



Keller Middle School

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 and contains the following:

Needs Assessment-

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners (EL)
- 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/chief-academic-office/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):

Past 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.

Past 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

In support of Board Goal 2: Keller surpassed the district SBAC target of 34% and achieved 44%. This fell short of the 46% school growth target. Although the school demonstrates clear progress toward the 2028 Board Goal, there are still gaps within our English Learners and students receiving services in Special Education. Our African American students demonstrated 14% growth in 24-25, with no change in the cohort data. In support of Board Goal 2a: Keller surpassed the goal target for 24-25 (14%) and 25-26 (17%), . Although the school demonstrates clear progress toward the 2028 Board Goal, there are still gaps within our English Learners and students receiving services in special education.

ELA Goals

In support of LBUSD Board Goal #2: The percentage of students in Grades 6-8 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 46 % in June 2025 to 51% in June 2026. 2a. By June 2025, 21% of students in grades 6-8 who were Not Met achievement level on the prior year SBAC ELA will meet their stretch growth target on i-Ready Reading, up from 18% in June 2025. If Keller offers focused reading intervention, then students will perform better on the iReady and SBAC tests.

Progress monitoring will include:

- Quarterly assessment data
- Data chats with ELA department
- CDS-Data analysis and next step plan
- Quarterly data analysis with ILT
- Collection of data to include implementation of instructional strategies learned at site PD
- SBAC data

Comprehensive Needs Assessment: Mathematics

Math Findings

In support of Board Goal #3a: Keller did not meet the target for African American students for Algebraic Thinking on i-Ready Diagnostic #3. The school target was 35% and African American students achieved 28%, with a gap of 13%. This gap is wider compared to the All Other group, which scored at 42%. In support of Board Goal #3b: The percentage of African American students receiving a C or better in math was 64%, missing the school target of 69%, with a gap of 5%. This gap is greater in comparison to all other students earning a C or better at 75%, resulting in an 11% gap.

Math Goals

In support of LBUSD Board Goal #3: 3a. By June 2026, 42% of Black/African American students 6th-8th grade will be at or above grade level in the Algebra and Algebraic Thinking domain on i-Ready at Diagnostic 3, from 28 % in June 2025. 3b. By June 2026, 72% of Black/African American students in 6th-8th grade will receive a C or better in their mathematics course, from 64 % in June 2025. If Keller offers math development classes, then more students will receive more support in math and increase their grades and test score levels.

English Language Learners declined by 5.9 points. English Language Learners will increase by 6 points in math by June 2026, moving the indicator to the yellow band, as indicated in the California Dashboard.

Socioeconomically Disadvantaged Students declined by 2.1 points in their performance level on the CA Dashboard, receiving the orange indicator. Socioeconomically Disadvantaged Students will increase by 5 points, moving the indicator to the yellow band, as indicated in the California Dashboard.

If Keller offers math development classes, then more students will receive more support in math and increase their grades and test scores.

Progress Monitoring:

- Analysis of quarterly assessment data
- Data chats with math department
- CDS-Data analysis and next step plan
- Quarterly data analysis with ILT
- Collection of data to include implementation of instructional strategies learned at site PD
- SBAC data

Comprehensive Needs Assessment: English Learners

English Learner Findings

In ELA, Keller English Learners declined by 4%. However, the EL+RFEP students made 12% growth on SBAC, with no change in the cohort data. In Math, Keller English Learners and the EL+RFEP did not demonstrate any score change (neither improvement or decline) on SBAC.

English Learner Goals

By June 2026, the percentage of English Learners scoring Not Met achievement level in the prior year SBAC will achieve the growth target on the SBAC ELA assessment with an increase from 38% to 50%.

If Keller offers CCR classes to ELLs, then the students will have the skills to achieve their growth targets on the SBAC ELA assessment.

Progress monitoring:

- ELPAC data
- Data analysis of student quarterly assessments. i-Ready and SBAC
- Check-ins with EL students pre ELPAC
- CCR RFEP rate
- Data collection of students attending after school enrichment

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

As indicated by CORE survey, Keller demonstrated growth in Sense of Belonging (+1) and Cultural Awareness and Action (+8). The survey indicated a small decline in Diversity and Equity (-1), Climate of Support for Learning, and Safety, both (-3). The Fall Pulse Survey Data 2025 results: Identity-78%, Belonging-76%, Agency -67%

Culture/Climate Goals
<p>By June 2026, Keller will demonstrate growth in the Pulse Survey focus areas of Identify, Belonging and Agency by 5%. Targeted work through the Culture and Climate Leadership team will be implemented to support Socioeconomically Disadvantaged Students and English Learners improve their attendance by 5% growth. This work includes quarterly grade level meetings with staff to share and discuss Pulse Wellness Survey data, target areas for intervention, and attendance data.</p> <p>Socioeconomically Disadvantaged Students increased by 1.1%, with 2.6% of students suspended at least one day, resulting in Keller receiving the orange indicator on the CA Dashboard.</p> <p>English Learners are in the orange indicator and Socioeconomically Disadvantaged Students are in the yellow indicator for Chronic Absenteeism.</p> <p>If Keller focuses on Sense of Belonging, then Keller students will select the favorable options on the Pulse Survey and increase attendance.</p> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> -Quarterly Pulse Survey -Student data on participation in school clubs and extracurricular activities -Student discipline data -Data on the number of Restorative Justice circles and/or other means of correction. -Attendance data

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) GOAL: By June 2025, students will	Goal Partially or Not Met	Student growth on SBAC ELA was 4%, just short of the goal.	School-wide focus on reading comprehension to align with Board Goals 2a, i-Ready stretch

increase from 65% to 70% met/exceeded in SBAC ELA..
 -Students designated as ELLs will increase by 10% met/exceeded from 11% to 21%.
 -African-American students will increase by 10% from 47% to 57% met/exceeded.

ACTION PLAN:
 -School-wide professional development focus on scaffolds and student engagement to support English Learners, African American students and students with disabilities.
 -Implementation of QCI professional development in all classrooms.
 -Weekly department common conference collaboration meetings supported by the block schedule.
 -Department Collaboration days to engage in PDSA Cycles and planning.
 -Quarterly professional development in dual immersion instruction, with a focus on vocabulary to support iReady, SBAC and AP assessments.
 -Continued student designated ELD support in CCR course
 -Engage in Internal Learning

English Learners declined by -4.
 African American students increased by 14%.

Implementation of common strategies in all ELA classrooms supported student growth, Implementation of co-teaching in ELA classrooms.

growth target.

Quarterly focused professional development in instructional strategies and engaging in PDSA cycles to measure effectiveness.

Professional development in Depth & Complexity and CER in writing.

i-Ready after-school intervention to provide targeted support for students.

Continue co-teach structure in select classrooms.

	<p>Walks and Quality Core Visits to observe school-wide instruction and best practices</p> <ul style="list-style-type: none"> -Implementation of co-teaching model with Education Specialist in ELA grades 6-8 to support students with disabilities and ELs also designated as students with disabilities. -Implementation of equitable grading policy to reflect student growth, understanding and mastery. -Implementation of block scheduling to create a master schedule that reflects student interest and dual language program. <p>PROGRESS MONITORING:</p> <ul style="list-style-type: none"> -SBAC Data -iReady Diagnostics -EPLAC data -Walkthrough data collect on implementation of professional development -Formal and informal feedback -ABC rate 			
Math	<p>1) By June 2025, students will increase from 52% to 60% met/exceeded in SBAC Math.</p> <ul style="list-style-type: none"> -Students with disabilities will increase 20% from 0% to 20% 	Goal Partially or Not Met	Overall student achievement declined by -2%. The 7th grade data indicated a -9% decline in overall achievement.	<p>Math development course for targeted intervention and support of site and Board Goals #3a and #3b.</p> <p>Math development courses created for: Math 7,</p>

met/exceeded.
-African-American students will increase by 13% from 27%-40% met/exceeded.

ACTION STEPS:

- Implementation of QCI professional development in all classrooms.
- Continued implementation of Building Thinking Classrooms to facilitate conceptual understanding, group collaboration and academic discourse.
- Quarterly professional development in dual immersion instruction, with a focus on vocabulary to support iReady, SBAC and AP assessments.
- Weekly department common conference collaboration meetings supported by the block schedule
- Implementation of iReady Learning Paths
- Department collaboration days to engage in PDSA cycles with IIC
- Engage in Internal Learning Walks and Quality Core Visits to observe school-wide instruction and best practices
- Implementation of Education

Students with IEPs increased by +13%.

African American students increased by 7%.

Math 7ACC and Algebra.

Continued implementation of i-Ready learning paths.

Continued implementation of Building Thinking Classrooms, Prove-Its and implementation of three part lesson structure.

Offer tutoring for students during lunch and after-school office hours.

	<p>Specialis "push in" model in math.</p> <ul style="list-style-type: none"> -Continued work with NSI and Implementation of "Prove-its" in select departments to measure student understanding and provide both written and verbal feedback for student growth. -Implementation of equitable grading policy to reflect student growth, understanding and mastery. <p>PROGRESS MONITORING:</p> <ul style="list-style-type: none"> -SBAC Data -iReady Diagnostic Data -Student "Prove-It Data -Data collection of NSI "Change Idea". -Walkthrough data collect on implementation of professional development -Formal and informal feedback -ABC rate 			
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English Learner	<p>1) By June 2025, English learners will grow by 10% in SBAC ELA and Math and achieve one year growth as measured by the iReady diagnostic.</p> <p>ACTION STEPS (including ELAC Recommendations): -Implementation of CCR in master schedule -Notification to parent of students EL Status -Notification to parents of ELAC test dates -Extra Student support for ELL Students (Tutoring and interventions to be determined)</p> <p>PROGRESS MONITORING -ELPAC Data -RFEP Redesignation -P/NP Rate in CCR -Tutoring and/or intervention participation data</p>	Goal Partially or Not Met	English Learners declined by -4 in ELA and no change in Math.	<p>Continue CCR course offering for students, in support of redesignation.</p> <p>Offer tutoring for students during lunch and after-school office hours.</p> <p>Math development courses created for: Math 7, Math 7ACC and Algebra.</p> <p>Continued implementation of i-Ready learning paths.</p> <p>Continued implementation of Building Thinking Classrooms, Prove-Its and implementation of three part lesson structure.</p> <p>i-Ready after-school intervention to provide targeted support for students</p>
Culture/Climate	<p>1) GOAL: By June 2025, students will increase in Cultural Awareness and Action from 42% to 50% as measured by the Pulse and CORE Surveys.</p> <p>ACTION PLAN:</p>	Goal Met	Keller demonstrated an 8% increase in Cultural Awareness and Action as measured by CORE Survey.	<p>The CORE survey has been discontinued,</p> <p>We will continue use of surveys to measure student growth in sense of belonging, agency and identity, as indicated in the PULSE Wellness Surveys. Surveys are implemented three times per year.</p>

-Establish Sankofa Parent Village to establish a community of support for African-American students.

-Continued work in the teacher led Lobo Culture Committee to develop school-wide activities that create opportunities for cultural celebrations

-Staff PD in culturally responsive instruction and SEL strategies to build community in classrooms.

-Implementation of WEB program to create a safe and welcoming environment.

-Monthly (or quarterly) meetings with Safe & Civil to create school procedures and protocols with an equity focus.

-Review Pulse Survey results with staff and students to create action steps in areas for growth.

-Sponsorship of student clubs that reflect student interests.

-School-wide activities through PTO and Students Council that celebrate student diversity.

PROGRESS MONITORING:

-Results of CORE and Pulse Surveys

-Walkthrough data in implementation of culturally responsive lessons

Continue classrooms surveys, targeting the PULSE survey areas of identity, belonging and agency (History and PE classrooms)

Continue Ethnic Studies course to provide students with coursework that is culturally affirming and develops social awareness.

Continue student clubs and parent involvement to build upon cultural awareness and student representation.

-Feedback from student focus groups -Data collection in student participation in clubs and cultural events			
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Recreation aid support for student supervision before school and at lunch. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. • Reading and writing analysis grounded in evidence from text. • Regular practice with reading and producing complex text and its academic vocabulary with intensity. <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> • District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. • Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs. 	<p>Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:</p> <p>A cold-read Unit assessment, which assesses whether students can read “new” text(s) and apply the same level of understanding and mastery of the CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level</p> <p>NewsELA</p> <p>ELLevation</p> <p>iReady</p>

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> • Arguments to support claims in an analysis of substantive topics/texts • Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Narratives to develop real or imagined experiences or events <p>All 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> • Reading to build knowledge for written pieces • Working through the writing process for all 3 text types including planning, revising, editing and publishing • Orally rehearsing using linguistic patterns • Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences • Conferring with the teacher and other students 	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p>

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>Quarter Assessments</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Courses that represent student interests and aligned with high school arts pathways. Culture-Climate Survey (Student-Staff) 50, Other 50	Continued implementation of visual arts courses to prepare students for high school arts pathways.	All Students	Prop 28 \$87,717 Teacher - Secondary .5 FTE - Prop 28 100%	08/20/2025 - 06/20/2026 Daily	Principal	ABC Rate Monthly Observation Student enrollment data in arts courses Culture- Climate Survey (Student-Staff) 50, Other 50

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
N/A	1) School choice site visits 2) WEB orientation to support new students 3) Parent orientation to introduce program to parents and students	1) Site support to assist parents with high school choice selection 2) Site visits with high school counselors for programming 3) One-on-one conferences with Keller counselor for high school choice support.

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Increase student identity, agency, belonging, and by 5% as determined by the PULSE Wellness Surveys.	Implementation of WEB elective to support incoming 6th graders.	NONE	August 2025-June 2026	Administrators, teacher leaders	PULSE Wellness survey results
	Monthly school activities to connect with students.	Site FTE	August 2025-June 2026	Site faculty and staff, student groups, parent volunteers	PULSE Wellness survey results. site surveys and focus groups
	Establishment of CCLT to review site data and create plans for support and intervention.	Site FTE	August 2025-June 2026	Administrators, IIC, teacher leaders, students	PULSE Wellness survey results. site surveys and focus groups

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
<p>SBAC data indicated a 4% growth in ELA and -2% decline in math overall.</p> <p>Student assessment data and teacher survey identified a need for professional development in instructional scaffolds to support student mastery of content and classroom engagement.</p>	Quarterly Program Meetings-Literacy Development in a Dual Language Program	NONE	Quarterly, after school.	Teacher Leaders, Principal	Formal and informal observations, site internal learning walks, assessment data
	Vision 2035-System, Adult, Graduate Portrait	NONE	Monthly, after school	Principal, Assistant Principal	Formal and informal observations, site internal learning walks
	Instructional Scaffolds and Student Engagement (Cognitive, Physical, Emotional)	NONE	Weekly conference period collaboration. monthly PD after school	Principal, Assistant Principal, IIC, Teacher Leaders	Formal and informal observations, site internal learning walks, assessment data
	Professional development planned and implemented by ILT and teacher leads in the areas of instructional strategies and scaffolds, UDL and language focus.	NONE	Monthly faculty and department meetings	ILT team members, Teachers Leaders, IIC and Admin. Team	SBAC, i-Ready ELA, SLA and Math, formal and informal observations.

Describe Teacher Involvement

Teachers are involved in shared decision making through: School Site Council, adjunct committees in the areas of student recognition, safe & civil, school culture and department and/or grade level groups. Teachers will facilitate SSTs for student intervention and participate in the implementation of IEPs and 504 plans. Teachers will provide feedback for student support and intervention and build communication with Keller families.

Teacher leaders (including National Board Certified teachers) present professional development in the areas of need. The professional development is designed based on teacher surveys and site data. Professional development content is co-designed with administration to support implementation.

Accountability Measure 4: Parent & Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Parent involvement to support CORE Survey and Pulse Survey Results.	PTO funded school activities	None	Monthly PTO Meetings, August 2025-June 2026	Organization members and all members of the school community	PULSeE Wellness Surveys
Sankofa Parent Group	District resources and support for Center for Black Student Excellence	\$1500 in district funding	Monthly Meetings October 2025-June 2026	Parent members, site administrators, student members	PULSE Wellness Survey, Parent surveys

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	\$70,560
Title I Parent and Family Involvement (3008)	\$2,121

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: DELAC and EL Intervention; Reading Intervention/Private Schools; Research LROIX Development	n/a
Centralized Services Share	Counselors, Equitable Services, Foster Youth Transportation, Literacy Teachers, Travel/Conferences, Technology Additional reservation for Parent Involvement (over 1% requirement)	n/a

State Programs *	Allocation
LCFF	\$31,220

* *In the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA (even though LCFF funding is district-directed)*

Midyear Adjustments

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. When these adjustments occur, LBUSD will notify affected principals who will then notify their SSCs.

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 and 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.

Literacy Teachers

Provides targeted reading instruction to students struggling with literacy, typically through small-group or individual sessions

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 Children and Family Services

Data Day

Opportunity for Title I school staff to analyze student data, collaborate, and plan on next steps to address identified needs

Technology

One-time supplemental technology devices and support to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Mrs. Lomeli	
Staff	Classroom Teacher	Christian Monterroso	06-12-2026
Staff	Classroom Teacher	Vanessa Bautista	06-12-2026
Staff	Classroom Teacher	Alicia Tito	06-13-2027
Staff	Classroom Teacher	Angie Dougherty	06-13-2027
Staff	Other School Personnel	Lizzy Buenrostro	06-13-2027
Community	Parent/Community Member	████████ Alvarado	06-12-2026
Community	Parent/Community Member	████████ Jimenez	06-13-2027
Community	Parent/Community Member	████████ Chavez	06-13-2027
Community	Student	T ██████████	06-12-2026
Community	Student	E ██████████	06-13-2027
Community	Student	D ██████████	06-13-2027

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)	█████ Rangel
DELAC Representative	Parent of EL Student (required)	█████ Encinas
Principal or Designee	Staff Member (required)	Karina Montanez
Secretary	Staff Member (required)	Lizzy Buenrostro

Name	Representing
█████ Avina	Parent of EL Student
█████ Gonzalez	Parent of EL Student
█████ Vargas	Parent of EL Student
█████ Machuca	Parent of EL Student
█████ Fernandez	Parent of EL Student
█████ Chicas De Ruiz	Parent of EL Student
█████ Montoya	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?	12/10/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	<p>Keller should focus on informing families through Zoom meetings, flyers sent through USPS, emails, Canvas, personal phone calls, and text messages with the title: Keller ELAC.</p> <p>The purpose of this recommendation is to ensure that students have opportunities to prepare for the ELPAC test. This recommendation is based on the district’s process for assessing English Language Learners, the district’s process for reclassification of ELLs, data from the CA Dashboard, and the SPSA.</p> <p>The Keller principal and staff should consider adding more CCR classes to the master schedule (dividing students by proficiency levels or grade levels), and should collect data and feedback from the staff about their use of ELlevation.</p> <p>Keller should send information about attendance in school newsletter, text messages titled “Keller Attendance,” hold parent meetings, print hard copies of information about attendance, emphasize the importance of attendance at orientation, and offer Free Dress incentives for stu</p>

Question	Answer
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades RFEP Student Grades 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	12/17/2025
6. What was SSC's response to ELAC recommendations?	Discussion of the ELAC Recommendations for SSC One of the recommendations is intervention whether it is tutoring via zoom or in person. Lomeli mentioned the After school club "Lobo Legends" is that support that is being provided for EL students. The challenge that Keller is encountering is Teacher Volunteers to help with after school tutoring. Brainstorming of ideas: Providing reading materials for students where they have books in their native language. If we support students with reading materials in Spanish, it could help with English development. Looking at data about trends or patterns. Inform parents about how this system works so that it encourages parents to help at home. Where was a time where the data shows growth or positivity to analyze what things were being done so we can repeat that success. Providing incentives for students to improve on i-Ready scores. Informing parents about Testing accommodations How can we help students who have IEPs/504s and assist them with

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 12/17/2025
2. SSC approved the **Home-School Compact** on 10/22/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/22/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/18/2025, 09/24/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/22/2025
6. The SPSA was approved at its meeting on 12/17/2025

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

Acronym and Terms

for School Site Councils and English Learner Advisory Committees

AM 1-4 Accountability Measures 1 - 4: components of the School Plan for Student Achievement that provide plan details: needs, goals, progress monitoring, interventions, and supports.

CAASPP California Assessment of Student Performance and Progress: state-based assessment system measuring annual student progress in language arts and math, beginning in third grade. Science is also assessed at intervals beginning in 5th grade. Alternative assessments for students with cognitive disabilities and assessments in Spanish for newcomers are also part of the system.

Categorical Funds: financial support from state and federal governments targeted for particular categories of students, special programs, or special purposes. This support is in addition to school district general purpose revenue, is beyond the basic educational program, and most often has restrictions on its use.

CCSS Common Core State Standards: Academic standards adopted by multiple states to help ensure all students get a good education, even if they change schools or move to a different state. “Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace.”

CDE California Department of Education: state agency responsible for overseeing “the state's diverse public school system... in charge of enforcing education law and regulations and continuing to reform and improve public school programs.” [from the [CDE home page](#)].

CIE Continuous Improvement Expenditure Plan: District tool to summarize the school’s allocations and expenditures to address student needs. Line items become part of the SPSA once approved by SSC (if needed) and various district offices [[school CIE Plans](#)].

DCAC District Community Advisory Committee: parent advisory committee focused on topics related to Title I, including making recommendations to the Board of Education about programs and services to support student achievement as part of a schoolwide Title I program. Non-Title I schools are also invited to take part in DCAC.

DELAC District English Learner Advisory Committee: Parents of English Learners participate in district meetings about English Learner (EL) services which include establishing district programs, goals and objectives for EL programs and services, reclassification process, and how EL funds are used to implement academic services for English Learners.

EL/ELL English Language Learner: a student with a primary language other than English

ELA English Language Arts: basically reading and writing

ELAC English Learner Advisory Committee: In schools with more than 21 ELs, there must be an ELAC, which is the parent group “responsible for advising the principal and staff on programs and services for English Learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).” ELAC also works to make parents aware of the need for consistent school attendance and to solicit input from parents regarding school needs.

ELOP Expanded Learning Opportunities Program: California initiative providing funding for afterschool and summer school enrichment programs, to address TK-6th grade students’ academic, social, emotional, and physical needs.

ELPAC English Language Proficiency Assessments for California: language acquisition assessments for students learning English as a second language, testing their English Language Proficiency (ELP) in reading, writing, listening, and speaking. One assessment is for the initial identification of students as English learners (ELs), and a second is for the annual summative assessment to measure a student’s progress in learning English and identify the student’s ELP level.

EONA Educational Opportunities for Native Americans: program whose purpose is to meet the special educational and culturally-related academic needs of the district’s K-12 Native American students.

ESSA Every Student Succeeds Act: The Every Student Succeeds Act (ESSA) was signed by then-President Obama in 2015 and represents “good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law, and longstanding commitment to equal opportunity for all students. The... law builds on key areas of progress... made possible by the efforts of educators, communities, parents, and students across the country.”

FEP Fluent English Proficient: a designation used when an English Learner achieves specified academic targets and is considered to have language skills comparable to those of a student whose primary language is English. Students can be considered **IFEP** (initially FEP) if they achieve those targets upon first entry into a California school or **RFEP** (reclassified FEP) if they achieve the targets after one or more years of instruction.

FINSYS: LBUSD’s Financial System

FPM Federal Program Monitoring: School districts that receive funding for certain programs may be chosen for a review by the state. The review’s purpose is to ensure that funding is spent as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the district how to correct the findings. The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process.

Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the reviews, which take place either in person or online.

FRSA Foundational Reading Skills Assessment: district assessment used to test letter and sound knowledge, phonological awareness, and phonics (TK-2)

IEP Individual Education Plan: an individualized plan for students qualifying for Special Education Services

LCAP Local Control Accountability Plan: “The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.”

LCFF Local Control Funding Formula: “hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.” This model began in 2013-2014.

LEA Local Educational Agency: this term has multiple uses depending on whether the LEA is a school, district, or county office of education.

MTSS Multi-Tiered System of Support: an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

NGSS Next Generation Science Standards: adopted by the State of CA in September 2014, these standards are created around a set of performance expectations that require students to integrate content knowledge with application along a continuum from Kindergarten through 12th grade. 1. Science and Engineering Practices, 2. Crosscutting Concepts, and 3. Disciplinary Core Ideas.

PD Professional Development: learning activities designed to increase the instructional knowledge and skills of all staff members. PD can be site-based, district-wide, or outside.

PTA Parent-Teacher Association: a group of parents and teachers that work together to enrich the education of all students. A local PTA is aligned with state and national organizations and operates under a set of bylaws that are in accord with those organizations.

RTI Response to Intervention (or sometimes, Response to Instruction): RTI is the beginning level of interventions designed to support students who are struggling to meet academic proficiency or behavioral goals. The RTI process begins in the

classroom between the teacher and parents.

SBAC Smarter Balanced Assessment System: computer-based tests and performance tasks that allow students to show what they know and are able to do. It is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and has three components designed to support teaching and learning throughout the year: the summative assessments, the interim assessments, and the Tools for Teachers formative assessment resources.

SEL Social-emotional learning: “the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” [from CASEL, at <http://www.casel.org/what-is-sel/>.]

SFP State & Federal Programs Office: oversees compliance requirements and provides site and department support as they relate to categorical programs such as Title I

SPSA School Plan for Student Achievement: “A plan of action to improve student academic performance by coordinating all educational services and resources.”

SPV Sankofa Parent Village: community of care and support for Parents and Caregivers of Black children

SSC School Site Council: the group responsible at the local school level for the creation and monitoring of the annual School Plan. SSC’s must be composed of parents, teachers, and other school staff members. They are governed by bylaws that align with the requirements posted by the California Department of Education.

SST Student Success Team: a team of educators who work with parents to support learning for students facing challenges in the school environment. SST meetings are called when in-class interventions are not enabling students to succeed in desired ways or when parents request a closer look at their student’s progress and needs.

TDRs Time Distribution Reports: documentation to support the costs of salaries charged to categorical funds (federal or state) in which an employee works. If the employee is paid in part or in full by categorical funds then TDRs are required by law, and the employee must demonstrate that they worked on behalf of that specific funding source(s) with the time matching the position’s funding percentage.

Title I is a section of the ESEA (or ESSA) that “provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.”

Title III is also a section of the ESEA, which provides funding that supports supplemental language instruction and academic support for students who are English Learners.

TOSA Teacher on Special Assignment: can refer to teachers working outside a classroom-based instructional role but are still classified as teachers. Some TOSAs serve as site-based coaches or as district-level coaches.

Subject to change and updates

Acrónimo y términos

para los consejos escolares y los comités asesores de estudiantes de inglés

AM 1-4 Medidas de Responsabilidad 1 - 4: componentes del Plan Escolar para el Rendimiento Estudiantil que proporcionan detalles del plan: necesidades, metas, seguimiento del progreso, intervenciones y apoyos.

CAASPP Evaluación de California del rendimiento y progreso estudiantil: sistema de evaluación estatal que mide el progreso anual de los estudiantes en artes del lenguaje y matemáticas, comenzando en tercer grado. Las ciencias también se evalúan en intervalos a partir del quinto grado. También forman parte del sistema evaluaciones alternativas para estudiantes con discapacidades cognitivas y evaluaciones en español para recién llegados.

Fondos categóricos: apoyo financiero de los gobiernos estatal y federal destinado a categorías particulares de estudiantes, programas especiales o propósitos especiales. Este apoyo se suma a los ingresos para fines generales del distrito escolar, va más allá del programa educativo básico y, en la mayoría de los casos, tiene restricciones en su uso.

CCSS - Estándares Estatales Básicos Comunes: Estándares académicos adoptados por múltiples estados para ayudar a garantizar que todos los estudiantes obtengan una buena educación, incluso si cambian de escuela o se mudan a un estado diferente.

"Maestros, padres y expertos en educación diseñaron el CCSS para preparar a los estudiantes para el éxito en la universidad y el lugar de trabajo".

CDE Departamento de Educación de California: agencia estatal responsable de supervisar "el diverso sistema de escuelas públicas del estado... a cargo de hacer cumplir las leyes y regulaciones educativas y continuar reformando y mejorando los programas de las escuelas públicas". [[de la página de inicio del CDE](#)].

CIE - Plan de gastos de mejora continua: herramienta del distrito para resumir las asignaciones y gastos de la escuela para abordar las necesidades de los estudiantes. Los artículos de línea pasan a formar parte del SPSA una vez aprobados por el SSC (si es

necesario) y varias oficinas del distrito [[planes CIE escolares](#)].

DCAC - Comité Asesor Comunitario del Distrito: comité asesor de padres enfocado en temas relacionados con el Título I, incluyendo hacer recomendaciones a la Junta de Educación sobre programas y servicios para apoyar el rendimiento estudiantil como parte de un programa de Título I en toda la escuela. Las escuelas que no pertenecen al Título I también están invitadas a participar en DCAC.

DELAC - Comité Asesor de Estudiantes de Inglés del Distrito: Los padres de estudiantes de inglés participan en reuniones del distrito sobre los servicios para estudiantes de inglés (EL), que incluyen el establecimiento de programas, metas y objetivos del distrito para los programas y servicios de EL, el proceso de reclasificación y cómo se utilizan los fondos de EL para implementar servicios académicos para estudiantes de inglés.

EL/ELL Estudiante del idioma inglés: un estudiante con un idioma principal distinto del inglés.

ELA Artes del lenguaje inglés: básicamente lectura y escritura

ELAC - Comité Asesor de Estudiantes de Inglés: En las escuelas con más de 21 EL, debe haber un ELAC, que es el grupo de padres “responsable de asesorar al director y al personal sobre programas y servicios para estudiantes de inglés y al Consejo Escolar sobre el desarrollo del Plan Único de Aprovechamiento Estudiantil (SPSA)”. ELAC también trabaja para concienciar a los padres sobre la necesidad de una asistencia escolar constante y para solicitar opiniones de los padres con respecto a las necesidades escolares.

ELOP - Programa de Oportunidades de Aprendizaje Ampliadas: Iniciativa de California que proporciona fondos para programas de enriquecimiento escolar después de la escuela y en el verano, para abordar las necesidades académicas, sociales, emocionales y físicas de los estudiantes desde jardín de infantes hasta sexto grado.

ELPAC - Evaluaciones de dominio del idioma inglés para California: evaluaciones de adquisición del idioma para estudiantes que aprenden inglés como segundo idioma, evaluando su dominio del idioma inglés (ELP) en lectura, escritura, comprensión auditiva y expresión oral. Una evaluación es para la identificación inicial de los estudiantes como estudiantes de inglés (EL), y la segunda es para la evaluación sumativa anual para medir el progreso de un estudiante en el aprendizaje de inglés e identificar el nivel ELP del estudiante.

EONA Oportunidades Educativas para Nativos Americanos: programa cuyo propósito es satisfacer las necesidades educativas especiales y académicas relacionadas con la cultura de los estudiantes nativos americanos del distrito K-12.

ESSA - Cada Estudiante Triunfa: La Ley Cada Estudiante Triunfa (ESSA) fue firmada por el entonces presidente Obama en 2015 y representa “buenas noticias para las escuelas de nuestra nación”. Esta medida bipartidista reautoriza la Ley de Educación Primaria y Secundaria (ESEA), de 50 años de antigüedad, la ley de educación nacional del país y el compromiso de larga data con la igualdad

de oportunidades para todos los estudiantes. La... ley se basa en áreas clave de progreso... posibles gracias a los esfuerzos de educadores, comunidades, padres y estudiantes de todo el país”.

FEP Competente en inglés con fluidez: una designación utilizada cuando un estudiante de inglés logra objetivos académicos específicos y se considera que tiene habilidades lingüísticas comparables a las de un estudiante cuyo idioma principal es el inglés. Los estudiantes pueden ser considerados IFEP (inicialmente FEP) si logran esos objetivos al ingresar por primera vez a una escuela de California o RFEP (FEP reclasificado) si logran los objetivos después de uno o más años de instrucción.

FINSYS: Sistema financiero LBUSD

FPM - Monitoreo del programa federal : los distritos escolares que reciben fondos para ciertos programas pueden ser elegidos para una revisión por parte del estado. El propósito de la revisión es garantizar que los fondos se gasten según lo exige la ley. Al final de cada revisión, el estado completará un informe que detalla cualquier hallazgo de incumplimiento e informa al distrito cómo corregir los hallazgos. El Departamento de Educación de California (CDE) trabaja para proporcionar un proceso de monitoreo coordinado y transparente. Dentro del CDE, la oficina de Monitoreo de Programas Federales (FPM) ha sido designada para supervisar las revisiones, que se llevan a cabo en persona o en línea.

FRSA - Evaluación de habilidades de lectura fundamentales: evaluación del distrito utilizada para evaluar el conocimiento de las letras y los sonidos, la conciencia fonológica y la fonética (TK-2)

IEP - Plan de educación individual: un plan individualizado para estudiantes que califican para servicios de educación especial

LCAP - Plan de Responsabilidad de Control Local: “El LCAP es un plan de tres años que describe las metas, acciones, servicios y gastos para apoyar resultados positivos de los estudiantes que abordan las prioridades estatales y locales. El LCAP brinda una oportunidad para que las agencias educativas locales (LEA) compartan sus historias sobre cómo, qué y por qué se seleccionan programas y servicios para satisfacer sus necesidades locales”.

LCFF - Fórmula de financiación de control local: “legislación distintiva que cambió fundamentalmente la forma en que se financian todas las agencias educativas locales (LEA) en el estado, cómo se miden los resultados y los servicios y apoyos que reciben para permitir que todos los estudiantes alcancen su mayor potencial. .” Este modelo comenzó en 2013-2014.

LEA - Agencia educativa local: este término tiene múltiples usos dependiendo de si la LEA es una escuela, un distrito o una oficina de educación del condado.

MTSS - Sistema de apoyo de múltiples niveles: un marco integrado e integral que se centra en CCSS, instrucción básica, aprendizaje diferenciado, aprendizaje centrado en el estudiante, necesidades individualizadas de los estudiantes y la alineación de los sistemas necesarios para el éxito académico, conductual y social de todos los estudiantes. .

NGSS - Estándares científicos de próxima generación: adoptados por el estado de CA en septiembre de 2014, estos estándares se crean en torno a un conjunto de expectativas de desempeño que requieren que los estudiantes integren el conocimiento del contenido con la aplicación a lo largo de un continuo desde el jardín de infantes hasta el 12.º grado. 1. Prácticas de ciencia e ingeniería, 2. Conceptos transversales y 3. Ideas centrales disciplinarias.

PD - Desarrollo profesional: actividades de aprendizaje diseñadas para aumentar el conocimiento y las habilidades de instrucción de todos los miembros del personal. El desarrollo profesional puede realizarse en el sitio, en todo el distrito o en el exterior.

PTA - Asociación de Padres y Maestros: un grupo de padres y maestros que trabajan juntos para enriquecer la educación de todos los estudiantes. Una PTA local está alineada con organizaciones estatales y nacionales y opera bajo un conjunto de estatutos que están de acuerdo con esas organizaciones.

RTI - Respuesta a la intervención (o, a veces, Respuesta a la instrucción): RTI es el nivel inicial de intervenciones diseñadas para apoyar a los estudiantes que tienen dificultades para alcanzar el dominio académico o las metas de comportamiento. El proceso RTI comienza en el aula entre el maestro y los padres.

SBAC - Sistema de evaluación Smarter Balanced: pruebas por computadora y tareas de desempeño que permiten a los estudiantes demostrar lo que saben y son capaces de hacer. Se basa en los Estándares Estatales Básicos Comunes (CCSS) para artes del lenguaje/alfabetización en inglés (ELA) y matemáticas y tiene tres componentes diseñados para apoyar la enseñanza y el aprendizaje durante todo el año: las evaluaciones sumativas, las evaluaciones provisionales y las Herramientas para Maestros. Recursos de evaluación formativa.

SEL - Aprendizaje socioemocional: “el proceso a través del cual niños y adultos adquieren y aplican efectivamente los conocimientos, actitudes y habilidades necesarias para comprender y gestionar las emociones, establecer y alcanzar metas positivas, sentir y mostrar empatía por los demás, establecer y mantener relaciones positivas, y tomar decisiones responsables”. [de CASEL, en <http://www.casel.org/what-is-sel/>.]

SFP - Oficina de Programas Estatales y Federales: supervisa los requisitos de cumplimiento y brinda apoyo al sitio y al departamento en lo que se refiere a programas categóricos como el Título I.

SPSA - Plan Escolar para el Rendimiento Estudiantil: “Un plan de acción para mejorar el rendimiento académico de los estudiantes mediante la coordinación de todos los servicios y recursos educativos”.

SPV - Sankofa Parent Village: comunidad de cuidado y apoyo para padres y cuidadores de niños negros

SSC - Consejo Escolar: el grupo responsable a nivel escolar local de la creación y seguimiento del Plan Escolar anual. Los SSC deben estar compuestos por padres, maestros y otros miembros del personal de la escuela. Se rigen por estatutos que se alinean

con los requisitos publicados por el Departamento de Educación de California.

SST - Equipo de éxito estudiantil: un equipo de educadores que trabajan con los padres para apoyar el aprendizaje de los estudiantes que enfrentan desafíos en el entorno escolar. Las reuniones de SST se convocan cuando las intervenciones en clase no permiten que los estudiantes tengan éxito en la forma deseada o cuando los padres solicitan una mirada más cercana al progreso y las necesidades de sus estudiantes.

TDR - Informes de Distribución de Tiempo: documentación que respalda los costos de salarios con cargo a los fondos categóricos (federales o estatales) en los que labora un empleado. Si al empleado se le paga total o parcialmente con fondos categóricos, la ley exige TDR y el empleado debe demostrar que trabajó en nombre de esa fuente de financiamiento específica y que el tiempo coincidió con el porcentaje de financiamiento del puesto.

El **Título I** es una sección de ESEA (o ESSA) que “brinda asistencia financiera a agencias educativas locales (LEA) y escuelas con un alto número o porcentajes altos de niños de familias de bajos ingresos para ayudar a garantizar que todos los niños cumplan con los desafiantes estándares académicos estatales. .”

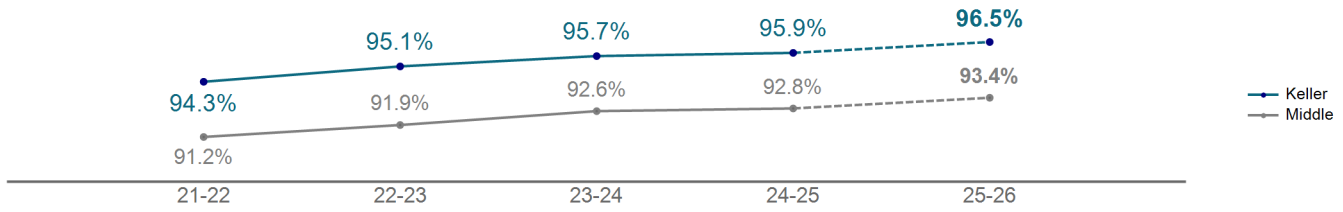
El **Título III** también es una sección de la ESEA, que proporciona fondos que respaldan la enseñanza suplementaria del idioma y el apoyo académico para los estudiantes que están aprendiendo inglés.

