



2023-2024

Colin Powell Elementary

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: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

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.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

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

DCAC Recommendations:

- 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, 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 with at least 90% 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

ELA Findings

For 2022-2023 Powell Data SBAC Grades 3-8 ELA 36% M/E on SBAC (All Students), LBUSD Data SBAC Grades 3-8 ELA 52% met, Powell average was 16% points lower than the district average
30% M/E on SBAC (African American) 35% M/E on SBAC for the district, Powell was 5% less than the district average
34% of EL + RFEP Students M/E on SBAC, 34% of EL+RFEP Students M/E on SBAC for the district, Powell was the SAME as the district average
20% of ELLs Students M/E on SBAC, 14% of ELLs Students M/E on SBAC for the district, Powell was the 6% HIGHER than the district average
73% of GATE/Excel students M/E on SBAC, 87% of GATE/Excel students M/E on SBAC for the district, Powell was 14% less than the district average

54% of all Powell students in K-2 M/E on the FRSA, 69% of all K-2 students in the district M/E on FRSA, Powell was 15% less than the district average (52% of Powell African American students M/E, 3% of Powell EL students M/E on the FRSA)

i-Ready Reading, Grades 1-5 all students 45% Met/Ex the grade level placement on the end of year assessment
63% Met Typical Growth and 32% Met Stretch Growth

i-Ready Reading, Grades 6-8 all students 24% Met/Ex the grade level placement on the end of year assessment
39% Met Typical Growth 16% Met Stretch Growth

Comprehensive Needs Assessment

English-Language Arts

ELA Goals

Powell students performed lower than the LBUSD average in SBAC, iReady, and FRSA assessments. Limited growth was evident and growth was less than the district average.

Powell students need ELA instruction that intentionally meets their learning needs through Quality Core Instruction and intervention based on demonstrated needs in reading and writing. For ELA achievement, the theory of action "IF Powell faculty focus on equity and excellence using culturally relevant practices, complex texts/tasks, and ongoing data analysis THEN students will meet ELA academic goals with marked increase in subgroup achievement data (AA and EL subgroup gains)" will drive our collaborative work, professional development and intervention planning.

ELA goals for the 2023-24 school year as follows:

64% of K-2 students will score proficient on the FRSA (63% A/A students, 55% EL students)

55% of 1st-5th grade students will meet/exceed grade level on the iReady ELA (55% of A/A, 50% of EL students)

34% of 6th-8th grade students will meet/exceed grade level on the iReady ELA (38% of A/A, 5% of EL students)

51% of 3rd-5th grade students will meet/exceed standards on the SBAC ELA (42% of A/A, 39% of EL students)

43% of 6th-8th grade students will meet/exceed standards on the SBAC ELA (39% of A/A, 25% of EL students)

All students will achieve one year of academic growth and development in ELA as measured by on FRSA, iReady and SBAC

Students who begin the year below grade level in FRSA, iReady and/or SBAC will demonstrate at least a 1.5 year's growth

50% of MS students will meet or exceed the proficiency threshold on Edulastic/Unit Tests in ELA and Math and on subject area tests in History and Science

Additional Sub Group Achievement Gap Closure Closure goals have been set:

All A/A Students will meet the schoolwide ELA growth goals

All Hispanic Students will meet the schoolwide ELA growth goals

All EL students will meet the schoolwide ELA growth goals

All students receiving Special Education services will meet individualized progress goals in Reading, Writing, Listening and Speaking

ELA Action Plan for Student Acceleration and Support:

Teachers will provide Quality Core Instruction grounded in the LBUUSD 4 Understandings (U1 Standards-Aligned Learning Targets, U2 Culturally Responsive and Complex Text/Tasks, U3 Collaborative Discussions, U4 Formative Assessment Strategies) with support from the Office of Curriculum Instruction and Professional Development (OCIPD) in trainings Quality Core Instruction (3 Release day trainings)

Teachers will analyze baseline performance levels in ELA including the i-Ready Diagnostic assessment, foundational reading skills, reading fluency and writing tasks (U4)

Teachers will establish and monitor goals for progress/growth for each student in ELA (U1 & U4)

Teachers will provide differentiated instruction based on students' assessed needs through small group instruction and classroom intervention practices (U1, U2, U3 U4)

Teachers will teach ELD explicitly and provide integrated ELD to develop English language proficiency (U1, U2, U3 U4)

Teachers will teach Foundational Reading Skills systematically and based on students' needs and monitor student application (U1 & U4)

Teachers will collaborate with teams to identify Common Assessments/Tasks that drive instructional decisions and Unit implementation for a particular grade level/subject (U5/collective efficacy)

Literacy Teachers, with support from the IIC, identify, support and monitor students identified for Tier 2 Interventions including LLI in grades 1-5

Schoolwide ELA Assessments for Monitoring Progress:

i-Ready Progress

Foundational Reading Skills Assessment (K-2)

Unit Assessments (edulastic, gr 2-8)

IAB's/FIAB's (grades 3-8)

Common Tasks/Assessments identified by teams

Formative Assessments (Wonders Weekly, quizzes and/or others identified by grade level teams)

ELPAC performance levels

Comprehensive Needs Assessment

Mathematics

Math Findings

2022-2023 Data SBAC (Grades 3-8) 22% M/E on SBAC Math (All Students)
16% M/E on SBAC (African American)

i-Ready (Grades 1-5) 48% Met Typical Growth (All Students) 17% Met Stretch Growth (All Students)
42% Met Typical Growth (African American) 17% Met Stretch Growth (African American)

i-Ready (Grades 6-8) 56% Met Typical Growth (All Students)
21% Met Stretch Growth (All Students)
57% Met Typical Growth (African American) 20% Met Stretch Growth (African American)

Comprehensive Needs Assessment

Mathematics

Math Goals

In the 22-23 school year, Powell students performed lower than the LBUSD average in SBAC and iReady assessments for mathematics. Limited growth was evident and overall growth was less than the district average.

Powell students need Math instruction that intentionally meets their learning needs through Quality Core Instruction and intervention based on demonstrated needs in the math standards. For Math achievement, the theory of action "IF Powell faculty focus on equity and excellence using culturally relevant practices, complex texts/tasks, and ongoing data analysis THEN students will meet Math academic goals with marked increase in subgroup achievement data (AA and EL subgroup gains)" will drive our collaborative work, professional development and intervention planning.

Goals for the 23-24 School Year, reflective high expectations and equitable outcomes:

- 47% of K-5th grade students will meet/exceed grade level on the iReady Math (47% of A/A, 35% of EL students)
- 30% of 6th-8th grade students will meet/exceed grade level on the iReady Math (30% of A/A, 15% of EL students)
- 39% of 3rd-5th grade students will meet/exceed standards on the SBAC Math (39% of A/A, 24% of EL students)
- 23% of 6th-8th grade students will meet/exceed standards on the SBAC Math (38% of A/A, 5% of EL students)

All students will achieve one year of academic growth and development in Math on iReady and SBAC

Students who begin the year below grade level in iReady and/or SBAC will demonstrate at 1.5 year's growth

50% of MS students will meet or exceed the proficiency threshold on Edulastic/Unit Tests in Math and on subject area tests in History and Science

Additionally, Sub Group Achievement Gap Closure achievement goals:

All A/A Students will meet the schoolwide Math growth goals

All Hispanic Students will meet the schoolwide Math growth goals

All EL students will meet the schoolwide Math growth goals

All students receiving Special Education services will meet individualized progress goals in Math

Math Schoolwide Plan for Academic Acceleration and Support:

Provide Quality Core Instruction grounded in the 4 Understandings (Standards-Aligned Learning Targets, Culturally Responsive and Complex Text/Tasks, Collaborative Discussions, Formative Assessment Strategies) with support from the Office of Curriculum Instruction and Professional Development (OCIPD) in trainings Quality Core Instruction (3 Release day trainings)

Establish baseline performance levels including the i-Ready Math Diagnostic assessment (U4)

Establish and monitor goals for progress/growth for each student in Math (U1 & U4)

Differentiate instruction based on students' assessed needs through small group instruction and classroom intervention practices (U1, U2, U3 U4)

Collaborate with teams to identify Common Assessments/Tasks in math that drive instructional decisions and Unit implementation for a particular grade level/subject (U5)

With support from the IIC, identify, support and monitor students identified for Tier 2 Math Interventions including tutoring

Support students' mastery of basic facts and fluency with math procedures through the use of Number Talks, strategies to memorize basic facts (SMP 7 & 8) and/or Counting Collections

Schoolwide Math Practices to monitor progress:

i-Ready MATH Progress

Math Unit Assessments (edulastic, grades 2-8)

MATH IAB's/FIAB's (grades 3-8)

Formative Assessments as identified by grade level teams

Math Fact Proficiency levels

Comprehensive Needs Assessment

English Learners

English Learner Findings

For 2022-23 school year,
Grades 3-8

34% of EL + RFEP Students M/E on SBAC, 34% of EL+RFEP Students M/E on SBAC for the district, Powell was the SAME as the district average
20% of ELLs Students M/E on SBAC, 14% of ELLs Students M/E on SBAC for the district, Powell was the 6% HIGHER than the district average

Comprehensive Needs Assessment

English Learners

English Learner Goals

By June 2024, we will reduce the number of at-risk LTELs by 20% or more.

By June 2024, we will reduce the number of at-risk LTELs by 20% or more.

All EL students will meet the schoolwide Math growth goals

Goals for the 23-24 School Year, reflective high expectations and equitable outcomes:

35% of EL students in grades 1-5 will meet/exceed grade level on the iReady Math

15% of EL students in 6th-8th grade students will meet/exceed grade level on the iReady Math

24% of EL students in 3rd-5th grade students will meet/exceed standards on the SBAC Math

5% of EL students in 6th-8th grade students will meet/exceed standards on the SBAC Math

All EL students will achieve one year of academic growth and development in Math on iReady and SBAC

Students who begin the year below grade level in iReady and/or SBAC will demonstrate at 1.5 year's growth

Provide teachers with professional development in Strategic ELD instruction (1 release day training with OCIPD).

Teachers will teach ELD explicitly and provide integrated ELD to develop English language proficiency (U1, U2, U3 U4).

Assessments to Monitor Progress for English Learner:

ELPAC performance levels

Differentiated data on grade level assessments to analyze the specific needs of ELs on the given assessment

Differentiated data on sense of belonging and attendance to analyze the specific needs on ELs on these indicators

Comprehensive Needs Assessment

Culture/Climate Domain

Culture/Climate Findings

2022-2023 Data Chronic Absenteeism 39% (All Students)37% (African American)31.6% (English Learners)
Suspension Rate 22% (All Students)39% (African American)12% (Male)
Pulse Survey Percent with Positive Responses (Grades 4-8) Agency 77% (4-5) 71% (6-8) Belonging 72% (4-5) / 62%(6-8) Identity 78% (4-5) 75% (6-8)

Comprehensive Needs Assessment

Culture/Climate Domain

Culture/Climate Goals

By June 2024, students sense of agency, identity and belonging will increase to 90% or better, based on implementation of culturally relevant teaching, equitable practices, and social emotional learning, as measured by the Pulse survey. By June 2023, our suspension rate will drop by 5% or more for the site and by 15% or more for African American/Black students.

By June 2024, Chronic Absenteeism will decrease by 10% to 29% overall rate

Culture and Climate Action Plan and Monitoring:

All students will experience instructional practices grounded in Social Emotional Skills: Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decision Making (CASEL Competencies) through Sanford Harmony, Restorative Justice practices in the classroom, support from the Family Resource Center, Wellness Center and Counseling Lessons.

Students will be guided to build relationships and classroom cultures through the use of proactive behavior instruction and trauma informed practices.

Common expectations for behavior from the Safe and Civil models in coordination with relationship-centered SEL instruction will be implemented schoolwide by the administration, support staff and teachers.

Teachers will receive professional development and implement SEL lessons and resources included in the LBUSD Unit Guides, Sanford Harmony and Restorative Justice curriculum to build social and emotional skills for all students.

Teachers will identify students for Tier 2 SEL supports and collaborate with counselor, social worker, other support providers and families to provide intervention. Services for student mental health and well being will be monitored through regularly scheduled Coordination of Support Team meetings.

The counselor will Intervene with families of children with chronic absenteeism through identification and outreach plans implemented collaboratively by classroom teachers and support staff.

Formative assessment data on student engagement will be used to monitor students' sense of belonging, safety and attendance.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) By June of 2023, 90% of Powell students scoring at or above grade level will achieve a least one year of academic growth based on the iReady assessment in ELA. By June of 2023, 50% of students scoring below grade level will demonstrate greater than one year of growth based on the iReady assessment in ELA.	Goal Partially or Not Met	Progress on the iReady Reading was limited. No grade level or sub-group of students at Powell met the growth goals in iReady performance levels. More students finished the year in the grade-level skill range than started the year.	<p>For 2023-24,</p> <p>K-2 PD in systemic phonics instruction, using Getting Reading Right professional development for teachers, site Literacy Coach to implement co-planning and observations of K-2 phonics and foundational reading instruction.</p> <p>Reading Intervention specialists to provide direct instruction to small groups of readers in Grades 1-5.</p> <p>Culturally relevant instruction with needs-based instruction that includes small group instruction at the elementary level</p> <p>Text and academic discourse using Cite, Evidence, Reasoning strategy implemented at the middle school level</p>

Math	1) By June of 2023, 90% of Powell students scoring at or above grade level will achieve a least one year of academic growth based on the iReady assessment in Math. By June of 2023, 50% of students scoring below grade level will demonstrate greater than one year of growth based on the iReady assessment in Math.	Goal Partially or Not Met	Progress on the iReady Math was limited and less progress than in Reading based on iReady. No grade level or sub-group of students at Powell met the growth goals in iReady performance levels. More students finished the year in the grade-level skill range than started the year.	This year, PD in grades 3-5 math Middle School math department implementing strategies from "The Thinking Classroom" focused on active student participation, and Standard for Mathematical Practice: Explain your Reasoning
English Learner	1) By June 2023, we will reduce the number of at-risk LTELs by 20% or more.	Goal Partially or Not Met	The number of Long Term English Learners was not reduced by 20%	This year, teachers will utilize culturally relevant practices to build on students linguistic assets and connect content with their cultural background. Professional Development with designated English Language Development will be provided as part of all teachers Quality Core Instruction

Culture/Climate	1) By June 2023, students Sense of Belonging will increase to 95% or better, as measured by favorable responses on the CORE Survey. By June 2023, students sense of agency, identity and belonging will increase to 95% or better, based on implementation of culturally relevant teaching, equitable practices, and social emotional learning, as measured by the Pulse survey. By June 2023, our suspension rate will drop by 10% or more for the site and by 15% or more for African American/Black students.	Goal Partially or Not Met	Student Sense of Belonging, Agency and Identity percent positive ratings were less than 80% in each category	This school year the SEL facilitator and Restorative Justice coach will provide PD for the implementation of practices that support sense of belonging, identity and agency in every classroom.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Common Core Implementation: Opportunities for staff to deepen expertise within CCSS, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan and integrate literacy strategies across all content areas; and observe colleagues implementing best practices. Staff will meet by grade level and/or department. (PD 1)	Somewhat Impactful	Limited or no impact	Somewhat Impactful	Limited or no impact
Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess. This line is for the overage in rec aide hours. (IN 7)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact

There is a need for supplemental instructional materials, including miscellaneous tech programs, technology equipment and items, including possible replacements for headsets, mice, chromebooks and ink. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	(Does not apply to this goal)
Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA. (IN 6)	Limited or no impact	Limited or no impact	Somewhat Impactful	Somewhat Impactful
Our intervention focus is to increase students' sense of belonging and decrease chronic absenteeism and suspensions, especially among our marginalized populations. We need small group intervention and SEL support in order to support meeting site goals. (IN 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
To increase parent involvement in workshops, meetings, SSC, ELAC, and school activities. Funds will be used to purchase items to create and provide resources for parents to support their students academically, socially, and emotionally. Items purchased will be focused on the parent/family outreach and communication and will be used in the Parent Center on campus (some examples are tables, chairs, Chromebooks/carts, poster maker, paper products, books, materials, signs,etc...). (PI 1)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA. (IN 4)	Somewhat Impactful	Limited or no impact	Somewhat Impactful	Strong Positive Impact
A .50 Assistant Principal will lead the Safe & Civil Committee to enhance school climate, reduce suspensions, and the number of referrals. The Asst. Principal will lead the Attendance Committee to assist with increasing attendance rates and decreasing chronic absenteeism (IN 1)	Somewhat Impactful	Limited or no impact	Somewhat Impactful	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
For Elementary (K-5) Grades: All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California	For Elementary (K-5) Grades: Students will participate in frequent and multiple formative and interim assessments within the grade	K-8: Informational text and literature selections to match the unit content for read aloud and/or

<p>Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. Reading and Writing grounded in evidence from text. Regular practice with complex text and its academic vocabulary with intensity.</p> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing. District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</p> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing. District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative</p>	<p>level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.</p> <p>Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.</p> <p>Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response. K - 2: Foundational Reading Skills Assessment (FRSA) 3 – 5: Smarter Balanced Assessment Consortium summative Assessments</p> <p>For Middle (6-8) Grades: 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</p>	<p>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> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Core5</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>
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<p>assessment practices to identify students' progress and needs.</p> <p>For Middle (6-8) Grades: 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: Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse. Reading and writing analysis grounded in evidence from text. Regular practice with reading and producing complex text and its academic vocabulary with intensity.</p> <p>All 6-8 Language Arts classrooms will use: District generated, grade level Scope & Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes. Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</p>	<p>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>	
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 and 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: Arguments to support claims in an analysis of substantive topics/texts Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately Narratives to develop real or imagined experiences or events</p> <p>All K-5 and 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: Reading to build knowledge for written pieces Working through the writing process for all 3 text types including planning, revising, editing and publishing Orally rehearsing using linguistic patterns Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences Conferring with the teacher and other students</p>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>All: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p> <p>Elementary (K-5): “On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Middle (6-8): 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>K-8: Write from the Beginning & 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> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Newsela</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>

<p>All K-5 and 6-8 ELA classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types: Arguments to support claims in an analysis of substantive topics/texts Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately Narratives to develop real or imagined experiences or events</p> <p>All K-5 and 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: Reading to build knowledge for written pieces Working through the writing process for all 3 text types including planning, revising, editing and publishing Orally rehearsing using linguistic patterns Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences Conferring with the teacher and other students</p>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>All: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p> <p>Elementary (K-5): “On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Middle (6-8): 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>K-8: Write from the Beginning & 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> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials</p> <p>Newsela</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>
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Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-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: Strategically focusing where the Standards focus Coherence: think across grades and link to major topics within grades Rigor: require conceptual understanding, procedural skill and fluency</p> <p>All K-8 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in: Daily Math Routines Math Tasks Mathematical Discourse</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in: Mathematical Discourse</p>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Elementary (K-5): HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>ST Math</p> <p>Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics</p> <p>Khan Academy</p> <p>All: LBUSD Supplemental Instructional Resource</p>

