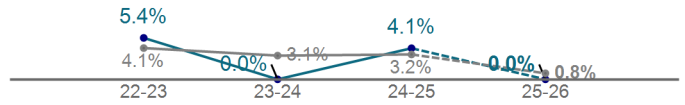
**Gr. 03**  
N = 77



**Gr. 04**  
N = 88



**Gr. 05**  
N = 63



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

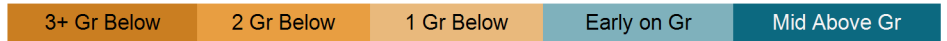
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Twain 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	72	26	69	1	3	0
			2	71	13	65	13	10	
			3	73	5	63	10	22	
	Teacher	Campbell, R		1	24	38	54	4	4
				2	24	29	58	13	
				3	24	17	63	4	17
		Goodwin, T		1	24	13	83	4	
				2	24	13	54	21	13
				3	25		60	16	24
		Pham, T		1	23	35	65		
				2	23		78	17	4
				3	24		67	8	25
	Ethnicity	African American		1	12	17	75	8	
				2	13	8	69	8	15
				3	14		71	7	21
		Asian		1	1		100		
				2	1		100		
				3	1		100		
		Hispanic		1	45	36	64		
				2	43	16	65	12	7
				3	43	9	65	7	19
		Pacific Islander		1	2	50	50		
				2	2	50	50		
				3	2		50		50
		White		1	6		83	17	
				2	6		67	17	17
				3	6		50	33	17
Other			1	6		83	17		
			2	6		50	33	17	
			3	7		43	14	43	

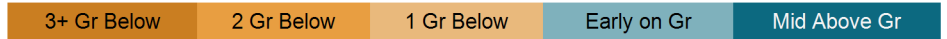


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Twain 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	29	28	72				
			2	30	7	80	7	7		
			3	31		81	6	13		
		Male	1	43	26	67	2	5		
			2	41		17	54	17	12	
			3	42		10	50	12	29	
	Special Populations	Low SES	1	45	33	64	2			
			2	46	11	74	11	4		
			3	45	4	67	7	22		
		ELL	1	3	67	33				
			2	3		67		33		
			3	3		67		33		
		RFEP	1	1	100					
			2	1	100					
			3	1	100					
		EL + RFEP	1	4	50	50				
			2	4		50	25	25		
			3	4		50	25	25		
		Special Ed.	1	17	35	59	6			
			2	16	31	56	6	6		
			3	17	24	47	12	18		
Spec Ed. Speech/RSP	1	1	100							
	2	1					100			
	3	1					100			
Foster	1	1	100							
	2	2	100							
	3	1	100							

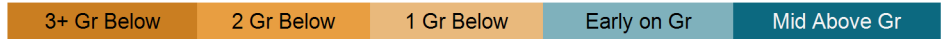
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Twain 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	76	29	58	9	4	
			2	76	12	68	11	9	
			3	76		9	49	22	20
	Teacher	English, C	1	25	24	44	20	12	
			2	26	8	58	8	27	
			3	26		8	38	15	38
		Garate, S	1	25	36	64			
			2	25	24	72	4		
			3	26		19	54	19	8
		Martinez, O	1	25	28	64	8		
			2	26	4	77	19		
			3	26		8	54	27	12
	Ethnicity	African American	1	13	62	23	15		
			2	14	36	57	7		
			3	12	17	58	8	17	
		Asian	1	4	25	50	25		
			2	4		25	25	25	25
			3	4		25	25	50	
		Filipino	1	2	100				
			2	2		50	50		
			3	2				100	
		Hispanic	1	41	29	61	7	2	
			2	40	8	70	15	8	
			3	41	7	59	15	20	
Pacific Islander		1	1	100					
		2	1	100					
		3	1				100		
White	1	11	9	73	9	9			
	2	11		91	9				
	3	11		36	36	27			
Other	1	4		75	25				
	2	4		75	25				
	3	5	20	40		40			

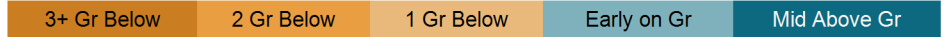


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Twain 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	35	31	54	6	9	
			2	35	11	69	6	14	
			3	36		14	44	19	22
		Male	1	41	27	61	12		
			2	41	12	68	15	5	
			3	40		5	53	25	18
	Special Populations	Low SES	1	47	34	55	9	2	
			2	46	13	65	15	7	
			3	45		9	53	22	16
		ELL	1	3	33	67			
			2	3	33	67			
			3	3		67		33	
		RFEP	1	8	13	75	13		
			2	8		63		38	
			3	8		50	13	38	
		EL + RFEP	1	11	18	73	9		
			2	11	9	64	27		
			3	11		55	18	27	
		Special Ed.	1	17	35	65			
			2	17		100			
			3	17	12	65	18	6	
		Spec Ed. Speech/RSP	1	4	50	50			
			2	4		100			
			3	4	25	75			
GATE/Excel	1	6			33	33	33		
	2	6			33	17	50		
	3	6				33	67		

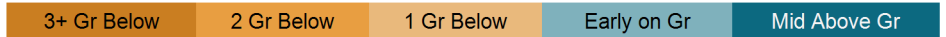
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Twain 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	89	11	26	53	8	2	
			2	87	10	16	55	11	7	
			3	87	5	13	48	16	18	
	Teacher	Leitner, J		1	29	17	31	45	3	3
				2	29	14	10	59	14	3
				3	29	7	17	41	21	14
		Olsen, K		1	30	3	33	60	3	3
				2	30	7	20	57	13	3
				3	30	13	13	53	17	17
		ROBERTS, L		1	27	11	15	56	15	4
				2	28	11	18	50	7	14
				3	28	7	7	54	11	21
	Ethnicity	African American		1	17	24	35	35	6	6
				2	17	18	24	53	6	6
				3	17	18	24	35	24	24
		American Indian		1	1	100	100	100	100	100
				2	1	100	100	100	100	100
				3	1	100	100	100	100	100
		Asian		1	3	67	67	33	33	33
				2	3	33	33	33	33	33
				3	3	33	33	67	67	67
		Filipino		1	1	100	100	100	100	100
				2	1	100	100	100	100	100
				3	1	100	100	100	100	100
		Hispanic		1	45	11	29	49	9	2
				2	44	9	20	52	14	5
				3	44	2	14	52	16	16
White		1	13	8	8	69	8	8		
		2	12	8	8	67	25	25		
		3	13	8	8	46	8	38		
Other		1	9	33	33	67	67	67		
		2	9	22	22	56	22	22		
		3	8	63	63	13	25	25		

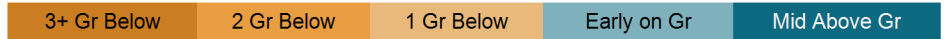


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Twain 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	38	18	16	50	13	3
			2	36	14	11	53	14	8
			3	35	3	17	46	14	20
		Male	1	51	6	33	55	4	2
			2	51	8	20	57	10	6
			3	52	6	10	50	17	17
	Special Populations	Low SES	1	50	14	32	48	4	2
			2	50	16	20	50	10	4
			3	49	6	18	49	12	14
		ELL	1	3	33	67			
			2	2	50	50			
			3	2	50	50			
		RFEP	1	2	100				
			2	2	100				
			3	2	100				
		EL + RFEP	1	5	20	40	40		
			2	4	25	25	50		
			3	4	25	75			
		Special Ed.	1	25	20	32	44	4	
			2	25	16	24	52	8	
			3	24	8	17	50	21	4
		Spec Ed. Speech/RSP	1	7	29	14	57		
			2	8	13	38	50		
			3	8	25	63	13		
		Foster	1	1	100				
			2	1	100				
		Homeless	1	3	33	67			
2	3		67	33					
3	3		67	33					
GATE/Excel	1	7	43	43	14				
	2	7	57	43					
	3	7	14	14	71				