TOSA - Maestro en Asignación Especial: puede referirse a maestros que trabajan fuera de una función de instrucción en el aula, pero aún están clasificados como maestros. Algunos TOSA sirven como entrenadores en el sitio o como entrenadores a nivel de distrito.

Sujeto a cambios y actualizaciones. La traducción se realizó a través de Google.

Attendance Rate

Keller
All Students
N = 545



African American

Subgroup with fewer than 20 students.

Asian

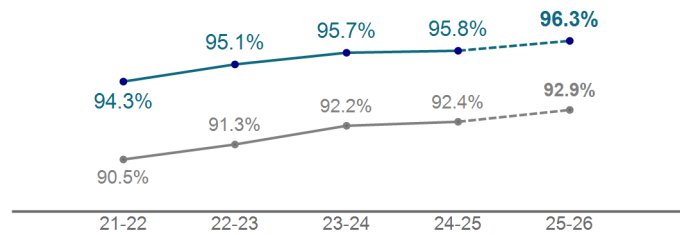
Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic

N = 413

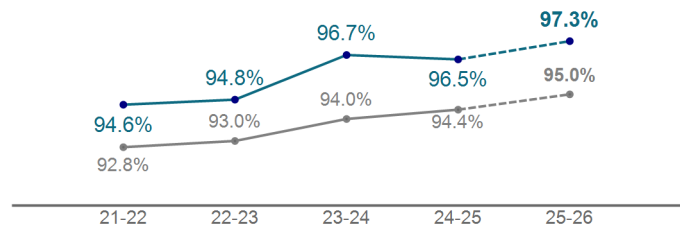


Pacific Islander

Subgroup with fewer than 20 students.

White

N = 67

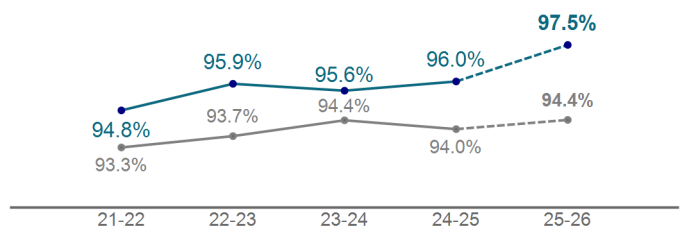


Native American

Subgroup with fewer than 20 students.

Other

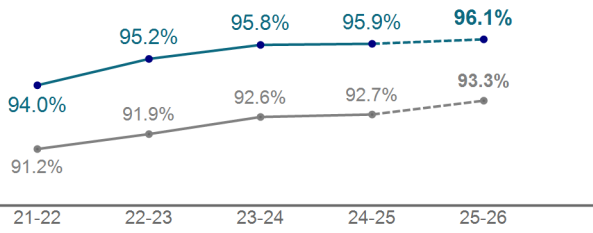
N = 29



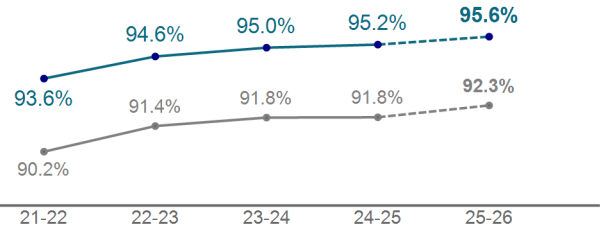
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

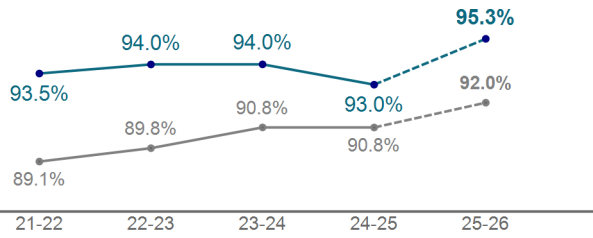
EL + RFEP
N = 132



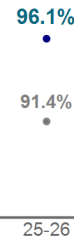
Low SES
N = 199



English Learner
N = 32



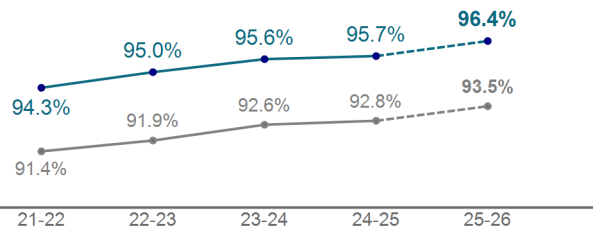
Special Education
N = 27



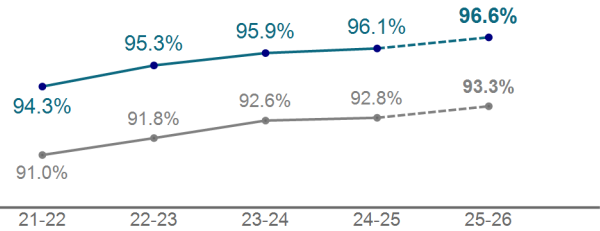
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 279



Male
N = 266



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 Keller 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	MS Chronic Rate		
All Students	519	519	15	11	20	63	5.8%	6.5%	17.0%	21.9%	
Grade	Gr. 06	197	5	6	17	72	5.1%	5.9%	10.7%	20.7%	
	Gr. 07	164	14	16	21	58	5.5%	5.6%	21.3%	23.0%	
	Gr. 08	158	2	5	13	22	58	7.0%	8.1%	20.3%	22.1%
Ethnicity	African American	19	11	5	16	68	15.8%	26.7%	15.8%	31.7%	
	American Indian	1			100		0.0%	0.0%	0.0%	38.9%	
	Asian	6			17	83	0.0%	0.0%	0.0%	11.9%	
	Cambodian	7			100		0.0%	14.3%	0.0%	14.9%	
	Filipino	8			25	75	0.0%	0.0%	0.0%	6.3%	
	Hispanic	403	5	13	20	62	6.0%	5.6%	18.9%	23.1%	
	White	56	2	9	25	64	1.8%	4.3%	10.7%	13.6%	
	Other	26	4	4	4	8	81	7.7%	13.8%	11.5%	17.1%
Gender	Female	269	15	11	22	60	6.3%	6.8%	17.5%	21.9%	
	Male	250	14	11	17	67	5.2%	6.1%	16.4%	22.0%	
Special Populations	Low SES	216	2	7	11	20	59	9.7%	10.2%	20.4%	26.5%
	ELL	25	4	8	16	36	36	12.0%	11.1%	28.0%	30.4%
	RFEP	125	4	10	14	72	4.8%	3.3%	14.4%	16.2%	
	EL + RFEP	150	15	11	17	66	6.0%	4.7%	16.7%	22.1%	
	Special Ed.	17	18	6	6	24	47	23.5%	22.2%	29.4%	33.1%
	Spec Ed. Speech/RSP	15	20	7	7	13	53	26.7%	25.0%	33.3%	31.2%
	Homeless/Foster	12	8	8	33	50	8.3%	12.5%	16.7%	39.3%	
	Foster	4	25	25	50	0.0%	33.3%	25.0%	48.1%		
	Homeless	8	13	38	50	12.5%	7.7%	12.5%	38.0%		
	GATE/Excel	178	3	10	16	70	3.9%	4.3%	14.0%	9.9%	

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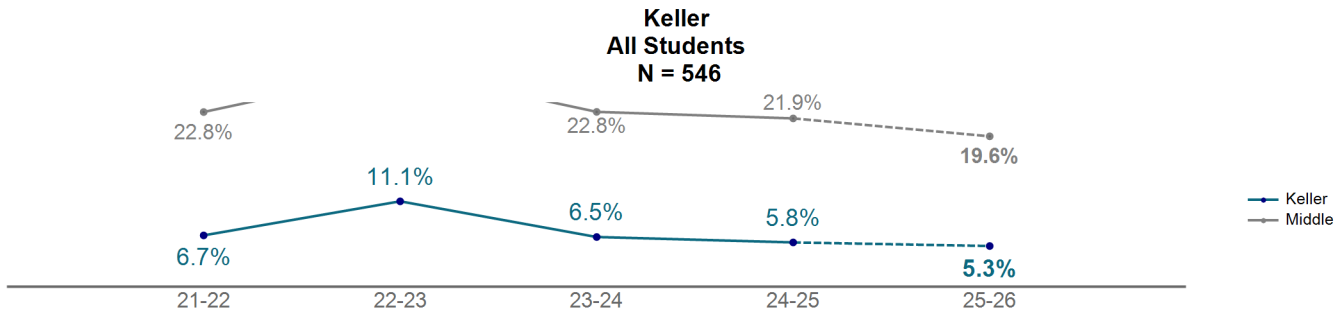
Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

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



African American

Subgroup with fewer than 20 students.

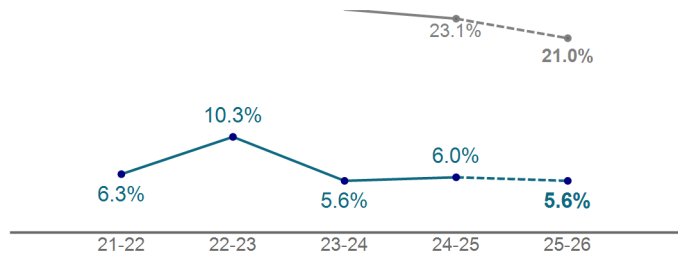
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

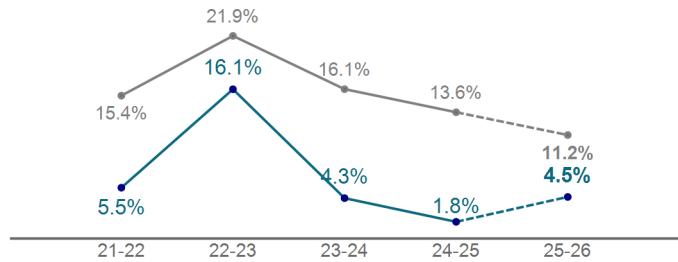
Hispanic N = 413



Pacific Islander

Subgroup with fewer than 20 students.

White N = 67

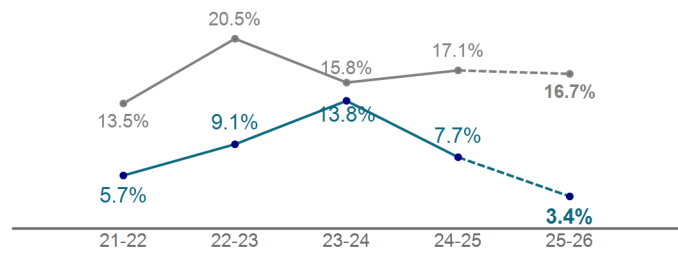


N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

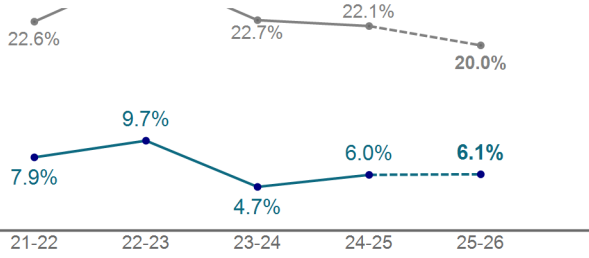
Other
N = 29



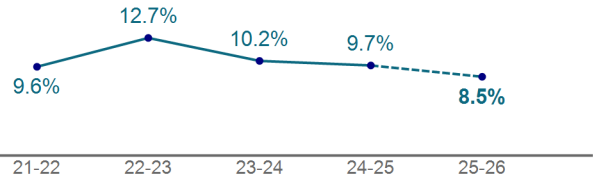
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

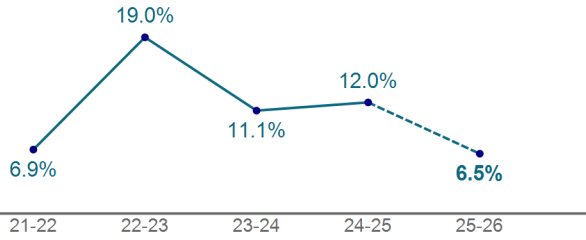
EL + RFEP
N = 132



Low SES
N = 200



English Learner
N = 31



Special Education
N = 27



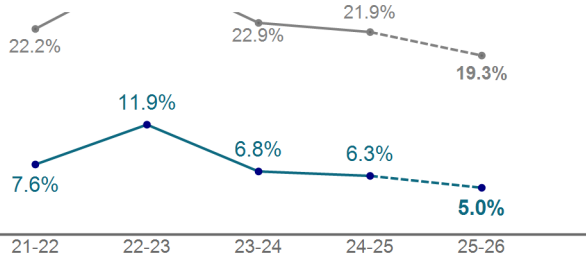
Homeless or Foster Youth

Subgroup with fewer than 20 students.

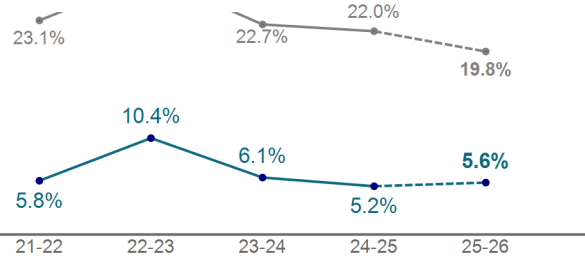
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 278



Male
N = 268



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

Keller

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Students	507	31%	10	21	39	30	69%	↑4		↑3
	All Middle	49%	26	23	32	19	51%	↑3		↑3
	District	48%	27	22	28	24	52%	↑2		↑4
Grade	191	33%	9	24	38	29	67%	↑10		↓4
	All Middle	53%	29	24	28	19	47%	↑3		↓2
	District	52%	28	24	28	20	48%	↑3		↓2
	163	29%	9	20	40	31	71%	↑-		↑14
	All Middle	47%	25	22	33	20	53%	↑2		↑9
	District	46%	24	22	33	21	54%	↑2		↑9
	153	31%	13	18	39	30	69%	↑-		↓1
	All Middle	48%	24	24	33	19	52%	↑2		↑1
	District	47%	24	23	33	20	53%	↑3		↑1
Ethnicity	395	35%	11	24	38	27	65%	↑4		↑2
	All Middle	55%	29	26	31	15	45%	↑3		↑3
	District	55%	31	24	27	18	45%	↑2		↑4
	54	17%	9	7	44	39	83%	↑3		↑6
	All Middle	24%	11	13	37	39	76%	↑3		↑2
	District	23%	10	13	31	46	77%	↑3		↑2
	25	20%	8	12	44	36	80%	↓4		-
	All Middle	34%	17	17	34	32	66%	↓1		↓-
	District	31%	16	16	29	40	69%	↑1		↑2
	18*	39%	11	28	28	33	61%	↑14		-
All Middle	64%	38	26	26	10	36%	↑1		↑2	
District	64%	38	25	23	13	36%	↑2		↑3	

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

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

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

SBAC ELA 2025 :: School Data by Subgroup

Keller

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Filipino	8*	0%		50	50	100%	-		-	
		All Middle	20%	5	15	39	41	80%	↑3		↑4
		District	25%	9	16	30	45	75%	↑2		↑3
	Cambodian	7*	29%	14	14	57	14	71%	↑11		-
		All Middle	35%	15	21	38	27	65%	↑2		↑2
		District	36%	16	19	32	33	64%	↑1		↑4
	Asian	6*	0%		50	50	100%	-		-	
		All Middle	30%	14	17	38	32	70%	↑4		↑5
		District	30%	14	16	31	39	70%	↑3		↑5
	American Indian	1*	0%			100	100%	-		-	
All Middle*		47%	33	13	33	20	53%	↓7		↑14	
District		44%	30	14	30	26	56%	↑2		↑10	
Gender	Female	262	23%	9	15	42	35	77%	↑3		↑3
		All Middle	43%	21	23	35	22	57%	↑3		↑4
		District	44%	23	21	30	26	56%	↑2		↑3
	Male	245	40%	12	27	36	24	60%	↑5		↑2
		All Middle	55%	31	24	29	17	45%	↑2		↑2
		District	52%	31	22	26	22	48%	↑3		↑4
	Nonbinary	All Middle	41%	18	23	36	23	59%	↑1		↑18
District		33%	15	17	39	28	67%	↑14		↑10	
Special Populations	EL + RFEP	148	38%	13	25	42	20	62%	↑12		↑10
		All Middle	60%	34	27	28	12	40%	↑2		↑4
		District	62%	37	25	25	13	38%	↑1		↑5
	ELL	25	92%	52	40	8	8%	↓4		↑4	

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

SBAC ELA 2025 :: School Data by Subgroup

Keller

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 Middle	92%	69	24	7	8%	↑-		↑3	
		District	90%	67	23	8	10%	↓4		↑3	
	RFEP	123	27%	5	22	49	24	73%	↑14		↑11
		All Middle	40%	12	29	41	18	60%	↑4		↑5
		District	38%	13	26	38	23	62%	↑3		↑5
	Foster	1*	0%			100	100%	↑50		-	
		All Middle	72%	46	27	20	7	28%	↑5		↑5
		District	71%	50	21	21	8	29%	↑6		↑8
	GATE/Excel	176	11%	3	9	38	51	89%	↑3		↑3
		All Middle	12%	2	10	38	50	88%	↑2		↑1
		District	10%	2	8	31	59	90%	↑2		↑1
	Homeless	9*	44%	33	11	44	11	56%	↑10		-
		All Middle	69%	43	26	23	8	31%	↑-		↑2
		District	69%	45	24	21	10	31%	↓-		↑3
	Homeless/Foster	10*	40%	30	10	50	10	60%	↑14		-
		All Middle	69%	43	26	22	8	31%	↑1		↑2
		District	69%	46	24	21	9	31%	↑-		↑3
	Low SES	211	43%	17	26	42	16	57%	↑5		↑4
All Middle		57%	31	26	30	13	43%	↑2		↑3	
	District	58%	34	24	27	15	42%	↑2		↑4	
Special Ed.	15*	87%	53	33	13		13%	↑7		-	
	All Middle	84%	64	19	13	3	16%	↑1		↑2	
	District	81%	62	20	13	6	19%	↑2		↑4	
Spec Ed. Speech/RSP	13*	92%	54	38	8		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 2025 :: School Data by Subgroup

Keller

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 Middle	82%	59	23	15	3	18%	↓2		↑3
	Speech/RSP	District	81%	57	24	15	4	19%	↓2		↑5

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

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

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

SBAC Math 2025 :: School Data by Subgroup

Keller

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	507	507	49%	17	32	24	27	51%	↓2		↓1
	All Middle	65%	40	25	17	18	35%	↑2		↑-	
	District	62%	36	25	19	19	38%	↑2		↓2	
Grade	Gr. 06	191	48%	17	31	25	28	52%	↑2		↑6
		All Middle	67%	40	26	16	17	33%	↑1		↓4
		District	65%	39	26	17	19	35%	↑3		↓2
	Gr. 07	163	48%	15	34	23	28	52%	↓9		↑1
		All Middle	64%	39	25	19	18	36%	↑3		↑4
		District	63%	38	25	19	18	37%	↑3		↑4
	Gr. 08	153	51%	20	31	23	26	49%	↑2		↓11
		All Middle	66%	42	24	16	18	34%	↑3		↓-
		District	65%	41	24	16	19	35%	↑3		↓-
Ethnicity	Hispanic	395	51%	18	33	25	24	49%	↓1		↓1
		All Middle	72%	45	26	16	12	28%	↑2		↓-
		District	68%	42	27	18	13	32%	↑2		↓2
	White	54	41%	15	26	22	37	59%	↓2		↑6
		All Middle	40%	17	23	22	38	60%	↑1		↓2
		District	37%	16	21	25	38	63%	↑2		↓5
	Other	25	32%	4	28	28	40	68%	↓12		↓4
		All Middle	44%	25	19	24	32	56%	↑4		↑3
		District	42%	22	20	24	34	58%	↑1		↓2
African American	18*	67%	28	39	11	22	33%	↑7		-	
	All Middle	82%	57	24	12	7	18%	↑1		↑1	
	District	78%	52	26	14	8	22%	↑2		↓1	

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

SBAC Math 2025 :: School Data by Subgroup

Keller

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	8*	13%	13	13	75	88%	↑4		-	
		All Middle	37%	15	23	18	45	63%	↑1		↓3
		District	37%	16	21	22	40	63%	↑1		↓3
	Cambodian	7*	43%	14	29	14	43	57%	↓23		-
		All Middle	51%	25	26	22	27	49%	↑2		↑2
		District	47%	23	24	25	28	53%	↑3		↓2
	Asian	6*	33%	33	17	50	67%	↓33		-	
		All Middle	46%	23	23	22	32	54%	↑4		↑3
		District	42%	20	23	23	34	58%	↑3		↓2
	American Indian	1*	100%	100			0%	-		-	
All Middle*		75%	56	19	13	13	25%	-		-	
District		59%	41	18	25	16	41%	↑10		↑10	
Gender	Female	262	53%	18	35	21	26	47%	↓4		↓1
		All Middle	67%	40	27	17	16	33%	↑2		↑1
		District	64%	37	26	19	17	36%	↑2		↓2
	Male	245	44%	16	29	27	29	56%	↑1		↓-
		All Middle	64%	41	23	17	19	36%	↑3		↓-
		District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	All Middle	68%	45	23	18	14	32%	↑7		↑14
District		68%	43	26	21	11	32%	↑8		-	
Special Populations	EL + RFEP	148	59%	27	32	26	15	41%	↓-		↓3
		All Middle	76%	51	25	14	10	24%	↑1		↓-
		District	74%	49	25	15	10	26%	↑2		↓1
	ELL	25	96%	64	32	4	4%	↑-		↓4	

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

SBAC Math 2025 :: School Data by Subgroup

Keller

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 Middle	96%	82	14	3	4%	↑-		↓-	
		District	90%	70	21	8	2	10%	↓2		↑-
	RFEP	123	52%	20	33	30	18	48%	↓1		↓3
		All Middle	63%	31	32	21	16	37%	↑3		↑-
	Foster	District	61%	32	29	22	17	39%	↑3		↓2
		1*	100%	100				0%	↓50		-
	GATE/Excel	All Middle	84%	57	27	6	10	16%	↑2		↓2
		District	80%	54	26	12	7	20%	↑4		-
	Homeless	176	18%	6	11	26	56	82%	↓2		↑2
		All Middle	25%	7	18	26	49	75%	↑1		↓2
	Homeless/Foster	District	20%	5	15	27	53	80%	↑1		↓5
		9*	89%	56	33	11		11%	↓25		-
	Low SES	All Middle	83%	62	21	9	8	17%	↑1		↓1
		District	82%	58	24	11	7	18%	↓-		↓2
	Special Ed.	10*	90%	60	30	10		10%	↓28		-
		All Middle	83%	61	22	9	8	17%	↑1		↓1
Spec Ed. Speech/RSP	District	82%	57	25	11	7	18%	↑-		↓2	
	211	62%	26	36	24	14	38%	↑1		↑-	
Special Ed.	All Middle	74%	49	26	15	11	26%	↑2		↑-	
	District	71%	44	26	17	12	29%	↑2		↓1	
Spec Ed. Speech/RSP	15*	87%	67	20	13		13%	↑13		-	
	All Middle	91%	76	15	5	4	9%	↑1		↑-	
Spec Ed. Speech/RSP	District	85%	68	17	9	6	15%	↑2		↑1	
	13*	92%	69	23	8		8%	↑8		-	

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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

Keller

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 Middle	90%	73	17	6	3	10%	↓1	-
	District	85%	66	20	10	5	15%	↓2	↑1	

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

SBAC Science 2025 :: School Data by Subgroup

Keller

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Students	153	60%	3	57	23	17	40%	↑2	-	
	All Middle	72%	15	58	19	8	28%	↑3	-	
	District	72%	15	57	19	9	28%	↑2	-	
Grade	Gr. 08	60%	3	57	23	17	40%	↑2	-	
	All Middle	72%	15	58	19	8	28%	↑3	-	
	District	72%	14	57	20	9	28%	↑3	-	
Ethnicity	Hispanic	119	65%	4	61	25	10	35%	↓1	-
		All Middle	78%	18	61	18	4	22%	↑4	-
		District	79%	17	61	16	5	21%	↑1	-
	White	15*	53%		53	13	33	47%	↓1	-
		All Middle	47%	4	43	28	26	53%	↑5	-
		District	46%	7	40	30	24	54%	↑4	-
	Other	8*	38%		38	13	50	63%	↑8	-
		All Middle	51%	6	45	30	19	49%	↑4	-
		District	51%	8	44	28	20	49%	↑4	-
	Cambodian	4*	25%		25	50	25	75%	-	-
		All Middle	60%	7	53	27	13	40%	↓2	-
		District	62%	7	54	26	12	38%	↑1	-
	African American	4*	75%		75	25		25%	↑5	-
		All Middle	85%	22	63	12	4	15%	↑1	-
		District	85%	24	62	11	3	15%	↑-	-
Filipino	3*	0%			100	100%	100%	-	-	
	All Middle	50%	4	47	30	20	50%	↑4	-	
	District	53%	6	47	32	15	47%	↑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.

Keller

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Asian	3*	0%		67		33100%	-		-	
		All Middle	63%	5	57	26	12	37%	↓7		-
		District	56%	6	50	26	18	44%	↓1		-
	American Indian	1*	100%		100		0%	-		-	
		All Middle*	80%	20	60	20		20%	↑9		-
		District	64%	14	50	23	14	36%	↑17		-
Gender	Female	81	56%	1	54	27	17	44%	↑6		-
		All Middle	74%	13	61	18	7	26%	↑2		-
		District	73%	13	59	19	8	27%	↑1		-
	Male	72	65%	6	60	18	17	35%	↓4		-
		All Middle	70%	16	54	21	9	30%	↑4		-
		District	71%	17	54	19	10	29%	↑3		-
Nonbinary	All Middle*	89%	89		11		11%	↓14		-	
	District	82%	4	79	7	11	18%	↓21		-	
Special Populations	EL + RFEP	53	74%	9	64	17	9	26%	↑3		-
		All Middle	83%	20	63	14	3	17%	↑1		-
		District	83%	20	63	13	3	17%	↑1		-
	ELL	6*	100%		50		50	0%	-		-
		All Middle	100%	46	54			0%	↓1		-
		District	99%	43	56			1%	↓1		-
	RFEP	47	70%	4	66	19	11	30%	↑2		-
		All Middle	76%	10	66	20	4	24%	↑1		-
		District	75%	9	66	20	5	25%	↑-		-
	GATE/Excel	59	34%	2	32	36	31	66%	↓11		-

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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

Keller

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
Special Populations	GATE/Excel	All Middle	35%	2	32	40	25	65%	↓1		-	
		District	35%	2	33	38	27	65%	↑1		-	
	Foster	All Middle	87%	22	65	13		13%	↑10		-	
		District	83%	28	55	13	5	17%	↑6		-	
	Homeless	3*	67%		67		33		33%	↑8		-
		All Middle	87%	25	62	9	4	13%	↑1		-	
		District	86%	26	61	11	3	14%	↑-		-	
	Homeless/Foster	3*	67%		67		33		33%	↑8		-
		All Middle	87%	25	63	10	3	13%	↑2		-	
		District	86%	26	60	11	3	14%	↑1		-	
	Low SES	70	76%	7	69	14	10	24%	↑4		-	
		All Middle	80%	19	61	16	4	20%	↑3		-	
		District	81%	19	61	15	4	19%	↑1		-	
	Special Ed.	5*	100%	20	80			0%	-		-	
All Middle		93%	35	57	6	1	7%	↑2		-		
District		92%	37	55	6	2	8%	↓-		-		
Spec Ed. Speech/RSP	5*	100%	20	80			0%	-		-		
	All Middle	90%	30	61	9	1	10%	↑1		-		
	District	92%	32	60	7	2	8%	↓2		-		

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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 ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Keller

3/27/26

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	501	27	29	15	17	39	
		All Middle	27	33	13	14	40	
		District	33	30	15	17	38	
	Grade	Gr. 06 (Minimum Growth Target: 27) (Min Accelerated Growth Target: 55) (Minimum Board Goal 2 Target: 81)	186	16	34	18	20	27
			All Middle	20	38	16	16	30
			District	23	36	16	17	31
		Gr. 07 (Minimum Growth Target: 25) (Min Accelerated Growth Target: 51) (Minimum Board Goal 2 Target: 80)	163	53	17	12	13	58
			All Middle	42	25	14	16	45
			District	41	25	14	16	45
	Gr. 08 (Minimum Growth Target: 14) (Min Accelerated Growth Target: 29) (Minimum Board Goal 2 Target: 83)	152	12	36	14	17	32	
		All Middle	18	38	9	9	44	
		District	17	38	9	9	44	
Ethnicity	Hispanic	389	25	31	15	17	37	
		All Middle	27	33	13	14	40	
		District	34	30	14	17	38	
	White	54	36	20	15	17	48	
		All Middle	27	32	13	16	39	
		District	31	30	15	19	37	
	Other	25	25	28	16	4	52	
		All Middle	25	36	14	13	38	
		District	33	31	15	17	37	

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

^Not currently a significant subgroup.

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

SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Keller

3/27/26

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
Category	Subgroup	N	Average Scale Score Change	Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Ethnicity	African American	18 [^]	-	33	11	22	33
			All Middle	24	35	12	14	39
			District	31	32	14	15	39
	Ethnicity	Filipino	8 [^]	-	25	13	25	38
			All Middle	34	31	14	13	42
			District	39	29	14	17	41
	Ethnicity	Cambodian	7 [^]	-	14	29	14	43
			All Middle	26	33	15	14	38
			District	35	29	15	18	38
	Ethnicity	Asian	6 [^]	-	17	17	33	33
			All Middle	26	34	14	13	39
			District	34	29	15	17	39
Ethnicity	American Indian	1 [^]	-	100				
		All Middle [^]	37	29	7	14	50	
		District	36	23	13	23	42	
G e n d e r	Gender	Female	258	26	28	15	19	37
			All Middle	29	32	13	14	41
			District	33	30	15	17	38
	Gender	Male	243	28	30	15	14	40
			All Middle	25	35	13	14	39
			District	33	31	14	17	38

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

Keller

3/27/26

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*
Gender	Nonbinary	All Middle	37	32	18	9	41
		District	33	36	15	5	44
Special Populations	EL + RFEP	147	37	24	12	18	46
		All Middle	30	31	12	14	43
	District	34	31	13	16	41	
	ELL	24	41	25	13	13	50
		All Middle	29	33	13	13	41
	District	36	30	14	17	38	
	RFEP	123	36	24	12	20	45
		All Middle	31	31	12	14	44
	District	31	31	12	14	43	
	Foster	1^	-	100	0		
		All Middle	22	38	15	5	41
	District	33	33	17	13	37	
	GATE/Excel	176	28	26	16	18	39
		All Middle	26	33	13	15	39
	District	32	29	16	19	36	
	Homeless	8^	-	25	25		50
All Middle		26	33	15	14	39	
District	33	31	15	16	38		
Homeless/Foster	9^	-	33	22		44	

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

Keller

3/27/26

Category		N	Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Homeless/Foster	All Middle	26	33	15	13	39
			District	34	31	16	15	38
	Low SES	209	21	33	14	16	37	
		All Middle	26	34	13	14	40	
	Special Ed.	District	34	30	15	16	39	
		14^	-	29	21	14	36	
		All Middle	27	33	13	14	40	
	Spec Ed. Speech/RSP	District	36	30	14	17	39	
		12^	-	33	17	8	42	
		All Middle	25	34	13	13	40	
			District	37	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

Keller

3/27/26

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	501	24	33	13	14	40	
		All Middle	17	38	12	13	36	
		District	23	34	20	19	27	
	Grade	Gr. 06 (Minimum Growth Target: 24) (Min Accelerated Growth Target: 49)	186	35	26	15	16	43
			All Middle	11	40	15	15	29
			District	14	39	15	16	30
		Gr. 07 (Minimum Growth Target: 17) (Min Accelerated Growth Target: 35)	163	25	34	10	13	43
			All Middle	22	34	11	12	43
			District	23	34	11	12	43
Gr. 08 (Minimum Growth Target: 19) (Min Accelerated Growth Target: 39)		152	12	39	14	14	33	
		All Middle	18	40	10	12	38	
		District	17	41	10	12	37	
Ethnicity	Hispanic	389	23	33	12	15	40	
		All Middle	15	40	12	13	35	
		District	22	36	19	19	27	
	White	54	37	28	11	17	44	
		All Middle	20	37	12	13	38	
		District	23	34	20	19	27	
	Other	25	23	40	24	4	32	
		All Middle	25	32	13	15	41	
		District	27	31	20	20	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

Keller

3/27/26

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)			
M	ath	N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	African American	18^	-	22	22	22	33
		All Middle	13	40	12	12	36
		District	21	35	20	18	28
	Filipino	8^	-	38	13	13	38
		All Middle	27	31	15	13	42
		District	31	30	19	21	30
	Cambodian	7^	-	71	14	14	
		All Middle	27	31	15	16	38
		District	29	30	20	20	30
	Asian	6^	-	50	17	33	
		All Middle	27	31	15	14	40
		District	28	31	21	20	29
American Indian	1^	-	100	0			
	All Middle^	3	53	13	7	27	
	District	26	31	28	13	28	
Gender	Female	258	21	34	15	12	39
		All Middle	18	37	13	13	37
		District	22	34	20	18	27
	Male	243	28	30	12	17	41
		All Middle	16	39	12	13	36
		District	23	35	19	19	27

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

Keller

3/27/26

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*
Gender	Nonbinary	All Middle	22	36	14	9	41
		District	12	45	10	15	30
Special Populations	EL + RFEP	147	13	38	13	13	36
		All Middle	14	40	12	13	36
	District	21	37	18	18	27	
	ELL	24	9	42	13	13	33
		All Middle	5	46	11	11	32
	District	20	38	18	18	26	
	RFEP	123	14	37	13	13	37
		All Middle	21	36	13	13	38
	District	21	36	18	18	28	
	Foster	1^	-	100	0		
		All Middle	17	39	11	15	35
	District	27	36	17	17	30	
	GATE/Excel	176	30	34	9	14	44
		All Middle	24	33	14	14	39
	District	26	31	21	21	27	
	Homeless	8^	-	50	25	25	
All Middle		14	42	12	11	35	
District	17	38	20	16	26		
Homeless/Foster	9^	-	56	22	22		

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 Keller

3/27/26

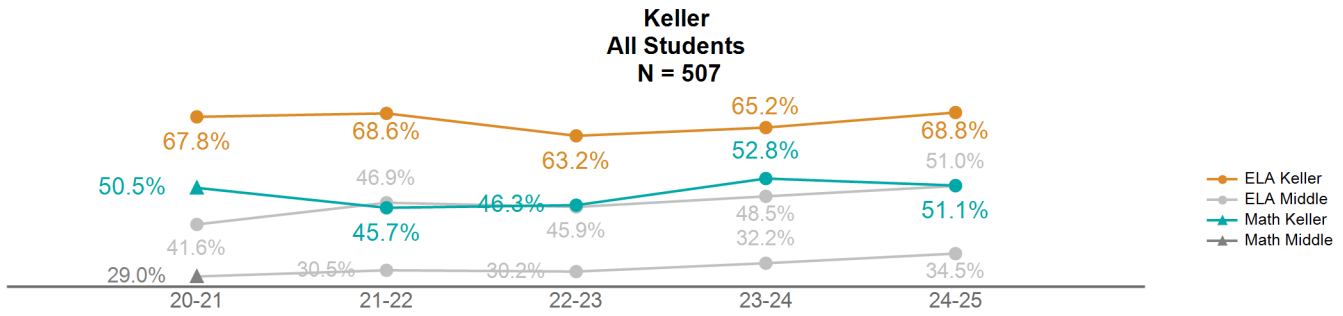
Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	Homeless/Foster	All Middle	14	41	12	12	35
		District	18	38	20	16	26
	Low SES	209	16	35	11	17	36
		All Middle	15	40	12	13	35
		District	22	35	19	19	27
	Special Ed.	14^	-	57	36	7	
		All Middle	11	43	10	12	35
		District	22	36	17	17	29
	Spec Ed. Speech/RSP	12^	-	58	33	8	
		All Middle	10	43	9	12	35
		District	22	36	18	17	29

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

^Not currently a significant subgroup.

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

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



African American

Subgroup with fewer than 20 students.

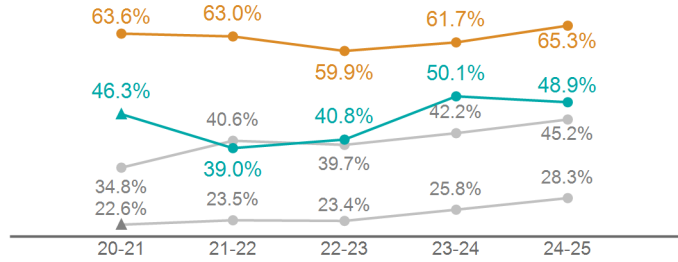
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

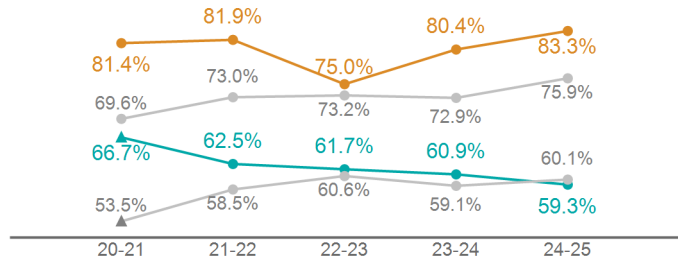
Hispanic N = 395



Pacific Islander

Subgroup with fewer than 20 students.

