



# **Cleveland Elementary**

School Plan for Student Achievement  
2025-2026

This **School Plan for Student Achievement** (SPSA) is a plan of actions to raise the performance of all students 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

**Goal #1: SBAC Met/Exc Grade 3**

Analysis of Grade 3 SBAC English Language Arts data indicates that students within the Dashboard Red/Orange groups—particularly Socioeconomically Disadvantaged students and Students with Disabilities—demonstrate lower proficiency rates than the overall Grade 3 population. These students are disproportionately represented in the Nearly Met and Not Met performance levels, contributing to persistent achievement gaps that limit growth beyond the current 80% Met/Exceeded benchmark.

**Goal #1a: FRSA Met/Exc**

Review of Spring Foundational Reading Skills assessment data indicates that while overall K–2 performance improved to 89% meeting or exceeding expectations in June 2025, students within the Dashboard Red/Orange groups—particularly Socioeconomically Disadvantaged students and Students with Disabilities—continue to demonstrate lower rates of proficiency compared to their peers. These students are disproportionately represented among those not yet meeting foundational literacy benchmarks.

Socioeconomically Disadvantaged students show ongoing needs in phonemic awareness, phonics, and automaticity, which may be influenced by variability in early literacy exposure and access to supplemental practice. Students with Disabilities require consistent, explicit, and systematically scaffolded instruction, aligned with IEP goals, to develop foundational reading skills such as decoding and word recognition. Without targeted early interventions and regular progress monitoring, students in these Dashboard groups are less likely to demonstrate the accelerated growth needed to reach the 95% proficiency target by June 2026.

**Goal #1b: Fluency Met/Exc**

Analysis of Spring 2025 reading fluency data indicates that while 84% of students in grades 1–3 met or exceeded fluency benchmarks, students within the Dashboard Red/Orange groups—particularly Socioeconomically Disadvantaged students and Students with Disabilities—continue to demonstrate lower fluency rates than their peers. These students are overrepresented among those not meeting grade-level fluency expectations, contributing to variability in overall outcomes.

Socioeconomically Disadvantaged students show ongoing needs in automaticity, accuracy, and sustained oral reading practice, which impact fluency development. Students with Disabilities require explicit, repeated fluency instruction and accommodations aligned to IEP goals, particularly in decoding and pacing. Although the overall percentage meeting benchmarks exceeded the 2026 target, the data indicates that performance among Dashboard Red/Orange groups has not yet stabilized, and without targeted instructional supports and consistent progress monitoring, gains for these students may not be sustained through June 2026.

**Goal #1c: i-Ready Reading Early On/Mid Above**

Review of i-Ready Reading Diagnostic 3 data from March 2025 indicates that while 81% of students in grades 1–3 were performing on or above grade level, students within the Dashboard Red/Orange groups—particularly Socioeconomically Disadvantaged students and Students with Disabilities—continue to demonstrate lower rates of grade-level performance than their peers. These students are disproportionately represented among those performing below grade level, impacting overall cohort results.

## ELA Goals

### Goal #1: SBAC Met/Exc Grade 3

The percentage of Grade 3 students who met or exceed grade level standards on the state English Language Arts SBAC assessment will grow from 80% in June 2025 to 90% by June 2026.

### Goal #1a: FRSA Met/Exc

By June 2026, 95% of students in grade K-2 will meet or exceed on the Spring Foundational Reading Skill assessment, from 89% in June 2025.

### Goal #1b: Fluency Met/Exc

By June 2026, 82% of students in grade 1-3 will meet or exceed on the Spring fluency assessments from 84% in June 2025.

### Goal #1c: i-Ready Reading Early On/Mid Above

By June 2026, 80% of students in grade 1-3 will be on or above grade level on i-Ready Reading Diagnostic 3 assessment, from 81% in March 2025.

### Action Plan

Action Step 1: Strengthen Tier 1 ELA Instruction (K–3)

### What we'll do

Implement standards-aligned ELA instruction with explicit instruction in:

Phonological awareness, phonics, and decoding (K–2)

Fluency practice (K–3)

Vocabulary and text-based comprehension (K–3)

Ensure daily protected ELA instructional blocks across all grade levels.

Use common pacing guides and instructional expectations.

### Who

Classroom teachers

Instructional coach / admin support

Timeline

August 2025 – June 2026

Connected Goals

Goal #1, #1a, #1b, #1c

Action Step 2: Data-Driven Small Group Instruction

What we'll do

Use assessment data (FRSA, fluency measures, i-Ready) to:

Identify students needing targeted support

Group students flexibly for skill-based instruction

Provide targeted small-group instruction at least 3–5 times per week.

Adjust groups after each assessment cycle.

Who

Classroom teachers

Interventionists / support staff

Timeline

September 2025 – May 2026

Connected Goals

Goal #1a, #1b, #1c

Action Step 3: Tier 2 & Tier 3 Reading Interventions

What we'll do

Provide evidence-based interventions for students below benchmark:

Foundational skills (K–2)

Fluency and comprehension (1–3)

Monitor intervention fidelity and student response.

Collaborate during SST/RTI meetings to refine supports.

Who

Intervention teachers

Classroom teachers

Admin / support teams

Timeline

September 2025 – June 2026

Connected Goals

Goal #1a, #1b, #1c

Action Step 4: Vertical Collaboration & Professional Learning

What we'll do

Conduct grade-level and vertical articulation meetings focused on:

Assessment analysis

Instructional strategies tied to student need

Provide professional learning on:

Foundational literacy

Fluency development

Reading comprehension strategies aligned to SBAC demands

Who

Teachers (K-3)

Coaches / admin

Timeline

Quarterly (Oct, Jan, March, May)

Connected Goals

Goal #1, #1a, #1b, #1c

Progress Monitoring Plan

Assessment / Data Source Grades Frequency What We Monitor How Data Is Used

Foundational Reading Skills Assessment (FRSA) K–2 Fall, Winter, Spring % Met/Exceeded Adjust Tier 1 instruction and intervention groups

Fluency Assessments 1–3 Fall, Winter, Spring Accuracy, rate, prosody; % Met/Exceeded Identify fluency gaps and monitor intervention impact

i-Ready Reading Diagnostics 1–3 3x/year % Early On/On/Above Grade Level Guide small-group instruction and growth goals

Classroom-Based Formative Assessments K–3 Ongoing Skill mastery and progress Immediate instructional adjustments

SBAC ELA Results Grade 3 Annually % Met/Exceeded Evaluate overall program effectiveness and alignment

## Comprehensive Needs Assessment: Mathematics

### Math Findings

Analysis of California School Dashboard and Math SBAC data indicates that Cleveland Elementary School is currently performing in the Red/Orange performance levels for mathematics, reflecting lower overall proficiency rates and persistent achievement gaps. Students within the Dashboard Red/Orange groups—particularly Socioeconomically Disadvantaged students and Students with Disabilities—are disproportionately represented in the Nearly Met and Not Met categories on the Math SBAC assessment.

Data trends show that these student groups experience ongoing challenges in conceptual understanding, problem-solving, and application of grade-level mathematical reasoning, which limits progress toward meeting grade-level standards. Students with Disabilities continue to require explicit instruction, scaffolded supports, and accommodations aligned to IEP goals, while Socioeconomically Disadvantaged students benefit from consistent access to high-quality, standards-aligned math instruction and targeted intervention.

These findings indicate that current instructional outcomes are not yet sufficient to reach the 85% Met/Exceeded target by June 2026 without intentional, targeted supports. Focused instructional planning, progress monitoring, and equitable access to Tier 2 and Tier 3 interventions are necessary to improve math outcomes for students in the Dashboard Red/Orange groups.

### Math Goals

By June 2026, 85% of students will meet or exceed grade-level standards on the Math SBAC assessment.

Action Plan

Action Step 1: High-Quality Tier 1 Math Instruction

Description

Implement consistent, standards-aligned math instruction with an emphasis on:

Conceptual understanding, procedural fluency, and application

Mathematical discourse and problem-solving aligned to SBAC task types

Use of visual models, manipulatives, and real-world contexts

Who

Classroom teachers

Instructional coach / site administration

Timeline

August 2025 – June 2026

Action Step 2: Data-Driven Small Group Instruction

Description

Use formative and summative assessment data to:

Identify priority math standards and student learning gaps

Form flexible, skill-based small groups

Provide targeted instruction 3–5 times per week

Adjust instruction following each assessment window

Who

Classroom teachers

Intervention staff

Timeline

September 2025 – May 2026

Action Step 3: Targeted Math Interventions (Tier 2 & Tier 3)

Description

Provide targeted interventions for students below benchmark focusing on:

Number sense and operations

Problem-solving strategies

Mathematical reasoning and academic language

Interventions will be monitored for fidelity and adjusted through RTI/SST processes.

Who

Intervention teachers

Classroom teachers

Support staff / administration

Timeline

September 2025 – June 2026

Action Step 4: Professional Learning & Collaborative Planning

Description

Engage teachers in ongoing professional learning and collaboration focused on:

Analyzing student work and assessment data

Effective math instructional strategies aligned to SBAC rigor

Vertical articulation to ensure coherence across grade levels

Who

Teachers

Instructional coach / administration

Timeline

Quarterly (Fall, Winter, Spring, Late Spring)

Progress Monitoring Plan

Data Source Grade(s) Frequency Metric Monitored Use of Data

Classroom Formative Assessments All grades 2–3x per year % At/Above Benchmark Identify students needing intervention

Interim/Benchmark Assessments All grades 2–3x per year % At/Above Benchmark Identify students needing intervention

i-Ready Math Diagnostics (if applicable) Grades using i-Ready 3x/year % On/Above Grade Level Monitor growth and target skills

Math Intervention Progress Monitoring Targeted students Bi-weekly/Monthly Skill mastery and growth Adjust intervention supports

SBAC Math Assessment Tested grades Annually % Met/Exceeded Evaluate overall program effectiveness

## Comprehensive Needs Assessment: English Learners

### English Learner Findings

## English Learner Goals

### Comprehensive Needs Assessment: Culture/Climate Domain

#### Culture/Climate Findings

##### Chronic Absenteeism

Review of California School Dashboard and site-level attendance data indicates that chronic absenteeism remains elevated at Cleveland Elementary School, resulting in an Orange performance level on the 2024 Dashboard. Students within the identified Dashboard groups—particularly Socioeconomically Disadvantaged students and Students with Disabilities—are disproportionately represented among students classified as chronically absent.

Data trends suggest that these student groups experience greater attendance barriers, including health-related needs, inconsistent access to transportation, family circumstances, and the need for coordinated school-based supports. Inconsistent attendance has limited students' access to core instruction and intervention services, contributing to gaps in both academic performance and school connectedness. These findings highlight the need for systematic attendance monitoring, early outreach, and targeted family engagement strategies to improve attendance outcomes and strengthen school climate for students in the Dashboard Orange groups.

#### Culture/Climate Goals

##### Chronic Absenteeism

By June 2026, Cleveland Elementary School will reduce chronic absenteeism among students in the Dashboard Orange performance level, with a targeted focus on Socioeconomically Disadvantaged students and Students with Disabilities, as measured by an increase in regular attendance and a corresponding decrease in chronic absenteeism rates, as reflected on the California School Dashboard.

##### Action Plan

Action Step 1: Early Identification and Monitoring of Attendance

##### Description

Implement a systematic process to identify and monitor students at risk for chronic absenteeism by:

Reviewing attendance data weekly

Identifying students approaching chronic absenteeism thresholds (10% or more of instructional days missed)

Prioritizing Socioeconomically Disadvantaged students and Students with Disabilities for early outreach

Who

Site administration

Attendance clerk

Teachers

Timeline

August 2025 – June 2026

Aligned Focus

Early intervention and prevention

Action Step 2: Tiered Attendance Interventions

Description

Provide tiered supports to address attendance barriers, including:

Tier 1: Schoolwide attendance expectations, positive messaging, and incentives

Tier 2: Targeted outreach (phone calls, meetings, attendance contracts) for students with emerging attendance concerns

Tier 3: Individualized plans, SST/Attendance Review Team meetings, and coordination with support services for students with chronic absenteeism

Who

Administration

Counselors / social workers

Teachers

Support staff

Timeline

September 2025 – June 2026

Aligned Focus

Socioeconomically Disadvantaged students

Students with Disabilities

Action Step 3: Family Engagement and Communication

Description

Strengthen partnerships with families by:

Communicating clear expectations about attendance and its impact on student achievement

Providing regular attendance updates to families

Offering meetings and support to address barriers (transportation, health, social-emotional needs)

Who

Teachers

Administration

Support staff

Timeline

Ongoing throughout the school year

Aligned Focus

Family-school collaboration

Action Step 4: Collaboration with Student Support Services

Description

Coordinate with internal and external support services to address underlying causes of absenteeism, including:

Counseling and mental health supports

Special education case management and IEP attendance goals when appropriate

Community resources and wraparound services

Who

Counselors / social workers

Special education team

Administration

Timeline

September 2025 – June 2026

Aligned Focus

Students with Disabilities

Students with high levels of need

Progress Monitoring Plan

Data Source Student Group(s) Frequency Metric Monitored Use of Data

Attendance Records (Aeries/PowerSchool) All students; targeted subgroups Weekly % Attendance; days absent Identify at-risk students and trigger interventions

Chronic Absenteeism Reports Dashboard subgroups Monthly % Chronically Absent Monitor progress toward reduction goals

Attendance Intervention Logs Tier 2 & Tier 3 students Ongoing Intervention type and outcomes Evaluate effectiveness of supports