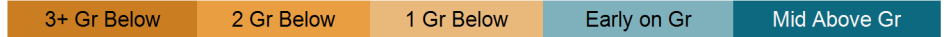
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Twain 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	62	10	18	50	10	13
			2	60	8	10	35	17	30
			3	61	8	11	28	16	36
	Teacher	Bass, C	1	30	10	13	40	10	27
			2	30	10	10	27	13	40
			3	30	10	10	23	7	50
		Larderuccio, T	1	31	10	19	58	13	
			2	31	10	10	42	19	19
			3	31	6	13	32	26	23
	Ethnicity	African American	1	7	29	14	57		
			2	6	17		50	33	
			3	7	29		57	14	
		American Indian	1	1	100				
			2	1					100
			3	1					100
		Asian	1	4			25		75
			2	4				25	75
			3	4				25	75
		Filipino	1	2			50		50
			2	2			50		50
			3	2			50		50
		Hispanic	1	31	3	19	61	13	3
			2	31	3	16	39	13	29
			3	31	3	16	23	13	45
White	1	10			30	30	10	30	
	2	9			11	22	33	33	
	3	9			11	33	22	33	
Other	1	7	43	14	29	14			
	2	7	43		43	14			
	3	7	29	14	29	14	14		

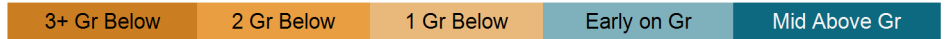
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Twain 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	29	10	21	52	7	10
			2	28	7	14	36	18	25
			3	29	10	10	34	17	28
		Male	1	33	9	15	48	12	15
			2	32	9	6	34	16	34
			3	32	6	13	22	16	44
	Special Populations	Low SES	1	29	14	10	55	14	7
			2	29	14	3	34	21	28
			3	29	14	3	31	17	34
		ELL	1	2	100				
			2	2	50		50		
			3	2	50		50		
		RFEP	1	3	33		67		
			2	3			33		67
			3	3			33	33	33
		EL + RFEP	1	5	20		80		
			2	5			40	40	20
			3	5			40	20	40
		Special Ed.	1	10	40	20	40		
			2	10	40	20	20	10	10
			3	10	30	30	20		20
	Spec Ed. Speech/RSP	1	8	50	25	25			
		2	8	50	25	13	13		
		3	8	38	38	13	13		
	Homeless	1	3	33		67			
		2	3	33		67			
		3	3		33	33		33	
GATE/Excel	1	16			25	25	50		
	2	16				13	88		
	3	16			6	6	88		

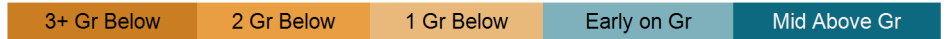


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Twain 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	69	22	12	51	13	3	
			2	69	17	14	36	23	9	
			3	70	19	9	41	17	14	
	Teacher	Broadway, C	C	1	24	17	8	71	4	
				2	24	8	17	46	25	4
				3	24	4	13	50	29	4
		Heneghan, D	D	1	17	71	12	12	6	
				2	17	59	24	6	12	
				3	17	71	29			
		Lockerman, T	T	1	28	4	14	50	25	7
				2	28	7		50	25	18
				3	28	11		43	14	32
	Ethnicity	African American	African American	1	8	50		50		
				2	8	38	25	13	25	
				3	8	25	25	38	13	
		Asian	Asian	1	3	33		33	33	
				2	3	33		33	33	
				3	3		33	33	33	
		Filipino	Filipino	1	1	100				
				2	1	100				
				3	1	100				
		Hispanic	Hispanic	1	39	15	15	54	13	3
				2	39	18	13	36	28	5
				3	40	18	8	43	23	10
White		White	1	9	11	22	44	11	11	
			2	9			78	11	11	
			3	9			78	22		
Other	Other	1	9	22		56	22			
		2	9	11	22	22	22	22		
		3	9	22	11	22	22	22		

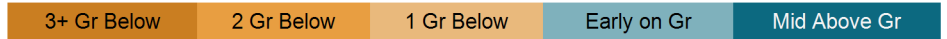


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Twain 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	32	22	13	59	6		
			2	32	9	19	44	22	6	
			3	32	9	16	47	16	13	
		Male	1	37	22	11	43	19	5	
			2	37	24	11	30	24	11	
			3	38	26	3	37	18	16	
	Special Populations	Low SES	1	41	24	12	49	12	2	
			2	43	21	14	42	16	7	
			3	43	21	9	47	9	14	
		ELL	1	5	60	20	20			
			2	7	57	14	29			
			3	7	57	29	14			
		RFEP	1	2	100					
			2	2	50	50				
			3	2	50	50				
		EL + RFEP	1	7	43	14	43			
			2	9	44	11	33	11		
			3	9	44	33	22			
			Special Ed.	1	21	52	14	24	10	
				2	23	48	22	17	13	
				3	23	57	4	35	4	
	Spec Ed. Speech/RSP	1	4	25	75					
		2	5	20	20	60				
		3	5	20	20	60				
	Homeless	1	3	67	33					
		2	3	33	67					
		3	3	33	33	33				
GATE/Excel	1	12		42	42	17				
	2	12		17	42	42				
	3	12		17	17	67				

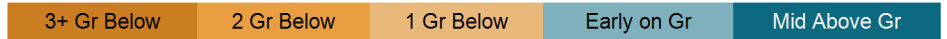
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Twain 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	72	19	64	13	4	
			2	69	7	74	4	14	
			3	71		4	52	20	24
	Teacher	Campbell, R		1	24	29	54	17	
				2	24	13	67	4	17
				3	24	13	54	13	21
		Goodwin, T		1	24	8	75	17	
				2	24		79	8	13
				3	25		56	16	28
		Pham, T		1	23	22	61	4	13
				2	23	4	70		26
				3	24		42	29	29
	Ethnicity	African American		1	12		75	25	
				2	13	15	54	15	15
				3	14		57	14	29
		Asian		1	1		100		
				2	1		100		
				3	1		100		
		Hispanic		1	44	25	61	9	5
				2	41	7	80	2	10
				3	43		5	58	19
		Pacific Islander		1	2	50	50		
				2	2		100		
				3	1		100		
White			1	6	17	67	17		
			2	6		67		33	
			3	6		33	33	33	
Other		1	7	14	57	14	14		
		2	6		67		33		
		3	6			17	33	50	

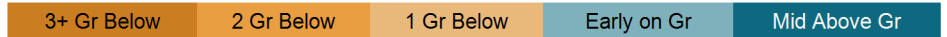
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Twain 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	29	14	69	14	3	
			2	30	7	70	3	20	
			3	31		48	26	26	
		Male	1	43	23	60	12	5	
			2	39	8	77	5	10	
			3	40	8	55	15	23	
	Special Populations	Low SES	1	44	20	66	11	2	
			2	44	9	75	7	9	
			3	43		5	47	26	23
		ELL	1	3		67	33		
			2	3		67	33		
			3	3		67	33		
		RFEP	1	1		100			
			2	1		100			
			3	1		100			
		EL + RFEP	1	4		50	50		
			2	4		50	50		
			3	4		50	50		
		Special Ed.	1	18		39	56	6	
			2	17		18	71	6	6
			3	17		18	59	12	12
Spec Ed. Speech/RSP	1	1		100					
	2	1		100					
	3	1		100					
Foster	1	1		100					
	2	2		50	50				
	3	1		100					

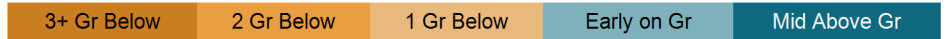
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Twain 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	75	32	40	13	15	
			2	74	18	34	20	28	
			3	77	12	27	21	40	
	Teacher	English, C	1	25	24	24	20	32	
			2	26	15	15	15	54	
			3	26	15	15	8	62	
		Garate, S	1	25	32	60	4	4	
			2	25	20	48	24	8	
			3	26	8	38	35	19	
		Martinez, O	1	25	40	40	16	4	
			2	26	15	38	27	19	
			3	26	12	31	19	38	
	Ethnicity	African American	1	13	69	23	8		
			2	15	53	20	7	20	
			3	15	27	40	7	27	
		Asian	1	4		25		75	
			2	4		25		75	
			3	4		25	25	50	
		Filipino	1	2		50		50	
			2	2				50	50
			3	2				100	
		Hispanic	1	40	33	43	15	10	
			2	38	11	50	18	21	
			3	40	10	35	20	35	
Pacific Islander		1	1	100					
		2	1				100		
		3	1				100		
White	1	11	73		18	9			
	2	10		30	30	40			
	3	11		9	45	45			
Other	1	4		25	25	50			
	2	4				50	50		
	3	4				100			