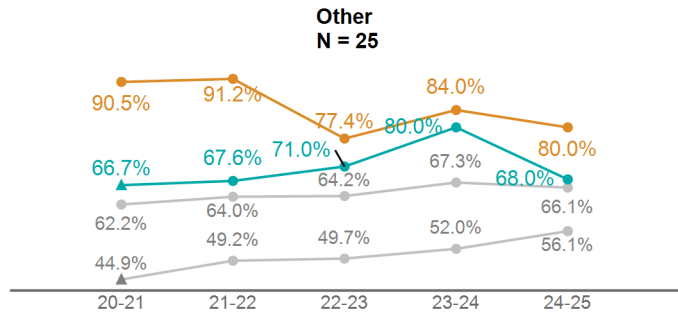
White N = 54



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

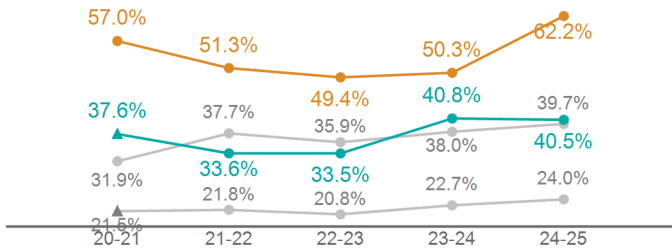
Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American
Subgroup with fewer than 20 students.

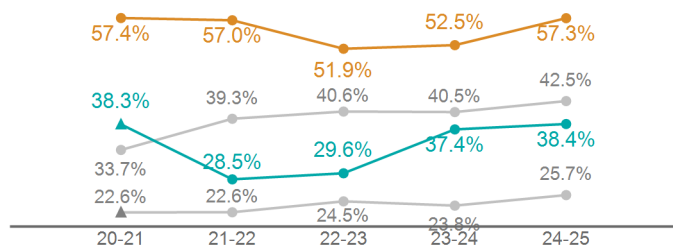


Percent of Students with Achievement Level of Met or Exceeded in SBAC

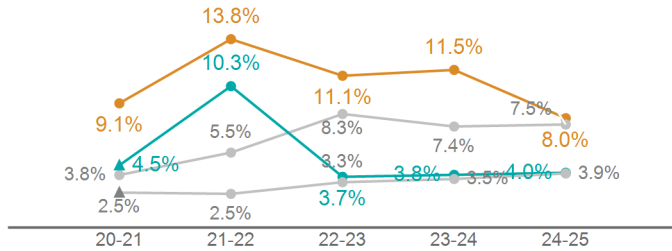
EL + RFEP
N = 148



Low SES
N = 211



English Learner
N = 25



Special Education

Subgroup with fewer than 20 students.

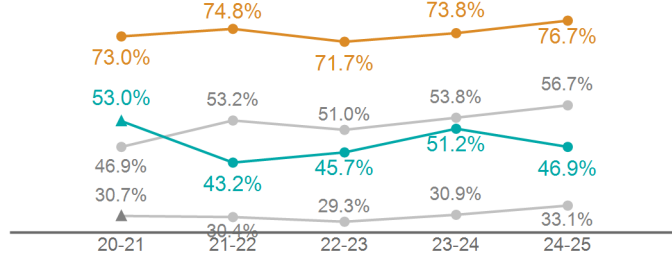
Homeless

Subgroup with fewer than 20 students.

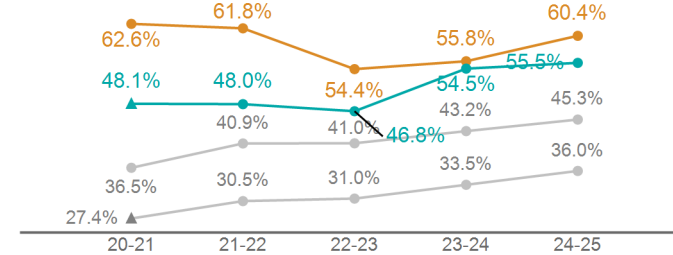
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 262



Male
N = 245



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

SBAC ELA 2024-2025 :: School Comparison by Subgroup

3/27/26

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	11,695	50%	29	21	24	26	50%	↑2		↑5
Addams	362	67%	41	25	21	12	33%	↑2		↑6
Alvarado	171	39%	19	20	28	33	61%	↓3		↑3
Barton	218	69%	49	21	19	12	31%	↑3		↑2
Birney	235	56%	35	21	23	22	44%	↑3		↑9
Bixby	235	36%	15	21	29	35	64%	↓1		↑4
Bryant	175	52%	35	17	29	19	48%	↑1		↑9
Burbank	246	54%	33	22	22	24	46%	↓2		↑8
Burcham	185	37%	17	20	21	42	63%	↑1		↑8
Carver	247	26%	12	15	32	42	74%	↑5		↑8
Chavez	137	64%	46	18	21	15	36%	↑3		↑9
Cleveland	182	20%	6	14	32	48	80%	↓2		↓3
Dooley	339	57%	31	26	22	22	43%	↑1		↑1
Edison	197	82%	61	21	14	4	18%	↓6		↓3
Emerson	173	29%	16	13	30	40	71%	↓4		↑2
Fremont	252	27%	11	17	26	47	73%	↓8		↓5
Gant	320	18%	7	11	29	54	83%	↑2		↑1
Garfield	244	52%	34	18	29	19	48%	↑10		↑11
Gompers	186	51%	30	21	27	22	49%	↑-		↑2
Grant	430	65%	37	27	22	13	35%	↑3		↑6
Harte	347	62%	39	23	22	16	38%	↓2		↑10
Henry	377	34%	14	19	23	43	66%	↓3		↑3
Herrera	310	62%	39	24	25	12	38%	↑5		↑11
Holmes	167	32%	20	12	25	43	68%	↑4		↑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 ELA 2024-2025 :: School Comparison by Subgroup

3/27/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	123	63%	46	17	20	16	37%	↑8		↑17
Kettering	135	27%	13	15	28	44	73%	↑3		↑1
King	278	69%	45	24	21	10	31%	↑1		↑1
Lafayette	430	63%	39	23	19	18	37%	↓1		↑5
Lincoln	385	51%	24	27	26	23	49%	↑7		↑8
Longfellow	450	33%	16	16	26	41	67%	↑5		↑11
Los Cerritos	201	31%	14	17	25	44	69%	↑5		↑2
Lowell	283	24%	10	14	19	57	76%	↓6		↓3
Macarthur	144	33%	13	20	30	37	67%	↑7		↑6
Madison	162	39%	21	18	26	35	61%	↑5		↑11
Mann	152	56%	39	17	24	20	44%	↑5		↑13
McKinley	224	59%	32	27	25	17	41%	↑2		↑6
Naples	139	17%	9	9	20	63	83%	↓1		↓2
Oropeza	245	60%	40	20	21	18	40%	↓2		↑7
Prisk	253	21%	9	12	28	52	79%	↑2		↑7
Riley	178	48%	20	28	27	25	52%	↓9		↑4
Roosevelt	388	66%	38	28	24	10	34%	↑2		↑15
Signal Hill	316	49%	29	20	28	23	51%	↓2		↑8
Smith	317	69%	44	25	16	15	31%	↑-		↑-
Stevenson	215	59%	36	23	27	14	41%	↑3		↑2
Twain	211	48%	27	21	30	21	52%	↓-		↑3
Webster	207	65%	43	22	20	14	35%	↑3		↓2
Whittier	261	68%	48	20	20	12	32%	↑7		↑11
Willard	263	67%	42	24	21	12	33%	↓-		↑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 Math 2024-2025 :: School Comparison by Subgroup

3/27/26

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	11,758	55%	29	26	23	22	45%	↑1		↓4
Addams	360	73%	44	29	17	10	27%	↓1		↓3
Alvarado	171	50%	22	28	23	27	50%	↓1		↓3
Barton	217	70%	46	24	13	17	30%	↑6		↑1
Birney	236	60%	34	26	22	18	40%	↑-		↓5
Bixby	237	46%	19	27	24	30	54%	↓1		↓2
Bryant	177	60%	34	25	21	19	40%	↑5		↓1
Burbank	249	64%	38	26	23	12	36%	↑4		↑6
Burcham	186	38%	16	23	22	40	62%	↑1		↓2
Carver	247	34%	15	19	24	42	66%	↓4		↓7
Chavez	140	71%	49	22	21	8	29%	↑8		↑7
Cleveland	182	27%	3	24	36	36	73%	↓8		↓11
Dooley	344	66%	42	24	20	14	34%	↑1		↓6
Edison	199	75%	54	21	21	4	25%	↑3		↑1
Emerson	173	39%	13	26	28	32	61%	↓7		↓13
Fremont	251	36%	12	24	28	35	64%	↓11		↓14
Gant	320	22%	7	16	26	52	78%	↓3		↓7
Garfield	248	61%	31	30	26	13	39%	↑-		↓6
Gompers	186	53%	27	26	28	19	47%	↑10		↑5
Grant	435	75%	43	31	17	9	25%	↓3		↓12
Harte	345	65%	39	27	21	14	35%	↑-		↓3
Henry	377	40%	15	25	29	31	60%	↓2		↓11
Herrera	312	68%	36	33	24	8	32%	↑4		↑9
Holmes	167	46%	19	27	26	28	54%	↑-		↑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 Math 2024-2025 :: School Comparison by Subgroup

3/27/26

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		↓2
Kettering	135	27%	10	17	36	37	73%	↑1		-
King	280	74%	41	32	17	10	26%	↑-		↓5
Lafayette	439	59%	28	31	26	15	41%	↑5		↓-
Lincoln	387	51%	24	28	26	23	49%	↑7		↓4
Longfellow	450	46%	19	27	24	29	54%	↓1		↑1
Los Cerritos	201	34%	14	20	21	44	66%	↑3		↓8
Lowell	283	33%	12	21	24	43	67%	↓5		↓10
Macarthur	144	40%	17	22	31	30	60%	↑3		↓6
Madison	162	49%	19	30	25	26	51%	↑3		↓8
Mann	152	62%	33	29	26	13	38%	↓-		↑3
McKinley	227	62%	31	31	23	15	38%	↑4		↓1
Naples	139	24%	7	17	27	50	76%	↓4		↓13
Oropeza	248	68%	41	27	21	10	32%	↑1		-
Prisk	253	28%	10	17	28	44	72%	↓1		↑1
Riley	178	46%	21	25	29	25	54%	↑4		-
Roosevelt	393	72%	38	34	20	8	28%	↓3		↓6
Signal Hill	318	54%	25	29	22	24	46%	↓1		↓2
Smith	323	66%	37	28	22	12	34%	↑5		↓3
Stevenson	222	66%	34	32	21	13	34%	↑3		↓5
Twain	211	58%	29	29	20	21	42%	↑-		↓8
Webster	208	63%	38	25	22	15	37%	↑9		↑5
Whittier	261	76%	51	25	16	8	24%	↑4		↓2
Willard	262	73%	39	34	19	8	27%	↓7		↓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 Science 2024-2025 :: School Comparison by Subgroup

3/27/26

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	3,904	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	114	77%	11	66	19	4	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

3/27/26

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

3/27/26

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	11,560	49%	26	23	32	19	51%	↑3		↑3
Bancroft	773	42%	20	23	36	22	58%	↑5		↑4
Franklin	931	66%	41	24	25	10	34%	↓-		↓1
Hamilton	694	61%	32	29	29	11	39%	↑2		↑6
Hoover	477	57%	31	26	29	13	43%	↓2		↓3
Hughes	1,162	45%	23	22	31	24	55%	↑6		↑4
IVA	65	34%	14	20	35	31	66%	↑66		-
Jefferson	988	44%	23	21	36	20	56%	↑5		↑10
Keller	507	31%	10	21	39	30	69%	↑4		↑3
Lindbergh	408	65%	37	28	27	8	35%	↑1		↑3
Lindsey	664	63%	35	28	29	8	37%	↑2		↓-
Marshall	929	38%	18	20	35	27	62%	↓1		-
Nelson	776	64%	36	28	24	12	36%	↑3		↓2
Rogers	747	29%	14	16	36	35	71%	↑5		↑4
Stanford	1,109	32%	14	18	36	32	68%	↓-		↓-
Stephens	623	47%	22	24	36	18	53%	↓1		↑11
Washington	772	67%	41	27	26	6	33%	↑3		↑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

3/27/26

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	11,563	65%	40	25	17	18	35%	↑2		↑-
Bancroft	766	59%	31	28	21	20	41%	↑5		↑1
Franklin	939	78%	55	22	13	10	22%	↑3		↑1
Hamilton	691	86%	62	24	9	4	14%	↑1		↓1
Hoover	475	72%	47	25	13	15	28%	↑4		↓2
Hughes	1,158	58%	34	23	17	25	42%	↓1		↓1
IVA	65	49%	26	23	17	34	51%	↑51		-
Jefferson	990	70%	44	26	16	14	30%	↑1		↑1
Keller	507	49%	17	32	24	27	51%	↓2		↓1
Lindbergh	414	77%	48	29	16	7	23%	↑4		↑3
Lindsey	663	79%	54	25	13	8	21%	↑6		↑-
Marshall	923	51%	28	24	22	26	49%	↑3		↑1
Nelson	768	77%	50	27	13	10	23%	↑3		↓3
Rogers	744	49%	25	23	22	30	51%	↑1		↓3
Stanford	1,107	46%	22	23	23	31	54%	↑1		↑1
Stephens	628	65%	39	26	19	16	35%	↑3		↑5
Washington	790	83%	59	25	11	6	17%	↑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.

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/27/26

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	3,859	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	389	65%	10	55	25	10	35%	↑-		-
IVA	64	50%	13	38	33	17	50%	-		-
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

3/27/26

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	3,576	44%	25	20	27	29	56%	↑4		↑3
Avalon	205	81%	56	25	16	3	19%	↓5		↓6
Cubberley	641	29%	15	15	27	43	71%	↑2		↓2
Muir	626	53%	34	20	27	20	47%	↑6		↑8
Newcomb	551	19%	5	14	31	50	81%	↑2		↑5
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		↑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

3/27/26

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		↑-
Avalon	198	88%	63	26	7	5	12%	↓1		↓2
Cubberley	637	43%	21	22	21	36	57%	↑2		↓5
Muir	623	64%	37	26	20	16	36%	↑2		↓1
Newcomb	551	26%	8	19	28	46	74%	↑4		↑4
Powell	497	70%	46	25	18	12	30%	↑4		↑1
Robinson	519	76%	49	27	14	10	24%	↑5		↑4
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

3/27/26

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

3/27/26

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		↑4
Browning	71	56%	35	21	27	17	44%	↑23		↑8
Cabrillo	321	61%	32	29	28	12	39%	↑-		↑14
CAMS	157	1%	1	13	85	99%	83%	↑1		↑1
EPHS	150	81%	55	26	16	3	19%	↓1		↑5
Jordan	509	69%	41	28	22	9	31%	↓3		↓3
Lakewood	515	49%	21	28	34	18	51%	↑1		↑8
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		↑9
Reid	30	100%	73	27			0%	↓8		↓23
Renaissance	92	33%	13	20	32	36	67%	↓5		↑1
Sato	112	9%	9	16	75	91%	91%	↓3		↓4
Wilson	738	45%	26	20	30	25	55%	↑7		↑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

3/27/26

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		↑5	
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		↑12	
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		↓15	

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

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/27/26

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

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

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

3/27/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,396	48%	27	22	28	24	52%	↑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 Math 2024-2025 :: School Comparison by Subgroup

3/27/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,450	62%	36	25	19	19	38%	↑2	↓2

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

SBAC Science 2024-2025 :: School Comparison by Subgroup

3/27/26

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	13,317	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.
 Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2025

School Name	Overall		Grade 6		Grade 7		Grade 8		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Avalon	19.0%	-4.6%	16.7%	-1.0%	12.5%	-16.5%	36.0%	18.5%	Hispanic	16.0%	-4.2%
Bancroft	57.7%	4.6%	54.0%	6.9%	56.8%	1.6%	62.4%	5.3%	African American	39.1%	1.1%
Cubberley	70.5%	1.6%	68.7%	-3.0%	73.4%	6.2%	69.8%	9.9%	African American	26.5%	-16.7%
Franklin	34.5%	-0.5%	26.9%	0.0%	32.4%	-7.6%	43.6%	6.3%	African American	29.2%	-0.8%
Hamilton	39.2%	2.4%	37.6%	3.7%	40.0%	3.0%	39.9%	0.7%	African American	29.6%	-3.4%
Hoover	42.6%	-2.5%	42.9%	4.1%	41.4%	-9.5%	43.4%	-1.8%	African American	27.1%	-5.6%
Hughes	55.4%	5.6%	54.7%	6.0%	60.1%	10.8%	51.4%	0.0%	African American	38.8%	1.4%
IVA	66.2%	66.2%	0.0%				67.2%		Hispanic	65.4%	65.4%
Jefferson	55.9%	5.1%	48.6%	7.4%	58.8%	6.0%	60.1%	1.9%	African American	45.7%	0.9%
Keller	68.8%	3.7%	67.0%	10.0%	71.2%	0.5%	68.6%	0.1%	Hispanic	65.3%	3.6%
Lindbergh	35.3%	0.8%	35.5%	0.3%	36.3%	-0.6%	33.9%	2.4%	African American	26.5%	1.5%
Lindsey	37.0%	2.0%	31.1%	-2.7%	41.8%	4.6%	38.2%	4.3%	African American	24.3%	3.9%
Marshall	61.7%	-0.5%	62.1%	4.2%	64.8%	1.9%	58.3%	-7.6%	African American	42.2%	-13.0%
Muir	46.6%	6.0%	48.6%	8.4%	49.1%	5.2%	53.2%	1.7%	African American	42.3%	5.8%
Nelson	36.1%	3.3%	33.9%	4.1%	39.8%	1.5%	34.4%	4.1%	African American	25.3%	8.9%
Newcomb	81.1%	1.9%	80.8%	-3.4%	83.7%	1.9%	80.6%	-0.9%	African American	71.9%	9.4%
Powell	36.9%	4.5%	40.7%	18.8%	33.3%	-2.2%	41.6%	15.5%	African American	28.6%	-0.5%
Robinson	32.8%	4.0%	35.8%	14.4%	44.0%	-5.5%	43.8%	15.2%	African American	28.7%	3.3%
Rogers	70.7%	5.4%	64.8%	4.4%	78.0%	12.1%	69.4%	0.2%	African American	57.1%	20.2%
Stanford	67.7%	-0.1%	60.6%	-3.9%	73.2%	0.1%	69.6%	3.9%	African American	49.6%	5.4%
Stephens	53.3%	-0.8%	46.5%	-2.8%	55.1%	-1.4%	58.6%	2.3%	African American	39.4%	-10.6%
Tincher	73.8%	1.5%	69.5%	-1.1%	73.9%	1.7%	64.4%	-3.4%	African American	53.8%	2.6%
Washington	32.5%	3.4%	27.9%	0.1%	33.2%	4.4%	36.1%	5.4%	African American	26.9%	6.0%

SBAC ELA 2025

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
169	17.4%	White	33	11.8%	-2.6%	0.0%	0.0%	3.6%	-2.9%	3.3%	-3.1%
92	47.0%	Filipino	36	49.5%	8.4%	25.9%	-4.8%	22.6%	-3.0%	22.2%	-0.9%
49	62.8%	Asian	28	55.3%	11.1%	15.4%	-36.6%	32.1%	-18.7%	24.0%	-7.4%
106	33.3%	Asian,Cambodian	56, 56	32.1%	-1.2%	16.7%	-14.6%	12.4%	2.7%	9.7%	2.5%
81	56.1%	Asian	21	33.6%	0.3%	14.8%	-10.7%	13.2%	0.7%	8.9%	0.7%
118	44.7%	Cambodian	39	41.2%	-2.0%	52.9%	11.6%	12.1%	-11.1%	13.0%	-3.6%
201	45.1%	White	93	45.1%	4.2%	50.0%	16.7%	13.7%	-4.2%	13.7%	-1.2%
26	0.0%	Hispanic	26	0.0%	0.0%	50.0%		30.0%		30.0%	
151	29.9%	Asian	78	50.6%	3.7%	40.6%	5.0%	24.4%	4.2%	19.5%	3.6%
395	18.0%	White	54	62.2%	11.8%	60.0%	13.8%	7.7%	1.8%	13.3%	7.5%
83	17.0%	Cambodian	23	32.5%	-1.7%	9.5%	-19.0%	10.0%	2.5%	7.5%	1.1%
103	31.7%	Cambodian	25	36.0%	0.1%	27.9%	-4.4%	9.6%	0.8%	9.4%	1.2%
90	41.1%	Filipino	24	48.2%	1.7%	36.8%	-2.4%	22.2%	-8.0%	26.5%	3.0%
52	22.2%	Filipino	79	35.8%	1.2%	24.1%	-11.2%	4.3%	-0.4%	6.1%	3.1%
91	30.7%	Asian	150	30.7%	3.1%	20.8%	6.5%	17.5%	3.9%	11.3%	1.0%
32	24.6%	Asian	28	54.5%	-9.5%	75.0%	-15.9%	41.7%	8.9%	48.3%	15.5%
112	11.3%	Hispanic	331	31.7%	2.2%	26.7%	6.3%	6.3%	-4.4%	5.4%	-6.6%
80	4.4%	Hispanic	380	28.3%	2.2%	19.2%	-12.3%	10.5%	0.7%	11.3%	1.5%
42	24.1%	White	309	41.3%	0.6%	44.4%	11.1%	29.7%	-1.3%	26.8%	5.0%
119	30.5%	White	291	41.4%	-1.9%	42.9%	10.7%	33.9%	-3.2%	31.5%	2.4%
71	42.9%	Filipino	68	51.1%	-0.3%	41.9%	10.0%	12.5%	-0.6%	9.9%	0.3%
39	46.2%	Cambodian	24	60.5%	7.4%	64.3%	6.0%	20.8%	-5.1%	27.8%	2.3%
93	6.0%	Hispanic	629	31.4%	1.7%	22.4%	4.9%	4.3%	-9.4%	8.1%	-2.5%

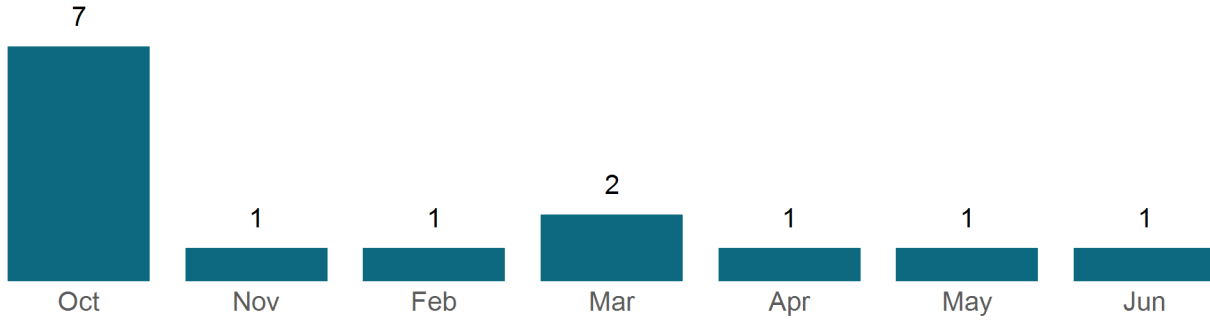
SBAC ELA 2025

Gender Diff
6.9%
9.6%
10.4%
11.9%
12.9%
17.1%
10.9%
34.0%
6.8%
16.3%
3.7%
10.2%
9.3%
6.1%
12.5%
8.2%
9.3%
7.6%
12.7%
15.2%
9.3%
5.6%
15.1%

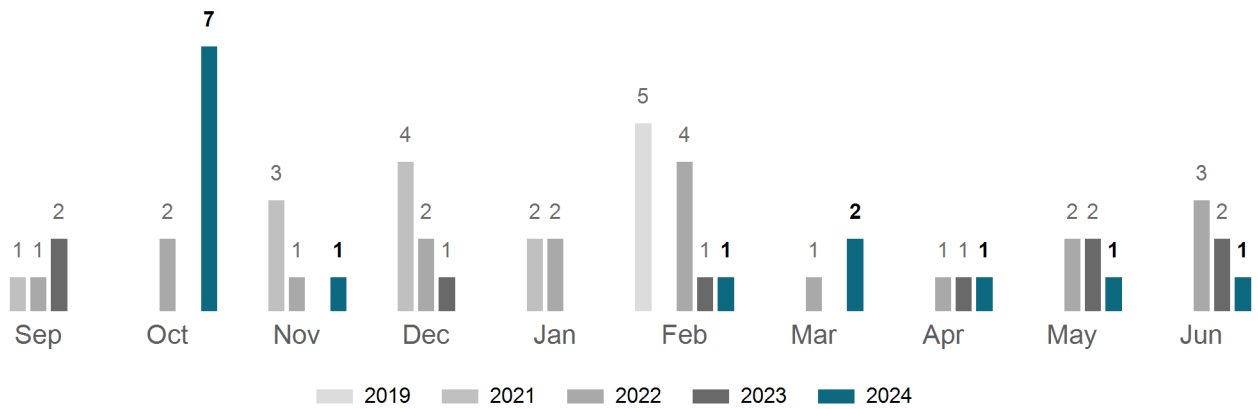
Keller

24-25

By Month for 24-25



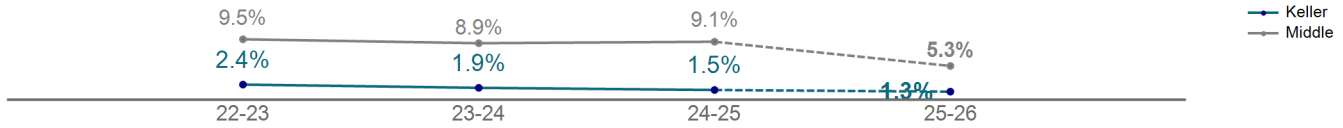
By Month- 5-year comparison



	19-20	21-22	22-23	23-24	24-25
Sep			1	1	2
Oct				2	7
Nov			3	1	1
Dec			4	2	1
Jan			2	2	
Feb		5		4	1
Mar				1	2
Apr				1	1
May				2	2
Jun				3	2

Suspension Rate

Keller
All Students
N = 548



African American

18.4%

0.0%
24-25

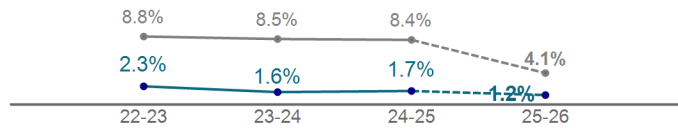
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

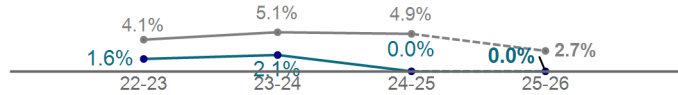
Hispanic N = 415



Pacific Islander

Subgroup with fewer than 20 students.

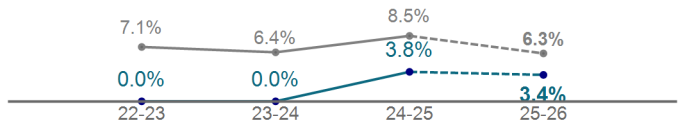
White N = 67



Native American

Subgroup with fewer than 20 students.

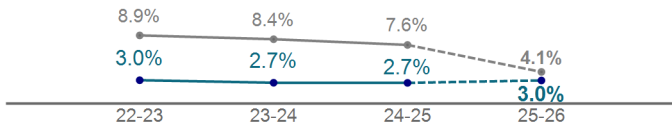
Other N = 29



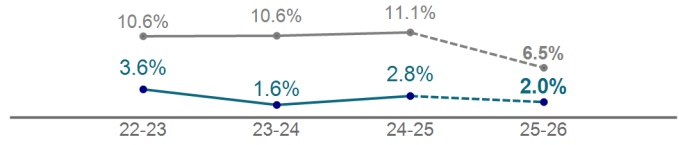
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

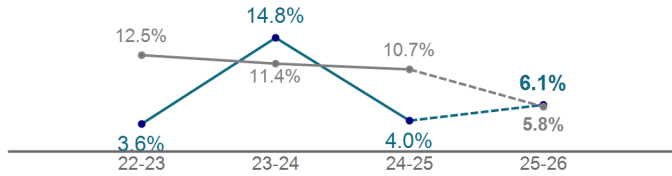
EL + RFEP
N = 134



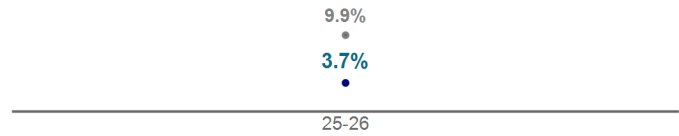
Low SES
N = 201



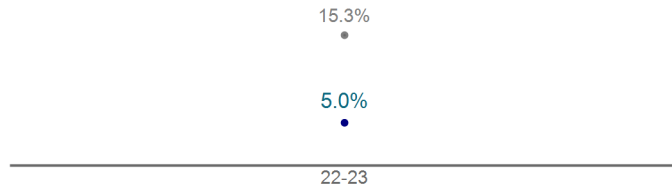
English Learner
N = 33



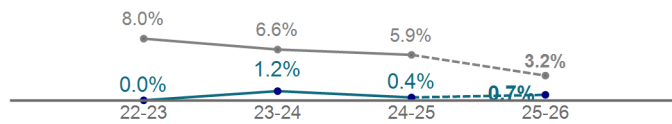
Special Education
N = 27



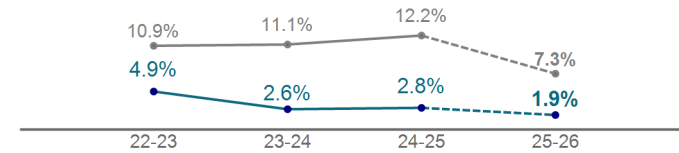
Homeless or Foster Youth



Female
N = 280



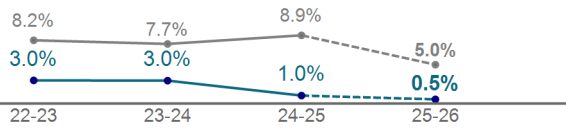
Male
N = 268



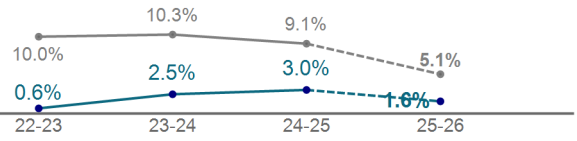
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

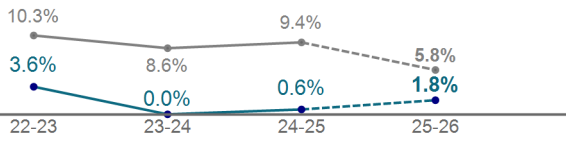
Gr. 06
N = 193



Gr. 07
N = 192



Gr. 08
N = 163



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.

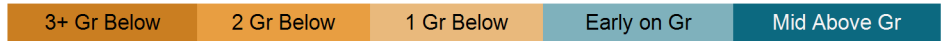
i-Ready Math Overall Relative Placement

School Data by Subgroup

Keller 2024-2025 Grade 6



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
6	All Students	All	1	191	7	10	45	31	7
			2	184	5	11	35	32	17
			3	192	4	6	34	31	26
	Teacher	Galaviz, O	1	123	9	7	43	32	9
			2	124	7	13	33	29	18
			3	124	4	7	31	35	23
		Landeros, C	1	68	4	16	44	31	4
			2	68	3	10	40	34	13
			3	68	3	3	41	22	31
	Ethnicity	African American	1	8	13	50	38		
			2	8	63	25	13		
			3	8	50	25	25		
		Asian	1	2				100	
			2	2				100	
			3	2				100	
		Filipino	1	2				100	
			2	2				100	
			3	2				100	
		Hispanic	1	139	9	11	45	31	5
			2	132	8	9	36	32	15
			3	139	4	8	35	30	22
			White	1	29	10	48	31	10
				2	29	7	41	34	17
				3	29	3	28	38	31
	Other	1	11	9	45	27	18		
		2	11	9	45	18	27		
		3	12	33	33	33			
	Gender	Female	1	102	10	13	45	25	7
			2	95	6	16	35	26	17
			3	101	6	8	34	29	24
Male		1	89	3	7	44	38	8	
		2	89	4	6	36	37	17	
		3	91	1	3	34	33	29	

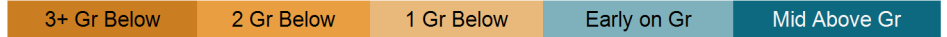
i-Ready Math Overall Relative Placement

School Data by Subgroup

Keller 2024-2025 Grade 6



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
6	Special Populations	Low SES	1	68	13	18	43	25	1
			2	63	11	11	46	24	8
			3	67	6	12	42	25	15
		ELL	1	10	40	40	10	10	
			2	10	50	10	40		
			3	10	40	10	40	10	
		RFEP	1	40	10	5	40	43	3
			2	36	6	8	36	39	11
			3	39	10		31	38	21
		EL + RFEP	1	50	16	12	34	36	2
			2	46	15	9	37	30	9
			3	49	8	10	33	31	18
		Special Ed.	1	6	33	17	17	33	
			2	6	33	17	17	33	
			3	6	17	50		33	
		Spec Ed. Speech/RSP	1	4	25	25	25	25	
			2	4	25	25	25	25	
			3	4	75			25	
		Homeless	1	4	50	50			
			2	4	25	25	50		
			3	4	25	25	50		
GATE/Excel	1	60		2	22	53	23		
	2	59		2	15	36	47		
	3	60		3	10	28	58		

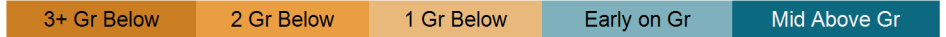
i-Ready Math Overall Relative Placement

School Data by Subgroup

Keller 2024-2025 Grade 7



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	
7	All Students	All	1	159	13	13	36	30	8	
			2	160	12	13	35	24	16	
			3	163	9	10	37	24	20	
	Teacher	Landeros, C	1	131	15	15	36	24	9	
			2	131	11	15	38	19	17	
			3	131	9	12	37	21	20	
		Muniz, J	1	32	9	6	34	47	3	
			2	32	16	6	22	44	13	
			3	32	9	3	34	34	19	
	Ethnicity	African American	1	5	20	20	40	20		
			2	6	50		17	17	17	
			3	6	50		17	17	17	
		Asian	1	1					100	
			2	1					100	
			3	1					100	
		Filipino	1	3			33	33	33	
			2	3			33	33	33	
			3	3				67	33	
		Hispanic	1	134	15	14	35	28	7	
			2	134	12	13	38	21	16	
			3	136	9	11	40	22	18	
		White	1	11		9	36		55	
			2	11		9	18		64	9
			3	12		8	25		42	25
Other	1	5			60	20	20			
	2	5			20	40	40			
	3	5			20	40	40			
Gender	Female	1	80	15	16	38	29	3		
		2	79	9	15	44	19	13		
		3	81	12	6	47	19	16		
	Male	1	79	11	10	34	30	14		
		2	81	15	10	26	30	20		
		3	82	6	15	27	29	23		

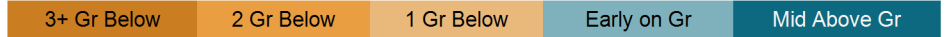


i-Ready Math Overall Relative Placement

School Data by Subgroup

Keller 2024-2025 Grade 7

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
7	Special Populations	Low SES	1	70	16	14	41	23	6
			2	72	14	17	40	18	11
			3	73	11	18	38	22	11
		ELL	1	9	56	22	22		
			2	9	22	33	44		
			3	9	33	33	33		
		RFEP	1	36	8	17	36	33	6
			2	38	8	18	32	29	13
			3	38	5	13	47	21	13
		EL + RFEP	1	45	18	18	33	27	4
			2	47	11	21	34	23	11
			3	47	11	17	45	17	11
		Special Ed.	1	3	67	33			
			2	3	67	33			
			3	4	50	25	25		
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	67	33			
			3	4	50	25	25		
		Foster	1	3	67	33			
			2	2	50	50			
			3	3	67	33			
Homeless	1	1	100						
	2	1	100						
	3	1	100						
GATE/Excel	1	57	2	4	21	51	23		
	2	57	4	4	14	40	39		
	3	58	7	17	34	41			

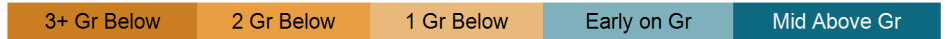
i-Ready Math Overall Relative Placement

School Data by Subgroup

Keller 2024-2025 Grade 8



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
8	All Students	All	1	156	15	12	39	24	10
			2	150	15	13	29	25	18
			3	147	12	10	31	24	23
	Teacher	Muniz, J	1	156	16	12	38	24	10
			2	157	15	14	29	24	17
			3	151	13	9	32	23	23
	Ethnicity	African American	1	4	25	25	25	25	25
			2	4	25	25	25	25	
			3	4	25	25	25	25	
		American Indian	1	1	100				
			2	1	100				
			3	1	100				
		Asian	1	3				67	33
			2	3		33		67	
			3	3		33		33	33
		Filipino	1	3				33	67
			2	3				33	67
			3	3					100
		Hispanic	1	122	17	12	39	25	7
			2	117	15	15	29	26	15
			3	113	12	10	34	26	19
		White	1	15	13	7	60	7	13
			2	14	21	14	29	14	21
			3	15	20	13	20	20	27
	Other	1	8	13		38	25	25	
		2	8	13		38	13	38	
		3	8		38		13	50	
Gender	Female	1	83	10	13	47	22	8	
		2	82	13	11	33	26	17	
		3	77	12	10	30	29	19	
	Male	1	73	22	10	30	26	12	
		2	68	16	16	24	25	19	
		3	70	13	9	33	19	27	

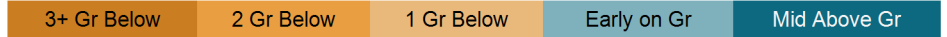


i-Ready Math Overall Relative Placement

School Data by Subgroup

Keller 2024-2025 Grade 8

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	
8	Special Populations	Low SES	1	71	17	17	46	14	6	
			2	65	20	22	31	15	12	
			3	65	17	14	35	18	15	
		ELL	1	6	83				17	
			2	6	83		17			
			3	5	40		60			
		RFEP	1	47	9	17	47	19	9	
			2	46	9	15	35	24	17	
			3	45	11	11	36	20	22	
		EL + RFEP	1	53	17	15	42	19	8	
			2	52	17	15	31	21	15	
			3	50	14	16	32	18	20	
		Special Ed.	1	5	100					
			2	6	100					
			3	4	50		50			
		Spec Ed. Speech/RSP	1	5	100					
			2	6	100					
			3	4	50		50			
		Foster	1	1	100					
			2	1	100					
		Homeless	1	3	33		67			
2	3		33	33	33					
3	3			33	33		33			
GATE/Excel	1	60	7	7	32	33	22			
	2	57		2	12	16	33	37		
	3	56		5	21	32	41			