SST / Attendance Review Team Notes Identified students As needed Attendance improvement plans Adjust individualized supports

California School Dashboard Schoolwide & subgroups Annually Performance level change Evaluate overall goal attainment

## 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  Goal #1: After Diagnostic 3 on i-Ready, Grade 3-5 students will achieve at least one year of academic growth in literacy by June 2025.	Goal Partially or Not Met	Data Analysis of Goal Attainment and Selected Programs and Services that Impacted Goal Attainment  Cleveland Elementary implemented a comprehensive literacy improvement plan focused on	Based on progress monitoring from i-Ready Diagnostics 1 and 2, Foundational Reading Skills Assessments, classroom fluency measures, and SBAC trend data, Cleveland Elementary will refine several programs and services to strengthen student literacy outcomes during the current school year. These adjustments are designed to accelerate growth

<p>Goal #2: 84% of 3-5 students will score Met/Exceeded on SBAC, up from 81%.</p> <p>Goal #3: 50% Grade 4-5 students who were Not Met or Nearly Met on the prior year's SBAC ELA will meet their accelerated growth target in June 2025, up from 18%</p> <p>Goal #4: 96% of K-2 students will be proficient on the Foundational Reading Skills Assessment by June 2025</p> <p>Goal #5: 85% of 3-5 students will be met or exceeded on fluency by June 2025</p> <p>Action Plan Summary</p> <ul style="list-style-type: none"> <li>-Use of i-Ready personalized instruction</li> <li>-Small group instruction based upon area of identified student need</li> <li>-Teacher data chats</li> <li>-Student data chats</li> <li>-Parents Workshops about ELA and Math i-Ready</li> <li>-Student growth celebrations for all students</li> <li>-ELA intervention/tutoring provided both during school day</li> </ul>	<p>differentiated instruction, targeted intervention, foundational skills development, and data-driven decision-making to support student achievement across TK–Grade 5. Progress toward the following goals was monitored using i-Ready Diagnostics 1 and 2, Foundational Reading Skills Assessments, classroom fluency measures, and SBAC data trends.</p> <p>Goal #1</p> <p>After Diagnostic 3 on i-Ready, Grades 3–5 students will achieve at least one year of academic growth in literacy by June 2025.</p> <p>Programs and Services Supporting Goal Attainment</p> <ul style="list-style-type: none"> <li>Implementation of i-Ready Personalized Instruction</li> <li>Small-group differentiated instruction based on diagnostic results</li> <li>Teacher data chats and student data chats</li> <li>Parent workshops supporting i-Ready literacy and math engagement</li> <li>Daily spiral review</li> <li>Grade-level collaboration cycles</li> </ul>	<p>for students performing below grade level while maintaining strong Tier 1 instruction for all learners.</p> <p>Strengthening Use of i-Ready Personalized Instruction</p> <p>Planned Modification</p> <ul style="list-style-type: none"> <li>Increase structured weekly monitoring of student lesson completion and pass rates</li> <li>Establish grade-level expectations for minutes-on-task and lesson progress</li> <li>Continue regular teacher and student data chats aligned to growth targets</li> </ul> <p>Expanding Targeted Small-Group Instruction</p> <p>Planned Modification</p> <ul style="list-style-type: none"> <li>Refine small-group rotations using Diagnostic 2 data</li> <li>Increase frequency of regrouping based on progress-monitoring results</li> <li>Prioritize instruction aligned to SBAC priority standards</li> </ul> <p>Increasing Intervention Support for Students Needing Accelerated Growth</p> <p>Planned Modification</p> <ul style="list-style-type: none"> <li>Expand targeted intervention opportunities during the instructional day</li> </ul>
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<p>and after school (by RSP teacher, IIC, and retired teachers)</p> <ul style="list-style-type: none"> <li>-Incorporation of collaborative grade level planning</li> <li>-TK-2 Daily Decoding Routine</li> <li>-Science of Reading instruction</li> <li>-Teacher Professional Development (QCI training, site PD on rigor and engagement, site PD on accommodation and modification to meet the needs of students in Cleveland's Special Education program)</li> <li>-Daily Spiral Review</li> <li>-Incorporation of Heggerty</li> <li>- Collaboration between Cleveland's RSP teacher and teachers who have students with IEP who are receiving RSP support to goals are being targeted, accommodations are being met, data and student work samples are being collected</li> </ul> <p>Progress Monitoring</p> <p>i-Ready Diagnostic 1</p> <p>i-Ready Diagnostic 2</p> <p>Foundational Skill Reading Assessment</p> <p>Classroom fluency test</p>	<p>Targeted ELA intervention during and after school (RSP teacher, IIC, retired teachers)</p> <p>Progress Monitoring Tools</p> <p>i-Ready Diagnostic 1</p> <p>i-Ready Diagnostic 2</p> <p>Classroom formative assessments</p> <p>Impact</p> <p>Diagnostic data from i-Ready informed instructional grouping and intervention placement. Teachers used student-level reports during collaborative planning to adjust instruction and monitor progress toward stretch growth targets. Student data chats increased ownership of learning goals and contributed to improved engagement in personalized instruction pathways.</p> <p>Goal #2</p> <p>84% of Grades 3–5 students will score Met/Exceeded on SBAC, increasing from 81%.</p> <p>Programs and Services Supporting Goal Attainment</p> <p>Science of Reading instructional</p>	<p>Continue after-school tutoring with prioritized enrollment for students in the Not Met and Nearly Met SBAC performance bands</p> <p>Strengthen coordination between classroom teachers, intervention staff, and the RSP teacher</p> <p>Increasing Focus on Fluency Development in Grades 3–5</p> <p>Planned Modification</p> <p>Implement additional structured fluency practice during small-group instruction</p> <p>Increase monitoring of fluency benchmarks across grade levels</p> <p>Provide targeted fluency intervention for students below expectations</p> <p>Expanding Collaborative Planning and Data Analysis Cycles</p> <p>Planned Modification</p> <p>Continue structured grade-level collaboration focused on literacy standards</p> <p>Increase use of student work analysis during PLC meetings</p> <p>Strengthen vertical articulation between grade levels</p>
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practices  
Collaborative grade-level planning  
Daily spiral review targeting priority standards  
Professional development on rigor and engagement  
Professional development on accommodations and modifications for students with disabilities  
Ongoing classroom-based fluency monitoring

Progress Monitoring Tools

i-Ready Diagnostics 1 and 2  
Classroom benchmark assessments  
Interim standards-based assessments

Impact

Teachers strengthened Tier 1 instruction through structured literacy practices and standards-aligned planning. Increased vertical alignment across grade levels supported consistent implementation of literacy strategies, particularly in comprehension and vocabulary development aligned with SBAC expectations.

Goal #3

50% of Grades 4–5 students who previously scored Not Met or Nearly Met on SBAC ELA will meet their accelerated growth target by June 2025 (increase from 18%).

Programs and Services Supporting Goal Attainment

Targeted small-group instruction based on diagnostic data  
RSP collaboration to align intervention goals with IEP targets  
After-school tutoring programs  
Data chats with students focused on growth targets  
Progress monitoring through fluency and comprehension measures

Progress Monitoring Tools

i-Ready Diagnostics  
Classroom fluency assessments  
Targeted intervention progress-monitoring tools

Impact

Students identified for accelerated growth received intensified support through intervention blocks and after-school tutoring. Collaboration between classroom teachers and

the RSP teacher ensured alignment between intervention strategies and individual learning goals. These supports increased access to grade-level content while strengthening foundational literacy skills.

Goal #4

96% of K–2 students will be proficient on the Foundational Reading Skills Assessment by June 2025.

Programs and Services Supporting Goal Attainment

TK–2 Daily Decoding Routine  
Science of Reading instructional framework  
Implementation of Heggerty phonemic awareness routines  
Targeted foundational skills small groups

Progress Monitoring Tools

Foundational Reading Skills Assessment  
Classroom phonics and decoding assessments

Impact

Structured phonemic awareness and decoding routines strengthened early literacy instruction across primary grades. Consistent implementation of Heggerty and daily decoding routines improved student mastery of foundational reading skills and supported early identification of students requiring intervention.

85% of Grades 3–5 students will meet or exceed fluency benchmarks by June 2025.

Programs and Services Supporting Goal Attainment

Classroom fluency progress monitoring  
Targeted fluency instruction during small-group time  
Spiral review routines supporting automaticity  
Intervention and tutoring supports

Progress Monitoring Tools

Classroom fluency assessments  
Teacher-created fluency tracking tools  
i-Ready reading data trends

Impact

Regular fluency monitoring allowed teachers to adjust instruction and provide targeted support for students below benchmark levels. Increased opportunities for repeated reading practice and structured fluency instruction contributed to improvements in reading rate, accuracy, and comprehension readiness.

#### Overall Summary of Program Effectiveness

Cleveland's literacy action plan emphasized data-driven instruction, early foundational skills development, targeted intervention, and collaborative professional practices. The combination of i-Ready diagnostics, structured literacy routines, intervention supports, and teacher collaboration strengthened Tier 1 instruction while providing additional support for students requiring acceleration or remediation.

Ongoing progress monitoring through Diagnostics 1 and 2, Foundational Skills Assessments, and fluency measures ensured instructional adjustments were responsive to student needs and

			aligned with site literacy goals.	
Math	<p>1) Goal #1: After Diagnostic 3 on i-Ready, Grade 3-5 students will achieve at least one year of academic growth in math.</p> <p>Goal #2: 84% of 3-5 students will score Met/Exceeded on SBAC, up from 81%.</p> <p>Goal #3: 50% Grade 4-5 students who were Not Met or Nearly Met on the prior year's SBAC Math will meet their accelerated growth target in June 2025, up from 19%</p> <p>Action Plan Summary</p> <p>Use of i-Ready personalized instruction</p> <p>Small group instruction based upon area of identified student need</p> <p>Teacher data chats</p> <p>Student data chats</p> <p>Parents Workshops about i-Ready</p>	Goal Partially or Not Met	<p>Goal #1</p> <p>After Diagnostic 3 on i-Ready, Grades 3–5 students will achieve at least one year of academic growth in mathematics.</p> <p>Programs and Services Supporting Goal Attainment</p> <p>Implementation of i-Ready Personalized Instruction</p> <p>Small-group differentiated instruction based on diagnostic results</p> <p>Teacher data chats focused on student progress toward growth targets</p> <p>Student data chats supporting goal-setting and ownership</p> <p>Daily spiral review to reinforce prerequisite skills</p> <p>Use of ST Math for conceptual understanding and problem-solving practice</p> <p>Math intervention and tutoring during and after school</p> <p>Progress Monitoring Tools</p> <p>i-Ready Diagnostic 1</p> <p>i-Ready Diagnostic 2</p>	<p>Strengthening Implementation of i-Ready Personalized Instruction</p> <p>Planned Modification</p> <p>Increase monitoring of student lesson completion and pass rates</p> <p>Establish consistent grade-level expectations for weekly minutes-on-task</p> <p>Use Diagnostic 2 results to refine individualized learning pathways</p> <p>Refining Small-Group Instruction Based on Diagnostic and IAB Data</p> <p>Planned Modification</p> <p>Adjust instructional groupings more frequently based on progress-monitoring data</p> <p>Prioritize instruction aligned to major cluster standards and SBAC priority skills</p> <p>Increase differentiation within Tier 1 math instruction</p> <p>Expanding Targeted Intervention for Students Requiring Accelerated Growth</p> <p>Planned Modification</p> <p>Prioritize intervention placement for Grades 4–5 students previously scoring Not Met and Nearly Met on SBAC Math</p>

<p>Student growth celebrations</p> <p>Math intervention/tutoring provided both during school day and after school</p> <p>Incorporation of collaborative grade level planning</p> <p>Teacher Professional Development Daily Spiral Review Math concepts practice through student use of ST Math Progress Monitoring</p> <p>i-Ready Diagnostic 1</p> <p>i-Ready Diagnostic 2</p> <p>IABs</p> <p>Unit Assessments</p>	<p>Classroom formative assessments Unit assessments</p> <p>Impact Teachers used i-Ready diagnostic data to identify skill gaps and adjust instruction through targeted small-group rotations. Student data chats increased awareness of individual growth goals and strengthened engagement in personalized instruction pathways. The use of ST Math supported conceptual understanding and persistence with problem-solving tasks, contributing to measurable progress toward annual growth expectations.</p> <p>Goal #2 84% of Grades 3–5 students will score Met/Exceeded on SBAC Math, increasing from 81%.</p> <p>Programs and Services Supporting Goal Attainment</p> <p>Collaborative grade-level planning aligned to priority standards Daily spiral review supporting retention of prerequisite skills Teacher professional development focused on rigor and engagement in mathematics instruction</p>	<p>Continue math tutoring during and after school with targeted enrollment Increase coordination between classroom teachers and intervention providers</p> <p>Increasing Strategic Use of ST Math to Strengthen Conceptual Understanding</p> <p>Planned Modification</p> <p>Establish consistent weekly usage expectations across grade levels Monitor puzzle completion progress during PLC collaboration cycles Align ST Math usage to current grade-level standards and intervention needs</p> <p>Strengthening Collaborative Grade-Level Planning and Data Cycles</p> <p>Planned Modification</p> <p>Increase use of student work analysis during grade-level collaboration meetings Use IAB results to guide reteaching and instructional adjustments Strengthen vertical articulation between grade levels</p> <p>Enhancing Daily Spiral Review to Support Retention of Foundational Skills</p> <p>Planned Modification</p>
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Continued use of i-Ready personalized pathways aligned to standards  
Implementation of Interim Assessment Blocks (IABs) to monitor readiness for SBAC expectations  
Parent workshops supporting student use of i-Ready at home

Progress Monitoring Tools

i-Ready Diagnostics 1 and 2  
Interim Assessment Blocks (IABs)  
Classroom unit assessments

Impact

Collaborative planning strengthened standards alignment and instructional consistency across grade levels. Daily spiral review routines reinforced foundational skills needed for multi-step problem solving. The use of IABs provided teachers with actionable standards-based data to adjust instruction prior to SBAC testing windows.