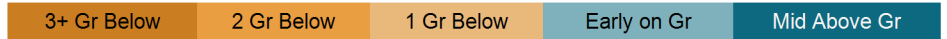
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Twain 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	35	17	43	14	26	
			2	34		9	24	29	38
			3	35		6	20	11	63
		Male	1	40	45	38	13	5	
			2	40	25	43	13	20	
			3	42	17	33	29	21	
	Special Populations	Low SES	1	47	34	38	11	17	
			2	46	22	35	20	24	
			3	46	20	30	17	33	
		ELL	1	3	67	33			
			2	3		67	33		
			3	3		33	33	33	
		RFEP	1	8	13	50	13	25	
			2	8	13	38	25	25	
			3	8		13	38	50	
		EL + RFEP	1	11	27	45	9	18	
			2	11	9	45	27	18	
			3	11		18	36	45	
		Special Ed.	1	17	47	41	12		
			2	16	13	50	25	13	
			3	17	18	35	12	35	
		Spec Ed. Speech/RSP	1	4	75	25			
			2	4	100				
			3	4	25	50	25		
GATE/Excel	1	6				100			
	2	6				100			
	3	6				100			

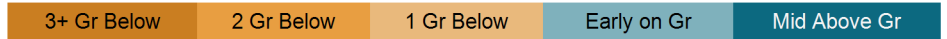
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Twain 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	87	10	33	17	25	14
			2	87	5	18	26	28	23
			3	86	1	13	22	40	24
	Teacher	Leitner, J	1	29	21	38	17	17	7
			2	29	3	21	28	24	24
			3	29	24	10	48	17	
		Olsen, K	1	30	3	37	23	30	7
			2	30	3	23	27	33	13
			3	30	13	30	30	27	
		ROBERTS, L	1	27	7	30	7	30	26
			2	28	7	11	29	21	32
			3	28	4	29	43	25	
	Ethnicity	African American	1	17	24	47	18	6	6
			2	17	6	41	18	18	18
			3	17	24	24	35	18	
		American Indian	1	1					100
			2	1					100
			3	1					100
		Asian	1	3		33			67
			2	3		33		33	33
			3	3					100
		Filipino	1	1	100				
			2	1					100
			3	1					100
		Hispanic	1	44	9	34	14	27	16
			2	43	7	16	33	23	21
			3	44	2	11	27	36	23
		White	1	12	33	25	17	25	
			2	13	15	15	15	54	
			3	12	8	17	25	50	
Other	1	9	11	11	22	44	11		
	2	9		33		67			
	3	8	13	13	63	13			

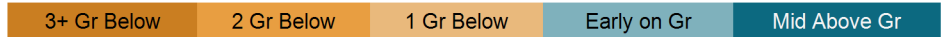
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Twain 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	38	8	32	18	29	13
			2	35	3	23	26	23	26
			3	35	3	14	23	34	26
		Male	1	49	12	35	16	22	14
			2	52	6	15	27	31	21
			3	51	12	22	43	24	
	Special Populations	Low SES	1	49	10	39	18	24	8
			2	49	6	27	27	31	10
			3	49	2	16	22	41	18
		ELL	1	3	33	67			
			2	2	100				
			3	2	50	50			
		RFEP	1	2				50	50
			2	2				50	50
			3	2				50	50
		EL + RFEP	1	5	20	40	20	20	
			2	4	50	25	25		
			3	4	25	50	25		
		Special Ed.	1	25	20	44	8	24	4
			2	25	8	16	40	20	16
			3	24	4	17	17	42	21
		Spec Ed. Speech/RSP	1	7	29	57	14		
			2	8	25	25	38	13	
			3	8	13	38	38	13	
		Foster	1	1				100	
			2	1	100				
		Homeless	1	3	33	33	33		
			2	3	67			33	
			3	3	33	33	33		
		GATE/Excel	1	7				43	57
2	7					14	86		
3	7					43	57		

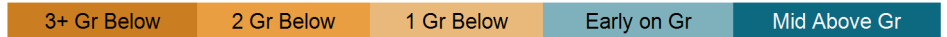
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Twain 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	61	7	3	51	15	25	
			2	60	5	5	48	7	35	
			3	60	7	3	35	22	33	
	Teacher	Bass, C		1	30	10	3	43	7	37
				2	30	7	7	40		47
				3	30	7	7	30	17	40
		Larderuccio, T		1	31	6		61	19	13
				2	31	6	3	55	13	23
				3	31	6		42	26	26
	Ethnicity	African American		1	6	17	17	50	17	
				2	6		50	33	17	
				3	7	14	14	57	14	
		American Indian		1	1			100		
				2	1					100
				3	1					100
		Asian		1	4			25	25	50
				2	4			50		50
				3	4			25	25	50
		Filipino		1	2			50		50
				2	2			50		50
				3	2				50	50
		Hispanic		1	31	3		58	16	23
				2	31	3		55	10	32
				3	30		33	30	33	30
		White		1	10		10	30	20	40
				2	9			33		67
				3	9			33		67
Other		1	7		29	57	14			
		2	7		29	57	14			
		3	7		29	57	14			

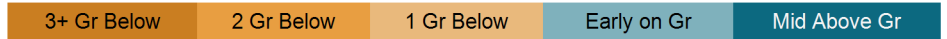
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Twain 2024-2025 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Gender	Female	1	29	7	48	24	21	
			2	28	4	7	43	7	39
			3	29	7	34	24	34	
		Male	1	32	6	6	53	6	28
			2	32	6	3	53	6	31
			3	31	6	6	35	19	32
	Special Populations	Low SES	1	28	11	4	46	18	21
			2	29	10	10	45	3	31
			3	29	10	7	31	28	24
		ELL	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		RFEP	1	3		67		33	
			2	3		67		33	
			3	3		33	33	33	
		EL + RFEP	1	5		60		20	20
			2	5		60		40	
			3	5		40	20	40	
		Special Ed.	1	9	22	67	11		
			2	10	20	10	50	10	10
			3	10	20	40	20	20	
		Spec Ed. Speech/RSP	1	7	29	71			
			2	8	25	13	50	13	
			3	8	25	50	13	13	
		Homeless	1	3	33	67			
			2	3	33	67			
			3	3	33	33	33		
GATE/Excel	1	16			6	19	75		
	2	16			6	6	88		
	3	16			6	13	81		

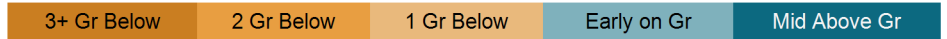
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Twain 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	68	24	18	25	19	15		
			2	67	24	19	21	22	13		
			3	70	21	13	21	26	19		
	Teacher	Broadway, C	Heneghan, D	1	24	13	17	46	13	13	
				2	24	13	29	29	29		
				3	24	4	21	33	25	17	
		Lockerman, T	Heneghan, D	1	17	82		12	6		
				2	17	65		24	6	6	
				3	17	65		6	12	18	
		Ethnicity	African American	Lockerman, T	1	28	4	21	21	36	18
					2	28	7	18	21	29	25
					3	28	7	11	21	29	32
	Ethnicity	Asian	African American	1	8	50		25	25		
				2	7	57		14	14	14	
				3	8	38		25	13	13	13
		Hispanic	Asian	African American	1	3			33		67
					2	3	33		33		33
					3	3	33		33		33
		White	Filipino	African American	1	1	100				
					2	1	100				
					3	1	100				
		Other	Hispanic	Asian	1	38	21	21	24	26	8
					2	38	24	24	24	21	8
					3	40	23	13	25	23	18
Mid Above Gr		White	Hispanic	1	9			67	11	22	
				2	9			22	11	44	22
				3	9			11	22	33	33
Early on Gr	Other	White	1	9	22	22	22	33			
			2	9	11	22	22	22	22		
			3	9			11	11	11	56	11

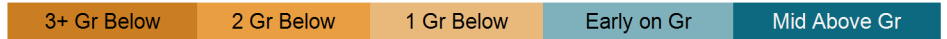
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Twain 2024-2025 Grade 5



**Legend**

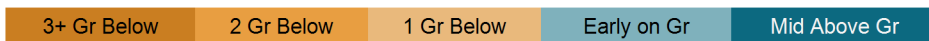


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Gender	Female	1	31	23	19	23	13	23
			2	30	20	10	23	33	13
			3	32	16	13	22	28	22
		Male	1	37	24	16	27	24	8
			2	37	27	27	19	14	14
			3	38	26	13	21	24	16
	Special Populations	Low SES	1	41	29	17	29	10	15
			2	41	32	22	15	17	15
			3	43	28	12	26	19	16
		ELL	1	5	80	20			
			2	7	71	14	14		
			3	7	71	14	14		
		RFEP	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		EL + RFEP	1	7	57	29	14		
			2	9	56	11	22	11	
			3	9	56	11	22	11	
		Special Ed.	1	21	62	19	5	5	10
			2	24	54	25	8	4	8
			3	24	54	8	17	17	4
		Spec Ed. Speech/RSP	1	4	50	25	25		
			2	5	20	40	20	20	
			3	5	20	20	40	20	
		Homeless	1	3	100				
			2	3	67	33			
			3	3	33	33	33		
GATE/Excel	1	12		8	8	42	42		
	2	11		9	27	64			
	3	12		8	25	67			