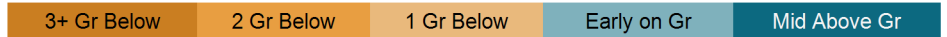
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Keller 2024-2025 Grade 6



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
6	All Students	All	1	187	12	11	24	21	32
			2	175	7	13	22	17	41
			3	183	9	9	20	19	43
	Teacher	Flores, S	1	87	11	11	25	20	32
			2	88	10	16	18	19	36
			3	88	13	8	20	15	44
		Olague, B	1	76	11	7	28	22	33
			2	76	8	14	26	14	37
			3	76	8	11	22	21	38
		Rodruck, O	1	28	21	18	11	21	29
			2	28	18	14	18	11	39
			3	28	11	14	18	18	39
	Ethnicity	African American	1	6	17	17	17	17	33
			2	6	33		17	50	
			3	8	13	25	13	13	38
		Asian	1	2					100
			2	2					100
			3	2					100
		Filipino	1	2					100
			2	2					100
			3	2					100
		Hispanic	1	137	14	12	28	20	27
			2	129	9	14	24	17	36
			3	130	10	8	22	19	40
		White	1	29	3	10	14	31	41
			2	27	11	15	15	30	44
			3	29	3	7	17	24	48
Other	1	11	18	18	18	18	45		
	2	9	22	22			56		
	3	12	8	17	17	17	42		

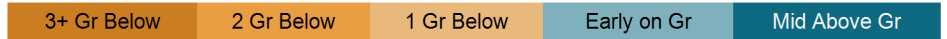
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Keller 2024-2025 Grade 6



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
6	Gender	Female	1	99	9	7	30	23	30
			2	94	9	14	22	16	39
			3	96	7	7	23	19	44
		Male	1	88	16	15	17	18	34
			2	81	6	12	21	19	42
			3	87	10	11	17	20	41
	Special Populations	Low SES	1	67	19	19	37	16	7
			2	62	13	23	34	16	15
			3	63	14	17	24	17	27
		ELL	1	10	80		20		
			2	9	56		33	11	
			3	9	56		33	11	
		RFEP	1	39	8	10	36	21	26
			2	35	3	11	31	20	34
			3	38	3	13	29	18	37
		EL + RFEP	1	49	22	12	29	16	20
			2	44	14	16	27	16	27
			3	47	13	17	26	15	30
		Special Ed.	1	6	50		17	33	
			2	5	40		20	40	
			3	6	33	17	17	33	
		Spec Ed. Speech/RSP	1	4	50		25	25	
			2	3	33		33	33	
			3	4	25	25	25	25	
	Homeless	1	4	50		50			
		2	4	50		50			
		3	2		50		50		
GATE/Excel	1	58		5	14	16	66		
	2	59		3	15	12	69		
	3	59		5	10	15	69		

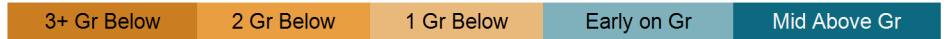
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Keller 2024-2025 Grade 7



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	
7	All Students	All	1	153	15	9	25	21	30	
			2	150	17	10	18	21	33	
			3	148	7	7	24	24	39	
		Teacher	Iniguez, A	1	64	16	6	23	16	39
				2	64	14	9	20	22	34
				3	64	5	6	20	27	42
			Rodruck, O	1	99	19	12	23	23	22
				2	99	20	12	18	21	28
				3	99	12	7	26	22	32
	Ethnicity	African American	1	5	20	20	40	20		
			2	5	20	20	40	20		
			3	5	20		40	20	20	
		Asian	1	1					100	
			2	1					100	
			3	1					100	
		Filipino	1	3		33			67	
			2	3				33	67	
			3	3				33	67	
		Hispanic	1	128	17	8	27	21	27	
			2	126	20	11	17	21	31	
			3	123	7	7	24	25	36	
		White	1	11		9	9	27	55	
			2	10		20		30	50	
			3	11		18	9		73	
	Other	1	5		20		40	40		
		2	5		40		20	40		
		3	5		20	20	20	40		
	Gender	Female	1	79	15	9	24	23	29	
			2	76	17	7	18	25	33	
			3	74	8	8	22	22	41	
Male		1	74	15	9	26	19	31		
		2	74	18	14	18	18	34		
		3	74	5	5	26	26	38		

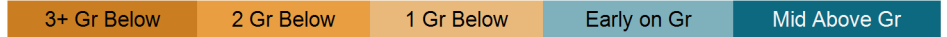
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Keller 2024-2025 Grade 7



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	
7	Special Populations	Low SES	1	67	19	10	31	18	21	
			2	66	26	14	17	21	23	
			3	64	9	9	33	23	25	
		ELL	1	9	100					
			2	9	78			22		
			3	7	57		29	14		
		RFEP	1	36	8	8	39	22	22	
			2	36	22	6	19	17	36	
			3	35	3	6	26	26	40	
		EL + RFEP	1	45	27	7	31	18	18	
			2	45	33	9	16	13	29	
			3	42	12	10	24	21	33	
		Special Ed.	1	3	33	67				
			2	3	100					
			3	3	67	33				
		Spec Ed. Speech/RSP	1	3	33	67				
			2	3	100					
			3	3	67	33				
		Foster	1	2	50	50				
			2	2	50	50				
			3	1	100					
Homeless	1	1	100							
	2	1	100							
	3	1	100							
GATE/Excel	1	58	2	3	19	24	52			
	2	55	5	2	11	16	65			
	3	54	11		26	63				

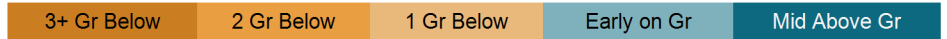
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Keller 2024-2025 Grade 8



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
8	All Students	All	1	149	21	3	17	19	39
			2	138	15	5	22	22	36
			3	143	19	6	14	17	44
	Teacher	Iniguez, A	1	93	18	6	17	22	37
			2	93	15	5	18	26	35
			3	92	14	5	14	22	45
		Rodruck, O	1	63	30	3	16	14	37
			2	63	30	6	25	13	25
			3	62	32	5	15	13	35
	Ethnicity	African American	1	3	33				67
			2	3	33				67
			3	3	33				67
		American Indian	1	1					100
			2	1					100
			3	1					100
		Asian	1	3				33	67
			2	2	50			50	
			3	2				50	50
		Filipino	1	3					100
			2	3					100
			3	3					100
		Hispanic	1	117	25	4	18	19	34
			2	110	16	5	25	23	32
			3	112	21	5	16	18	40
		White	1	14	7	14		36	43
			2	12	17	17		25	42
			3	14	7	14	14	14	50
Other	1	8	25	13	13		50		
	2	7	14	14			71		
	3	8	25			25	50		

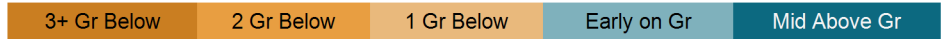
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Keller 2024-2025 Grade 8



Legend

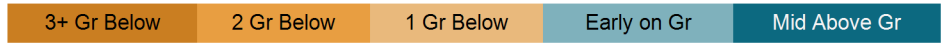


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Gender	Female	1	81	10	4	22	21	43
			2	77	8	5	18	23	45
			3	78	9	3	15	22	51
		Male	1	68	35	3	10	18	34
			2	61	25	5	26	20	25
			3	65	31	9	12	12	35
	Special Populations	Low SES	1	68	34	6	16	16	28
			2	60	25	3	27	18	27
			3	65	25	9	17	15	34
		ELL	1	6	100				
			2	3	100				
			3	4	100				
		RFEP	1	45	22	7	20	20	31
			2	43	14	7	30	19	30
			3	45	13	2	27	22	36
		EL + RFEP	1	51	31	6	18	18	27
			2	46	20	7	28	17	28
			3	49	20	2	24	20	33
		Special Ed.	1	4	100				
			2	3	67			33	
			3	4	100				
		Spec Ed. Speech/RSP	1	4	100				
			2	3	67			33	
			3	4	100				
	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	59	8	3	19	17	53	
2		55	5	2	16	27	49		
3		55	4	4	9	18	65		

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



Legend



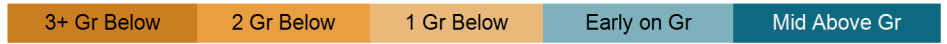
Category		Diagnostic Window	# Students	Percent by Category				
All Students	509	3	509	8	8	35	26	23
Grade	Gr. 06	3	194	4	6	35	30	26
	Gr. 07	3	164	9	10	37	24	20
	Gr. 08	3	151	13	9	32	23	23
Ethnicity	Hispanic	3	395	8	9	37	26	19
	White	3	56	7	5	25	34	29
	Other	3	25			32	28	40
Gender	Female	3	262	10	8	37	25	20
	Male	3	247	6	9	32	27	26
Special Populations	Low SES	3	212	11	14	40	21	14
	ELL	3	24	38	29	29	4	
	RFEP	3	125	6	11	39	26	18
	EL + RFEP	3	149	11	14	38	21	16
	GATE/Excel	3	176			23	17	31

The percentages may not equal 100% due to rounding.

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



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	512	3	512	13	8	20	20	39
Grade	Gr. 06	3	194	10	10	21	18	41
	Gr. 07	3	164	10	7	24	24	36
	Gr. 08	3	154	21	5	14	18	41
Ethnicity	Hispanic	3	398	15	8	21	21	36
	White	3	56	7	7	16	18	52
	Other	3	25	12	12	12	20	44
Gender	Female	3	264	9	6	20	21	43
	Male	3	248	18	9	19	19	35
Special Populations	Low SES	3	214	19	13	25	18	26
	ELL	3	25	64	24	12		
	RFEP	3	125	8	8	28	21	35
	EL + RFEP	3	150	17	11	25	17	29
	GATE/Excel	3	177			33	10	20

The percentages may not equal 100% due to rounding.



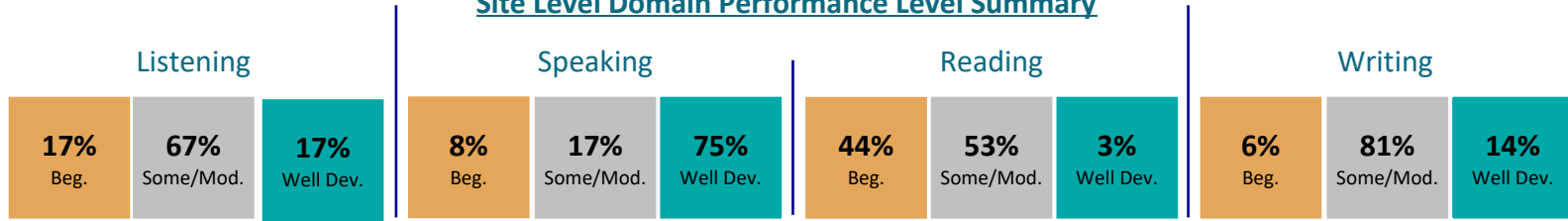
ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Keller

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

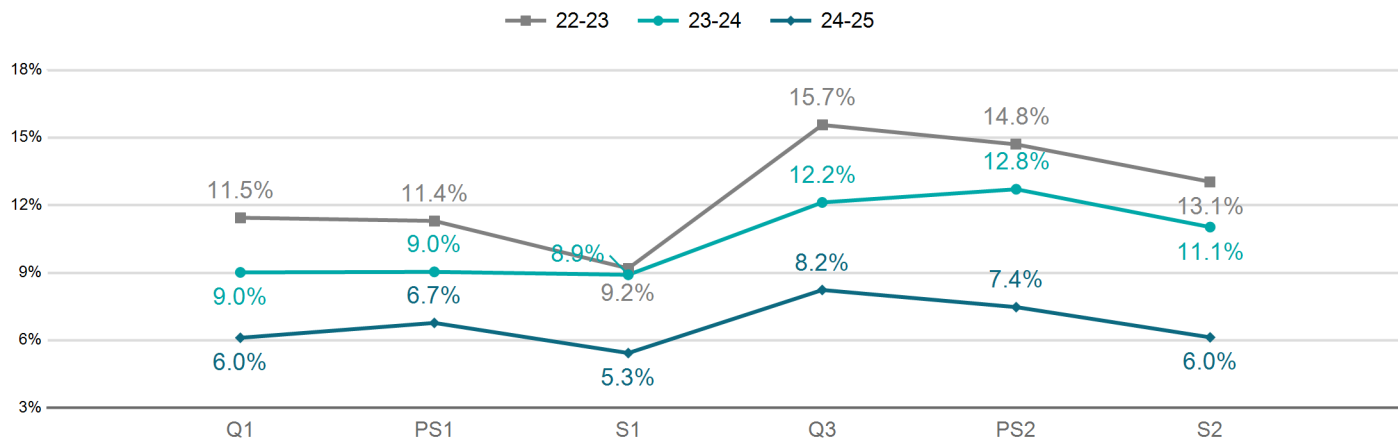
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
06	13%	25%	38%	25%	6%	63%	31%	19%	38%	44%	31%	63%	6%	6%	81%	13%
07	0%	25%	58%	17%	33%	58%	8%	0%	0%	100%	58%	42%	0%	8%	75%	17%
08	0%	13%	75%	13%	13%	88%	0%	0%	0%	100%	50%	50%	0%	0%	88%	13%

Keller D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



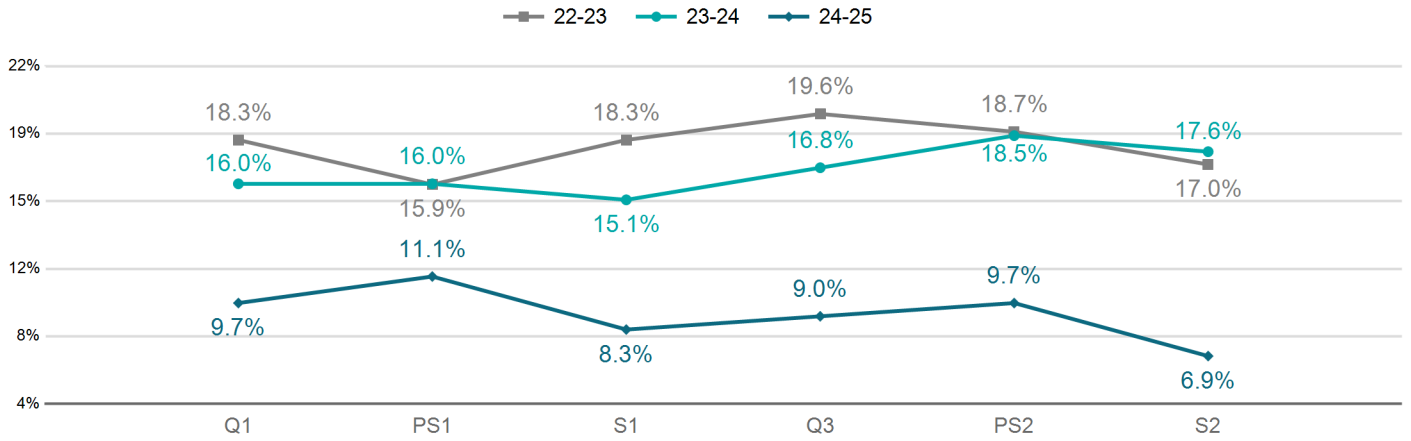
Graphs for subgroups on following pages.

Keller D/F Rate - 3 year Comparison

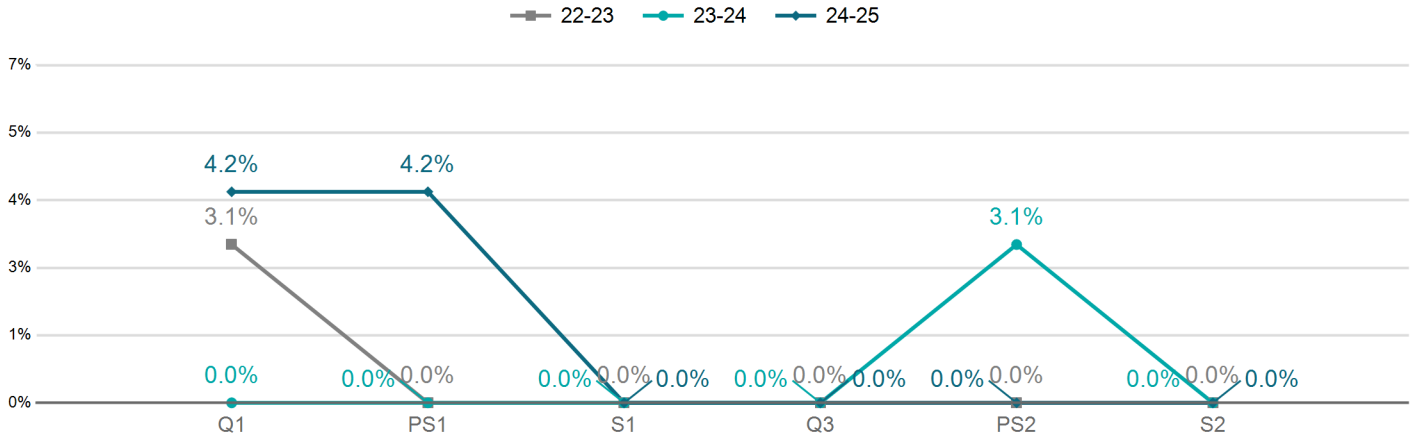
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

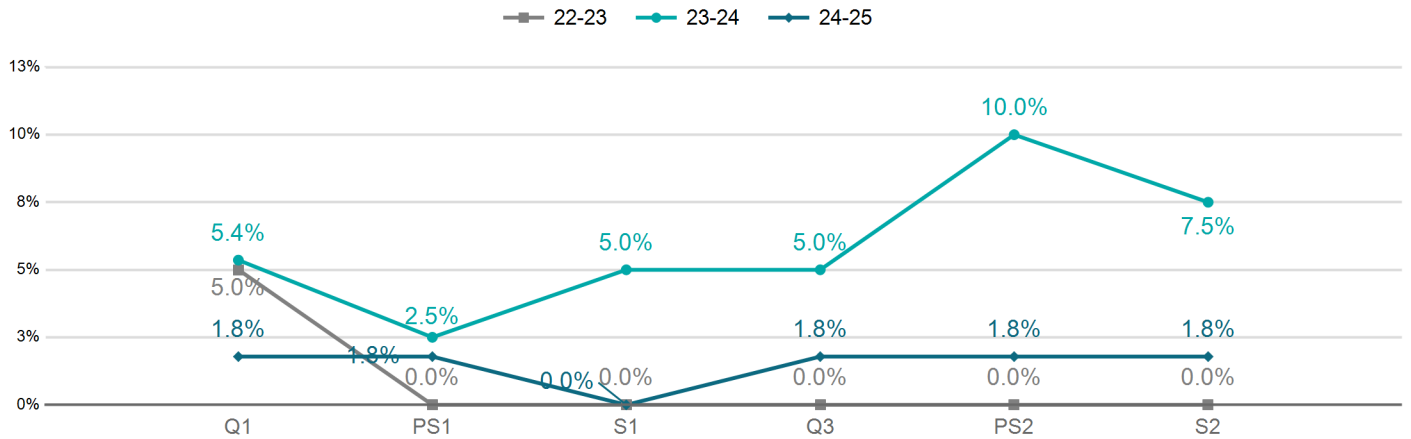
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: Asian



Category: Ethnicity - Subgroup: Cambodian

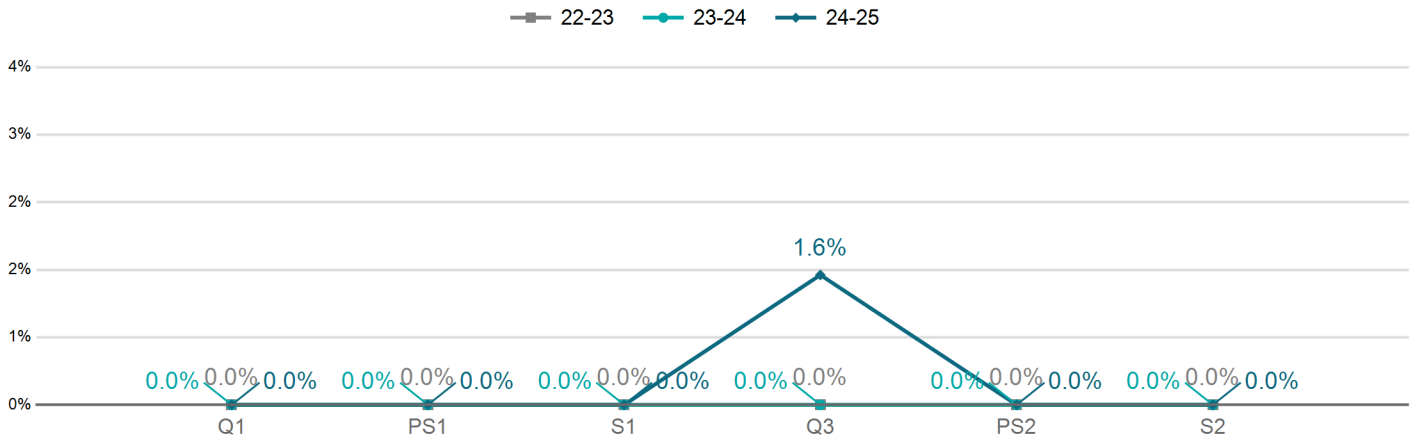


Keller D/F Rate - 3 year Comparison

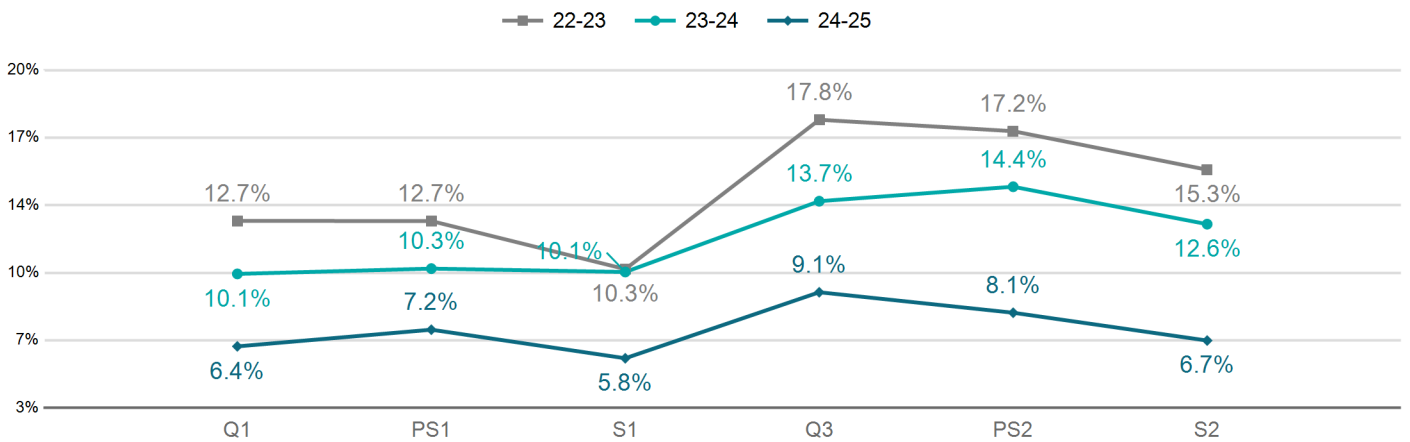
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial
Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic

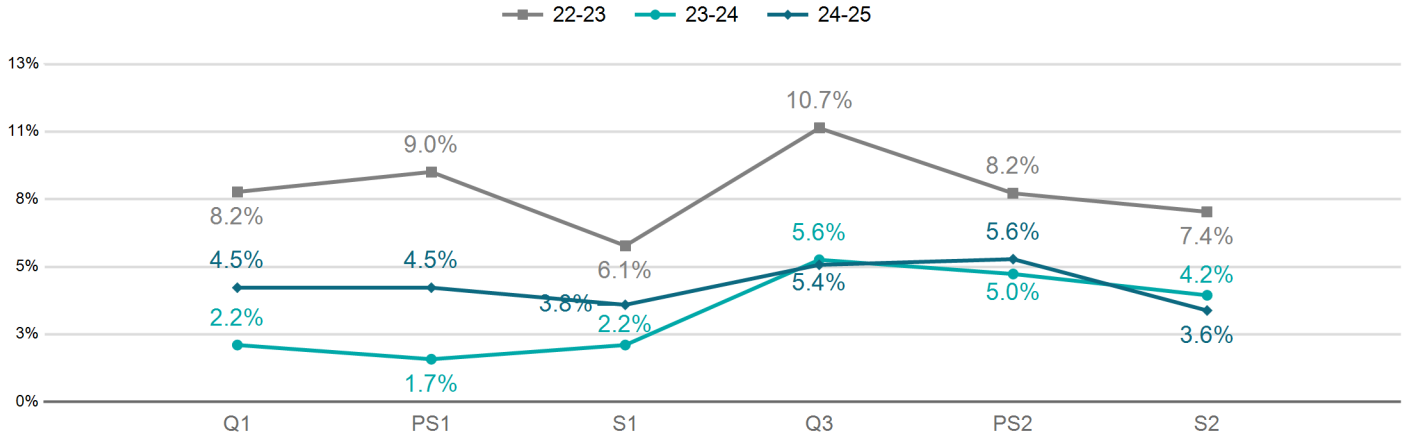


Category: Ethnicity - Subgroup: White

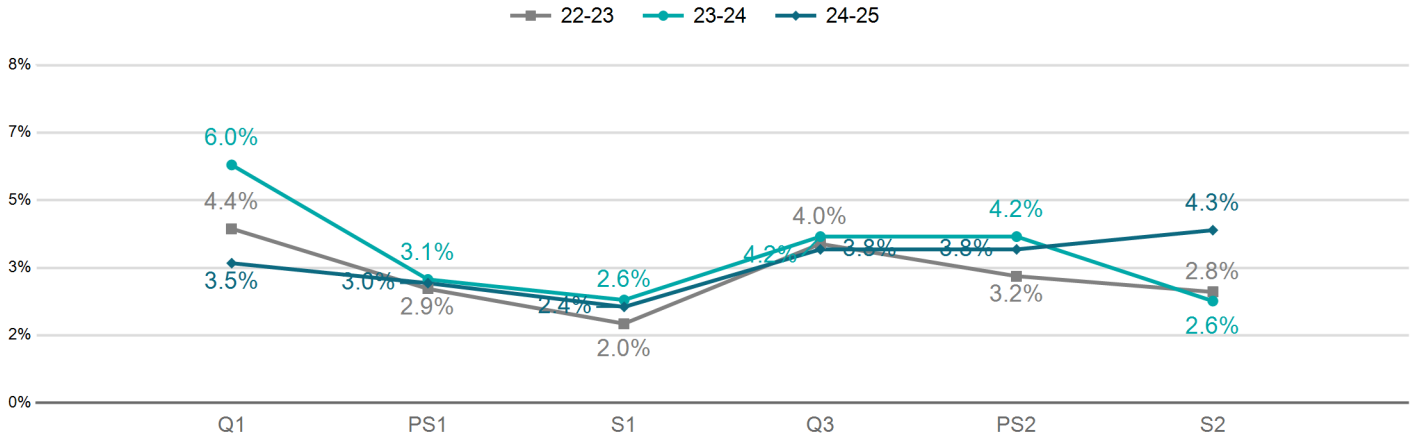
Keller D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: Other

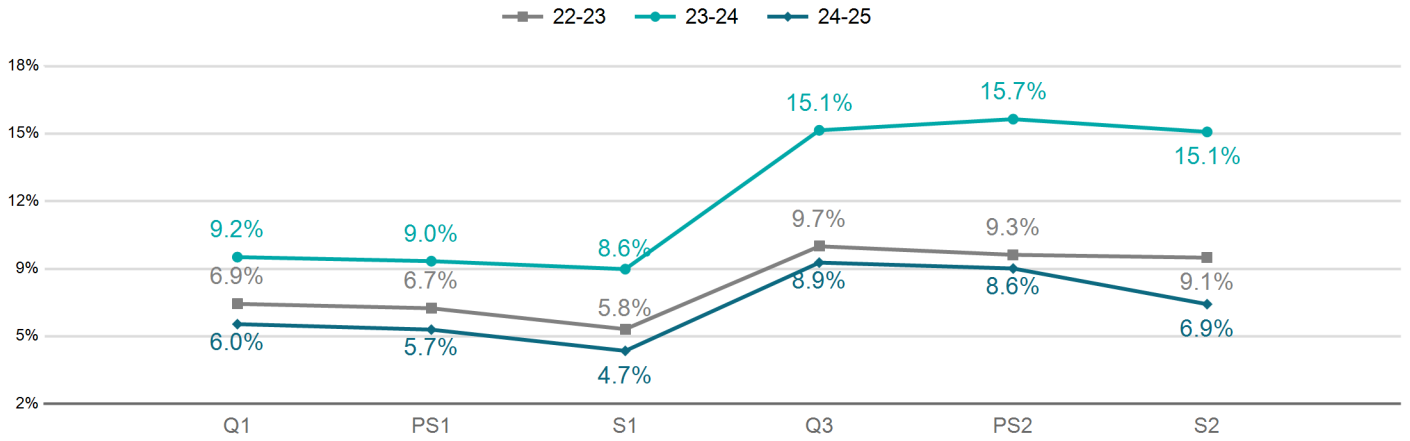


Keller D/F Rate - 3 year Comparison

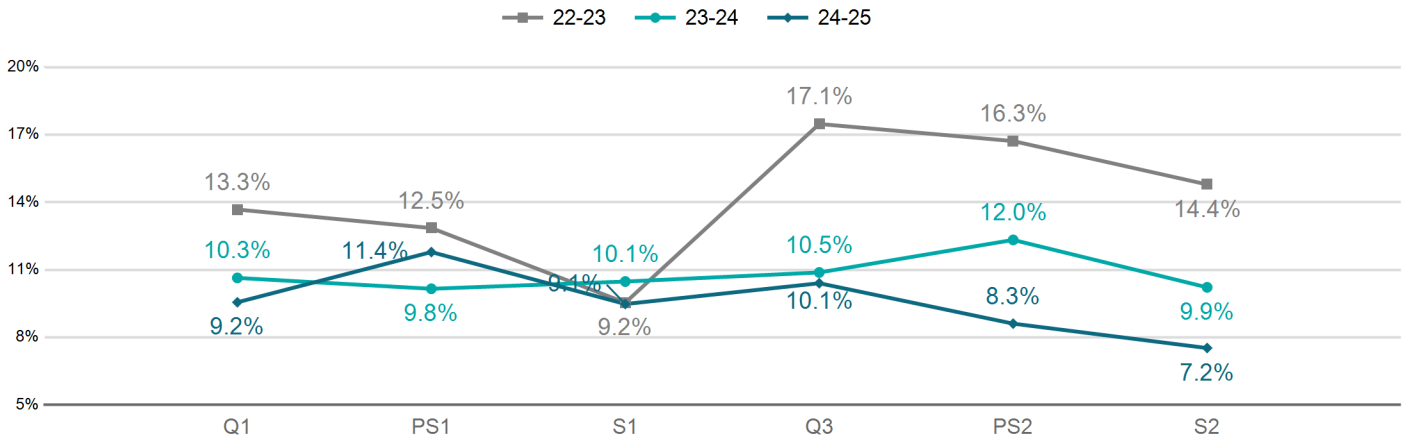
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

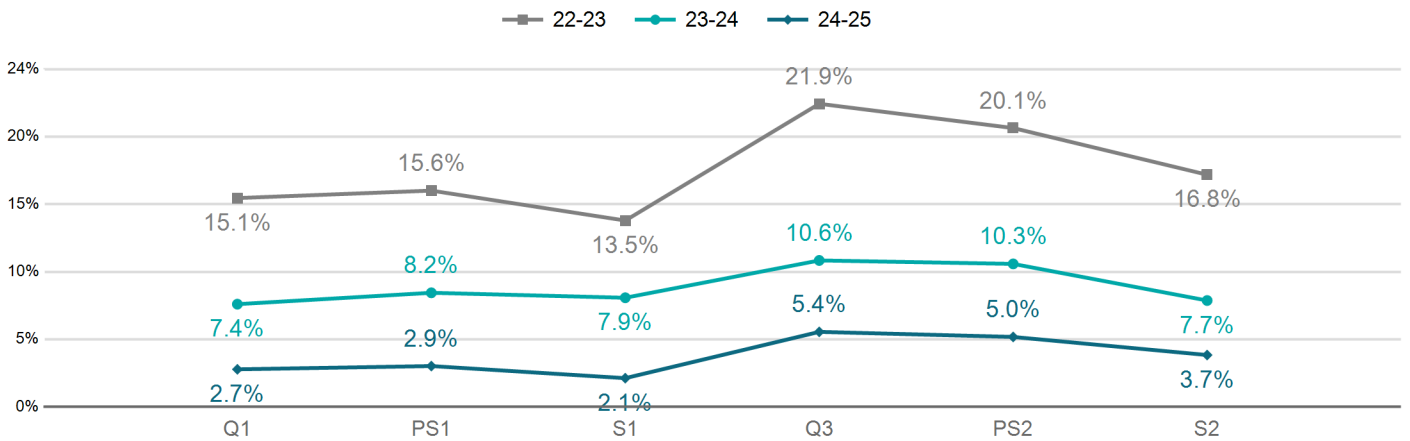
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07



Category: Grade - Subgroup: Gr. 08

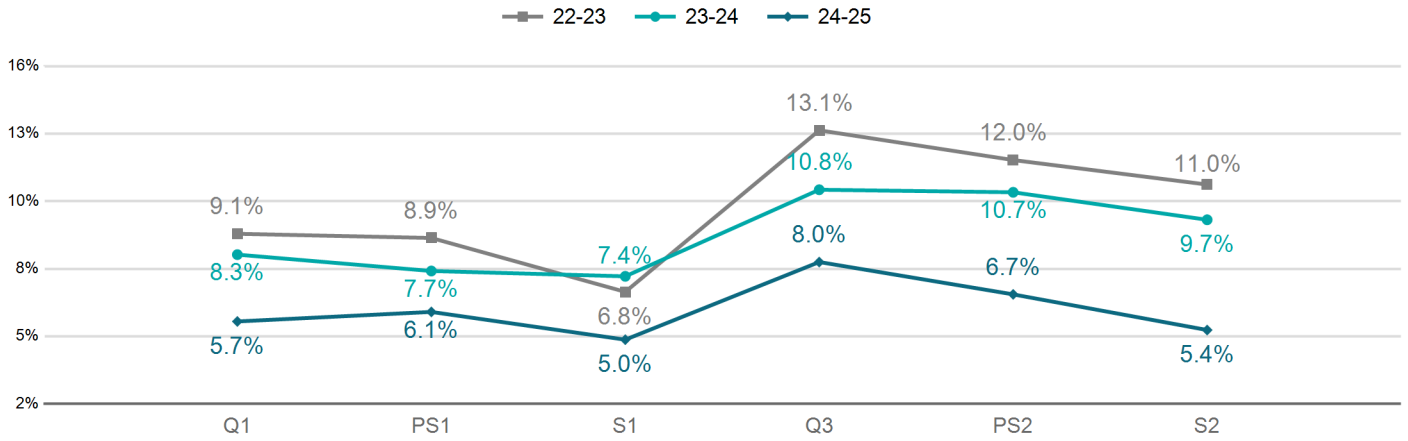


Keller D/F Rate - 3 year Comparison

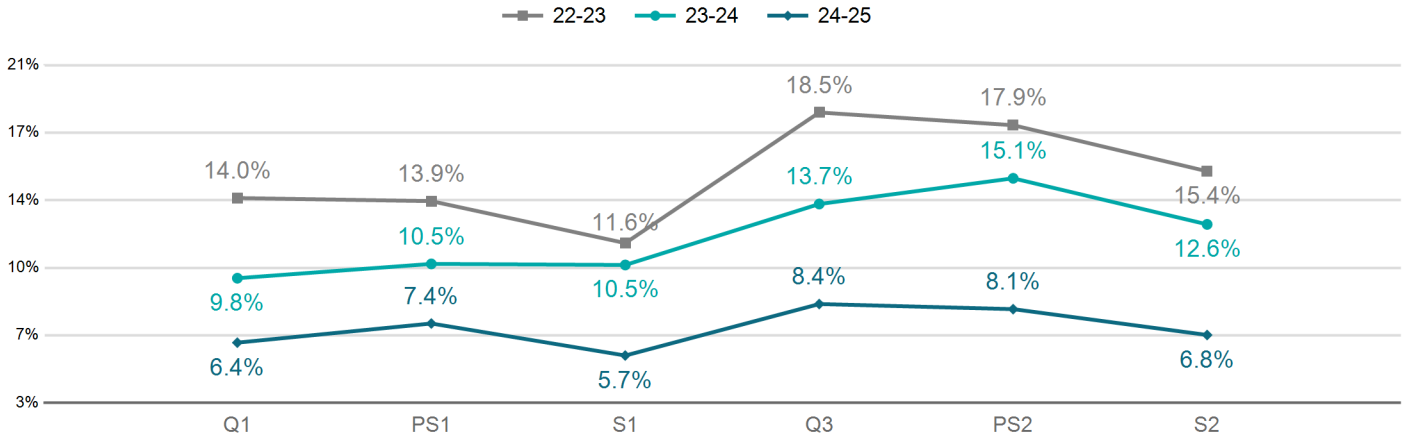
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male