Goal #3

50% of Grades 4–5 students who previously scored Not Met or Nearly Met on SBAC Math will meet their accelerated growth target by June

Align spiral review routines more closely with prerequisite standards identified through diagnostic data  
Incorporate regular cumulative review opportunities into math instruction

2025 (increase from 19%).

Programs and Services Supporting Goal Attainment

Targeted small-group instruction based on diagnostic placement levels

During-school and after-school math intervention/tutoring

Teacher and student data chats focused on accelerated growth goals

ST Math implementation to strengthen conceptual understanding

Ongoing collaboration between classroom teachers and intervention staff

Progress Monitoring Tools

i-Ready Diagnostics

Interim Assessment Blocks (IABs)

Classroom unit assessments

Intervention progress monitoring tools

Impact

Students identified for accelerated growth received additional instructional time and targeted support aligned to priority standards. ST Math provided

opportunities for visual problem-solving experiences that strengthened conceptual understanding for students performing below grade level. Ongoing progress monitoring allowed instructional teams to adjust supports and maintain focus on closing achievement gaps.

#### Overall Summary of Program Effectiveness

Cleveland Elementary's mathematics action plan emphasized:

data-driven instructional decision-making  
targeted intervention supports conceptual understanding through ST Math  
structured spiral review of prerequisite skills  
collaborative teacher planning and professional development

These combined efforts strengthened Tier 1 instruction while providing additional support for students requiring acceleration. Ongoing progress monitoring through i-Ready Diagnostics, IABs, and unit assessments ensured

			instruction remained responsive to student needs and aligned with site math achievement goals.	
English Learner	<p>1) Goal: 50% percent or more English Learners will make progress toward English language proficiency, as determined by the English Learner Progress Index (ELPI) by June 2025, up from 46% as of June 2024</p> <p>Action Plan:</p> <p>TK-2 Daily Decoding Routine  Science of Reading instruction  Teacher Professional Development  Daily Spiral Review  Incorporation of Heggerty  Small Group Instruction and Intervention</p>	Goal Met	<p>Progress toward this goal has been supported through targeted literacy instruction aligned with the Science of Reading framework and structured daily instructional routines designed to strengthen foundational language skills. Implementation of a TK–2 Daily Decoding Routine provided English Learners with consistent exposure to phonemic awareness, phonics, and word recognition strategies, which are essential components for developing reading proficiency and supporting overall language acquisition.</p> <p>The incorporation of Heggerty Phonemic Awareness routines strengthened students' ability to hear, identify, and manipulate sounds in spoken words. These skills are strongly connected to early literacy development and helped accelerate progress for English Learners at the foundational level.</p> <p>Daily Spiral Review further reinforced previously taught concepts through structured</p>	<p>Strengthening Targeted Small Group Instruction  Small group instruction will continue to be prioritized with increased use of formative assessment data to more precisely group students based on specific language development needs. Teachers will incorporate structured opportunities for oral language practice, vocabulary development, and sentence frames to support English Learners in both foundational literacy and academic language growth.</p> <p>Expanding Structured Oral Language Opportunities Within Science of Reading Instruction  While decoding routines support foundational skills, additional emphasis will be placed on structured partner talk, academic discourse routines, and vocabulary development embedded within daily literacy instruction to accelerate language proficiency growth.</p> <p>Refining Implementation of Heggerty and Daily Decoding Routines  Teachers will continue implementing daily phonemic awareness and decoding routines with greater attention to consistency across classrooms and alignment with identified student needs. Additional differentiation within these routines will ensure support for students at varying English proficiency levels.</p>

			<p>repetition and retrieval practice. This instructional strategy supported retention of vocabulary, phonics patterns, and language structures critical for ELPI growth.</p> <p>Small Group Instruction and Intervention allowed teachers to differentiate instruction based on students' language proficiency levels and specific learning needs. Targeted support ensured English Learners received additional practice in decoding, vocabulary development, and oral language skills, increasing access to grade-level content.</p> <p>Ongoing Teacher Professional Development focused on Science of Reading practices strengthened instructional consistency across classrooms and improved teachers' ability to implement evidence-based strategies that support multilingual learners. Collaboration and training supported teachers in refining small-group instruction, scaffolding techniques, and structured literacy routines.</p>	<p>Increasing Progress Monitoring and Data Cycles Teachers will engage in more frequent data review cycles using formative assessments to monitor English Learner progress and adjust instruction in a timely manner. Collaboration during PLC meetings will support instructional decision-making and targeted intervention planning.</p> <p>Ongoing Professional Development Focused on Supporting English Learners Professional learning will continue to strengthen teacher capacity in Science of Reading practices with an increased focus on scaffolding strategies for multilingual learners, integrated language development strategies, and effective use of structured student interaction to promote language growth.</p> <p>Strengthening Intervention Supports Supplemental intervention opportunities will be expanded where possible to provide additional time and targeted instruction for English Learners who require accelerated support to meet proficiency growth targets</p>
Culture/Climate	<p>1) Goal</p> <p>By June 2025, a favorable Sense of Belonging (School</p>	Goal Met	<p>Progress toward increasing students' sense of belonging was supported through intentional schoolwide social-emotional learning practices,</p>	<p>Expand Structured Opportunities for Student Voice and Leadership Additional opportunities will be created for students to share input through Student Advisory</p>

Connectedness) CORE survey response will increase 3% (80%) compared to the 2023-2024 school year.

#### Action Plan Summary

Create a school wide lesson that provides an opportunity to define happiness, agency, sense of belonging, and identity along with providing examples of what that looks like.

Continue with highlighting students with monthly awards and incentives

Continue with school wide practices of morning meeting that focus on social emotional learning through the use of Harmony lessons

Establish a Sense of Belonging committee who will showcase various cultures on campus (via morning announcements, bulletin board display, student activities)

Continue having student groups/clubs during the school

student recognition systems, expanded student voice opportunities, and increased access to inclusive enrichment experiences.

A schoolwide lesson focused on defining happiness, agency, identity, and sense of belonging helped establish a shared understanding across classrooms. Providing common language and examples supported students in recognizing how they contribute to a positive and inclusive school environment and strengthened their connection to the school community.

Monthly student recognition awards and incentives continued to highlight positive student contributions and achievements. These recognition structures supported student motivation, strengthened relationships with staff, and reinforced a culture where students feel valued and acknowledged.

Consistent implementation of Morning Meetings using Harmony social-emotional learning lessons provided structured opportunities

groups, classroom discussions, and leadership roles beyond Student Council. Increasing student participation in decision-making processes will strengthen students' sense of ownership and connection to the school community.

**Increase Visibility and Frequency of Cultural Representation Activities**  
The Sense of Belonging committee will expand its work by increasing the frequency of culturally responsive announcements, bulletin board displays, and student-centered cultural activities. Greater visibility of diverse identities and experiences will support students in seeing themselves reflected in the school environment.

**Strengthen Implementation of Social-Emotional Learning Through Morning Meetings**  
Morning Meeting routines using Harmony lessons will continue with additional emphasis on structured relationship-building conversations, inclusive participation strategies, and explicit connections to belonging, identity, and agency. Ongoing monitoring will support consistent implementation across classrooms.

**Expand Access to Inclusive Student Recognition Opportunities**  
Student recognition systems will be reviewed to ensure they reflect diverse strengths, including leadership, perseverance, kindness, collaboration, and growth. Broadening recognition categories will help ensure more

<p>day (i.e Black Scholar of Excellence Club) and after school (i.e Student Council).</p> <p>Create opportunities for students to be a part of after school enrichment opportunities (i.e. Yoga, Coding, and Podcasting)</p> <p>Continue the collaboration with our special education and general education classes</p> <p>Continue to utilize the participation of volunteers and PTA to create experiences for students to participate in.</p> <p>Progress Monitoring</p> <p>Pulse survey data</p> <p>Student input from Student Advisory meetings and Student Council</p>	<p>for relationship building, empathy development, and peer connection. These daily routines supported classroom community building and contributed to students feeling safe, respected, and included.</p> <p>The establishment of a Sense of Belonging committee increased schoolwide visibility of diverse cultures through announcements, bulletin board displays, and student-centered activities. These efforts promoted representation and inclusivity, helping students see their identities reflected in the school environment.</p> <p>Student participation in leadership opportunities such as Student Council and affinity-based groups such as the Black Scholars of Excellence Club strengthened student voice and engagement. These groups created spaces where students could build connections, develop leadership skills, and contribute meaningfully to school culture.</p> <p>Expanded access to after-school enrichment opportunities, including Yoga, Coding, and Podcasting, provided additional avenues for</p>	<p>students feel valued and acknowledged.</p> <p>Increase Access to Clubs and Enrichment Opportunities Efforts will be made to expand participation in both during-school and after-school enrichment programs such as leadership groups, affinity-based clubs, and interest-based activities (e.g., Yoga, Coding, Podcasting). Increasing student access to these opportunities supports relationship building and strengthens school connectedness.</p> <p>Strengthen Inclusive Collaboration Between General Education and Special Education Programs Continued collaboration between general education and special education classrooms will be enhanced through shared activities, inclusive events, and cooperative learning opportunities that promote peer relationships across student groups.</p> <p>Increase Family and Community Engagement Opportunities Additional opportunities for families to participate in school events supported by PTA and volunteers will be explored to strengthen partnerships between home and school. Stronger family engagement supports students' overall sense of belonging and connection to the school community.</p> <p>Increase Use of Progress Monitoring Data to</p>
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		<p>students to explore interests, collaborate with peers, and strengthen their connection to the school community beyond the instructional day.</p> <p>Ongoing collaboration between general education and special education classrooms supported inclusive practices and increased opportunities for peer interaction across learning environments, contributing positively to school connectedness.</p> <p>Partnerships with volunteers and PTA supported community-building events and student-centered experiences that strengthened relationships between students, families, and staff.</p>	<p>Guide Decision-Making</p> <p>Pulse Survey results and student feedback from Student Advisory meetings and Student Council will continue to guide adjustments to schoolwide practices. More frequent review of student perception data will support timely responses to emerging needs.</p>
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**Program Impact**

<b>Program</b>	<b>ELA Impact</b>	<b>Math Impact</b>	<b>EL Impact</b>	<b>Climate Impact</b>
IIC and some teachers will collaboratively look at data, observe other teachers, provide feedback, and create next steps relating to both district and site focus. (PD 2)	Strong Positive Impact	Strong Positive Impact	Limited or no impact	Somewhat Impactful

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The funds will cover operational expenses, instructional materials, technology and supplemental materials. All expenses will be reported to the SSC and need to support academci achievement, student needs or improving the climate and culture of the school. (SM 1)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas. (IN 1)	Limited or no impact	Limited or no impact	Limited or no impact	Strong Positive Impact
Intervention in reading or math will be provided by staff after school for students who are not performing at grade level or below. (IN 2)	Strong Positive Impact	Strong Positive Impact	Limited or no impact	Limited or no impact
The teachers will collaboratively plan and analyze data with a TK-2 literacy focus and 3rd-5th math focus. During this release time the principal, IIC, Math Lead, Litrary Lead and/or ILT will provide teachers professional development in Language Arts, Math and/or ELD. (PD 1)	Strong Positive Impact	Strong Positive Impact	Limited or no impact	Limited or no impact

## Accountability Measure 1: Increase Achievement

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

<ul style="list-style-type: none"> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• 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.</li> </ul>	<p>listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.</p> <p>K - 2: Foundational Reading Skills Assessment (FRSA)  3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p>	<p>Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p>
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<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

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

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>
There is a need for more instructional materials and technology for students to support their academic needs, improve school climate, and improve academic achievement. Basic Services 80, Other 20	The funds will cover operational expenses, instructional materials, technology and supplemental materials. All expenses will be reported to the SSC and need to support academic achievement, student needs or improving the climate and culture of the school.	All Parents, All Staff, All Students	LCFF \$3,000 Materials - LCFF 100%	07/01/2025 - 06/30/2026 Semester	Principal	Principal and office supervisor will keep itemized list of materials purchased for student to report back to the SSC at the end of the school year. Basic Services 80, Other 20
Students need to be exposed to VAPA enrichment to increase motivation in the classroom. Other 100	As part of Prop 28, students will receive VAPA lessons during the school week.	All Students	Prop 28 \$36,033 Teacher - Elementary .2 FTE - Prop 28 100%	07/01/2025 - 06/30/2026 Daily	VAPA Teacher	Students Other 100

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
<p>TK is a full day program designed to encourage language communication and hands-on opportunities for learning. The curriculum consists of:</p> <ul style="list-style-type: none"> <li>*Math: numbers, shapes, and problem solving skills</li> <li>*Language Skills: how to effectively communicate, use new vocabulary, and follow simple directions</li> <li>*Reading Skills: alphabet letters and sounds, rhyming, how to listen for sounds and read simple words</li> <li>*Comprehension: how to ask and answer questions from books read aloud, sequence a story using pictures</li> <li>*Writing: how to hold a pencil correctly, form letters, and draw pictures to tell a story</li> <li>*Social Emotional Learning: to manage emotions, share with others, and take initiative in learning new things</li> </ul>	<p>Each year in February/ March, our school counselor visits each fifth grade classroom to explain to students the process of selecting program choices for middle school. This includes both the School of Choice and Program of Choice options, as well as the elective opportunities. During the same time frame, a parent meeting is provided whereby parents can learn the same information, and ask questions of the counselor.</p>	