# i-Ready Math Overall Relative Placement School Data by Subgroup Twain 2024-2025



### Legend



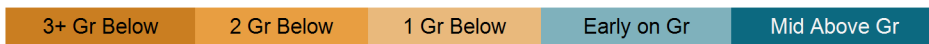
Category		Diagnostic Window	# Students	Percent by Category				
All Students	380	3	380	6	10	47	16	21
	Gr. 01	3	73	5	10	63	10	22
Grade	Gr. 02	3	79	11	10	48	22	19
	Gr. 03	3	88	5	13	49	16	18
	Gr. 04	3	61	8	11	28	16	36
	Gr. 05	3	71	20	8	41	17	14
	African American	3	62	11	16	52	11	10
Ethnicity	Hispanic	3	204	5	10	50	15	21
	White	3	48	4	10	48	19	29
	Other	3	39	10	8	44	18	21
	Female	3	171	4	12	51	15	19
Gender	Male	3	209	8	8	44	17	23
	Low SES	3	219	8	10	52	13	18
Special Populations	EL + RFEP	3	34	12	9	47	18	15
	Special Ed.	3	94	20	15	46	11	9
	Spec Ed. Speech/RSP	3	26	23	19	46	4	8
	GATE/Excel	3	41	10	15	76		

The percentages may not equal 100% due to rounding.

# i-Ready Reading Overall Relative Placement School Data by Subgroup Twain 2024-2025



**Legend**



Category	Diagnostic Window	# Students	Percent by Category						
<b>All Students</b>	372	3	372	5	9	31	26	28	
<b>Grade</b>	Gr. 01	3	73	4	51	19	26		
	Gr. 02	3	79	11	28	20	41		
	Gr. 03	3	88	1	13	23	40	24	
	Gr. 04	3	61	7	3	36	21	33	
	Gr. 05	3	71	21	13	23	25	18	
<b>Ethnicity</b>	African American	3	61	7	18	38	18	20	
	Hispanic	3	200	6	9	36	26	25	
	White	3	48		4	21	29	46	
	Other	3	37	8	8	22	32	30	
<b>Gender</b>	Female	3	165	5	7	30	24	35	
	Male	3	207	6	11	33	27	23	
<b>Special Populations</b>	Low SES	3	215	7	12	31	26	24	
	EL + RFEP	3	33	15	9	27	24	24	
	Special Ed.	3	93	17	13	31	22	17	
	Spec Ed. Speech/RSP	3	26	15	8	46	19	12	
	GATE/Excel	3	41				2	2	20

The percentages may not equal 100% due to rounding.



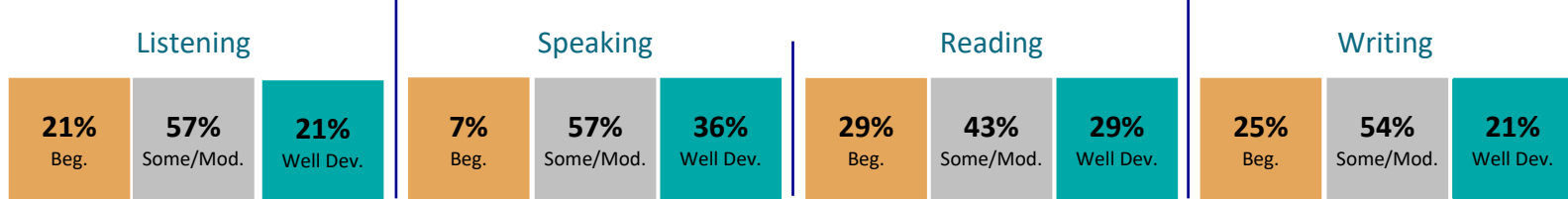
# ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Twain

## Site Level Overall Performance Level Summary



## Site Level Domain Performance Level Summary



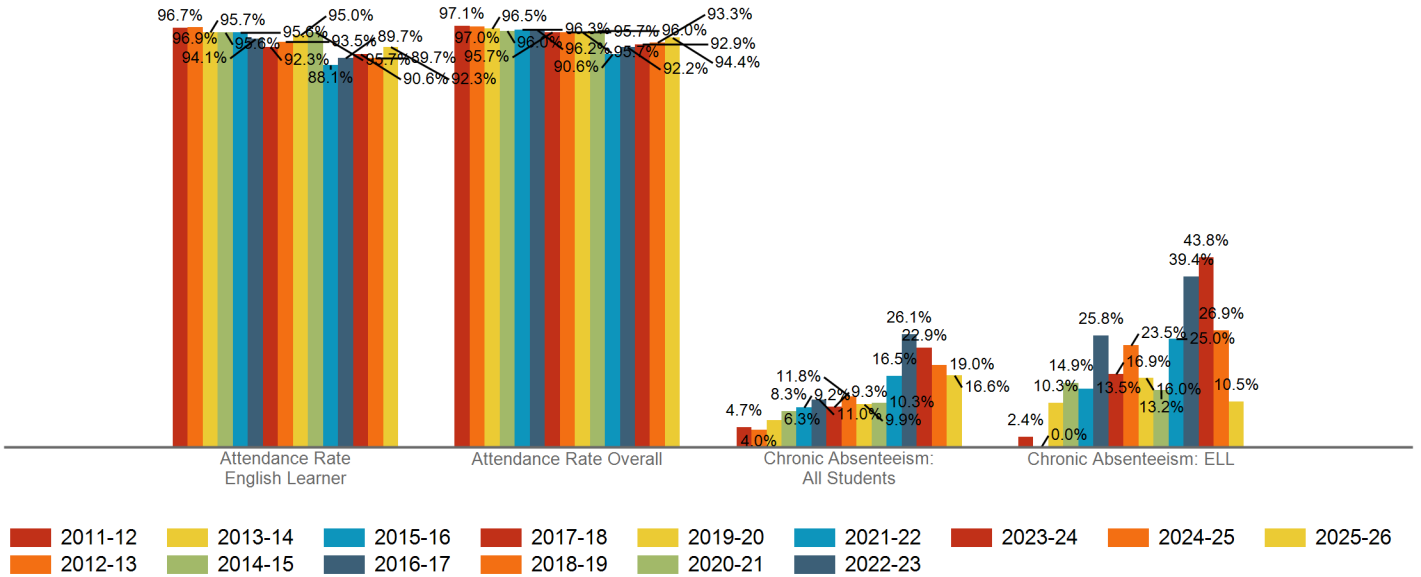
## Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
<b>00</b>	50%	25%	25%	0%	50%	50%	0%	0%	75%	25%	50%	50%	0%	75%	25%	0%
<b>01</b>	33%	33%	33%	0%	67%	33%	0%	33%	33%	33%	33%	33%	33%	33%	67%	0%
<b>02</b>	0%	13%	50%	38%	0%	63%	38%	0%	88%	13%	13%	25%	63%	0%	75%	25%
<b>03</b>	0%	50%	25%	25%	0%	50%	50%	0%	50%	50%	25%	50%	25%	25%	25%	50%
<b>04</b>	0%	0%	100%	0%	25%	75%	0%	0%	25%	75%	0%	75%	25%	0%	75%	25%
<b>05</b>	17%	50%	17%	17%	17%	50%	17%	17%	33%	33%	50%	33%	0%	33%	33%	17%

