



2023-2024

# **Marshall Academy of the Arts**

School Plan for Student Achievement

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

**Needs Assessment:**

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

**Accountability Measure I: Increase Achievement:**

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

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

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

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

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

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

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: [http://www.lbschools.net/Departments/Local\\_Control/](http://www.lbschools.net/Departments/Local_Control/). The LCAP Federal Addendum is presented at: [http://www.lbschools.net/Departments/EACCR/lea\\_plan.cfm](http://www.lbschools.net/Departments/EACCR/lea_plan.cfm).

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at [http://www.lbschools.net/Departments/Strategic\\_Planning/](http://www.lbschools.net/Departments/Strategic_Planning/), has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

**DCAC Recommendations:**

**Recommendation 1:** Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

**Recommendation 2:** Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

**Recommendation 3:** Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

**Recommendation 4:** Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

**Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

**Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

**Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

**Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

**Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

**Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

**Recommendation 11:** Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

**Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

**Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.

**Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

**Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

**DELAC Recommendations:**

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPs and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPs in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

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**

**Written Analysis - ELA Findings**

**Written Analysis**

Our students demonstrated a 7% decrease of those who met/exceed on the SBAC in the Spring of 2023. This decrease is also the same decrease from our highest peak score over the last five years of 65%. Furthermore, when looking at our Black, SPED, and EL populations, the proficiency rates were the lowest compared to peers at 42%, 18%, and 3%, respectively. All student groups (except Filipino n 23) showed a decline in their SBAC measure ELA proficiency but the disparity in achievement remained at the same proportional changes as previous years reflecting no change in closing achievement gaps.

**Comprehensive Needs Assessment**

**English-Language Arts**

**Written Analysis - ELA Goals**

**Written Analysis**

With teachers receiving professional development in Quality Core Instruction and i-Ready, by June 2024, 65% of all students will meet or exceed on the SBAC English Language Arts Achievement Assessment. By June 2024, 55% of African American Students will meet or exceed on the SBAC English Language Arts Achievement Assessment. By June 2024, 30% of SPED Students will meet or exceed on the SBAC English Language Arts Achievement Assessment. By June 2024, 15% of EL Students will meet or exceed on the SBAC English Language Arts Achievement Assessment. Progress will be monitored after each i-Ready diagnostic test given.



## Comprehensive Needs Assessment

### Mathematics

#### Written Analysis - Math Findings

##### Written Analysis

Our students demonstrated a 3% decrease in those who met/exceeded on the SBAC in the Spring of 2023. This decrease is 16% from our highest peak score over the last five years of 60%. Furthermore, when looking at our Black, SPED, and EL populations, the proficiency rates were the lowest compared to peers at 21%, 13%, and 3%, respectively. All student groups except Filipino, White, and EL showed a decline in their SBAC measure Math proficiency continuing the disparity in achievement as previous years reflecting no change in closing achievement gaps.

## Comprehensive Needs Assessment

### Mathematics

#### Written Analysis - Math Goals

##### Written Analysis

With teachers receiving professional development in Quality Core Instruction and i-Ready, by June 2024, 53% of all students will meet or exceed on the SBAC Math Achievement Assessment. By June 2024, 30% of African-American Students will meet or exceed on the SBAC Math Achievement Assessment. By June 2024, 25% of SPED Students will meet or exceed on the SBAC Math Achievement Assessment. By June 2024, 10% of EL Students will meet or exceed on the SBAC Math Achievement Assessment. Progress will be monitored after each i-Ready diagnostic test given.

## Comprehensive Needs Assessment

### English Learners

#### Written Analysis - English Learner Findings

##### Written Analysis

Our current data reflects a need to support the high school readiness needs of our EL students. Only 3% of our EL students met or exceeded on SBAC in ELA and Math and 19% were considered high school-ready. When looking at the number of students and their overall ELPAC level:

Beginning Stage - 7

Somewhat Developed - 12

Moderately Developed - 9

Well Developed – 11

## Comprehensive Needs Assessment

### English Learners

#### Written Analysis - English Learner Goals

##### Written Analysis

With teachers receiving professional development in Quality Core Instruction and i-Ready, Marshall Academy of the Arts has the following goals for our EL students: 1. 100% of students moved at least one level on their EPLAC assessment 2. By June 2024, 15% of EL Students will meet or exceed on the SBAC English Language Arts Achievement Assessment. 3. By June 2024, 10% of EL Students will meet or exceed on the SBAC Math Achievement Assessment. 4. 100% of our Well Developed EL students will be redesignated and 50% of our Moderately Developed EL students will be redesignated. Progress will be monitored after each diagnostic test given.

## Comprehensive Needs Assessment

### Culture/Climate Domain

#### Written Analysis - Culture/Climate Findings

##### Written Analysis

LBUSD has implemented a Pulse Student Survey three times a year to "take the pulse" of our students throughout the school year on areas of Belonging, Identity, and Agency. Our students end the 22-23 school year with the following response rates with 527 students responding:

Belonging - 76% affirmative

Identity - 82% affirmative

Agency - 79% affirmative

Our attendance rate average for the 22-23 school year was 92.8% which has an impact on our students being considered High School Ready. This year, we have been provided by LBUSD a Wellness Center, run by a full-time social worker to create space and learning opportunities for students to support their SEL needs.

## Comprehensive Needs Assessment

### Culture/Climate Domain

**Written Analysis - Culture/Climate Goals**

**Written Analysis**

Through utilizing an additional counselor, our wellness center, and grade level teams, by June 2024, our student response rates on the Pulse Survey will be at or above 80% favorable with at least a 3%. Belonging - 80% affirmative, Identity - 85% affirmative, Agency - 82% affirmative. By June 2024, all student subgroup categories will have an average attendance rate of 96%. Progress will be monitored after each Pulse Survey.

**Comprehensive Needs Assessment**

**SPSA Effectiveness**

<b>SPSA Effectiveness</b>				
<b>Area</b>	<b>Prior Year Goal</b>	<b>Status</b>	<b>Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment</b>	<b>For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals</b>
ELA	1) By June 2023 ,69% of all students will meet or exceed on the SBAC English Language Arts Achievement Assessment. By June 2023, 56% of African American Students will meet or exceed on the SBAC English Language Arts Assessment.By June 2023, 48% of Hispanic Students will meet or exceed on the SBAC English Language Arts Achievement Assessment.By June of 2023, 53% of all students will meet typical Growth on the iReady Reading Assessment.By June 2023, 24% of African American Students will meet or exceed on the iReady Reading Assessment.	Goal Partially or Not Met	Our SBAC results in ELA were 58% met/exceeded whole school and 41% met/exceeded for our African American subgroup. 49% of our hispanic students met/exceed.  50% of students met their target growth for iReady 52% of our African American studens met their target growth in iReady	Our school will continue to push for increasing our student proficiency scores to mirror pre-covid rates to ultimately exceed those rates. Utilizing our current program funding that has helped our school be on the right track will benefit this work. Additionally, we are increasing our intentional use of iReady data to support student growth progress on the individual level and through additional support with our counselors, IIC, and tutoring offerings. Additional programming such as intentional support for our EL population will help improve proficiency rates as well.

Math	1) By June 2023 ,52% of all students will meet or exceed on the SBAC English Language Arts Achievement Assessment. By June 2023, 31% of African American Students will meet or exceed on the SBAC English Language Arts Assessment.By June 2023, 48% of Hispanic Students will meet or exceed on the SBAC English Language Arts Achievement Assessment.By June of 2023, 60% of all students will meet typical Growth on the iReady Reading Assessment.By June 2023, 24% of African American Students will meet or exceed on the iReady Reading Assessment.	Goal Partially or Not Met	Our SBAC results in Math were 44% met/exceeded whole school and 21% met/exceeded for our African American subgroup. 37% of our hispanic students met/exceed.  51% of students met their target growth in iReady 47% of our African American students met their target growth.	Our school will continue to push for increasing our student proficiency scores to mirror pre-covid rates to ultimately exceed those rates. Utilizing our current program funding that has helped our school be on the right track will benefit this work. Additionally, we are increasing our intentional use of iReady data to support student growth progress on the individual level and through additional support with our counselors, IIC, and tutoring offerings. Additional programming such as intentional support for our EL population will help improve proficiency rates as well.
Culture/Climate	1) By June 2023, Marshall students will show a 5% or higher increase in Sense of Belonging on the Pulse Survey ( 76% to 81% or higher for all students; 73% to 78% higher for AA subgroup).	Goal Partially or Not Met	Our Spring Pulse Survey resulted in 76% favorable in Sense of Belonging for the whole school and 79% favorable in Sense of Belonging for our African American Subgroup. Programs such as WEB, additional counseling and nursing, staff professional development supported a strong favorable Sense of Belonging rate for all students and meeting our goal for our African American students.	Maintaining the programs that we have in place that support our students' sense of belonging is important. Those programs are reflected in our CIE. We will continue to leverage our WEB students, staff, and community partners to increase the sense of belonging of all our students in the 23-24 school year.

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Materials to support student needs to include but not limited to supplemental: Software subscriptions, academic magazine subscriptions, field trips, student incentives, furniture, technology, technology Science Tables, supplies as in ink, 3D printer supplies, teacher requested supplies not in general LCFF, etc. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Parents need to be connected with the school event dates, student assignments and due dates, and communication with teachers. (PI 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Professional Development for all teachers to include but not limited to: site trainings by trained colleagues, Principal, Assistant Principal, Instructional Lead Team, District Personnel, or outside sources. This also includes administrator workshops, conferences, and trainings etc. Also included is the cost of of attendance to said trainings outside of the district (CAG, LACOE, CCEJ, etc.) Teachers will also meet on release days to analyze and create unit lessons using the High Level Team Actions (HLTA) protocol, rigorous activities, common rubrics, success criteria, homework and study student work (especially those of struggling learners). (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Students need support at varying degrees to recover quickly from social-emotional concerns and trauma. Students need to learn skills and strategies in becoming more self-efficacious to lower their anxiety, improve confidence and engagement for accelerated academic and mental health success. A dedicated school counselor to support and help students improve by counseling, setting goals, and facilitating trainings. Also to identify students in need of mental or behavioral interventions due to trauma. (IN 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
Successful transition of 5th graders to 6th by providing students with Where Everyone Belongs (WEB) for 6th grade orientation and throughout the year support of teachers and 8th grade student WEB Leaders. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Additional nurse time to provide outreach to parents and families. Works with the health department in organizing community vaccinations. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact

Support for proctoring the ELPAC, SBAC, CAT, iReady and PSAT assessments. (IN 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
Students need support in physical safety and social-emotional safety. (IN 5)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Students need support before or after school to retake assessments, credit recovery and tutoring. (IN 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)

## Accountability Measure 1: Increase Achievement

### Core Programs (ELA, Writing, Math)



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

## **Accountability Measure 1: Increase Achievement**

### **Core Programs (ELA, Writing, Math)**

<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none"> <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 6-8 ELA classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none"> <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>At least 3 pieces of processed writing that include the three writing genres, and may include research that will be analyzed using evidence. Students will craft written works that display logical integration and coherence, varying in length from answering brief questions to multi-paragraph responses.</p> <p>At least 3 pieces of “On Demand” Reading/Writing Culminating Writing Assessment that include the three writing genres. Students will craft written works that display logical integration and coherence, in a multi-paragraph response.</p> <p>Research Task &amp; Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>myPerspectives and associated ancillary materials, Pearson</p> <p>Write from the Beginning &amp; Beyond 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>Thinking Maps</p>

## **Accountability Measure 1: Increase Achievement**

### **Core Programs (ELA, Writing, Math)**

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<p>All 6-8 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> <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 6-8 students will receive standards aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the Math Standards and the Standards for Mathematical Practice.</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in:</p> <ul style="list-style-type: none"> <li>• Mathematical Discourse</li> </ul>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>SBAC Summative Assessment (Grade 6-8)</p>	<p>Content area textbooks and online resources from Big Ideas Mathematics</p> <p>Khan Academy</p> <p>LBUSD Supplemental Instructional Resources</p>

## **Accountability Measure 1: Increase Achievement**

### **Interventions**

<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>
Instructional daily needs for all students Basic Services 100	Materials to support student needs to include but not limited to supplemental: Software subscriptions, academic magazine subscriptions, field trips, student incentives, furniture, technology, technology Science Tables, supplies as in ink, 3D printer supplies, teacher requested supplies not in general LCFF, etc.	All Students	LCFF \$6,000 Materials - LCFF 100%	08/15/2023 - 06/21/2024 Daily	Principal	Daily Basic Services  100

<p>Trauma and anxiety reduction Improved Student Self-efficacy Academic support and success for students Attendance/Chronic Absenteeism Rate 50, Suspension/Expulsion Rate 30, Other 20</p>	<p>Students need support at varying degrees to recover quickly from social-emotional concerns and trauma. Students need to learn skills and strategies in becoming more self-efficacious to lower their anxiety, improve confidence and engagement for accelerated academic and mental health success. A dedicated school counselor to support and help students improve by counseling, setting goals, and facilitating trainings. Also to identify students in need of mental or behavioral interventions due to trauma.</p>	<p>All Students</p>	<p>LCFF \$9,852 Title 1 \$154,341 Counselor 1 FTE - LCFF 6%; Title 1 94%</p>	<p>08/15/2023 - 02/01/2024 Weekly</p>	<p>Principal</p>	<p>CORE Survey Ds and Fs Student Safety Assessments Attendance/Chronic Absenteeism Rate 50, Suspension/Expulsion Rate 30, Other 20</p>
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Students not passing assessments, classes, or in need of reteaching or completion of assignment supports. Algebra Participation/Pass 20, High School Readiness 30, Core Curriculum 50	Students need support before or after school to retake assessments, credit recovery and tutoring.	Other Targeted Students, Identified At-Risk Students	LCFF \$4,973 Teacher Hourly P Schedule ( 5 ) for 12.7 hours annually - LCFF 100%	09/20/2023 - 06/21/2024 Weekly	Principal Assistant Principal Office Supervisor	Weekly Algebra Participation/Pass 20, High School Readiness 30, Core Curriculum 50
Students need monitoring and assistance during passing periods, lunch time, before and after school and for uniform changes. Culture-Climate Survey (Student-Staff) 50, SEL Survey 50	Students need support in physical safety and social-emotional safety.	All Students	LCFF Rec \$42,833 Hourly - Recreation Aide ( 2 ) for 207 hours annually - LCFF Rec 100% Hourly - Recreation Aide ( 3 ) for 651 hours annually - LCFF Rec 100%	08/30/2023 - 06/13/2024 Daily	Principal Asst. Principal	Daily Culture-Climate Survey (Student-Staff) 50, SEL Survey 50
In order to have integrity in assessment due dates and results required by district and state assessments. SBAC ELA 40, SBAC Math 40, EL Reclassification 20	Support for proctoring the ELPAC, SBAC, CAT, iReady and PSAT assessments.	All Students	LCFF \$7,855 Substitute teacher full day ( 1 ) for 31 days - LCFF 100%	09/01/2023 - 06/16/2024 Quarterly	Principal Asst. Principal IIC	Principals and IIC SBAC ELA 40, SBAC Math 40, EL Reclassification 20

## Accountability Measure 1: Increase Achievement

### Program Description for Transitions

<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
	At Marshall Academy of the Arts, we utilize WEB (Where Everybody Belongs) to support the transition from 5th grade to middle school. Students are invited to a 6th-grade orientation before school starts and are given 8th-grade WEB Leaders to be a support/mentor for them throughout the year. WEB Leaders engage in multiple WEB activities throughout the year to continue to engage/check in with the 6th-grade.	

**Accountability Measure 2: Organizational Climate**

**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>

No supplemental budgeted items have been approved.

**Accountability Measure 3: Professional Development**



## Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
To ensure students are getting equity of instruction, teachers need time to do the following: Collaborative Planning Time, Common Assessment Development, Unpack Department Standards and Plan lessons accordingly. To accelerate student learning teachers need to continue their own professional devel. High School Readiness 20, Suspension/Expulsion Rate 10, Core Curriculum 70	Professional Development for all teachers to include but not limited to: site trainings by trained colleagues, Principal, Assistant Principal, Instructional Lead Team, District Personnel, or outside sources. This also includes administrator workshops, conferences, and trainings etc. Also included is the cost of of attendance to said trainings outside of the district (CAG, LACOE, CCEJ, etc.) Teachers will also meet on release days to analyze and create unit lessons using the High Level Team Actions (HLTA) protocol, rigorous activities, common rubrics, success criteria, homework and study student work (especially those of struggling learners).	LCFF \$22,956 Substitute teacher full day ( 30 ) for 2 days - LCFF 100% Teacher Hourly P Schedule ( 33 ) for 3 hours annually - LCFF 100%	08/15/2023 - 06/21/2024 Monthly	Principal Assistant Principal Department Heads Teachers	Administration



## Accountability Measure 3: Professional Development

### Teacher Involvement

#### Describe Teacher Involvement

##### Written Analysis

Marshall teachers are directly involved in the achievement of individual students, the curriculum, and school programs in many ways. Teachers serve on various committees, supervise students before/after school and at school events, and sponsor student clubs. In addition, Department Heads meet monthly to discuss the overall instructional program and help to determine the professional development needs of the faculty and staff. Teachers are present at SST and IEP meetings for students as well as parent meetings for students with academic and/or behavioral concerns. At various meetings, teachers share best practices with their colleagues and discuss student interventions that they have used successfully with students. Department and Grade Level Teams meet frequently to collaborate, plan, analyze data, discuss program implementation, and/or receive professional development.

## Accountability Measure 4: Parent & Community

### Parent and Community

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
Families and School communication tool Culture-Climate Survey (Student-Staff) 60, Culture-Climate Survey (Parent) 40	Parent involvement being a critical element of student support, providing funding for workshops, personnel extra hrly, materials, and incentives to attend parent workshops/support events are needed, including 2-3 targeted specifically for EL families.	Par Inv \$3,372 Teacher Hourly Extra Comp ( 3 ) for 13 hours annually - Par Inv 100%	08/30/2023 - 06/21/2024 Daily	Principal Asst. Principal Counselors Teachers Students	All stakeholders
Health Care family outreach. Other 100	Additional nurse time to provide outreach to parents and families. Works with the health department in organizing community vaccinations.	Title 1 \$55,462 Nurse Inspector .4 FTE - Title 1 100%	08/15/2023 - 06/21/2024 Daily	Principal	Data collection of outreach services provided.
Studies show students who have a positive transition to 6th grade perform higher and are happier in middle school. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 40, Other 10	Successful transition of 5th graders to 6th by providing students with Where Everyone Belongs (WEB) for 6th grade orientation and throughout the year support of teachers and 8th grade student WEB Leaders.	LCFF \$3,420 Teacher Hourly Extra Comp ( 3 ) for 12 hours annually - LCFF 100% Materials - LCFF 100%	08/15/2023 - 06/21/2024 Monthly	Principal	Administration

### 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)	280217
Title I Parent and Family Involvement (3008)	3597

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	55580

\* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

*During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.*

### **Title I Reservations**

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

### **Administrative Share & Reservations Title I Program Administration**

**Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP):** Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

### **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**

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

### **Social Worker: Foster Care**

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

### **Behavior Specialist**

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

### **Male and Female Leadership Academy**

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

### **Research 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.

### **Centralized Services**

#### **Middle School Summer Bridge**

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

#### **Homework Helpline 562.437.2859**

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

#### **Travel/Conferences**

Enables staff to develop requisite knowledge about the program(s) they lead.

#### **Education Celebration**

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

#### **CORE**

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

#### **Data PD / Summer Admin PD**

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

#### **Supplemental Examinations**

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

**Kinder Festivals**

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

**Robotics**

These supplemental materials are designed to assist in research and special programs related to STEM.