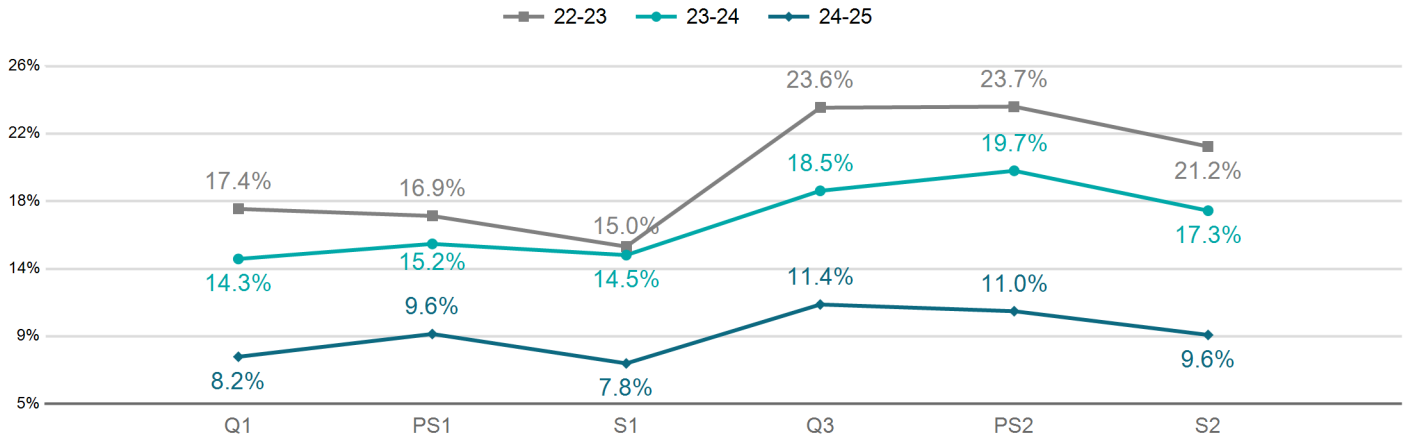


Keller D/F Rate - 3 year Comparison

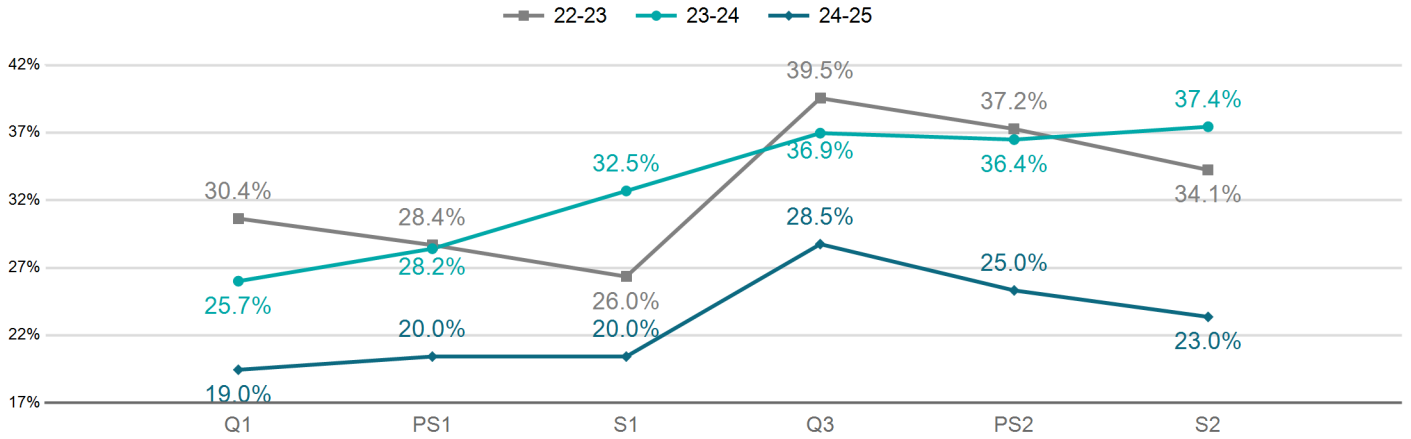
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

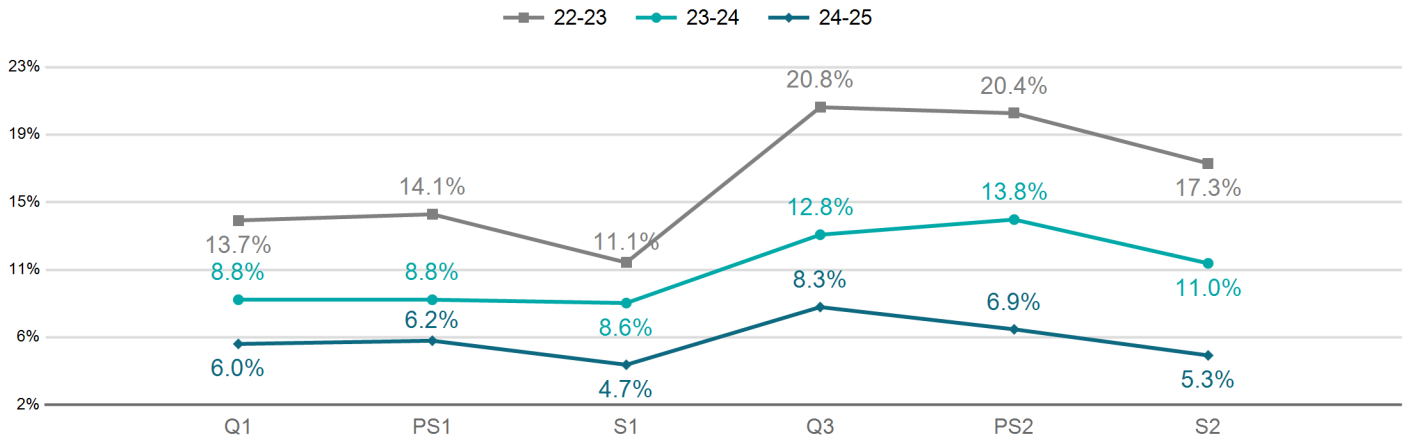
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

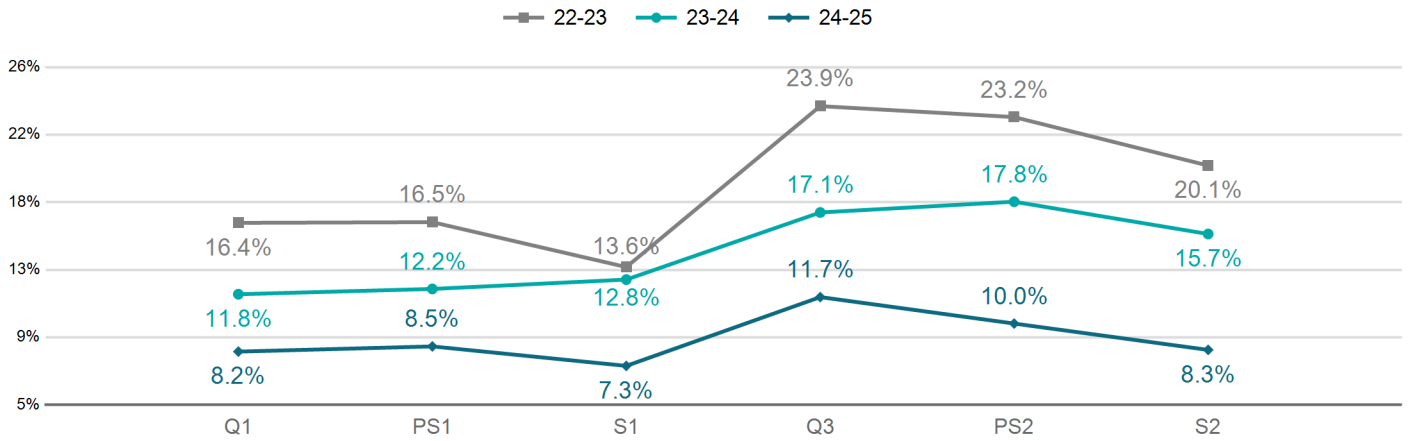


Keller D/F Rate - 3 year Comparison

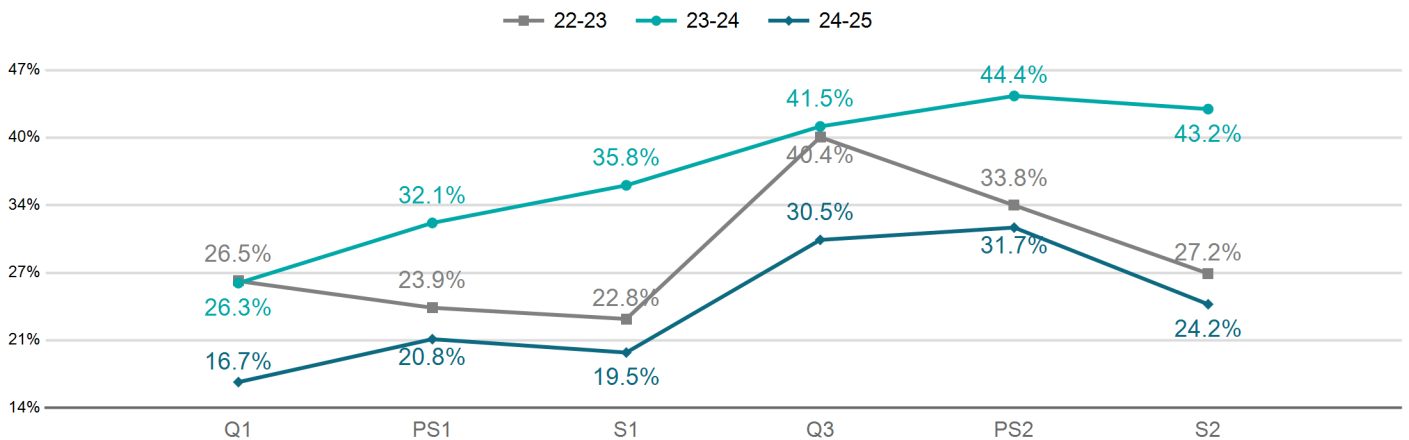
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

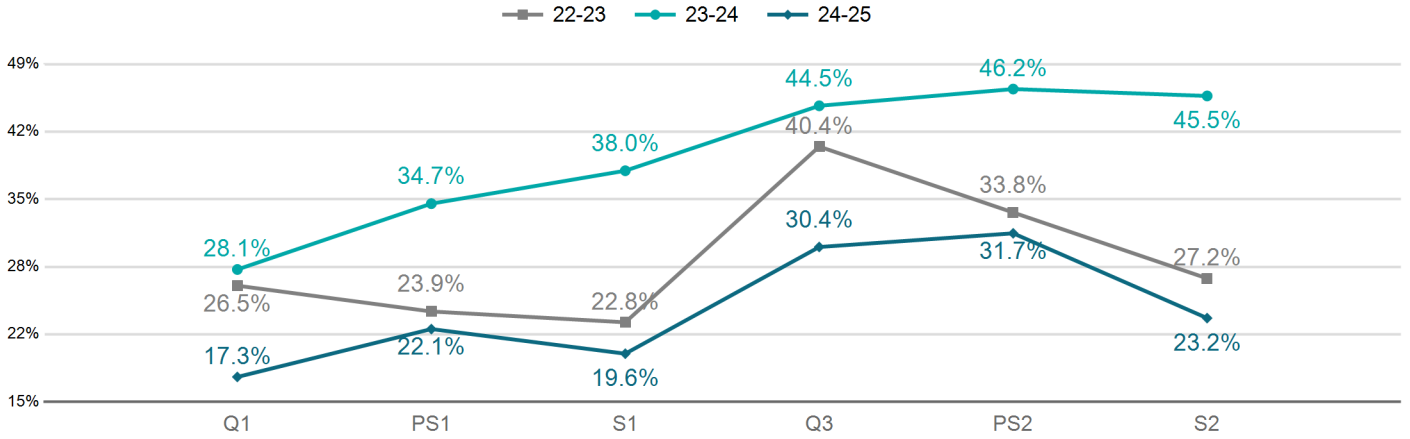


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

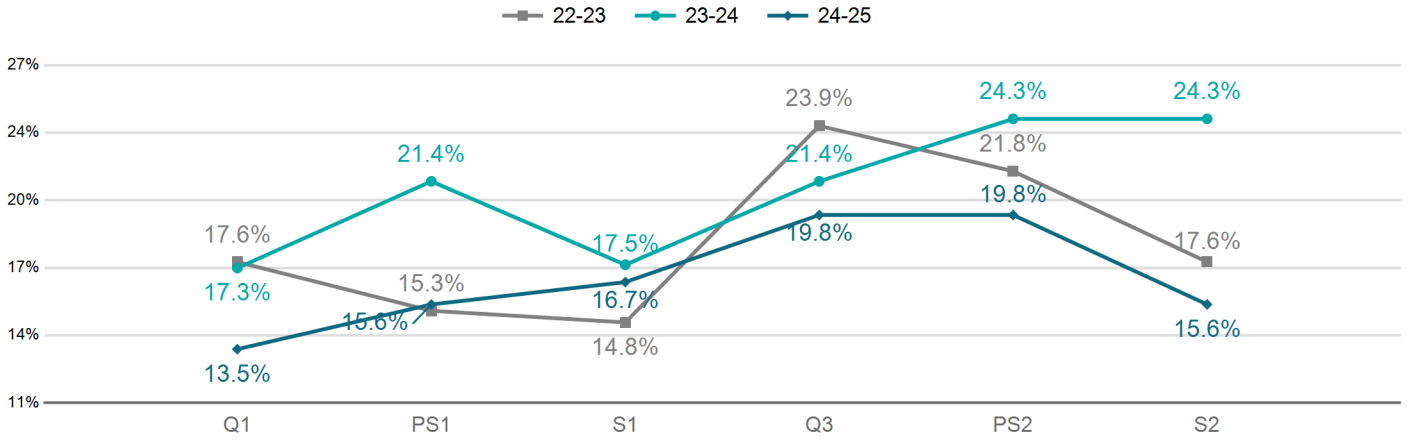
Keller D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

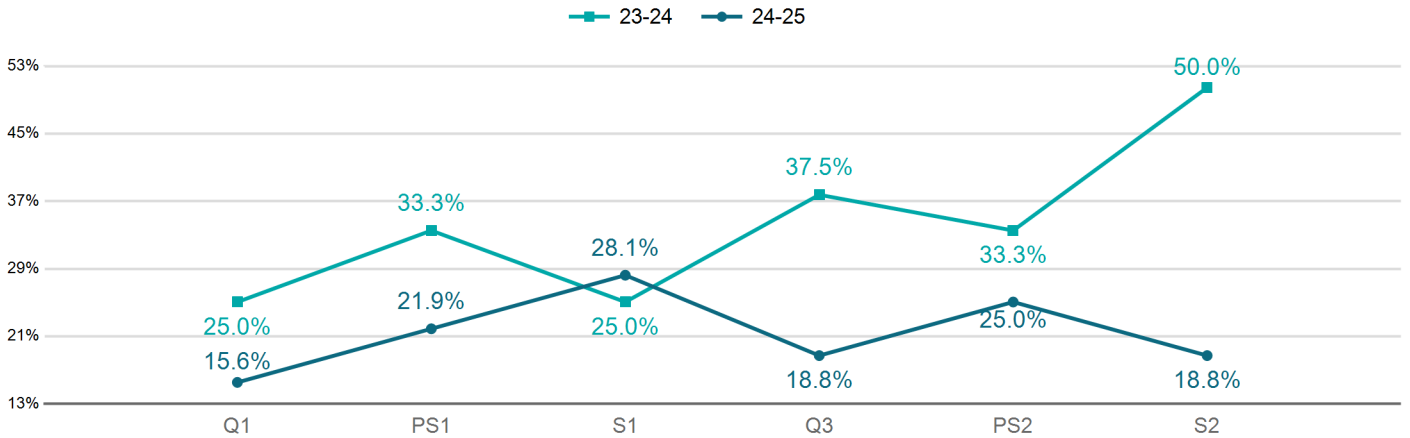
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

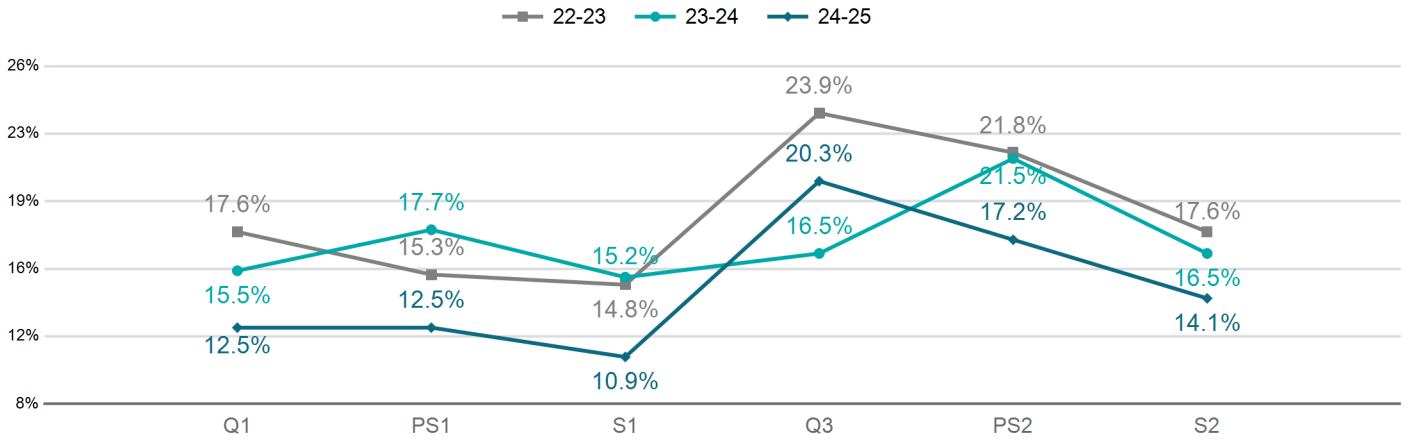


Category: Special Populations - Subgroup: Homeless

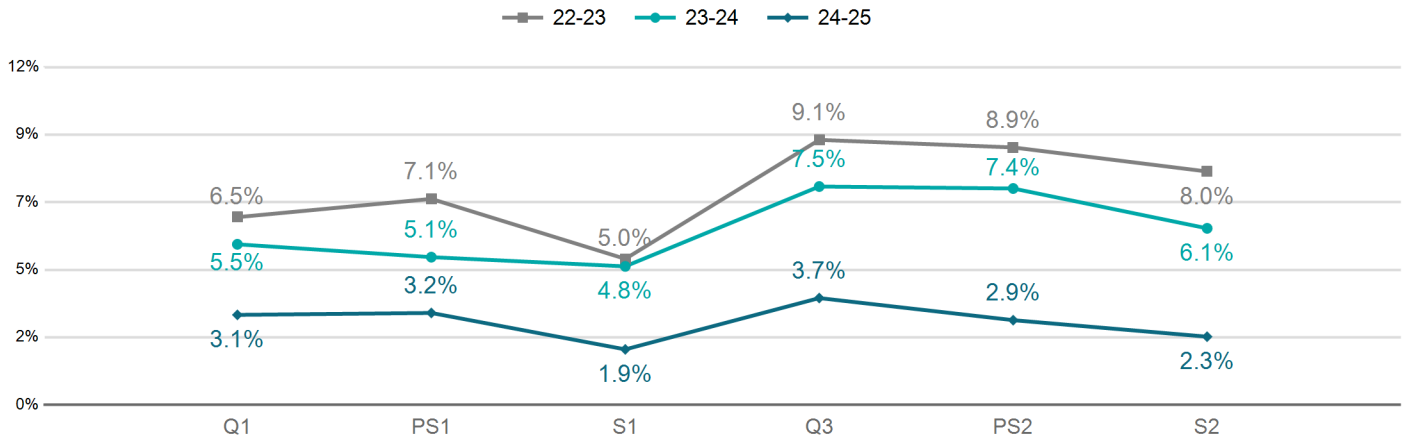
Keller D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: GATE/Excel



Legend
F
D
C
B
A

Grade Distribution - Keller 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	A/B/C Rate		
All Students	4,104	4,104	1	5	15	28	50	6.0%	94.0%	
Grade	Gr. 06	1,544	2	5	15	28	49	6.9%	93.1%	
	Gr. 07	1,304	1	6	18	28	46	7.2%	92.8%	
	Gr. 08	1,256	3	3	12	26	55	3.7%	96.3%	
Ethnicity	African American	144	6	6	22	27	44	6.9%	93.1%	
	American Indian	8				50	50	0.0%	100.0%	
	Asian	48		1	10	29	58	0.0%	100.0%	
	Cambodian	56	2	2	16	34	48	1.8%	98.2%	
	Filipino	64	3	3	11		84	0.0%	100.0%	
	Hispanic	3,184	1	1	15	17	28	47	6.7%	93.3%
	White	448	1	1	29	23	63	3.6%	96.4%	
	Other	208	3	3	8	32	54	3.8%	96.2%	
Gender	Female	2,128	1	1	4	14	25	55	5.3%	94.7%
	Male	1,976	1	1	15	17	30	45	6.8%	93.2%
Special Populations	Low SES	1,704	2	2	7	22	34	33	9.5%	90.5%
	ELL	200	9	9	14	29	26	16	23.0%	77.0%
	RFEP	984	4	4	15	32	46	5.3%	94.7%	
	EL + RFEP	1,184	2	2	6	17	31	41	8.3%	91.7%
	Special Ed.	128	9	9	16	27	24	23	24.2%	75.8%
	Spec Ed. Speech/RSP	112	9	9	14	29	24	23	23.2%	76.8%
	Homeless/Foster	96	5	5	10	27	25	31	15.6%	84.4%
	Foster	32	6	6	13	22	44	16	18.8%	81.3%
	Homeless	64	5	5	9	30	16	39	14.1%	85.9%
	GATE/Excel	1,408	2	2	9	24	63	2.3%	97.7%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Keller 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category	D/F Rate	A/B/C Rate	
All Students	4,096	26 17 31 44	7.4%	92.6%	
Grade	Gr. 06	1,544	36 18 31 41	8.6%	91.4%
	Gr. 07	1,304	27 19 30 42	8.3%	91.7%
	Gr. 08	1,248	1 4 11 32 49	5.0%	95.0%
Ethnicity	African American	144	1 8 22 32 37	9.7%	90.3%
	American Indian	8	50 50	0.0%	100.0%
	Asian	48	6 38 54	0.0%	100.0%
	Cambodian	56	2 14 43 41	1.8%	98.2%
	Filipino	64	3 16 80	0.0%	100.0%
	Hispanic	3,176	26 18 31 41	8.1%	91.9%
	White	448	1 4 9 30 55	5.6%	94.4%
	Other	208	3 14 30 50	3.8%	96.2%
Gender	Female	2,120	25 15 28 48	6.7%	93.3%
	Male	1,976	26 18 34 39	8.1%	91.9%
Special Populations	Low SES	1,704	3 8 23 35 30	11.0%	89.0%
	ELL	200	11 15 29 27 14	25.0%	75.0%
	RFEP	984	25 17 35 40	6.9%	93.1%
	EL + RFEP	1,184	3 7 19 33 36	10.0%	90.0%
	Special Ed.	120	13 19 23 23 21	31.7%	68.3%
	Spec Ed. Speech/RSP	104	13 19 24 23 20	31.7%	68.3%
	Homeless/Foster	96	5 15 22 33 24	19.8%	80.2%
	Foster	32	6 19 19 47 9	25.0%	75.0%
	Homeless	64	5 13 23 27 31	17.2%	82.8%
	GATE/Excel	1,408	2 11 29 56	2.9%	97.1%

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Keller 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks	Percent by Category	D/F Rate	A/B/C Rate	
All Students	4,120	2 6 15 30 45	8.2%	91.8%	
Grade	Gr. 06	1,552	2 6 15 32 44	8.9%	91.1%
	Gr. 07	1,312	3 8 18 29 43	10.1%	89.9%
	Gr. 08	1,256	1 4 13 29 50	5.4%	94.6%
Ethnicity	African American	144	8 21 28 42	9.0%	91.0%
	American Indian	8	50 50	0.0%	100.0%
	Asian	48	6 29 63	0.0%	100.0%
	Cambodian	56	2 16 34 48	1.8%	98.2%
	Filipino	64	2 17 78	1.6%	98.4%
	Hispanic	3,200	2 7 17 31 42	9.1%	90.9%
	White	448	2 48 30 56	5.4%	94.6%
	Other	208	3 12 27 55	3.8%	96.2%
Gender	Female	2,136	2 6 13 26 51	8.0%	92.0%
	Male	1,984	2 6 17 34 39	8.4%	91.6%
Special Populations	Low SES	1,712	3 8 21 35 31	11.4%	88.6%
	ELL	200	10 19 23 26 16	28.5%	71.5%
	RFEP	1,000	3 6 16 33 41	8.3%	91.7%
	EL + RFEP	1,200	4 8 18 32 37	11.7%	88.3%
	Special Ed.	128	13 18 24 23 21	30.5%	69.5%
	Spec Ed. Speech/RSP	112	13 18 25 24 20	30.4%	69.6%
	Homeless/Foster	96	5 15 18 33 28	19.8%	80.2%
	Foster	32	6 13 22 53 6	18.8%	81.3%
	Homeless	64	5 16 16 23 39	20.3%	79.7%
	GATE/Excel	1,416	1 29 28 58	3.7%	96.3%

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Keller

2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category			D/F Rate	A/B/C Rate			
All Students	4,112	4,112	1	4	12	25	56	5.3%	94.7%	
Grade	Gr. 06	1,544	4	12	29	54		4.7%	95.3%	
	Gr. 07	1,312	2	7	15	25	51	9.1%	90.9%	
	Gr. 08	1,256	2	9	22	63		2.1%	97.9%	
Ethnicity	African American	144	3	5	16	26	50	8.3%	91.7%	
	American Indian	8				63	38	0.0%	100.0%	
	Asian	48	2		23	73		0.0%	100.0%	
	Cambodian	56			13	25	63	0.0%	100.0%	
	Filipino	64	6		8	84		0.0%	100.0%	
	Hispanic	3,192	1	5	13	26	53	5.8%	94.2%	
	White	448	3	7	20	69		3.8%	96.2%	
	Other	208	2	8	28	60		2.4%	97.6%	
Gender	Female	2,128	1	4	11	23	60	5.0%	95.0%	
	Male	1,984	1	5	14	28	52	5.7%	94.3%	
Special Populations	Low SES	1,704	2	6	18	30	43	7.8%	92.2%	
	ELL	200	7	13	29	27	18	20.0%	80.0%	
	RFEP	1,000	1	4	13	30	51	4.7%	95.3%	
	EL + RFEP	1,200	2	5	16	29	46	7.3%	92.8%	
	Special Ed.	128	7	13	27	20	32	19.5%	80.5%	
	Spec Ed. Speech/RSP	112	7	13	28	20	32	19.6%	80.4%	
	Homeless/Foster	96	4	13	21	29	32	16.7%	83.3%	
	Foster	32	6	7	22	25	41	6	28.1%	71.9%
	Homeless	64	3	8	19	23	45	10.9%	89.1%	
	GATE/Excel	1,416	1	7	20	70		1.9%	98.1%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Keller 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	A/B/C Rate	
All Students	4,104	4,104	25	12	27	53	6.7%	93.3%	
Grade	Gr. 06	1,536	1	4	13	29	52	5.7%	94.3%
	Gr. 07	1,312	3	9	15	27	46	11.4%	88.6%
	Gr. 08	1,256	3	9	23	62	2.9%	97.1%	
Ethnicity	African American	144	4	7	15	28	47	11.1%	88.9%
	American Indian	8			38	63	0.0%	100.0%	
	Asian	48	4	2	25	67	4.2%	95.8%	
	Cambodian	56	2	1	11	32	55	1.8%	98.2%
	Filipino	64		8	8	83	0.0%	100.0%	
	Hispanic	3,192	2	5	13	27	51	7.2%	92.8%
	White	448	4	8	22	65	4.5%	95.5%	
	Other	200	3	8	31	56	3.0%	97.0%	
Gender	Female	2,128	2	4	11	25	56	6.1%	93.9%
	Male	1,976	2	6	14	28	50	7.4%	92.6%
Special Populations	Low SES	1,704	3	7	17	31	42	9.6%	90.4%
	ELL	200	8	13	28	28	19	20.0%	80.0%
	RFEP	1,000	2	4	13	30	50	6.2%	93.8%
	EL + RFEP	1,200	3	6	16	29	45	8.5%	91.5%
	Special Ed.	120	6	15	28	20	30	20.8%	79.2%
	Spec Ed. Speech/RSP	104	7	15	27	19	31	22.1%	77.9%
	Homeless/Foster	96	5	10	23	22	39	15.6%	84.4%
	Foster	32	9	13	28	28	22	21.9%	78.1%
	Homeless	64	3	9	20	19	47	12.5%	87.5%
	GATE/Excel	1,424	2	7	22	67	3.2%	96.8%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Keller

2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category			D/F Rate	A/B/C Rate		
All Students	4,102	4,102	2	410	22	61	6.0%	94.0%	
Grade	Gr. 06	1,536	2	411	24	59	6.0%	94.0%	
	Gr. 07	1,312	3	6	11	20	59	9.2%	90.8%
	Gr. 08	1,254	2	8	20	66	2.7%	97.3%	
Ethnicity	African American	144	3	6	11	24	56	9.7%	90.3%
	American Indian	8			25	75	0.0%	100.0%	
	Asian	48	2	24	15	75	4.2%	95.8%	
	Cambodian	56	2	11	21	66	1.8%	98.2%	
	Filipino	64	8	8		83	0.0%	100.0%	
	Hispanic	3,190	24	11	22	59	6.4%	93.6%	
	White	448	1	37	16	71	4.5%	95.5%	
	Other	200	3	7	27	61	3.5%	96.5%	
Gender	Female	2,126	2	49	20	65	5.7%	94.3%	
	Male	1,976	24	12	23	58	6.4%	93.6%	
Special Populations	Low SES	1,704	3	5	14	25	52	8.2%	91.8%
	ELL	200	9	11	22	22	32	19.0%	81.0%
	RFEP	1,000	2	411	24	58	6.0%	94.0%	
	EL + RFEP	1,200	3	5	13	24	54	8.2%	91.8%
	Special Ed.	120	8	8	23	21	38	16.7%	83.3%
	Spec Ed. Speech/RSP	104	10	8	22	23	37	17.3%	82.7%
	Homeless/Foster	96	8	5	17	24	45	13.5%	86.5%
	Foster	32	9	6	25	22	38	15.6%	84.4%
	Homeless	64	8	5	13	25	48	12.5%	87.5%
	GATE/Excel	1,422	1	26	17	73	3.1%	96.9%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	
All Middle	78,300	78,300	6	9	17	23	37	15.6%
Bancroft	5,265	5,265	8	9	15	19	34	17.1%
Franklin	5,804	5,804	8	11	21	25	29	18.6%
Hamilton	5,107	5,107	6	10	16	21	28	16.9%
Hoover	2,980	2,980	3	8	18	24	45	10.5%
Hughes	7,246	7,246	4	10	17	25	43	14.0%
Jefferson	5,975	5,975	9	12	21	26	31	20.6%
Keller	4,104	4,104		15	15	28	50	6.0%
Lindbergh	3,257	3,257	6	12	23	23	27	17.8%
Lindsey	3,987	3,987	9	11	19	24	31	20.2%
Marshall	6,605	6,605	4	8	16	24	44	12.8%
Nelson	4,906	4,906	10	14	20	19	31	24.8%
Rogers	4,549	4,549	5	5	12	21	55	10.3%
Stanford	8,120	8,120	6	7	12	19	40	12.5%
Stephens	5,080	5,080	3	6	17	23	42	8.8%
Washington	5,305	5,305	10	12	17	21	28	22.3%
All K8	14,921	14,921	5	8	14	20	45	13.0%
Cubberley	2,877	2,877	2	6	12	19	54	8.4%
Muir	2,658	2,658	8	9	16	20	31	17.1%
Newcomb	2,126	2,126		2	6	15	70	3.3%
Powell	1,971	1,971	6	12	20	25	33	17.3%
Robinson	2,108	2,108	11	11	18	20	32	21.9%
Tincher	2,450	2,450	4	6	13	18	51	9.8%
All High	127,165	127,165	8	9	18	23	42	17.1%
Avalon	1,087	1,087	7	10	17	20	47	16.4%
		724	7	10	15	23	37	16.6%
Browning	1,933	1,933	13	13	27	25	22	25.6%
Cabrillo	10,531	10,531	12	12	21	21	33	24.5%
CAMS	4,555	4,555		1	6	16	77	1.8%
Jordan	14,966	14,966	11	13	23	23	28	24.9%
Lakewood	14,569	14,569	8	11	21	23	37	19.2%
McBride	4,364	4,364		25	15	25	53	6.2%
Millikan	22,203	22,203	4	7	16	24	47	11.7%
PAAL	447	447	7	15	36	25	14	22.1%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,300	84.4%
Bancroft	5,265	82.9%
Franklin	5,804	81.4%
Hamilton	5,107	83.1%
Hoover	2,980	89.5%
Hughes	7,246	86.0%
Jefferson	5,975	79.4%
Keller	4,104	94.0%
Lindbergh	3,257	82.2%
Lindsey	3,987	79.8%
Marshall	6,605	87.2%
Nelson	4,906	75.2%
Rogers	4,549	89.7%
Stanford	8,120	87.5%
Stephens	5,080	91.2%
Washington	5,305	77.7%
All K8	14,921	87.0%
Cubberley	2,877	91.6%
Muir	2,658	82.9%
Newcomb	2,126	96.7%
Powell	1,971	82.7%
Robinson	2,108	78.1%
Tincher	2,450	90.2%
All High	127,165	82.9%
Avalon	1,087	83.6%
		83.4%
Browning	1,933	74.4%
Cabrillo	10,531	75.5%
CAMS	4,555	98.2%
Jordan	14,966	75.1%
Lakewood	14,569	80.8%
McBride	4,364	93.8%
Millikan	22,203	88.3%
PAAL	447	77.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 3/27/2026



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category					D/F Rate
Polytechnic	24,596	24,596	8	9	18	23	42	17.5%
Reid	186	186	23		48	23	6	22.6%
Renaissance	2,611	2,611	4	6	18	26	45	10.1%
Sato	3,628	3,628	2	11		26	59	3.1%
Wilson	21,631	21,631	10	10	18	21	41	19.4%
District	220,386	220,386	7	9	17	23	40	16.3%



Grade Distribution - All 2024-2025 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,596	82.5%
Reid	186	77.4%
Renaissance	2,611	89.9%
Sato	3,628	96.9%
Wilson	21,631	80.6%
District	220,386	83.7%



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate	
All Middle	78,007	78,007	8	10	17	23	33	18.3%	
Bancroft	5,074	5,074	9	11	15	21	30	20.3%	
Franklin	5,788	5,788	9	11	21	25	27	20.4%	
Hamilton	5,106	5,106	8	11	18	20	25	18.9%	
Hoover	2,978	2,978	5	10	19	24	40	14.8%	
Hughes	7,246	7,246	5	11	18	26	39	16.2%	
Jefferson	5,987	5,987	11	14	21	24	28	24.3%	
Keller	4,096	4,096		2	6	17	31	44	7.4%
Lindbergh	3,265	3,265	9	13	23	22	23	22.8%	
Lindsey	3,892	3,892	13	12	18	23	27	25.4%	
Marshall	6,611	6,611	6	9	16	25	40	15.1%	
Nelson	4,900	4,900	13	16	18	20	28	28.2%	
Rogers	4,548	4,548	6	7	14	24	48	13.0%	
Stanford	8,114	8,114	6	8	12	20	38	13.6%	
Stephens	5,079	5,079	4	8	18	23	38	11.7%	
Washington	5,279	5,279	13	12	17	21	25	24.8%	
All K8	14,892	14,892	7	8	15	20	42	15.2%	
Cubberley	2,871	2,871	4	7	13	21	50	10.2%	
Muir	2,642	2,642	9	11	16	21	27	20.1%	
Newcomb	2,126	2,126		2	3	7	15	68	4.3%
Powell	1,974	1,974	9	11	20	25	31	19.8%	
Robinson	2,101	2,101	14	11	18	20	29	25.7%	
Tincher	2,441	2,441	4	7	14	19	49	10.6%	
All High	126,095	126,095	11	11	18	23	36	22.0%	
Avalon	1,064	1,064	12	12	16	20	41	23.7%	
		716	9	12	20	24	28	21.4%	
Browning	1,899	1,899	17	15	25	24	19	31.4%	
Cabrillo	10,468	10,468	17	13	20	19	29	30.6%	
CAMS	4,552	4,552		3	8	22	66	4.0%	
Jordan	14,722	14,722	17	16	21	22	24	32.8%	
Lakewood	14,493	14,493	11	13	21	23	32	23.9%	
McBride	4,362	4,362		3	7	19	29	43	9.8%
Millikan	22,042	22,042	7	9	18	25	41	15.6%	
PAAL	378	378	18	14	25	19	16	31.5%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,007	81.7%
Bancroft	5,074	79.7%
Franklin	5,788	79.6%
Hamilton	5,106	81.1%
Hoover	2,978	85.2%
Hughes	7,246	83.8%
Jefferson	5,987	75.7%
Keller	4,096	92.6%
Lindbergh	3,265	77.2%
Lindsey	3,892	74.6%
Marshall	6,611	84.9%
Nelson	4,900	71.8%
Rogers	4,548	87.0%
Stanford	8,114	86.4%
Stephens	5,079	88.3%
Washington	5,279	75.2%
All K8	14,892	84.8%
Cubberley	2,871	89.8%
Muir	2,642	79.9%
Newcomb	2,126	95.7%
Powell	1,974	80.2%
Robinson	2,101	74.3%
Tincher	2,441	89.4%
All High	126,095	78.0%
Avalon	1,064	76.3%
		78.6%
Browning	1,899	68.6%
Cabrillo	10,468	69.4%
CAMS	4,552	96.0%
Jordan	14,722	67.2%
Lakewood	14,493	76.1%
McBride	4,362	90.2%
Millikan	22,042	84.4%
PAAL	378	68.5%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 3/27/2026



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,541	24,541	11	11	19	23	37	21.8%
Reid	163	163	23		44	26	7	22.7%
Renaissance	2,610	2,610	5	8	17	27	43	13.1%
Sato	3,626	3,626	1	4	13	29	53	4.9%
Wilson	21,255	21,255	13	12	18	21	36	24.7%
District	218,994	218,994	10	11	18	23	36	20.2%



Grade Distribution - All 2024-2025 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,541	78.2%
Reid	163	77.3%
Renaissance	2,610	86.9%
Sato	3,626	95.1%
Wilson	21,255	75.3%
District	218,994	79.8%