<p>All K-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: Strategically focusing where the Standards focus Coherence: think across grades and link to major topics within grades Rigor: require conceptual understanding, procedural skill and fluency</p> <p>All K-8 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in: Daily Math Routines Math Tasks Mathematical Discourse</p> <p>As part of the 6-8 Units of Instruction, all 6-8 students will engage in: Mathematical Discourse</p>	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Elementary (K-5): HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>ST Math</p> <p>Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics</p> <p>Khan Academy</p> <p>All: LBUSD Supplemental Instructional Resource</p>
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Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
There is a need to provide a safe and civil environment before, during, and after school on campus, the playground, and surrounding areas. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Recreation Aides provide additional support with supervision of students before school, after school, and at lunch and recess.	All Students	LCFF \$10000	Daily	Principal, Assistant Principal	The principal and assistant principal will monitor the recreation aides. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50
Instructional technology needs to be maintained and supported in order to provide standards based instruction and intervention.	Using one-to-one devices such as chromebooks to provide practice with standards differentiated to the instructional level of each student.	All Students	Title 1 \$8000	Daily	Instruction and Intervention Coordinator	The IIC will monitor the implementation of instructional programs used on student chromebooks

<p>Students need to actively engage and participate in learning in order to meet achievement goals. Materials that meet the academic needs and are culturally relevant are required for instruction that is differentiated and relevant.</p>	<p>Provide small group instruction in ELA and Math that is designed with materials matching the instructional level of the students and is engaging with relevant content.</p>	<p>All Students</p>	<p>Title 1 \$5,000</p>	<p>Bi-weekly lessons in small group format</p>	<p>Classroom Teachers</p>	<p>Principal will monitor all purchases to ensure that they are meeting the instructional needs of our students. SBAC ELA 50, SBAC Math 50</p>
<p>Students need a sense of belonging in order to engage in instruction. Students require self-regulation skills in order to actively participate in learning.</p>	<p>Provide teacher training in classroom-based trauma responsive education in order for teachers to provide social-emotional learning environments where all students can thrive and engage in learning. Professional training and in-class coaching from an educational consultant.</p>	<p>All teachers All students</p>	<p>Title 1 \$10,000</p>	<p>October 2023-June 2024</p>	<p>Classroom Teachers</p>	<p>Students sense of belonging Pulse and CORE surveys Teacher ratings on Student life/learning skills</p>

<p>Alternatives to support student needs in order to increase sense of belonging and decrease suspension rates and reduce referrals as well as decreasing chronic absenteeism. Powell struggles to meet the district's attendance goal. Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 30, Culture-Climate Survey (Student-Staff) 50</p>	<p>A .50 Assistant Principal will lead the Safe & Civil Committee to enhance school climate, reduce suspensions, and the number of referrals. The Asst. Principal will lead the Attendance Committee to assist with increasing attendance rates and decreasing chronic absenteeism</p>	<p>All Parents, All Students, Support Staff/Counselors</p>	<p>Title 1 \$94,832 Asst. Principal Middle .5 FTE - Title 1 100%</p>	<p>08/15/2023 - 06/21/2024 Daily</p>	<p>Assistant Principal/Principal</p>	<p>Assistant Principal will create a culture and climate action plan and report the status of the plan and strategies along with discipline and referral data, as well as suspension rates, attendance and chronic absenteeism rates to staff and parents each trimester. Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 30, Culture-Climate Survey (Student-Staff) 50</p>
<p>Materials are necessary for learning during the school year, and to purchase to open the following school year. SBAC ELA 50, SBAC Math 50</p>	<p>There is a need for supplemental instructional materials, including miscellaneous tech programs, technology equipment and items, including possible replacements for headsets, mice, chromebooks and ink.</p>	<p>All Students, All Staff</p>	<p>Title 1 \$40,000 Services - Title 1 100%</p>	<p>08/29/2023 - 06/14/2024 Daily</p>	<p>Office Manager</p>	<p>Principal will monitor all purchases to ensure that they are meeting the instructional needs of our students. SBAC ELA 50, SBAC Math 50</p>

Students are EL I and need primary language support. The goal is for EL students to be successful in in ELA and math classes. SBAC ELA 40, SBAC Math 40, EL Reclassification 20	College Aide to provide primary language support for EL students. College Aide will be supporting instruction in the classroom specifically in ELA and Math.	English Learners, Other Targeted Students	Title 1 \$21,757 College Student Aide (2) for 576 hours annually - Title 1 100%	08/29/2023 - 06/14/2024 Daily	Principal and Assistant Principal, Counselor, middle school teachers.	Monitoring School Loop, quarter and semester grades, and teacher reports. SBAC ELA 40, SBAC Math 40, EL Reclassification 20
There is a need to provide a safe and civil environment before, during, and after school on campus, the playground, and surrounding areas. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess.	All Students, All Staff, All Parents	LCFF Rec \$90,553 Hourly - Recreation Aide (12) for 417 hours annually - LCFF Rec 100%	08/29/2023 - 06/14/2024 Daily	Principal, Assistant Principal	The principal and assistant principal will monitor the recreation aides. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50
Underperforming students in our marginalized groups need small group intervention academically and with SEL. Attendance/Chronic Absenteeism Rate 30, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 20	Our intervention focus is to increase students' sense of belonging and decrease chronic absenteeism and suspensions, especially among our marginalized populations. We need small group intervention and SEL support in order to support meeting site goals.	All Students, African-American, Foster, Identified At-Risk Students	Title 1 \$23,494 Teacher Hourly P Schedule (3) for 100 hours annually - Title 1 100%	08/29/2023 - 06/14/2024 Weekly	Principal, Assistant Principal, Counselor	Admin, the counselor, and teachers will provide data and recommendations for students who need additional small group and individual support. Attendance/Chronic Absenteeism Rate 30, Suspension/Expulsion Rate 20, Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 20

There is a need to provide positive incentives for students for attendance and student performance academically and socially. SBAC ELA 30, SBAC Math 30, Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 20	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.	All Students	LCFF \$7,000 Materials - LCFF 100%	08/29/2023 - 06/14/2024 Monthly	Principal, Assistant Principal, Counselor	Systems will be in place to monitor student performance and improvement in order to earn incentives. SBAC ELA 30, SBAC Math 30, Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 20
Sit support with ELAC, SSC, SPSA, Williams, school-home connectedness. Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 20, Other 50	This position will assist with and facilitate needed items pertaining to parent involvement and compliance in areas including, but not limited to ELAC and SSC.	All Parents, All Staff, All Students	Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%	08/22/2023 - 06/14/2024 Daily	Principal and Assistant Principal	The site will create an action plan based on school data as well as district and state compliance regulations. The action plan and compliance checklist will be monitored regularly. Culture-Climate Survey (Student-Staff) 30, Culture-Climate Survey (Parent) 20, Other 50

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Provide an Orientation for TK/Kinder students TK classroom visits to kindergarten Outreach to CDC and TK families to support with enrollment procedures for kinder/TK Promotion of LBUSD Kindergarten festivals	Host a "Site Night" for fifth grade families to visit middle school Host family workshops to complete school of choice applications Outreach to fifth graders for middle school choice options Fifth grade visit to middle school	High School of Choice fair promotion Admin/counselor visit eighth grade classes to instruct on High School choice an pathways Parent and student workshops to support the application process with ParentVue

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
There is a need to provide schoolwide programs to improve sense of belonging and attendance to improve student performance academically and socially. SBAC ELA 30, SBAC Math 30, Attendance/Chronic Absenteeism Rate 20, Suspension/Expulsion Rate 20	Provide schoolwide activities that promote engagement at school including culturally relevant learning experiences in which students interact, collaborate, build relationships with each other including a creative space for Recess activities, equipment for outdoor play, mindful movement activities and art supplies.	Title 1 \$5,000	Daily Recess Activities Monthly "Fun Fridays"	SEL/Compliance Facilitator Assistant Principal	Students sense of belonging Pulse and CORE surveys Teacher ratings on Student life/learning skills

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
Staff needs time to collaborate and build expertise to meet the diverse needs of students in order to improve student performance and decrease the achievement gap. Sense of Belonging needs to increase	The site facilitator and identified teachers will attend workshops or conferences to enhance student sense of belongings with strategies and programs to support Social Emotional Learning, Student Voice, Culturally Responsive practices and Restorative Justice.	Title 1 up to \$10,000 for conference and workshop fees	January 2024-June 2024	SEL Facilitator, Grade Level Representatives, Department Heads	CORE Survey Pulse Survey
Staff needs time to collaborate and build expertise to meet the diverse needs of students in order to improve student performance and decrease the achievement gap. SBAC ELA 50, SBAC Math 50	Common Core Implementation: Opportunities for staff to deepen expertise within CCSS, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan and integrate literacy strategies across all content areas; and observe colleagues implementing best practices. Staff will meet by grade level and/or department.	Title 1 \$15,203 Substitute teacher full day (30) for 2 days - Title 1 100%	08/29/2023 - 06/14/2024 Semester	Principal, ILT, Grade Level Representatives, and Department Heads	Admin team will monitor implementation of release time for professional development through approval of agendas, observation feedback, and subsequent classroom walkthroughs to monitor effective implementation.

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Powell faculty will serve in the shared leadership of the school's continuous improvement efforts by engaging in monthly team meetings that include grade level representative, administrator and support staff members. Each team develops a mission and goals for the year in support of the student achievement goals and in line with the Single Plan for Student Achievement activities:

Safe and Civil Leadership Team (SCLT) Mission: Utilize CHAMPS to prevent misbehavior and help students become increasingly respectful, responsible, motivated, and highly engaged in instructional activities. The CHAMPS focuses for this year will be: Scholarly Behavior, Scholarly Language, Common Area Expectations, Cafeteria Expectations, Recess Expectations, and Campus Cleanliness.

Culture and Climate Leadership Team (CCLT) Mission: To support the facilitation of Powell campus activities that promote student inclusion, equity and cultural relevance to improve all students' sense of belonging

Equity Leadership Team (ELT) To ensure our Powell community cultivates an inclusive, equitable, and culturally relevant educational experience so that achievement gaps are eliminated for historically marginalized students.

Instructional Leadership Team (ILT) Mission: Create professional learning cycles where teacher teams analyze data, set goals, research and learn best practices, implement new learning and reflect on implementation to plan next steps.

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
Students and families need a campus space and resources to access academic, wellness and basic needs in order to achieve academic excellence.	The Powell Parent Center and office will be furnished with spaces for families to connect with school staff, other families and community partners. Materials include conference tables, various seating and display supports.	Title 1 Materials \$6,000	November 2023-6/14/2024	SEL/Compliance Facilitator	Family and Community Partner participation and feedback CORE Survey
Parents/caregivers need translation services at school meetings and events	Transponder equipment on-site will improve access for multi-lingual families in engaging in school meetings and events.	Par Inv \$2,000 Materials - Par Inv 100%	November 2023	SEL/Compliance Facilitator	Parent/caregiver participation CORE Survey

<p>Increase parent involvement will result in an increase in student performance and sense of belonging and a connectedness to the school. Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40</p>	<p>To increase parent involvement in workshops, meetings, SSC, ELAC, and school activities. Funds will be used to purchase items to create and provide resources for parents to support their students academically, socially, and emotionally. Items purchased will be focused on the parent/family outreach and communication and will be used in the Parent Center on campus (some examples are tables, chairs, Chromebooks/carts, poster maker, paper products, books, materials, signs,etc...).</p>	<p>Par Inv \$6,000 Materials - Par Inv 100%</p>	<p>08/29/2023 - 06/14/2024 Weekly</p>	<p>Principal, Assistant Principal, Counselor, site teams</p>	<p>Monitoring parent involvement by parent sign ups and attendance at meetings, workshops, and school events.</p>
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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)	732952
Title I Parent and Family Involvement (3008)	6474

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; Research LROIX Development.	NA
Centralized Services Share	Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Family Resource Centers, Kinder Festival, APEX Online, Youth Orchestra.	NA

State Programs *	Allocation
LCFF	92820

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

Midyear Adjustments:

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), Office of Curriculum Instruction and Professional Development (OCIPD), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, DELAC and EL Services, 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.

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

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 to engage parents about site programs and features.

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.

Family Resource Centers

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

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.

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

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

Assistance to Schools

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Claire Fieri	06-13-2025
Staff	Classroom Teacher	Mary Donnelly	06-13-2025
Staff	Classroom Teacher	Edith Sarabia	06-13-2025
Staff	Classroom Teacher	Adrienne Rodgers-Reeves	06-13-2025
Staff	Non Classroom Teacher	Irene Santa Cruz	06-21-2025
Community	Parent	Belen [REDACTED]	06-21-2025
Community	Parent	Shakoya [REDACTED]	06-21-2025
Community	Parent	Leila [REDACTED]	06-21-2025
Community	Parent	Erendira [REDACTED]	06-21-2024
Community	Parent	Diana [REDACTED]	06-21-2024

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)	Rosaura [REDACTED]
DELAC Representative	Parent of EL Student (required)	Maria [REDACTED]
Principal or Designee	Staff Member (required)	Claire Fieri
Secretary	Staff Member (required)	Emily Lloyd

Name	Representing
Maria [REDACTED]	Community Member
Brenda [REDACTED]	Parent of EL Student
Juan [REDACTED]	Parent of EL Student
Laura [REDACTED]	Parent of Non-EL Student

ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/07/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	The ELAC recommends that the SSC include supports for English Language Learners' achievement : 1) Ensuring students are identified for and offered tutoring in English Language Arts and Math 2) Ensuring parents who speak a language other than English are made aware and provided full access to information at family workshops and meetings with translations services 3) Providing access to chromebook devices that can be used by EL students at home for practice with standards in English Language Arts and Math
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 Language Census Data EL Attendance Rates Other: Baseline iReady data for Reading and Math for ELs in Grades 1-8
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/15/2023

<p>6. What was SSC's response to ELAC recommendations?</p>	<p>The SSC acknowledges the need to support English Learners in meeting grade level achievement goals through supplemental instruction offered by the school with tutoring before school, afterschool and during school hours, taught by Powell teachers or partners from an outside agency and identified by assessments that show ELs with below-grade level results. Monies have been identified to provide this support.</p> <p>The SSC acknowledges that parental involvement is a key factor in supporting achievement for ELs. The SSC voted to approve funding to purchase transmitters to facilitate the translation of all workshops and meetings in the preferred language of the parent.</p> <p>The SSC acknowledges that the EL achievement can be supported by using digital curriculum at home such as ST Math, CORE 5 Reading and Canvas based practice assignments and that families may need support providing a device at home. The SSC agreed to ensure that chromebooks would be made available for checkout by the school and</p>
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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): 11/15/2023
2. The SSC approved the **Home-School Compact** on 11/15/2023
3. The SSC approved the **Parent Involvement Guidelines** on 11/15/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/22/2023
5. SSC Participated in the Annual Evaluation of SPSA:12/13/2023
6. The SPSA was approved at the following SSC Meeting: 12/13/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

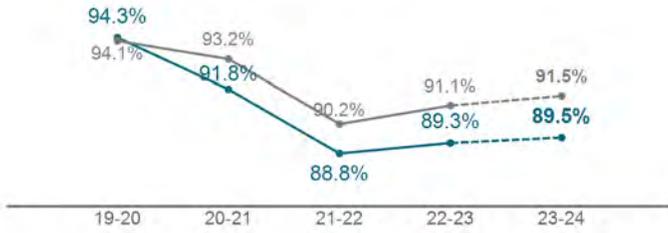
Printed Name: _____ Date: _____

Attendance Rate

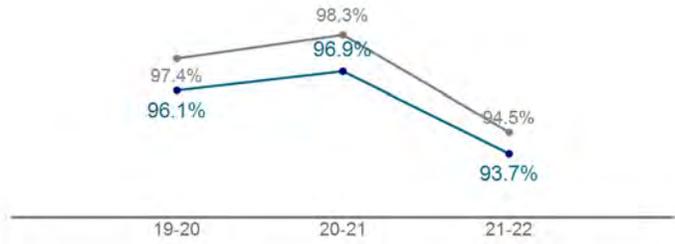
Powell
All Students
N = 800



African American
N = 207



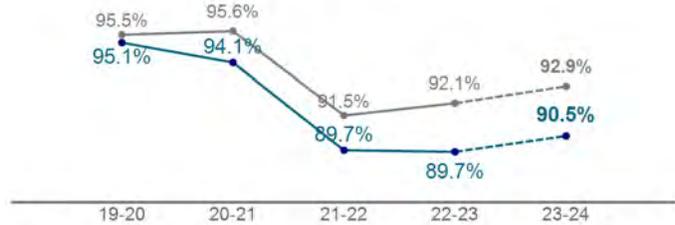
Asian



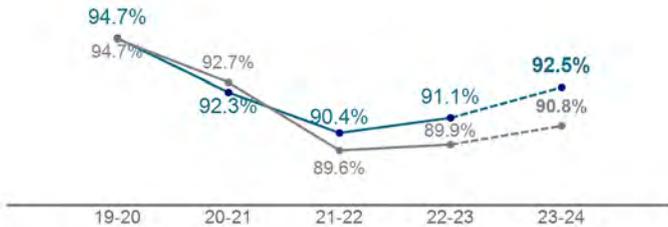
Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 499



Pacific Islander
N = 23



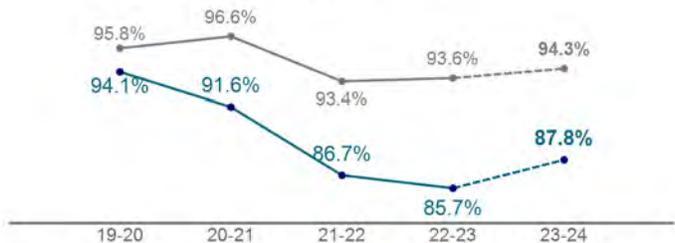
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