**SEAL Summer Program**

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

**APEX Online**

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

**Youth Orchestra**

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Edward Steinhauser	06-16-2024
Staff	Classroom Teacher	James Hughes	06-16-2024
Staff	Classroom Teacher	Lisa Pica	06-16-2024
Staff	Classroom Teacher	Juan Alvarez	06-16-2025
Staff	Classroom Teacher	Monique Robertson	06-16-2025
Staff	Non Classroom Teacher	Amie Chikami	06-16-2024
Community	Parent	Angela [REDACTED]	06-16-2024
Community	Parent	David [REDACTED]	06-16-2024
Community	Parent	Elisa [REDACTED]	06-16-2024
Community	Student	[REDACTED]	06-16-2024
Community	Student	[REDACTED]	06-16-2024
Community	Student	[REDACTED]	06-16-2024



## 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)	Martha [REDACTED]
DELAC Representative	Parent of EL Student (required)	Lucia [REDACTED]
Principal or Designee	Staff Member (required)	Macy Jelinowicz
Secretary	Parent of EL Student (required)	Lucia [REDACTED]

Name	Representing
Guillermina [REDACTED]	Parent of EL Student
Amie Chikami	Staff Member

## ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	10/19/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	1) Payment for a tutor who will provide supplemental small group instruction to prepare EL students to prepare them for the ELPAC exam in February. 2) Funding for 2-3 workshops for parent involvement trainings specifically for parents of EL students to learn ways to support their students to achieve reclassification.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students RFEP Student Grades CELDT/ELPAC Results
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/01/2023

6. What was SSC's response to ELAC recommendations?	<ol style="list-style-type: none"><li>1) Approved by SSC to give support to EL students who have not had success passing the ELPAC in their current setting. Funding for after school interventions will be funded through Title 1.</li><li>2) Parents of EL learners will be offered training directly for them to help the parents and their students navigate the Long Beach school system. This will be funded with Parent Involvement Funds.</li></ol>
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## Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

### Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/01/2023
2. The SSC approved the **Home-School Compact** on 11/01/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/04/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/25/2023, 09/25/2028
5. SSC Participated in the Annual Evaluation of SPSA:11/01/2023
6. The SPSA was approved at the following SSC Meeting: 11/01/2023

LBUSD Board of Education Approval Date:

### Signatures:

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

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

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

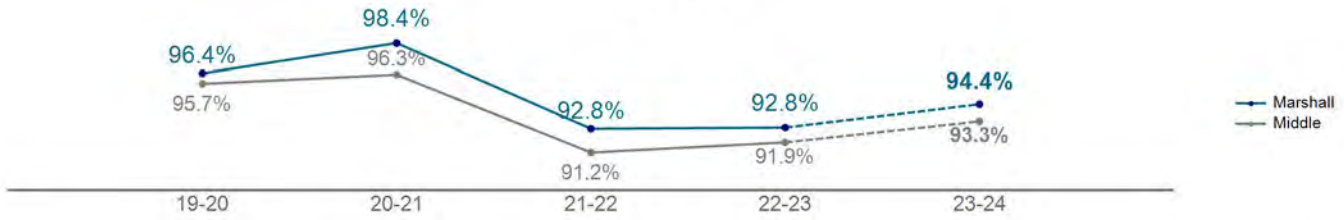
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

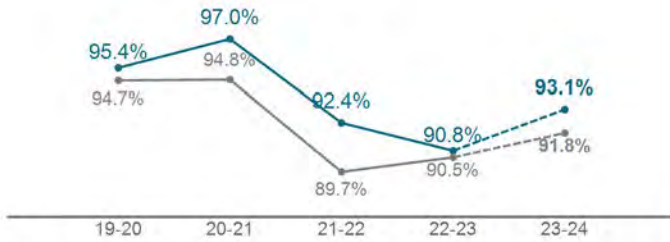
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# Attendance Rate

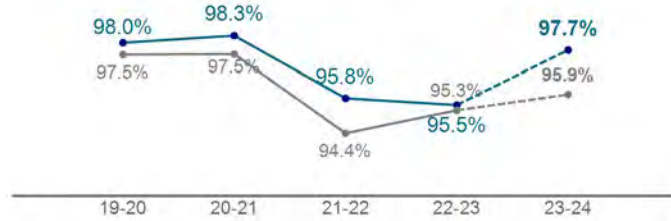
**Marshall**  
All Students  
N = 972



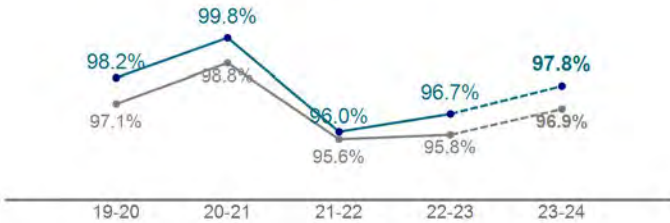
**African American**  
N = 103



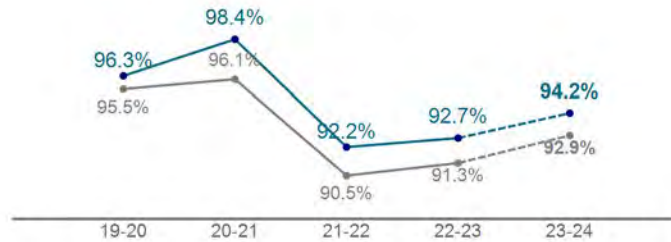
**Asian**  
N = 43



**Filipino**  
N = 26



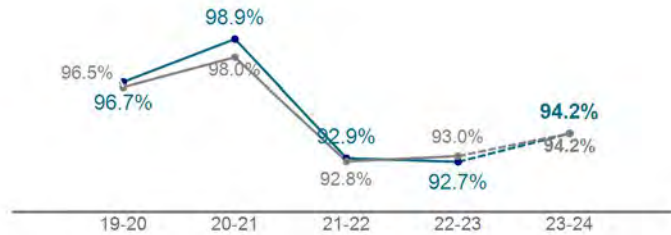
**Hispanic**  
N = 499



**Pacific Islander**

Subgroup with fewer than 20 students.

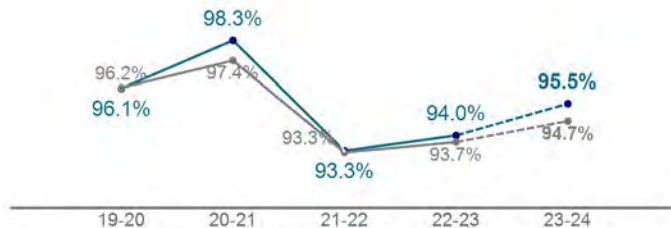
**White**  
N = 201



**Native American**

Subgroup with fewer than 20 students.

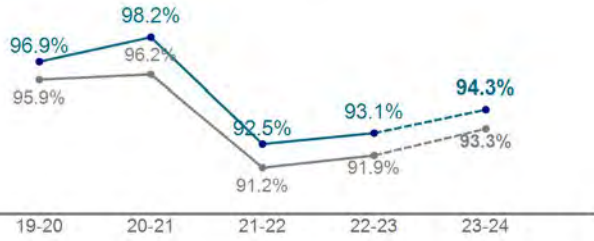
**Other**  
N = 92



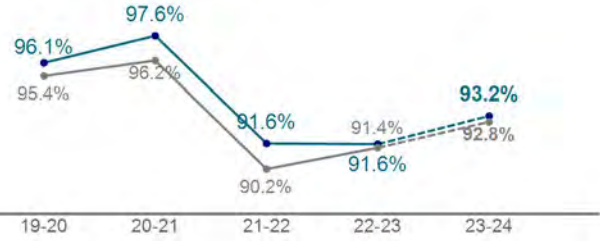
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included

# Attendance Rate

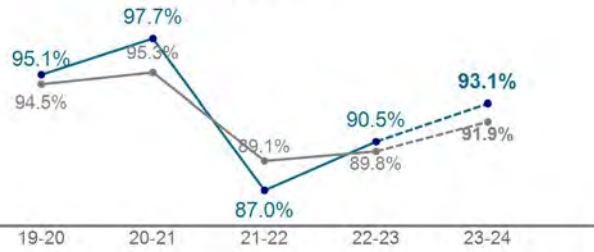
**EL + RFEP**  
N = 150



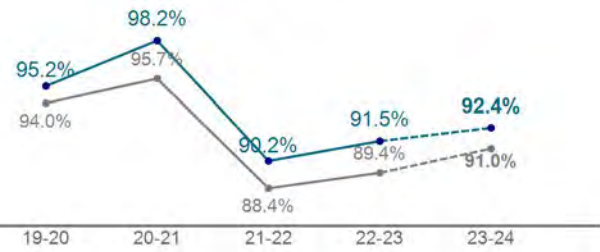
**Low SES**  
N = 503



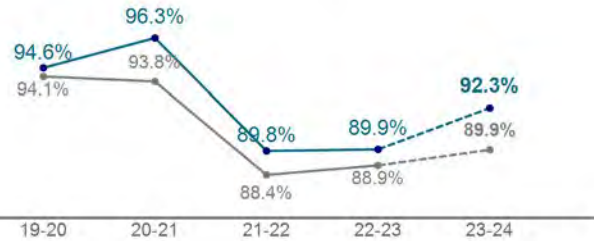
**English Learner**  
N = 45



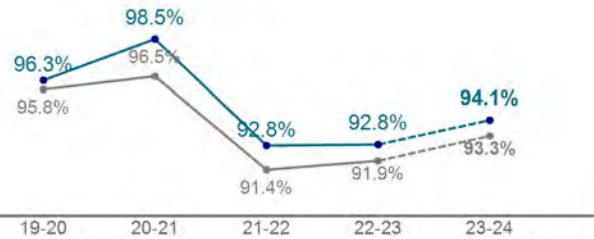
**Special Education**  
N = 160



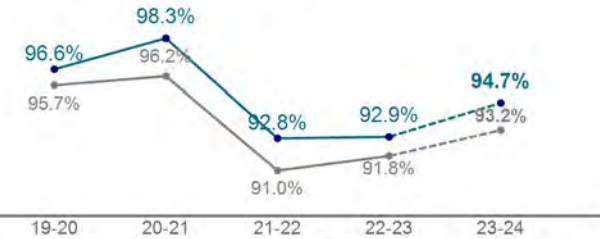
**Homeless or Foster Youth**  
N = 52



**Female**  
N = 534



**Male**  
N = 434



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



# Chronic Absence by Attendance Bands School Data by Subgroup Marshall 2022-2023

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	21-22 Chronic Rate	Chronic + At-Risk Rate	MS Chronic Rate	
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance					
All Students	930	930	4	20	15	24	37	24.4%	17.0%	39.9%	26.3%
Grade	Gr. 06	315	3	17	18	22	39	21.0%	20.0%	39.4%	23.5%
	Gr. 07	310	5	24	13	24	34	29.4%	15.2%	41.9%	27.5%
	Gr. 08	305	5	18	15	25	37	23.0%	15.9%	38.4%	28.0%
Ethnicity	African American	103	13	20	15	20	32	33.0%	23.5%	47.6%	34.0%
	American Indian	1	100					100.0%	0.0%	100.0%	28.6%
	Asian	40	15	10	10	65	15.0%	4.2%	25.0%	12.1%	
	Cambodian	34	15	15	21	50	14.7%	0.0%	29.4%	13.8%	
	Filipino	23	4	17	4	74	4.3%	0.0%	21.7%	7.1%	
	Hispanic	462	4	20	17	24	34	24.5%	19.7%	41.6%	28.6%
	Pacific Islander	6	50	17	33	50.0%	42.9%	66.7%	39.5%		
	White	208	4	20	15	28	33	24.0%	16.0%	38.9%	20.3%
	Other	87	22	11	24	43	21.8%	7.9%	33.3%	17.7%	
Gender	Female	511	4	20	15	21	39	24.3%	15.6%	39.3%	26.6%
	Male	416	5	20	16	26	33	24.5%	18.4%	40.6%	26.0%
	Nonbinary	3	33	67	33.3%	50.0%	33.3%	33.3%			

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands School Data by Subgroup Marshall 2022-2023

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	441	8	24	15	21	32	31.7%	23.3%	46.5%	28.4%
	ELL	37	11	32	8	24	24	43.2%	39.4%	51.4%	35.3%
	RFEP	108	4	17	15	17	48	20.4%	14.2%	35.2%	20.8%
	EL + RFEP	145	6	21	13	19	42	26.2%	19.4%	39.3%	26.2%
	Special Ed.	154	8	22	16	28	26	30.5%	19.4%	46.1%	35.8%
	Spec Ed. Speech/RSP	117	6	22	15	30	26	28.2%	18.0%	43.6%	30.4%
	Homeless/Foster	45	11	24	24	24	16	35.6%	36.0%	60.0%	42.3%
	Foster	4	25	25	25	25	25	25.0%	40.0%	50.0%	45.9%
	Homeless	41	12	24	24	24	15	36.6%	35.6%	61.0%	41.9%
GATE/Excel	274	2	14	15	20	49	16.1%	10.9%	30.7%	14.3%	

The percentages may not equal 100% due to rounding.



Marshall

Category	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg
All Students	907	42%	20	23	34	24	58%	↓8		↓7
	All Middle	54%	29	25	29	16	46%	↓1		↓2
	District	52%	29	23	26	22	48%	↑-		↓1
Grade	307	49%	22	27	28	24	51%	↓13		↓15
	Gr. 06									
	All Middle	57%	30	27	27	16	43%	↓2		↓8
	District	56%	29	27	27	17	44%	↓2		↓8
	305	37%	17	20	40	22	63%	↓5		↑1
	Gr. 07									
	All Middle	51%	28	24	32	17	49%	↓1		↑4
	District	50%	27	23	32	18	50%	↓2		↑4
	295	41%	20	21	34	25	59%	↓5		↓6
Gr. 08										
All Middle	55%	29	25	30	16	45%	↓-		↓4	
District	53%	28	25	30	17	47%	↓1		↓4	
Ethnicity	452	51%	23	28	32	17	49%	↓9		↓8
	Hispanic									
	All Middle	60%	32	28	28	11	40%	↓1		↓3
	District	58%	33	25	26	16	42%	↓-		↓1
	202	27%	9	18	39	34	73%	↓3		↓6
	White									
	All Middle	27%	12	15	37	36	73%	↑-		↓2
	District	26%	11	15	30	44	74%	↑1		↓2
	98	59%	36	23	29	12	41%	↓7		↓5
	African American									
	All Middle	70%	43	27	22	8	30%	↓3		↓3
	District	67%	42	25	21	12	33%	↓-		↓1
85	31%	16	14	35	34	69%	↓5		↓5	
Other										
All Middle	36%	16	20	34	30	64%	↑-		↓1	
District	33%	16	17	29	38	67%	↑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.

Marshall

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg	Chg
Ethnicity	Asian	40	35%	13	23	33	33	65%	↓18		↓13	
		All Middle	36%	17	19	35	29	64%	↓2		↓-	
		District	34%	17	18	30	36	66%	↑-		↑1	
	Cambodian	34	32%	18	15	53	15	68%	↓9		↓9	
		All Middle	39%	18	21	35	26	61%	↑-		↑1	
		District	39%	19	20	32	29	61%	↑1		↑3	
	Filipino	23	9%		4	4	30	61	91%	↑9		-
		All Middle	32%	10	21	34	35	68%	↑2		↑2	
		District	28%	11	17	31	41	72%	↑2		↑1	
	Pacific Islander	6*	17%		17		83		83%	↑12		-
		All Middle	60%	31	29	36	5	40%	↓-		↓3	
		District	63%	31	32	28	9	38%	↓2		↓2	
American Indian	1*	0%				100		100%	-		-	
	All Middle*	47%	32	16	47	5	53%	↑26		↑17		
	District	41%	25	16	41	18	59%	↑18		↑11		
Gender	Female	502	37%	15	22	36	26	63%	↓8		↓5	
		All Middle	49%	25	24	32	19	51%	↓2		↓2	
		District	47%	25	22	28	24	53%	↓-		↓1	
	Male	402	49%	25	24	31	20	51%	↓8		↓8	
		All Middle	59%	33	26	27	14	41%	↑-		↓3	
		District	56%	33	23	25	19	44%	↑1		↓1	
	Nonbinary	3*	0%				67		33100%	-		-
		All Middle	43%	17	26	48	9	57%	↓4		↓7	
		District	40%	13	27	38	22	60%	↑6		↓6	

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



Marshall

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	EL + RFEP	141	58%	27	31	31	11	42%	↓11		↓7
		All Middle	64%	35	29	26	10	36%	↓2		↓2
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	35	97%	77	20	3		3%	↓5		↓3
		All Middle	92%	65	26	8		8%	↑3		↑1
		District	86%	60	25	11	3	14%	↑4		↑2
	RFEP	106	45%	10	35	41	14	55%	↓8		↓8
		All Middle	48%	18	30	36	16	52%	↓1		↓4
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	4*	50%	25	25	50		50%	↑33		-
		All Middle	76%	49	27	20	4	24%	↓3		↓6
		District	75%	50	25	16	9	25%	↓3		↓4
	GATE/Excel	272	10%	2	8	40	50	90%	↓6		↓5
		All Middle	16%	4	12	40	44	84%	↓3		↓3
		District	14%	3	11	32	54	86%	↓-		↓4
	Homeless	48	56%	29	27	35	8	44%	↓14		↓6
		All Middle	68%	40	28	25	7	32%	↓3		↓2
		District	64%	40	24	24	12	36%	↓1		-
Homeless/Foster	52	56%	29	27	37	8	44%	↓9		↓3	
	All Middle	69%	41	28	25	7	31%	↓3		↓3	
	District	65%	41	24	23	12	35%	↓1		↓-	
Low SES	428	53%	25	28	31	15	47%	↓9		↓6	
	All Middle	59%	32	27	28	13	41%	↑1		↓2	
	District	59%	34	25	25	16	41%	↑1		↓1	

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Marshall

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	Special Ed.	151	82%	58	24	13	5	18%	↓5		↓3
		All Middle	87%	66	21	10	3	13%	↑1		↑-
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	110	78%	49	29	15	7	22%	↓6		↓3
		All Middle	82%	57	25	14	4	18%	↑1		↑-
		District	79%	56	23	14	7	21%	↑2		↑1

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# SBAC Math 2023 :: School Data by Subgroup

## Marshall

Category	Tested	Percent by Achievement Level					Met+Exceeded	2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded		Chg	Chg	Chg		
All Students	902	902	56%	30	26	22	22	44%	↓3		↓1	
	All Middle		70%	44	25	16	14	30%	↓-		↓2	
	District		66%	40	26	19	18	34%	↑1		↓5	
Grade	Gr. 06	307	59%	29	31	20	21	41%	↓5		↓2	
		All Middle		68%	41	27	17	14	32%	↑-		↓2
		District		67%	39	27	18	15	33%	↑1		↓1
	Gr. 07	301	53%	29	25	25	22	47%	↓4		↑2	
		All Middle		68%	42	26	18	14	32%	↑1		↑-
		District		68%	42	26	18	15	32%	↑1		↑-
	Gr. 08	294	55%	34	22	21	23	45%	↓1		↓4	
		All Middle		73%	50	23	13	13	27%	↓2		↓4
		District		72%	49	23	14	14	28%	↓2		↓3
Ethnicity	Hispanic	450	63%	34	29	20	17	37%	↓3		↓1	
		All Middle		77%	50	27	14	9	23%	↓-		↓2
		District		72%	45	27	17	11	28%	↑2		↓5
	White	201	42%	19	23	26	31	58%	↑2		↑2	
		All Middle		39%	20	20	28	33	61%	↑2		↑1
		District		38%	17	21	27	35	62%	↑3		↓6
	African American	96	79%	56	23	16	5	21%	↓5		↑1	
		All Middle		84%	62	22	10	6	16%	↓-		↓-
		District		82%	57	25	12	6	18%	↑1		↓4
Other	85	41%	19	22	28	31	59%	↓9		↓7		
	All Middle		50%	25	25	23	27	50%	↑-		↓3	
	District		45%	23	22	24	31	55%	↑-		↓5	