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
All Middle	78,273	78,273	8	10	17	23	35	18.3%
Bancroft	5,375	5,375	9	10	15	20	32	19.1%
Franklin	5,787	5,787	10	11	21	25	27	21.0%
Hamilton	5,069	5,069	8	11	17	20	27	18.7%
Hoover	2,983	2,983	5	9	19	23	41	14.8%
Hughes	7,218	7,218	6	9	16	25	43	14.6%
Jefferson	5,986	5,986	11	13	20	24	28	24.9%
Keller	4,120	4,120	2	6	15	30	45	8.2%
Lindbergh	3,215	3,215	10	15	21	22	24	24.1%
Lindsey	3,775	3,775	15	11	18	23	28	26.1%
Marshall	6,591	6,591	7	9	15	24	42	15.9%
Nelson	4,944	4,944	12	13	18	21	29	25.7%
Rogers	4,550	4,550	6	7	14	24	48	13.3%
Stanford	8,085	8,085	5	7	11	21	40	12.4%
Stephens	5,079	5,079	6	7	18	22	38	13.2%
Washington	5,297	5,297	14	11	17	21	24	25.1%
All K8	14,861	14,861	7	8	14	20	43	15.0%
Cubberley	2,837	2,837	3	6	11	21	52	9.3%
Muir	2,617	2,617	9	9	16	21	28	18.5%
Newcomb	2,126	2,126	1	4	7	15	67	5.1%
Powell	1,975	1,975	10	10	16	24	35	19.7%
Robinson	2,111	2,111	13	12	19	19	29	25.4%
Tincher	2,441	2,441	5	7	12	18	49	11.9%
All High	127,043	127,043	11	11	17	22	38	21.8%
Avalon	1,075	1,075	12	8	14	21	45	20.4%
		725	8	12	18	21	33	20.3%
Browning	1,943	1,943	17	13	21	25	22	30.7%
Cabrillo	10,577	10,577	19	12	18	20	31	31.0%
CAMS	4,555	4,555	3	9	22	22	64	3.9%
Jordan	14,853	14,853	16	14	21	21	27	29.6%
Lakewood	14,537	14,537	12	12	19	23	34	23.9%
McBride	4,362	4,362	3	8	17	27	45	10.9%
Millikan	22,153	22,153	7	9	16	25	43	15.7%
PAAL	498	498	7	14	31	26	16	20.7%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,273	81.7%
Bancroft	5,375	80.9%
Franklin	5,787	79.0%
Hamilton	5,069	81.3%
Hoover	2,983	85.2%
Hughes	7,218	85.4%
Jefferson	5,986	75.1%
Keller	4,120	91.8%
Lindbergh	3,215	75.9%
Lindsey	3,775	73.9%
Marshall	6,591	84.1%
Nelson	4,944	74.3%
Rogers	4,550	86.7%
Stanford	8,085	87.6%
Stephens	5,079	86.8%
Washington	5,297	74.9%
All K8	14,861	85.0%
Cubberley	2,837	90.7%
Muir	2,617	81.5%
Newcomb	2,126	94.9%
Powell	1,975	80.3%
Robinson	2,111	74.6%
Tincher	2,441	88.1%
All High	127,043	78.2%
Avalon	1,075	79.6%
		79.7%
Browning	1,943	69.3%
Cabrillo	10,577	69.0%
CAMS	4,555	96.1%
Jordan	14,853	70.4%
Lakewood	14,537	76.1%
McBride	4,362	89.1%
Millikan	22,153	84.3%
PAAL	498	79.3%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 3/27/2026



Grade Distribution - All 2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,517	24,517	12	10	18	22	39	21.7%
Reid	148	148	14		40	37	9	14.2%
Renaissance	2,608	2,608	6	9	16	25	44	14.9%
Sato	3,642	3,642	1	4	11	28	55	5.5%
Wilson	21,368	21,368	14	11	16	20	38	25.0%
District	220,177	220,177	10	10	17	22	37	20.1%



Grade Distribution - All

2024-2025 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,517	78.3%
Reid	148	85.8%
Renaissance	2,608	85.1%
Sato	3,642	94.5%
Wilson	21,368	75.0%
District	220,177	79.9%



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	
All Middle	78,600	78,600	5	9	17	24	38	14.0%
Bancroft	5,425	5,425	6	10	15	21	33	15.8%
Franklin	5,686	5,686	5	9	20	27	33	13.1%
Hamilton	4,994	4,994	5	10	18	24	25	15.0%
Hoover	2,926	2,926	2	9	20	28	39	10.5%
Hughes	7,218	7,218	2	9	17	25	45	11.3%
Jefferson	5,947	5,947	7	13	19	25	34	20.0%
Keller	4,112	4,112	1	4	12	25	56	5.3%
Lindbergh	3,184	3,184	6	13	25	22	26	18.7%
Lindsey	3,948	3,948	8	11	20	24	30	19.3%
Marshall	6,554	6,554	4	8	14	23	48	11.4%
Nelson	4,926	4,926	6	12	20	25	32	18.2%
Rogers	4,527	4,527	4	5	12	22	56	9.1%
Stanford	8,056	8,056	4	7	11	20	42	11.5%
Stephens	5,085	5,085	2	7	17	25	41	9.3%
Washington	5,267	5,267	6	13	18	23	29	19.0%
All K8	14,960	14,960	4	7	14	21	46	11.0%
Cubberley	2,888	2,888	2	4	12	24	52	6.2%
Muir	2,663	2,663	7	8	16	22	32	14.6%
Newcomb	2,121	2,121	2	5	12	19	76	2.1%
Powell	1,948	1,948	5	12	18	25	36	16.4%
Robinson	2,100	2,100	7	12	20	22	32	19.3%
Tincher	2,413	2,413	2	5	12	19	55	6.8%
All High	131,361	131,361	7	9	18	24	41	16.4%
Avalon	1,120	1,120	8	12	17	19	43	20.3%
		704	3	11	18	24	35	14.5%
Browning	2,393	2,393	9	11	25	28	26	19.9%
Cabrillo	10,960	10,960	11	12	19	22	35	23.0%
CAMS	4,611	4,611	1	6	19	74	1.5%	
Jordan	15,355	15,355	11	13	22	24	28	24.6%
Lakewood	14,785	14,785	6	11	20	26	37	17.2%
McBride	4,397	4,397	1	5	17	26	51	6.3%
Millikan	22,543	22,543	3	7	16	25	49	10.1%
PAAL	499	499	9	16	33	20	12	25.1%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	78,600	86.0%
Bancroft	5,425	84.2%
Franklin	5,686	86.9%
Hamilton	4,994	85.0%
Hoover	2,926	89.5%
Hughes	7,218	88.7%
Jefferson	5,947	80.0%
Keller	4,112	94.7%
Lindbergh	3,184	81.3%
Lindsey	3,948	80.7%
Marshall	6,554	88.6%
Nelson	4,926	81.8%
Rogers	4,527	90.9%
Stanford	8,056	88.5%
Stephens	5,085	90.7%
Washington	5,267	81.0%
All K8	14,960	89.0%
Cubberley	2,888	93.8%
Muir	2,663	85.4%
Newcomb	2,121	97.9%
Powell	1,948	83.6%
Robinson	2,100	80.7%
Tincher	2,413	93.2%
All High	131,361	83.6%
Avalon	1,120	79.7%
		85.5%
Browning	2,393	80.1%
Cabrillo	10,960	77.0%
CAMS	4,611	98.5%
Jordan	15,355	75.4%
Lakewood	14,785	82.8%
McBride	4,397	93.7%
Millikan	22,543	89.9%
PAAL	499	74.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 3/27/2026



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		Count of Marks	Percent by Category				D/F Rate	
Polytechnic	24,799	24,799	6	9	18	24	43	14.7%
Reid	96	96	16		25	35	16	15.6%
Renaissance	2,576	2,576	4	7	17	26	46	10.7%
Sato	3,684	3,684	3		13	27	56	3.8%
Wilson	21,853	21,853	9	10	18	22	40	19.0%
District	224,921	224,921	6	9	17	23	41	15.2%



Grade Distribution - All 2024-2025 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,799	85.3%
Reid	96	84.4%
Renaissance	2,576	89.3%
Sato	3,684	96.2%
Wilson	21,853	81.0%
District	224,921	84.8%



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate	
All Middle	79,010	79,010	6	10	16	24	37	15.8%	
Bancroft	5,449	5,449	7	10	15	21	31	17.0%	
Franklin	5,719	5,719	6	11	20	26	31	16.3%	
Hamilton	5,047	5,047	6	11	16	23	27	17.0%	
Hoover	2,957	2,957	4	12	20	25	37	15.2%	
Hughes	7,230	7,230	4	9	16	25	45	13.3%	
Jefferson	5,992	5,992	10	13	18	23	34	22.4%	
Keller	4,104	4,104		25	12	27	53	6.7%	
Lindbergh	3,192	3,192	7	13	21	24	25	20.3%	
Lindsey	4,039	4,039	10	12	17	23	30	22.2%	
Marshall	6,539	6,539	4	8	14	23	47	12.7%	
Nelson	4,944	4,944	6	11	18	26	32	17.6%	
Rogers	4,527	4,527	5	6	12	25	51	10.5%	
Stanford	8,028	8,028	5	7	11	20	41	12.1%	
Stephens	5,106	5,106	4	6	15	23	40	10.1%	
Washington	5,274	5,274	11	12	18	23	25	22.3%	
All K8	15,010	15,010	5	8	14	21	45	12.4%	
Cubberley	2,880	2,880		25	13	24	51	6.8%	
Muir	2,653	2,653	7	9	15	20	32	16.2%	
Newcomb	2,128	2,128		25	14		73	2.5%	
Powell	1,969	1,969	6	12	18	26	34	17.8%	
Robinson	2,115	2,115	9	14	20	21	28	22.8%	
Tincher	2,414	2,414		25	11	20	55	6.7%	
All High	130,810	130,810	9	10	17	24	38	19.9%	
Avalon	1,123	1,123	10	12	17	21	38	21.5%	
		694	6	11	15	19	41	17.3%	
Browning	2,320	2,320	14	12	22	26	22	26.0%	
Cabrillo	11,100	11,100	15	13	18	21	33	27.5%	
CAMS	4,610	4,610		2	8	23	66	2.6%	
Jordan	14,874	14,874	14	14	21	23	27	28.5%	
Lakewood	14,795	14,795	9	12	19	25	35	20.9%	
McBride	4,404	4,404		2	7	17	27	47	9.2%
Millikan	22,420	22,420	5	8	15	26	46	12.4%	
PAAL	382	382	23	15	28	18	10	38.2%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,010	84.2%
Bancroft	5,449	83.0%
Franklin	5,719	83.7%
Hamilton	5,047	83.0%
Hoover	2,957	84.8%
Hughes	7,230	86.7%
Jefferson	5,992	77.6%
Keller	4,104	93.3%
Lindbergh	3,192	79.7%
Lindsey	4,039	77.8%
Marshall	6,539	87.3%
Nelson	4,944	82.4%
Rogers	4,527	89.5%
Stanford	8,028	87.9%
Stephens	5,106	89.9%
Washington	5,274	77.7%
All K8	15,010	87.6%
Cubberley	2,880	93.2%
Muir	2,653	83.8%
Newcomb	2,128	97.5%
Powell	1,969	82.2%
Robinson	2,115	77.2%
Tincher	2,414	93.3%
All High	130,810	80.1%
Avalon	1,123	78.5%
		82.7%
Browning	2,320	74.0%
Cabrillo	11,100	72.5%
CAMS	4,610	97.4%
Jordan	14,874	71.5%
Lakewood	14,795	79.1%
McBride	4,404	90.8%
Millikan	22,420	87.6%
PAAL	382	61.8%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 3/27/2026



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,801	24,801	9	10	18	24	39	19.1%
Reid	75	75	9		41	39	11	9.3%
Renaissance	2,605	2,605	6	10	16	24	44	15.1%
Sato	3,675	3,675	6	16	29	49	6.4%	
Wilson	21,484	21,484	11	10	17	23	38	21.7%
District	224,830	224,830	8	10	17	24	38	18.0%



Grade Distribution - All 2024-2025 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,801	80.9%
Reid	75	90.7%
Renaissance	2,605	84.9%
Sato	3,675	93.6%
Wilson	21,484	78.3%
District	224,830	82.0%



Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate		
All Middle	79,016	79,016	6	9	15	22	41	14.9%	
Bancroft	5,435	5,435	6	8	14	21	37	14.5%	
Franklin	5,779	5,779	5	10	20	25	34	15.0%	
Hamilton	5,077	5,077	7	9	15	21	32	15.3%	
Hoover	2,964	2,964	4	11	18	22	43	15.1%	
Hughes	7,199	7,199	5	9	14	23	48	13.6%	
Jefferson	5,941	5,941	8	11	17	22	40	19.8%	
Keller	4,102	4,102		24	10	22	61	6.0%	
Lindbergh	3,223	3,223	7	11	20	23	30	18.0%	
Lindsey	4,004	4,004	9	13	16	24	31	21.7%	
Marshall	6,549	6,549	5	7	12	20	53	11.8%	
Nelson	4,943	4,943	6	10	18	28	33	15.8%	
Rogers	4,519	4,519	4	5	11	23	56	9.1%	
Stanford	8,012	8,012	5	7	10	19	44	11.3%	
Stephens	5,084	5,084	4	8	14	21	40	12.5%	
Washington	5,184	5,184	11	11	17	23	26	22.3%	
All K8	15,002	15,002	5	7	12	19	49	11.7%	
Cubberley	2,864	2,864		1	4	11	21	55	5.4%
Muir	2,666	2,666	7	8	15	19	35	15.5%	
Newcomb	2,127	2,127		1	2	5	12	75	3.1%
Powell	1,953	1,953	7	10	17	23	38	17.4%	
Robinson	2,067	2,067	10	11	18	22	31	21.2%	
Tincher	2,423	2,423		24	8	18	60	6.1%	
All High	132,672	132,672	9	10	16	23	42	18.9%	
Avalon	1,135	1,135	9	10	15	19	47	19.3%	
		735	7	11	16	18	42	17.7%	
Browning	2,313	2,313	14	10	22	23	24	24.0%	
Cabrillo	11,102	11,102	14	12	18	20	35	26.3%	
CAMS	4,607	4,607		2	8	20	69	3.1%	
Jordan	15,175	15,175	14	13	19	22	30	27.4%	
Lakewood	14,668	14,668	8	11	17	24	40	18.7%	
McBride	4,396	4,396		2	6	15	26	51	8.3%
Millikan	22,475	22,475	4	7	13	25	51	10.4%	
PAAL	529	529	6	14	28	27	16	20.0%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
All Middle	79,016	85.1%
Bancroft	5,435	85.5%
Franklin	5,779	85.0%
Hamilton	5,077	84.7%
Hoover	2,964	84.9%
Hughes	7,199	86.4%
Jefferson	5,941	80.2%
Keller	4,102	94.0%
Lindbergh	3,223	82.0%
Lindsey	4,004	78.3%
Marshall	6,549	88.2%
Nelson	4,943	84.2%
Rogers	4,519	90.9%
Stanford	8,012	88.7%
Stephens	5,084	87.5%
Washington	5,184	77.7%
All K8	15,002	88.3%
Cubberley	2,864	94.6%
Muir	2,666	84.5%
Newcomb	2,127	96.9%
Powell	1,953	82.6%
Robinson	2,067	78.8%
Tincher	2,423	93.9%
All High	132,672	81.1%
Avalon	1,135	80.7%
		82.3%
Browning	2,313	76.0%
Cabrillo	11,102	73.7%
CAMS	4,607	96.9%
Jordan	15,175	72.6%
Lakewood	14,668	81.3%
McBride	4,396	91.7%
Millikan	22,475	89.6%
PAAL	529	80.0%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 3/27/2026



Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category	Count of Marks		Percent by Category				D/F Rate	
Polytechnic	24,914	24,914	8	9	17	23	42	17.6%
Reid	32	32	9		38	34	19	9.4%
Renaissance	2,613	2,613	6	8	14	23	48	13.7%
Sato	3,686	3,686	26		13	28	52	7.4%
Wilson	21,929	21,929	12	10	16	21	41	21.2%
District	226,690	226,690	8	9	15	22	42	17.0%



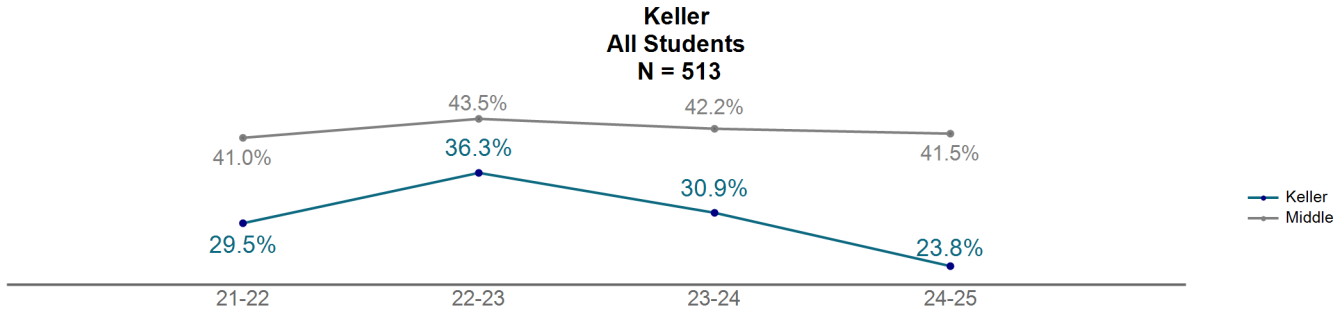
Grade Distribution - All 2024-2025 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Category		A/B/C Rate
Polytechnic	24,914	82.4%
Reid	32	90.6%
Renaissance	2,613	86.3%
Sato	3,686	92.6%
Wilson	21,929	78.8%
District	226,690	83.0%

Semester 2 Students with One or More D/F

**Keller
All Students
N = 513**



African American

Subgroup with fewer than 20 total grades.

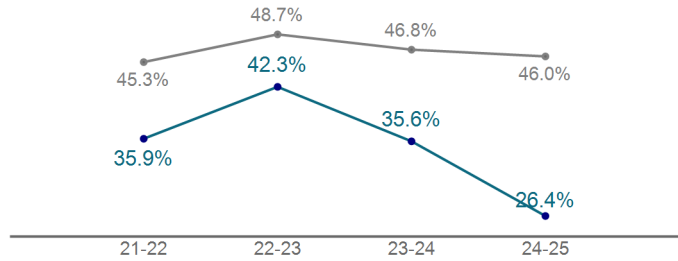
Asian

Subgroup with fewer than 20 total grades.

Filipino

Subgroup with fewer than 20 total grades.

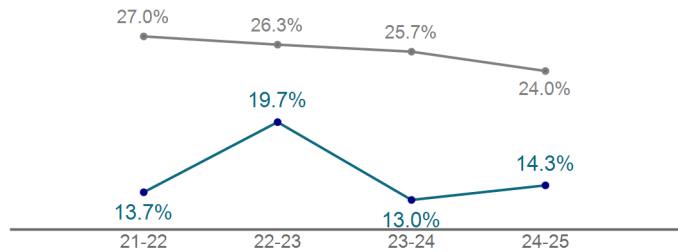
**Hispanic
N = 398**



Pacific Islander

Subgroup with fewer than 20 total grades.

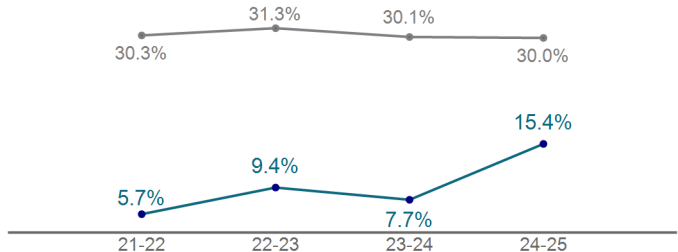
**White
N = 56**



Native American

Subgroup with fewer than 20 total grades.

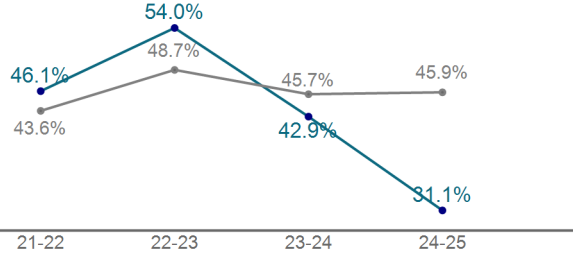
**Other
N = 26**



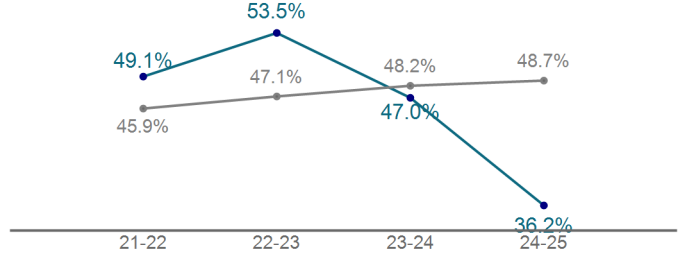
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included.

Semester 2 Students with One or More D/F

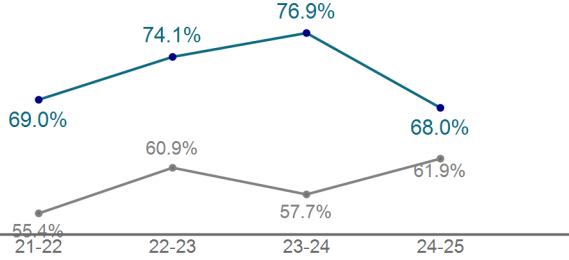
EL + RFEP
N = 148



Low SES
N = 213



English Learner
N = 25



Special Education

Subgroup with fewer than 20 total grades.

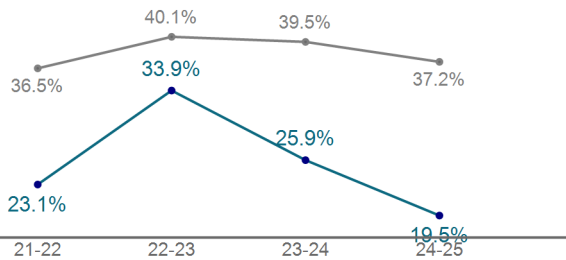
Homeless

Subgroup with fewer than 20 total grades.

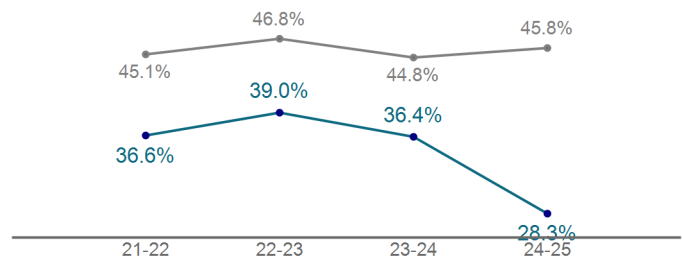
Foster Youth

Subgroup with fewer than 20 total grades.

Female
N = 266



Male
N = 247



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

Grade Distribution - Keller 2024-2025 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category				1 or more D or F	
All Students	513	513	24	5	12	76	23.8%	
Grade	Gr. 06	193	3	6	5	9	77	22.8%
	Gr. 07	163	2	7	7	16	68	31.9%
	Gr. 08	157	2	4	10	83	16.6%	
Ethnicity	African American	18	6	6	17	72	27.8%	
	American Indian	1				100	0.0%	
	Asian	6				100	0.0%	
	Cambodian	7			14	86	14.3%	
	Filipino	8				100	0.0%	
	Hispanic	398	3	5	7	12	74	26.4%
	White	56	2	4	9	86	14.3%	
	Other	26	4	4	8	85	15.4%	
Gender	Female	266	2	5	4	8	80	19.5%
	Male	247	3	4	7	15	72	28.3%
Special Populations	Low SES	213	5	6	9	16	64	36.2%
	ELL	25	20	16	12	20	32	68.0%
	RFEP	123	4	4	15	76	23.6%	
	EL + RFEP	148	4	6	5	16	69	31.1%
	Special Ed.	16	13	25	25	38	62.5%	
	Spec Ed. Speech/RSP	14	14	21	29	36	64.3%	
	Homeless/Foster	12	17	8	8	17	50	50.0%
	Foster	4	25	25	25	25	75.0%	
	Homeless	8	13	13	13	63	37.5%	
GATE/Excel	176	3	16	89	11.4%			

The percentages may not equal 100% due to rounding.

Grade Distribution - Keller 2024-2025 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Percent by Category	1 or more D or F
All Students	512	4 5 8 11 72	27.7%
Grade	Gr. 06	7 4 7 10 73	27.5%
	Gr. 07	3 7 9 17 64	35.6%
	Gr. 08	1 3 8 7 80	19.9%
Ethnicity	African American	11 17 72	27.8%
	American Indian	100	0.0%
	Asian	100	0.0%
	Cambodian	14 86	14.3%
	Filipino	100	0.0%
	Hispanic	5 5 8 13 69	30.7%
	White	2 4 5 7 82	17.9%
	Other	4 4 12 81	19.2%
Gender	Female	4 5 6 9 76	23.8%
	Male	4 4 10 14 68	32.0%
Special Populations	Low SES	8 7 11 15 59	40.8%
	ELL	28 12 8 28 24	76.0%
	RFEP	2 5 7 14 72	28.5%
	EL + RFEP	7 6 7 16 64	36.5%
	Special Ed.	3 3 7 7 13 40	60.0%
	Spec Ed. Speech/RSP	3 1 8 8 15 38	61.5%
	Homeless/Foster	1 7 8 25 8 42	58.3%
	Foster	2 5 50 25	75.0%
	Homeless	1 3 13 13 13 50	50.0%
GATE/Excel	2 4 6 12 87	13.1%	

Grade Distribution - Keller 2024-2025 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category					1 or more D or F
All Students	517	517	4	7	8	13	69	31.3%
Grade	Gr. 06	196	5	7	8	12	68	31.6%
	Gr. 07	164	4	10	11	15	59	40.9%
	Gr. 08	157	2	3	6	10	79	21.0%
Ethnicity	African American	18	6	17	6	72	27.8%	
	American Indian	1				100	0.0%	
	Asian	6				100	0.0%	
	Cambodian	7		14		86	14.3%	
	Filipino	8			13	88	12.5%	
	Hispanic	402	5	7	9	13	66	33.8%
	White	56	2	5	18	73	26.8%	
	Other	26	8	4	8	81	19.2%	
Gender	Female	267	4	6	7	10	72	27.7%
	Male	250	4	7	10	15	65	35.2%
Special Populations	Low SES	215	7	10	10	17	56	43.7%
	ELL	25	24	16	20	20	20	80.0%
	RFEP	125	3	10	7	12	68	32.0%
	EL + RFEP	150	7	11	9	13	60	40.0%
	Special Ed.	17	29	12	6	18	35	64.7%
	Spec Ed. Speech/RSP	15	27	13	7	20	33	66.7%
	Homeless/Foster	12	17	8	25	17	33	66.7%
	Foster	4	25	25	25	25	25	75.0%
	Homeless	8	13	13	25	13	38	62.5%
	GATE/Excel	177			33	27	85	15.3%

The percentages may not equal 100% due to rounding.

Grade Distribution - Keller 2024-2025 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category				1 or more D or F	
All Students	516	516	24	7	9	77	22.9%	
Grade	Gr. 06	195	2	4	8	9	77	22.6%
	Gr. 07	164	4	9	9	15	63	36.6%
	Gr. 08	157	1	3	4	91	8.9%	
Ethnicity	African American	18	11	6	11	6	67	33.3%
	American Indian	1				100	0.0%	
	Asian	6				100	0.0%	
	Cambodian	7				100	0.0%	
	Filipino	8				100	0.0%	
	Hispanic	401	2	5	7	10	75	24.7%
	White	56	2	5	11	82	17.9%	
	Other	26			8	4	88	11.5%
Gender	Female	266	2	4	6	7	80	19.5%
	Male	250	2	5	8	12	74	26.4%
Special Populations	Low SES	214	4	7	9	13	67	33.2%
	ELL	25	16	16	20	16	32	68.0%
	RFEP	125	2	3	6	9	79	20.8%
	EL + RFEP	150	5	5	9	10	71	28.7%
	Special Ed.	17	2	4	6	18	53	47.1%
	Spec Ed. Speech/RSP	15	2	7	20	53	46.7%	
	Homeless/Foster	12	8	17	25	8	42	58.3%
	Foster	4	5	0	25	25	75.0%	
	Homeless	8	1	3	25	13	50	50.0%
	GATE/Excel	177	2	1	2	93	6.8%	

The percentages may not equal 100% due to rounding.

Grade Distribution - Keller 2024-2025 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category				1 or more D or F		
All Students	515	515	3	6	9	11	71	28.7%	
Grade	Gr. 06	194	3	7	8	12	71	29.4%	
	Gr. 07	164	5	11	13	12	59	41.5%	
	Gr. 08	157	1	4	8		85	14.6%	
Ethnicity	African American	18	11	11	6	11	61	38.9%	
	American Indian	1					100	0.0%	
	Asian	6			17		83	16.7%	
	Cambodian	7			14		86	14.3%	
	Filipino	8					100	0.0%	
	Hispanic	401	3	7	9	11	69	30.9%	
	White	56	2	29	7		80	19.6%	
	Other	25	4	16			80	20.0%	
Gender	Female	266	3	5	8	8	76	24.1%	
	Male	249	2	8	10	14	66	33.7%	
Special Populations	Low SES	214	5	10	10	15	60	40.2%	
	ELL	25	16	24	16	16	28	72.0%	
	RFEP	125	3	6	7	11	72	28.0%	
	EL + RFEP	150	5	9	9	12	65	35.3%	
	Special Ed.	16	19		25	6	50	50.0%	
	Spec Ed. Speech/RSP	14	21		21	7	50	50.0%	
	Homeless/Foster	12	17	8	17	17	42	58.3%	
	Foster	4	25	25	25	25	25	75.0%	
	Homeless	8	13		25	13	50	50.0%	
GATE/Excel	178			1	3	4	5	87	13.5%

Grade Distribution - Keller 2024-2025 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category				1 or more D or F		
All Students	516	516	3	8	6	13	70	29.8%	
Grade	Gr. 06	195	2	11	5	16	66	34.4%	
	Gr. 07	164	5	10	10	14	61	39.0%	
	Gr. 08	157	2	2	2	9	85	14.6%	
Ethnicity	African American	19	11	11	11	11	58	42.1%	
	American Indian	1					100	0.0%	
	Asian	6				17	83	16.7%	
	Cambodian	7				14	86	14.3%	
	Filipino	8					100	0.0%	
	Hispanic	401	3	8	6	14	68	31.7%	
	White	56	2	4	4	16	75	25.0%	
	Other	25				4	4	8	84
Gender	Female	267	3	7	5	13	72	28.5%	
	Male	249	3	8	6	13	69	31.3%	
Special Populations	Low SES	215	6	12	6	17	60	39.5%	
	ELL	25	16	28	8	20	28	72.0%	
	RFEP	125	4	7	5	14	70	29.6%	
	EL + RFEP	150	6	11	5	15	63	36.7%	
	Special Ed.	16	19	13	13	19	38	62.5%	
	Spec Ed. Speech/RSP	14	21	14	7	21	36	64.3%	
	Homeless/Foster	12	17	17	8	17	42	58.3%	
	Foster	4	25			50	25	75.0%	
	Homeless	8	13	25	13		50	50.0%	
GATE/Excel	178				26	26	85	15.2%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F	
All Middle	12,021	12,021	10	11	9	12	58	41.5%	
Bancroft	793	793	13	15	8	13	52	48.0%	
Franklin	980	980	11	12	9	11	56	43.6%	
Hamilton	746	746	10	15	11	13	51	49.5%	
Hoover	499	499	3	8	8	12	68	31.9%	
Hughes	1,208	1,208	6	8	10	12	64	36.0%	
Jefferson	999	999	10	20	8	12	49	51.3%	
Keller	513	513			24	5	12	76	23.8%
Lindbergh	414	414	11	12	15	18	44	56.0%	
Lindsey	674	674	14	10	10	13	54	46.4%	
Marshall	944	944	7	9	9	13	61	38.6%	
Nelson	818	818	16	12	13	11	48	52.3%	
Rogers	768	768		7	6	3	7	76	24.3%
Stanford	1,169	1,169	11	8	6	10	65	34.7%	
Stephens	651	651		6	4	8	11	71	28.9%
Washington	845	845	14	17	9	15	44	55.7%	
All K8	1,973	1,973	10	9	8	10	63	36.8%	
Cubberley	382	382		5	4	9	5	76	23.6%
Muir	311	311	14	19	5	15	47	53.1%	
Newcomb	312	312			2	3	4	89	10.9%
Powell	278	278	11	10	11	12	55	44.6%	
Robinson	311	311	21	11	10	14	45	55.3%	
Tincher	288	288		9	7	7	13	65	35.4%
All High	19,046	19,046	11	11	8	11	59	41.4%	
Avalon	156	156	10	9	8	17	56	44.2%	
		91	13	8	9	13	57	42.9%	
Browning	311	311	17	24	6	12	41	58.5%	
Cabrillo	1,542	1,542	20	13	10	11	46	54.0%	
CAMS	666	666				2	25	92	8.0%
Jordan	2,192	2,192	17	14	12	15	42	57.8%	
Lakewood	2,222	2,222	11	17	9	14	49	50.9%	
McBride	666	666			24	6	8	79	20.9%
Millikan	3,333	3,333		6	9	6	11	68	31.9%
PAAL	110	110	7	14	11	19	49	50.9%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F
Polytechnic	3,725	3,725	12	9	8	10	61	38.9%
Reid	62	62	13			29	58	41.9%
Renaissance	375	375	6	6	6	9	73	26.7%
Sato	541	541				33	68	12.2%
Wilson	3,207	3,207	14	13	8	11	54	45.9%
District	33,040	33,040	11	11	8	11	59	41.2%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,017	12,017	13	13	9	13	52	47.6%
Bancroft	791	791	16	15	8	13	48	51.8%
Franklin	979	979	14	13	9	12	52	47.6%
Hamilton	746	746	15	16	10	13	46	54.3%
Hoover	499	499	8	13	7	13	59	40.9%
Hughes	1,208	1,208	8	10	10	12	60	40.2%
Jefferson	1,002	1,002	15	21	7	15	41	58.6%
Keller	512	512	4	5	8	11	72	27.7%
Lindbergh	416	416	16	22	13	19	30	70.2%
Lindsey	674	674	20	15	8	12	45	54.7%
Marshall	944	944	10	14	9	12	55	44.7%
Nelson	817	817	19	14	12	12	42	57.8%
Rogers	768	768	10	7	5	11	67	33.2%
Stanford	1,168	1,168	12	9	7	10	62	37.8%
Stephens	652	652	9	8	9	15	60	40.2%
Washington	841	841	19	20	8	14	39	60.9%
All K8	1,972	1,972	14	11	8	12	56	44.0%
Cubberley	382	382	8	5	7	10	70	30.4%
Muir	308	308	17	21	8	15	39	60.7%
Newcomb	314	314	3	4	2	5	86	14.3%
Powell	278	278	18	10	10	14	47	52.9%
Robinson	313	313	26	17	11	12	35	64.9%
Tincher	287	287	10	7	9	14	59	40.8%
All High	19,043	19,043	17	14	8	13	48	51.5%
Avalon	155	155	17	17	5	20	41	59.4%
		90	20	9	14	14	42	57.8%
Browning	311	311	23	26	6	13	32	68.2%
Cabrillo	1,541	1,541	28	16	9	12	35	65.0%
CAMS	666	666	2	4	9	84	15.9%	
Jordan	2,192	2,192	27	18	11	14	30	70.2%
Lakewood	2,226	2,226	16	21	9	14	39	60.8%
McBride	666	666	4	7	8	11	70	30.3%
Millikan	3,331	3,331	10	11	7	13	59	41.0%
PAAL	108	108	18	20	5	14	44	56.5%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F
Polytechnic	3,727	3,727	17	12	8	12	51	49.0%
Reid	59	59			10	24	66	33.9%
Renaissance	375	375	9	7	10	9	65	34.7%
Sato	541	541			4	12	80	20.3%
Wilson	3,204	3,204	20	16	8	13	44	56.5%
District	33,032	33,032	15	14	8	13	50	49.7%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,011	12,011	14	15	8	13	51	48.8%
Bancroft	789	789	16	15	7	14	48	51.8%
Franklin	981	981	15	15	8	12	49	50.6%
Hamilton	740	740	15	16	10	15	44	55.7%
Hoover	502	502	9	12	7	15	57	43.0%
Hughes	1,203	1,203	8	12	7	13	60	40.3%
Jefferson	1,004	1,004	16	22	8	15	39	60.8%
Keller	517	517	4	7	8	13	69	31.3%
Lindbergh	410	410	17	20	16	20	26	74.4%
Lindsey	667	667	23	17	7	11	42	57.7%
Marshall	940	940	10	17	8	13	52	48.1%
Nelson	825	825	20	14	9	11	46	54.4%
Rogers	768	768	10	7	6	10	67	33.2%
Stanford	1,166	1,166	10	10	6	11	63	37.2%
Stephens	654	654	12	13	6	12	57	42.8%
Washington	845	845	22	20	7	12	39	60.8%
All K8	1,972	1,972	13	12	8	10	56	44.5%
Cubberley	381	381	8	4	8	8	72	28.1%
Muir	308	308	19	19	7	12	43	56.8%
Newcomb	315	315	3	5	4	7	82	18.1%
Powell	277	277	17	17	9	14	42	57.8%
Robinson	312	312	23	19	12	11	36	64.4%
Tincher	288	288	12	11	9	10	58	42.4%
All High	19,120	19,120	17	16	7	13	46	53.6%
Avalon	156	156	17	17	6	11	49	50.6%
	91	91	14	18	11	18	40	60.4%
Browning	318	318	25	26	7	11	31	69.2%
Cabrillo	1,556	1,556	30	18	8	11	33	67.0%
CAMS	666	666	4	3	8	8	84	16.1%
Jordan	2,206	2,206	25	21	9	14	32	68.4%
Lakewood	2,236	2,236	19	20	9	15	37	63.0%
McBride	665	665	4	9	8	15	64	36.2%
Millikan	3,342	3,342	10	13	7	14	56	44.3%
PAAL	113	113	11	13	6	24	46	54.0%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,726	3,726	17	15	7	12	49	51.0%	
Reid	61	61			10	11	79	21.3%	
Renaissance	376	376	10	11	10	13	57	43.1%	
Sato	543	543			17	4	13	75	24.9%
Wilson	3,217	3,217	22	17	7	14	41	59.1%	
District	33,103	33,103	16	15	8	13	49	51.3%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F		
All Middle	12,043	12,043	8	10	9	13	61	39.3%		
Bancroft	800	800	11	12	9	11	58	42.3%		
Franklin	972	972	7	9	8	11	65	34.8%		
Hamilton	742	742	8	12	10	14	55	44.6%		
Hoover	499	499	10	10	17	64	36.5%			
Hughes	1,210	1,210	3	8	10	12	68	31.7%		
Jefferson	1,002	1,002	11	15	10	14	51	49.3%		
Keller	516	516			24	7	9	77	22.9%	
Lindbergh	410	410	12	12	17	15	44	56.3%		
Lindsey	675	675	14	12	9	13	53	46.8%		
Marshall	935	935	5	12	6	15	61	38.7%		
Nelson	830	830	10	11	12	13	54	46.4%		
Rogers	775	775			7	7	3	7	76	23.9%
Stanford	1,169	1,169	8	10	7	11	64	35.8%		
Stephens	658	658	5	7	9	11	67	32.7%		
Washington	850	850	10	12	11	18	49	51.3%		
All K8	1,980	1,980	7	8	9	11	66	34.0%		
Cubberley	385	385			52	6	9	78	21.8%	
Muir	312	312	13	14	7	12	54	45.8%		
Newcomb	315	315				2	33	91	8.6%	
Powell	275	275	9	9	12	14	56	44.4%		
Robinson	312	312	14	13	13	13	47	52.9%		
Tincher	286	286			4	6	8	13	70	30.4%
All High	19,473	19,473	10	11	8	13	58	41.9%		
Avalon	159	159	13	16	10	12	50	50.3%		
		95	8	5	18	16	53	47.4%		
Browning	332	332	18	20	8	17	37	63.0%		
Cabrillo	1,611	1,611	18	14	9	12	47	52.9%		
CAMS	673	673				2	14	93	7.4%	
Jordan	2,251	2,251	18	15	11	16	39	60.6%		
Lakewood	2,279	2,279	9	17	10	17	48	52.2%		
McBride	671	671			1	46	12	77	23.1%	
Millikan	3,377	3,377			5	7	7	11	70	30.0%
PAAL	121	121	15	13	12	17	42	57.9%		