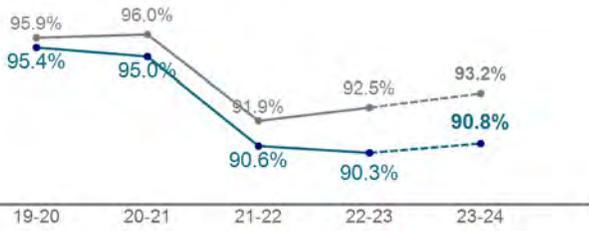
Other
N = 31



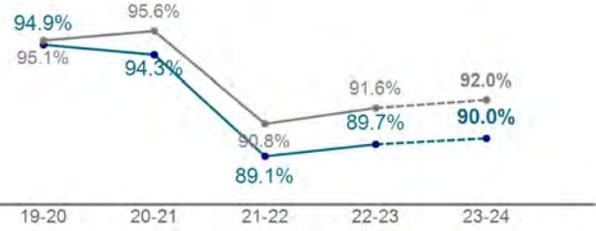
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP
N = 245



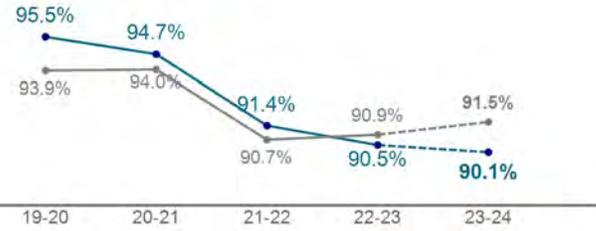
Low SES
N = 632



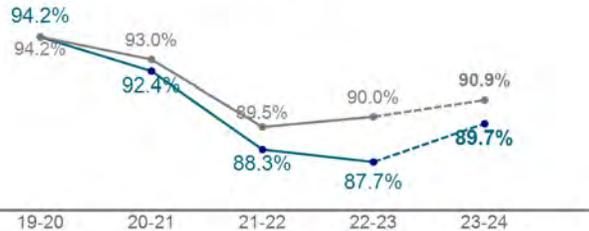
English Learner
N = 171



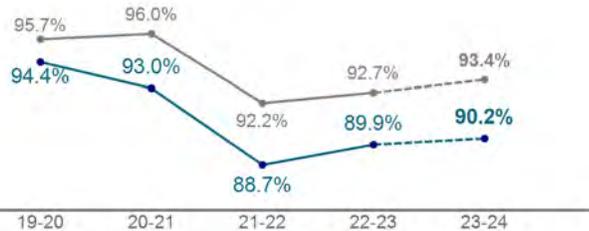
Special Education
N = 76



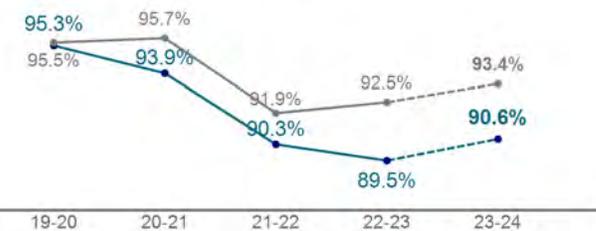
Homeless or Foster Youth
N = 74



Female
N = 396



Male
N = 404



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 Powell 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	K8 Chronic Rate	
All Students	865	865	14	22	20	20	25	35.4%	32.6%	54.9%	23.7%
Grade	Gr. TK	23	9	57	17	9	9	65.2%		82.6%	49.4%
	Gr. K	59	20	31	15	20	14	50.8%	44.6%	66.1%	40.4%
	Gr. 01	78	15	21	22	19	23	35.9%	35.4%	57.7%	26.4%
	Gr. 02	76	14	14	30	17	24	28.9%	34.3%	59.2%	21.5%
	Gr. 03	107	10	16	18	24	32	26.2%	30.9%	43.9%	23.0%
	Gr. 04	93	17	15	16	22	30	32.3%	29.3%	48.4%	18.2%
	Gr. 05	117	10	26	25	18	21	35.9%	24.2%	60.7%	21.1%
	Gr. 06	107	9	19	19	25	28	28.0%	35.2%	46.7%	18.4%
	Gr. 07	103	16	23	16	19	26	38.8%	37.3%	54.4%	19.8%
Gr. 08	102	16	25	17	18	25	40.2%	27.9%	56.9%	20.9%	
Ethnicity	African American	235	19	20	19	21	22	38.7%	38.4%	57.4%	31.9%
	Asian	19			16	26	58	15.8%	13.6%	15.8%	15.8%
	Cambodian	16	6	25	6	38	25	31.3%	35.3%	37.5%	20.7%
	Filipino	5	40		20	40		40.0%	20.0%	60.0%	13.5%
	Hispanic	544	12	23	21	20	25	34.6%	30.5%	55.1%	25.9%
	Pacific Islander	22	9	23	23	18	27	31.8%	33.3%	54.5%	41.0%
	White	11		9	18	27	45	9.1%	30.8%	27.3%	15.2%
	Other	29	24	24	17	14	21	48.3%	42.9%	65.5%	19.1%
Gender	Female	431	14	22	17	19	27	36.2%	33.7%	53.6%	23.3%
	Male	434	13	22	22	21	23	34.6%	31.4%	56.2%	24.1%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Powell 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	826	13	22	20	20	25	35.1%	34.6%	54.7%	29.0%
	ELL	170	9	29	22	17	23	38.2%	31.0%	60.0%	31.1%
	RFEP	100	7	14	19	27	33	21.0%	21.5%	40.0%	16.9%
	EL + RFEP	270	9	23	21	21	27	31.9%	27.4%	52.6%	25.0%
	Special Ed.	77	9	21	26	21	23	29.9%	25.6%	55.8%	31.8%
	Spec Ed. Speech/RSP	69	7	22	26	20	25	29.0%	25.0%	55.1%	26.3%
	Homeless/Foster	68	22	31	16	12	19	52.9%	48.0%	69.1%	40.4%
	Foster	12	17	17	8	58		33.3%	37.5%	33.3%	34.9%
	Homeless	56	23	34	20	13	11	57.1%	50.0%	76.8%	41.2%
GATE/Excel	156	6	16	13	22	43	21.8%	15.1%	34.6%	11.4%	

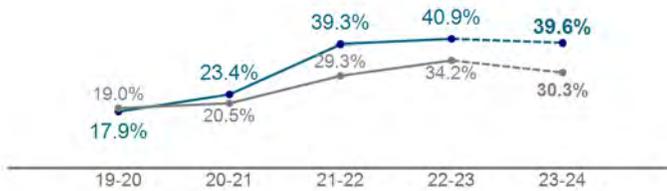
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

Powell
All Students
N = 806



African American
N = 207



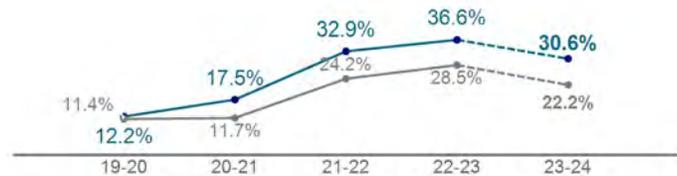
Asian



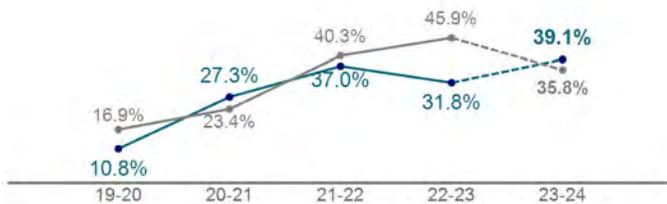
Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 507



Pacific Islander
N = 23



White

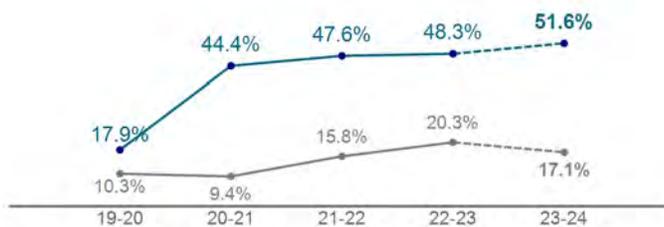
Subgroup with fewer than 20 students.

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.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

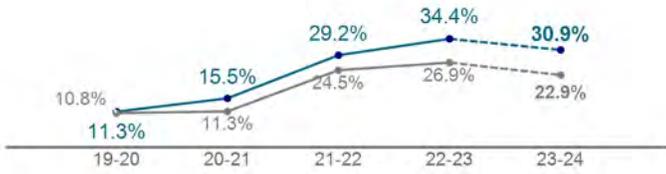
Other
N = 31



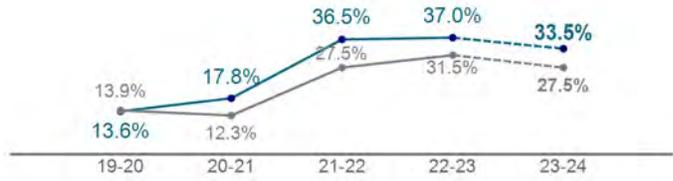
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

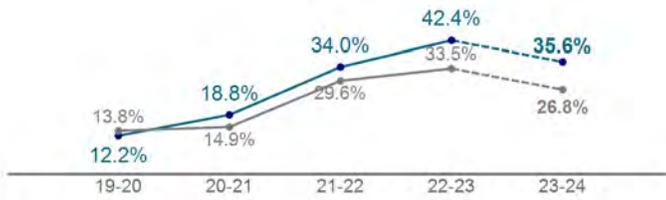
EL + RFEP
N = 249



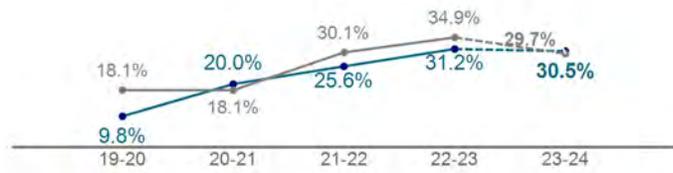
Low SES
N = 641



English Learner
N = 174



Special Education
N = 82



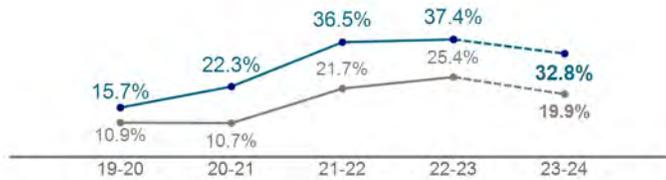
Homeless or Foster Youth

Subgroup with fewer than 20 students.

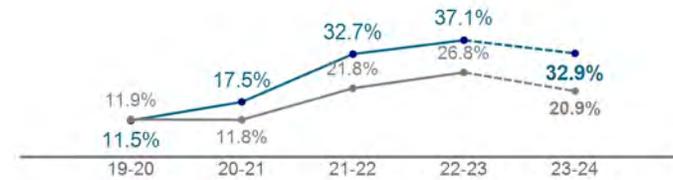
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 399



Male
N = 407



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.

SBAC ELA 2023 :: School Data by Subgroup

Powell

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg		
All Students	592	592	64%	37	27	26	10	36%	↑1		-	
	592	All K-8	48%	26	22	27	25	52%	↓1		↓1	
		District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	105	54%	30	24	30	15	46%	↑7		-	
		105	All K-8	46%	27	20	21	33	54%	↑4		-
			District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	93	62%	44	18	20	17	38%	↑8		-	
		93	All K-8	51%	33	18	19	31	49%	↑4		↓1
			District	54%	35	19	19	27	46%	↑1		↑2
	Gr. 05	111	62%	38	24	28	10	38%	↓5		↑9	
		111	All K-8	49%	28	20	28	24	51%	↓-		↑4
			District	48%	27	21	28	24	52%	↓1		↑7
	Gr. 06	99	73%	35	37	18	9	27%	↑8		↓18	
		99	All K-8	51%	24	27	27	21	49%	↓1		↓8
			District	56%	29	27	27	17	44%	↓2		↓8
	Gr. 07	93	65%	40	25	31	4	35%	↓2		↑12	
		93	All K-8	45%	24	21	32	23	55%	↓7		↑6
			District	50%	27	23	32	18	50%	↓2		↑4
Gr. 08	91	69%	35	34	29	2	31%	↓10		↓5		
	91	All K-8	44%	20	24	35	20	56%	↓2		↓6	
		District	53%	28	25	30	17	47%	↓1		↓4	
Ethnicity	Hispanic	382	63%	34	29	26	11	37%	↑1		↓1	
		382	All K-8	56%	31	25	27	17	44%	↓2		↓2
			District	58%	33	25	26	16	42%	↓-		↓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.

Powell

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	African American	141	70%	48	22	23	8	30%	↑1		-
		All K-8	65%	41	24	22	13	35%	↓3		↓2
		District	67%	42	25	21	12	33%	↓-		↓1
	Other	22	82%	45	36	18		18%	↓20		-
		All K-8	31%	13	18	25	44	69%	↓2		↓1
		District	33%	16	17	29	38	67%	↑1		↓-
	Pacific Islander	20	40%	20	20	50	10	60%	↑18		-
		All K-8	48%	24	24	35	17	52%	↑10		↑5
		District	63%	31	32	28	9	38%	↓2		↓2
	Asian	17*	65%	35	29	24	12	35%	↓22		-
		All K-8	26%	10	16	32	42	74%	↑3		↑2
		District	34%	17	18	30	36	66%	↑-		↑1
	Cambodian	13*	62%	46	15	31	8	38%	↓20		-
		All K-8	31%	15	16	38	32	69%	↑7		↑7
		District	39%	19	20	32	29	61%	↑1		↑3
White	7*	71%	57	14	29		29%	↑29		-	
	All K-8	24%	11	13	28	48	76%	↑2		↑2	
	District	26%	11	15	30	44	74%	↑1		↓2	
Filipino	3*	0%			67		33100%	↑50		-	
	All K-8	33%	10	22	30	38	67%	↓2		↓2	
	District	28%	11	17	31	41	72%	↑2		↑1	
Gender	Female	292	61%	33	28	27	11	39%	↑-		↑4
		All K-8	42%	22	21	29	28	58%	↓-		↓-
		District	47%	25	22	28	24	53%	↓-		↓1

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

Powell

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	
Gender	Male	300	67%	41	26	25	8	33%	↑2		↓4
		All K-8	53%	30	23	25	22	47%	↓1		↓2
		District	56%	33	23	25	19	44%	↑1		↓1
	Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6
		All K-8*	100%	100				0%	↓50		-
Special Populations	EL + RFEP	210	66%	38	28	30	5	34%	↑1		↑2
		All K-8	66%	39	27	26	8	34%	↓4		↓1
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	137	80%	51	29	18	2	20%	↑8		↑1
		All K-8	86%	60	26	12	2	14%	↑3		-
		District	86%	60	25	11	3	14%	↑4		↑2
	RFEP	73	38%	14	25	52	10	62%	↑3		↑4
		All K-8	44%	16	28	42	14	56%	↓4		↓2
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	11*	73%	27	45	18	9	27%	↓18		-
		All K-8	78%	44	33	15	7	22%	↓13		↓8
		District	75%	50	25	16	9	25%	↓3		↓4
	GATE/Excel	142	27%	5	23	40	32	73%	↓6		↓13
		All K-8	13%	2	11	30	57	87%	↓3		↓5
		District	14%	3	11	32	54	86%	↓-		↓4
	Homeless	62	63%	42	21	34	3	37%	↑3		↓4
		All K-8	57%	38	19	29	14	43%	↓2		↓3
District		64%	40	24	24	12	36%	↓1		-	
Homeless/Foster	73	64%	40	25	32	4	36%	-		-	

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

Powell

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	Homeless/Foster	All K-8	59%	39	20	28	13	41%	↓3		↓4
		District	65%	41	24	23	12	35%	↓1		↓-
	Low SES	575	64%	37	27	26	10	36%	↑2		-
		All K-8	61%	35	26	26	14	39%	↓4		↓3
		District	59%	34	25	25	16	41%	↑1		↓1
	Special Ed.	53	81%	58	23	15	4	19%	↑4		↑5
		All K-8	82%	61	21	12	5	18%	↑1		↑1
		District	84%	65	19	11	5	16%	↑1		↑1
	Spec Ed. Speech/RSP	48	79%	54	25	17	4	21%	↑6		↑6
		All K-8	78%	52	26	16	6	22%	↑2		↑1
		District	79%	56	23	14	7	21%	↑2		↑1

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

Powell

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	592	79%	49	29	16	5	21%	↓1		↓5	
	All K-8	58%	33	25	21	21	42%	↑3		↓2	
	District	66%	40	26	19	16	34%	↑1		↓5	
Grade	Gr. 03	104	61%	28	33	36	4	39%	↑4		-
		All K-8	46%	24	22	28	26	54%	↑2		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	93	65%	37	28	24	12	35%	↑7		↑2
		All K-8	53%	25	28	26	21	47%	↑7		↓5
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	110	87%	55	32	7	5	13%	↓4		↓15
		All K-8	62%	37	25	17	21	38%	↑4		↓5
		District	65%	37	28	18	17	35%	↑-		↓3
	Gr. 06	100	80%	51	29	15	5	20%	↑7		↑2
		All K-8	58%	29	29	20	22	42%	↑5		↑3
		District	67%	39	27	18	15	33%	↑1		↓1
	Gr. 07	94	91%	65	27	5	3	9%	↓10		↓9
		All K-8	63%	38	25	17	20	37%	↓2		↓-
		District	68%	42	26	18	15	32%	↑1		↑-
Gr. 08	91	89%	63	26	9	2	11%	↓11		↓6	
	All K-8	63%	40	24	19	18	37%	↑-		↓2	
	District	72%	49	23	14	14	28%	↓2		↓3	
Ethnicity	Hispanic	382	78%	47	31	15	7	22%	↓2		↓6
		All K-8	66%	39	28	19	14	34%	↑2		↓1
		District	72%	45	27	17	11	28%	↑2		↓5