# Attendance/Chronic Absenteeism Rate

School Year: 24-25

Goals	Description
Culture/Climate Goals	<p>Equity and Inclusion Goals by June 2025:                      Cultivating Identity, Belonging, and Agency:                      Foster a stronger sense of identity, belonging, and agency in students by implementing the Understanding 6 Equitable and Inclusive Learning Environments framework.                      Progress will be monitored through the QCI classroom observation tool.                      Equitable Sense of Identity and Belonging for Black/African American Students:                      Ensure that Black/African American students in Grades 4 and 5 have a sense of personal identity, belonging, and agency equal to or exceeding that of all other student groups, as measured by the Pulse Survey.</p>
Culture/Climate Goals	<p>Culture/Climate SEL &amp; Harmony SMART Goals:                      By June 2025, all Twain students will show at least 5% increase in identity, belonging, and agency as measured by Pulse/CORE student survey targeting students with disabilities, multiple races, black students, and ELs by using Tier 1, 2 &amp; 3 resources/supports (ex) Harmony, assemblies, SEL week, student council, school-wide PBIS, and push-in tier 1 support.</p> <p>Implement Harmony daily practices and support opportunities for students to interact with peers and participate in dialogue and decision-making about issues related to the classroom community as measured by site implementation goals and the Pulse Survey.</p> <p>Student sense of belonging will increase by 5%, from 76% to 81%, student identity will increase by 5% from 79% to 84%, and student agency will increase 5% from 76% to 81% as measured by the Pulse Survey.</p> <p>Culture/Climate goal(s):                      If we create a safe and equitable environment that celebrates and honors all Twain students, they will feel accepted, valued and included, resulting in a more positive outlook regarding their academic growth and progress through school-wide guidelines for success, Positive Behavior Intervention System (PBIS) supports, and Safe &amp; Civil.</p> <p>Progress Monitoring:                      Every quarter a PDSA cycle is completed; teachers submit their data and the Literacy and Math team will review, analyze and create and plan for next steps. The information is shared with teachers and next steps are announced. As each cycle progresses, teachers will adjust plans and activities as needed.                      By June 2025, cultivate and foster Identity, belonging, and agency by implementing Understanding 6 Equitable and Inclusive Learning Environments as measured by the QCI classroom observation tool. Black/African American grade 4th and 5th students sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2025 on the Pulse Survey.</p> <p>Through a school wide behavior support system teachers and school staff will implement (Harmony Goals, Twain's Guidelines for Success, and Habits of a Scholar) to embody the Graduate Portrait of Vision 2035.</p>



## Attendance/Chronic Absenteeism Rate

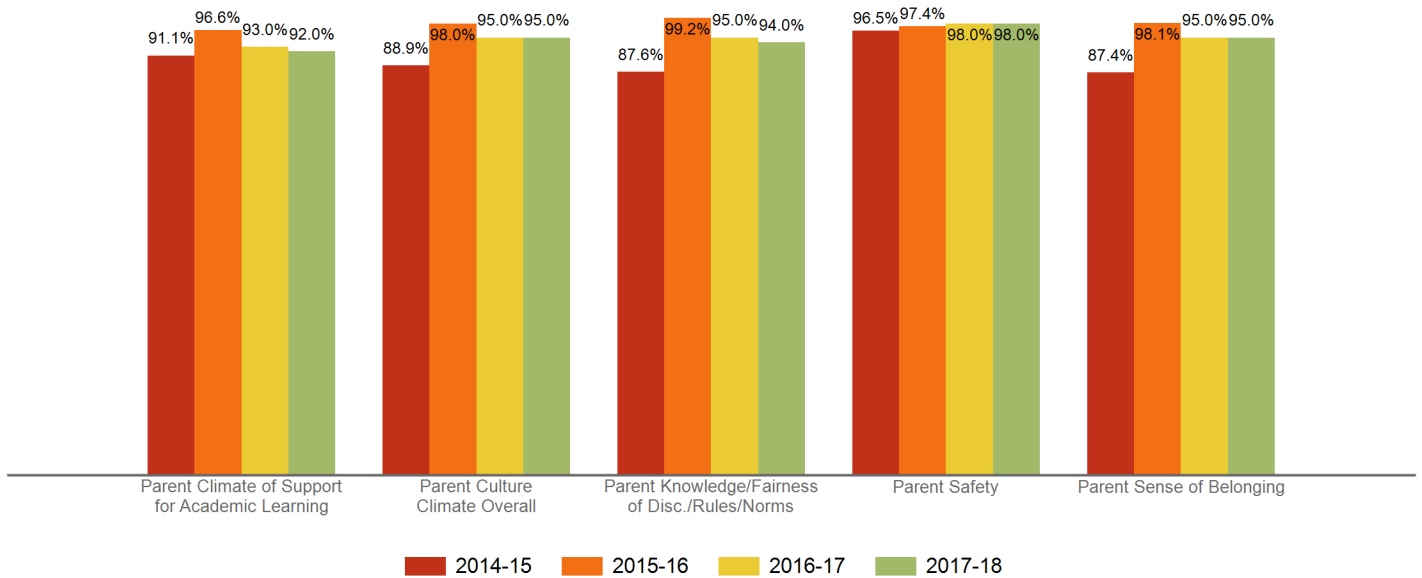
School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Additional 50% SEL Facilitator will be an extension to provide SEL support and meeting compliance requirements. Additionally, the position will work on strengthening parent engagement and building community to our school. Both ELAC and SSC communities requested for staff members to work with both parents and students. The SEL Facilitator will also provide much needed social-emotional support in the areas of student agency, a sense of belonging, and identity to support that will support their behavior and academics.		Program Facilitator
Total			

# Culture-Climate Survey (Parent)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Equity and Inclusion Goals by June 2025:                      Cultivating Identity, Belonging, and Agency:                      Foster a stronger sense of identity, belonging, and agency in students by implementing the Understanding 6 Equitable and Inclusive Learning Environments framework.                      Progress will be monitored through the QCI classroom observation tool.                      Equitable Sense of Identity and Belonging for Black/African American Students:                      Ensure that Black/African American students in Grades 4 and 5 have a sense of personal identity, belonging, and agency equal to or exceeding that of all other student groups, as measured by the Pulse Survey.</p>
Culture/Climate Goals	<p>Culture/Climate SEL &amp; Harmony SMART Goals:                      By June 2025, all Twain students will show at least 5% increase in identity, belonging, and agency as measured by Pulse/CORE student survey targeting students with disabilities, multiple races, black students, and ELs by using Tier 1, 2 &amp; 3 resources/supports (ex) Harmony, assemblies, SEL week, student council, school-wide PBIS, and push-in tier 1 support.</p> <p>Implement Harmony daily practices and support opportunities for students to interact with peers and participate in dialogue and decision-making about issues related to the classroom community as measured by site implementation goals and the Pulse Survey.</p> <p>Student sense of belonging will increase by 5%, from 76% to 81%, student identity will increase by 5% from 79% to 84%, and student agency will increase 5% from 76% to 81% as measured by the Pulse Survey.</p> <p>Culture/Climate goal(s):                      If we create a safe and equitable environment that celebrates and honors all Twain students, they will feel accepted, valued and included, resulting in a more positive outlook regarding their academic growth and progress through school-wide guidelines for success, Positive Behavior Intervention System (PBIS) supports, and Safe &amp; Civil.</p> <p>Progress Monitoring:                      Every quarter a PDSA cycle is completed; teachers submit their data and the Literacy and Math team will review, analyze and create and plan for next steps. The information is shared with teachers and next steps are announced. As each cycle progresses, teachers will adjust plans and activities as needed.                      By June 2025, cultivate and foster Identity, belonging, and agency by implementing Understanding 6 Equitable and Inclusive Learning Environments as measured by the QCI classroom observation tool. Black/African American grade 4th and 5th students sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2025 on the Pulse Survey.</p> <p>Through a school wide behavior support system teachers and school staff will implement (Harmony Goals, Twain's Guidelines for Success, and Habits of a Scholar) to embody the Graduate Portrait of Vision 2035.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation aides will support student safety and civility and support positive student behaviors in the school environment through supervision of common areas		Hourly - Recreation Aide
	The funding will be used to plan and deliver parent workshops throughout the school year. The topics will include SEL support at home, Common Core State Standards, iReady results, ELPAC results, Sankofa, and Parenting Partner workshops.		Teacher Hourly Extra Comp