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

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
CORE Survey data Culture-Climate Survey (Student-Staff)  80, Culture-Climate Survey (Parent) 20	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas.	LCFF Rec \$52,026 Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide .125 FTE - LCFF Rec 100% Recreation Aide ( 7 ) for 154 hours annually - LCFF Rec 100%	07/01/2025 - 06/30/2026 Daily	Principal	CORE Survey results

**Accountability Measure 3: Professional Development**

<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
Differentiation of ELA, Math, ELD SBAC ELA 30, SBAC Math 30, Elementary Reading - FRSA 30, EL Reclassification 10	The teachers will collaboratively plan and analyze data with a TK-2 literacy focus and 3rd-5th math focus. During this release time the principal, IIC, Math Lead, Literacy Lead and/or ILT will provide teachers professional development in Language Arts, Math and/or ELD.	LCFF \$10,096 Substitute teacher full day ( 18 ) for 2 days - LCFF 100%	08/22/2025 - 06/12/2026 Semester	Principal Teachers: TK-5th, SPED	Principal-classroom observation and feedback
To provide teachers with GATE strategies that will assist them with increasing the rigor of classroom instruction to meet the needs of students who are at grade level and above. Core Curriculum 100	Provide substitutes for teacher who will be attending Gate Trainer of Trainers professional development. This teacher will provide site teachers with professional development.	LCFF \$1,122 Substitute teacher full day ( 1 ) for 4 days - LCFF 100%	08/22/2025 - 06/12/2026 Quarterly	Principal Teacher	Through observations

<b>Professional Development</b>					
<b>Identified Need(s)</b>	<b>Planned Staff Development</b>	<b>Funding Source &amp; Cost</b>	<b>Dates/Hours of Training Session</b>	<b>Personnel</b>	<b>Tools Used for Monitoring Implementation &amp; Effectiveness</b>
Teachers provide input from the point of view of classroom teachers during the ILW, CDS, and QCV. Core Curriculum 100	Teachers (math and lit classroom leads) will collaboratively plan and analyze data with IIC and principal during Internal Learning Walk (ILW), Spring Collaborative Data Study (CDS) , and Quality Core Visit (QCV).	LCFF \$1,683 Substitute teacher full day ( 2 ) for 3 days - LCFF 100%	08/22/2025 - 06/12/2026 Quarterly	Principal IIC Math and Lit Classroom Leads	Through observations
Teachers needs opportunities to collaborate with IIC and principal to improve instructional practice that will enhance student achievement. Core Curriculum  100	To provide substitutes to support coverage of teachers for professional development, student achievement, and instruction improvement.	LCFF \$841 Substitute teacher full day ( 1 ) for 3 days - LCFF 100%	08/22/2025 - 06/12/2026 Other	Principal Teachers IIC	Through observation Analysis of student data

## Describe Teacher Involvement

Cleveland Elementary School staff are included in the site-based decision making process in regards to the use of academic assessments, the achievement of individual students, and the overall program in the following ways:

- \* Teachers at each grade level and grade level release meet collaboratively to bring coherence and consistency to the content and presentation of CCSS. During grade level meetings, teachers will share methods to integrate CCSS into Wonders & associated ancillary materials, Informational text, Response to Literature and Write From The Beginning prompts. Teachers will also analyze unit assessment data in order to provide support and ideas to determine best next steps. Teachers in grades K-5 will participate in training to become more adept at Small Group Instruction to accelerate learning.
- \* Staff participates in the site-based decision making process through the Grade Level Leadership Committee, Staff Meetings, Grade Level Meetings, School Site Council meeting, with advisement from the English Language Advisory Committee. The staff is encouraged to participate in decisions regarding the overall academic program.
- \* Staff participates in Parent/Teacher conferences (twice a year), the Student Study team process at the grade and site level to share data and collaborate instructional strategies. Staff will communicate with parents via phone calls, emails and in person.
- \* Coordinating and integrating federal, state, and local funds/services: Staff participates in the coordination and integration of the federal, state, and local funds/services process through Grade Level Leadership Committee, Staff Meetings, Grade Level Meetings, School Site Council, with advisement from the English Language Advisory Committee.
- \* QCV, ILW and CDS teams participate in grade level and cross grade level classroom walk throughs, curriculum development, Student Support Team meetings, IEPs, and staff development workshops.

## Accountability Measure 4: Parent & Community

### Parent and Community Involvement

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

### School Budget for Categorical Programs

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

Federal Programs (to Consolidate)	Allocation
Title I (3010)	\$0
Title I Parent and Family Involvement (3008)	\$0

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: 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	\$18,900

\* *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	Nicole Reyes	
Staff	Classroom Teacher	Jessica Glidden	06-11-2026
Staff	Classroom Teacher	Michelle Woolwine	06-11-2026
Staff	Classroom Teacher	Yaun Has	06-11-2027
Staff	Other School Personnel	Yesenia Roberts	06-11-2026
Community	Parent/Community Member	██████ Martinovich	06-11-2026
Community	Parent/Community Member	██████ Plummer	06-11-2026
Community	Parent/Community Member	██████ Young	06-11-2026
Community	Parent/Community Member	██████ Bidwell	06-11-2026
Community	Parent/Community Member	██████ Frisch	06-11-2027

## 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)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing
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## ELAC Recommendations

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

ELAC is not required because there are less than 21 English Learner students enrolled.



## 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
2. SSC approved the **Home-School Compact** on 10/28/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/28/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on ,
5. SSC Participated in the **Annual Evaluation** of the SPSA on 01/12/2026
6. The SPSA was approved at its meeting on 02/24/2026

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. .”

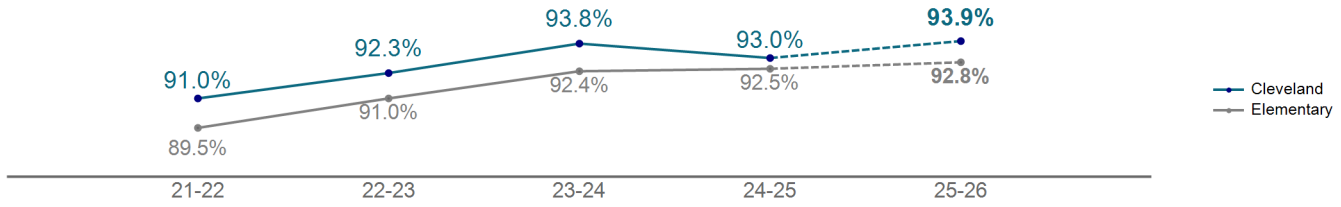
El **Título III** también es una sección de la ESEA, que proporciona fondos que respaldan la enseñanza suplementaria del idioma y el apoyo académico para los estudiantes que están aprendiendo inglés.

**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.

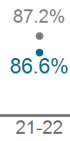
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# Attendance Rate

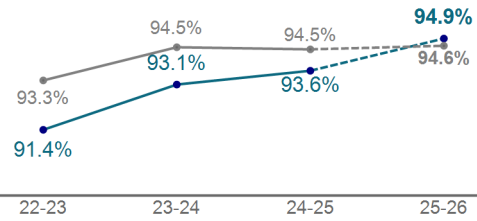
**Cleveland**  
All Students  
N = 473



## African American



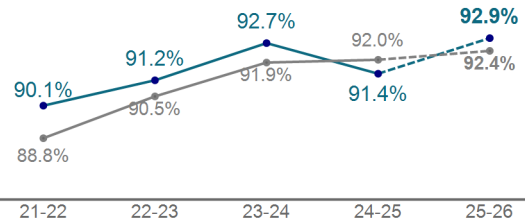
## Asian

  
N = 25


## Filipino

Subgroup with fewer than 20 students.

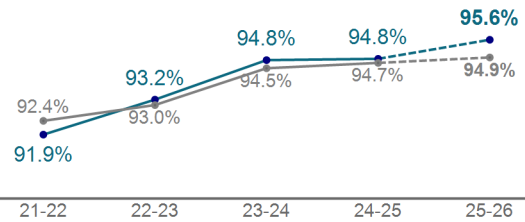
## Hispanic

  
N = 213


## Pacific Islander

Subgroup with fewer than 20 students.

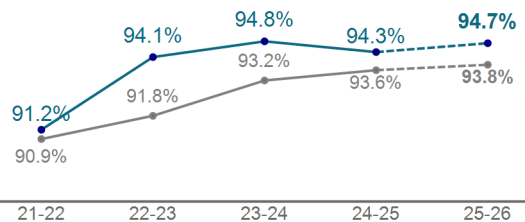
## White

  
N = 149


## Native American

Subgroup with fewer than 20 students.

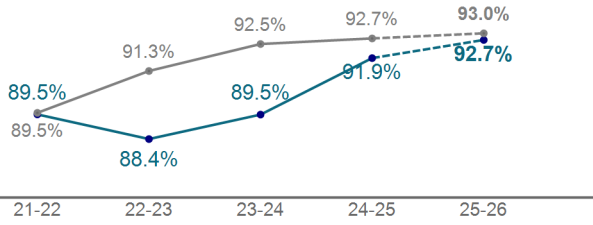
## Other

  
N = 57


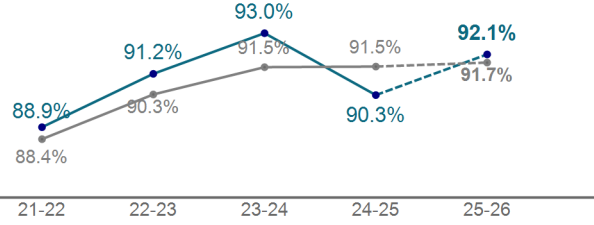
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Attendance Rate

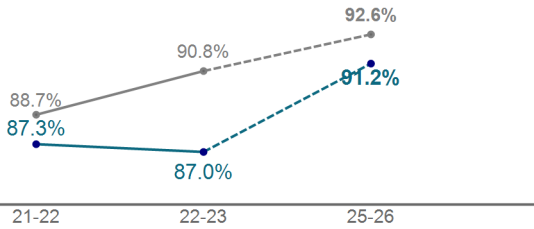
**EL + RFEP**  
N = 25



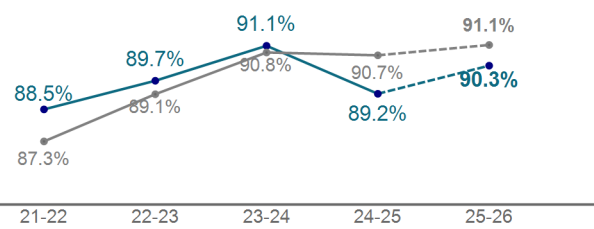
**Low SES**  
N = 119



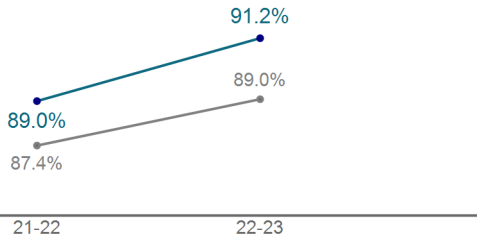
**English Learner**  
N = 20



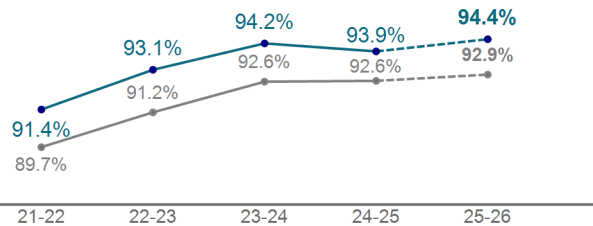
**Special Education**  
N = 103



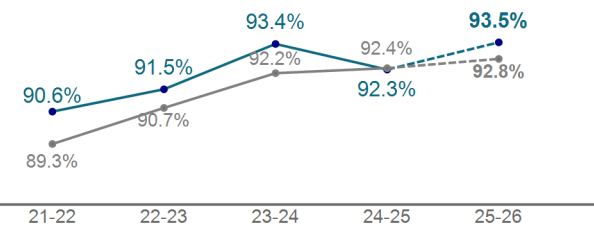
**Homeless or Foster Youth**



**Female**  
N = 216



**Male**  
N = 257



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 Cleveland 2024-2025

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

Category	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance					
<b>All Students</b>	460	460	5	17	12	27	39	21.5%	14.0%	33.7%	24.3%
<b>Grade</b>	Gr. TK	57	5	32	14	28	21	36.8%	27.1%	50.9%	37.5%
	Gr. K	67	6	28	13	18	34	34.3%	20.6%	47.8%	30.6%
	Gr. 01	71	7	17	13	31	32	23.9%	14.9%	36.6%	25.7%
	Gr. 02	65	8	11	38	43	7.7%	14.8%	18.5%	21.3%	
	Gr. 03	65	9	8	8	31	45	16.9%	5.6%	24.6%	22.2%
	Gr. 04	74	4	14	12	18	53	17.6%	14.5%	29.7%	20.7%
	Gr. 05	61	3	11	15	28	43	14.8%	6.9%	29.5%	20.5%
<b>Ethnicity</b>	African American	15	13	20	13	40	13	33.3%	18.8%	46.7%	33.8%
	Asian	25	20	12	32	36	20.0%	21.7%	32.0%	14.8%	
	Cambodian	23	9	9	35	48	8.7%	19.0%	17.4%	16.1%	
	Filipino	14	7	14	21	57	7.1%	7.1%	21.4%	13.2%	
	Hispanic	200	8	24	13	26	31	31.0%	20.8%	44.0%	26.7%
	Pacific Islander	2	50	50				100.0%		100.0%	35.1%
	White	155	3	8	12	27	50	10.3%	5.5%	22.6%	11.4%
	Other	49	2	14	8	31	45	16.3%	12.2%	24.5%	18.0%
<b>Gender</b>	Female	208	3	14	13	26	43	17.8%	9.6%	30.8%	23.6%
	Male	252	6	18	12	28	36	24.6%	17.6%	36.1%	24.9%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Data by Subgroup Cleveland 2024-2025