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Powell

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	African American	141	79%	55	24	18	3	21%	↑3		↓4
		All K-8	78%	51	27	16	6	22%	↓1		↓5
		District	82%	57	25	12	6	18%	↑1		↓4
	Other	22	95%	68	27	5		5%	↓11		-
		All K-8	39%	19	19	24	37	61%	↑2		↓5
		District	45%	23	22	24	31	55%	↑-		↓5
	Pacific Islander	20	80%	55	25	20		20%	↑9		-
		All K-8	65%	39	26	24	11	35%	↑6		↓3
		District	76%	46	30	17	8	24%	↓-		↓5
	Asian	17*	65%	41	24	29	6	35%	↑10		-
		All K-8	33%	12	21	27	40	67%	↑10		↑4
		District	49%	25	24	22	29	51%	↓1		↓6
	Cambodian	13*	77%	54	23	15	8	23%	↓10		-
		All K-8	39%	19	20	28	34	61%	↑10		↑1
		District	55%	28	27	23	23	45%	↓2		↓5
White	7*	100%	29	71			0%	-		-	
	All K-8	33%	11	21	26	41	67%	↑2		↓4	
	District	38%	17	21	27	35	62%	↑3		↓6	
Filipino	3*	67%	67		33		33%	↓17		-	
	All K-8	37%	17	20	22	42	63%	↑4		↑1	
	District	44%	19	25	24	33	56%	↓-		↓6	
Gender	Female	293	80%	51	29	15	5	20%	↓4		↓3
		All K-8	58%	33	25	21	21	42%	↑3		↓-
		District	67%	41	26	18	14	33%	↑1		↓5

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Powell

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	
Gender	Male	299	78%	48	30	17	5	22%	↑2		↓7
		All K-8	58%	32	25	21	21	42%	↑2		↓3
		District	64%	39	25	19	17	36%	↑2		↓5
	Nonbinary	District	62%	42	20	22	16	38%	↑4		↓2
		All K-8*	100%	100				0%	↓25		-
Special Populations	EL + RFEP	210	81%	51	30	15	4	19%	↓3		↓4
		All K-8	76%	48	28	16	8	24%	↓1		↓1
		District	77%	52	26	14	8	23%	↑1		↓6
	ELL	137	91%	65	26	9		9%	↑3		↓1
		All K-8	91%	66	25	8		9%	↑2		↓2
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	73	62%	25	37	27	11	38%	↓4		↓7
		All K-8	59%	28	31	25	16	41%	↑1		↓-
		District	66%	36	30	20	14	34%	↑1		↓9
	Foster	11*	82%	55	27	9	9	18%	-		-
		All K-8	89%	59	30	7	4	11%	↑4		↓4
		District	85%	62	23	13	2	15%	↑2		↓3
	GATE/Excel	142	44%	10	34	36	20	56%	↓9		↓22
		All K-8	20%	4	15	27	54	80%	↑1		↓4
		District	26%	8	18	28	47	74%	↑2		↓9
	Homeless	62	76%	45	31	21	3	24%	↑1		-
		All K-8	70%	43	27	21	9	30%	↑2		↓1
District		78%	52	26	14	8	22%	↑-		↓4	
Homeless/Foster	73	77%	47	30	19	4	23%	↑1		↓3	

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Powell

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Homeless/Foster	All K-8	72%	44	27	20	8	28%	↑2		↓1
		District	79%	53	25	14	7	21%	↑1		↓4
	Low SES	575	79%	50	29	16	5	21%	↓2		↓6
		All K-8	71%	43	28	18	11	29%	↓-		↓2
		District	73%	46	27	17	11	27%	↑2		↓5
	Special Ed.	52	85%	58	27	13	2	15%	↑8		↑8
		All K-8	85%	65	20	11	4	15%	↑1		↓4
		District	88%	72	16	8	5	12%	↑2		↓1
	Spec Ed. Speech/RSP	48	83%	54	29	15	2	17%	↑8		↑8
		All K-8	82%	58	24	14	5	18%	↑-		↓4
		District	84%	64	20	10	6	16%	↑2		↓1

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

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SBAC Science 2023 :: School Data by Subgroup

Powell

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	202	202	88%	24	64	10	2	12%	↓5		-	
	All K-8		70%	16	53	19	11	30%	↑1		-	
	District		74%	17	57	18	8	26%	↑1		-	
Grade	Gr. 05	111	86%	22	65	12	2	14%	↓2		-	
		All K-8		69%	17	53	18	13	31%	↑3		-
		District		70%	16	54	20	10	30%	↑1		-
	Gr. 08	91	90%	27	63	8	2	10%	↓8		-	
		All K-8		69%	16	53	22	9	31%	↑1		-
		District		77%	21	56	16	7	23%	↓1		-
Ethnicity	Hispanic	135	88%	22	66	10	1	12%	↓7		-	
		All K-8		79%	19	59	17	5	21%	↑-		-
		District		81%	19	62	15	4	19%	↑1		-
	African American	44	89%	36	52	7	5	11%	↑1		-	
		All K-8		85%	27	57	12	3	15%	↓-		-
		District		86%	29	57	12	2	14%	↑1		-
	Pacific Islander	10*	90%	10	80	10		10%	↓15		-	
		All K-8*		82%	12	71	18		18%	↓2		-
		District		88%	20	69	10	2	12%	↓4		-
	Asian	6*	83%		83	17		17%	-		-	
		District		57%	6	50	28	15	43%	↑2		-
		All K-8		50%	4	46	28	22	50%	↑8		-
	Cambodian	5*	80%	20	60	20		20%	↓5		-	
		District		65%	9	56	25	10	35%	↑-		-
		All K-8		56%	8	47	31	14	44%	↑15		-

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Powell

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	Other	4*	100%	25	75			0%	-		-
		District	56%	11	46	25	18	44%	↓-		-
		All K-8	47%	8	40	24	29	53%	↓2		-
	White	2*	100%	50	50			0%	-		-
		All K-8	43%	4	38	29	28	57%	↑8		-
		District	51%	6	45	29	20	49%	↑1		-
	Filipino	1*	0%			100	100	100%	↑100		-
		District	54%	5	49	29	18	46%	↑2		-
		All K-8	55%	13	42	29	16	45%	↓7		-
Gender	Female	98	86%	21	64	11	3	14%	↓7		-
		All K-8	70%	14	56	20	10	30%	↑1		-
		District	75%	15	60	18	7	25%	↑1		-
	Male	104	90%	27	63	9		10%	↓3		-
		All K-8	70%	19	51	19	12	30%	↑2		-
		District	74%	19	55	18	8	26%	↑1		-
Nonbinary	District	68%	18	50	14	18	32%	↑11		-	
Special Populations	EL + RFEP	78	90%	19	71	9	1	10%	↓7		-
		All K-8	84%	23	61	14	2	16%	↓1		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	45	100%	31	69			0%	-		-
		District	98%	40	58	2		2%	↑-		-
		All K-8	97%	42	54	3		3%	↑2		-
	RFEP	33	76%	3	73	21	3	24%	↓8		-
All K-8		74%	8	66	22	4	26%	↑1		-	

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SBAC Science 2023 :: School Data by Subgroup

Powell

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	RFEF	District	75%	10	66	20	5	25%	↑3		-
	Foster	3*	100%	67	33			0%	-		-
		All K-8*	100%	43	57			0%	↓13		-
		District	88%	31	58	8	4	12%	↓3		-
	GATE/Excel	51	63%	2	61	31	6	37%	↓8		-
		All K-8	36%	2	34	33	31	64%	↓1		-
		District	43%	3	41	34	23	57%	↓2		-
	Homeless	23	83%	35	48	4	13	17%	↓8		-
		All K-8	83%	23	60	11	7	17%	↑2		-
		District	86%	24	62	10	3	14%	↓1		-
	Homeless/Foster	26	85%	38	46	4	12	15%	↓6		-
		All K-8	84%	24	60	10	6	16%	↑1		-
		District	87%	25	62	10	3	13%	↓1		-
	Low SES	200	88%	25	64	10	2	12%	↓4		-
		All K-8	82%	22	60	14	5	18%	↓1		-
		District	81%	20	61	15	4	19%	↑2		-
Special Ed.	18*	100%	50	50			0%	-		-	
	All K-8	95%	49	46	2	2	5%	↓2		-	
	District	93%	47	46	5	2	7%	↑1		-	
Spec Ed. Speech/RSP	15*	100%	40	60			0%	-		-	
	All K-8	94%	39	55	3	3	6%	↓3		-	
	District	90%	37	53	7	3	10%	↑1		-	

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SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Powell

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
		N		Growth Target					
				Declined	Below Target	Above Target	Accelerated*		
E L A	All Students	467	22		36	17	17	30	
		All K-8	25		34	16	18	32	
		District	25		34	15	16	34	
	Grade	Gr. 04 (Minimum Growth Target: 44)	87	46		29	23	23	25
			All K-8	41		26	24	27	23
			District	48		22	24	27	27
		Gr. 05 (Minimum Growth Target: 35)	106	41		27	19	25	29
			All K-8	40		26	22	20	32
			District	48		22	20	22	36
		Gr. 06 (Minimum Growth Target: 27)	97	-6		46	19	15	20
			All K-8	10		42	16	16	26
			District	11		43	16	16	25
		Gr. 07 (Minimum Growth Target: 25)	90	31		30	16	16	39
			All K-8	33		31	12	18	39
			District	29		32	14	16	38
Gr. 08 (Minimum Growth Target: 14)	87	-		47	9	7	37		
	All K-8	7		42	9	10	39		
	District	7		45	8	8	38		
Ethnicity	Hispanic	310	20		37	17	16	29	
		All K-8	23		36	16	17	31	
		District	24		35	15	16	34	

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^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

Powell

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)			
ELA	Ethnicity	N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	African American	108	19	33	20	19	27
		All K-8	20	35	18	19	29
		District	24	36	16	15	33
	Pacific Islander	17 [^]	-	12	18	12	59
		All K-8	52	24	13	18	45
		District	26	32	17	18	33
	Other	14 [^]	-	36	21	43	
		All K-8	32	30	15	18	36
		District	29	32	16	17	35
	Asian	10 [^]	-	50	10	20	20
		All K-8	38	22	18	27	33
		District	33	30	16	16	38
	Cambodian	10 [^]	-	40	20	20	20
		All K-8	36	21	21	25	32
		District	33	30	16	17	37
	White	5 [^]	-	60	20	20	
		All K-8	29	31	20	17	32
		District	26	33	16	16	35
Filipino	3 [^]	-		33	67	0	
	All K-8	31	33	9	25	33	
	District	29	32	14	16	37	

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[^]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

Powell

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	Female	235	31	32	18	18	32
		All K-8	29	32	16	18	34
		District	27	34	15	16	34
	Male	232	14	40	16	17	27
		All K-8	21	35	17	18	30
		District	24	35	15	16	34
	Nonbinary	All K-8 [^]	-	100	0		
		District	21	33	15	8	44
	Special Populations	EL + RFEP	183	20	36	17	16
All K-8			20	35	15	18	32
District			24	36	13	15	36
ELL		114	26	29	18	18	34
		All K-8	24	31	18	20	31
		District	31	31	16	18	35
RFEP		69	11	48	14	13	25
		All K-8	17	39	12	15	33
		District	19	39	12	14	36
Foster		7 [^]	-	29	29	14	29
		All K-8	6	57	10	14	19
		District	21	40	12	20	29
GATE/Excel		122	11	43	22	14	21

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[^]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

Powell

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	GATE/Excel	All K-8	21	35	17	19	29
		District	25	34	15	18	33	
	Homeless		48	36	29	25	19	27
		All K-8	24	31	22	18	29	
	District		26	33	16	17	34	
			55	45	29	25	18	27
	Homeless/Foster	All K-8	22	34	21	18	26	
		District	25	34	16	17	33	
	Low SES		456	23	36	17	18	30
		All K-8	22	35	17	18	30	
		District	25	35	15	16	34	
	Special Ed.		41	39	32	12	27	29
		All K-8	25	36	17	13	34	
		District	25	35	15	15	35	
	Spec Ed. Speech/RSP		38	35	34	13	24	29
		All K-8	25	37	16	11	36	
		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 Powell

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*
All Students	466	466	12	40	19	19	22
		All K-8	23	32	19	20	29
		District	16	38	19	18	24
Math at Grade	Gr. 04 (Minimum Growth Target: 42)	88	55	8	34	35	23
		All K-8	43	19	29	31	20
		District	44	18	29	31	21
	Gr. 05 (Minimum Growth Target: 39)	105	12	40	27	21	12
		All K-8	28	27	28	24	21
		District	31	28	27	26	19
	Gr. 06 (Minimum Growth Target: 24)	99	17	37	12	17	33
		All K-8	26	30	16	19	35
		District	17	38	16	16	31
	Gr. 07 (Minimum Growth Target: 17)	89	-23	66	9	7	18
		All K-8	12	42	11	10	37
		District	11	43	11	10	36
Gr. 08 (Minimum Growth Target: 19)	85	-1	49	12	13	26	
	All K-8	9	43	11	15	31	
	District	5	46	11	12	31	
Ethnicity	Hispanic	310	12	40	19	19	22
		All K-8	24	31	19	19	31
		District	15	39	19	18	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

Powell

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
M at Ethnicity h	Ethnicity	N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
M at Ethnicity h	African American	105	7		41	22	17	20
		All K-8	16		38	18	18	26
		District	14		40	19	17	24
	Pacific Islander	17^	-		29	18	18	35
		All K-8	27		24	21	24	32
		District	13		42	17	18	24
	Other	14^	-		50	21	21	7
		All K-8	21		37	21	16	26
		District	22		34	22	19	26
	Asian	12^	-		33	8	25	33
		All K-8	37		25	16	26	33
		District	19		36	19	20	26
	Cambodian	10^	-		50	20	20	10
		All K-8	28		35	17	27	21
		District	19		36	19	20	25
	White	5^	-		20	20		60
		All K-8	23		31	19	23	28
		District	18		34	22	19	24
Filipino	3^	-		67		33	0	
	All K-8	30		31	14	30	26	
	District	22		36	17	22	26	

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^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 Powell

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	Female	236	22	37	17	22	24	
		All K-8	23	33	17	21	29	
		District	16	38	19	19	24	
	Male	230	2	43	21	16	20	
		All K-8	22	32	20	18	30	
		District	16	38	20	18	25	
	Nonbinary	All K-8^	-				100	0
		District	5	38	20	18	25	
	Math	EL + RFEP	185	15	41	18	19	23
All K-8			20	35	17	18	31	
District			11	41	18	17	24	
ELL		116	15	36	20	22	22	
		All K-8	17	32	22	20	25	
		District	22	35	19	19	28	
Special Populations		RFEP	69	12	48	14	14	23
			All K-8	23	37	12	16	35
			District	6	46	17	15	23
		Foster	7^	-	29	14	43	14
			All K-8	35	29	10	38	24
			District	19	39	16	19	25
GATE/Excel		122	12	43	20	19	18	

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

Powell

4/8/24

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*	
Math at Special Populations	GATE/Excel	All K-8	27	30	18	22	30	
		District	19	35	21	20	25	
	Homeless		50	16	36	20	18	26
		All K-8	20	29	21	21	29	
	Homeless/Foster	District	13	40	19	17	24	
			57	23	35	19	21	25
	Homeless/Foster	All K-8	22	29	20	22	29	
		District	13	40	19	17	24	
	Low SES		455	12	40	19	19	22
		All K-8	21	34	19	19	29	
		District	15	39	19	18	24	
	Special Ed.		40	50	15	30	15	40
		All K-8	19	34	21	14	30	
		District	20	36	19	16	29	
	Spec Ed. Speech/RSP		38	50	16	29	13	42
All K-8		21	34	21	14	31		
District		21	36	19	17	28		

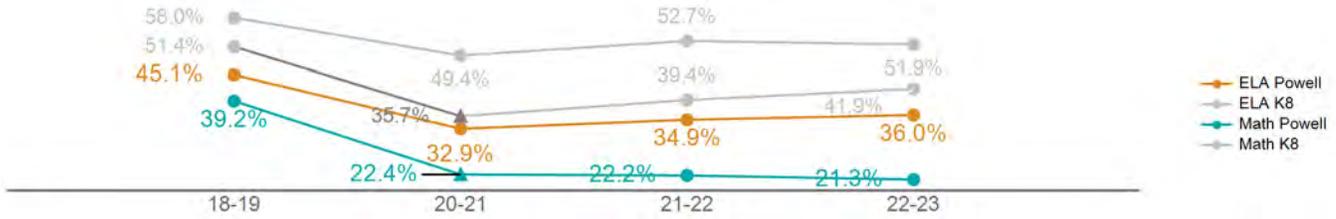
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

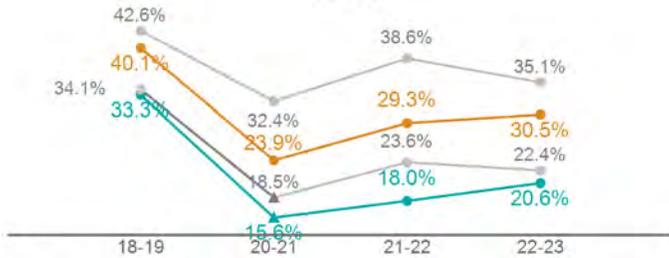
*Accelerated Growth = At least double the minimum growth target for the grade level.

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

Powell
All Students
N = 592



African American
N = 141



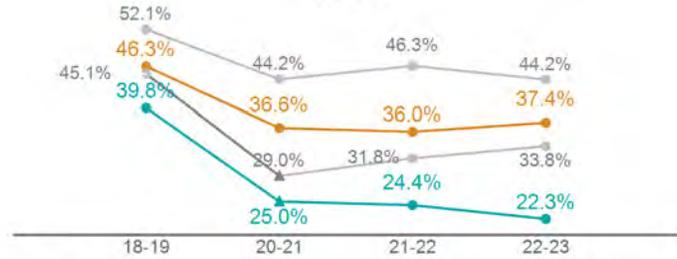
Asian

Subgroup with fewer than 20 students.

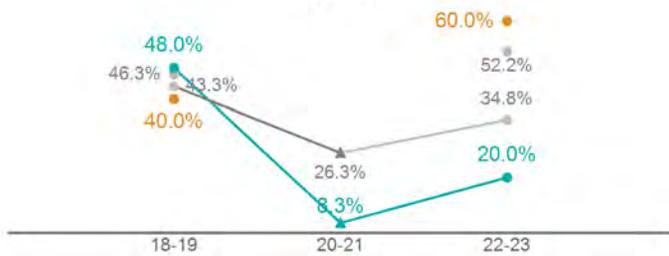
Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 382



Pacific Islander
N = 20



White

Subgroup with fewer than 20 students.