## Culture-Climate Survey (Parent)

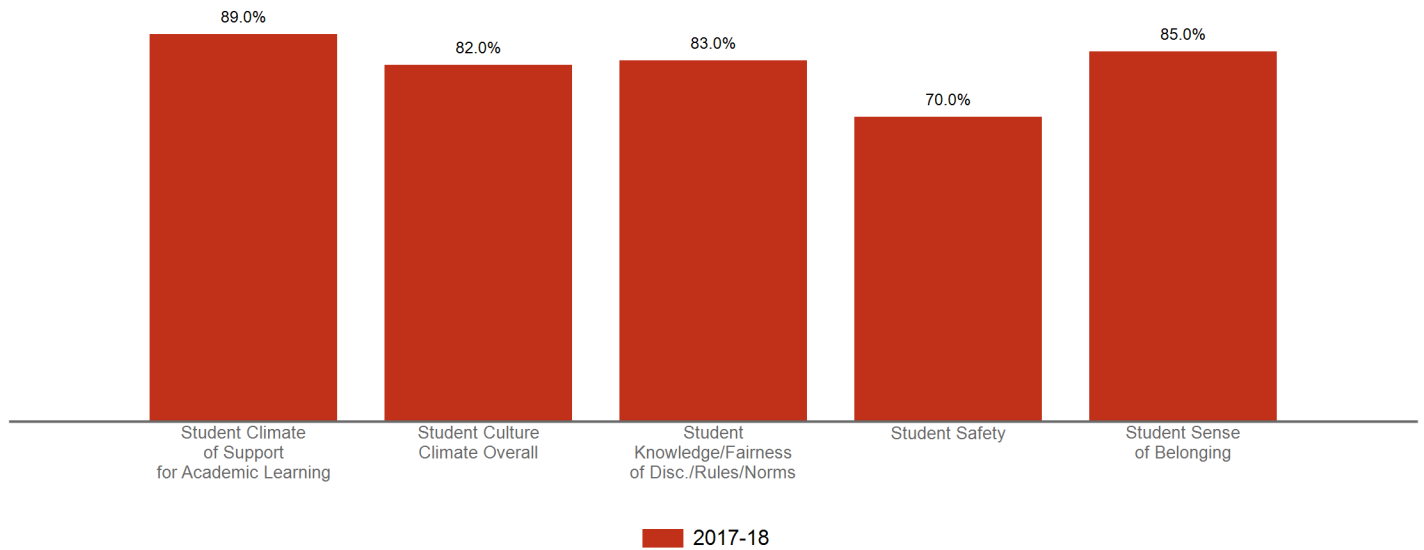
School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Additional 50% SEL Facilitator will be an extension to provide SEL support and meeting compliance requirements. Additionally, the position will work on strengthening parent engagement and building community to our school. Both ELAC and SSC communities requested for staff members to work with both parents and students. The SEL Facilitator will also provide much needed social-emotional support in the areas of student agency, a sense of belonging, and identity to support that will support their behavior and academics.		Program Facilitator
6	The needed funds will support additional supervision needed from our recreational aides during morning, recess, and after school support.		Hourly - Recreation Aide
Total			

# Culture-Climate Survey (Student-Staff)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Equity and Inclusion Goals by June 2025:                      Cultivating Identity, Belonging, and Agency:                      Foster a stronger sense of identity, belonging, and agency in students by implementing the Understanding 6 Equitable and Inclusive Learning Environments framework.                      Progress will be monitored through the QCI classroom observation tool.                      Equitable Sense of Identity and Belonging for Black/African American Students:                      Ensure that Black/African American students in Grades 4 and 5 have a sense of personal identity, belonging, and agency equal to or exceeding that of all other student groups, as measured by the Pulse Survey.</p>
Culture/Climate Goals	<p>Culture/Climate SEL &amp; Harmony SMART Goals:                      By June 2025, all Twain students will show at least 5% increase in identity, belonging, and agency as measured by Pulse/CORE student survey targeting students with disabilities, multiple races, black students, and ELs by using Tier 1, 2 &amp; 3 resources/supports (ex) Harmony, assemblies, SEL week, student council, school-wide PBIS, and push-in tier 1 support.</p> <p>Implement Harmony daily practices and support opportunities for students to interact with peers and participate in dialogue and decision-making about issues related to the classroom community as measured by site implementation goals and the Pulse Survey.</p> <p>Student sense of belonging will increase by 5%, from 76% to 81%, student identity will increase by 5% from 79% to 84%, and student agency will increase 5% from 76% to 81% as measured by the Pulse Survey.</p> <p>Culture/Climate goal(s):                      If we create a safe and equitable environment that celebrates and honors all Twain students, they will feel accepted, valued and included, resulting in a more positive outlook regarding their academic growth and progress through school-wide guidelines for success, Positive Behavior Intervention System (PBIS) supports, and Safe &amp; Civil.</p> <p>Progress Monitoring:                      Every quarter a PDSA cycle is completed; teachers submit their data and the Literacy and Math team will review, analyze and create and plan for next steps. The information is shared with teachers and next steps are announced. As each cycle progresses, teachers will adjust plans and activities as needed.                      By June 2025, cultivate and foster Identity, belonging, and agency by implementing Understanding 6 Equitable and Inclusive Learning Environments as measured by the QCI classroom observation tool. Black/African American grade 4th and 5th students sense of personal identity, belonging and agency will be equal to or greater than all other students by June 2025 on the Pulse Survey.</p> <p>Through a school wide behavior support system teachers and school staff will implement (Harmony Goals, Twain's Guidelines for Success, and Habits of a Scholar) to embody the Graduate Portrait of Vision 2035.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation aides will support student safety and civility and support positive student behaviors in the school environment through supervision of common areas		Hourly - Recreation Aide

## Culture-Climate Survey (Student-Staff)

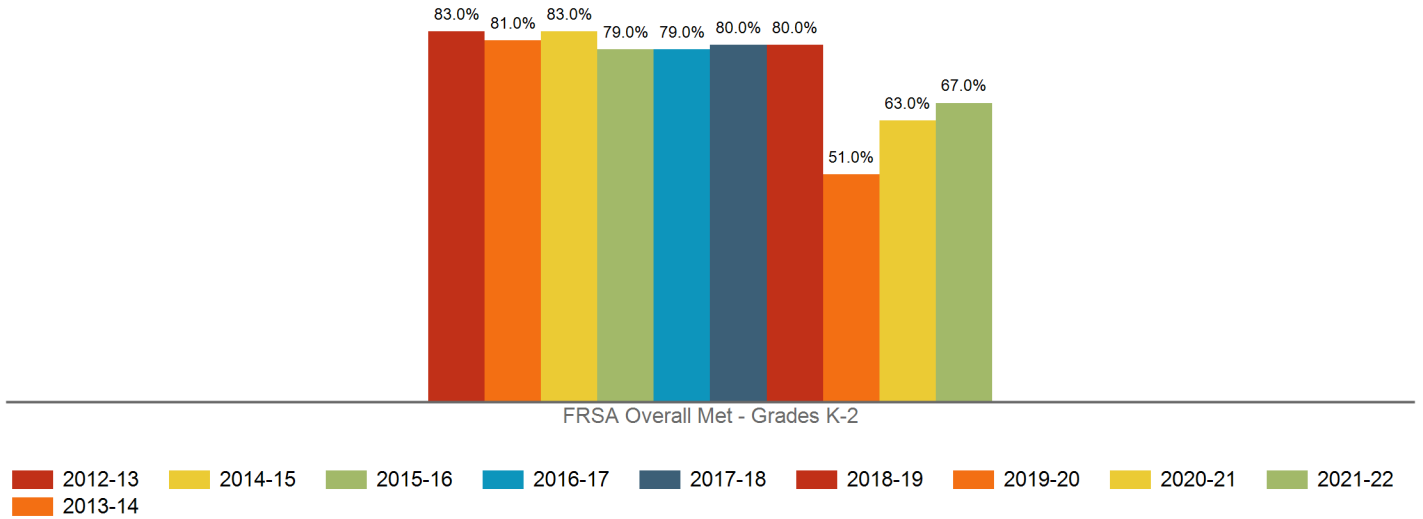
School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	Additional 50% SEL Facilitator will be an extension to provide SEL support and meeting compliance requirements. Additionally, the position will work on strengthening parent engagement and building community to our school. Both ELAC and SSC communities requested for staff members to work with both parents and students. The SEL Facilitator will also provide much needed social-emotional support in the areas of student agency, a sense of belonging, and identity to support that will support their behavior and academics.		Program Facilitator
3	The additional Psychologist time will provide much needed supports and interventions to our Tier 2 and 3 students before an assessment plan is needed for academic and social-emotional support.		Psychologist
Total			