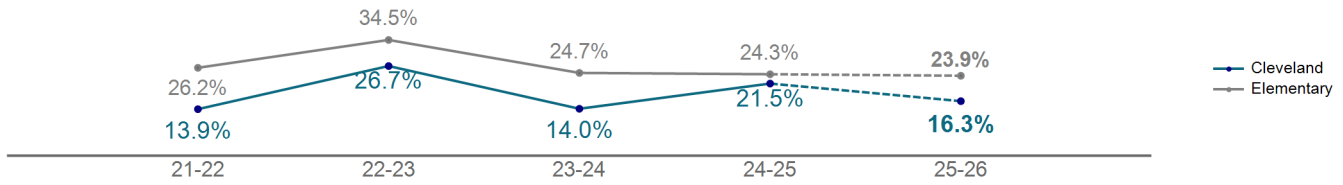
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands					Severely Chronic	Moderately Chronic	At Risk Chronic	Strong Attendance
	Low SES	131	11	24	13	24	27	35.9%	22.6%	48.9%	29.5%
	ELL	11	18	45	9	18	9	63.6%	47.4%	72.7%	26.7%
	RFEP	9			11	33	56	11.1%	0.0%	11.1%	13.6%
	EL + RFEP	20	10	30	5	25	30	40.0%	37.5%	45.0%	23.6%
	Special Ed.	95	14	27	12	22	25	41.1%	22.8%	52.6%	32.9%
	Spec Ed. Speech/RSP	23	4	17	9	30	39	21.7%	8.7%	30.4%	26.4%
	Homeless/Foster	4	25	25	25	25		50.0%	25.0%	75.0%	42.6%
	Foster	2	50	50				50.0%	0.0%	100.0%	37.8%
	Homeless	2		50		50		50.0%	28.6%	50.0%	43.6%
GATE/Excel	91	2	7	11	23	57	8.8%	3.8%	19.8%	10.5%	

The percentages may not equal 100% due to rounding.

# Percent of Students in the Moderately or Severely Chronic Categories

**Cleveland**  
All Students  
N = 473

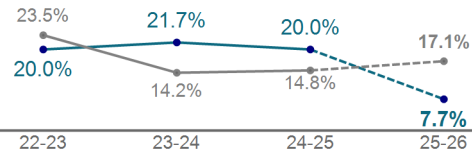


**African American**



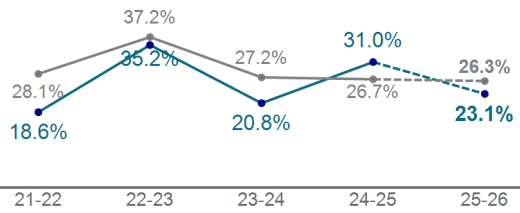
21-22

**Asian**  
N = 26



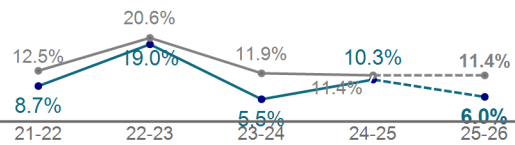
**Filipino**  
Subgroup with fewer than 20 students.

**Hispanic**  
N = 212



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

**White**  
N = 149



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

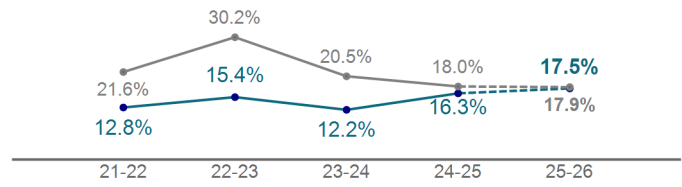
# Percent of Students in the Moderately or Severely Chronic Categories

**Native American**

Subgroup with fewer than 20 students.

**Other**

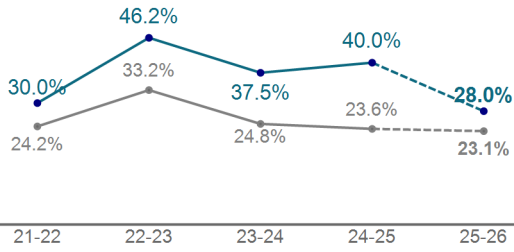
**N = 57**



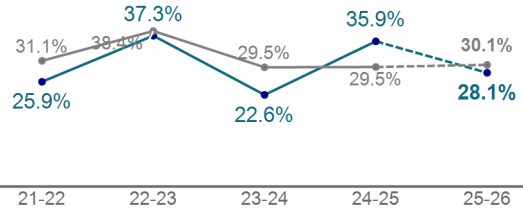
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

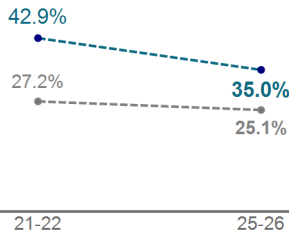
**EL + RFEP**  
N = 25



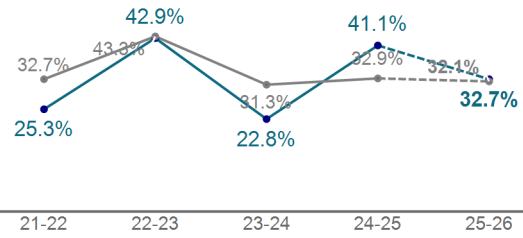
**Low SES**  
N = 121



**English Learner**  
N = 20



**Special Education**  
N = 104



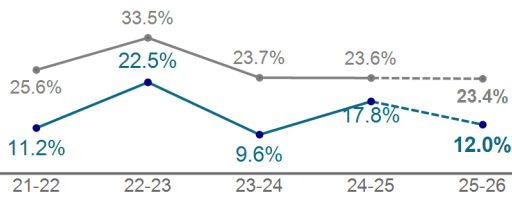
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

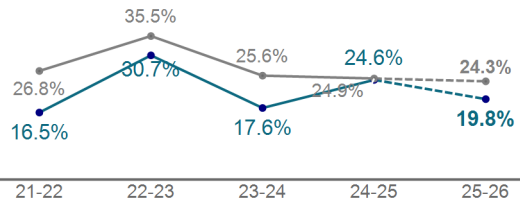
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 216



**Male**  
N = 257



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

## Cleveland

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	182	20%	6	14	32	48	80%	↓2		↓3
	All Elementary	50%	29	21	24	26	50%	↑2		↑5
	District	48%	27	22	28	24	52%	↑2		↑4
Grade	60	20%	7	13	22	58	80%	↓8		-
	All Elementary	53%	31	22	21	27	47%	↑-		-
	District	52%	30	22	21	27	48%	↑1		-
	64	22%	6	16	33	45	78%	↓1		↓8
	All Elementary	51%	31	20	22	27	49%	↑1		↑3
	District	51%	31	19	22	27	49%	↑1		↑2
	58	19%	5	14	41	40	81%	↑3		↑3
	All Elementary	46%	26	20	29	25	54%	↑4		↑8
	District	45%	26	19	29	26	55%	↑4		↑8
Ethnicity	79	22%	8	14	34	44	78%	↑1		↓4
	All Elementary	57%	34	23	24	20	43%	↑2		↑6
	District	55%	31	24	27	18	45%	↑2		↑4
	73	19%	4	15	32	49	81%	↓3		↓4
	All Elementary	22%	10	12	27	51	78%	↑1		↑3
	District	23%	10	13	31	46	77%	↑3		↑2
	13*	23%	8	15	38	38	77%	↓11		-
	All Elementary	31%	17	15	26	43	69%	↑1		↑3
	District	31%	16	16	29	40	69%	↑1		↑2
9*	22%	11	11	11	67	78%	-		-	
All Elementary	33%	17	16	26	41	67%	↑2		↑7	
District	30%	14	16	31	39	70%	↑3		↑5	

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

# SBAC ELA 2025 :: School Data by Subgroup

## Cleveland

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	Cambodian	7*	14%	14	86	86%	↑23		-	
		All Elementary	37%	20	18	26	37	63%	↑1	↑7
		District	36%	16	19	32	33	64%	↑1	↑4
	Filipino	5*	0%		20	80	100%	↑29		-
		All Elementary	27%	16	12	25	48	73%	↑-	↑4
		District	25%	9	16	30	45	75%	↑2	↑3
	African American	2*	50%	50	50	50%	↓50		-	
		All Elementary	66%	41	25	19	15	34%	↑1	↑5
		District	64%	38	25	23	13	36%	↑2	↑3
	Pacific Islander	1*	0%		100	100%	-		-	
All Elementary		59%	31	28	27	14	41%	↑7	↑8	
District		55%	30	26	35	10	45%	↑2	↑6	
Gender	Female	86	15%	5	10	33	52	85%	↓1	-
		All Elementary	47%	27	21	25	28	53%	↑1	↑4
		District	44%	23	21	30	26	56%	↑2	↑3
	Male	96	25%	7	18	31	44	75%	↓2	↓5
		All Elementary	52%	31	21	23	25	48%	↑3	↑7
		District	52%	31	22	26	22	48%	↑3	↑4
	Nonbinary	All Elementary*	50%	33	17	33	17	50%	↑50	-
District		34%	15	19	38	28	66%	↑12	↑10	
Special Populations	EL + RFEP	7*	14%	14	14	71	86%	↓14	-	
		All Elementary	67%	44	23	19	15	33%	↓-	↑6
		District	62%	37	25	25	13	38%	↑1	↑5
	ELL	1*	0%		100	100%	-		-	

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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 2025 :: School Data by Subgroup

## Cleveland

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	ELL	All Elementary	87%	63	23	11	3	13%	↓6		↑5
		District	90%	67	23	8	1	10%	↓4		↑3
	RFEP	6*	17%	17	17	67	83%	↓17		-	
		All Elementary	29%	7	22	35	37	71%	↓5		↑9
	District	39%	13	26	38	23	61%	↑2		↑5	
	GATE/Excel	80	6%	15	23	71	94%	↓3		↓3	
		All Elementary	7%	16	26	67	93%	↑2		↑2	
	District	10%	2	8	31	60	90%	↑2		↑1	
	Foster	All Elementary	69%	48	21	23	8	31%	↑12		↑13
		District	72%	50	21	22	6	28%	↑6		↑8
	Homeless	1*	0%			100	100%	-		-	
		All Elementary	71%	50	21	18	11	29%	↓1		↑6
	District	69%	45	24	21	10	31%	↑-		↑3	
	Homeless/Foster	1*	0%			100	100%	-		-	
		All Elementary	70%	49	21	19	10	30%	↑-		↑7
	District	69%	46	24	21	9	31%	↑1		↑3	
	Low SES	46	26%	7	20	35	39	74%	↓3		↑3
		All Elementary	59%	36	23	23	18	41%	↑2		↑6
District	58%	34	24	27	15	42%	↑2		↑4		
Special Ed.	27	59%	19	41	26	15	41%	↓25		-	
	All Elementary	79%	60	19	13	8	21%	↑3		↑6	
District	81%	62	20	13	6	19%	↑2		↑4		
Spec Ed. Speech/RSP	16*	69%	19	50	31		31%	↓39		-	
	All Elementary	81%	58	23	14	5	19%	↓4		↑7	

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# SBAC ELA 2025 :: School Data by Subgroup

## Cleveland

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
Spec Ed. Speech/R	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

## Cleveland

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	182	182	27%	3	24	36	36	73%	↓8		↓11
	182	All Elementary	55%	29	26	23	22	45%	↑1		↓4
		District	62%	36	25	19	19	38%	↑2		↓2
Grade	Gr. 03	60	27%	27	32	42	73%	↓13		-	
		All Elementary	51%	30	22	26	23	49%	↓-		-
		District	51%	29	21	26	23	49%	↑-		-
	Gr. 04	64	30%	5	25	36	34	70%	↓12		↓13
		All Elementary	55%	24	31	25	20	45%	↓-		↓3
		District	55%	25	30	25	21	45%	↓-		↓3
	Gr. 05	58	26%	5	21	41	33	74%	↓1		↓9
		All Elementary	60%	33	27	19	22	40%	↑3		↓4
		District	59%	33	26	19	23	41%	↑3		↓4
Ethnicity	Hispanic	79	32%	3	29	41	28	68%	↓5		↓8
		All Elementary	62%	33	29	22	15	38%	↑1		↓4
		District	68%	42	27	18	13	32%	↑2		↓2
	White	73	26%	3	23	36	38	74%	↓11		↓14
		All Elementary	28%	10	18	28	44	72%	↓1		↓7
		District	37%	16	21	25	38	63%	↑2		↓5
	Other	13*	31%	8	23	8	62	69%	↓13		-
		All Elementary	37%	16	20	26	37	63%	↑-		↓4
		District	42%	22	20	24	34	58%	↑1		↓2
Asian	9*	11%	11	33	56	89%	-		-		
	All Elementary	37%	15	23	26	37	63%	↑1		↓3	
	District	42%	20	23	23	34	58%	↑3		↓2	