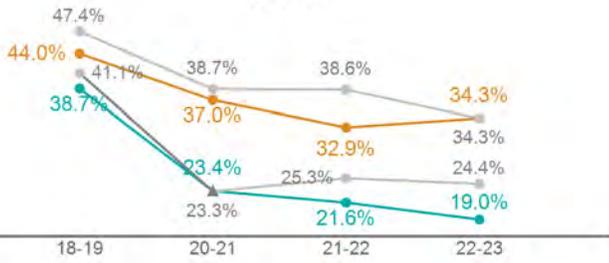
N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

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

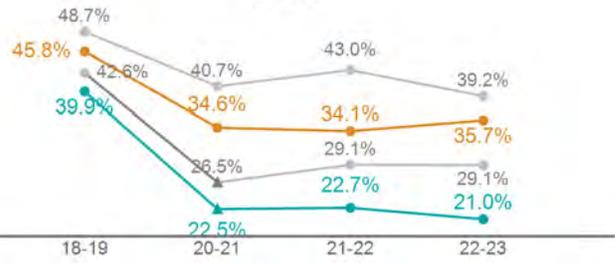


Percent of Students with Achievement Level of Met or Exceeded in SBAC

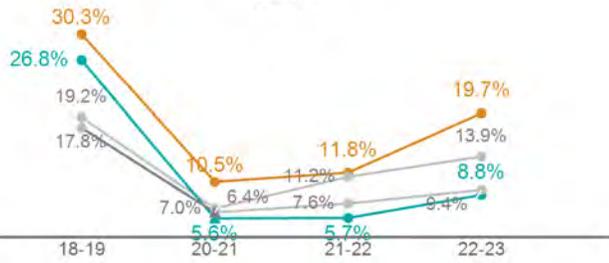
EL + RFEP
N = 210



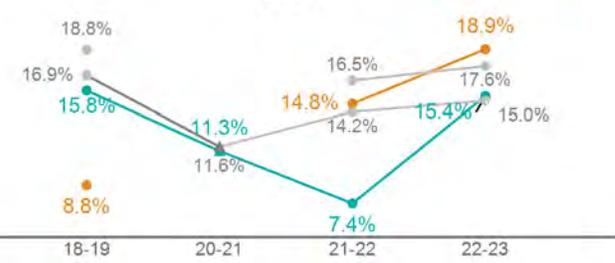
Low SES
N = 575



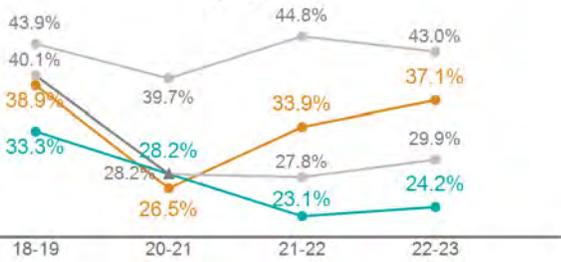
English Learner
N = 137



Special Education
N = 53



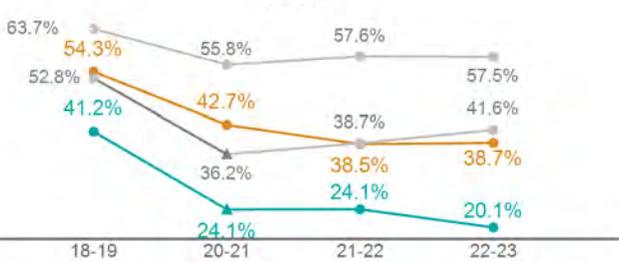
Homeless
N = 62



Foster Youth

Subgroup with fewer than 20 students.

Female
N = 293



Male
N = 300



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.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑5
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		↓1
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑12
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑3
Cleveland	217	23%	6	16	30	47	77%	↑-		↑1
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑16
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑11
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑10
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑6
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑11

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	225	63%	45	18	23	14	37%	↑5		↑2
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑5
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑10
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓7
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		↓1
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑4
Prisk	273	22%	7	15	26	52	78%	↓2		↑8
Riley	196	55%	34	20	22	23	45%	↓2		↑6
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑8
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑14
Smith	352	65%	39	26	19	16	35%	↓2		-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑5
Willard	273	68%	41	27	18	14	32%	↑4		↑3

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓7
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓4
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	225	73%	49	24	17	10	27%	↑6		↓8
Kettering	131	37%	11	25	34	29	63%	↓11		↓9
King	308	73%	40	33	20	7	27%	↑6		-
Lafayette	403	65%	36	29	25	10	35%	↑6		↑-
Lincoln	411	67%	35	32	21	12	33%	↑-		↓-
Longfellow	468	50%	20	30	21	29	50%	↓1		↓2
Los Cerritos	241	40%	17	24	26	34	60%	↓6		↓8
Lowell	240	33%	14	19	23	44	67%	↑6		↓9
Macarthur	149	50%	17	33	28	23	50%	↓3		↓10
Madison	153	47%	22	25	28	25	53%	↑4		↑3
Mann	163	62%	34	28	25	13	38%	↑9		↑5
McKinley	242	73%	42	31	20	7	27%	↑5		↑2
Naples	140	19%	6	13	25	56	81%	↑2		↓7
Oropeza	276	77%	49	29	12	11	23%	↑4		↑3
Prisk	274	29%	11	18	28	43	71%	↓3		↓1
Riley	197	65%	36	30	21	14	35%	↓4		↓6
Roosevelt	456	70%	43	27	19	11	30%	↑4		↑3
Signal Hill	320	59%	29	30	22	19	41%	↓1		-
Smith	357	75%	44	31	16	9	25%	↓4		↓5
Stevenson	252	73%	46	27	16	11	27%	↑5		↑4
Twain	193	54%	26	27	26	20	46%	↑2		↑1
Webster	224	74%	47	27	18	8	26%	↑1		↓6
Whittier	295	81%	61	20	12	7	19%	↑4		↑1
Willard	281	73%	41	32	18	9	27%	↑2		↓6

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	4,183	70%	16	54	20	10	30%	↑-	-
Addams	119	76%	18	58	20	4	24%	↑6	-
Alvarado	61	66%	8	57	25	10	34%	↓-	-
Barton	64	88%	27	61	8	5	13%	↓4	-
Birney	79	70%	20	49	22	9	30%	↑6	-
Bixby	69	61%	4	57	30	9	39%	↑3	-
Bryant	55	65%	15	51	25	9	35%	↑17	-
Burbank	88	75%	15	60	16	9	25%	↑3	-
Burcham	58	55%	9	47	21	24	45%	↑4	-
Carver	77	47%	3	44	32	21	53%	↑4	-
Chavez	67	85%	28	57	10	4	15%	↑2	-
Cleveland	76	51%	5	46	36	13	49%	↑7	-
Dooley	137	85%	18	68	12	2	15%	↓6	-
Edison	74	82%	27	55	15	3	18%	↓1	-
Emerson	49	45%	8	37	37	18	55%	↑4	-
Fremont	73	42%	3	40	34	23	58%	↓9	-
Gant	86	38%	3	35	31	30	62%	↑1	-
Garfield	88	78%	14	65	15	7	22%	↑2	-
Gompers	52	54%	15	38	37	10	46%	↑21	-
Grant	158	85%	20	65	10	5	15%	↓4	-
Harte	149	83%	22	60	13	4	17%	↑3	-
Henry	135	59%	9	50	27	15	41%	↓1	-
Herrera	130	68%	12	55	25	7	32%	↑5	-
Holmes	57	86%	16	70	9	5	14%	↓11	-

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	78	86%	23	63	10	4	14%	↑8	-
Kettering	44	41%	2	39	41	18	59%	↓2	-
King	111	77%	13	64	16	7	23%	↑5	-
Lafayette	116	90%	15	75	9		10%	↓8	-
Lincoln	118	79%	13	66	18	3	21%	↓3	-
Longfellow	170	57%	5	52	20	23	43%	↓6	-
Los Cerritos	80	45%	8	38	30	25	55%	↓4	-
Lowell	82	51%	2	49	29	20	49%	↓1	-
Macarthur	55	62%	4	58	18	20	38%	↓-	-
Madison	43	56%	12	44	26	19	44%	↑6	-
Mann	60	80%	45	35	12	8	20%	↑13	-
McKinley	85	75%	16	59	21	4	25%	↑6	-
Naples	43	35%	2	33	30	35	65%	↓15	-
Oropeza	104	88%	33	56	10	2	12%	↓11	-
Prisk	91	29%	1	27	43	29	71%	↓6	-
Riley	73	71%	16	55	21	8	29%	↑2	-
Roosevelt	149	84%	20	64	11	5	16%	↓5	-
Signal Hill	107	72%	16	56	19	9	28%	↓4	-
Smith	123	74%	25	49	20	7	26%	↑8	-
Stevenson	97	78%	27	52	19	3	22%	↑3	-
Twain	71	61%	20	41	25	14	39%	↓6	-
Webster	89	76%	11	65	19	4	24%	↑10	-
Whittier	100	84%	35	49	12	4	16%	↑3	-
Willard	93	87%	24	63	11	2	13%	↓9	-

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓2
Bancroft	829	45%	20	25	35	20	55%	↑2		↑1
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓10
Hoover	512	66%	35	31	25	9	34%	↓7		↓7
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100	100%	100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑7
Keller	448	37%	11	25	41	22	63%	↓5		↓6
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓2
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓2
Rogers	746	29%	14	15	33	38	71%	↓1		↓3
Stanford	1,124	33%	15	19	36	31	67%	↑7		↓-
Stephens	700	63%	34	29	27	10	37%	↑10		↑4
Washington	909	74%	43	31	20	6	26%	↓3		↓6

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%					100%	↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Middle	3,987	78%	22	57	16	6	22%	↓1	-
Bancroft	299	75%	17	58	16	9	25%	↓4	-
Franklin	331	85%	29	56	12	3	15%	↓-	-
Hamilton	239	88%	26	62	11		12%	↓7	-
Hoover	167	92%	30	62	8		8%	↓9	-
Hughes	416	69%	14	55	20	11	31%	↑2	-
IVA	1	0%				100	100%	↑41	-
Jefferson	299	81%	17	64	15	4	19%	↑2	-
Keller	135	65%	7	59	24	11	35%	↓2	-
Lindbergh	137	88%	23	64	10	2	12%	↑3	-
Lindsey	239	89%	22	67	10		11%	↑1	-
Marshall	294	74%	20	54	21	4	26%	↓9	-
Nelson	276	93%	37	56	5		7%	↑1	-
Rogers	246	46%	9	38	33	21	54%	↑9	-
Stanford	365	62%	13	48	25	13	38%	↑3	-
Stephens	250	86%	29	57	11	3	14%	↓2	-
Washington	294	91%	32	59	6	3	9%	↑4	-

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓1
Avalon	249	74%	44	30	19	7	26%	↓6		↓6
Cubberley	635	32%	17	16	29	39	68%	↑2		↑-
Muir	644	59%	33	26	25	16	41%	↓5		↓2
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		-
Robinson	541	69%	40	28	22	9	31%	↓7		↓4
Tincher	529	31%	13	18	32	37	69%	↑-		↓1

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓7
Cubberley	638	45%	24	21	23	32	55%	↑2		↓8
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,211	70%	16	53	19	11	30%	↑1		-
Avalon	109	85%	30	55	10	5	15%	↑2		-
Cubberley	198	55%	13	42	23	22	45%	↑6		-
Muir	201	81%	22	59	16	3	19%	↑1		-
Newcomb	163	29%	1	28	43	28	71%	↑7		-
Powell	202	88%	24	64	10	2	12%	↓5		-
Robinson	175	87%	17	70	12	1	13%	↓5		-
Tincher	162	64%	10	53	21	15	36%	↓1		-

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,776	48%	27	21	28	24	52%	↑2		↓9
Browning	58	78%	62	16	19	3	22%	↓20		↓30
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1
CAMS	162	1%			16	83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8
Jordan	422	71%	44	27	21	9	29%	↓2		↓10
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11
McBride	165	31%	9	22	40	29	69%	↓4		↓9
Millikan	755	35%	16	18	34	32	65%	↑10		↓10
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7
Reid	53	98%	77	21	2		2%	↓2		↓10
Renaissance	91	47%	21	26	29	24	53%	↑19		↓18
Sato	120	4%		3	2	39	57	96%	↓1	↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓14

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded				
All High	4,737	75%	53	21	15	11	25%	↑3		↓25	
Browning	59	98%	83	15	2		2%	↓5		↓33	
Cabrillo	410	92%	69	23	7	2	8%	↓2		↓26	
CAMS	162		6%		5	20	74	94%	↑4		↓10
EPHS	225	97%	85	12	3		3%	↑1		↓22	
Jordan	420	93%	75	18	7		7%	↑1		↓28	
Lakewood	603	85%	62	23	12	3	15%	↑2		↓22	
McBride	168	65%	36	29	28	7	35%	↑3		↓29	
Millikan	756	66%	35	30	21	13	34%	↑4		↓30	
Polytechnic	902	69%	54	15	17	13	31%	↑2		↓19	
Reid	53	100%	96	4			0%	-		↓16	
Renaissance	92	86%	64	22	10	4	14%	↑8		↓26	
Sato	118		23%	6	17	25	52	77%	↓1		↓12
Wilson	769	75%	49	26	16	9	25%	↑5		↓30	

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded				
All High	4,432	75%	14	62	19	6	25%	↑3		-	
Browning	59	92%	29	63	8		8%	↑1		-	
Cabrillo	375	87%	14	73	13		13%	↑4		-	
CAMS	163			21%	20	47	33	79%	↓-		-
EPHS	88	95%	19	76	5		5%	↓8		-	
Jordan	454	91%	20	71	9		9%	↑2		-	
Lakewood	635	85%	12	72	14	2	15%	↓4		-	
McBride	152	69%	7	62	19	12	31%	↑15		-	
Millikan	657	72%	12	59	23	6	28%	↑2		-	
Polytechnic	852	70%	14	56	23	8	30%	↑2		-	
Reid	60	98%	43	55	2		2%	↑2		-	
Renaissance	88	85%	16	69	15		15%	-		-	
Sato	93			20%	20	45	34	80%	↑19		-
Wilson	756	76%	14	62	20	4	24%	↑11		-	

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/8/24

All

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

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/8/24

All

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

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	1	100%	100			0%	-		-

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

SBAC ELA 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
District	32,799	52%	29	23	26	22	48%	↑-	↓1

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

SBAC Math 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,805	66%	40	26	19	15	34%	↑1		↓5

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

SBAC Science 2022-2023 :: School Comparison by Subgroup

4/8/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,813	74%	17	57	18	8	26%	↑1		-

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

SBAC ELA 2023

School Name	Overall		Grade 6		Grade 7		Grade 8		Lowest Performing		
	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change						
Avalon	26.1%	-5.6%	25.8%	8.7%	32.5%	-12.5%	21.1%	-0.2%	Hispanic	20.3%	-5.9%
Bancroft	54.9%	1.7%	48.8%	-3.2%	60.2%	4.6%	55.3%	3.7%	African American	43.3%	-1.1%
Cubberley	67.6%	2.3%	51.6%	-5.6%	62.8%	-13.1%	67.6%	15.3%	African American	45.2%	-7.3%
Franklin	35.7%	-5.4%	34.1%	-7.6%	39.5%	2.8%	33.2%	-11.5%	African American	29.2%	-10.0%
Hamilton	29.5%	-8.9%	32.8%	-10.7%	30.2%	-8.7%	25.4%	-7.4%	African American	17.8%	-12.1%
Hoover	34.2%	-6.6%	41.2%	5.9%	27.0%	-15.7%	34.5%	-9.5%	African American	26.4%	-7.2%
Hughes	48.9%	-1.8%	43.3%	-8.2%	54.3%	4.2%	49.0%	-1.4%	African American	34.3%	-4.6%
IVA	100.0%	24.4%					100.0%	21.4%			
Jefferson	50.5%	3.2%	43.8%	-0.3%	56.5%	8.9%	51.7%	1.5%	African American	36.5%	-0.9%
Keller	63.2%	-5.4%	59.6%	-1.2%	69.3%	-3.6%	60.4%	-13.4%	Hispanic	59.9%	-3.1%
Lindbergh	30.4%	-1.8%	24.0%	1.1%	29.3%	-11.2%	37.5%	4.0%	African American	23.3%	1.3%
Lindsey	31.8%	-3.7%	30.8%	-3.1%	32.6%	-6.2%	32.1%	-1.7%	African American	17.0%	-7.4%
Marshall	57.6%	-7.7%	51.5%	-12.8%	62.6%	-5.2%	58.6%	-5.1%	African American	40.8%	-6.6%
Muir	41.3%	-4.7%	38.2%	-8.6%	55.3%	-8.2%	47.2%	-15.3%	African American	30.4%	0.4%
Nelson	36.3%	2.3%	35.5%	2.5%	39.2%	2.1%	34.3%	2.7%	African American	13.2%	-5.1%
Newcomb	81.1%	-2.6%	82.8%	-5.0%	81.8%	-4.0%	90.6%	2.2%	African American	75.0%	-0.8%
Powell	36.0%	1.1%	27.3%	8.1%	35.5%	-1.6%	30.8%	-10.5%	Other	18.2%	-20.3%
Robinson	31.4%	-7.2%	36.0%	7.1%	32.0%	-13.2%	37.1%	-11.3%	African American	22.8%	-5.9%
Rogers	71.2%	-0.6%	67.5%	-1.8%	72.7%	-6.5%	73.2%	5.9%	African American	31.1%	2.2%
Stanford	67.0%	7.0%	68.4%	16.6%	68.1%	-5.6%	64.5%	9.9%	African American	51.8%	11.4%
Stephens	37.0%	10.4%	32.9%	0.2%	43.2%	15.7%	34.5%	14.4%	African American	26.6%	10.2%
Tincher	68.8%	0.2%	64.1%	-2.2%	70.8%	-5.6%	70.3%	5.2%	African American	50.0%	-8.2%
Washington	26.3%	-3.0%	24.0%	-4.3%	26.3%	-6.5%	28.7%	1.4%	African American	20.2%	-7.0%