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,774	3,774	9	9	8	11	63	37.3%	
Reid	46	46			7	20	74	26.1%	
Renaissance	385	385	8	9	6	11	65	34.5%	
Sato	550	550				34	10	83	17.1%
Wilson	3,290	3,290	14	13	8	12	53	47.1%	
District	33,496	33,496	9	11	8	12	59	40.5%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,111	12,111	10	13	9	13	55	44.6%
Bancroft	804	804	12	15	8	12	53	47.3%
Franklin	984	984	8	11	10	13	57	42.9%
Hamilton	750	750	11	14	10	14	51	48.9%
Hoover	506	506	5	14	13	12	57	43.1%
Hughes	1,212	1,212	6	11	9	11	64	36.3%
Jefferson	1,012	1,012	15	18	8	14	45	54.5%
Keller	515	515	3	6	9	11	71	28.7%
Lindbergh	414	414	16	16	15	18	35	64.7%
Lindsey	692	692	17	16	9	14	44	56.1%
Marshall	936	936	7	11	8	14	59	40.9%
Nelson	832	832	10	12	12	13	53	47.5%
Rogers	775	775	7	9	4	9	70	29.7%
Stanford	1,164	1,164	9	10	6	12	63	37.4%
Stephens	661	661	7	11	7	13	62	37.8%
Washington	854	854	15	25	7	15	39	61.2%
All K8	1,989	1,989	8	9	8	13	61	38.9%
Cubberley	383	383	4	4	7	12	73	26.9%
Muir	312	312	14	13	10	16	47	53.2%
Newcomb	318	318	4	25		89	11.3%	
Powell	279	279	13	10	11	15	51	49.1%
Robinson	315	315	15	19	14	12	40	60.0%
Tincher	286	286	3	8	5	14	69	30.8%
All High	19,609	19,609	14	15	8	13	49	50.5%
Avalon	159	159	15	18	7	16	45	55.3%
		96	13	7	11	25	44	56.3%
Browning	331	331	26	28	7	9	30	70.4%
Cabrillo	1,652	1,652	26	16	8	13	37	63.4%
CAMS	673	673	3	36		88	11.6%	
Jordan	2,250	2,250	22	20	10	15	32	68.1%
Lakewood	2,290	2,290	13	21	11	15	41	59.1%
McBride	676	676	2	8	8	14	68	32.2%
Millikan	3,394	3,394	7	11	7	13	62	38.1%
PAAL	125	125	22	28	5	12	33	67.2%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,802	3,802	14	14	7	13	51	49.1%	
Reid	37	37				19	81	18.9%	
Renaissance	389	389	11	12	10	15	52	47.6%	
Sato	549	549			4	7	14	74	26.4%
Wilson	3,319	3,319	18	16	7	13	46	53.9%	
District	33,709	33,709	12	14	8	13	52	47.7%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,107	12,107	10	14	8	14	55	45.1%
Bancroft	803	803	11	14	7	12	56	44.3%
Franklin	995	995	9	11	9	14	56	43.5%
Hamilton	755	755	12	14	8	11	55	45.4%
Hoover	507	507	7	13	13	12	56	44.4%
Hughes	1,209	1,209	6	13	6	14	61	39.2%
Jefferson	1,004	1,004	13	17	10	13	47	53.5%
Keller	516	516	3	8	6	13	70	29.8%
Lindbergh	419	419	13	22	11	18	36	63.7%
Lindsey	687	687	16	16	10	16	42	57.6%
Marshall	940	940	9	13	6	12	59	41.0%
Nelson	833	833	10	13	9	13	55	44.8%
Rogers	773	773	5	9	4	10	71	28.7%
Stanford	1,165	1,165	9	10	6	13	63	37.4%
Stephens	659	659	8	16	8	18	51	49.5%
Washington	842	842	17	25	6	16	36	63.8%
All K8	1,983	1,983	9	11	7	12	61	38.6%
Cubberley	383	383	4	4	7	8	78	22.2%
Muir	313	313	14	17	10	12	47	53.4%
Newcomb	319	319	2	6	6	85	14.7%	
Powell	276	276	13	16	8	12	50	49.6%
Robinson	307	307	19	18	8	17	39	61.2%
Tincher	287	287	4	7	5	16	68	31.7%
All High	19,776	19,776	14	15	7	14	50	50.5%
Avalon	161	161	16	12	7	14	52	48.4%
		98	16	5	12	18	48	52.0%
Browning	332	332	29	27	5	10	29	71.4%
Cabrillo	1,645	1,645	24	16	9	12	38	62.1%
CAMS	673	673	3	27	86	13.5%		
Jordan	2,268	2,268	23	22	9	16	30	70.1%
Lakewood	2,309	2,309	13	20	8	17	42	57.8%
McBride	679	679	3	7	8	14	68	31.7%
Millikan	3,410	3,410	6	10	6	13	65	34.9%
PAAL	130	130	8	18	12	17	45	55.4%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q1

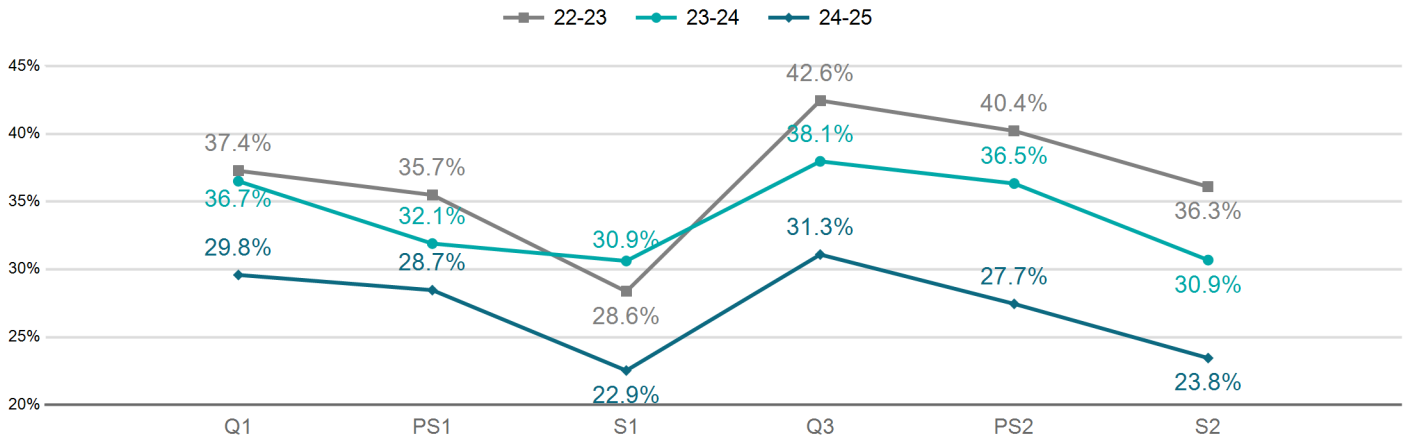
Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,821	3,821	13	15	7	14	50	49.5%	
Reid	25	25				12	88	12.0%	
Renaissance	397	397	13	12	5	20	51	49.1%	
Sato	552	552		1	9	6	14	69	31.2%
Wilson	3,399	3,399	20	17	6	13	44	55.6%	
District	33,866	33,866	13	15	7	14	52	47.9%	

The percentages may not equal 100% due to rounding.

Percent of Students with 1+ D or F - 3 year Comparison Keller

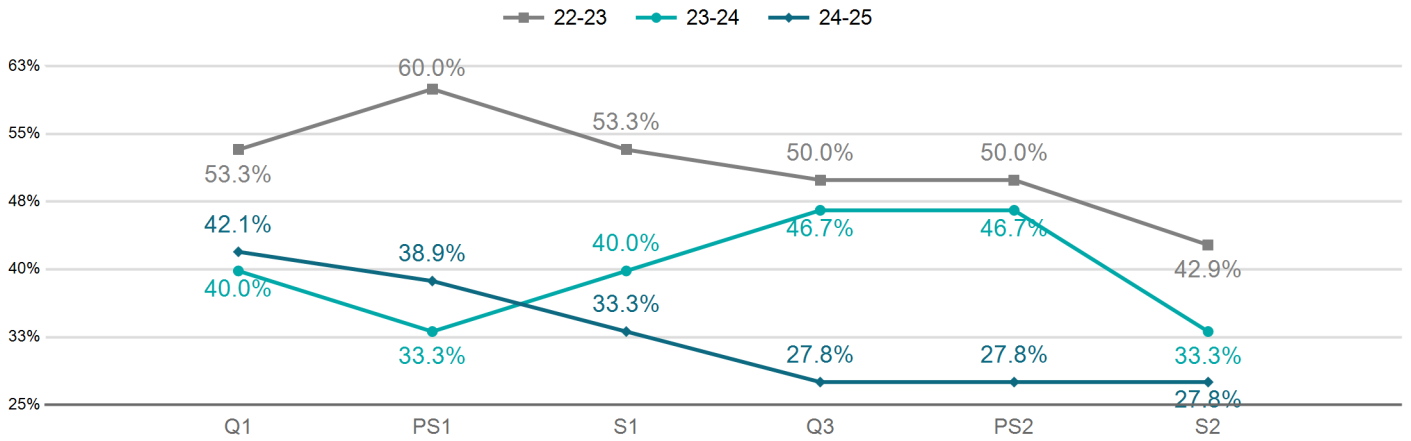
Category: All Students



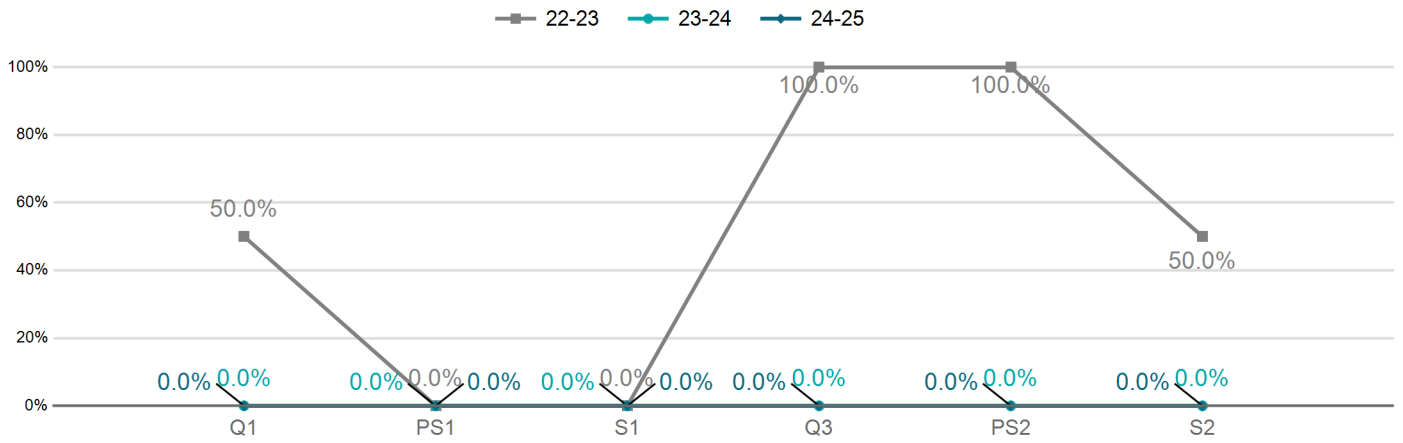
Graphs for subgroups on following pages.

Percent of Students with 1+ D or F - 3 year Comparison Keller

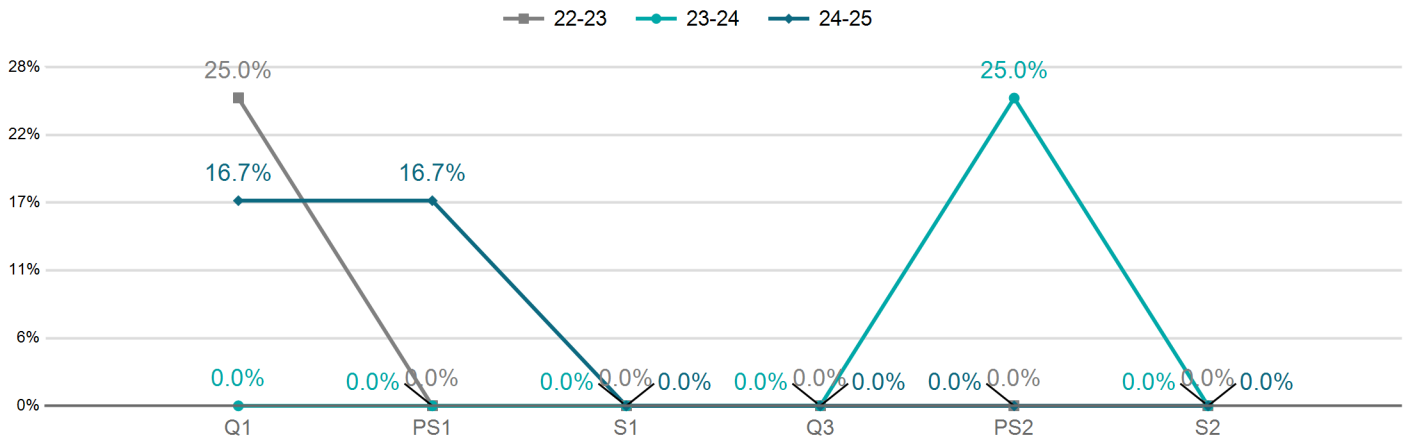
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: American Indian

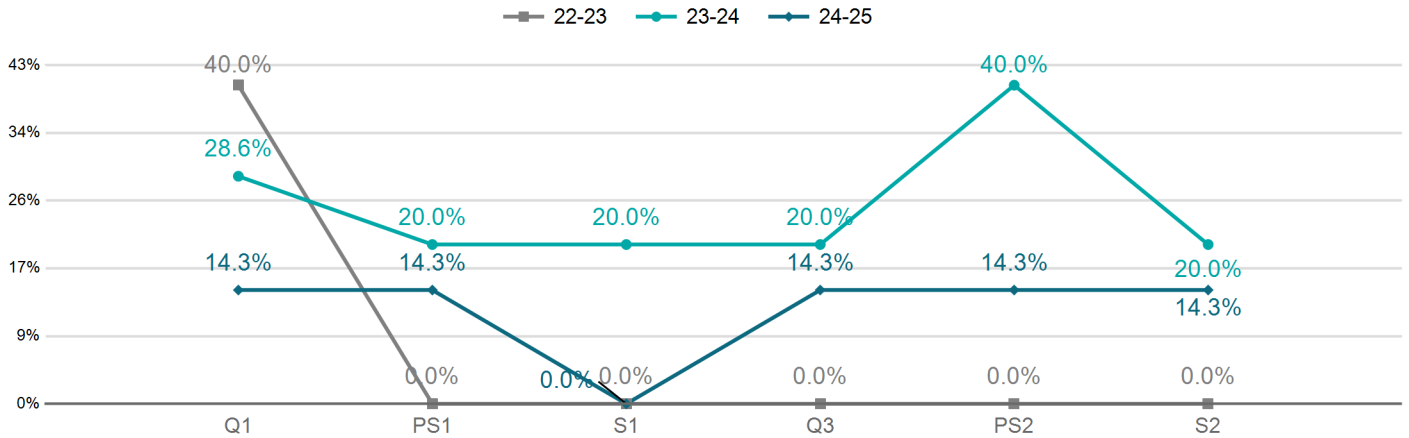


Category: Ethnicity - Subgroup: Asian



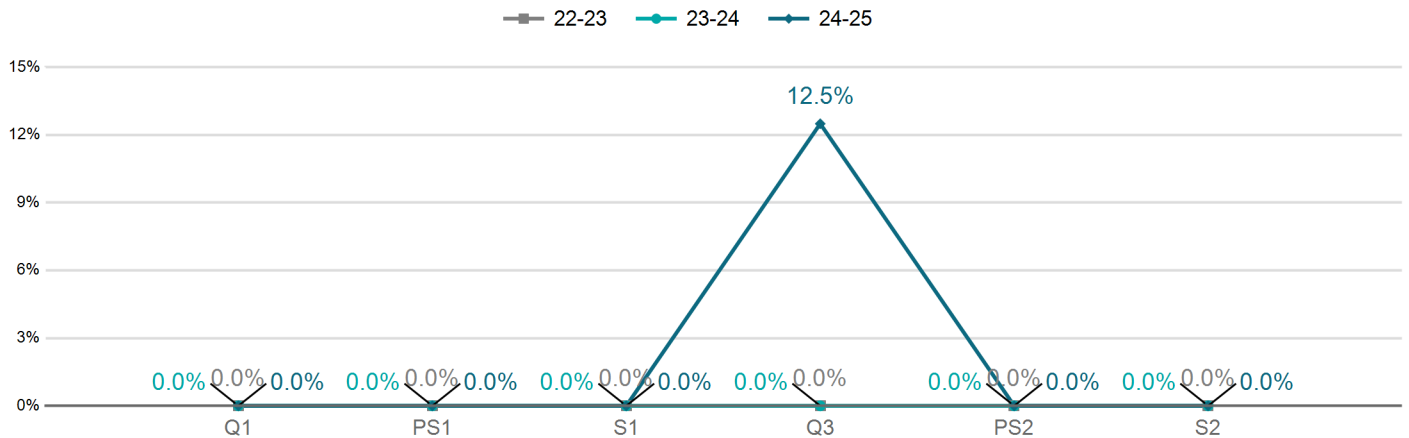
Percent of Students with 1+ D or F - 3 year Comparison Keller

Category: Ethnicity - Subgroup: Cambodian

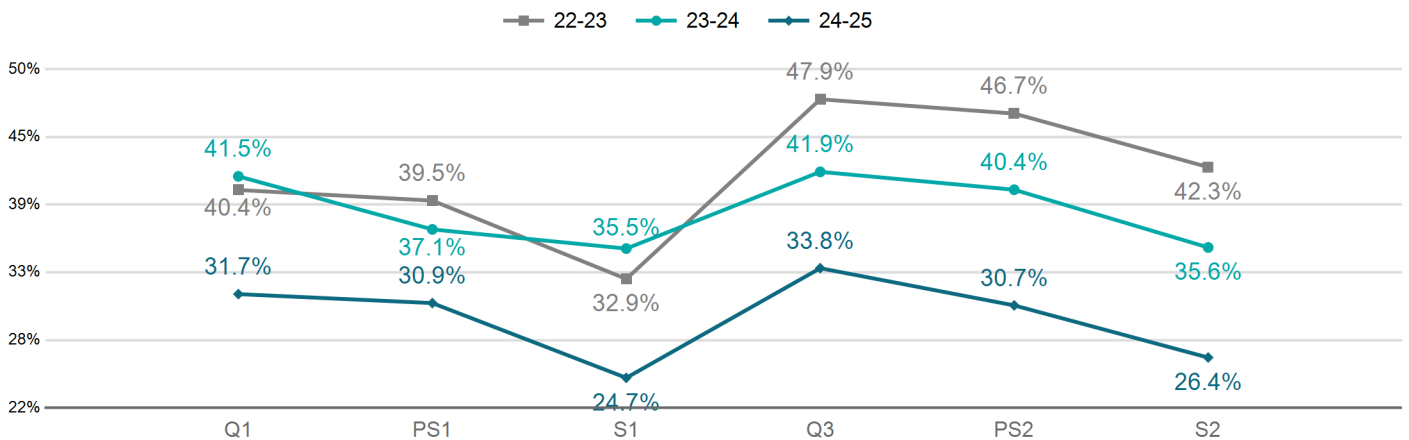


Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino

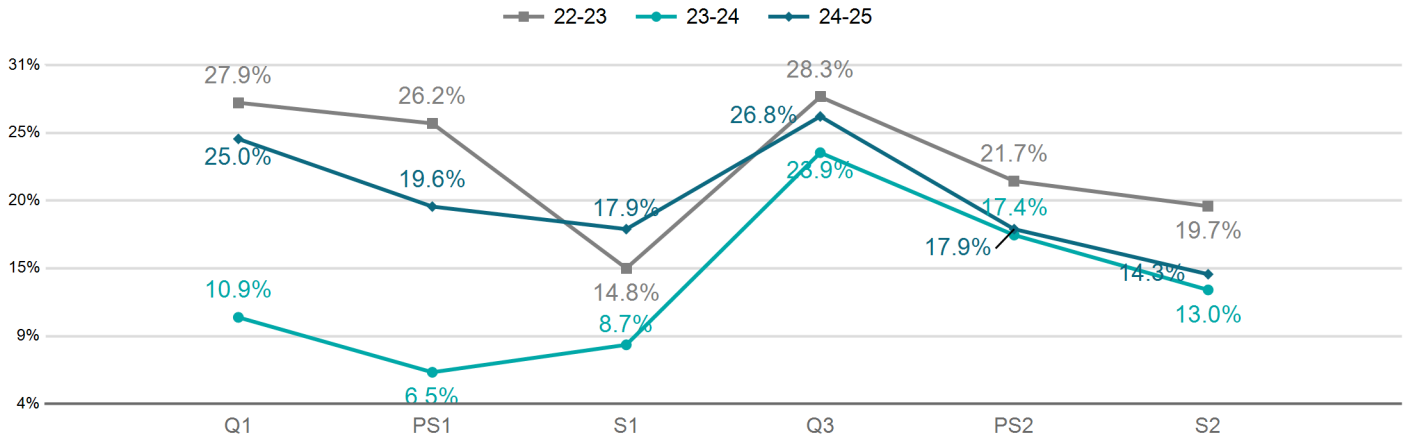


Category: Ethnicity - Subgroup: Hispanic

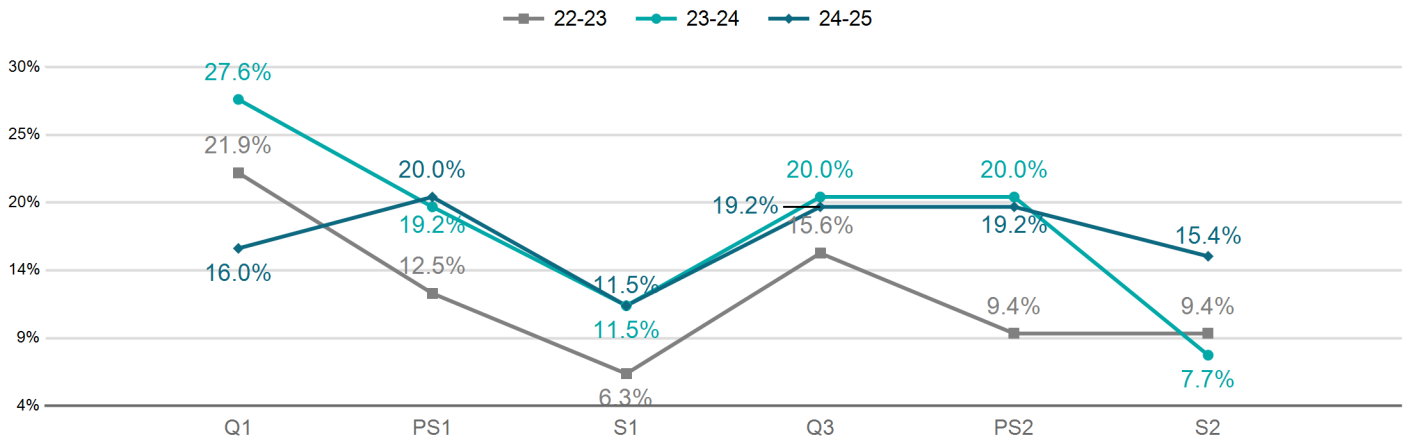


Percent of Students with 1+ D or F - 3 year Comparison Keller

Category: Ethnicity - Subgroup: White

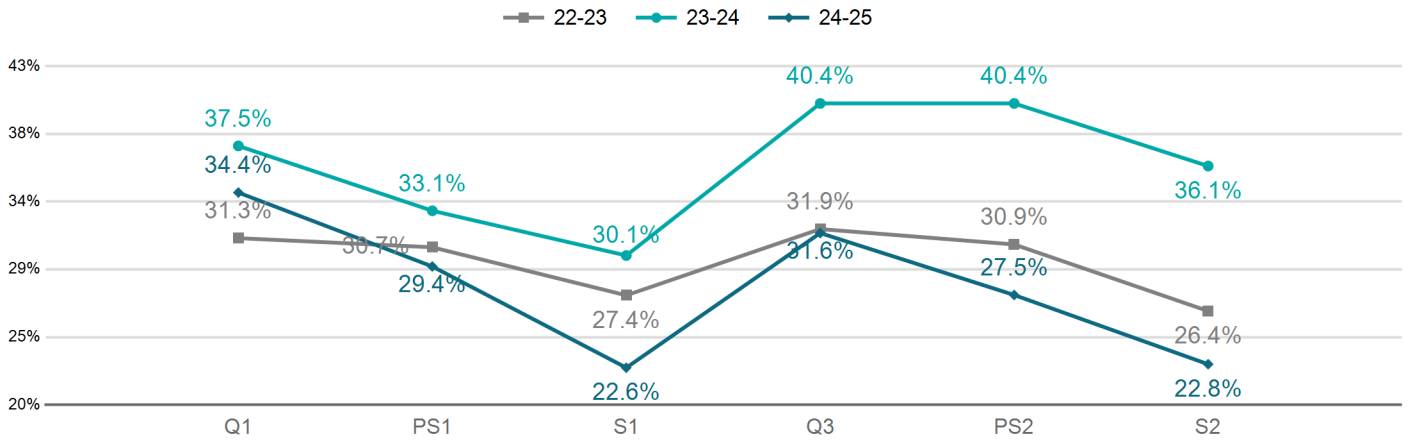


Category: Ethnicity - Subgroup: Other

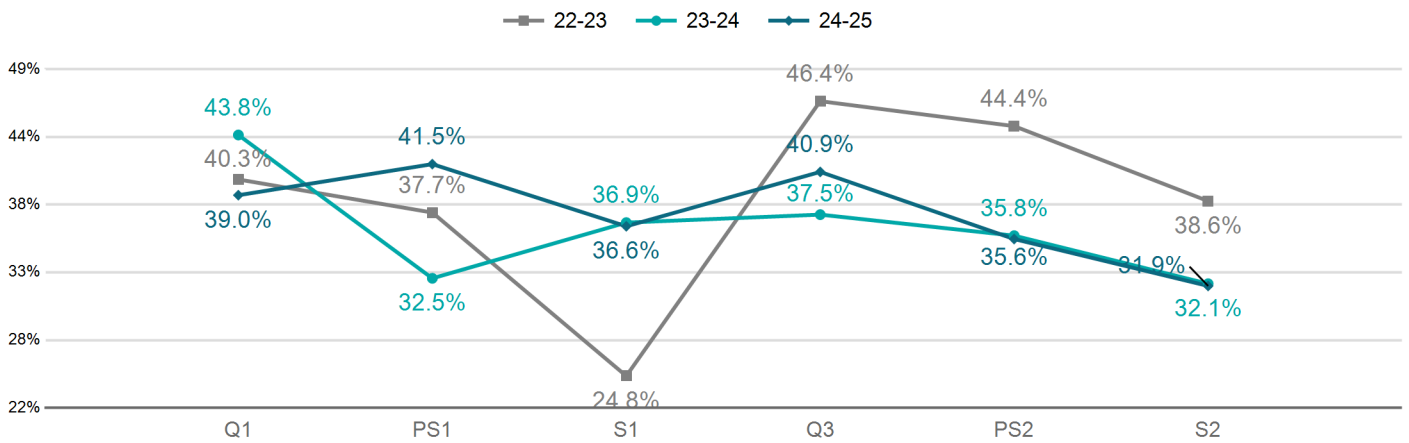


Percent of Students with 1+ D or F - 3 year Comparison Keller

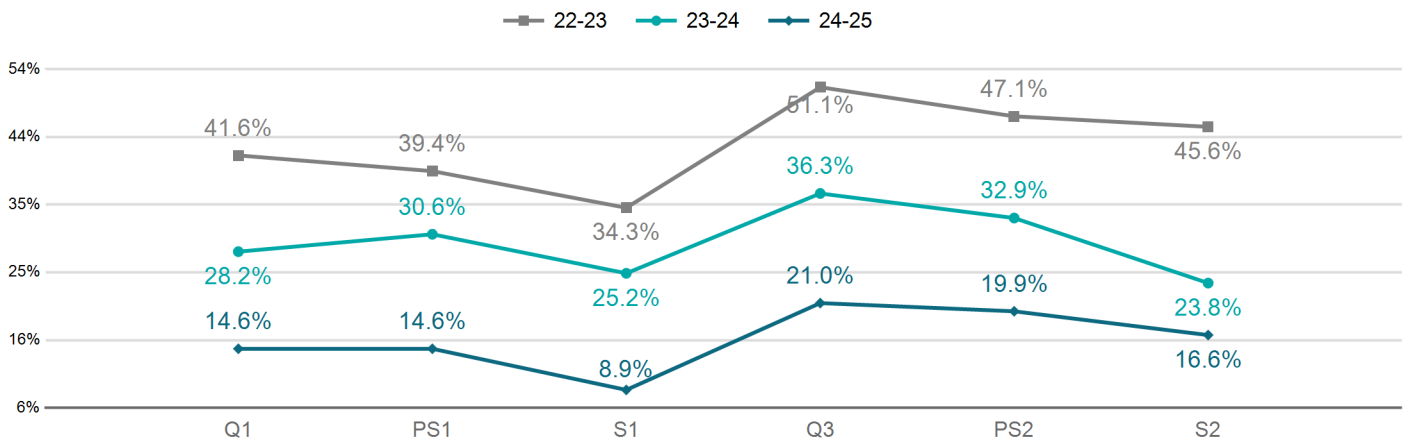
Category: Grade - Subgroup: Gr. 06



Category: Grade - Subgroup: Gr. 07

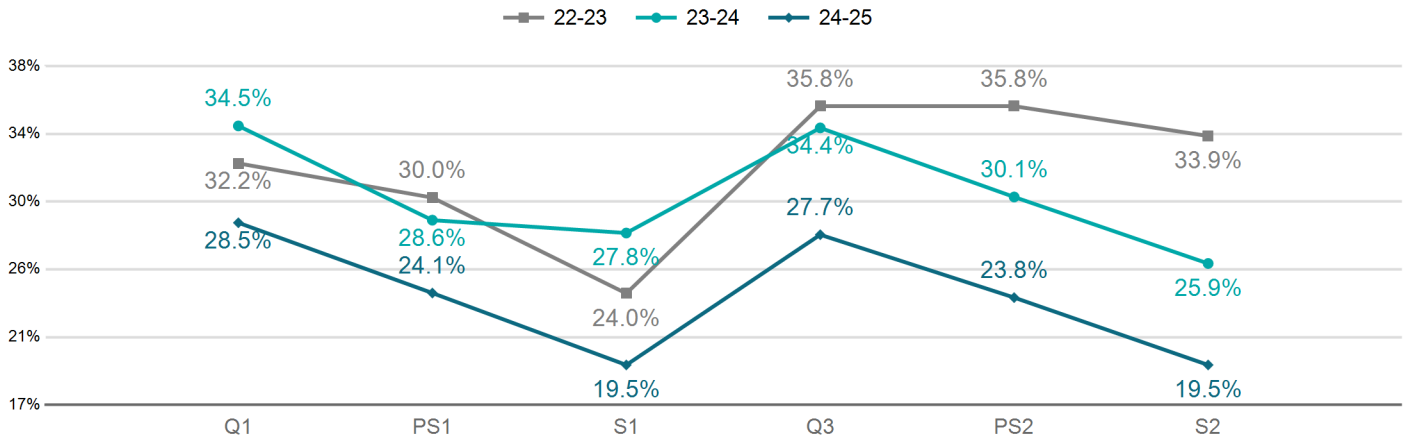


Category: Grade - Subgroup: Gr. 08

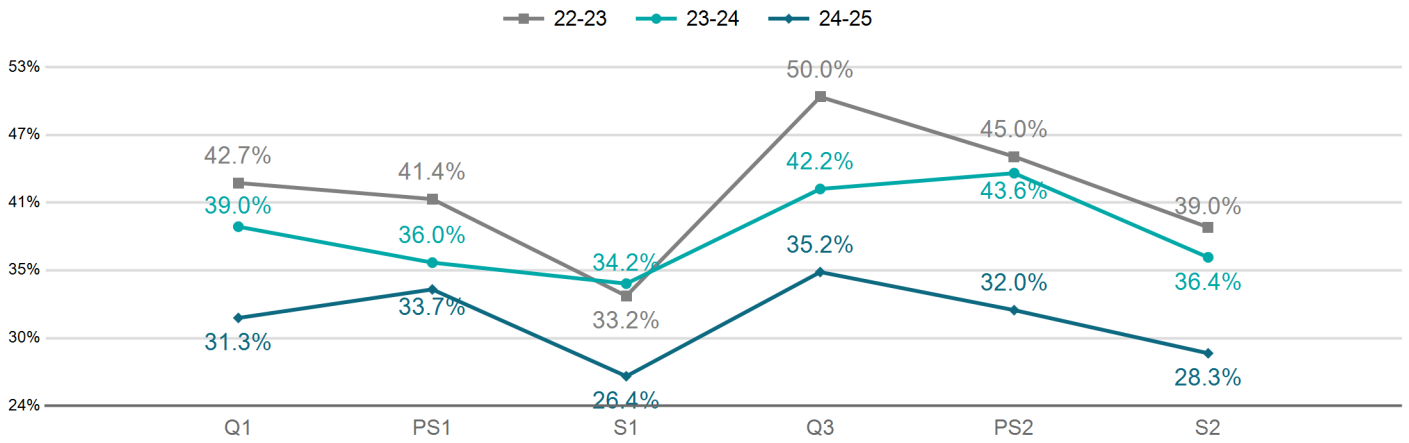


Percent of Students with 1+ D or F - 3 year Comparison Keller

Category: Gender - Subgroup: Female

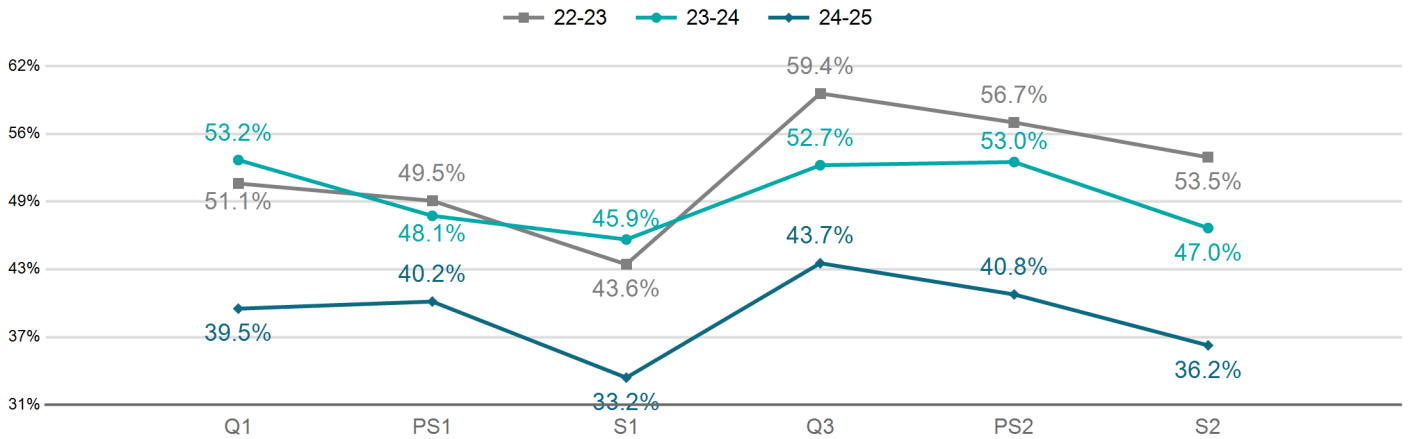


Category: Gender - Subgroup: Male

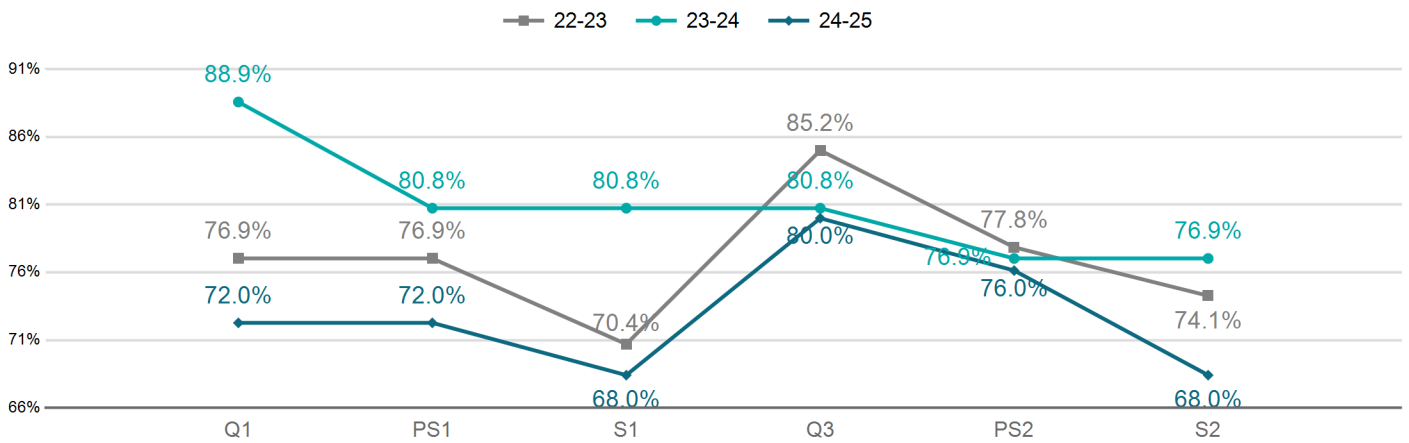


Percent of Students with 1+ D or F - 3 year Comparison Keller

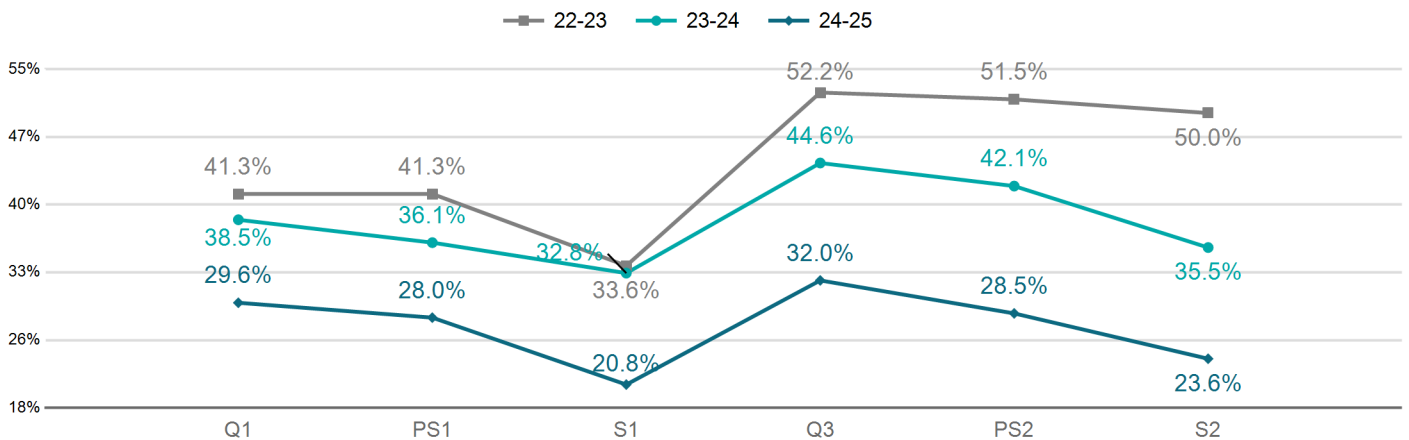
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL