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

# SBAC Math 2025 :: School Data by Subgroup

## Cleveland

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	Cambodian	7*	0%		29	71	100%	↑13		-	
		All Elementary	41%	18	23	27	31	59%	↑2		↓3
		District	47%	23	24	25	28	53%	↑3		↓2
	Filipino	5*	20%		20	20	60	80%	↓6		-
		All Elementary	30%	12	18	29	41	70%	↑1		↓3
		District	37%	16	21	22	40	63%	↑1		↓3
	African American	2*	0%			100	100%	-		-	
		All Elementary	72%	42	29	17	11	28%	↑2		↓1
		District	78%	52	26	14	8	22%	↑2		↓1
	Pacific Islander	1*	0%			100	100%	-		-	
All Elementary		64%	33	31	21	15	36%	↓-		-	
District		72%	41	31	17	11	28%	↓1		↓2	
Gender	Female	86	34%	5	29	27	40	66%	↓12		↓18
		All Elementary	59%	31	28	22	19	41%	↑1		↓4
		District	64%	37	26	19	17	36%	↑2		↓2
	Male	96	22%	2	20	45	33	78%	↓5		↓5
		All Elementary	52%	27	25	24	24	48%	↑1		↓3
		District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	All Elementary*	67%	33	33	17	17	33%	↑33		-
District		69%	42	27	21	10	31%	↑7		-	
Special Populations	EL + RFEP	7*	29%		29	14	57	71%	↓29		-
		All Elementary	69%	40	29	19	12	31%	↑-		↓2
		District	74%	49	25	15	10	26%	↑2		↓1
	ELL	1*	100%	100				0%	↓100		-

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

## Cleveland

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	ELL	All Elementary	85%	56	28	12	3	15%	↓3		↓1
		District	90%	70	21	8	2	10%	↓2		↑-
	RFEP	6*	17%	17	17	67	83%	↓17		-	
		All Elementary	39%	10	29	32	29	61%	↓7		↓4
	GATE/Excel	District	61%	32	29	22	17	39%	↑3		↓2
		80	4%	4	31	65	96%	↓4		↓5	
	Foster	All Elementary	10%	1	9	28	61	90%	↑-		↓5
		District	19%	5	14	27	53	81%	↑2		↓5
	Homeless	All Elementary	75%	45	31	18	7	25%	↑2		-
		District	81%	54	26	12	7	19%	↑4		-
	Homeless/Foster	1*	100%	100				0%	↓75		-
		All Elementary	80%	50	30	13	7	20%	↓4		↓3
	Low SES	District	82%	58	24	11	7	18%	↓-		↓2
		1*	100%	100				0%	↓75		-
	Special Ed.	All Elementary	79%	49	30	14	7	21%	↓3		↓3
		District	82%	57	25	11	7	18%	↑-		↓2
	Spec Ed. Speech/RSP	46	37%	37	35	28	63%	↓13		↓14	
		All Elementary	64%	35	29	21	14	36%	↑1		↓3
Special Ed.	District	71%	44	26	17	12	29%	↑2		↓1	
	27	56%	11	44	30	15	44%	↓15		-	
Spec Ed. Speech/RSP	All Elementary	78%	57	21	14	8	22%	↑2		↑1	
	District	85%	68	17	9	6	15%	↑2		↑1	
Spec Ed. Speech/RSP	16*	69%	13	56	31		31%	↓32		-	
	All Elementary	81%	56	24	13	6	19%	↓4		↑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

## Cleveland

Category	Tested		Percent by Achievement Level					2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
Spec Ed. Speech/R	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

## Cleveland

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	58	48%	3	45	33	19	52%	↓17		-	
	All Elementary	68%	17	52	20	12	32%	↑2		-	
	District	72%	15	57	19	9	28%	↑2		-	
Grade	Gr. 05	48%	3	45	33	19	52%	↓17		-	
	All Elementary	68%	17	52	20	12	32%	↑2		-	
	District	67%	17	51	20	12	33%	↑2		-	
Ethnicity	Hispanic	28	46%	4	43	32	21	54%	↓7		-
		All Elementary	76%	19	57	17	7	24%	↑1		-
		District	79%	17	61	16	5	21%	↑1		-
	White	22	36%		36	41	23	64%	↓13		-
		All Elementary	35%	4	31	32	33	65%	↑7		-
		District	46%	7	40	30	24	54%	↑4		-
	Other	3*	100%	100				0%	↓89		-
		All Elementary	45%	8	38	28	27	55%	↑5		-
		District	51%	8	44	28	20	49%	↑4		-
	Asian	3*	100%33	67				0%	↓50		-
		All Elementary	59%	9	50	24	17	41%	↓8		-
		District	56%	6	50	25	18	44%	↓1		-
	Cambodian	2*	100%	100				0%	↓25		-
		All Elementary	61%	9	52	24	15	39%	↓1		-
		District	62%	7	54	26	12	38%	↑1		-
Filipino	1*	0%			100		100%	↑50		-	
	All Elementary	50%	8	42	35	15	50%	↑2		-	
	District	53%	6	47	32	15	47%	↑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

## Cleveland

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	African American	1*	100%		100			0%	↓50		-	
		All Elementary	83%	27	57	12	4	17%	↓2		-	
		District	85%	24	62	11	3	15%	↑-		-	
Gender	Female	29	45%		7	38	38	17	55%	↓14		-
		All Elementary	70%	15	56	19	10	30%	↑-		-	
		District	73%	13	59	19	8	27%	↑1		-	
	Male	29	52%		52		28	21	48%	↓19		-
		All Elementary	67%	18	48	20	13	33%	↑3		-	
		District	71%	17	54	19	10	29%	↑3		-	
	Nonbinary	All Elementary*	67%		67			33	33%	-		-
District		82%	4	79	7	11	18%	↓21		-		
Special Populations	EL + RFEP	2*	100%		100			0%	↓100		-	
		All Elementary	82%	26	56	13	5	18%	↑2		-	
		District	83%	20	63	13	3	17%	↑1		-	
	RFEP	2*	100%		100			0%	↓100		-	
		All Elementary	61%	3	58	27	12	39%	↓6		-	
	District	75%	9	66	20	5	25%	↑-		-		
	GATE/Excel	33	27%		27	45	27	73%	↓27		-	
		All Elementary	30%		29	38	32	70%	↓9		-	
		District	35%		2	33	38	27	65%	↑1		-
	ELL	All Elementary	99%	45	54	1		1%	↓2		-	
District		99%	43	56			1%	↓1		-		
Foster	All Elementary	78%	26	52	13	9	22%	↑6		-		
	District	83%	25	58	14	3	17%	↑6		-		

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

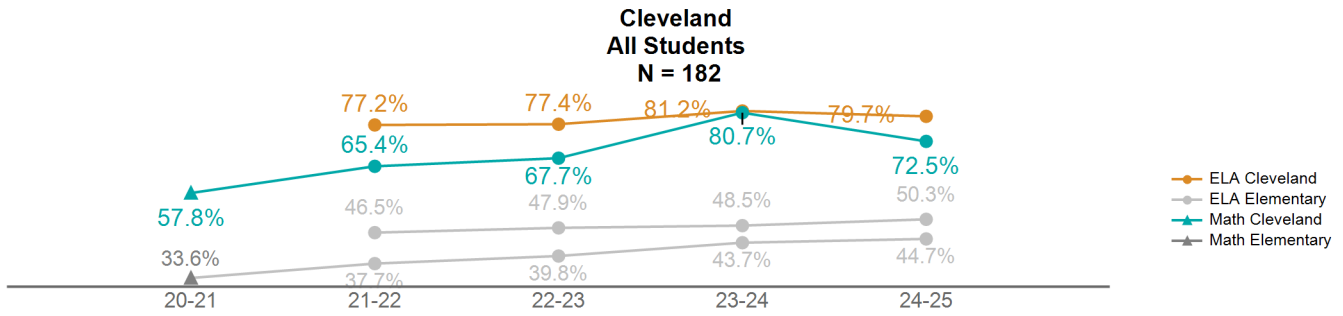
# SBAC Science 2025 :: School Data by Subgroup

## Cleveland

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	Homeless	1*	100%	100			0%	-		-
		All Elementary	80%	30	50	14	5	20%	↑5	
		District	86%	26	61	11	3	14%	↑-	
	Homeless/Foster	1*	100%	100			0%	-		-
		All Elementary	80%	30	51	14	6	20%	↑5	
		District	86%	26	60	11	3	14%	↑1	
	Low SES	14*	50%	50	29	21	50%	↓8		-
		All Elementary	78%	21	57	16	6	22%	↑1	
		District	81%	19	61	15	4	19%	↑1	
	Special Ed.	8*	75%	25	50	13	13	25%	↓30	
		All Elementary	91%	43	48	6	3	9%	↓2	
		District	92%	37	55	6	2	8%	↓-	
Spec Ed. Speech/RSP	5*	80%	20	60	20	20%	↓40		-	
	All Elementary	92%	39	53	6	2	8%	↓5		
	District	92%	32	60	7	2	8%	↓2		

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

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



**African American**

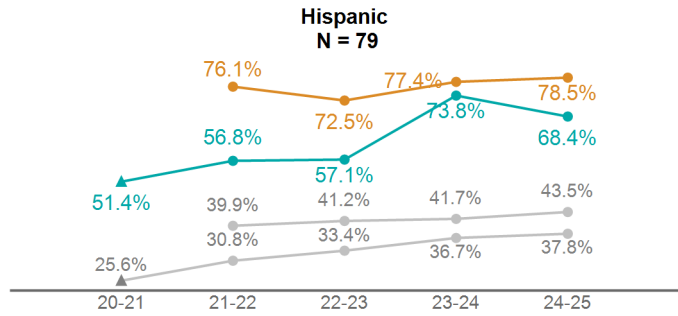
Subgroup with fewer than 20 students.

**Asian**

Subgroup with fewer than 20 students.

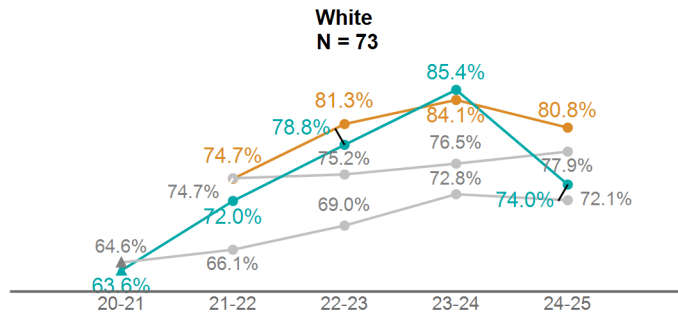
**Filipino**

Subgroup with fewer than 20 students.



**Pacific Islander**

Subgroup with fewer than 20 students.



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

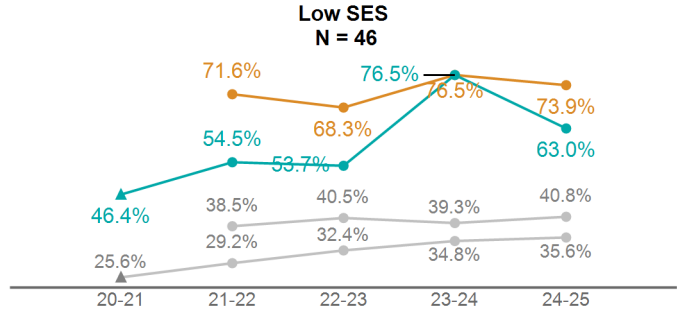
# Percent of Students with Achievement Level of Met or Exceeded in SBAC



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

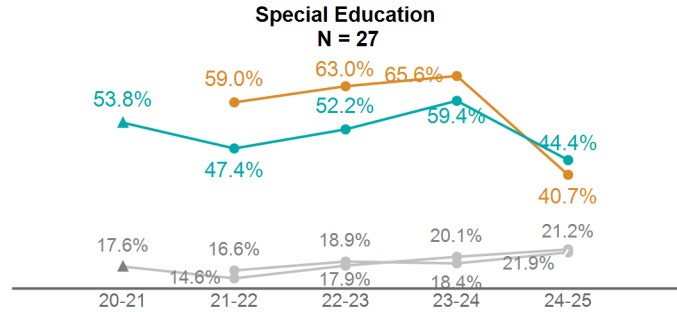
## EL + RFEP

Subgroup with fewer than 20 students.



## English Learner

Subgroup with fewer than 20 students.

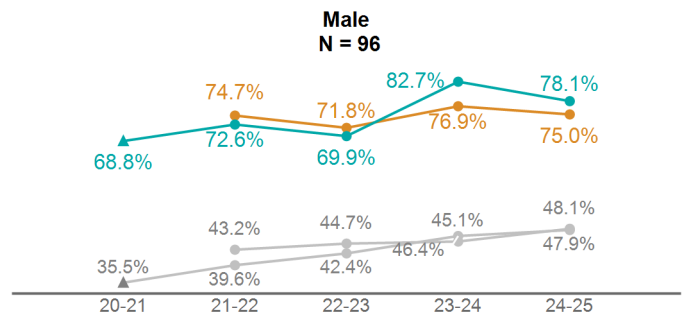
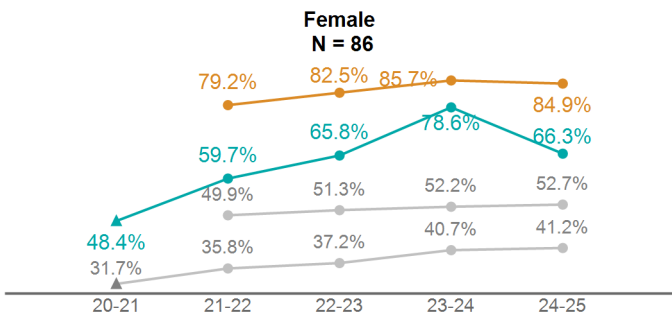


## Homeless

Subgroup with fewer than 20 students.