SBAC ELA 2023

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
197	27.4%	White	44	18.6%	-5.9%	0.0%	-11.1%	3.0%	-8.5%	3.0%	-8.5%
97	38.3%	Filipino	38	44.2%	-3.6%	45.9%	3.1%	19.4%	-4.8%	16.3%	0.4%
42	40.5%	Asian	28	41.5%	-6.0%	56.4%	9.7%	38.6%	10.3%	22.7%	5.4%
120	30.1%	Other	27	32.3%	-6.2%	24.6%	-0.8%	9.2%	-6.7%	6.9%	-4.4%
90	36.8%	Cambodian	22	28.7%	-6.5%	16.5%	-18.3%	14.1%	-5.2%	9.7%	-2.4%
121	43.0%	Asian	36	32.6%	-4.2%	20.0%	-6.4%	11.8%	-6.2%	9.1%	-3.0%
207	37.1%	White	98	39.7%	-7.6%	33.8%	-5.8%	20.4%	0.8%	16.1%	0.7%
148	37.5%	Asian	73	48.8%	4.4%	35.4%	-4.1%	24.4%	16.2%	16.8%	8.1%
334	17.5%	Other	31	49.4%	-1.9%	44.4%	-12.7%	35.3%	18.6%	35.3%	18.6%
86	35.1%	Asian	24	29.3%	-2.7%	31.3%	-2.6%	16.1%	7.8%	11.1%	6.5%
106	16.0%	Hispanic	543	32.8%	-3.6%	33.1%	3.7%	6.7%	1.0%	5.1%	0.8%
98	50.5%	Filipino	23	41.8%	-11.1%	44.2%	-9.3%	21.8%	-5.7%	17.9%	-4.8%
69	33.9%	Filipino	70	38.9%	-3.9%	34.1%	-10.9%	7.3%	-7.0%	4.2%	-3.2%
91	42.7%	Cambodian	152	34.4%	-0.1%	25.6%	11.9%	12.5%	2.9%	8.9%	0.9%
32	10.7%	Asian	21	69.6%	8.9%	75.0%	0.0%	44.9%	1.0%	44.9%	1.0%
22	41.8%	Pacific Islander	20	34.3%	1.4%	35.6%	0.0%	20.8%	5.9%	18.9%	4.1%
123	10.7%	Hispanic	379	32.0%	-7.7%	38.9%	-10.2%	6.7%	-5.6%	6.6%	-5.7%
45	52.2%	Asian	48	48.9%	-5.3%	38.2%	1.6%	31.6%	-1.1%	21.3%	-1.0%
110	29.8%	Filipino	38	51.5%	6.7%	51.2%	-8.8%	37.8%	11.3%	28.5%	7.4%
94	35.9%	Filipino	64	34.1%	12.0%	26.5%	1.2%	2.7%	-3.3%	2.7%	-1.3%
56	36.8%	Asian	38	41.8%	-2.4%	51.5%	-9.8%	28.8%	11.8%	28.3%	11.2%
99	20.7%	Asian	22	25.2%	-2.5%	16.8%	-6.3%	6.0%	1.0%	4.6%	0.6%

SBAC ELA 2023

Gender Diff
7.7%
9.7%
14.1%
8.4%
4.1%
10.0%
7.7%
4.0%
17.4%
8.2%
12.3%
12.0%
13.3%
6.6%
13.6%
5.4%
13.8%
5.0%
18.8%
10.6%
8.9%
12.3%

Powell

2022-2023

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken	
2022-2023	YR	All	All	26	52	152		
		Grade	Gr. 01				3	
			Gr. 02			1	5	
			Gr. 03	2		1	8	
			Gr. 04			4	18	
			Gr. 05	3		7	28	
			Gr. 06	2		7	25	
			Gr. 07	15		22	33	
			Gr. 08	4		10	32	
		Ethnicity	African American	15		21	59	
			Asian				2	
			Hispanic	8		27	82	
			Other			3	5	
			Pacific Islander	2		1	1	
			White	1			3	
		Gender	Female	12		15	33	
			Male	14		37	119	
		Fluency	EL + RFEP	5		17	44	
			ELL	5		17	37	
			RFEP				7	
		Foster	Foster	1			4	
		GATE/Excel	GATE/Excel	1		5	13	
		Homeless	Homeless	6		9	24	

Powell

2022-2023

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2022-2023	YR	LowSES	Low SES	26	50	149	
		SPED	Special Ed.	3	9	22	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	3	2	8	

Powell

2021-2022

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All		170	44	10
		Grade	Gr. 01		1		
			Gr. 02		1		
			Gr. 03		2	1	
			Gr. 04		1	1	
			Gr. 05		12	5	4
			Gr. 06		64	24	2
			Gr. 07		46	4	1
			Gr. 08		43	9	3
		Ethnicity	African American		84	27	6
			Hispanic		78	16	4
			Other		2		
			Pacific Islander		1		
			White		5	1	
		Gender	Female		62	17	3
			Male		107	27	7
			Nonbinary		1		
		Fluency	EL + RFEP		46	11	3
			ELL		26	8	1
			RFEP		20	3	2
		Foster	Foster		6	2	1
		GATE/Excel	GATE/Excel		20	2	
		Homeless	Homeless		32	15	1

Powell

2021-2022

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2021-2022	YR	LowSES	Low SES		140	41	8
		SPED	Special Ed.		9	8	1
		SPED-Speech/RSP	Spec Ed. Speech/RSP		7	6	1

Powell

2020-2021

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2020-2021	YR	All	All		2	1	
		Grade	Gr. 04			1	
			Gr. 07		2		
		Ethnicity	African American		2	1	
		Gender	Male		2	1	
		LowSES	Low SES			1	
		SPED	Special Ed.			1	

Powell

2019-2020

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		58	128	
		Grade	Gr. 01		1	2	
			Gr. 02			1	
			Gr. 03		3	2	
			Gr. 04		22	42	
			Gr. 05		7	12	
			Gr. 06		4	19	
			Gr. 07		18	28	
			Gr. 08		3	22	
		Ethnicity	African American		32	75	
			Asian			1	
			Hispanic		25	49	
			Pacific Islander			2	
			White		1	1	
		Gender	Female		9	23	
			Male		49	105	
		Fluency	EL + RFEP		10	26	
			ELL		7	22	
			RFEP		3	4	
		Foster	Foster		5	6	
		GATE/Excel	GATE/Excel		2	6	
		Homeless	Homeless		9	14	
		LowSES	Low SES		54	111	

Powell

2019-2020

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2019-2020	YR	SPED	Special Ed.		11	18	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		7	14	

Powell

2018-2019

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All		109	177	
		Grade	Gr. 01		3	9	
		Grade	Gr. 02		2	4	
		Grade	Gr. 03		17	31	
		Grade	Gr. 04		7	13	
		Grade	Gr. 05		19	16	
		Grade	Gr. 06		13	16	
		Grade	Gr. 07		18	16	
		Grade	Gr. 08		30	71	
		Grade	Gr. K			1	
		Ethnicity	African American		48	80	
		Ethnicity	Asian		1	2	
		Ethnicity	Hispanic		51	91	
		Ethnicity	Other		6	1	
		Ethnicity	Pacific Islander		3	3	
		Gender	Female		21	34	
		Gender	Male		88	143	
		Fluency	EL + RFEP		30	47	
		Fluency	ELL		23	33	
		Fluency	RFEP		7	14	
		Foster	Foster		3	6	
		GATE/Excel	GATE/Excel		10	9	
		Homeless	Homeless		17	28	

Powell

2018-2019

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2018-2019	YR	LowSES	Low SES		 92	 151	
		SPED	Special Ed.		 19	 42	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		 16	 35	

Powell

2017-2018

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken	
2017-2018	YR	All	All		161	432		
			Grade	Gr. 01		11	38	
				Gr. 02		12	43	
				Gr. 03		7	47	
				Gr. 04		16	41	
				Gr. 05		21	27	
				Gr. 06		14	26	
				Gr. 07		44	93	
				Gr. 08		35	110	
				Gr. K		1	7	
		Ethnicity	African American		73	217		
			American Indian		1	1		
			Asian			1		
			Filipino			2		
			Hispanic		70	170		
			Other		12	18		
			Pacific Islander		5	20		
			White			3		
		Gender	Female		51	129		
			Male		110	303		
		Fluency	EL + RFEP		47	115		
			ELL		36	91		
			RFEP		11	24		

Powell

2017-2018

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

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

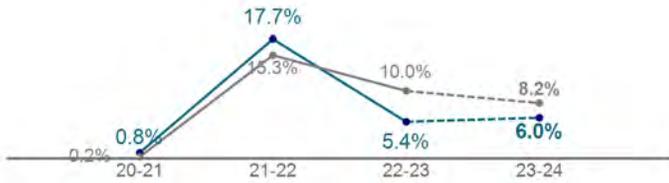
School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken
2017-2018	YR	Foster	Foster		6	14	
		GATE/Excel	GATE/Excel		15	45	
		Homeless	Homeless		39	90	
		LowSES	Low SES		128	350	
		SPED	Special Ed.		45	104	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		18	65	

Suspension Rate

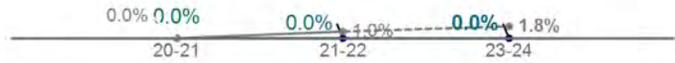
Powell
All Students
N = 831



African American
N = 216



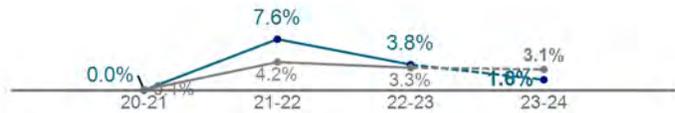
Asian
N = 20



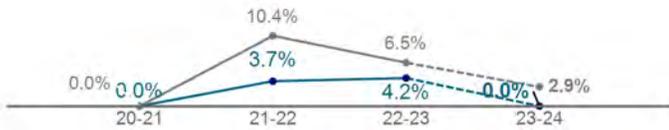
Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 514



Pacific Islander
N = 27



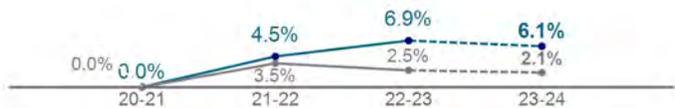
White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

Other
N = 33



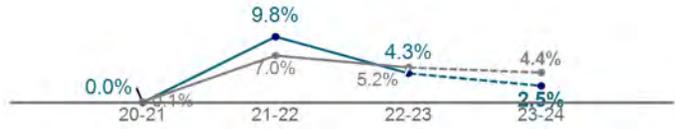
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

EL + RFEP
N = 251



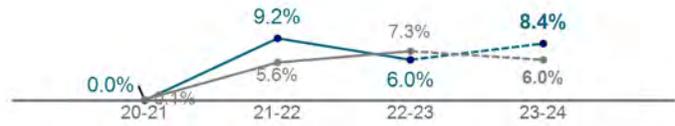
Low SES
N = 650



English Learner
N = 176



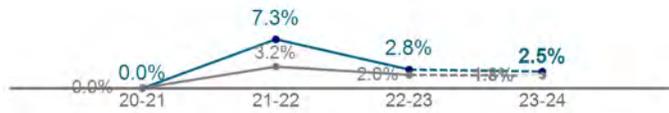
Special Education
N = 83



Homeless or Foster Youth
N = 83



Female
N = 406



Male
N = 425



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

Suspension Rate

Gr. K
N = 66



Gr. 01
N = 58



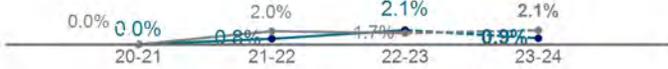
Gr. 02
N = 76



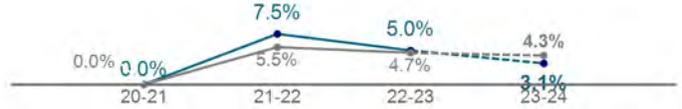
Gr. 03
N = 75



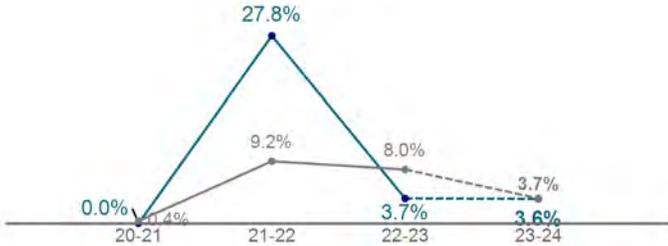
Gr. 04
N = 109



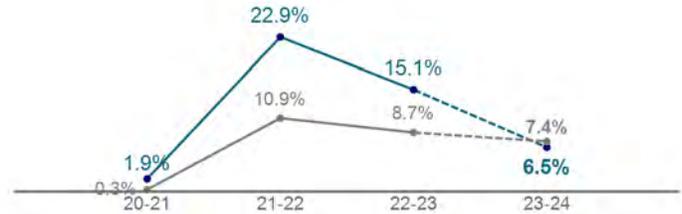
Gr. 05
N = 96



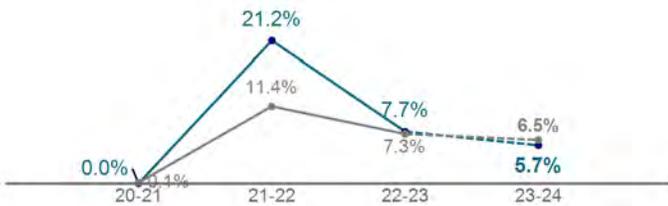
Gr. 06
N = 110



Gr. 07
N = 107



Gr. 08
N = 106

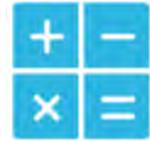


N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

i-Ready Math Overall Relative Placement

School Data by Subgroup

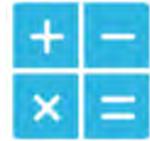
Powell 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	72	26	74			
			2	75	5	76	13	5	
			3	76	4	61	18	17	
	Teacher	Carsten, T	1	24	8	92			
			2	25		56	28	16	
			3	24		33	33	33	
		Estrada, G	1	25	36	64			
			2	25	4	84	12		
			3	27	7	74	4	15	
		Rangel, E	1	25	44	56			
			2	25	12	88			
			3	25	4	72	20	4	
	Ethnicity	African American	1	26	27	73			
			2	27	4	78	11	7	
			3	28	7	54	25	14	
		Hispanic	1	43	28	72			
			2	44	7	75	14	5	
			3	44	2	68	11	18	
		Pacific Islander	1	1		100			
			2	1				100	
			3	1				100	
		White	1	2		100			
			2	2		100			
			3	2		50		50	
Asian		2	1		100				
		3	1				100		
Gender		Female	1	37	19	81			
	2		39	5	79	13	3		
	3		40	3	58	28	13		
	Male	1	35	34	66				
		2	36	6	72	14	8		
		3	36	6	64	8	22		

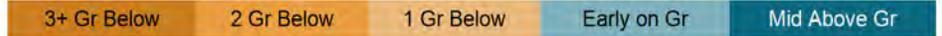


i-Ready Math Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 1

Legend

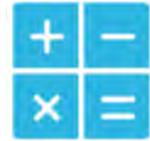


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Special Populations	Low SES	1	70	26	74			
			2	72	6	78	11	6	
			3	71	3	62	18	17	
		ELL	1	12	42	58			
			2	14	7	93			
			3	14		79	21		
		EL + RFEP	1	12	42	58			
			2	14	7	93			
			3	14		79	21		
		Special Ed.	1	2	100				
			2	3	67	33			
			3	4	75	25			
		Spec Ed. Speech/RSP	1	2	100				
			2	3	67	33			
			3	4	75	25			
		Homeless	1	9	44	56			
			2	10	20	80			
			3	10	10	80	10		
		Foster	2	1	100				
			3	1	100				

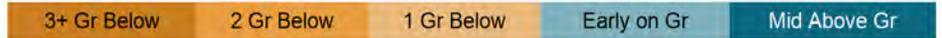
i-Ready Math Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 2



Legend

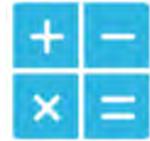


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	73	40	58	3		
			2	73	19	67	8	5	
			3	72		10	50	25	15
	Teacher	Donnelly, M	1	21	57	43			
			2	22	36	55	5	5	
			3	22	23	50	23	5	
		Lloyd, E	1	30	7	87	7		
			2	29		76	14	10	
			3	29		28	41	31	
		Tritle, A	1	20	65	35			
			2	21	24	71	5		
			3	21	10	81	5	5	
	Ethnicity	African American	1	27	52	44	4		
			2	28	29	64	7		
			3	27		11	52	22	15
		Filipino	1	1					100
			2	1					100
			3	1					100
		Hispanic	1	42	33	67			
			2	40	15	73	10	3	
			3	40		10	50	30	10
		Pacific Islander	1	2	50	50			
			2	1		100			
			3	1		100			
		Other	1	1		100			
			2	2		50		50	
			3	2		50		50	
Asian	2	1					100		
	3	1					100		

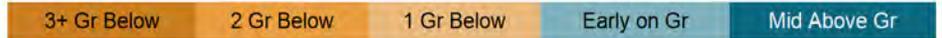
i-Ready Math Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 2



Legend

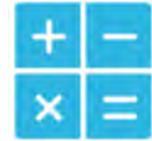


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Gender	Female	1	39	36	59	5		
			2	38	21	68	5	5	
			3	37	5	57	24	14	
		Male	1	34	44	56			
			2	35	17	66	11	6	
			3	35	14	43	26	17	
	Special Populations	Low SES	1	70	37	60	3		
			2	72	18	68	8	6	
			3	71	10	49	25	15	
		ELL	1	13	46	54			
			2	12	92	8			
			3	12	8	58	33		
		RFEP	1	3	100				
			2	3	67	33			
			3	3	33	67			
		EL + RFEP	1	16	38	63			
			2	15	87	7	7		
			3	15	7	53	40		
		Special Ed.	1	10	60	40			
			2	10	40	60			
			3	10	40	40	20		
		Spec Ed. Speech/RSP	1	10	60	40			
			2	10	40	60			
			3	10	40	40	20		
		Homeless	1	3	67	33			
			2	4	25	75			
			3	4	25	50	25		
GATE/Excel	1	9	78	22					
	2	11	36	45	18				
	3	11		45	55				

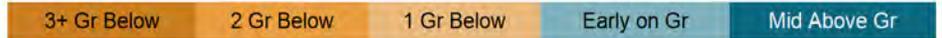
i-Ready Math Overall Relative Placement

School Data by Subgroup

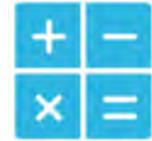
Powell 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	107	11	30	54	4		
			2	106	5	13	58	19	5	
			3	103		3	7	47	24	19
	Teacher	Babcock, K	All	1	27	15	41	44		
				2	27	7	22	70		
				3	26	4	4	77	15	
		Fuentes, M	All	1	30	3		80	13	3
				2	30			43	43	13
				3	30			17	33	50
		Kuehn, G	All	1	25	16	44	40		
				2	25	4	20	64	8	4
				3	25		16	56	16	12
		ROBLES LUNA, S	All	1	24	17	33	50		
				2	24	8	13	58	21	
				3	24		8	8	46	29
	Ethnicity	African American	All	1	27	15	33	48	4	
				2	27	4	15	59	19	4
				3	26		8	4	50	23
		Asian	All	1	5	40		60		
				2	5		20	20	60	
				3	5			40	20	40
		Hispanic	All	1	65	8	29	57	5	2
				2	64	5	13	59	17	6
				3	62		2	3	48	24
		Pacific Islander	All	1	2	50		50		
				2	2			100		
				3	2			50	50	
		White	All	1	2	50		50		
				2	2	50		50		
				3	2			50	50	
Other	All	1	6	33	17	50				
		2	6		17	67	17			
		3	6			50	33	17		