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Marshall

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Ethnicity	Asian	40	38%	25	13	23	40	63%	↓2		-
		All Middle	52%	28	24	21	27	48%	↓4		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
	Cambodian	34	50%	26	24	24	26	50%	↓18		↓12
		All Middle	57%	30	27	22	22	43%	↓3		↓4
		District	55%	28	27	23	23	45%	↓2		↓5
	Filipino	23	26%	13	13	26	48	74%	↑1		-
		All Middle	51%	22	29	20	29	49%	↓2		↓4
		District	44%	19	25	24	33	56%	↓-		↓6
	Pacific Islander	6*	83%	17	67	17	17%	17%	↓12		-
		All Middle	79%	45	33	15	7	21%	↓1		↓3
		District	76%	46	30	17	8	24%	↓-		↓5
American Indian	1*	100%	100				0%	-		-	
	All Middle*	84%	63	21	5	11	16%	↑2		↑6	
	District	73%	41	31	14	14	27%	↑1		↓8	
Gender	Female	499	57%	31	26	22	21	43%	↓5		↓-
		All Middle	71%	45	26	16	13	29%	↓1		↓1
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	400	55%	30	26	22	23	45%	↓1		↓2
		All Middle	69%	44	25	16	15	31%	↑-		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	3*	0%			33	67	100%	↑50		-
		All Middle	61%	43	17	22	17	39%	↓1		↑3
		District	62%	42	20	22	16	38%	↑4		↓2

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# SBAC Math 2023 :: School Data by Subgroup

## Marshall

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	EL + RFEP	140	65%	41	24	20	15	35%	↓1		↑1
		All Middle	79%	53	26	13	8	21%	↓1		↓2
		District	77%	52	26	14	8	23%	↑1		↓6
	ELL	34	97%	82	15	3		3%	↑3		↑3
		All Middle	97%	82	15	3		3%	↑1		↓1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	106	55%	28	26	25	20	45%	↑2		-
		All Middle	69%	36	33	19	12	31%	↑-		↓3
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	4*	75%	50	25	25		25%	↓8		-
		All Middle	87%	67	20	10	3	13%	↑1		↓2
		District	85%	62	23	13	2	15%	↑2		↓3
	GATE/Excel	270	18%	4	14	29	53	82%	↓5		↓3
		All Middle	29%	9	20	29	42	71%	↓3		↓4
		District	26%	8	18	28	47	74%	↑2		↓9
Homeless	48	79%	40	40	10	10	21%	↓29		↓17	
	All Middle	83%	57	26	11	6	17%	↓1		↓2	
	District	78%	52	26	14	8	22%	↑-		↓4	
Homeless/Foster	52	79%	40	38	10	12	21%	↓27		↓16	
	All Middle	84%	58	26	11	6	16%	↓1		↓2	
	District	79%	53	25	14	7	21%	↑1		↓4	
Low SES	426	66%	38	28	20	14	34%	↓4		↓2	
	All Middle	75%	49	26	14	10	25%	↑2		↓2	
	District	73%	46	27	17	11	27%	↑2		↓5	

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Marshall

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	Special Ed.	150	87%	70	17	10	3	13%	↓1		-
		All Middle	92%	79	13	5	3	8%	↑1		↑1
		District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	110	83%	62	21	14	4	17%	↓1		-
		All Middle	89%	72	17	7	4	11%	↑1		↑1
		District	84%	64	20	10	6	16%	↑2		↓1

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



# SBAC Science 2023 :: School Data by Subgroup

## Marshall

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	294	74%	20	54	21	4	26%	↓9		-	
	District	74%	17	57	18	8	26%	↑1		-	
	All Middle	78%	22	57	16	6	22%	↓1		-	
Grade	Gr. 08	294	74%	20	54	21	4	26%	↓9		-
	All Middle	78%	22	57	16	6	22%	↓1		-	
	District	77%	21	56	16	7	23%	↓1		-	
Ethnicity	Hispanic	140	81%	23	59	16	3	19%	↓7		-
		District	81%	19	62	15	4	19%	↑1		-
		All Middle	85%	24	61	12	3	15%	↓-		-
	White	81	63%	7	56	28	9	37%	↓9		-
		District	51%	6	45	29	20	49%	↑1		-
		All Middle	53%	8	45	28	19	47%	↓1		-
	African American	29	86%	52	34	14		14%	↓5		-
		District	86%	29	57	12	2	14%	↑1		-
		All Middle	88%	38	50	10	2	12%	↓1		-
	Other	23	61%	13	48	39		39%	↓7		-
		District	56%	11	46	25	18	44%	↓-		-
		All Middle	62%	14	48	23	15	38%	↓-		-
	Asian	11*	64%	9	55	36		36%	↓2		-
		District	57%	6	50	28	15	43%	↑2		-
		All Middle	61%	10	51	28	11	39%	↓-		-
Cambodian	10*	80%	10	70	20		20%	↓36		-	
	District	65%	9	56	25	10	35%	↑-		-	
	All Middle	71%	14	58	21	8	29%	↓2		-	

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Marshall

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg			
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded		
Ethnicity	Filipino	8*	75%	13	63	13	13	25%	↓45		-	
		District	54%	5	49	29	18	46%	↑2		-	
		All Middle	64%	5	59	23	13	36%	↓3		-	
	Pacific Islander	2*	100%	50	50			0%	↓33		-	
		All Middle	91%	23	68	9		9%	↓1		-	
Gender	Female	156	74%	14	60	22	4	26%	↓13		-	
		District	75%	15	60	18	7	25%	↑1		-	
		All Middle	78%	19	59	16	6	22%	↑-		-	
	Male	137	75%	27	48	21	4	25%	↓6		-	
		District	74%	19	55	18	8	26%	↑1		-	
		All Middle	79%	24	54	15	6	21%	↓2		-	
	Nonbinary	1*		0%				100%	100%	-		-
		All Middle*	82%	18	64	18		18%		↓11		-
		District	68%	18	50	14	18	32%	↑11		-	
Special Populations	EL + RFEP	48	85%	31	54	15		15%	↓4		-	
		District	84%	21	63	13	3	16%	↑1		-	
		All Middle	87%	26	61	11	2	13%	↓1		-	
	ELL	14*	100%	64	36			0%		-		-
		District	98%	40	58	2		2%	↑-		-	
		All Middle	100%	52	48			0%	↓-		-	
	RFEP	34	79%	18	62	21		21%	↓1		-	
		District	75%	10	66	20	5	25%	↑3		-	
		All Middle	80%	12	68	17	4	20%	↑1		-	

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Marshall

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	Foster	1*	100%	100			0%	-		-	
		All Middle	96%	37	59	4	4%	↓6		-	
		District	88%	31	58	8	4	12%	↓3		-
	GATE/Excel	96	47%	2	45	43	10	53%	↓29		-
		District	43%	3	41	34	23	57%	↓2		-
		All Middle	47%	3	44	33	19	53%	↓11		-
	Homeless	19*	89%	26	63	11	11%	↓13		-	
		All Middle	91%	34	57	6	2	9%	↓4		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	20	90%	30	60	10	10%	↓12		-	
		All Middle	91%	34	57	6	2	9%	↓4		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	130	84%	27	57	15	16%	↓15		-	
		All Middle	83%	24	59	13	4	17%	↑1		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	53	96%	60	36	4	4%	↓10		-	
		All Middle	96%	50	46	4	4%	↓1		-	
		District	93%	47	46	5	2	7%	↑1		-
Spec Ed. Speech/RSP	35	94%	46	49	6	6%	↓13		-		
	All Middle	94%	41	53	5	6%	↓2		-		
	District	90%	37	53	7	3	10%	↑1		-	

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

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup Marshall

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
ELA	All Students	896	3	46	14	12	27	
		All Middle	16	40	13	13	33	
		District	25	34	15	16	34	
	Grade	Gr. 06 (Minimum Growth Target: 27)	303	-	49	17	14	20
			All Middle	11	43	16	16	25
			District	11	43	16	16	25
		Gr. 07 (Minimum Growth Target: 25)	300	13	40	18	16	27
			All Middle	29	32	14	16	38
			District	29	32	14	16	38
	Gr. 08 (Minimum Growth Target: 14)	293	-2	50	7	8	35	
		All Middle	7	46	8	8	38	
		District	7	45	8	8	38	
Ethnicity	Hispanic	451	3	47	12	14	28	
		All Middle	15	41	12	14	33	
		District	24	35	15	16	34	
	White	199	3	48	16	11	25	
		All Middle	14	40	16	13	31	
		District	26	33	16	16	35	
	African American	94	8	44	14	9	34	
		All Middle	16	41	13	12	33	
		District	24	36	16	15	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.

^Not currently a significant subgroup.

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



# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Marshall

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
ELA	Other	82	-1	46	20	12	22	
		All Middle	18		40	14	12	34
		District	29		32	16	17	35
	Asian	40	-	45	18	13	25	
		All Middle	23		36	15	13	36
		District	33		30	16	16	38
	Cambodian	34	-9	47	18	12	24	
		All Middle	24		35	13	14	38
		District	33		30	16	17	37
	Filipino	23	13	43	13	17	26	
		All Middle	20		37	14	12	36
		District	29		32	14	16	37
	Pacific Islander	6 <sup>^</sup>	-	17	17	33	33	
		All Middle	21		35	16	15	34
District		26		32	17	18	33	
American Indian	1 <sup>^</sup>	-				100	0	
	All Middle <sup>^</sup>	19		44	11	11	33	
	District	35		26	18	11	45	
Gender	Female	496	4	48	13	12	27	
		All Middle	15		41	13	13	33
		District	27		34	15	16	34

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

<sup>^</sup>Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Marshall

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Gender	Male	397	3	45	15	13	27
			All Middle	16	40	13	13	34
			District	24	35	15	16	34
		Nonbinary	3^	-	33	33	33	
			All Middle	21	29	19	5	48
			District	21	33	15	8	44
	Special Populations	EL + RFEP	141	1	46	9	21	25
			All Middle	16	40	11	14	35
			District	24	36	13	15	36
		ELL	35	-10	46	11	14	29
			All Middle	21	36	11	14	39
			District	31	31	16	18	35
RFEP		106	4	46	8	23	24	
		All Middle	14	42	11	14	33	
		District	19	39	12	14	36	
		Foster	4^	-	50	25	25	0
			All Middle	18	44	13	14	29
			District	21	40	12	20	29
GATE/Excel	272	2	49	15	14	22		
	All Middle	14	41	13	15	31		
	District	25	34	15	18	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.

^Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

## Marshall

1/30/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
E L A  Special Populations	Homeless	46	12	48	13	9	30
		All Middle	16	40	14	14	32
		District	26	33	16	17	34
	Homeless/Foster	50	20	48	14	10	28
		All Middle	16	40	14	14	32
		District	25	34	16	17	33
	Low SES	422	7	45	12	13	31
		All Middle	16	40	13	13	34
		District	25	35	15	16	34
	Special Ed.	149	1	48	11	12	29
		All Middle	18	39	12	12	36
		District	25	35	15	15	35
	Spec Ed. Speech/RSP	108	-1	54	8	10	28
		All Middle	15	42	12	12	34
		District	26	35	15	16	34

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

^Not currently a significant subgroup.

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



# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Marshall

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
M a t h	All Students	887	11	43	14	11	32	
		All Middle	10	43	13	13	32	
		District	16	38	19	18	24	
	Grade	Gr. 06 (Minimum Growth Target: 24)	303	16	38	19	14	29
			All Middle	15	39	16	15	30
			District	17	38	16	16	31
		Gr. 07 (Minimum Growth Target: 17)	295	14	40	13	11	36
			All Middle	11	43	11	11	36
			District	11	43	11	10	36
	Gr. 08 (Minimum Growth Target: 19)	289	2	50	11	9	30	
		All Middle	4	46	11	12	31	
		District	5	46	11	12	31	
Ethnicity	Hispanic	447	14	42	12	11	35	
		All Middle	8	44	12	12	31	
		District	15	39	19	18	24	
	White	197	10	42	17	9	31	
		All Middle	17	36	15	13	36	
		District	18	34	22	19	24	
	African American	91	8	45	14	11	30	
		All Middle	9	44	13	12	32	
		District	14	40	19	17	24	

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

^Not currently a significant subgroup.

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



# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Marshall

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Math	Other	82	7	48	16	15	22
		All Middle	16	38	15	13	34
		District	22	34	22	19	26
	Asian	40	6	35	20	25	20
		All Middle	13	40	12	14	34
		District	19	36	19	20	26
	Cambodian	34	-4	47	12	21	21
		All Middle	10	41	13	13	33
		District	19	36	19	20	25
	Filipino	23	14	39	13	9	39
		All Middle	21	38	11	14	37
		District	22	36	17	22	26
	Pacific Islander	6 <sup>^</sup>	-	33	33		33
		All Middle	10	48	6	15	31
District		13	42	17	18	24	
American Indian	1 <sup>^</sup>	-	100	0			
	All Middle <sup>^</sup>	14	44	6	6	44	
	District	17	39	16	13	32	
Gender	Female	492	8	44	14	13	28
		All Middle	9	43	12	13	31
		District	16	38	19	19	24

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

<sup>^</sup>Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Marshall

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Gender	Male	392	15	40	15	9	36
		All Middle	11	42	13	12	33
		District	16	38	20	18	25
	Nonbinary	3 <sup>^</sup>	-	67		33	
		All Middle	10	41	5	14	41
		District	5	38	20	18	25
Special Populations	EL + RFEP	138	15	37	14	12	37
		All Middle	8	44	12	13	31
		District	11	41	18	17	24
	ELL	34	14	41	12	6	41
		All Middle	9	45	11	10	34
		District	22	35	19	19	26
	RFEP	104	15	36	14	14	36
		All Middle	7	44	13	14	30
		District	6	46	17	15	23
	Foster	4 <sup>^</sup>	-	25		75	
		All Middle	11	49	9	6	35
		District	19	39	16	19	25
	GATE/Excel	270	13	42	17	14	28
		All Middle	16	37	15	15	33
		District	19	35	21	20	25

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

<sup>^</sup>Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Marshall

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
M at h Special Populations	Homeless	46	5	43	17	15	24
		All Middle	6	46	13	12	29
		District	13	40	19	17	24
	Homeless/Foster	50	7	42	16	14	28
		All Middle	6	46	13	12	29
		District	13	40	19	17	24
	Low SES	416	12	43	13	11	33
		All Middle	9	44	12	12	32
		District	15	39	19	18	24
	Special Ed.	148	7	42	13	7	39
		All Middle	14	41	12	9	38
		District	20	36	19	16	29
	Spec Ed. Speech/RSP	108	7	42	13	6	40
		All Middle	12	42	13	10	35
		District	21	36	19	17	28

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

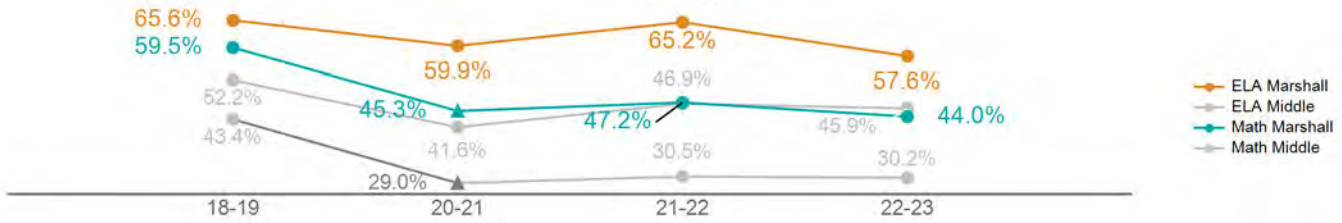
^Not currently a significant subgroup.

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

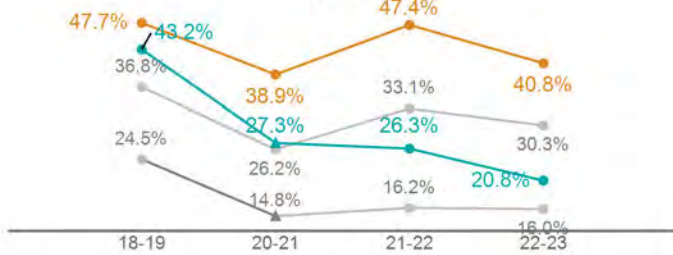


## Percent of Students with Achievement Level of Met or Exceeded in SBAC

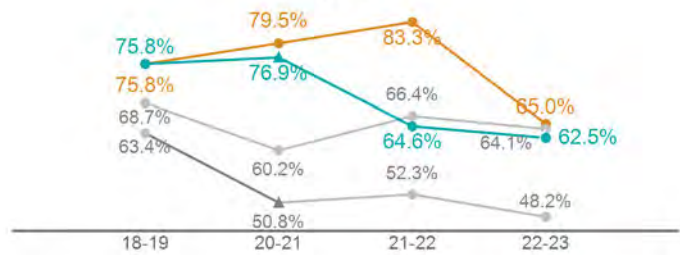
**Marshall  
All Students  
N = 907**



**African American  
N = 98**



**Asian  
N = 40**



**Filipino  
N = 23**



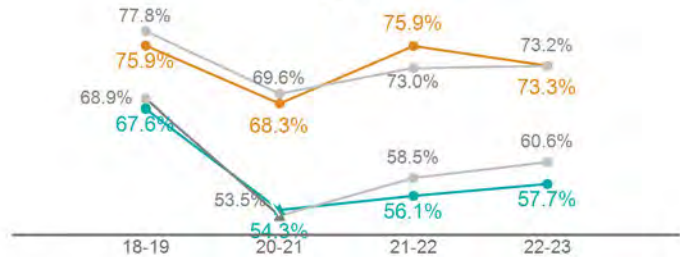
**Hispanic  
N = 452**



**Pacific Islander**

Subgroup with fewer than 20 students.

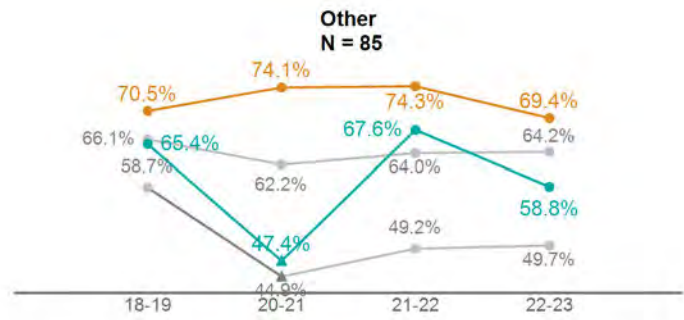
**White  
N = 202**



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

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

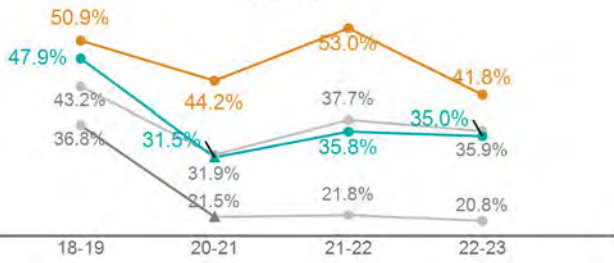
**Native American**  
Subgroup with fewer than 20 students.