# Elementary Reading - FRSA

School Year: 24-25

Goals	
Area	Description
ELA Goals	<p>By June 2025, all Grades 3-5 students will achieve at least one year of academic growth in ELA.</p> <p>Through high-quality core instruction, teachers will continue to align their lessons with the learning targets set by the Common Core Standards in English Language Arts (ELA). They will implement Frogstastic practices daily with rigor. Furthermore, they will monitor data to adjust lessons as needed to ensure that all students succeed in achieving the Graduate Portrait of LBUSD.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
4	The additional funding would provide tutoring outside of school hours in the fall, to provide much needed intervention in Math and ELA for our nearly met students.		Manager Additional Assignment, Teacher Hourly P Schedule
5	The additional funding will support additional hourly for substitute teachers, teachers, administrator to provide grade level pull out meetings, knee to knee conferences, after school tutoring, and Saturday School.		Teacher Hourly P Schedule
Total			

Reading-FRSA Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
20597	2	9/9/24	10/23/24	24	0.25	6
20598	1	9/9/24	10/1/24	24	0.25	6
20603	3	9/30/24	11/4/24	30	0.25	7.5
20604	3	9/30/24	11/4/24	30	0.25	7.5
20609	3	9/30/24	11/22/24	18	0.25	4.5
21008	7	11/16/24	12/14/24	4	3	12
22053	6	11/19/24	1/29/25	16	0.75	12
22054	7	11/19/24	1/29/25	16	0.75	12
22107	1	11/12/24	12/20/23	14	0.25	3.5
22187	1	9/2/24	2/28/25	91	0.5	45.5
22188	10	1/21/25	2/28/25	23	0.5	11.5
22191	1	1/13/25	2/28/25	30	0.5	15

## Elementary Reading - FRSA

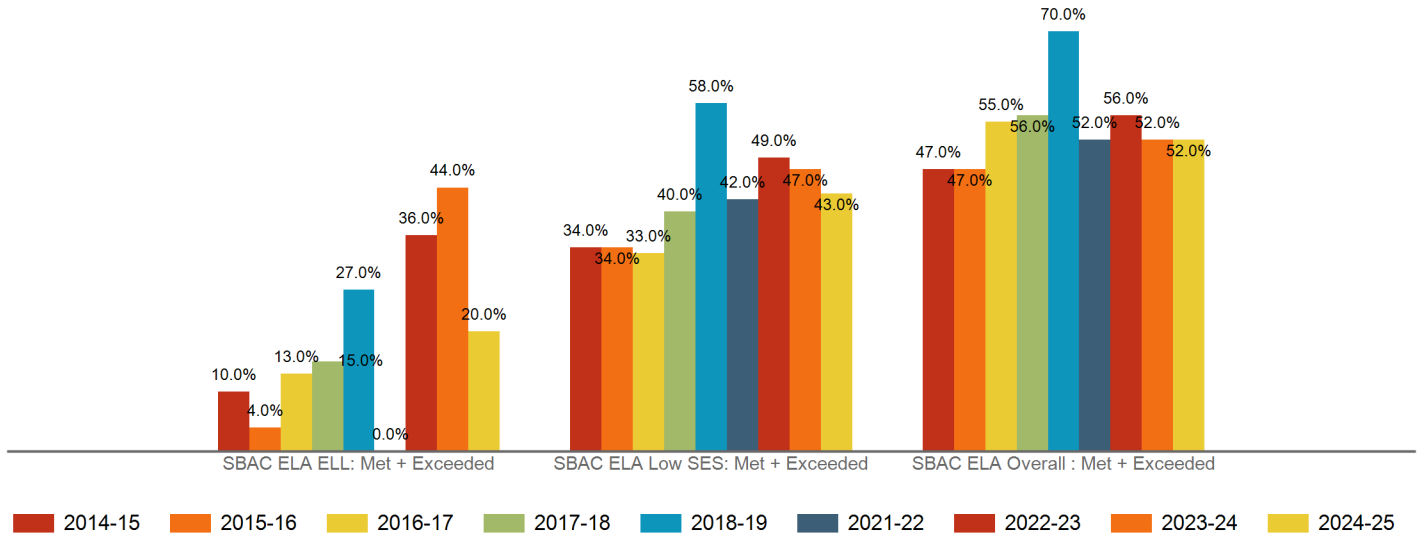
School Year: 24-25

Reading-FRSA Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
24459	7	3/1/25	3/29/25	5	3	15
24474	8	3/3/25	4/9/25	12	1	12
24477	6	3/3/25	4/9/25	12	1	12
24889	1	9/30/24	6/12/25	170	0.5	85
	<b>67</b>					<b>267</b>

# SBAC ELA

School Year: 24-25

Goals	
Area	Description
ELA Goals	<p>By June 2025, all Grades 3-5 students will achieve at least one year of academic growth in ELA.</p> <p>Through high-quality core instruction, teachers will continue to align their lessons with the learning targets set by the Common Core Standards in English Language Arts (ELA). They will implement Frogstastic practices daily with rigor. Furthermore, they will monitor data to adjust lessons as needed to ensure that all students succeed in achieving the Graduate Portrait of LBUSD.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	The additional Psychologist time will provide much needed supports and interventions to our Tier 2 and 3 students before an assessment plan is needed for academic and social-emotional support.		Psychologist
4	The additional funding would provide tutoring outside of school hours in the fall, to provide much needed intervention in Math and ELA for our nearly met students.		Manager Additional Assignment, Teacher Hourly P Schedule
Total			

Reading-SBAC/Benchmark Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
20658	10	9/16/24	10/30/24	20	0.5	10
22035	5	11/16/24	12/14/24	3	3	9
22056	6	11/19/24	1/29/25	16	0.75	12
22059	9	11/19/24	1/29/25	16	0.75	12
22061	6	11/19/24	1/29/25	16	0.75	12
	<b>36</b>					<b>55</b>

# African-American

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Additional hourly to support professional development planning that will support SEL, ELA, and Math. Additionally, the resources will support quality core instruction in the classroom and Vision 2035. Additionally, the funds will provide grade level pull-outs and will provide money for substitute teachers needed for knee to knee conferences.	\$5,609	
	Recreation aides will support student safety and civility and support positive student behaviors in the school environment through supervision of common areas	\$49,533	
	The funding will be used to plan and deliver parent workshops throughout the school year. The topics will include SEL support at home, Common Core State Standards, iReady results, ELPAC results, Sankofa, and Parenting Partner workshops.	\$2,244	
	The supplemental materials will support our Culture & Climate, Pulse Survey (student agency, sense of belonging) by supporting our schoolwide programs, technology, and attendance.	\$10,000	
2	Additional 50% SEL Facilitator will be an extension to provide SEL support and meeting compliance requirements. Additionally, the position will work on strengthening parent engagement and building community to our school. Both ELAC and SSC communities requested for staff members to work with both parents and students. The SEL Facilitator will also provide much needed social-emotional support in the areas of student agency, a sense of belonging, and identity to support that will support their behavior and academics.	\$90,298	
	Teachers use magazines to supplement their instruction (Social Studies Weekly /Scholastic News) Each grade level will be allocated \$500.	\$3,500	
3	The additional Psychologist time will provide much needed supports and interventions to our Tier 2 and 3 students before an assessment plan is needed for academic and social-emotional support.	\$37,035	Psychologist
	Twain Elementary would like to renew our Reflex subscription to support our students with their math facts proficiency. The program will be used during small group instruction, individual, and to support the learning at home.	\$2,900	
4	The additional funding would provide tutoring outside of school hours in the fall, to provide much needed intervention in Math and ELA for our nearly met students.	\$15,247	Manager Additional Assignment, Teacher Hourly P Schedule
5	The additional funding will support additional hourly for substitute teachers, teachers, administrator to provide grade level pull out meetings, knee to knee conferences, after school tutoring, and Saturday School.	\$20,369	
6	The needed funds will support additional supervision needed from our recreational aides during morning, recess, and after school support.	\$13,015	
<b>Total</b>		<b>\$249,750</b>	

## All Parents

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Additional hourly to support professional development planning that will support SEL, ELA, and Math. Additionally, the resources will support quality core instruction in the classroom and Vision 2035. Additionally, the funds will provide grade level pull-outs and will provide money for substitute teachers needed for knee to knee conferences.	\$5,609	
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Total		<b>\$249,750</b>	

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Line Number	Description	Cost	Personnel Summary
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6	The needed funds will support additional supervision needed from our recreational aides during morning, recess, and after school support.	\$13,015	
Total		<b>\$249,750</b>	