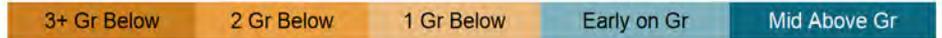


i-Ready Math Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 3

Legend

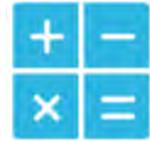


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Gender	Female	1	50	6	42	46	4	2
			2	49	2	16	63	14	4
			3	47	6	53	26	15	
		Male	1	57	16	19	61	4	
			2	57	7	11	54	23	5
			3	56	5	7	41	23	23
	Special Populations	Low SES	1	103	12	30	54	3	
			2	103	5	14	60	17	5
			3	100	3	7	48	24	18
		ELL	1	20	5	50	40	5	
			2	19	5	5	84	5	
			3	17	6	59	29	6	
		RFEP	1	4	100				
			2	4	50	50			
			3	4	50	50			
		EL + RFEP	1	24	4	42	50	4	
			2	23	4	4	78	4	9
			3	21	5	48	33	14	
		Special Ed.	1	10	50	30	10	10	
			2	10	30	30	30	10	
			3	10	10	20	50	10	10
		Spec Ed. Speech/RSP	1	10	50	30	10	10	
			2	10	30	30	30	10	
			3	10	10	20	50	10	10
		Foster	1	4	25	50	25		
			2	4	25	75			
			3	4	75	25			
Homeless	1	12	25	75					
	2	12	8	83	8				
	3	12	8	67	8	17			
GATE/Excel	1	19	5	79	11	5			
	2	19	26	58	16				
	3	19	5	32	63				

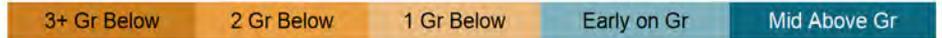
i-Ready Math Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 4



Legend

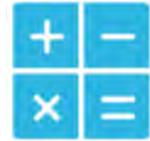


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	88	20	28	42	8	1
			2	90	11	19	42	19	9
			3	92	13	16	23	22	26
	Teacher	Leitner, J	1	33	12	67	18	3	
			2	33	3	30	42	24	
			3	34	3	38	59		
		Sarabia, E	1	32	38	31	31		
			2	34	12	29	53	6	
			3	34	15	26	32	18	9
		Scoggins, J	1	1	100				
			2	2	100				
			3	2	50	50			
	Wallace, T	1	22	27	45	23	5		
		2	21	19	29	48	5		
		3	22	23	23	45	5	5	

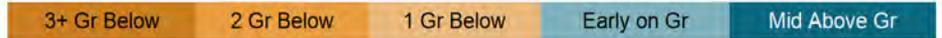
i-Ready Math Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 4



Legend

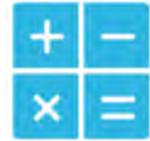


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	Ethnicity	African American	1	26	27	27	31	15		
			2	27	11	30	37	15	7	
			3	28		21	18	21	11	29
		Asian	1	1		100				
			2	1		100				
			3	1		100				
		Filipino	1	1		100				
			2	1		100				
			3	1					100	
		Hispanic	1	52	17	23	52	6	2	
			2	53	11	15	42	21	11	
			3	53		11	11	23	30	25
		Pacific Islander	1	2	50		50			
			2	2			50		50	
			3	2				50	50	
		White	1	2		100				
			2	2		100				
			3	2		100				
		Other	1	4	25		50		25	
			2	4		25	25	25	25	
			3	5			80		20	
		Gender	Female	1	51	22	33	39	6	
				2	51	12	25	41	16	6
				3	53		15	23	21	23
Male	1		37	19	22	46	11	3		
	2		39		10	10	44	23	13	
	3		39		10	8	26	21	36	
Special Populations	Low SES	1	86	21	28	42	8	1		
		2	86	10	20	43	17	9		
		3	87		11	17	24	22	25	
	ELL	1	19	42		21	37			
		2	20	25		20	45	10		
		3	20		15	25	30	25	5	

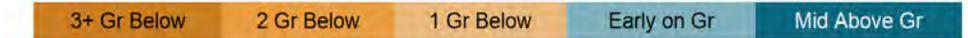
i-Ready Math Overall Relative Placement

School Data by Subgroup

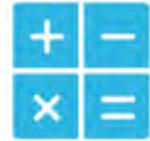
Powell 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	Special Populations	RFEP	1	5	20	60	20		
			2	6			17	67	17
			3	6			17	83	
		EL + RFEP	1	24	33	21	42	4	
			2	26	19	15	38	23	4
			3	26		12	19	27	19
		Special Ed.	1	13	23	46	23	8	
			2	14	29	21	43	7	
			3	14		21	14	29	21
		Spec Ed. Speech/RSP	1	12	25	42	25	8	
			2	12	17	25	50	8	
			3	12		17	8	33	25
		Homeless	1	8	38	25	38		
			2	8	25	13	50	13	
			3	8	25	13	38	13	13
		GATE/Excel	1	26		73		23	4
			2	26			23	46	31
			3	26				31	69

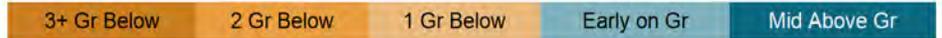


i-Ready Math Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 5

Legend

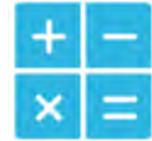


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	108	34	19	34	8	4	
			2	112	22	20	38	13	7	
			3	108	16	23	38	15	8	
	Teacher	EVANGELIST A ENCARNACION, E	1	34	18	44	26	12		
			2	34	9	41	29	21		
			3	34	6	35	38	21		
		Rodgers-Reeves, A	1	29	52	21	28			
			2	33	30	33	33	3		
			3	33	21	33	45			
		Saikley, J	1	32	50	22	28			
			2	33	30	21	36	9	3	
			3	34	24	24	35	12	6	
		Scoggins, J	1	4	50	25	25			
			2	4	75		25			
			3	4	25	25	50			
		Wallace, T	1	7	43	14	43			
			2	7	29	14	57			
			3	7	14	43	43			
		Ethnicity	African American	1	23	48	22	30		
				2	25	36	20	32	12	
				3	25	28	20	40	12	
			Asian	1	4	25	75			
				2	4		75	25		
				3	4		75	25		
	Filipino		1	1				100		
			2	1				100		
			3	1				100		
Hispanic	1		70	31	16	37	10	6		
	2		72	17	21	39	13	11		
	3		70	13	24	36	14	13		
Pacific Islander	1	5	20	60	20					
	2	5	20	40	40					
	3	5	20	60	20					

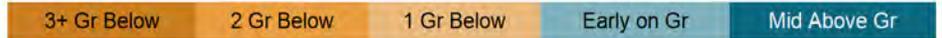
i-Ready Math Overall Relative Placement

School Data by Subgroup

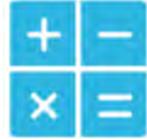
Powell 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category							
5	Ethnicity	White	1	3	67		33					
			2	3	67		33					
			3	2	100							
		Other	1	2	50		50					
			2	2	50		50					
			3	1	100							
	Gender	Female	1	46	39		20		28		7 7	
			2	49	29		22		33		8 8	
			3	48	19		29		33		13 6	
		Male	1	62	31		19		39		10 2	
			2	63	17		17		43		16 6	
			3	60	13		18		42		17 10	
	Special Populations	Low SES	1	106	33		20		35		8 4	
			2	111	23		19		39		13 7	
			3	106	16		23		38		15 8	
		ELL	1	28	46		14		39			
			2	29	28		28		38			7
			3	30	27		23		33		17	
		RFEP	1	12	17		8		33		33 8	
			2	12	8		17		25		42 8	
			3	11	18		27		36		18	
		EL + RFEP	1	40	38		13		38		10 3	
			2	41	22		24		34		17 2	
			3	41	20		22		32		22 5	
		Special Ed.	1	14	43		29		29			
			2	15	53		13		20		7 7	
			3	14	36		21		29		14	
		Spec Ed. Speech/RSP	1	11	45		27		27			
			2	12	50		17		17		8 8	
			3	11	36		27		18		18	
Foster	1	3	67		33							
	2	3	67		33							
	3	3	33		67							

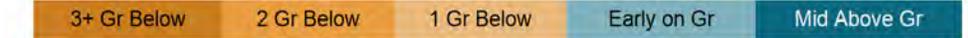


i-Ready Math Overall Relative Placement

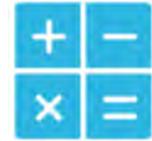
School Data by Subgroup

Powell 2022-2023 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
5	Special Populations	Homeless	1	14	43	14	43				
			2	15		27	27	27	13	7	
			3	15		20	40	20	7	13	
		GATE/Excel	1	28			11	46	29	14	
			2	28				4	39	32	25
			3	26					27	46	27

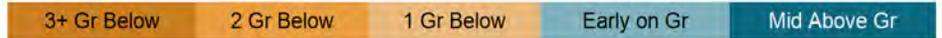


i-Ready Math Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 6

Legend

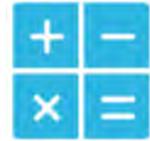


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	All Students	All	1	101	31	22	35	12	
			2	100	12	23	44	15	6
			3	95	19	15	41	16	9
	Teacher	Vega, M	1	98	31	21	35	12	
			2	98	11	22	45	15	6
			3	98	19	14	41	16	9
	Ethnicity	African American	1	18	44	33	11	6	6
			2	20	20	35	30	10	5
			3	18	28	17	33	6	17
		Asian	1	2	100				
			2	2	50	50			
			3	2	100				
		Hispanic	1	72	28	18	40	14	
			2	70	10	17	49	17	7
			3	68	18	13	43	18	9
		Pacific Islander	1	5	20	60	20		
			2	4	25	50	25		
			3	3	67		33		
	Other	1	4	75	25				
		2	4	25	50	25			
		3	4	25	50	25			
	Gender	Female	1	50	28	24	38	10	
			2	49	8	24	39	22	6
			3	45	13	18	40	13	16
Male		1	51	33	20	31	14	2	
		2	51	16	22	49	8	6	
		3	50	24	12	42	18	4	
Special Populations	Low SES	1	95	32	22	33	13		
		2	96	13	24	43	15	6	
		3	91	20	14	42	14	10	
	ELL	1	26	42	31	27			
		2	25	16	20	60	4		
		3	23	30	17	48	4		

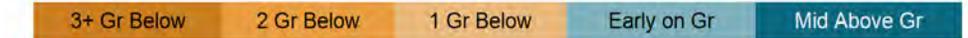
i-Ready Math Overall Relative Placement

School Data by Subgroup

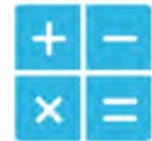
Powell 2022-2023 Grade 6



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	RFEP	1	17	6	18	53	24	
			2	16		6	44	38	13
			3	16		6	38	44	13
		EL + RFEP	1	43	28	26	37	9	
			2	41	10	15	54	17	5
			3	39	18	13	44	21	5
		Special Ed.	1	6		83		17	
			2	6		67	17	17	
			3	5	20	20	60		
		Spec Ed. Speech/RSP	1	6		83		17	
			2	6		67	17	17	
			3	5	20	20	60		
		Foster	1	1		100			
			2	1		100			
			3	1		100			
		Homeless	1	11	18	18	36	27	
			2	13	15	15	38	15	15
			3	10		10	40	20	30
GATE/Excel	1	33	3	12	45	36	3		
	2	32		6	34	41	19		
	3	30		33	33	30	30		

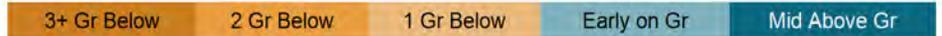


i-Ready Math Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 7

Legend

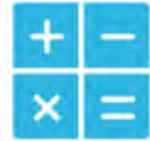


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	All Students	All	1	94	51	17	21	11	
			2	90	38	11	23	18	10
			3	84	33	14	26	14	12
	Teacher	Chavarria Ucles, J	1	93	52	17	20	11	
			2	92	37	11	24	18	10
			3	91	35	13	26	14	11
	Ethnicity	African American	1	26	50	15	27	8	
			2	24	33	8	25	25	8
			3	22	32	9	27	23	9
		Asian	1	3	33		33		33
			2	3	33		33		33
			3	3	67				33
		Filipino	1	1					100
			2	1					100
			3	1					100
		Hispanic	1	59	54	17	20	8	
			2	56	39	13	25	14	9
			3	52	31	19	27	12	12
		Pacific Islander	1	2	50		50		
			2	2	50		50		
			3	2	50		50		
		White	1	1					100
			2	1					100
			3	1	100				
Other	1	2	50		50				
	2	3		67			33		
	3	3		67			33		
Gender	Female	1	44	55	20	18	7		
		2	42	38	12	21	19	10	
		3	38	29	18	26	16	11	
	Male	1	50	48	14	24	14		
		2	48	38	10	25	17	10	
		3	46	37	11	26	13	13	

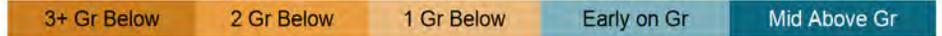
i-Ready Math Overall Relative Placement

School Data by Subgroup

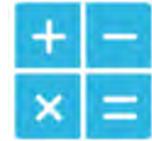
Powell 2022-2023 Grade 7



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	Low SES	1	90	52	18	19	11	
			2	87	38	11	24	18	8
			3	81	33	15	27	15	10
		ELL	1	26	77	15	8		
			2	27	52	19	22	7	
			3	21	52	24	24		
		RFEP	1	15	27	20	27	27	
			2	13	8	38	31	23	
			3	14	7	7	29	36	21
		EL + RFEP	1	41	59	17	15	10	
			2	40	35	15	28	15	8
			3	35	34	17	26	14	9
		Special Ed.	1	6	83	17			
			2	6	50	17	17	17	
			3	5	40	20	20	20	
		Spec Ed. Speech/RSP	1	6	83	17			
			2	6	50	17	17	17	
			3	5	40	20	20	20	
		Foster	1	3	33	33	33		
			2	3	33	33	33	33	
			3	3	33	33	33	33	
Homeless	1	9	44	22	22	11			
	2	9	56	11	22	11			
	3	7	29	14	14	29	14		
GATE/Excel	1	14	7	36	57				
	2	13		15	54	31			
	3	13		23	46	31			

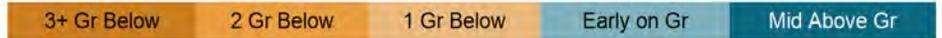


i-Ready Math Overall Relative Placement

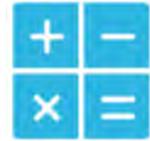
School Data by Subgroup

Powell 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	85	54	16	20	8	1	
			2	91	49	18	24	9		
			3	88	39	17	34	8	2	
	Teacher	Pech, P	1	84	54	17	21	8		
			2	91	51	18	24	8		
			3	90	39	17	34	8	2	
	Ethnicity	African American	1	17	65	6	18	6	6	
			2	20	60	20	5	15		
			3	18	56	17	22	6		
		Asian	1	2		50			50	
			2	2		50			50	
			3	2		50			50	
		Hispanic	1	60	53	20	18	8		
			2	62	52	15	27	6		
			3	61	36	16	36	10	2	
		Pacific Islander	1	4	50		50			
			2	5	20	40	40			
			3	5	40	20	40			
	Other	1	2	50		50				
		2	2	50		50				
		3	2	50		50				
	Gender	Female	1	43	63	12	19	7		
			2	47	53	19	21	6		
			3	49	43	12	37	6	2	
Male		1	42	45	21	21	10	2		
		2	44	45	16	27	11			
		3	39	33	23	31	10	3		
Special Populations	Low SES	1	83	53	17	20	8	1		
		2	90	50	17	24	9			
		3	88	39	17	34	8	2		
	ELL	1	16	81		19				
		2	15	73		13	13			
		3	16	63		19	19			

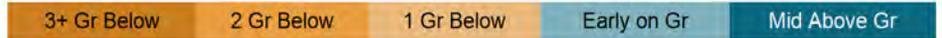


i-Ready Math Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 8

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Special Populations	RFEP	1	20	25	20	35	20	
			2	22	36	18	27	18	
			3	19	5	21	47	21	5
		EL + RFEP	1	36	50	19	19	11	
			2	37	51	16	22	11	
			3	35	31	20	34	11	3
		Special Ed.	1	3	67	33			
			2	3	33	67			
			3	3	67	33			
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	33	67			
			3	3	67	33			
		Homeless	1	6	83	17			
			2	8	50	25	25		
			3	7	71	29			
		GATE/Excel	1	24	8	17	42	29	4
			2	24	13	54	33		
			3	23	4	4	57	26	9

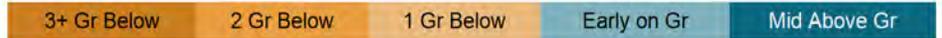
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	74	20	76	3		
			2	74	4	66	16	14	
			3	74	3	45	16	36	
	Teacher	Carsten, T	1	24	4	83	8	4	
			2	25		32	32	36	
			3	24		13	13	75	
		Estrada, G	1	25	24	76			
			2	25		84	12	4	
			3	27	4	59	11	26	
		Rangel, E	1	25	32	68			
			2	25	12	84	4		
			3	25	4	56	24	16	
	Ethnicity	African American	1	26	23	77			
			2	26		69	15	15	
			3	27	4	44	19	33	
		Asian	1	1	100				
			2	1				100	
			3	1				100	
		Hispanic	1	44	18	75	5	2	
			2	44	7	68	11	14	
			3	43	2	49	14	35	
		Pacific Islander	1	1	100				
			2	1				100	
			3	1				100	
		White	1	2	50	50			
			2	2		50		50	
			3	2			50	50	
Gender	Female	1	39	13	85	3			
		2	39	5	62	21	13		
		3	39	5	31	23	41		
	Male	1	35	29	66	3			
		2	35	3	71	11	14		
		3	35		60	9	31		