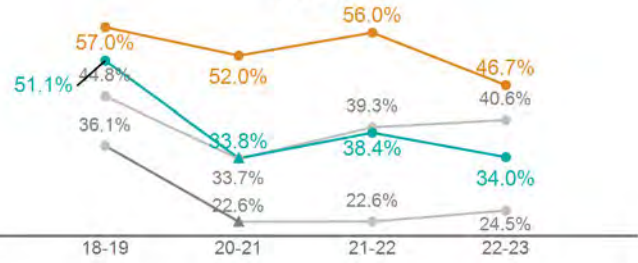
N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

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

**EL + RFEP**  
N = 141



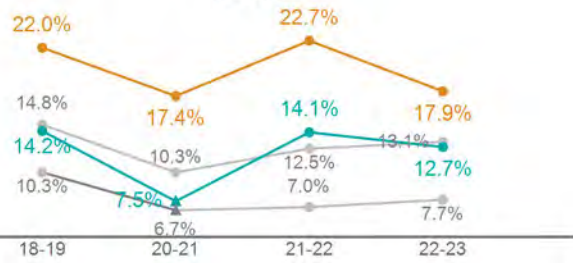
**Low SES**  
N = 428



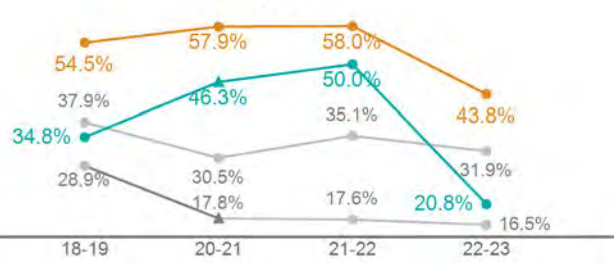
**English Learner**  
N = 35



**Special Education**  
N = 151



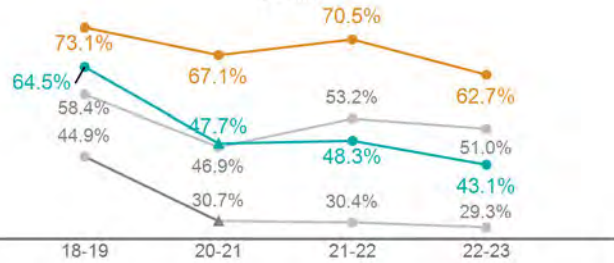
**Homeless**  
N = 48



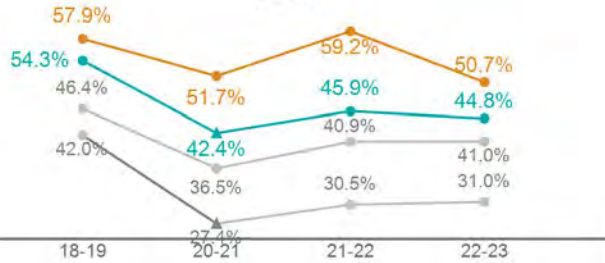
**Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 502



**Male**  
N = 402



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

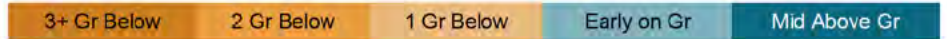
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 6



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	All Students	All	1	307	17	11	43	22	7
			2	306	8	12	30	30	18
			3	298	10	9	27	29	24
	Teacher	Akeo, A	1	59	5	8	42	27	17
			2	58	5	7	24	38	26
			3	59	3	7	25	27	37
		Chikami, A	1	107	13	11	43	28	5
			2	107	4	11	34	30	21
			3	104	3	14	25	31	27
		Klingsporn, H	1	129	20	12	47	16	4
			2	130	11	15	31	30	13
			3	127	16	6	31	30	17
		Lumme, H	1	8	88	13			
			2	8	88	13			
			3	8	75	13	13		
		Touazi, J	1	1					100
			2	1					100
			3	1					100
	Colunga-Hutkins, H	2	1	100					
		3	1					100	
	Ethnicity	African American	1	29	45	21	28	3	3
			2	30	27	23	27	17	7
			3	27	26	7	41	19	7
		Asian	1	17	12		47	29	12
			2	18		6	28	39	28
			3	18		6	28	33	33
		Filipino	1	4			25	50	25
			2	4			25	25	50
			3	4			25	25	50
		Hispanic	1	158	20	11	49	16	3
2			156	8	17	37	29	9	
3			151	13	11	28	31	17	



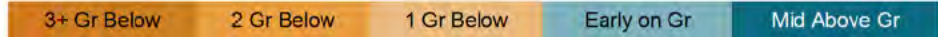


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 6

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
6	Ethnicity	White	1	65	6	9	40	35	9
			2	64	3	5	23	33	36
			3	65	6	3	23	28	40
		Other	1	34	9	12	32	29	18
			2	34	6	3	21	41	29
			3	33	15	21	30	33	
	Gender	Female	1	177	17	11	46	21	6
			2	177	8	15	31	31	15
			3	175	11	10	30	26	22
		Male	1	130	18	12	39	23	8
			2	129	9	9	29	29	23
			3	123	9	7	23	33	28
	Special Populations	Low SES	1	148	24	12	44	16	4
			2	151	15	15	35	25	11
			3	144	15	13	30	26	17
		ELL	1	13	54	46			
			2	11	36	27	36		
			3	11	45	18	27	9	
		RFEP	1	31	6	16	55	19	3
			2	31	3	16	42	23	16
			3	31	3	13	29	26	29
		EL + RFEP	1	44	20	11	52	14	2
			2	42	12	19	40	17	12
			3	42	14	14	29	21	21
		Special Ed.	1	50	54	14	22	8	2
			2	49	33	27	24	10	6
			3	47	45	9	28	11	9
		Spec Ed. Speech/RSP	1	37	46	16	24	11	3
			2	37	24	30	24	14	8
			3	34	38	9	26	15	12
Foster	1	1	100						
	2	1	100						
	3	1	100						





# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 6

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Special Populations	Homeless	1	18	33	6	33	22	6
			2	17	24	12	18	35	12
			3	16	13	13	44	13	19
		GATE/Excel	1	96	2	27	51	20	
			2	99	1	12	38	48	
			3	96	1	8	30	60	

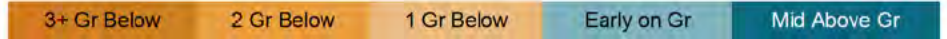


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 7

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	All Students	All	1	304	20	11	41	20	8
			2	298	16	13	34	20	17
			3	298	14	12	29	26	19
	Teacher	Colunga-Hutxins, H	1	4	75		25		
			2	4	50	25	25		
			3	4	50	25	25		
		Gonser, W	1	67	6	48	36	10	
			2	67	6	40	31	22	
			3	67	1	3	31	34	30
		Lumme, H	1	9	89		11		
			2	8	75		25		
			3	9	78		11	11	
		Ruaux, C	1	56	63	14	23		
			2	54	43	28	28	2	
			3	54	35	31	30	4	
		Touazi, J	1	166	8	12	47	22	11
			2	166	10	10	36	23	21
			3	167	9	9	28	31	23
	Ethnicity	African American	1	36	33	8	53	6	
			2	38	26	18	47	5	3
			3	36	19	19	47	8	6
		American Indian	1	1	100				
			2	1	100				
			3	1	100				
Asian		1	11	9	36	27	27		
		2	11	18	18	9	55		
		3	11	18	27	55			
Filipino		1	11	18	55	27			
		2	11	9	45	45			
		3	11	55	45				
Hispanic		1	156	22	13	42	21	2	
		2	153	20	12	35	22	10	
		3	152	18	13	26	30	13	

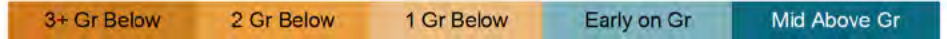


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 7

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	Ethnicity	Pacific Islander	1	4	25	75			
			2	3	67			33	
			3	4	25	75			
		White	1	56	16	9	38	23	14
			2	54	9	13	35	22	20
			3	56	14	7	30	23	25
		Other	1	29	10	10	38	14	28
			2	27	7	11	15	26	41
			3	27	4	7	22	26	41
	Gender	Female	1	167	16	14	46	19	6
			2	164	15	13	39	18	14
			3	164	12	12	32	29	15
		Male	1	135	25	7	36	21	11
			2	132	17	13	27	23	20
			3	132	17	11	24	22	25
		Nonbinary	1	2	50	50			
			2	2	50			50	
			3	2	50			50	
	Special Populations	Low SES	1	146	26	14	44	13	3
			2	143	22	16	36	17	8
			3	143	20	16	28	24	11
		ELL	1	10	70	20	10		
			2	9	78	11	11		
			3	11	64	27	9		
RFEP		1	40	15	13	45	23	5	
		2	40	13	10	38	30	10	
		3	39	10	10	31	28	21	
EL + RFEP		1	50	26	14	38	18	4	
		2	49	24	10	33	24	8	
		3	50	22	14	26	22	16	
Special Ed.		1	49	57	10	27	4	2	
		2	47	43	26	17	13	2	
		3	46	41	22	24	11	2	



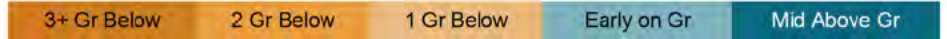


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 7

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
7	Special Populations	Spec Ed. Speech/RSP	1	39	49	13	31	5	3		
			2	38	37	24	21	16	3		
			3	37	32	24	27	14	3		
		Foster	1	2	100						
			2	2		50		50			
			3	3		33	33		33		
		Homeless	1	11	45	9	45				
			2	10	20	20	50		10		
			3	11		36	9	18		36	
		GATE/Excel	1	76			3	26		41	29
			2	75			3	17		29	49
			3	73			1	11		32	56



# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 8

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	All Students	All	1	297	24	14	29	21	12	
			2	293	22	10	30	22	17	
			3	290	24	9	28	19	20	
	Teacher	Colunga-Hutkins, H	1	7	86	14				
			2	7	86	14				
			3	7	71	29				
		Gonser, W	1	93		2	8	33	38	19
			2	92		2	5	36	30	26
			3	93		4	5	27	27	37
		Janssen, Y	1	117	9	17	35	23	15	
			2	116	7	10	34	28	22	
			3	113	12	11	33	25	20	
		Lumme, H	1	17	100					
			2	18	100					
			3	18	100					
		Ruaux, C	1	63	57	19	24			
			2	63	51	22	22	5		
			3	63	49	11	35	5		
		Ethnicity	African American	1	31	61	13	10	6	10
				2	30	57	7	23	7	7
				3	30	57	10	23	3	7
	Asian		1	11	9	18	27	36	9	
			2	10	10	10	40	20	20	
			3	11	27	18	36	18		
	Filipino		1	8	13	38	38	13		
			2	8	13	13	25	25	25	
			3	8	13	38	25	25		
Hispanic	1		139	27	14	32	17	10		
	2		137	23	13	31	16	17		
	3		134	28	10	28	19	16		
Pacific Islander	1	2		50	50					
	2	2	50	50						
	3	2		50	50					

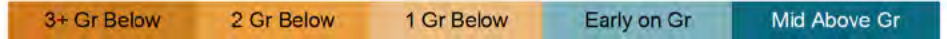
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 8



**Legend**



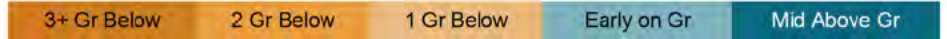
Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Ethnicity	White	1	83	11	16	30	27	17
			2	83	12	8	28	33	19
			3	82	11	7	34	20	28
		Other	1	23	13	9	30	30	17
			2	23	9	4	35	35	17
			3	23	9	13	22	26	30
	Gender	Female	1	160	20	14	33	18	15
			2	158	20	7	34	23	17
			3	158	22	8	32	18	20
		Male	1	136	29	14	24	24	9
			2	134	25	14	25	20	16
			3	131	28	9	24	20	19
		Nonbinary	1	1					100
			2	1					100
			3	1					100
	Special Populations	Low SES	1	134	28	16	31	19	7
			2	129	28	12	30	19	11
			3	127	30	9	30	17	14
		ELL	1	14	86	14			
			2	13	92	8			
			3	14	79	14	7		
		RFEP	1	34	12	21	44	15	9
			2	34	6	21	41	21	12
			3	32	16	9	41	25	9
		EL + RFEP	1	48	33	15	35	10	6
			2	47	30	15	32	15	9
			3	46	35	11	30	17	7
		Special Ed.	1	52	73	4	17	6	
			2	51	73	8	12	6	2
			3	52	69	8	17	24	
Spec Ed. Speech/RSP	1	35	60	6	26	9			
	2	34	59	12	18	9	3		
	3	34	53	12	26	3	6		





**i-Ready Math Overall Relative Placement**  
**School Data by Subgroup**  
**Marshall 2022-2023 Grade 8**

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Special Populations	Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	20	25	40	10	20	5
			2	20	20	30	25	10	15
			3	19	26	21	26	11	16
		GATE/Excel	1	98	24	26	40	29	
			2	96	12	21	34	42	
			3	95	33	23	29	41	

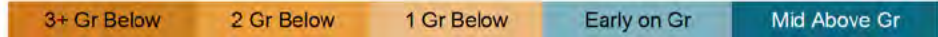
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 6



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
6	All Students	All	1	298		20	11	25	17	26
			2	282		17	8	27	18	30
			3	290		13	13	20	16	38
	Teacher	Colunga-Hutxins, H	1	1	100					
			2	1	100					
			3	1					100	
		Herlacher-Evitts, C	1	197		9	14	29	18	29
			2	194		9	10	29	20	32
			3	197		7	10	24	18	40
		Smith, D	1	17	100					
			2	17	100					
			3	17	76			24		
		Wright, K	1	98		40	6	20	16	17
			2	98		31	11	19	15	23
			3	95		26	17	13	12	33
	Ethnicity	African American	1	28		43	14	18	11	14
			2	25		20	16	32	16	16
			3	24		17	13	33	21	17
		Asian	1	18		17	17	22	11	33
			2	18		17	11	28	6	39
			3	18		17	17	11	11	44
		Filipino	1	4						100
			2	4			25			75
			3	4					25	75
		Hispanic	1	153		24	14	28	19	15
			2	143		23	8	29	21	19
			3	150		17	17	21	16	29
White		1	62		6	8	21	21	44	
		2	61		8	2	26	18	46	
		3	62		5	6	16	18	55	
Other		1	33		18		30	15	36	
		2	31		3	13	19	16	48	
		3	32		13	6	16	13	53	



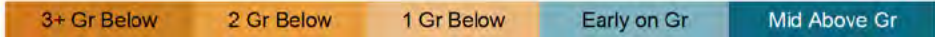
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 6



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
6	Gender	Female	1	171	16	10	29	20	25
			2	165	17	7	25	21	30
			3	171	12	12	18	18	40
		Male	1	127	26	13	20	14	26
			2	117	16	10	30	15	29
			3	119	15	14	22	13	35
	Special Populations	Low SES	1	144	28	13	27	20	12
			2	134	20	11	35	19	15
			3	138	18	18	20	14	29
		ELL	1	12	75	8	17		
			2	11	73	18	9		
			3	11	73	9	9	9	
		RFEP	1	32	9	13	34	22	22
			2	30	33	47	33	13	
			3	31	26	23	23	29	
		EL + RFEP	1	44	27	11	30	16	16
			2	41	22	7	37	24	10
			3	42	19	21	19	17	24
		Special Ed.	1	48	60	8	13	10	8
			2	47	53	9	21	6	11
			3	45	44	11	16	18	11
		Spec Ed. Speech/RSP	1	35	54	9	14	14	9
			2	35	49	6	26	6	14
			3	33	36	6	18	24	15
		Homeless	1	18	28	22	22	11	17
			2	13	8	23	23	31	15
			3	14	14	7	29	21	29
GATE/Excel	1	97			13	16	29	51	
	2	92			5	14	22	59	
	3	97			7	8	12	72	
Foster	2	1	100						
	3	1					100		

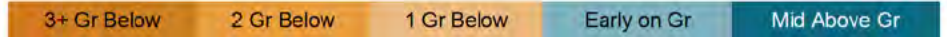
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 7



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
7	All Students	All	1	295		23	10	22	22	23	
			2	292		22	10	21	20	28	
			3	289		19	8	20	24	29	
	Teacher	Colunga-Hutkins, H	1	4	100						
			2	4	75		25				
			3	5	40	20	40				
		Keith, R	1	94		7	13	20	28	32	
			2	95		6	9	19	25	40	
			3	90		6	6	19	33	37	
		Kim, C	1	95		38	6	24	20	12	
			2	93		39	10	18	16	17	
			3	96		35	6	21	18	20	
		Robertson, M	1	99		18	11	23	22	25	
			2	101		16	10	30	17	28	
			3	101		13	12	23	22	31	
		Smith, D	1	16	88		13				
			2	16	88		13				
			3	16	88		13				
		Ethnicity	African American	1	34		38	12	24	18	9
				2	34		26	15	24	29	6
				3	33		24	12	21	27	15
	American Indian		1	1	100						
			2	1	100						
			3	1					100		
	Asian		1	11		18		27	18	36	
			2	11		18	9	18	18	36	
			3	11		27		9	18	45	
Filipino	1		11					36	64		
	2		11					9	91		
	3		11					27	73		
Hispanic	1		151		27	13	21	20	19		
	2		152		26	11	22	18	22		
	3		150		25	9	22	23	21		



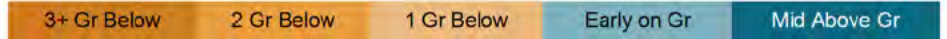
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 7



**Legend**

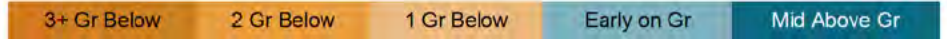


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	Ethnicity	Pacific Islander	1	4	25	50	25		
			2	4		25	25	50	
			3	4		25	75		
		White	1	55	16	4	25	27	27
			2	54	15	4	26	13	43
			3	52	12	2	23	21	42
		Other	1	28	7	11	21	32	29
			2	25	16	8	8	28	40
			3	27	7	11	19	19	44
	Gender	Female	1	165	21	10	23	22	23
			2	163	20	9	23	19	29
			3	160	16	10	19	26	29
		Male	1	128	26	9	21	21	23
			2	127	24	11	19	20	25
			3	127	24	5	23	20	28
		Nonbinary	1	2				100	
			2	2				100	
			3	2				50	50
	Special Populations	Low SES	1	139	36	14	19	19	13
			2	139	32	13	22	19	14
			3	140	28	10	21	23	18
		ELL	1	10	90	10			
			2	9	89	11			
			3	11	73	27			
RFEP		1	40	28	18	13	25	18	
		2	40	28	13	18	23	20	
		3	39	23	10	23	23	21	
EL + RFEP		1	50	40	16	10	20	14	
		2	49	39	12	14	18	16	
		3	50	34	8	24	18	16	
Special Ed.		1	47	60	9	15	11	6	
		2	45	56	9	18	11	7	
		3	43	60	2	19	9	9	

**i-Ready Reading Overall Relative Placement  
School Data by Subgroup  
Marshall 2022-2023 Grade 7**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	Special Populations	Spec Ed. Speech/RSP	1	38	55	8	16	13	8	
			2	36	50	11	19	11	8	
			3	33	55	3	21	9	12	
		Foster	1	2					50	50
			2	2					50	50
			3	3					100	
		Homeless	1	9	33	33	11	22		
			2	10	40	10	30	20		
			3	11	36	36	18	9		
		GATE/Excel	1	76			3	7	30	61
			2	75			5	8	21	65
			3	73			1	36	23	67

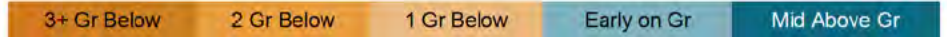
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 8



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
8	All Students	All	1	292		30	5	17	19	28	
			2	283		31	5	15	18	31	
			3	276		25	6	16	20	33	
	Teacher	Colunga-Hutkins, H	1	7	86					14	
			2	6	83					17	
			3	7	71					29	
		Keith, R	1	87		11	7	20	30	32	
			2	85		14	6	20	22	38	
			3	86		9	3	23	27	37	
		Kim, C	1	89		19	4	22	25	29	
			2	89		17	9	20	21	33	
			3	89		18	4	21	22	34	
		McGhee, T	1	33	97					3	
			2	33	91				3	6	
			3	33	85			9		6	
		Robertson, M	1	96		45	4	14	8	29	
			2	96		49	1	10	13	27	
			3	95		38	8	7	15	32	
		Ethnicity	African American	1	30	63			13	3	20
				2	29	55			10	3	14
				3	29	59			14	7	21
	Asian		1	10		30		20	10	40	
			2	10		40			30	30	
			3	10		30		30	10	30	
	Filipino		1	8			13	13	25	50	
			2	8			13	13	13	25	
			3	8			25	13	13	50	
Hispanic	1		137		36	8	18	18	21		
	2		131		35	4	18	19	24		
	3		127		28	9	20	18	26		
Pacific Islander	1	2			50			50			
	2	2			50			50			
	3	2			50			50			



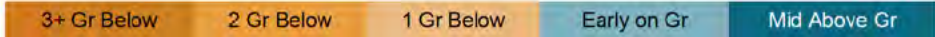
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Marshall 2022-2023 Grade 8



**Legend**

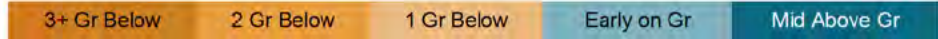


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Ethnicity	White	1	82	15	4	17	27	38
			2	80	16	8	16	11	49
			3	77	9	5	13	27	45
		Other	1	23	13	4	22	22	39
			2	23	30	17	26	26	
			3	23	13	9	4	30	43
	Gender	Female	1	158	27	5	15	19	34
			2	158	27	6	16	20	32
			3	149	21	6	13	23	36
		Male	1	133	34	5	20	20	21
			2	124	37	5	15	15	28
			3	126	29	6	19	16	29
		Nonbinary	1	1					100
			2	1					100
			3	1					100
	Special Populations	Low SES	1	130	37	8	19	11	25
			2	122	35	4	19	20	22
			3	124	27	10	18	19	27
		ELL	1	13	85	15			
			2	13	92	8			
			3	12	75	17	8		
		RFEP	1	33	24	6	33	12	24
			2	32	22	3	22	31	22
			3	32	19	9	25	22	25
		EL + RFEP	1	46	41	9	24	9	17
			2	45	42	4	16	22	16
			3	44	34	11	20	16	18
Special Ed.		1	50	78	8	8	6		
		2	50	82	4	4	4	6	
		3	49	67	12	10	2	8	
Spec Ed. Speech/RSP	1	34	71	9	12	9			
	2	34	79	3	6	3	9		
	3	32	59	13	13	3	13		

**i-Ready Reading Overall Relative Placement  
School Data by Subgroup  
Marshall 2022-2023 Grade 8**



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
8	Special Populations	Foster	1	1	100					
			2	1	100					
			3	1	100					
		Homeless	1	19		37	16	16	32	
			2	16		25	6	13	31	25
			3	18		28	6	17	11	39
		GATE/Excel	1	97		5	3	7	33	52
			2	93		4	3	6	25	61
			3	93		3	3	14	23	57

**i-Ready Overall Relative Placement  
School Data by Subgroup  
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady\_Overall\_Relative\_Placement\_Teacher\_Level - ARC Report #1218

# i-Ready Math Overall Relative Placement School Data by Subgroup Marshall 2022-2023



**Legend**



Category		Diagnostic Window	# Students	Percent by Category					
<b>All Students</b>	896	3	896	16	10	28	25	21	
<b>Grade</b>	Gr. 06	3	300	10	9	27	29	24	
	Gr. 07	3	302	15	12	28	26	19	
	Gr. 08	3	294	24	9	29	19	19	
<b>Ethnicity</b>	African American	3	95	34	13	37	11	6	
	Asian	3	40	10	5	25	25	35	
	Filipino	3	23	4	17	39	39		
	Hispanic	3	444	19	12	27	26	15	
	White	3	204	10	6	29	24	31	
	Other	3	83	4	12	22	28	35	
<b>Gender</b>	Female	3	498	15	10	31	25	19	
	Male	3	395	18	10	24	25	24	
<b>Special Populations</b>	Low SES	3	419	21	13	29	22	14	
	ELL	3	36	64	19	14	3		
	RFEP	3	103	10	12	33	26	19	
	EL + RFEP	3	139	24	14	28	20	14	
	Special Ed.	3	147	52	14	22	7	5	
	Spec Ed. Soeech/RSP	3	107	40	17	26	10	7	
	Homeless	3	37	19	16	35	19	11	
	GATE/Excel	3	267			2	1	15	30

The percentages may not equal 100% due to rounding.