# All Students

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Additional hourly to support professional development planning that will support SEL, ELA, and Math. Additionally, the resources will support quality core instruction in the classroom and Vision 2035. Additionally, the funds will provide grade level pull-outs and will provide money for substitute teachers needed for knee to knee conferences.	\$5,609	
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Total		<b>\$249,750</b>	

# English Learners

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Additional hourly to support professional development planning that will support SEL, ELA, and Math. Additionally, the resources will support quality core instruction in the classroom and Vision 2035. Additionally, the funds will provide grade level pull-outs and will provide money for substitute teachers needed for knee to knee conferences.	\$5,609	
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Total		<b>\$249,750</b>	

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<b>Line Number</b>	<b>Description</b>	<b>Cost</b>	<b>Personnel Summary</b>
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<b>Total</b>		<b>\$249,750</b>	

**School Plan for Student Achievement Addendum 2025-2026**

**Additional Targeted Support and Improvement (ATSI) ▾**

Twain Elementary School ▾

If TSI/ATSI, identify subgroups:

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

**Attestation:**

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

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

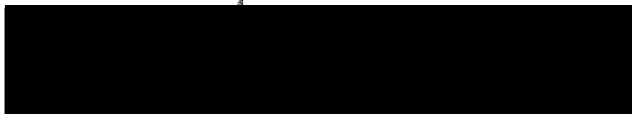
In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI/TSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

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

Date Approved by SSC

12-12-25

Signature of Principal



Signature of SSC Chair

Juan Gonzalez



## Resource Inequities

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

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

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

**Comments about Resource Inequities** (*optional*)

## Support for Schools as identified in LBUSD's LCAP

### Support for Identified Schools

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

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

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

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

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

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

## Monitoring and Evaluating Effectiveness

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

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

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



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***Each student at Twain will achieve a year's growth for a year's worth of learning because we build positive relationships to empower personal, academic, and social success.***

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

### **THE SCHOOL**

- Twain will provide a rigorous and challenging instructional program based upon the California State Standards for each grade level.
- Twain's staff will be positive role models for students.
- Twain will provide after school tutoring when resources are available.
- Twain will involve parents/guardians in the governance of the school.
- Twain will keep parents informed of their child's progress.

### **THE HOME**

Our district deeply values family partnership as essential to student success. We warmly invite and encourage your involvement in your child's education. To ensure we can provide the best support possible, we ask that appointments be scheduled in advance when possible. Conferences will focus on your child's needs, and we are committed to working together in a respectful, solution-oriented manner. If you need language support, scheduling assistance, or other accommodations, we're here to help.

- Parents/Guardians will send their children to school well-rested, having an opportunity to have breakfast or having had breakfast and on time every day.
- Parents/Guardians will provide a quiet place for their children to study and check his/her work.
- Parents/Guardians will talk, read or write to/with their children at least 20 minutes each night.
- Parents/Guardians will attend all teacher-requested conferences to discuss the progress of their children.

### **THE STUDENT**

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



## **Mark Twain Elementary Family Involvement Guidelines**

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

### **PART I**

Twain agrees to implement the following requirements:

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

### **PART II**

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

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

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

### **PART III**

### **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

1. Twain will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
  - District trainings offered for families and staff
  - Family education workshops on site
  - Family-Teacher Conferences
  - Family Workshops posted on district website
  - DCAC, DELAC and other district family forums/meetings
  - District website resources: click "P" for Parent University
2. Twain will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
  - Outlines shared responsibility of home, school and student in academic achievement
  - Developed, discussed and reviewed at first SSC and ELAC meetings
  - School site council must vote to approve compact
  - Twain's Home-School Compact will be available via weekly Parent Bulletin, school website, and available in the front office.
3. Twain will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
  - the state's academic content standards
  - the state and local academic assessments including alternate assessments
4. Twain will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
  - Family Workshops (Literacy and Math)
5. Twain will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
  - Teacher/Staff In-services
6. Twain will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
  - A district translator/other support staff will be doing the translations of written materials/notifications that are sent to families

#### **PART IV**

#### **DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS**

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

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;

- in order to maximize family involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

\* \* \* \* \*

**PART V**  
**ADOPTION**

Twain’s Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site’s School Site Council members on 10/01/2025 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/31/2025 Twain, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10-1-25

Date



## Twain Elementary

### Guía de Participación Escolar para las Familias

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

#### **PARTE I**

La Twain Elementary está de acuerdo en implementar los siguientes requisitos:

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

#### **PARTE II: DESCRIPCIÓN DE CÓMO LA TWAIN ELEMENTARY IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA GUÍA DE PARTICIPACIÓN ESCOLAR PARA LAS FAMILIAS**

1. La Twain Elementary tomará las siguientes acciones para incluir a las familias en el desarrollo y acuerdo en conjunto de la Guía de Participación Escolar para las Familias y su plan a nivel escolar, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
  - La asistencia a una de las siguientes capacitaciones que ofrece el Distrito o el plantel escolar. Los temas incluirán:
    - i. Responsabilidades y Papel que Desempeña el SSC (Concilio del Plantel Escolar) y sus miembros
    - ii. Composición del SSC
    - iii. Consideraciones Presupuestarias
    - iv. Plan Único para el Rendimiento Estudiantil
    - v. Papel que Desempeña ELAC (Comité Asesor del Estudiantado que Está Aprendiendo Inglés) y otros comités asesores

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

7. La Twain Elementary coordinará e integrará los programas de la participación de la familia, con otros programas del distrito, incluyendo “Head Start”, “Early Head Start”, Twain Elementarys públicas preescolares, etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:
  - Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en Twain Elementarys selectas
  - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La Twain Elementary entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
  - En las reuniones del Concilio del Plantel Escolar

### **PARTE III: RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DEL ESTUDIANTE**

1. La Twain Elementary construirá la capacidad de la Twain Elementary y de las familias para fortalecer la participación de las familias, para poder asegurar la participación efectiva de las familias y apoyar la asociación entre la Twain Elementary, las familias y la comunidad para mejorar el rendimiento académico estudiantil, por medio de las siguientes actividades específicamente descritas a continuación:
  - Talleres ofrecidos por el Distrito para las familias y el personal escolar
  - Talleres educativos para la familia en el plantel escolar
  - Conferencias Entre Familias y Maestros
  - Talleres para la familia publicadas en la página del Internet del Distrito
  - DCAC, DELAC y otros foros/reuniones para las familias del distrito
  - Recursos de la página del Internet del Distrito: oprimir “P” para Universidad de Padres
2. La Twain Elementary incorporará el Contrato entre la Familia y la Twain Elementary como un componente de la Guía de Participación Escolar para las Familias:
  - Delinean las responsabilidades compartidas del hogar, la Twain Elementary y el estudiante en cuanto al rendimiento académico
  - Desarrollado, discutido y repasado en las primeras reuniones del SSC y ELAC
  - El Concilio del Plantel Escolar deberá votar para aprobar el contrato
3. La Twain Elementary, con la ayuda del distrito, proveerá asistencia a las familias de niños que reciben servicios de la Twain Elementary para entender temas tales como los que se encuentran a continuación:
  - las normas del contenido académico del Estado
  - las evaluaciones académicas alternativas Estatales y locales, incluyendo las evaluaciones alternativas
4. La Twain Elementary, con la ayuda del distrito, proveerá materiales y capacitación para ayudar a las familias a trabajar con sus niños para mejorar el rendimiento académico, según sea apropiado, para fomentar la participación de las familias, por medio de:
  - Talleres para las familias (Alfabetización y Matemáticas)
  - 5. La Twain Elementary, con la ayuda del distrito y las familias, educará a sus maestros y otros miembro del personal, sobre cómo prestar ayuda a, comunicarse con, y trabajar con las familias como socios iguales, por medio de:
    - Talleres para Maestros y miembros del personal
6. La Twain Elementary, al grado que sea posible y adecuado, tomará las siguientes acciones para asegurar que la información relacionada con los programas de las familias, reuniones y otras actividades, se envíe a las familias de los niños que participan en un formato comprensible y en un idioma que las familias puedan entender:

- Nombre a la persona en la Twain Elementary quien hará las traducciones por escrito de los materiales/avisos que se mandan a las familias.

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

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

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

\* \* \* \* \*

**PARTE V: ADOPCIÓN**

Esta Guía de Participación Twain Elementary para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Twain Elementary el 1/10/25 y estarán vigentes por un periodo de un año lectivo. La Twain Elementary distribuirá la Guía a todas las familias el 31/10/25 o antes. La Twain Elementary, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.



Firma del Director(a)

10-1-25

Fecha