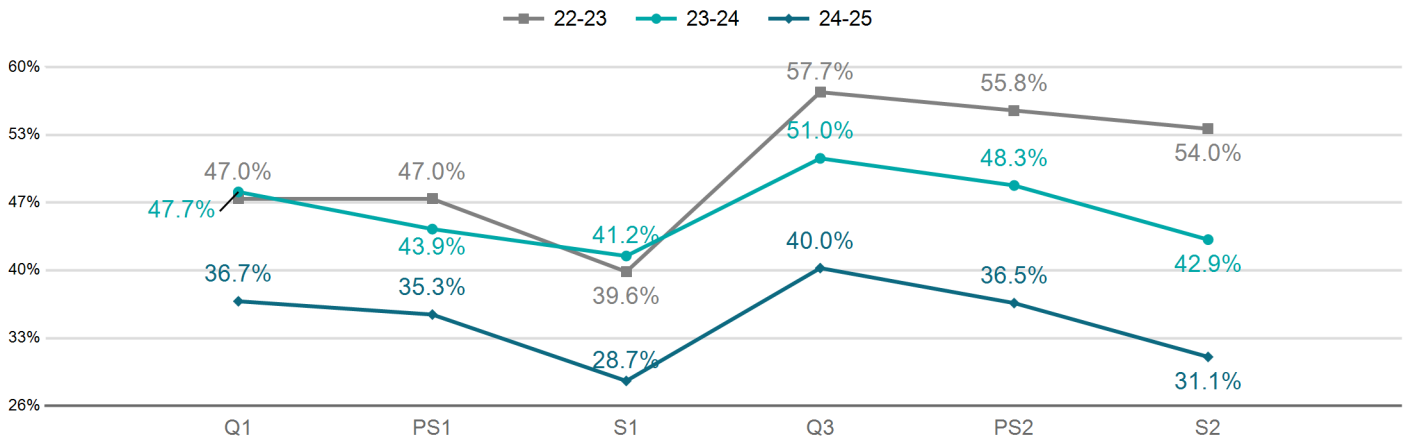


Category: Special Populations - Subgroup: RFEP

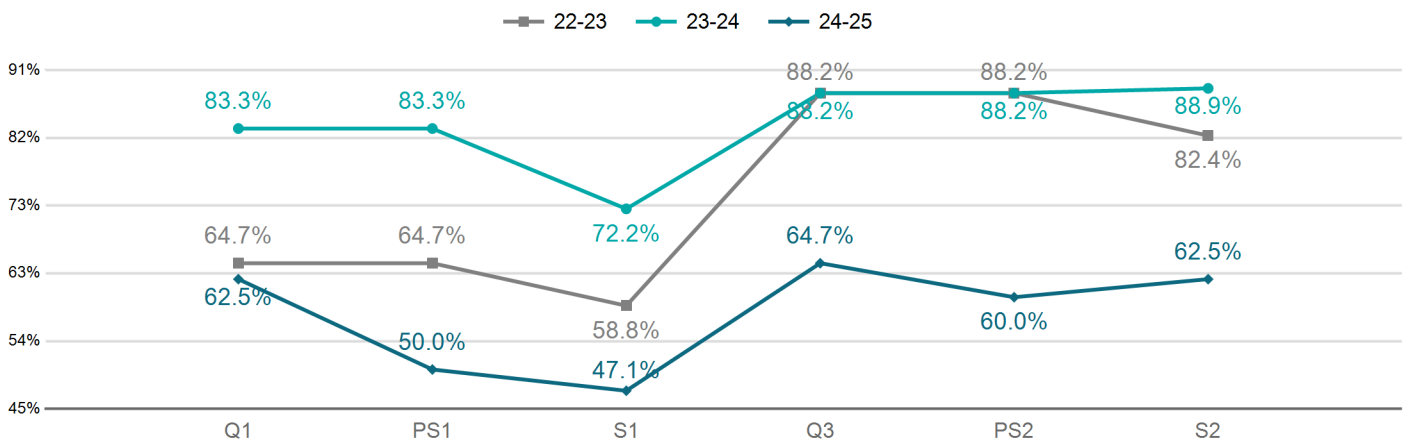


Percent of Students with 1+ D or F - 3 year Comparison Keller

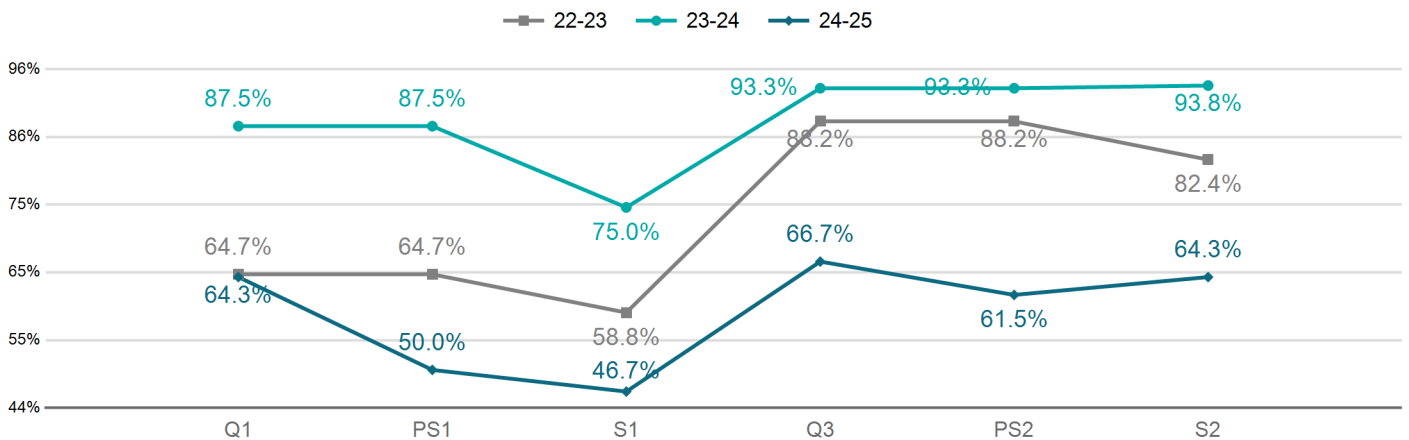
Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

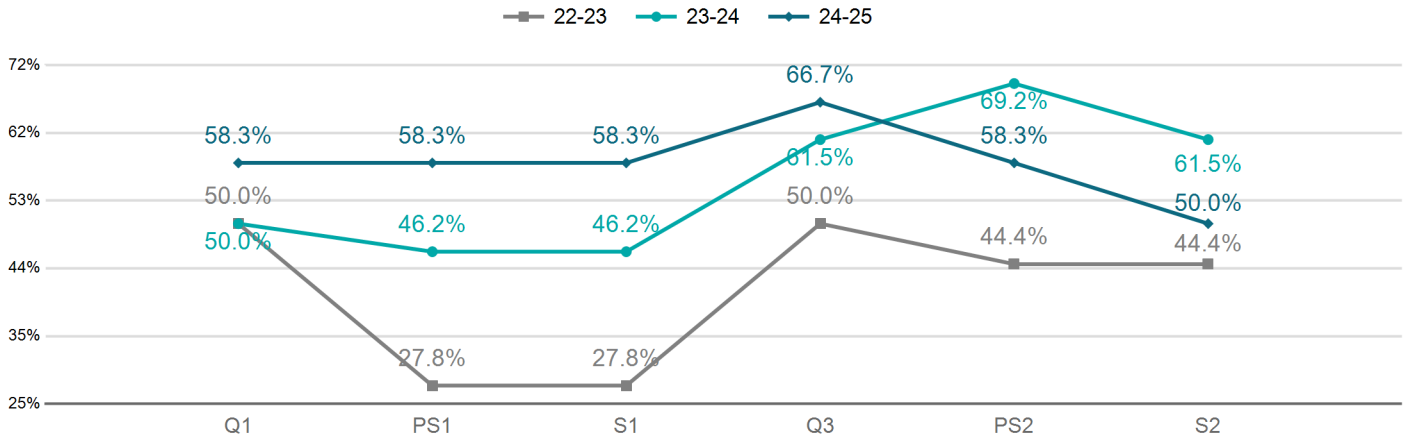


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

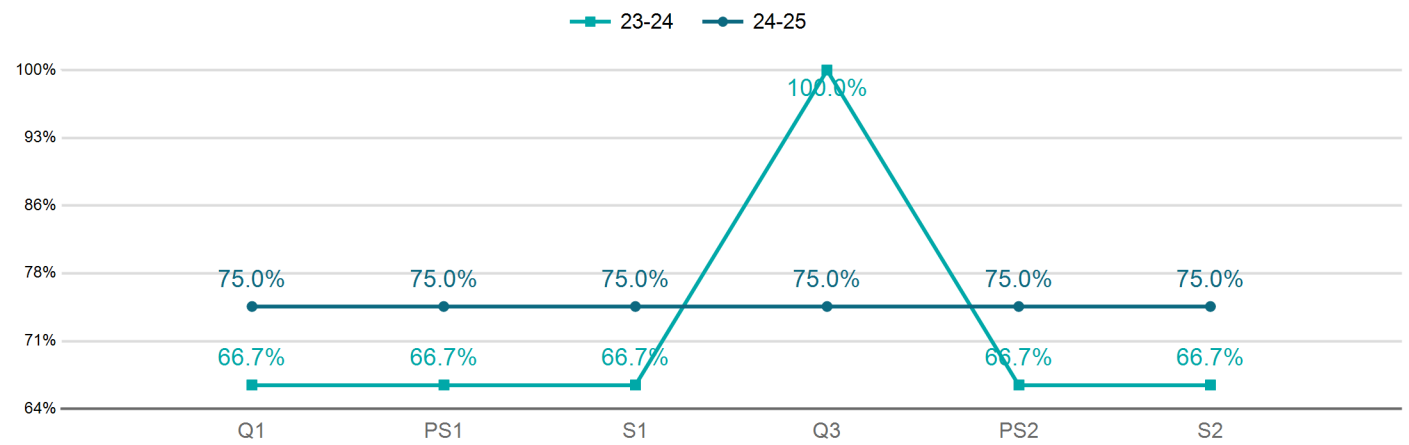


Percent of Students with 1+ D or F - 3 year Comparison Keller

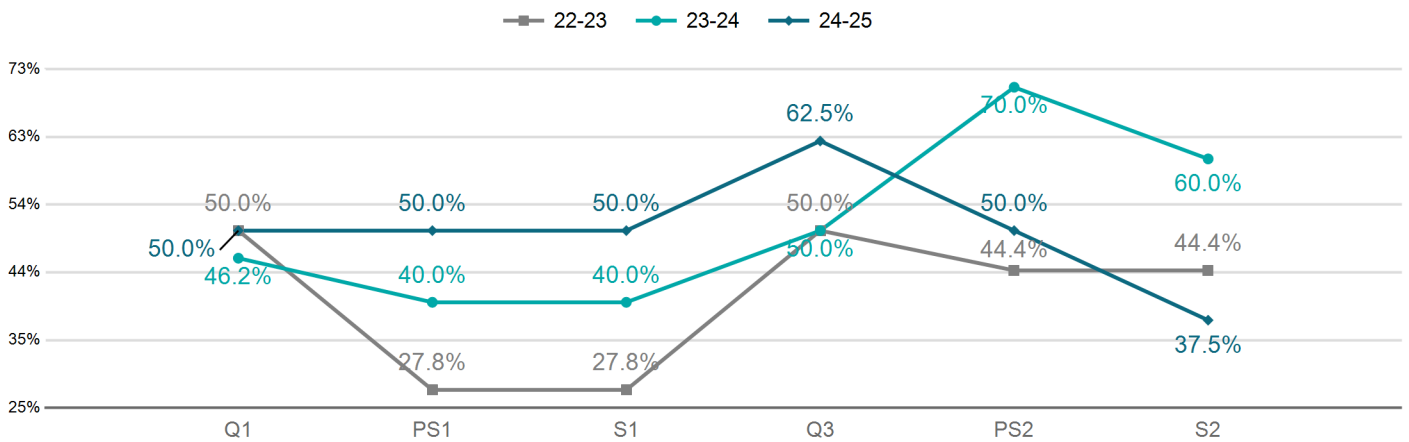
Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

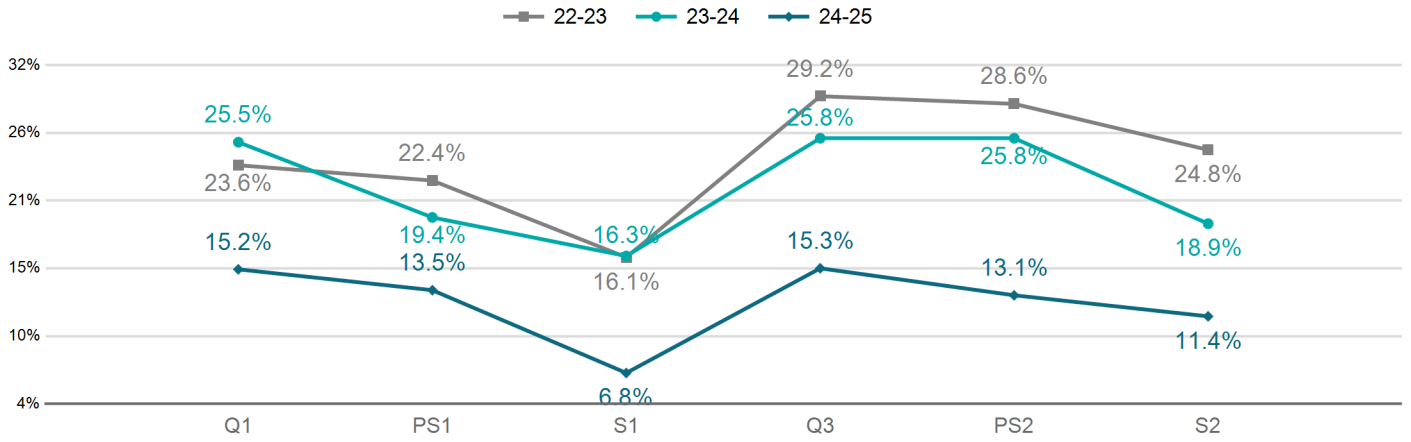


Category: Special Populations - Subgroup: Homeless



Percent of Students with 1+ D or F - 3 year Comparison Keller

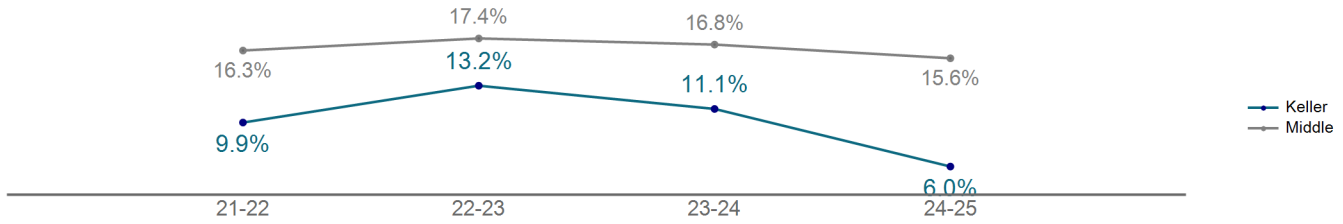
Category: Special Populations - Subgroup: GATE/Excel



Semester 2 - D/F Rate

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

**Keller
All Students
N = 4,104**



African American

22.2%

14.6%

22-23

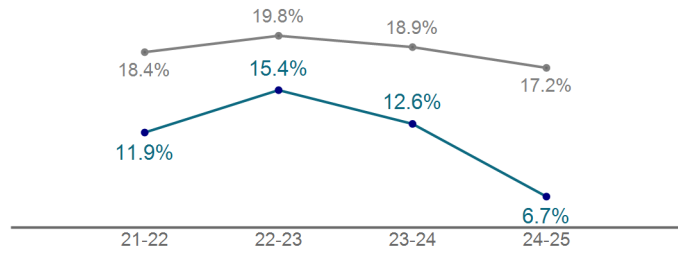
Asian

Subgroup with fewer than 20 total grades.

Filipino

Subgroup with fewer than 20 total grades.

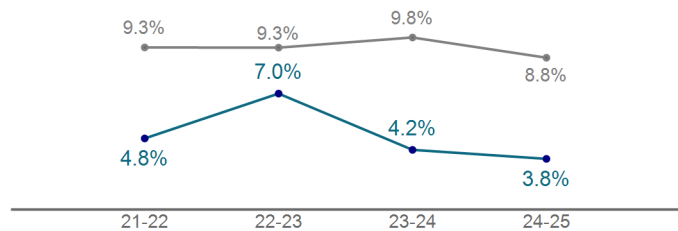
**Hispanic
N = 3,184**



Pacific Islander

Subgroup with fewer than 20 total grades.

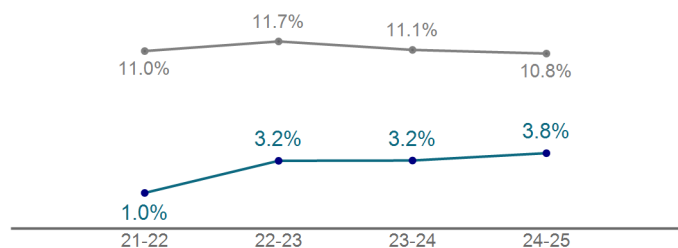
**White
N = 423**



Native American

Subgroup with fewer than 20 total grades.

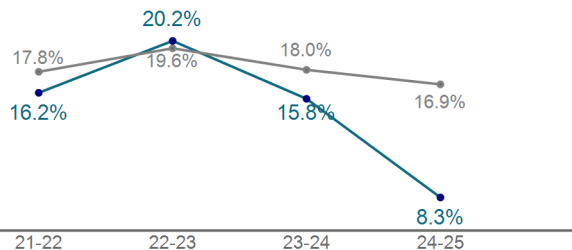
**Other
N = 186**



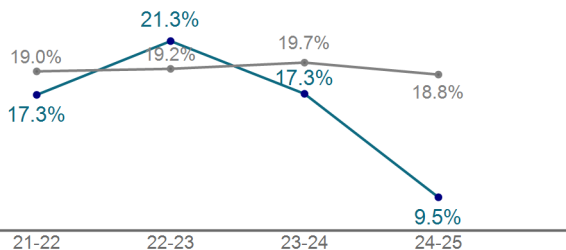
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Semester 2 - D/F Rate

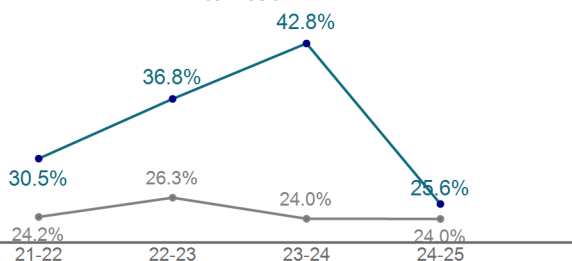
EL + RFEP
N = 1,184



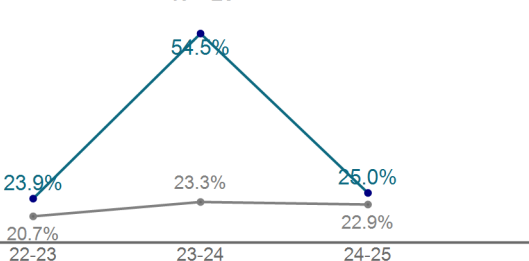
Low SES
N = 1,704



English Learner
N = 164



Special Education
N = 20



Homeless

25.4%

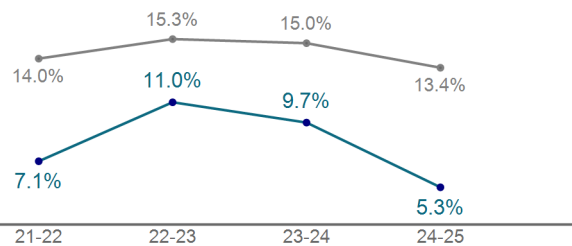
18.2%

22-23

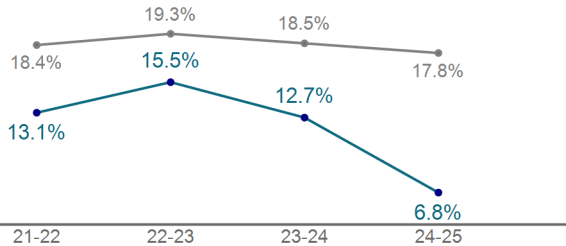
Foster Youth

Subgroup with fewer than 20 total grades.

Female
N = 2,128



Male
N = 1,976

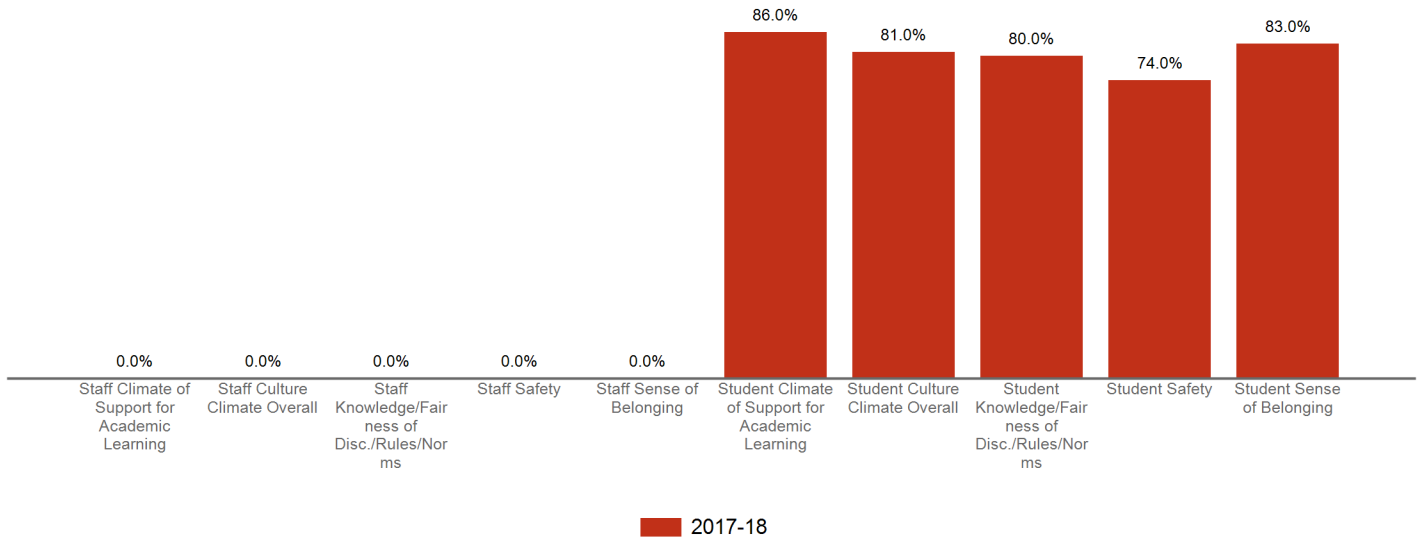


N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Culture-Climate Survey (Student-Staff)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>GOAL: By June 2025, students will increase in Cultural Awareness and Action from 42% to 50% as measured by the Pulse and CORE Surveys.</p> <p>ACTION PLAN: -Establish Sankofa Parent Village to establish a community of support for African-American students. -Continued work in the teacher led Lobo Culture Committee to develop school-wide activities that create opportunities for cultural celebrations -Staff PD in culturally responsive instruction and SEL strategies to build community in classrooms. -Implementation of WEB program to create a safe and welcoming environment. -Monthly (or quarterly) meetings with Safe & Civil to create school procedures and protocols with an equity focus. -Review Pulse Survey results with staff and students to create action steps in areas for growth. -Sponsorship of student clubs that reflect student interests. -School-wide activities through PTO and Students Council that celebrate student diversity.</p> <p>PROGRESS MONITORING: -Results of CORE and Pulse Surveys -Walkthrough data in implementation of culturally responsive lessons -Feedback from student focus groups -Data collection in student participation in clubs and cultural events</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation aid support for student supervision before school and at lunch.		Hourly - Recreation Aide
Total			

All Staff

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation aid support for student supervision before school and at lunch.	\$23,268	
Total		\$23,268	

All Students

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation aid support for student supervision before school and at lunch.	\$23,268	
Total		\$23,268	



Helen Keller Middle School

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Home School Compact 2025-2026

Our district deeply values family partnerships 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.

The staff, parents/guardians, and students at Keller have expectations of themselves and each other. We know that learning can only take place when there is a combination of effort, interest, and motivation. The following is our agreement to work together. We believe that this agreement can be fulfilled with our team effort. Together we can improve teaching and learning.

As a student, I commit to:

- Arrive to my classes on time and appropriately dressed.
- Being biliterate, bilingual, and bicultural.
- Work as hard as I can on school assignments and follow all school rules.
- Discuss with my parents/guardians what I am learning in school.
- Ask my teacher(s) questions when I don’t understand something.
- Use my cell phone/watches/chromebook/ and other technology respectfully at appropriate times with permission, in light of LBUSD Cell Phone Policy.
- Use technology responsibly, including district devices, district email and social media.
- Read for 30 minutes or more a day.
- Treat others with courtesy and respect.
- Treat school property and teachers with dignity and respect.
- Use appropriate language at all times.

Student’s Name

Student’s Signature

As a parent/guardian, I commit to:

- Assist my child with learning.
- Commit to support dual immersion goals: biliterate, bilingual, and bicultural.
- Provide a quiet area for learning at home and encourage good study habits.
- Talk with my child about his/her school activities every day.
- Participate in as many school activities as possible.
- Encourage my child to read.
- Limit my child’s screen time.
- Support my child’s teachers with their classroom expectations.
- Treat others with dignity and respect.
- Follow rules of the road when picking up and dropping off my child..
- Register for Canvas, ParentVUE, and check my student’s grades weekly.

Parent/Guardian’s Name

Parent/Guardian’s Signature

As teachers, we commit to:

- Provide motivating, interesting, and challenging learning experiences in my classroom.



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- Explain my expectations, instructional goals, and grading system.
- Communicate and cooperate with each parent to ensure the best education possible.
- Carefully analyze my students' data regularly to provide appropriate and meaningful instruction.
- Attend professional development classes in order to keep my skills and knowledge of the teaching profession current.
- Treat others with dignity and respect.
- Understand the diversity and needs of my students.

As a school community we commit to:

- Create a welcoming environment for students, parents and visitors.
- Ensure a safe and orderly learning environment.
- Reinforce the partnership between students, parents and staff.
- Act as the instructional leader by supporting teachers in their classrooms.
- Provide appropriate in-services and training for students, teachers, and parents.
- Treat others with dignity and respect.

Dawn Lomeli

Principal's Name

[Redacted Signature]

Principal's Signature

Revised 10/22/25



**Pacto Escuela-Hogar
2025-2026**

Nuestro distrito valora profundamente la asociación familiar como esencial para el éxito estudiantil. Los invitamos cordialmente y los animamos a involucrarse en la educación de sus hijos. Para asegurarnos de poder brindar el mejor apoyo posible, pedimos que se programen las citas con anticipación cuando sea posible. Las conferencias se centrarán en las necesidades de sus hijos, y estamos comprometidos a trabajar juntos de manera respetuosa y orientada a soluciones. Si necesita apoyo con traducción, asistencia para la programación o cualquier otra adaptación, estamos aquí para ayudarles.

El personal, los padres/tutores y los estudiantes de Keller tienen expectativas de sí mismos y de los demás. Sabemos que el aprendizaje solo puede ocurrir cuando hay una combinación de esfuerzo, interés y motivación. Lo siguiente es nuestro acuerdo para trabajar juntos. Creemos que este acuerdo puede cumplirse con el esfuerzo de todo el equipo. Juntos podemos mejorar la enseñanza y el aprendizaje.

Como estudiante, me comprometo a:

- Llegar a mis clases a tiempo y vestido apropiadamente.
- Ser bilingüe, biliterato y bicultural.
- Esforzarme al máximo en mis tareas escolares y seguir todas las reglas de la escuela.
- Platicar con mis padres/tutores sobre lo que estoy aprendiendo en la escuela.
- Hacer preguntas a mis maestros cuando no entienda algo.
- Usar mi teléfono celular, reloj, Chromebook y otras tecnologías con respeto, en los momentos apropiados y con permiso, de acuerdo con la Política de Teléfonos Celulares del Distrito Escolar Unificado de Long Beach (LBUSD).
- Usar la tecnología de manera responsable, incluyendo los dispositivos del distrito, el correo electrónico del distrito y las redes sociales.
- Leer 30 minutos o más al día.
- Tratar a los demás con cortesía y respeto.
- Tratar la propiedad escolar y a los maestros con dignidad y respeto.
- Usar un lenguaje apropiado en todo momento.

Nombre del estudiante

Firma del estudiante

Como padre/madre/tutor, me comprometo a:

- Ayudar a mi hijo/a con su aprendizaje.
- Comprometerme a apoyar los objetivos del programa de doble inmersión : ser biliterato, bilingüe y bicultural.
- Proporcionar un lugar tranquilo para estudiar en casa y fomentar buenos hábitos de estudio.



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- Hablar con mi hijo/a sobre sus actividades escolares todos los días.
- Participar en tantas actividades escolares como sea posible.
- Motivar a mi hijo/a a leer.
- Limitar el tiempo frente a las pantallas de mi hijo/a.
- Apoyar a los maestros de mi hijo/a en sus expectativas dentro del aula.
- Tratar a los demás con dignidad y respeto.
- Seguir las reglas de tránsito al dejar y recoger a mi hijo/a.
- Registrarme en Canvas y ParentVUE, y revisar las calificaciones de mi estudiante cada semana.

Nombre del padre

Firma del padre

Como maestro/a, me comprometo a:

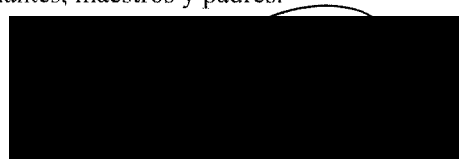
- Proporcionar experiencias de aprendizaje motivadoras, interesantes y desafiantes en mi aula.
- Explicar mis expectativas, metas de enseñanza y sistema de calificaciones.
- Comunicarme y cooperar con cada padre/madre/tutor para asegurar la mejor educación posible.
- Analizar cuidadosamente los datos de mis estudiantes de manera regular para ofrecer una instrucción adecuada y significativa.
- Asistir a clases de desarrollo profesional para mantener actualizadas mis habilidades y conocimientos de la profesión docente.
- Tratar a los demás con dignidad y respeto.
- Comprender la diversidad y las necesidades de mis estudiantes.

Como comunidad escolar, nos comprometemos a:

- Crear un ambiente acogedor para los estudiantes, padres y visitantes.
- Garantizar un entorno de aprendizaje seguro y ordenado.
- Reforzar la colaboración entre estudiantes, padres y personal escolar.
- Actuar como líderes de instrucción apoyando a los maestros en sus aulas.
- Ofrecer capacitaciones y entrenamientos apropiados para estudiantes, maestros y padres.
- Tratar a los demás con dignidad y respeto.

Dawn Lomeli

Nombre de la directora



Firma de la directora

Revisado el 22/10/25

Helen Keller Middle School

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Family Involvement Guidelines

Keller Dual Immersion Middle School recognizes that families are their children's first and most influential teachers and that continued family involvement in the education of children contributes greatly to student achievement and a positive school environment. In order to engage families positively in their children's education.

Keller Dual Immersion Middle School will:

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

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



Helen Keller Middle School
7020 Brittain Street, Long Beach, California 90808
(562) 421-8851 Fax: 562-420-2759

ADOPTION:

Keller Dual Immersion Middle School's Family Involvement Guidelines have been developed jointly with, and agreed upon by families at the school. The Guidelines were adopted by the site's School Site Council members on 10-22-25 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11-1-25. **Keller Dual Immersion Middle School**, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10/23/25
Date

LEGAL REFERENCES EDUCATION CODE 11500-11506 Programs to encourage parental involvement
LABOR CODE 230.8 Time off to visit child's school - Adopted: January 28, 1991-Revised:March 1, 1994- February 6, 2001 -March 7, 2007
LONG BEACH UNIFIED SCHOOL DISTRICT: *For Elementary, K-8, and Middle Schools, revised 7/2023*

Revised 10/22/25

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Escuela Secundaria de Inmersión Dual Keller Pautas para la participación de la familia

Escuela Intermedia de Inmersión Dual Keller reconoce que las familias son los primeros y más influyentes maestros de sus hijos, y que la participación continua de las familias en la educación de los niños contribuye en gran medida al logro académico de los estudiantes y a un ambiente escolar positivo. Con el fin de involucrar a las familias de manera positiva en la educación de sus hijos,

La Escuela Intermedia de Inmersión Dual Keller se compromete a:

1. Ayudar a las familias a desarrollar habilidades de crianza y proporcionar ambientes en el hogar que apoyen los esfuerzos académicos de sus hijos y su desarrollo como miembros responsables de la sociedad.
2. Informar a las familias que ellas pueden influir directamente en el éxito del aprendizaje de sus hijos y brindarles técnicas y estrategias que puedan utilizar para mejorar el éxito académico de sus hijos y apoyarlos en su aprendizaje en casa.
3. Iniciar una comunicación constante y efectiva de doble vía entre el hogar y la escuela para que las familias sepan cuándo y cómo ayudar a sus hijos en apoyo a las actividades de aprendizaje en el aula.
4. Proporcionar capacitación al personal que fomente una comunicación efectiva y culturalmente sensible con las familias, incluyendo capacitación sobre cómo comunicarse con familias que no hablan inglés y cómo ofrecerles oportunidades para participar en el proceso educativo tanto en la escuela como en el hogar.
5. Alentar a las familias a servir como voluntarios en la escuela, asistir a presentaciones estudiantiles y reuniones escolares, y participar en el Consejo Escolar del Plantel, los comités asesores y otras actividades en las que puedan asumir funciones de liderazgo, asesoría y apoyo.
6. Incluir a las familias de los estudiantes aprendices del idioma inglés en el desarrollo, implementación y evaluación de los programas básicos y categóricos para los estudiantes de inglés. Informar a las familias sobre cómo pueden involucrarse en la educación de sus hijos y ser participantes activos para ayudarles a lograr el dominio del inglés, alcanzar niveles altos en las materias académicas básicas y cumplir con los exigentes estándares académicos estatales esperados de todos los estudiantes.
7. Asegurar que todos los avisos, informes, declaraciones o registros enviados a las familias sean traducidos al idioma apropiado. Además, se proporcionarán traducciones orales de los materiales a solicitud de la familia, si fuera necesario.



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Los planes escolares deberán detallar las medidas específicas que se tomarán para aumentar la participación familiar en la educación de sus hijos, incluyendo medidas diseñadas para involucrar a familias con barreras culturales, lingüísticas u otras que puedan dificultar dicha participación.

ADOPCIÓN:

Las **Normas de Participación Familiar de la Escuela Secundaria de Inmersión Dual Keller** han sido desarrolladas conjuntamente con las familias de la escuela y aprobadas por ellas. Las Normas fueron adoptadas por los miembros del **Consejo Escolar del Plantel** el día 22/10/25 y estarán en vigor por un período de un año escolar. La escuela distribuirá las Normas a todas las familias en o antes del 1-11-25. Cuando sea posible, la Escuela Intermedia de Inmersión Dual Keller proporcionará una copia de estas Normas a las familias en un idioma que puedan comprender.



10/23/25
Fecha

REFERENCIAS LEGALES CÓDIGO DE EDUCACIÓN 11500-11506 Programas para fomentar la participación de los padres
CÓDIGO LABORAL 230.8 Tiempo libre para visitar la escuela del niño - Aprobado: 28 de enero de 1991-Revisado:1 de marzo de 1994- 6 de febrero de 2001 -7 de marzo de 2007 DISTRITO ESCOLAR UNIFICADO DE LONG BEACH: Para escuelas primarias, K-8 y secundarias, revisado 7/2023

Revisado el 22/10/25