## Foster Youth

Subgroup with fewer than 20 students.



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

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

4/27/26

## 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

4/27/26

## 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

4/27/26

## 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

4/27/26

## 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

4/27/26

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

4/27/26

## 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

4/27/26

## 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

4/27/26

## 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

4/27/26

## 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

4/27/26

## 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

4/27/26

## 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	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

4/27/26

## 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

4/27/26

## 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

4/27/26

## 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

4/27/26

## 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	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

4/27/26

## 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
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

4/27/26

## 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
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

4/27/26

## 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	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

4/27/26

## 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

4/27/26

## 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

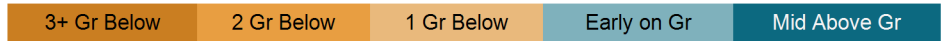
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	59	7	80	5	8	
			2	58	2	57	24	17	
			3	58		29	21	50	
	Teacher	Carsten, T	1	29		83	7	10	
			2	29		59	21	21	
			3	29		24	24	52	
		McCraw-Harrison, A	1	29	14	79	7		
			2	29	3	55	28	14	
			3	30		37	17	47	
	Ethnicity	African American	1	2		100			
			2	2		50	50		
			3	2			50	50	
		Asian	1	3		67	33		
			2	3		67	33		
			3	3		33	67		
		Filipino	1	2	50	50			
			2	2		50	50		
			3	2		50	50		
		Hispanic	1	19	11	79	11		
			2	18	6	67	22	6	
			3	19		47	21	32	
		White	1	20	5	70	5	20	
			2	20		45	25	30	
			3	19		16	21	63	
	Other	1	13		100				
		2	13		62	31	8		
		3	13		23	15	62		
	Gender	Female	1	28	4	89	7		
			2	27		67	26	7	
			3	28		29	29	43	
Male		1	31	10	71	3	16		
		2	31	3	48	23	26		
		3	30		30	13	57		

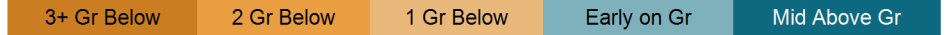


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 1

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	Special Populations	Low SES	1	13	23	77				
			2	13	8	62	23	8		
			3	12		50	17	33		
		RFEP	1	1		100				
			2	1					100	
			3	1					100	
		EL + RFEP	1	1		100				
			2	1					100	
			3	1					100	
		Special Ed.	1	5		20	60	20		
			2	5		80		20		
			3	5		60		40		
		Spec Ed. Speech/RSP	1	3		100				
			2	3		100				
			3	3		67		33		

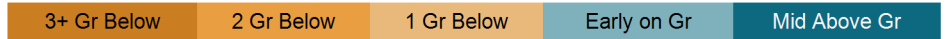
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	59	17	69	8	5	
			2	58	5	50	17	28	
			3	60	5	37	33	25	
	Teacher	Dunbar, D		1	30	13	80	3	
				2	30	7	53	17	23
				3	30	7	27	50	17
		Reyes, A		1	28	21	57	14	7
				2	28	4	46	18	32
				3	30	3	47	17	33
	Ethnicity	African American		1	2	100			
				2	2	100			
				3	2	50	50		
		Asian		1	3		67		33
				2	3		33		67
				3	4		25		75
		Filipino		1	1	100			
				2	1				100
				3	1				100
		Hispanic		1	27	22	70	4	4
				2	26	8	58	15	19
				3	26	8	38	35	19
		White		1	23	13	70	9	9
				2	23	4	43	22	30
				3	23		35	30	35
		Other		1	3	33	33	33	
				2	3		33	33	33
				3	4		50	25	25
Gender	Female		1	29	21	66	10	3	
			2	29	3	52	17	28	
			3	29		38	34	28	
	Male		1	30	13	73	7	7	
			2	29	7	48	17	28	
			3	31	10	35	32	23	

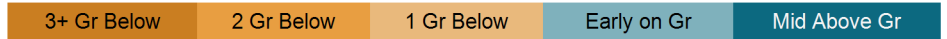
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
2	Special Populations	Low SES	1	15	40	60				
			2	15		7	53	27	13	
			3	15		13	40	27	20	
		ELL	1	2	50	50				
			2	1	100					
			3	2	100					
		RFEP	1	2	50	50				
			2	2		50	50			
			3	2	100					
		EL + RFEP	1	4	50	50				
			2	3		67	33			
			3	4	100					
		Special Ed.	1	8		25	50	25		
			2	8		13	63	25		
			3	9		11	44	22	22	
		Spec Ed. Speech/RSP	1	2	50	50				
			2	2	50	50				
			3	3		33	33	33		
		Homeless	1	1	100					
		GATE/Excel	1	12		50	25	25		
			2	12			8	92		
3	12				8	92				

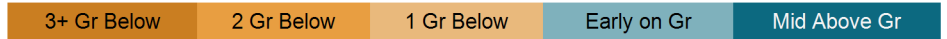
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	57	16	61	14	9	
			2	58	7	45	31	17	
			3	58		31	29	40	
	Teacher	Glidden, J	1	30	13	53	17	17	
			2	30	7	33	33	27	
			3	30		23	17	60	
		VanDyke, L	1	27	19	70	11		
			2	28	7	57	29	7	
			3	28		39	43	18	
	Ethnicity	African American	1	1	100				
			2	1	100				
			3	1			100		
		Asian	1	4			50	50	
			2	4				100	
			3	4				100	
		Filipino	1	2		50		50	
			2	2		50		50	
			3	2			50	50	
		Hispanic	Hispanic	1	22	27	55	18	
				2	22	14	45	32	9
				3	22		45	18	36
	Pacific Islander		1	1	100				
			2	1			100		
			3	1			100		
	White	White	1	22	14	73	9	5	
			2	23	4	48	39	9	
			3	23		26	39	35	
Other		1	5	80		20			
		2	5		60	20	20		
		3	5		40	20	40		

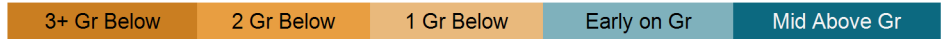
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Gender	Female	1	28	14	75	11		
			2	28	7	50	36	7	
			3	28		36	29	36	
		Male	1	29	17	48	17	17	
			2	30	7	40	27	27	
			3	30		27	30	43	
	Special Populations	Low SES	1	15	20	67	13		
			2	15	13	53	20	13	
			3	15		53	27	20	
		ELL	1	1	100				
			2	1	100				
			3	1	100				
		RFEP	1	1				100	
			2	1				100	
			3	1				100	
		EL + RFEP	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		Special Ed.	1	8		75	13	13	
			2	8		38	50	13	
			3	8		88		13	
Spec Ed. Speech/RSP	1	5	100						
	2	5	60	40					
	3	5	100						
GATE/Excel	1	18		39	33	28			
	2	18		6	44	50			
	3	18				100			

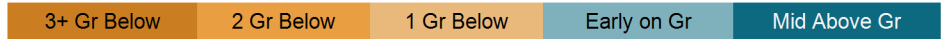
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	64	3	56	23	17		
			2	63	2	41	21	37		
			3	64		31	23	45		
	Teacher	Deegan, S	1	31	3	65	26	6		
			2	31		42	29	29		
			3	32		41	19	41		
		Oscarson, C	1	32	3	47	22	28		
			2	32	3	38	13	47		
			3	32		22	28	50		
	Ethnicity	Asian	1	2				50	50	
			2	2				100		
			3	2				100		
		Filipino	1	2				50	50	
			2	2				50	50	
			3	2				50	50	
		Hispanic	1	27	4	70	19	7		
			2	27	4	52	26	19		
			3	27		37	30	33		
			White	1	28	4	54	25	18	
				2	28		36	18	46	
				3	28		29	21	50	
	Other	1	5		40	20	40			
		2	4		50		50			
		3	5		40		60			
	Gender	Female	1	28	4	61	18	18		
			2	28	4	50	11	36		
			3	29		41	17	41		
		Male	1	36	3	53	28	17		
			2	35		34	29	37		
			3	35		23	29	49		
Special Populations	Low SES	1	17		65	29	6			
		2	17		35	24	41			
		3	16		25	38	38			

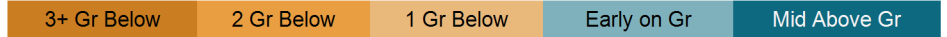
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	Special Populations	RFEP	1	3			33	33	33	
			2	3				33	67	
			3	3			33	67		
		EL + RFEP	1	3			33	33	33	
			2	3				33	67	
			3	3			33	67		
		Special Ed.	1	10		20	60	10	10	
			2	10		10	50	20	20	
			3	10			50	30	20	
		Spec Ed. Speech/RSP	1	5		20	80			
			2	5		20	60	20		
			3	5			80	20		
		GATE/Excel	1	28			21	39	39	
			2	27			7	19	74	
			3	28				11	89	

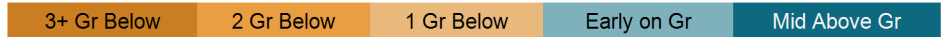
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	58	3	2	48	36	10	
			2	58	3	2	29	34	31	
			3	58	2	10	34	53		
		Teacher	Fidel, J	1	31	3	26	48	23	
				2	31	3	16	32	48	
				3	31	10	23	68		
			Hoops, R	1	27	4	4	70	22	
				2	27	4	4	44	37	11
				3	27	4	11	48	37	
	Ethnicity	African American	1	1	100					
			2	1	100					
			3	1				100		
		Asian	1	3	33	67				
			2	3	33	67				
			3	3	33	33	33			
		Filipino	1	1				100		
			2	1				100		
			3	1				100		
		Hispanic	1	28	4	4	32	54	7	
			2	28	4	4	25	32	36	
			3	28	11	29	61			
		White	1	22	6	4	64	18	18	
			2	22	2	7	27	45	27	
			3	22	5	45	50			
	Other	1	3	6	7	67	33			
		2	3	3	33	33	33			
		3	3	3	33	33	33			
Gender	Female	1	30	7	3	47	33	10		
		2	29	7	3	34	28	28		
		3	29	3	10	41	45			
	Male	1	28	5	4	50	39	11		
		2	29	2	4	24	41	34		
		3	29	1	10	28	62			

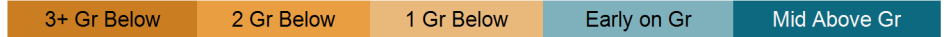
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Special Populations	Low SES	1	13	62	31	8		
			2	14	50	29	21		
			3	14	14	50	36		
		RFEP	1	2				100	
			2	2	50	50			
			3	2			100		
		EL + RFEP	1	2				100	
			2	2	50	50			
			3	2			100		
		Special Ed.	1	8	25	13	50	13	
			2	8	25	13	38	25	
			3	8	13	50	13	25	
		Spec Ed. Speech/RSP	1	5	20	20	60		
			2	5	20	20	60		
			3	5		80	20		
		Homeless	1	1				100	
			2	1	100				
			3	1			100		
		GATE/Excel	1	32	34	47	19		
			2	33	21	27	52		
			3	33	6	18	76		

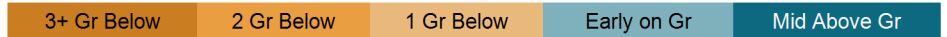
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	59	2	69	12	17	
			2	56		45	21	34	
			3	56		23	9	68	
	Teacher	Carsten, T	1	29	3	66	10	21	
			2	29		41	17	41	
			3	29		28	3	69	
		McCraw-Harrison, A	1	29		76	14	10	
			2	29		48	28	24	
			3	30		23	13	63	
	Ethnicity	African American	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		Asian	1	3		67		33	
			2	2					100
			3	3					100
		Filipino	1	2		100			
			2	2		50		50	
			3	2					100
		Hispanic	1	19		79	11	11	
			2	17		59	29	12	
			3	17		35	6	59	
		White	1	20		60	20	20	
			2	20		40	15	45	
			3	20		25	5	70	
		Other	1	13	8	69		23	
			2	13		38	23	38	
			3	12		8	25	67	
	Gender	Female	1	28		79	7	14	
			2	26		46	23	31	
			3	27		22	4	74	
Male		1	31	3	61	16	19		
		2	30		43	20	37		
		3	29		24	14	62		

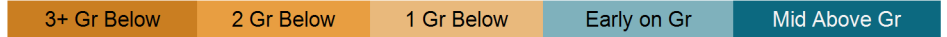
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	Low SES	1	13	77	23			
			2	12	50	17	33		
			3	11	36	9	55		
		RFEP	1	1				100	
			2	1				100	
			3	1				100	
		EL + RFEP	1	1				100	
			2	1				100	
			3	1				100	
		Special Ed.	1	5	80	20			
			2	5	80	20			
			3	4	75	25			
		Spec Ed. Speech/RSP	1	3	100				
			2	3	100				
			3	3	100				