# i-Ready Reading Overall Relative Placement School Data by Subgroup Marshall 2022-2023



**Legend**



Category		Diagnostic Window	# Students	Percent by Category					
<b>All Students</b>	899	3	899	21	9	19	19	32	
<b>Grade</b>	Gr. 06	3	302	15	13	20	16	37	
	Gr. 07	3	302	21	8	21	24	27	
	Gr. 08	3	295	27	6	17	19	31	
<b>Ethnicity</b>	African American	3	94	35	9	22	18	16	
	Asian	3	40	25	8	15	13	40	
	Filipino	3	23			9	4	22	65
	Hispanic	3	449	24	11	22	19	24	
	White	3	202		12	4	17	22	45
	Other	3	84		12	10	13	19	46
<b>Gender</b>	Female	3	498		18	9	17	22	34
	Male	3	398		25	9	21	16	29
<b>Special Populations</b>	Low SES	3	422		26	13	20	18	23
	ELL	3	36	75		8	14	3	
	RFEP	3	103		15	15	24	22	24
	EL + RFEP	3	139		30	13	22	17	19
	Special Ed.	3	150	60		9	14	9	9
	Spec Ed. Speech/RSP	3	109	53		7	17	11	12
	Homeless	3	38		29	5	21	18	26
	GATE/Excel	3	269				24	11	19

The percentages may not equal 100% due to rounding.

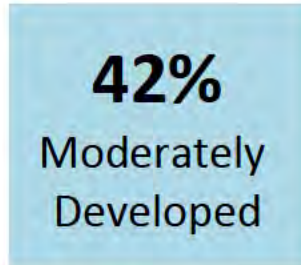




# ELPAC Summative Assessment Grade Level Summary 2022-2023

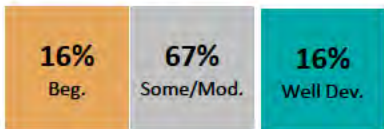
Site :: Marshall

## Site Level Overall Performance Level Summary

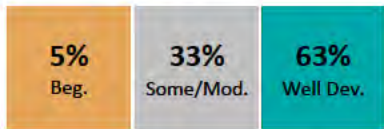


## Site Level Domain Performance Level Summary

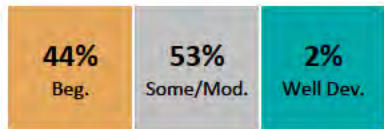
### Listening



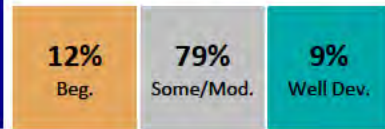
### Speaking



### Reading



### Writing



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

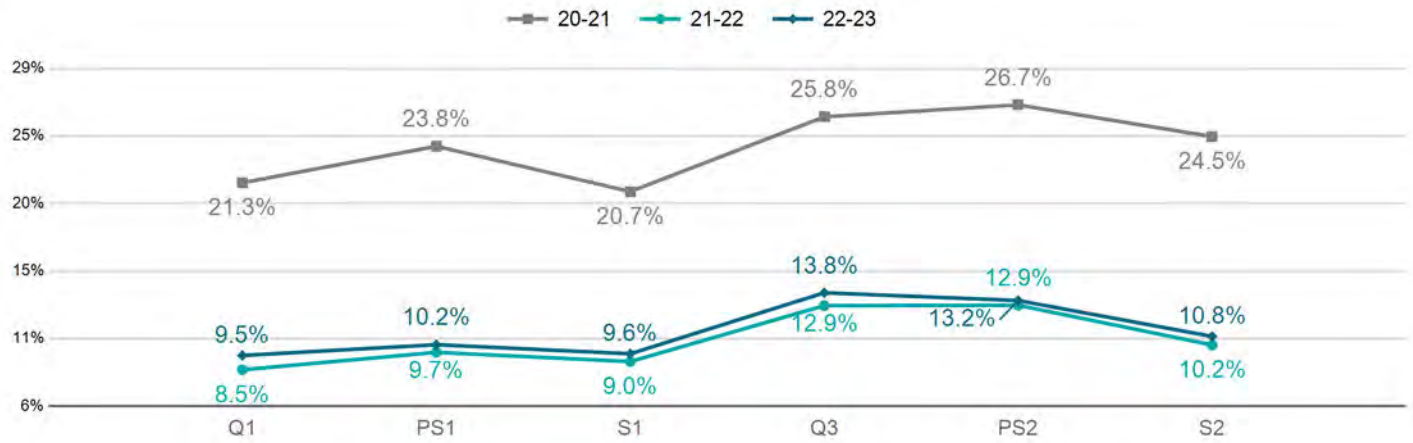
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
<b>06</b>	20%	33%	20%	27%	13%	67%	20%	13%	33%	53%	27%	73%	0%	20%	67%	13%
<b>07</b>	8%	31%	54%	8%	15%	77%	8%	0%	23%	77%	62%	31%	8%	8%	85%	8%
<b>08</b>	6%	24%	53%	18%	18%	53%	18%	0%	35%	53%	41%	47%	0%	6%	76%	6%

# Marshall D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

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

Category: All Students



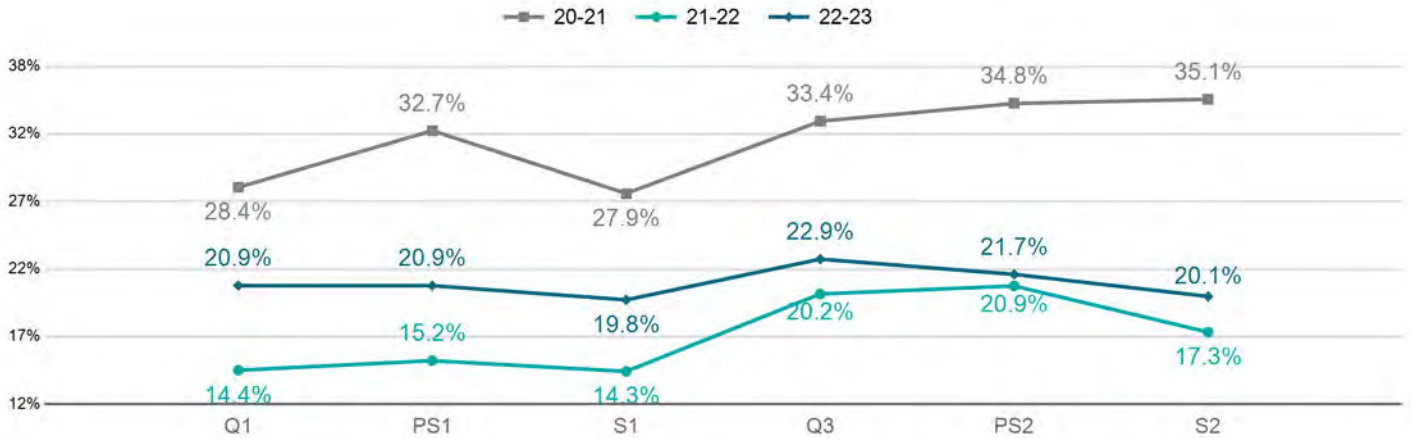
Graphs for subgroups on following pages.

# Marshall D/F Rate - 3 year Comparison

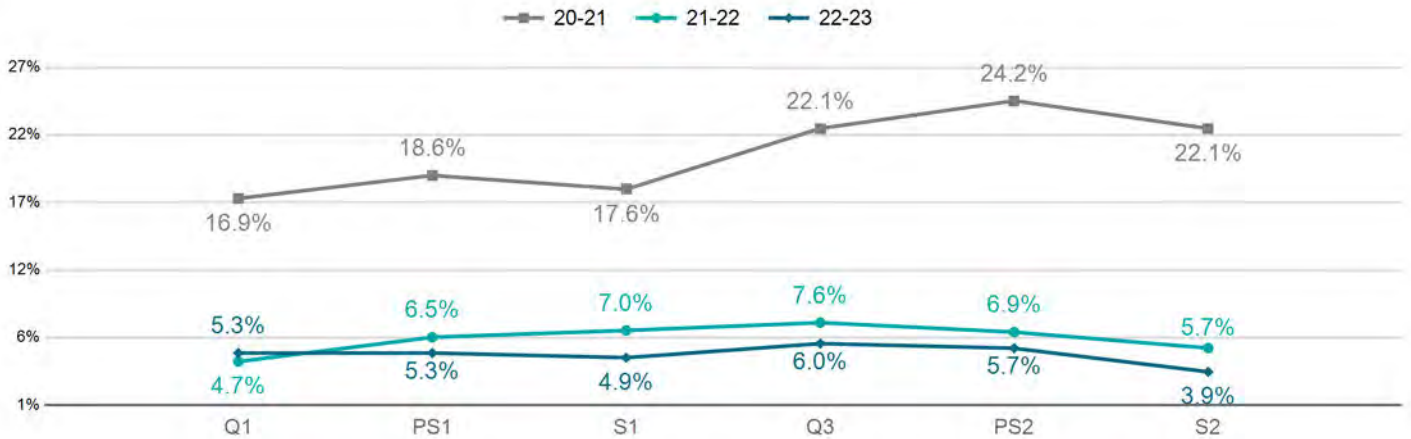
Percent of total grades that are Ds or Fs

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

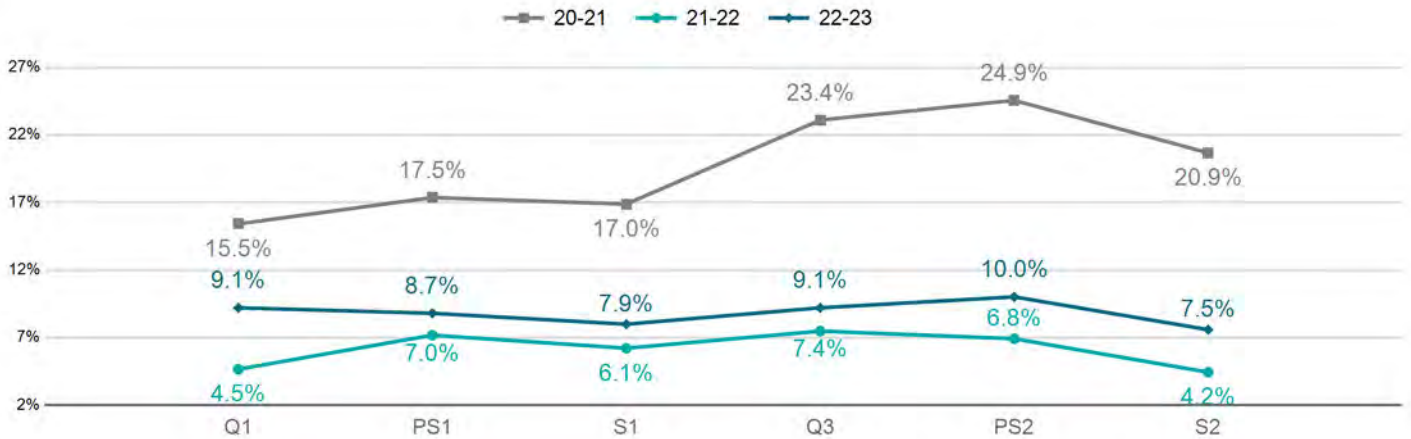
## Category: Ethnicity - Subgroup: African American



## Category: Ethnicity - Subgroup: Asian



## Category: Ethnicity - Subgroup: Cambodian

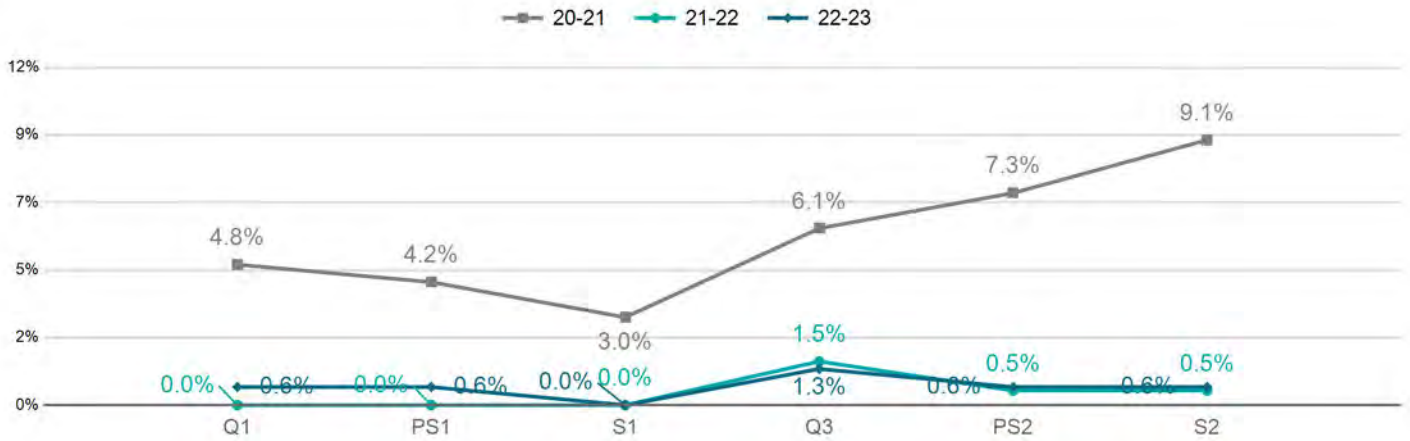


## Marshall D/F Rate - 3 year Comparison

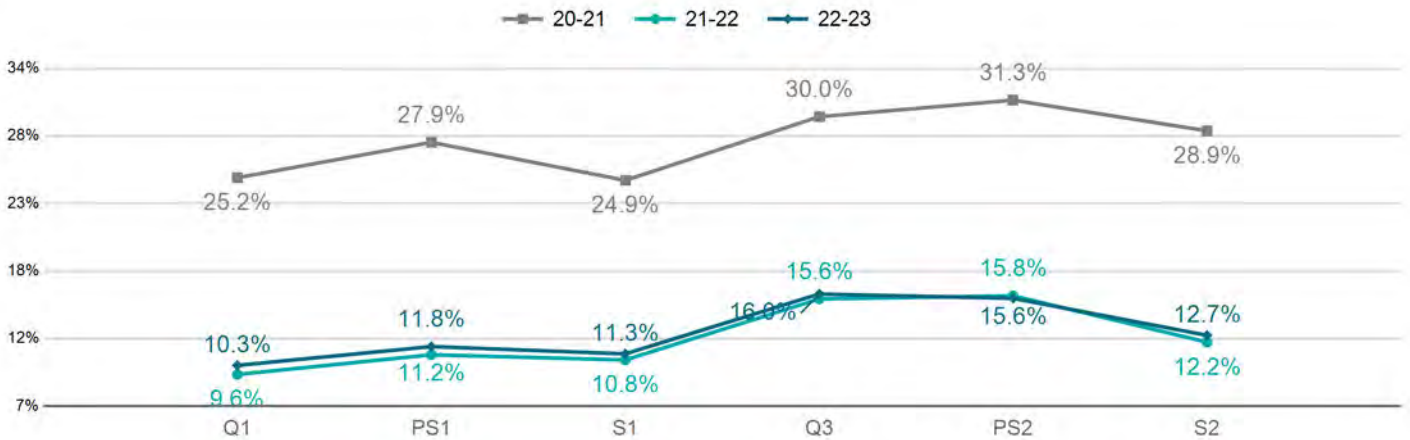
Percent of total grades that are Ds or Fs

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

### Category: Ethnicity - Subgroup: Filipino



### Category: Ethnicity - Subgroup: Hispanic



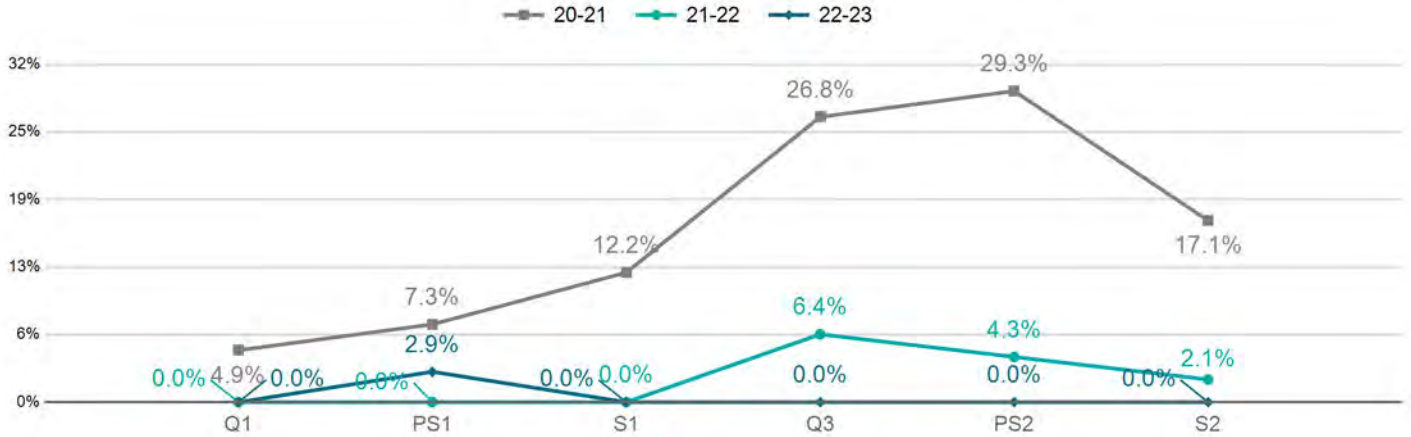
### Category: Ethnicity - Subgroup: Pacific Islander