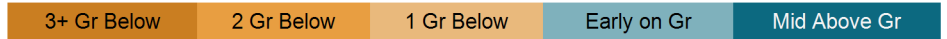
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	58	5	47	22	26	
			2	58	3	26	28	43	
			3	59	2	17	27	54	
	Teacher	Dunbar, D	1	30	57		23	20	
			2	30	27		33	40	
			3	30	27		23	50	
		Reyes, A	1	28	7	39	21	32	
			2	28	7	25	21	46	
			3	30	3	10	30	57	
	Ethnicity	African American	1	2	50		50		
			2	2			100		
			3	2			50	50	
		Asian	1	3	67		33		
			2	3			67	33	
			3	4	25		75		
		Filipino	1	1			100		
			2	1			100		
			3	1			100		
		Hispanic	1	27	11	48	30	11	
			2	26	8	31	31	31	
			3	26	4	19	38	38	
		White	1	22	45		18	36	
			2	23	30		13	57	
			3	22	14		23	64	
Other	1	3	33		67				
	2	3			33	67			
	3	4	25		75				
Gender	Female	1	29	52		21	28		
		2	29	31		28	41		
		3	28	18		36	46		
	Male	1	29	10	41	24	24		
		2	29	7	21	28	45		
		3	31	3	16	19	61		

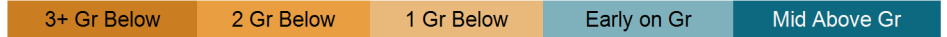
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	Special Populations	Low SES	1	15	7	53	13	27		
			2	15		7	13	33	47	
			3	15		20		33	47	
		ELL	1	2		50	50			
			2	1					100	
			3	2		100				
		RFEP	1	2			50		50	
			2	2			50		50	
			3	2			50		50	
		EL + RFEP	1	4		25	50		25	
			2	3			33		67	
			3	4			75		25	
		Special Ed.	1	8		25	38	13	25	
			2	8			25	13	25	38
			3	9			11	22	22	44
		Spec Ed. Speech/RSP	1	2			50		50	
			2	2			50		50	
			3	3			33		67	
		Homeless	1	1		100				
		GATE/Excel	1	12					25	75
			2	12						100
3	12							100		

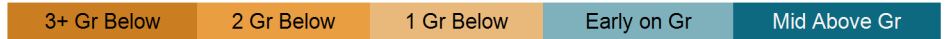
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	57	2	11	32	30	26	
			2	58	2	16	40	43		
			3	58	2	27	28	62		
	Teacher	Glidden, J	1	30	7	30	33	30		
			2	30	7	33	60			
			3	30	3	17	80			
		VanDyke, L	1	27	4	15	33	26	22	
			2	28	4	25	46	25		
			3	28	4	11	39	43		
	Ethnicity	African American	1	1				100		
			2	1			100			
			3	1			100			
		Asian	1	4			25	75		
			2	4			100			
			3	4			100			
		Filipino	1	2	50		50			
			2	2			50	50		
			3	2			100			
		Hispanic	Hispanic	1	22	5	14	41	23	18
				2	22	5	18	45	32	
				3	22	5	5	9	27	55
			Pacific Islander	1	1				100	
				2	1			100		
				3	1			100		
White	White	1	22	9	27	41	23			
		2	23	17	35	48				
		3	23	4	26	70				
Other	Other	1	5	20	40	40				
		2	5	20	40	40				
		3	5	20	40	40				

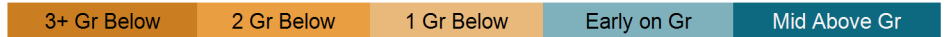
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Gender	Female	1	28	4	7	25	32	32
			2	28	4	14	32	50	
			3	28	4	11	21	64	
		Male	1	29	14	38	28	21	
			2	30	17	47	37		
			3	30	3	33	60		
	Special Populations	Low SES	1	15	7	13	47	20	13
			2	15	7	27	53	13	
			3	15	7	7	7	53	27
		ELL	1	1	100				
			2	1				100	
			3	1				100	
		RFEP	1	1				100	
			2	1				100	
			3	1				100	
		EL + RFEP	1	2	50			50	
			2	2				50	50
			3	2				50	50
		Special Ed.	1	8	13	38	38	13	
			2	8	13	75	13		
			3	8	13	13	38	25	13
		Spec Ed. Speech/RSP	1	5	20	40	40		
			2	5	20	80			
			3	5	20	20	40	20	
GATE/Excel	1	18				39	61		
	2	18				11	89		
	3	18					100		

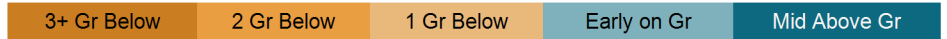
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	64	5	45	22	28	
			2	64	2	38	11	50	
			3	64		36	16	48	
	Teacher	Deegan, S	1	31		52	26	23	
			2	31	3	42	16	39	
			3	32		38	19	44	
		Oscarson, C	1	32	9	38	19	34	
			2	32		31	6	63	
			3	32		34	13	53	
	Ethnicity	Asian	1	2				100	
			2	2				100	
			3	2				100	
		Filipino	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		Hispanic	1	27	7	59	19	15	
			2	27		48	15	37	
			3	27		48	15	37	
		White	1	28		39	25	36	
			2	28	4	25	11	61	
			3	28		21	21	57	
		Other	1	5		20	20	40	20
			2	5		60		40	
			3	5		60		40	
	Gender	Female	1	28	7	39	25	29	
			2	28		39	14	46	
			3	29		31	24	45	
Male		1	36	3	50	19	28		
		2	36	3	36	8	53		
		3	35		40	9	51		
Special Populations	Low SES	1	17	6	59	12	24		
		2	17		53	24	24		
		3	16		50	19	31		

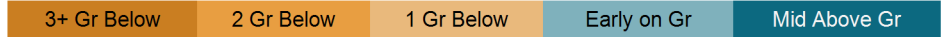
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Special Populations	RFEP	1	3	67	33			
			2	3	33	33	33		
			3	3	33	33	33		
		EL + RFEP	1	3	67	33			
			2	3	33	33	33		
			3	3	33	33	33		
		Special Ed.	1	10	30	50	20		
			2	10	10	70	20		
			3	10	80	20			
		Spec Ed. Speech/RSP	1	5	60	40			
			2	5	20	80			
			3	5	100				
		GATE/Excel	1	28		7	36	57	
			2	28		4	11	86	
			3	28		4	11	86	

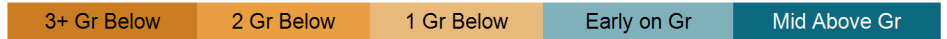
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	56	5	13	25	36	21
			2	58	10	26	29	34	
			3	58	5	16	45	34	
	Teacher	Fidel, J	1	31	6	13	16	35	29
			2	31	3	23	23	52	
			3	31	3	10	39	48	
		Hoops, R	1	27	4	19	37	30	11
			2	27	19	30	37	15	
			3	27	7	22	52	19	
	Ethnicity	African American	1	1					100
			2	1					100
			3	1					100
		Asian	1	3	33	33	33		
			2	3		67		33	
			3	3	33	33	33		
		Filipino	1	1					100
			2	1					100
			3	1					100
		Hispanic	1	27	11	22	41	26	
			2	28	7	32	21	39	
			3	28	7	11	50	32	
		White	1	21	5	10	33	29	24
			2	22	9	27	23	41	
			3	22		18	41	41	
Other	1	3	33	33	33				
	2	3				100			
	3	3	33	33	33				
Gender	Female	1	29	3	14	21	45	17	
		2	29	10	17	34	38		
		3	29	10	7	41	41		
	Male	1	27	7	11	30	26	26	
		2	29	10	34	24	31		
		3	29	24		48	28		

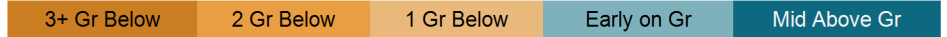
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Cleveland 2024-2025 Grade 5



**Legend**

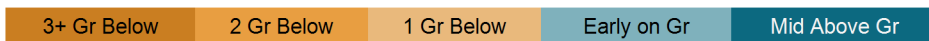


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Special Populations	Low SES	1	12	8	8	25	42	17
			2	14	7	36	14	43	
			3	14	36	29	36		
		RFEP	1	2	50	50			
			2	2		50	50		
			3	2		50	50		
		EL + RFEP	1	2	50	50			
			2	2		50	50		
			3	2		50	50		
		Special Ed.	1	8	13	38	38	13	
			2	8	63	13	13	13	
			3	8	38	38	13	13	
		Spec Ed. Speech/RSP	1	5	60	40			
			2	5	80	20			
			3	5	40	60			
		Homeless	1	1	100				
			2	1			100		
			3	1	100				
GATE/Excel	1	33	6	3	21	36	33		
	2	33	3	18	27	52			
	3	33	9	45	45				

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



**Legend**



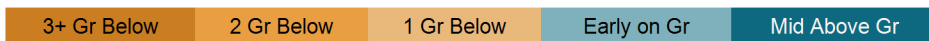
Category		Diagnostic Window	# Students	Percent by Category					
<b>All Students</b>	299	3	299	1	28	28	42		
	Gr. 01	3	59		31	20	49		
<b>Grade</b>	Gr. 02	3	60	5	37	33	25		
	Gr. 03	3	58		31	29	40		
	Gr. 04	3	64		31	23	45		
	Gr. 05	3	58	2	10	34	53		
	Hispanic	3	122	2	34	27	37		
<b>Ethnicity</b>	White	3	116		23	31	46		
	Other	3	30		33	17	50		
	Female	3	143		31	30	38		
<b>Gender</b>	Male	3	156	2	26	26	46		
	Low SES	3	73	3	37	32	29		
<b>Special Populations</b>	Special Ed.	3	40	3	3	58	15	23	
	Spec Ed. Speech/RSP	3	21	5	76	14	5		
	GATE/Excel	3	91			2	11	87	

The percentages may not equal 100% due to rounding.

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



**Legend**



Category		Diagnostic Window	# Students	Percent by Category				
All Students	299	3	299	2	21	24	53	
	Gr. 01	3	59	25	8	66		
Grade	Gr. 02	3	60	2	18	27	53	
	Gr. 03	3	58	2	27	28	62	
	Gr. 04	3	64	36	16	48		
	Gr. 05	3	58	5	16	45	34	
Ethnicity	Hispanic	3	122	3	25	29	42	
	White	3	116	17	23	59		
	Other	3	30	23	20	57		
Gender	Female	3	143	2	18	25	54	
	Male	3	156	1	23	24	52	
Special Populations	Low SES	3	73	1	32	29	37	
	Special Ed.	3	40	3	13	50	13	23
	Spec Ed. Speech/RSP	3	21	5	19	62	5	10
	GATE/Excel	3	91	4	20	76		

The percentages may not equal 100% due to rounding.

# “Cleveland Eagle” Home School Compact 2025-2026

(Approval by School Site Council on 10/28/25)

This agreement ensures that we are all Respectful, Responsible, Organized, Confident and Kind in our interactions.

## As a student, I pledge to ROCK in the following ways:

- **Respect** all adults and peers by listening and following directions, rules and procedures.
- Take care of all school property and equipment and accept **responsibility** for my actions.
- Reflect on my actions and set goals to improve myself.
- **Organize** and manage my school materials such as homework, supplies, lunch and clothing.
- **Confidently** cooperate with all adults and peers by treating others the way I would like to be treated.
- **Kindly** and confidently communicate by speaking nicely to others, talking out my problems, and getting help from an adult when needed.

## As a parent/guardian, I pledge to ROCK in the following ways:

- **Respect** the important roles of teachers, administrators, staff, students, families, and the communities’ values that play in the development of my child.
- Take **responsibility** for supporting educational objectives at home and in school and understand how my words and actions affect the school community.
- Reflect on the impact of my role as a parent/guardian and my obligation to serve as a positive role model.
- Offer **organizational** support by arriving at school on time, reinforcing that students have their lunches, homework, and materials.
- **Confidently** cooperate in a manner to encourage teamwork and support student achievement in a positive school environment.
- **Kindly** communicate with teachers, administrators, other parents/guardians and staff in an open, honest, supportive, and respectful manner.
- Follow all parent/guardian procedures and guidelines.

## As a teacher/staff member, I pledge to ROCK in the following ways:

- Show **respect** to colleagues, parents, and students by actively listening and empathizing with their various situations.
- Be **responsible** for a safe and enriching learning environment by being professional and prepared to meet ongoing educational needs and reflect on student data to monitor and adjust goals and objectives.
- Teach **organizational** skills and strategies to support students in managing their work and materials.
- **Confidently** cooperate cohesively with the Cleveland Community to allow for a caring and supportive school environment.
- **Kindly** communicate with colleagues, parents, and students.



**Grover Cleveland Elementary School**  
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[www.lbschools.net/cleveland](http://www.lbschools.net/cleveland)

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

Cleveland Elementary 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, Cleveland 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. Include families of students with disabilities in the development, implementation, and evaluation of core programs. Inform families about how they can be involved in the education of their children and be active participants in assisting their children to be successful academically.
8. 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.

\* \* \* \* \*

**ADOPTION**

Cleveland’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 10/28/25 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 12/21/25. Cleveland, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

*Nicole Reyes*  
Signature of Principal  
Date 12/15/25

LEGAL REFERENCES

EDUCATION CODE

11500-11506 Programs to encourage parental involvement

LABOR CODE

230.8 Time off to visit child’s school

Adopted: January 28, 1991

Revised: March 1, 1994

February 6, 2001

March 7, 2007

LONG BEACH UNIFIED SCHOOL DISTRICT

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