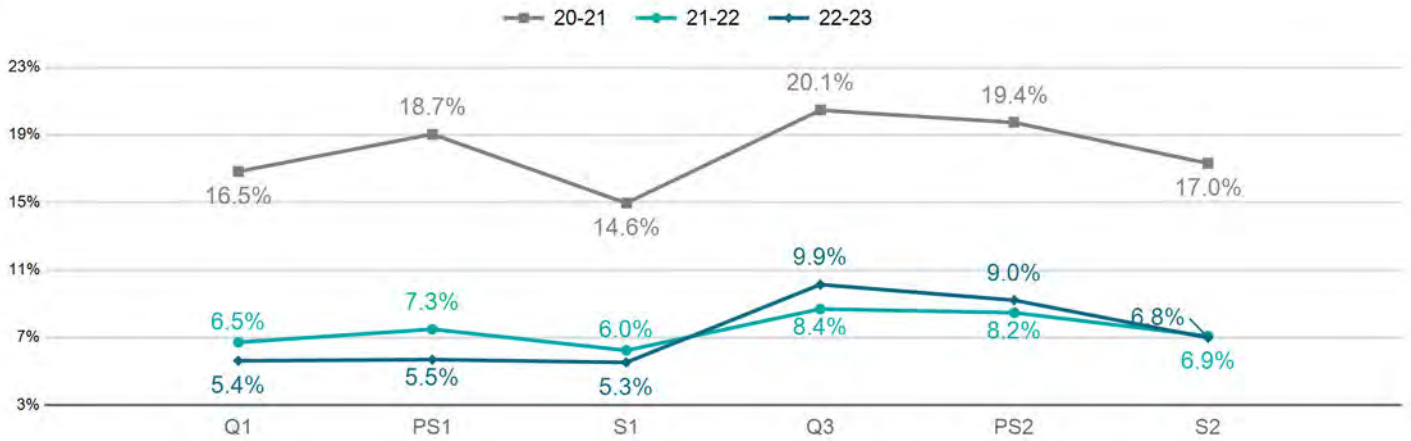
# Marshall D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

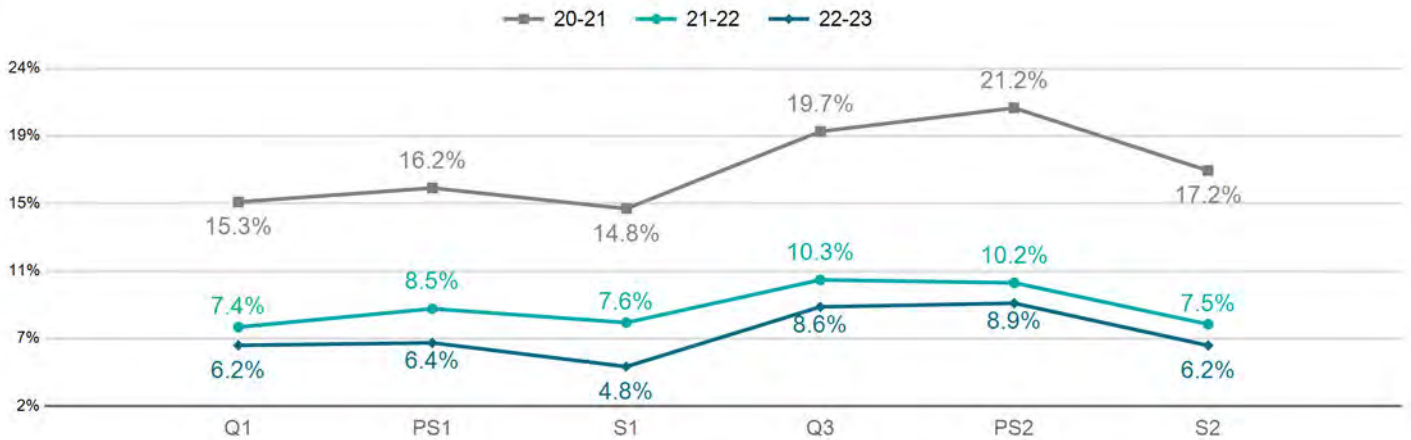
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



## Category: Ethnicity - Subgroup: White



## Category: Ethnicity - Subgroup: Other



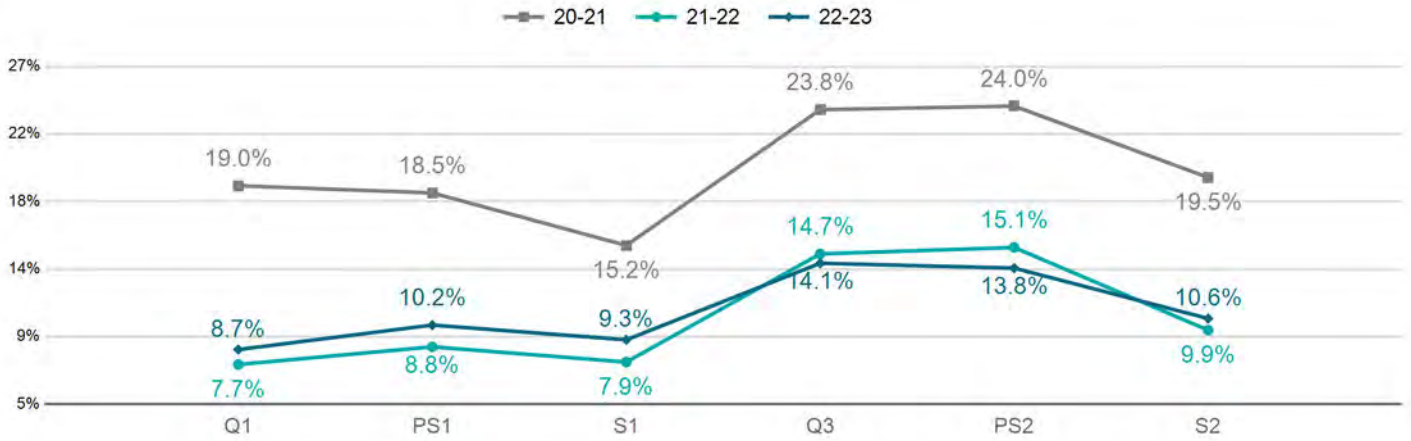


# Marshall D/F Rate - 3 year Comparison

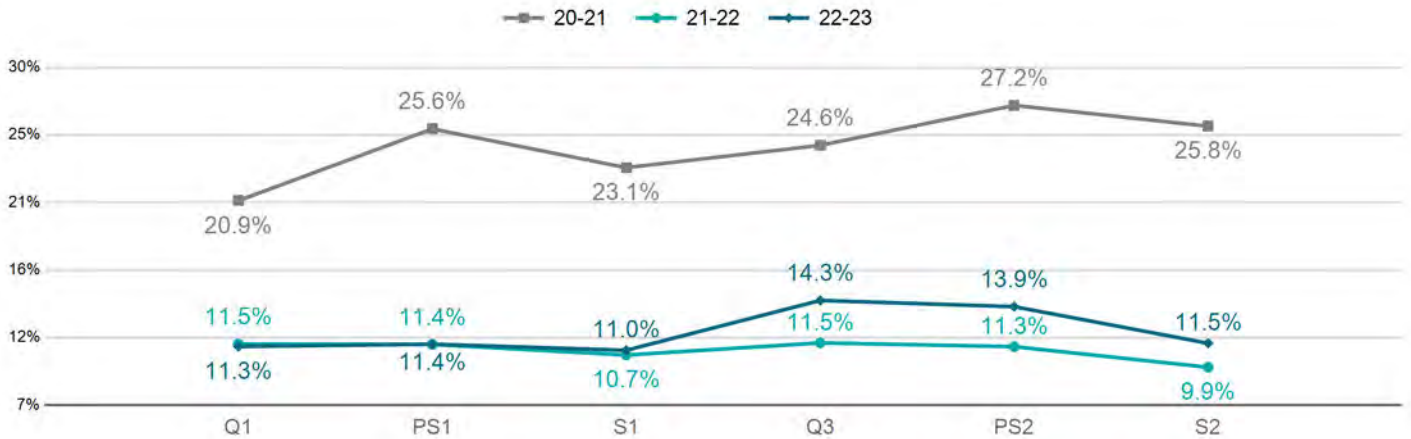
Percent of total grades that are Ds or Fs

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

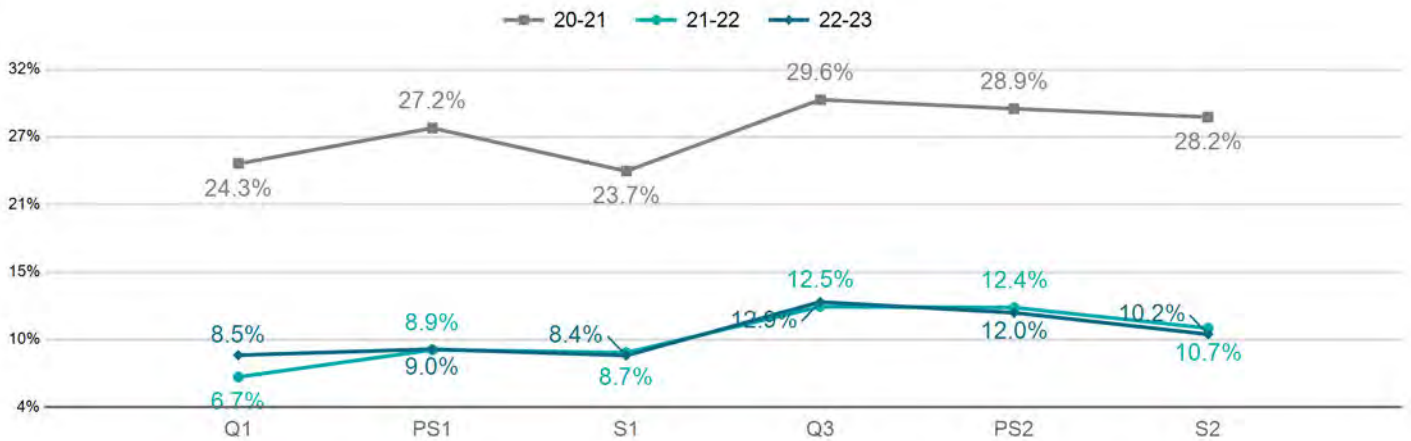
## Category: Grade - Subgroup: Gr. 06



## Category: Grade - Subgroup: Gr. 07



## Category: Grade - Subgroup: Gr. 08



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## **Marshall D/F Rate - 3 year Comparison**

**Percent of total grades that are Ds or Fs**

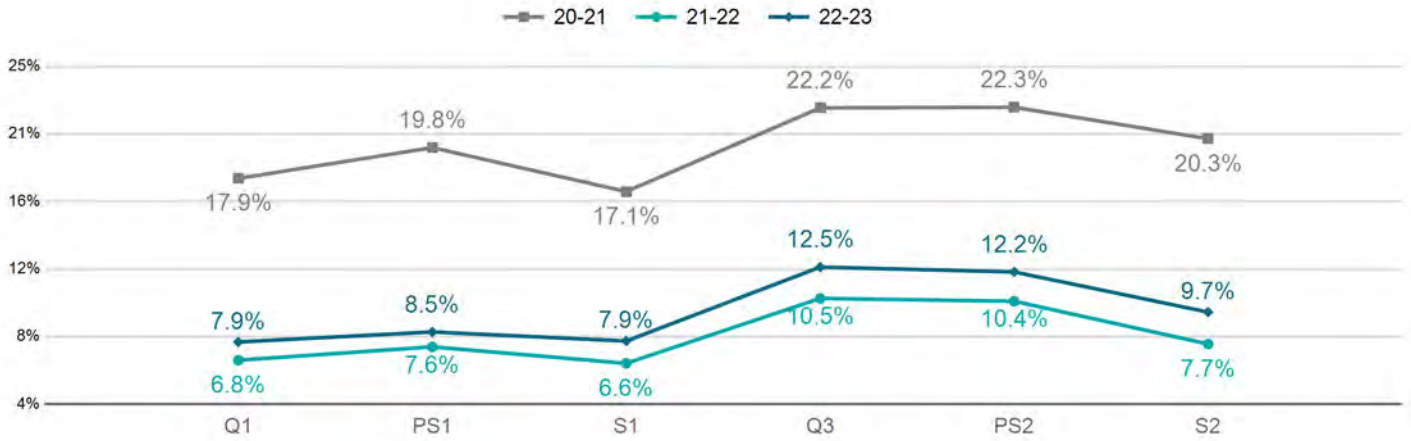
**Included Departments:** Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

# Marshall D/F Rate - 3 year Comparison

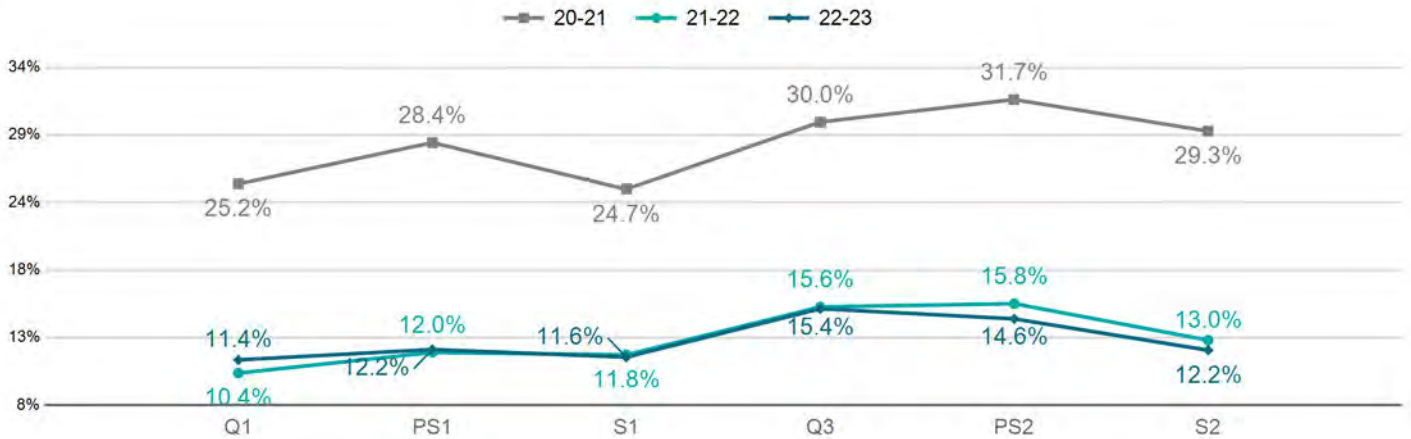
Percent of total grades that are Ds or Fs

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

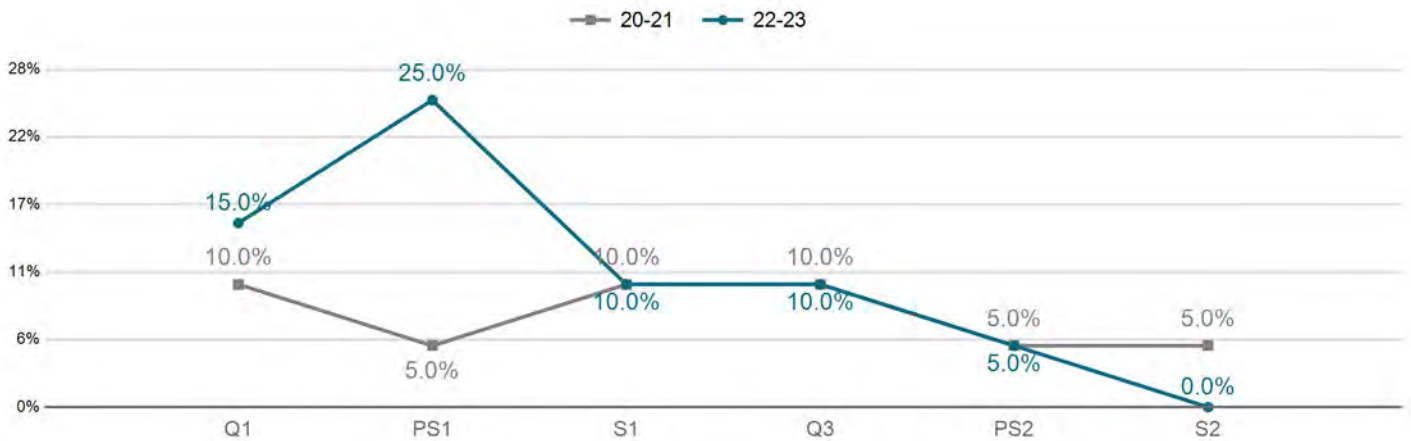
## Category: Gender - Subgroup: Female



## Category: Gender - Subgroup: Male



## Category: Gender - Subgroup: Nonbinary



[Submit Feedback](#)

## **Marshall D/F Rate - 3 year Comparison**

**Percent of total grades that are Ds or Fs**

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

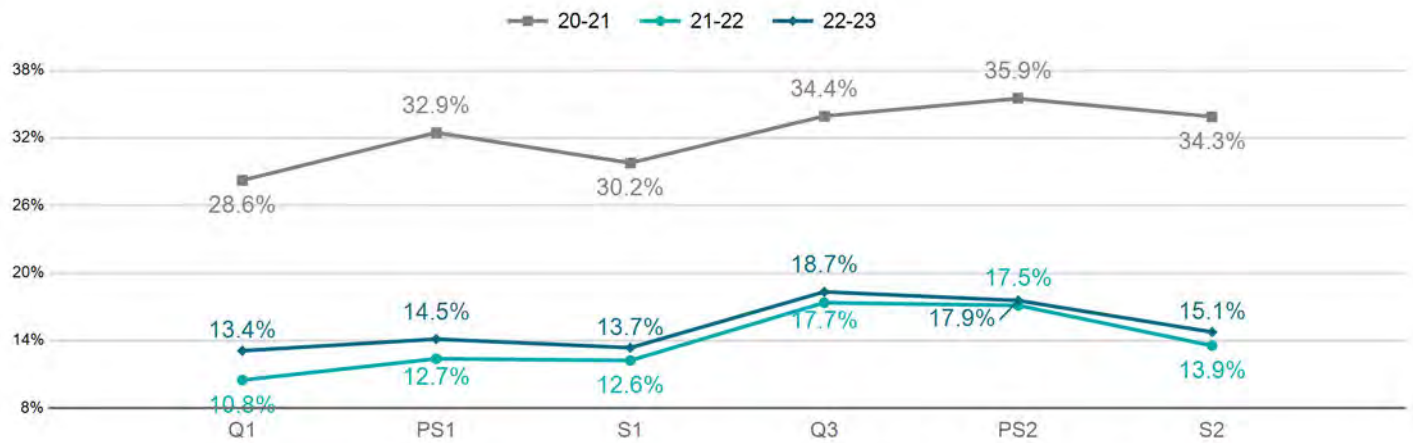


# Marshall D/F Rate - 3 year Comparison

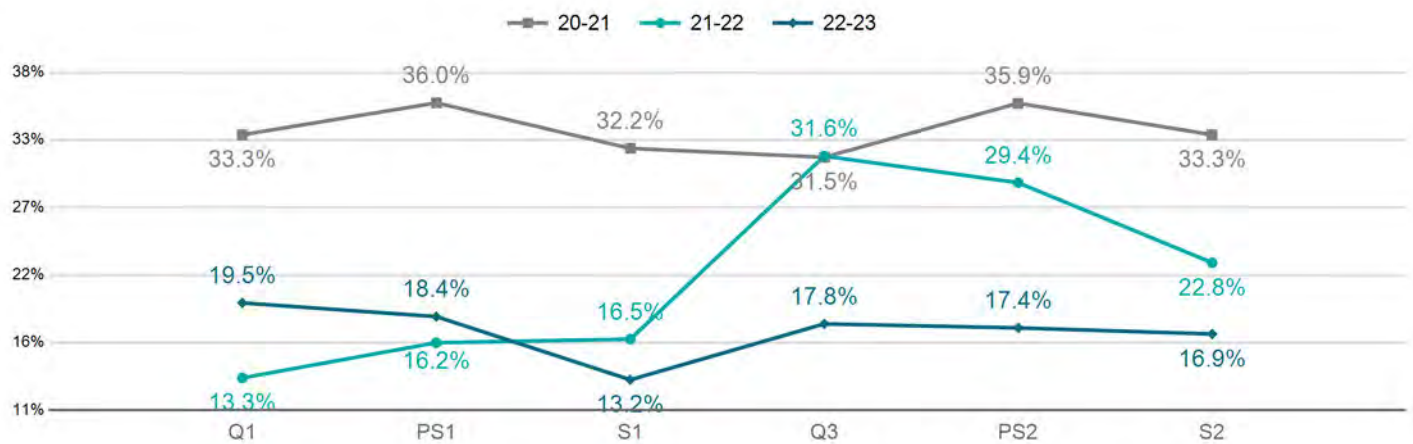
Percent of total grades that are Ds or Fs

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

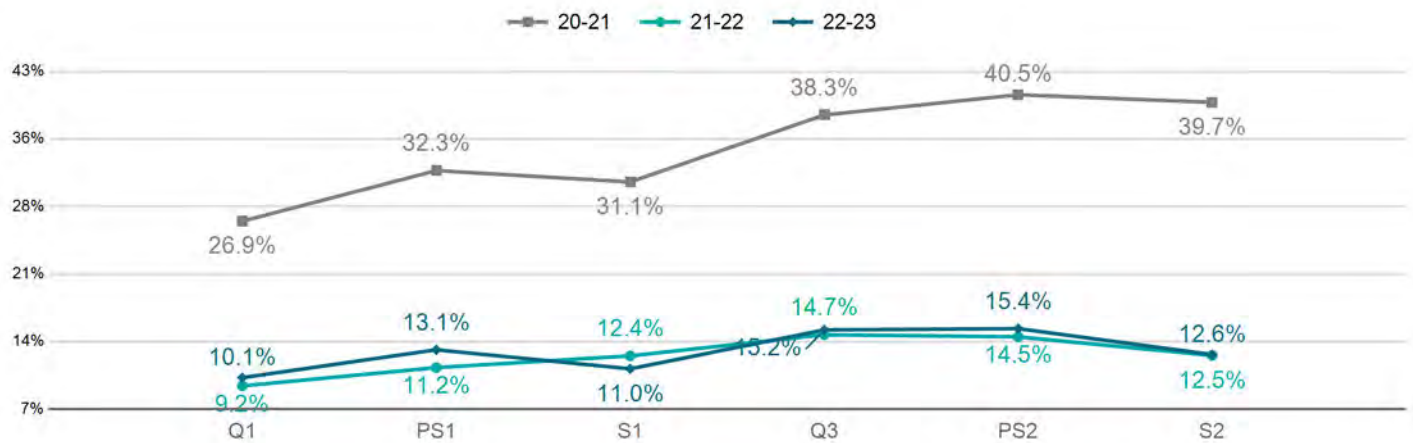
## Category: Special Populations - Subgroup: Low SES



## Category: Special Populations - Subgroup: ELL



## Category: Special Populations - Subgroup: RFEP

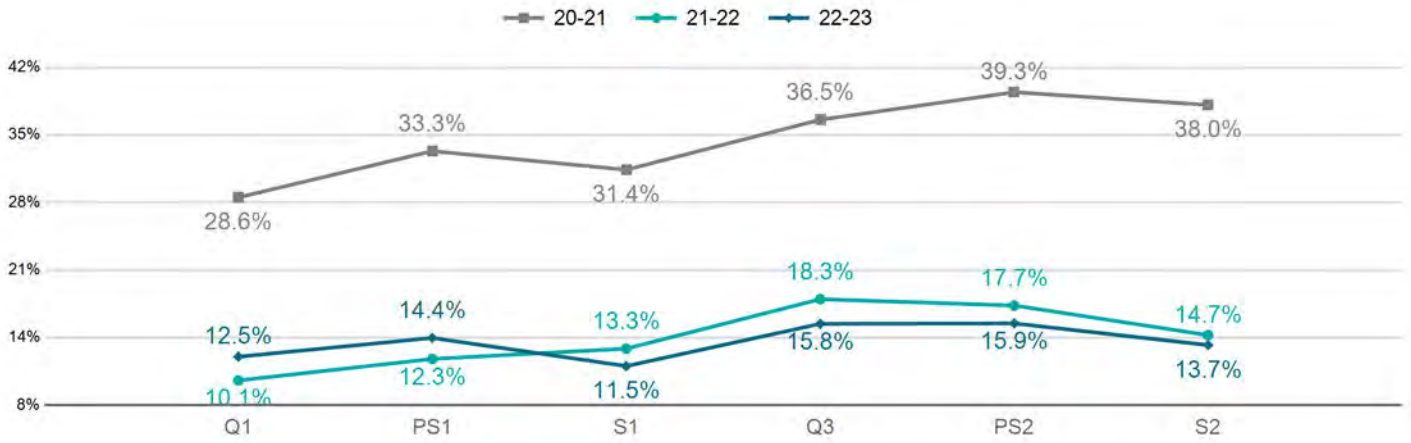


# Marshall D/F Rate - 3 year Comparison

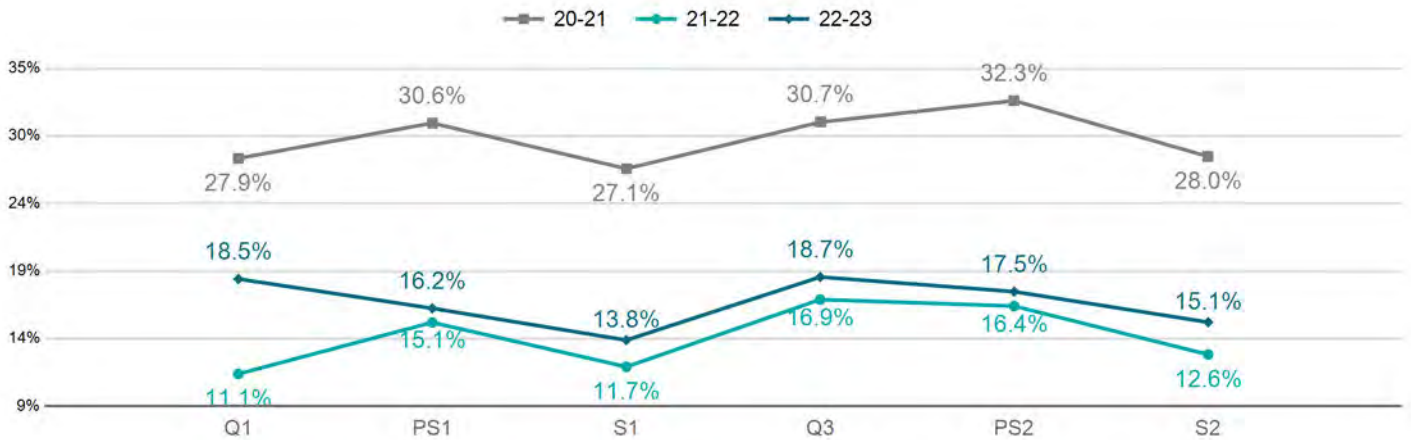
Percent of total grades that are Ds or Fs

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

## Category: Special Populations - Subgroup: EL + RFEP



## Category: Special Populations - Subgroup: Special Ed.

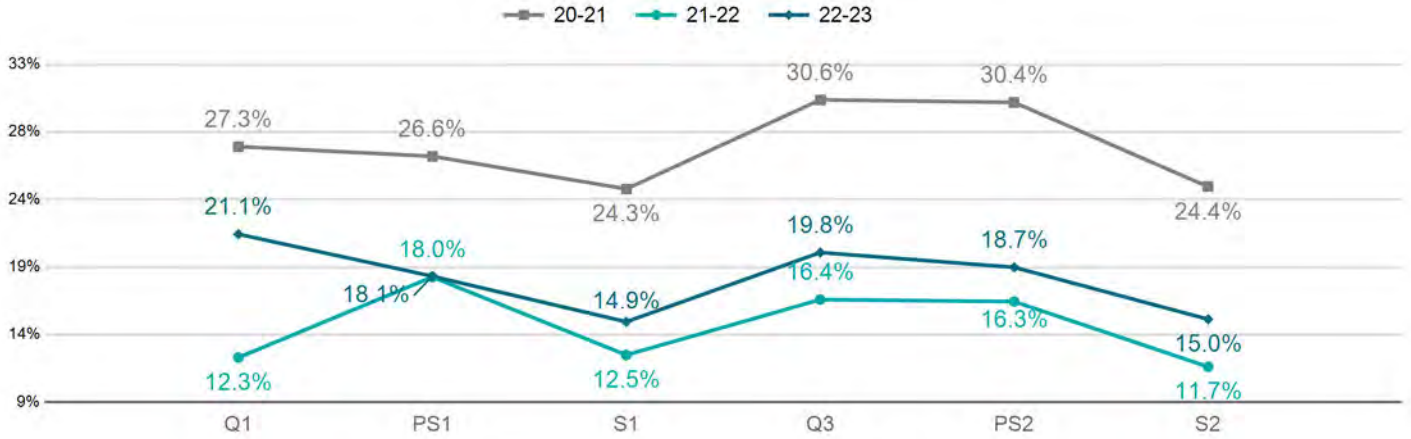


## Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

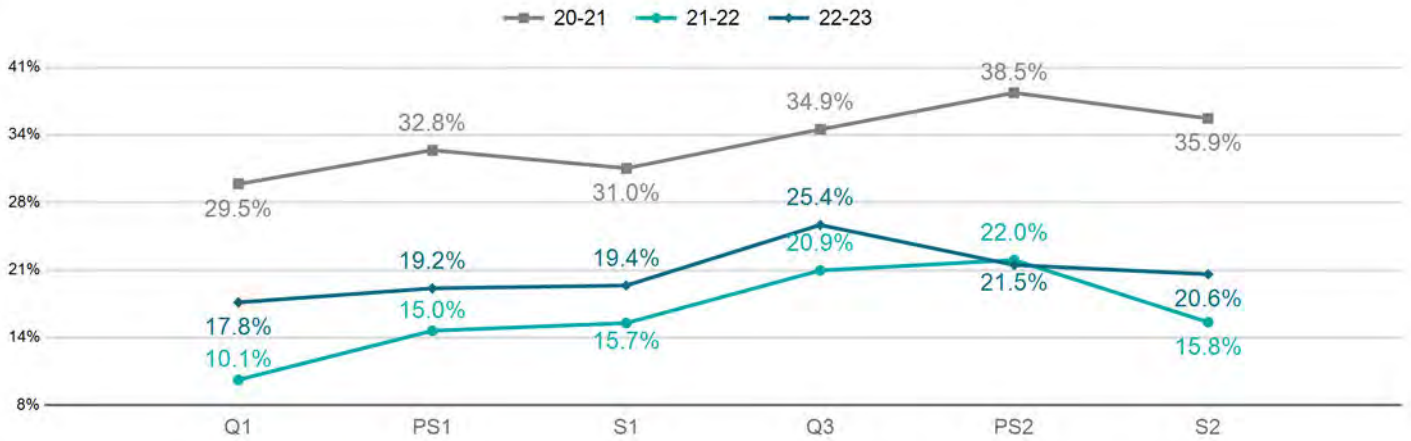
# Marshall D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

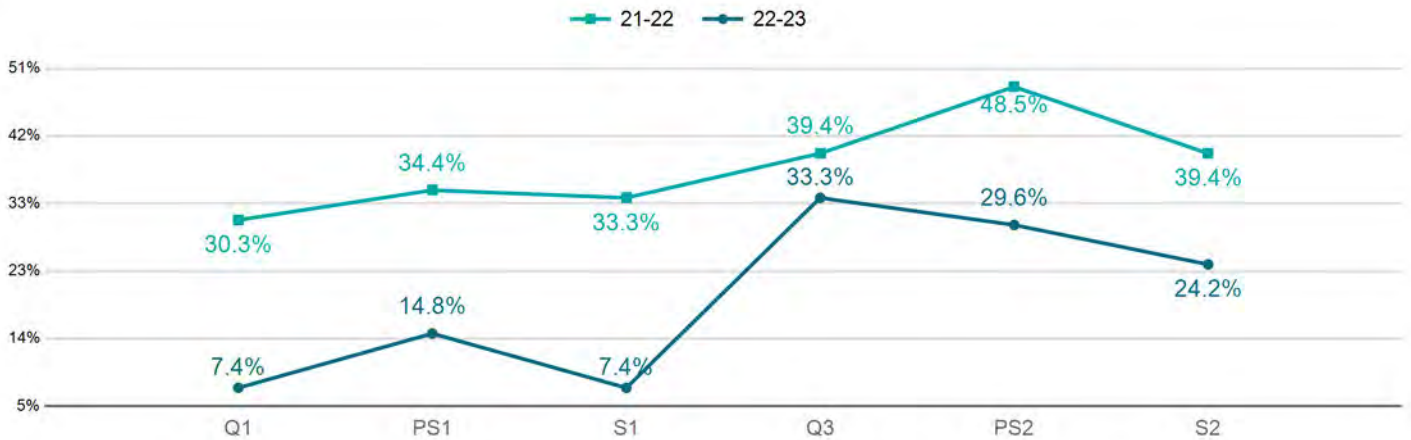
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



## Category: Special Populations - Subgroup: Homeless/Foster



## Category: Special Populations - Subgroup: Foster

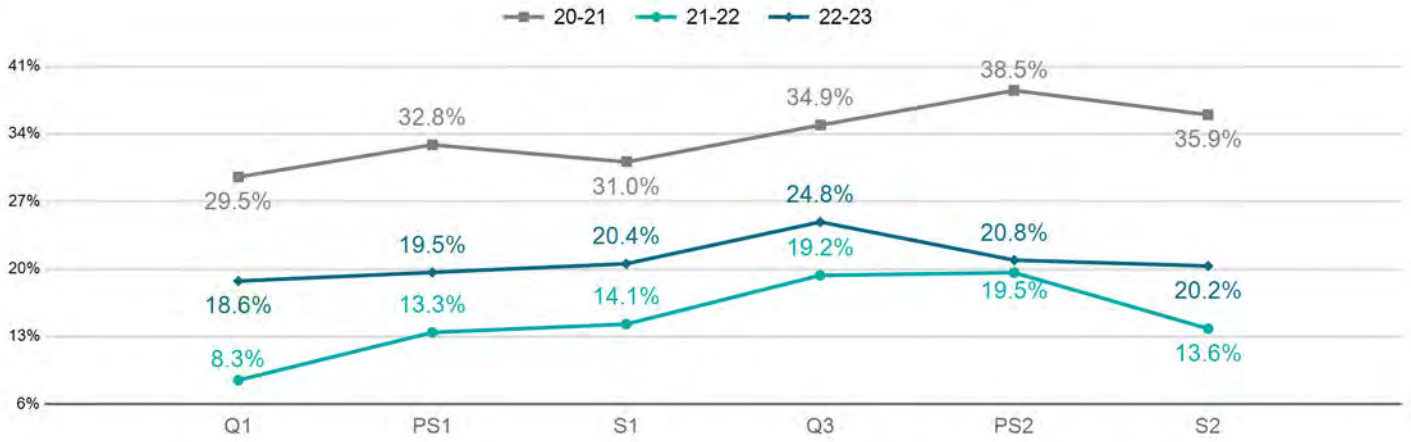


## Category: Special Populations - Subgroup: Homeless

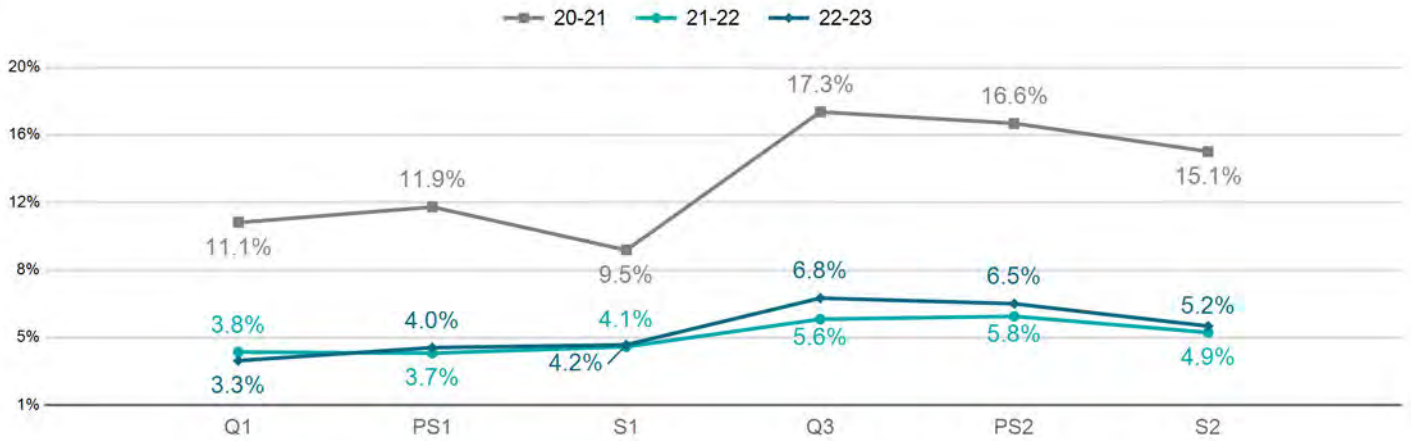
# Marshall D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

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



## Category: Special Populations - Subgroup: GATE/Excel





Legend
F
D
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## Grade Distribution - Marshall 2022-2023 S2

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

Category	Count of Marks		Percent by Category			D/F Rate	A/B/C Rate		
<b>All Students</b>	6,351	6,351	4	6	15	25	46	10.7%	89.3%
<b>Grade</b>	Gr. 06	2,140	4	6	15	25	47	10.5%	89.5%
	Gr. 07	2,139	5	6	15	23	45	11.5%	88.5%
	Gr. 08	2,072	4	7	14	25	44	10.2%	89.8%
<b>Ethnicity</b>	African American	683	10	10	21	27	26	19.9%	80.1%
	American Indian	7	14	14	29	43		14.3%	85.7%
	Asian	283	2	28	22	64		3.9%	96.1%
	Cambodian	241	34	13	29	49		7.5%	92.5%
	Filipino	160		11	85			0.6%	99.4%
	Hispanic	3,145	5	8	17	26	39	12.7%	87.3%
	Pacific Islander	40	5	10	78			0.0%	100.0%
	White	1,435	24	12	23	55		6.7%	93.3%
	Other	598	24	12	22	57		6.2%	93.8%
<b>Gender</b>	Female	3,516	4	6	14	24	48	9.7%	90.3%
	Male	2,815	5	7	16	25	42	12.1%	87.9%
	Nonbinary	20			20	35	40	0.0%	100.0%
<b>Special Populations</b>	Low SES	2,965	7	8	18	26	36	15.1%	84.9%
	ELL	242	8	9	19	26	26	16.9%	83.1%
	RFEP	724	4	8	14	24	46	12.6%	87.4%
	EL + RFEP	966	5	8	15	25	41	13.7%	86.3%
	Special Ed.	1,063	7	8	18	27	28	15.0%	85.0%
	Spec Ed. Speech/RSP	771	7	8	18	29	28	14.9%	85.1%
	Homeless/Foster	360	10	11	17	23	34	20.3%	79.7%
	Foster	33	9	15	12	24	27	24.2%	75.8%
	Homeless	327	10	10	18	22	35	19.9%	80.1%
	GATE/Excel	1,906	2	38	19	67		5.2%	94.8%

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

## Grade Distribution - Marshall 2022-2023 PS2

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

Category	Count of Marks	Percent by Category				D/F Rate	A/B/C Rate		
<b>All Students</b>	6,346	6	8	15	26	41	13.2%	86.8%	
<b>Grade</b>	Gr. 06	2,147	6	8	16	27	41	13.7%	86.3%
	Gr. 07	2,127	7	7	15	25	41	13.9%	86.1%
	Gr. 08	2,072	4	8	14	27	41	11.9%	88.1%
<b>Ethnicity</b>	African American	676	11	11	21	27	24	21.7%	78.3%
	American Indian	7	14	14	14	14	43	28.6%	71.4%
	Asian	283	3	3	7	24	61	5.7%	94.3%
	Cambodian	241	5	5	12	30	45	10.0%	90.0%
	Filipino	160	4	14		79		0.6%	99.4%
	Hispanic	3,153	7	9	17	27	35	15.6%	84.4%
	Pacific Islander	40	8	20		65		0.0%	100.0%
	White	1,429	4	5	13	26	49	8.8%	91.2%
	Other	598	3	6	12	25	51	8.9%	91.1%
<b>Gender</b>	Female	3,503	6	7	14	25	44	12.1%	87.9%
	Male	2,823	6	9	16	28	37	14.6%	85.4%
	Nonbinary	20	5	20		30	40	5.0%	95.0%
<b>Special Populations</b>	Low SES	2,963	8	10	18	27	32	17.9%	82.1%
	ELL	235	8	9	19	24	26	17.4%	82.6%
	RFEP	736	7	9	16	25	40	15.4%	84.6%
	EL + RFEP	971	7	9	17	25	37	15.9%	84.1%
	Special Ed.	1,056	8	10	18	27	25	17.4%	82.6%
	Spec Ed. Speech/RSP	764	8	10	18	30	24	18.7%	81.3%
	Homeless/Foster	354	10	11	16	28	29	21.5%	78.5%
	Foster	27	7	22	11	30	22	29.6%	70.4%
	Homeless	327	11	10	17	28	29	20.8%	79.2%
GATE/Excel	1,906	2	4	9	22	61	6.5%	93.5%	

The percentages may not equal 100% due to rounding.



Legend
F
D
C
B
A

## Grade Distribution - Marshall 2022-2023 Q3

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

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
<b>All Students</b>	6,348	6	8	14	25	43	13.8%	86.2%	
<b>Grade</b>	Gr. 06	2,150	6	8	14	25	44	14.0%	86.0%
	Gr. 07	2,122	7	8	13	26	42	14.3%	85.7%
	Gr. 08	2,076	5	8	16	22	43	12.9%	87.1%
<b>Ethnicity</b>	African American	681	11	12	19	27	26	22.9%	77.1%
	American Indian	7	14	29	14	14	29	42.9%	57.1%
	Asian	283	3	3	11	19	62	6.0%	94.0%
	Cambodian	241	5	5	15	29	46	9.1%	90.9%
	Filipino	160	1	3	14	79		1.3%	98.8%
	Hispanic	3,148	7	9	16	25	38	16.0%	84.0%
	Pacific Islander	40		5		28	60	0.0%	100.0%
	White	1,438	4	6	11	24	52	9.8%	90.2%
	Other	591	3	6	12	26	51	8.6%	91.4%
<b>Gender</b>	Female	3,507	6	7	14	24	46	12.4%	87.6%
	Male	2,821	6	9	15	26	39	15.4%	84.6%
	Nonbinary	20	5	5	15	30	40	10.0%	90.0%
<b>Special Populations</b>	Low SES	2,963	8	10	17	25	35	18.7%	81.3%
	ELL	225	8	10	20	21	28	17.8%	82.2%
	RFEP	736	7	8	14	24	43	15.2%	84.8%
	EL + RFEP	961	7	9	16	23	40	15.8%	84.2%
	Special Ed.	1,056	8	10	18	26	26	18.6%	81.4%
	Spec Ed. Speech/RSP	764	9	11	17	28	25	19.8%	80.2%
	Homeless/Foster	354	11	15	14	23	32	25.4%	74.6%
	Foster	27	11	22	4	22	33	33.3%	66.7%
	Homeless	327	11	14	15	23	32	24.8%	75.2%
GATE/Excel	1,906		3	4	9	21	62	6.8%	93.2%

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

## Grade Distribution - Marshall 2022-2023 S1

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

Category	Count of Marks		Percent by Category				D/F Rate	A/B/C Rate		
<b>All Students</b>	6,336	6,336	3	6	14	24	49	9.5%	90.5%	
<b>Grade</b>	Gr. 06	2,148	3	6	14	25	51	9.3%	90.7%	
	Gr. 07	2,111	5	6	14	24	46	11.0%	89.0%	
	Gr. 08	2,077	3	6	13	23	50	8.3%	91.7%	
<b>Ethnicity</b>	African American	687	8	11	19	28	28	19.7%	80.3%	
	American Indian	7				43	43	14	0.0%	100.0%
	Asian	283	2	3	8	17	68	4.9%	95.1%	
	Cambodian	241	4	4	14	24	52	7.9%	92.1%	
	Filipino	160				3	8	88	0.0%	100.0%
	Hispanic	3,118	4	7	16	25	43	11.2%	88.8%	
	Pacific Islander	35				6	14	71	0.0%	100.0%
	White	1,448	2	3	10	22	61	5.2%	94.8%	
	Other	598	2	3	10	22	60	4.8%	95.2%	
<b>Gender</b>	Female	3,508	3	5	12	23	53	7.9%	92.1%	
	Male	2,808	4	8	15	25	44	11.6%	88.4%	
	Nonbinary	20	1	10	30	10	45	10.0%	90.0%	
<b>Special Populations</b>	Low SES	2,953	5	8	18	25	39	13.6%	86.4%	
	ELL	220	6	6	21	24	30	12.7%	87.3%	
	RFEP	716	5	6	16	23	47	11.0%	89.0%	
	EL + RFEP	936	5	6	17	24	43	11.4%	88.6%	
	Special Ed.	1,054	5	8	18	27	32	13.8%	86.2%	
	Spec Ed. Speech/RSP	767	6	9	18	28	32	14.9%	85.1%	
	Homeless/Foster	360	1	11	8	16	23	36	18.9%	81.1%
	Foster	27	4	4	30	26	30	7.4%	92.6%	
	Homeless	333	1	11	8	15	23	37	19.8%	80.2%
	GATE/Excel	1,906				1	37	16	71	4.1%

The percentages may not equal 100% due to rounding.



Legend
F
D
C
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## Grade Distribution - Marshall 2022-2023 PS1

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

Category	Count of Marks		Percent by Category				D/F Rate	A/B/C Rate		
<b>All Students</b>	6,331	6,331	4	6	13	24	49	10.1%	89.9%	
<b>Grade</b>	Gr. 06	2,148	5	5	12	23	52	10.2%	89.8%	
	Gr. 07	2,106	5	6	14	24	46	11.2%	88.8%	
	Gr. 08	2,077	3	6	13	23	49	8.9%	91.1%	
<b>Ethnicity</b>	African American	680	11	10	20	25	29	20.3%	79.7%	
	American Indian	7				71	14	14	0.0%	100.0%
	Asian	283	2	3	10	16	67	5.3%	94.7%	
	Cambodian	241	5	3	15	23	51	8.7%	91.3%	
	Filipino	160	2	1	12		83	0.6%	99.4%	
	Hispanic	3,127	5	7	15	25	43	11.8%	88.2%	
	Pacific Islander	35	3	3	14		71	2.9%	97.1%	
	White	1,441	2	3	10	23	60	5.3%	94.7%	
	Other	598	2	4	11	23	58	6.4%	93.6%	
<b>Gender</b>	Female	3,501	4	5	12	23	53	8.4%	91.6%	
	Male	2,810	5	7	15	25	43	12.1%	87.9%	
	Nonbinary	20	10	15	5	10	55	25.0%	75.0%	
<b>Special Populations</b>	Low SES	2,955	7	8	17	25	39	14.3%	85.7%	
	ELL	234	9	9	18	21	30	17.5%	82.5%	
	RFEP	711	6	7	15	23	46	13.1%	86.9%	
	EL + RFEP	945	6	8	16	22	42	14.2%	85.8%	
	Special Ed.	1,054	7	9	16	24	32	16.0%	84.0%	
	Spec Ed. Speech/RSP	774	9	9	17	26	29	18.0%	82.0%	
	Homeless/Foster	360	10	9	17	23	36	18.9%	81.1%	
	Foster	27	4	11	7	37	33	14.8%	85.2%	
	Homeless	333	11	8	17	22	36	19.2%	80.8%	
GATE/Excel	1,906	1	3	7	18	70	4.0%	96.0%		

The percentages may not equal 100% due to rounding.

Legend
F
D
C
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## Grade Distribution - Marshall 2022-2023 Q1

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

Category	Count of Marks		Percent by Category				D/F Rate	A/B/C Rate	
<b>All Students</b>	6,319	6,319	4	6	11	23	53	9.4%	90.6%
<b>Grade</b>	Gr. 06	2,150	4	5	12	22	56	8.6%	91.4%
	Gr. 07	2,100	5	6	11	25	49	11.2%	88.8%
	Gr. 08	2,069	3	5	10	22	54	8.4%	91.6%
<b>Ethnicity</b>	African American	675	11	10	17	25	33	20.4%	79.6%
	American Indian	7	43		29	14	14	42.9%	57.1%
	Asian	283	2	37	17		70	5.3%	94.7%
	Cambodian	241	5	4	12	22	57	9.1%	90.9%
	Filipino	160			9		88	0.6%	99.4%
	Hispanic	3,121	4	6	13	25	47	10.3%	89.7%
	Pacific Islander	35		6	14		74	0.0%	100.0%
	White	1,441	2	47	22		64	5.4%	94.6%
	Other	597	24	9	21		62	6.2%	93.8%
<b>Gender</b>	Female	3,508	3	4	10	23	57	7.8%	92.2%
	Male	2,791	4	7	13	24	48	11.4%	88.6%
	Nonbinary	20	5	10	5	20	55	15.0%	85.0%
<b>Special Populations</b>	Low SES	2,937	6	7	14	25	43	13.3%	86.7%
	ELL	241	7	12	19	20	29	19.1%	80.9%
	RFEP	704	5	6	12	25	50	10.1%	89.9%
	EL + RFEP	945	5	7	14	23	45	12.4%	87.6%
	Special Ed.	1,054	6	12	15	24	33	18.3%	81.7%
	Spec Ed. Speech/RSP	774	8	13	15	25	32	20.9%	79.1%
	Homeless/Foster	360	10	7	15	25	38	17.5%	82.5%
	Foster	27	4	4	19	26	44	7.4%	92.6%
	Homeless	333	11	8	15	25	38	18.3%	81.7%
GATE/Excel	1,905		2	25	17		73	3.3%	96.7%

The percentages may not equal 100% due to rounding.





**Marshall Academy of the Arts**  
School-Parent-Scholar Compact / Contract  
2023-2024 School Year



To support the personal and intellectual success of every scholar, the staff, parents/guardians and scholars at Marshall Academy of the Arts pledge to do the following:

**We, the staff at Marshall will:**

- Provide culturally relevant, Quality Core Instruction with equity.
- Encourage our scholars to strive for their best in academics, behavior, and dress.
- Communicate with parents/guardians and scholars through Canvas, School Messenger, planner/agenda, phone calls, progress reports, achievement reports, and/or newsletters.
- Encourage parents/guardians to participate in the activities of the school.
- Provide extracurricular activities for scholars.
- Create a safe and civil environment by connecting with scholars, parents, and setting high expectations.
- Value the diverse characteristics of others.
- Encourage and support the social and emotional learning of all scholars.

Staff's Signature \_\_\_\_\_

**We, the parents/guardians/caregiver will:**

- Provide a place for my child to study and encourage daily reading.
- Ensure that my child attends school daily, on time, with homework and class assignments complete.
- Support the school, classroom and district.
- Be aware of my scholar's progress by monitoring scholar work, checking on homework assignments, utilizing Canvas, and/or ParentVue, and communicating with teachers.
- Respond to communication from the school by signing and returning tear-offs and Google Forms.
- Attend Back-to-School Night, Open House, Parent Workshops, and other school activities and support.
- Attend parent conferences and/or other meetings as required.
- Encourage my child to become involved in school activities and programs.
- Demonstrate respect for the school, staff, scholars, and families.
- Appreciate, understand, and support my child(ren).
- Value the diverse characteristics of others.

Parent's Signature \_\_\_\_\_

**As a scholar I will:**

- Accept responsibility for the work involved for my education and for my behavior.
- Come to school on time with the proper materials and complete all assignments neatly and to the best of my ability.
- Complete my classwork, use my planner, and complete homework when assigned.
- Follow the school and district discipline and dress code policies.
- Inform my parent/guardian/family of my assignments and progress by taking home all written communications.
- Take part in school activities.
- Perform to the best of my ability, stay focused and seek help if needed in all academic areas.
- Respect the rights of others to learn without distraction and disruption.
- Show respect for my school, school property, classmates, staff and family.
- Persist through challenges and not give up.
- Value the diverse characteristics of others.
- Check CANVAS daily.

Scholar's Signature \_\_\_\_\_

Grade \_\_\_\_\_



**Marshall Academy of the Arts**  
**Contrato/Acuerdo entre Escuela/Padres/Estudiantes**  
**Año Escolar 2023-2024**



Para apoyar el éxito personal e intelectual de cada estudiante, miembro del personal, padres/tutores e estudiantes en la Marshall Academy of the Arts se compromete hacer lo siguiente:

**Nosotros, el personal de la Marshall:**

- Proveeremos un programa desafiante e agradable enfocado en todos los estándares académicos.
- Nos enfocaremos en mejorar las habilidades de alfabetización, las artes y de matemáticas en todo el plan de estudios para todos los estudiantes.
- Animaremos a nuestros estudiantes a esforzarse por lo mejor en lo académico, en el comportamiento y vestuario.
- Comunicaremos con los padres/tutores y estudiantes a través de Canvas, Mensajero Escolar, agenda, llamadas telefónicas, reportes de progreso, y/o boletines.
- Animaremos a padres/tutores a que participen en actividades escolares.
- Proveeremos actividades extra curriculares para los estudiantes.
- Nos conectaremos con los estudiantes y padres para crear un ambiente seguro y civil, y estableceremos expectativas altas.
- Valoraremos las características diversas de los demás.
- Alentar y apoyar el aprendizaje social y emocional de todos los estudiantes.

Firma del personal de Marshall \_\_\_\_\_

**Nosotros, los padres/tutores/familias vamos a:**

- Proveer un lugar para que mi estudiante pueda estudiar y leer cada día.
- Asegurarnos que mi hijo/a asista a la escuela todos los días, a tiempo, con tareas y trabajos completos.
- Apoyar las políticas de disciplina y el código de vestimento de la escuela, el salón de clases, y el distrito
- Estar consiente del progreso de mi estudiante, monitorear los trabajos, revisar las tareas de casa, por medio de Canvas, ParentVue, y comunicación con los maestros.
- Participar en la Noche de Regreso a la Escuela, Casa Abierta, Talleres para Padres y otras actividades y apoyo de la escuela.
- Participar en la Noche de Regreso a la Escuela, Casa Abierta, Talleres de Padres y otras actividades escolares.
- Asistir a conferencias de padres y/o otras juntas que se requieren.
- Animar a mi hijo/a a involucrarse en programas escolares.
- Demostrar respeto a la escuela, el personal, los estudiantes y las familias.
- Apreciar, entender y apoyar a mi hijo/a
- Valorar las características diversas de los demás

Firma de padre(s) \_\_\_\_\_

**Como estudiante yo:**

- Acepto la responsabilidad por el trabajo que implica mi educación y mi comportamiento.
- Vendré a la escuela a tiempo con los materiales apropiados y todas mis tareas cuidadosamente completas y con mi mejor esfuerzo.
- Completare mi trabajo de clase, escribiré en mi planificador, hare mi tarea y leeré cada día.
- Seguiré el código de disciplina y de vestimento de la escuela y del distrito escolar.
- Informare a mis padres/tutores/familia de mis tareas y de mi progreso llevando a casa todas las comunicaciones escritas.
- Participare en actividades escolares.
- Hare lo mejor posible, me mantendré enfocado en mi trabajo, buscare ayuda cuando sea necesario en todas las áreas académicas
- Respetare los derechos de los demás de aprender sin distracción e interrupción
- Mostrare respeto a la escuela, propiedad escolar, mis compañeros, el personal y familias.
- Persistiré a través de desafíos y no renunciare
- Valorare las características diversas de los demás



Firma del estudiante \_\_\_\_\_



## **Marshall Academy of the Arts Family Involvement Guidelines**

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

### **PART I**

Marshall Academy of the Arts agrees to implement the following requirements:

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

### **PART II**

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

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

- ii. Write or update the Family Involvement Guidelines & Home-School Compacts
  - iii. Oral and written translations be made available for Spanish speaking families to allow for discussions
2. Marshall Academy of the Arts will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
    - At a SSC & ELAC meeting
    - Section of Newsletter
    - Annual Title I Meeting
    - Main Office Counter
    - Back to School Night
  3. Marshall Academy of the Arts will periodically update its Family Involvement Guidelines to meet the changing needs of families and the school:
    - At SSC and ELAC meetings
    - School site council must vote to approve the guidelines
  4. Marshall Academy of the Arts will convene an Annual Title I Public Meeting, hold a flexible number of meetings at varying times, and post information on the website and through principal newsletters to inform families of the following:
    - The requirements of Title I
    - How Title I funds are used at this school
    - Families' right to be involved
  5. Marshall Academy of the Arts will provide updated information to families about Title I programs throughout the school year:
    - Principal Newsletter
    - On Main Office Counter
    - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
  6. Marshall Academy of the Arts will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Marshall Academy of the Arts will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
    - Family surveys
    - In school newsletters
    - Back-to-School night
    - At SSC & ELAC meetings
  7. Marshall Academy of the Arts will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
    - At School site council meetings

### **PART III**

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

1. Marshall Academy of the Arts will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
  - Family-Teacher Conferences *upon request*
  - Family Workshops, Parent University opportunities posted on district website
  - DCAC, DELAC and other district family forums/meetings

- Back to School night and Open House
2. Marshall Academy of the Arts will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
    - Outlines shared responsibility of home, school and student in academic achievement
    - Developed, discussed and reviewed at first SSC and ELAC meetings
    - School site council must vote to approve compact
    - The compact will be in the student planner
  3. Marshall Academy of the Arts will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
    - the state's academic content standards
    - the state and local academic assessments including alternate assessments
  4. Marshall Academy of the Arts will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
    - Posting informational opportunities on Canvas, newsletters, and/or website.
  5. Marshall Academy of the Arts will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
    - Teacher/Staff In-services
    - District training
  6. The school will, to the extent feasible and appropriate, take reasonable actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand by utilizing district translation services.

#### **PART IV**

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

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

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home or online conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.



**PART V**  
**ADOPTION**

Marshall Academy of the Arts Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/4/2023 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/1/2023. Marshall Academy of the Arts, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10/4/23

Date



## Marshall Academy of the Arts Guía de Participación Escolar para las Familias

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

### **PARTE I**

La Marshall Academy of the Arts está de acuerdo en implementar los siguientes requisitos:

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

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

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

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

etc., y conducir actividades que fomentan y apoyan a las familias en su participación más activamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten Transicional y Kindergarten Transicional Temprano en escuelas selectas
  - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. La Marshall Academy of the Arts entregará al distrito cualquier comentario de las familias si consideran que el plan a nivel escolar según la sección (1114)(b)(2) no es satisfactorio para las familias de los niños participantes:
- En las reuniones del Concilio del Plantel Escolar

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

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

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

La Guía de Participación Escolar para las Familias puede incluir párrafos adicionales nombrando y describiendo otras actividades discrecionales que la escuela, en consulta con sus familias, elije comprometerse para fomentar la capacidad



de las familias para la participación en la escuela para apoyar a sus hijos en el rendimiento académico, tales como las actividades discrecionales mencionadas según la sección 1118(e) del ESEA:

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

\* \* \* \* \*

#### **PARTE V: ADOPCIÓN**

Esta Guía de Participación Escolar para las Familias se han desarrollado conjuntamente y de acuerdo con, las familias de los niños que participan en el Título I, programas Parte A. La Guía se adoptó por el Concilio del Plantel Escolar de la Escuela el 4/10/23 y estarán vigentes por un periodo de un año lectivo. La escuela distribuirá la Guía a todas las familias el 1/11/23 o antes. La Escuela, al grado posible, brindará una copia de esta Guía a las familias en un idioma que puedan entender.



Firma del Director(a)

10/11/23

Fecha