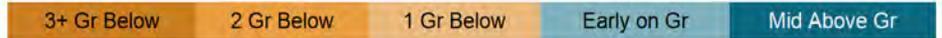
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Special Populations	Low SES	1	72	21	75	3		
			2	71	4	69	14	13	
			3	69		3	46	16	35
		ELL	1	14	21	71	7		
			2	14	7	71	14	7	
			3	13		54	15	31	
		EL + RFEP	1	14	21	71	7		
			2	14	7	71	14	7	
			3	13		54	15	31	
		Special Ed.	1	3	67	33			
			2	3	33	67			
			3	4	25	75			
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	33	67			
			3	4	25	75			
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	10	50	50			
			2	10	10	90			
			3	10		50	30	20	

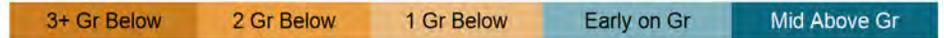
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	74	46	41	5	8	
			2	71	24	37	21	18	
			3	72	13	35	19	33	
	Teacher	Donnelly, M	1	21	76	24			
			2	22	45	36	9	9	
			3	22	27	45	9	18	
		Lloyd, E	1	30	7	63	10	20	
			2	29		28	34	38	
			3	29		21	14	66	
		Tritle, A	1	20	65	30	5		
			2	21	38	43	14	5	
			3	21	14	43	38	5	
	Ethnicity	African American	1	28	46	43	4	7	
			2	27	33	44	7	15	
			3	27	7	48	15	30	
		Filipino	1	1					100
			2	1					100
			3	1					100
		Hispanic	1	42	48	38	7	7	
			2	39	21	31	31	18	
			3	40	18	25	23	35	
		Pacific Islander	1	2	50	50			
			2	1	100				
			3	1	100				
Other		1	1	100					
		2	2		50		50		
		3	2		50		50		
Asian	2	1					100		
	3	1					100		

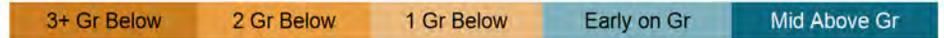
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	Gender	Female	1	39	38	44	5	13	
			2	38	21	32	26	21	
			3	37	8	27	19	46	
		Male	1	35	54	37	6	3	
			2	33	27	42	15	15	
			3	35	17	43	20	20	
	Special Populations	Low SES	1	71	44	42	6	8	
			2	70	23	37	21	19	
			3	71	13	34	20	34	
		ELL	1	13	69	23	8		
			2	11	27	27	45		
			3	12	17	33	42	8	
		RFEP	1	3		33	67		
			2	3		33	67		
			3	3			100		
		EL + RFEP	1	16	56	25	13	6	
			2	14	21	29	36	14	
			3	15	13	27	33	27	
		Special Ed.	1	10	70	30			
			2	10	50	30	10	10	
			3	10	30	40	10	20	
		Spec Ed. Speech/RSP	1	10	70	30			
			2	10	50	30	10	10	
			3	10	30	40	10	20	
	Homeless	1	3		67	33			
		2	4	25	75				
		3	4		25	25	25	25	
GATE/Excel	1	10		10	30	10	50		
	2	10			10	10	80		
	3	11			9	9	82		

i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	102	11	27	32	25	5
			2	103	2	17	22	41	17
			3	106	15	20	34	30	
	Teacher	Babcock, K	1	27	7	56	26	11	
			2	27	4	15	48	26	7
			3	27	19	37	30	15	
		Fuentes, M	1	30	27	67	7		
			2	30	57	43			
			3	30	30	70			
		Kuehn, G	1	25	28	32	28	12	
			2	25	44	24	16	16	
			3	25	32	28	24	16	
		ROBLES LUNA, S	1	24	17	17	54	13	
			2	24	4	17	17	63	
			3	24	4	13	17	54	13
	Ethnicity	African American	1	25	8	24	44	12	12
			2	25	12	32	40	16	
			3	27	4	7	26	33	30
		Asian	1	5	20	20	40	20	
			2	5	40	40	20		
			3	5	40	40	20		
		Hispanic	1	62	10	29	26	32	3
			2	63	3	16	17	43	21
			3	64	14	20	30	36	
		Pacific Islander	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
White	1	2	50	50					
	2	2	50	50					
	3	2	50	50					
Other	1	6	17	33	33	17			
	2	6	33	17	50				
	3	6	33	67					

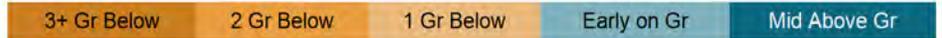
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 3



Legend

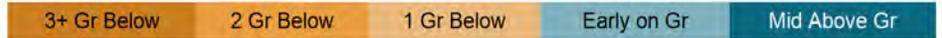


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Gender	Female	1	49	10	31	31	27	2
			2	49	4	16	24	41	14
			3	49	16	27	27	31	
		Male	1	53	11	25	34	23	8
			2	54	19	20	41	20	
			3	57	2	14	14	40	30
	Special Populations	Low SES	1	98	11	28	33	23	5
			2	100	2	18	22	40	18
			3	103	16	20	33	30	
		ELL	1	20	5	50	25	20	
			2	19	16	47	32	5	
			3	19	5	47	32	16	
		RFEP	1	4	25	25	50		
			2	4	25	75			
			3	4	25	25	50		
		EL + RFEP	1	24	4	46	25	25	
			2	23	13	43	39	4	
			3	23	4	43	30	22	
		Special Ed.	1	10	30	40	20	10	
			2	9	33	22	33	11	
			3	10	30	20	40	10	
		Spec Ed. Speech/RSP	1	10	30	40	20	10	
			2	9	33	22	33	11	
			3	10	30	20	40	10	
		Foster	1	3	33	33	33		
			2	4	50	25	25		
			3	4	50	25	25		
Homeless	1	11	18	18	45	9	9		
	2	12	17	17	50	17			
	3	12	17	8	67	8			
GATE/Excel	1	18	28	67	6				
	2	18	44	56					
	3	19	26	74					

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Powell 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	85	22	20	45	5	8
			2	88	16	9	49	8	18
			3	92	14	9	41	14	22
	Teacher	Leitner, J	1	33	33	61	12	21	
			2	32	3	38	16	44	
			3	34	29	21	50		
		Sarabia, E	1	32	41	25	34		
			2	34	26	6	59	3	6
			3	34	21	9	53	9	9
		Scoggins, J	1	1	100				
			2	2	100				
			3	2	100				
	Wallace, T	1	22	23	36	41			
		2	21	19	24	52	5		
		3	23	22	22	43	13		

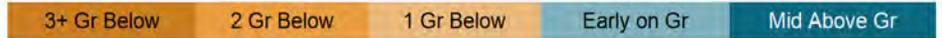
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 4



Legend

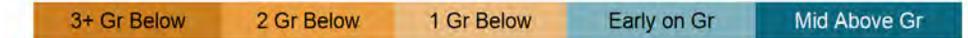


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Ethnicity	African American	1	24	21	21	33	8	17
			2	26	15	8	38	12	27
			3	28	18	14	32	11	25
		Asian	1	1	100				
			2	1	100				
			3	1	100				
		Hispanic	1	52	23	19	48	4	6
			2	52	17	12	50	8	13
			3	54	13	7	41	17	22
		Pacific Islander	1	2	50	50			
			2	2	50		50		
			3	2	50		50		
		White	1	2	100				
			2	2	100				
			3	2	100				
	Other	1	4	25	25	50			
		2	4	75				25	
		3	4	100					
	Filipino	2	1	100					
		3	1	100					
	Gender	Female	1	50	18	24	46	6	6
2			50	12	10	54	2	22	
3			54	13	7	48	13	19	
Male		1	35	29	14	43	3	11	
		2	38	21	8	42	16	13	
		3	38	16	11	32	16	26	
Special Populations	Low SES	1	83	23	20	43	5	8	
		2	84	15	10	50	8	17	
		3	87	14	9	41	14	22	
	ELL	1	19	42	26	26	5		
		2	20	35	10	50	5		
		3	20	25	15	40	15	5	

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Powell 2022-2023 Grade 4**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
4	Special Populations	RFEP	1	5	100						
			2	6	50	17	33				
			3	6				33	67		
		EL + RFEP	1	24	33	21	42	4			
			2	26	27	8	50	8	8		
			3	26	19	12	31	19	19		
		Special Ed.	1	13	46	15	31	8			
			2	14	50	14	29	7			
			3	13	23	15	38	15	8		
		Spec Ed. Speech/RSP	1	12	42	17	33	8			
			2	12	42	17	33	8			
			3	12	17	17	42	17	8		
		Homeless	1	8	38	13	50				
			2	8	25	13	63				
			3	8	25	13	50	13			
		GATE/Excel	1	26	4	54	15	27			
			2	26			31	23	46		
			3	26			23	12	65		

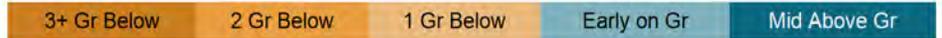
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
5	All Students	All	1	107	20	40	29	7	4	
			2	109	9	38	32	14	7	
			3	110	10	29	35	17	9	
	Teacher	EVANGELIST A ENCARNACION, E	1	34		21	44	24	12	
			2	34		15	44	24	18	
			3	34		12	35	29	24	
		Rodgers-Reeves, A	1	29	24	52	24			
			2	33	15	45	30	9		
			3	33	18	33	33	12	3	
		Saikley, J	1	32	19	59	22			
			2	33	6	58	27	9		
			3	34	3	44	38	12	3	
		Scoggins, J	1	5		80	20			
			2	4		25	50	25		
			3	4		50	25	25		
		Wallace, T	1	7	29	57	14			
			2	7	29	29	29	14		
			3	7	29	29	43			
		Ethnicity	African American	1	24	42	38	13	8	
				2	24	17	42	29	8	4
				3	25	16	36	28	12	8
	Asian		1	4	25	25	50			
			2	4		25	50	25		
			3	4		25	50	25		
Filipino	1		1					100		
	2		1					100		
	3		1					100		
Hispanic	1		69	13	39	36	6	6		
	2		70	7	37	34	14	7		
	3		71	8	28	35	17	11		
Pacific Islander	1	5		60	20	20				
	2	5		20	40	40				
	3	5		20	40	40				

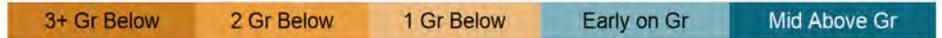
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	Ethnicity	White	1	2	100				
			2	3	67		33		
			3	2	50		50		
		Other	1	2	50		50		
			2	2	50		50		
			3	2	50		50		
	Gender	Female	1	47	17	47	21	9	6
			2	49	10	33	37	12	8
			3	49	8	29	31	14	18
		Male	1	60	22	35	35	7	2
			2	60	8	42	28	15	7
			3	61	11	30	38	20	2
	Special Populations	Low SES	1	105	18	41	30	8	4
			2	109	9	38	32	14	7
			3	108	10	29	34	18	9
		ELL	1	28	18	64	14	4	
			2	28	14	54	32		
			3	30	13	37	43	33	
		RFEP	1	11	18	64	18		
			2	11	36	45	18		
			3	12	8	25	67		
		EL + RFEP	1	39	13	51	28	8	
			2	39	10	38	33	13	5
			3	42	10	29	38	21	2
		Special Ed.	1	16	50	25	25		
			2	15	33	27	27	7	7
			3	15	33	33	20	13	
		Spec Ed. Speech/RSP	1	12	42	33	25		
			2	12	42	17	33	8	
			3	12	33	33	25	8	
Foster	1	3	33	33	33				
	2	3	33	33	33				
	3	3	33	67					

**i-Ready Reading Overall Relative Placement
School Data by Subgroup
Powell 2022-2023 Grade 5**



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
5	Special Populations	Homeless	1	14		29	21	29	21	
			2	15		13	33	40	7	7
			3	15		13	33	27	13	13
		GATE/Excel	1	28		11	46	29	14	
			2	28		7	43	29	21	
			3	28		7	39	25	29	

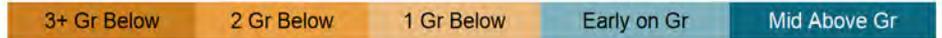
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 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	95	34	19	26	12	9	
			2	95	40	18	18	12	13	
			3	83	35	17	22	10	17	
	Teacher	Rodecki, K	1	97	36	20	24	11	9	
			2	98	41	18	17	11	12	
			3	97	40	19	19	8	14	
		Worthington, R	1	10	70	10	20			
			2	9	67	11	11	11		
			3	9	67	22	11			
	Ethnicity	African American	1	16	38	6	31	19	6	
			2	18	44	11	22	11	11	
			3	16	31	31	13	13	13	
		Asian	1	2	50	50				
			2	2	100					
			3	2	100					
		Hispanic	1	68	32	24	22	10	12	
			2	67	34	21	18	13	13	
			3	58	33	14	24	10	19	
			Pacific Islander	1	5	80			20	
				2	4	25	25	25	25	
				3	3	67			33	
		Other	1	4	75	25				
			2	4	100					
			3	4	75	25				
	Gender	Female	1	47	23	30	21	15	11	
			2	46	30	20	24	9	17	
			3	41	27	17	24	10	22	
Male		1	48	44	8	31	8	8		
		2	49	49	16	12	14	8		
		3	42	43	17	19	10	12		
Special Populations	Low SES	1	89	36	20	22	12	9		
		2	91	40	19	18	12	12		
		3	78	36	17	21	10	17		

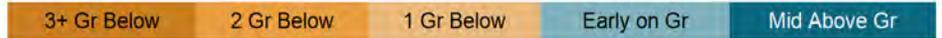
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 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	ELL	1	24	58	25	17			
			2	23	57	30	13			
			3	21	62	24	14			
		RFEP	1	17		6	24	29	18	24
			2	16		13	25	19	19	25
			3	12		8	42	17	33	
		EL + RFEP	1	41		37	24	22	7	10
			2	39		38	28	15	8	10
			3	33		39	18	24	6	12
		Special Ed.	1	5		80		20		
			2	5		60		20	20	
			3	4		75		25		
		Spec Ed. Speech/RSP	1	5		80		20		
			2	5		60		20	20	
			3	4		75		25		
		Foster	1	1		100				
			2	1		100				
			3	1		100				
		Homeless	1	11		36	9	18	27	9
			2	13		38	23	15	15	8
			3	8		13	13	25	25	25
GATE/Excel	1	32		9	19	19	25	28		
	2	32		16	22	9	16	38		
	3	27		7	7	22	19	44		

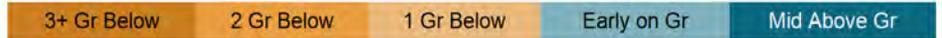
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 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	82	49	15	15	13	9
			2	85	41	16	20	7	15
			3	77	51	8	17	9	16
	Teacher	Javidi, M	1	61	62	11	10	10	7
			2	62	50	18	15	6	11
			3	62	58	8	13	8	13
		Rodecki, K	1	30	33	20	20	17	10
			2	31	29	16	29	6	19
			3	29	34	10	28	14	14
		Worthington, R	1	10	80	10	10		
			2	10	60	20	20		
			3	10	70	20	10		
	Ethnicity	African American	1	22	55	5	9	27	5
			2	20	45	10	10	10	25
			3	18	44	6	11	22	17
		Asian	1	3	67				33
			2	3	67				33
			3	3	67				33
		Filipino	1	1					100
			2	1					100
			3	1					100
	Hispanic	1	52	48	17	17	8	10	
		2	55	40	18	25	7	9	
		3	49	55	6	20	4	14	
	Pacific Islander	1	1	100					
		2	2	50	50				
		3	2	50			50		
White	1	1	100						
	2	1	100						
	3	1	100						
Other	1	2	50	50					
	2	3	33	33		33			
	3	3	33	33	33				

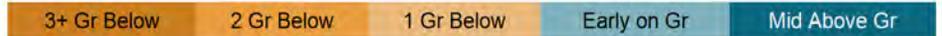
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 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	Gender	Female	1	38	58	16	8	16	3
			2	43	47	23	16	5	9
			3	36	53	8	17	8	14
		Male	1	44	41	14	20	11	14
			2	42	36	10	24	10	21
			3	41	49	7	17	10	17
	Special Populations	Low SES	1	78	49	15	13	14	9
			2	82	41	17	20	7	15
			3	75	51	8	16	9	16
		ELL	1	23	65	22	9	4	
			2	25	60	20	20		
			3	21	81	10	10		
		RFEP	1	14	7	21	36	29	7
			2	14	7	14	36	21	21
			3	13	23	46	31		
		EL + RFEP	1	37	43	22	19	14	3
			2	39	41	18	26	8	8
			3	34	59	6	24	12	
		Special Ed.	1	4	50	50			
			2	5	60	20	20		
			3	5	60	40			
		Spec Ed. Speech/RSP	1	4	50	50			
			2	5	60	20	20		
			3	5	60	40			
	Foster	1	3	33	33	33			
		2	3	33	67				
		3	3	33	33	33			
Homeless	1	8	50	13	25	13			
	2	8	38	13	13	13	25		
	3	6	33	17	17	33			
GATE/Excel	1	13	8	15	38	38			
	2	13	15	8	77				
	3	12	8	92					

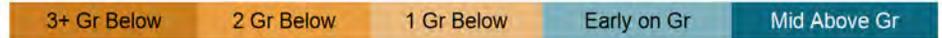
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
8	All Students	All	1	86	57	10	20	12	1	
			2	81	43	12	17	17	10	
			3	82	48	6	16	20	11	
	Teacher	Javidi, M	1	88	59	10	19	11		
			2	91	47	13	16	15	8	
			3	92	50	8	14	18	10	
		Worthington, R	1	12	92	8				
			2	12	67	25	8			
			3	12	75	17	8			
	Ethnicity	African American	1	18	61	11	11	11	6	
			2	17	65	12	24			
			3	16	63	25	13			
		Asian	1	2	50	50				
			2	2	50	50				
			3	2		50	50			
		Hispanic	1	60	55	12	23	10		
			2	55	36	16	18	24	5	
			3	57	46	7	21	16	11	
			Pacific Islander	1	4	75	25			
				2	5	40	40	20		
				3	5	40	20	40		
		Other	1	2	100					
			2	2	100					
			3	2	50	50				
	Gender	Female	1	45	56	13	18	13		
			2	43	40	16	19	14	12	
			3	44	45	7	20	14	14	
		Male	1	41	59	7	22	10	2	
			2	38	47	8	16	21	8	
			3	38	50	5	11	26	8	
Special Populations	Low SES	1	84	56	11	20	12	1		
		2	80	43	13	18	18	10		
		3	82	48	6	16	20	11		

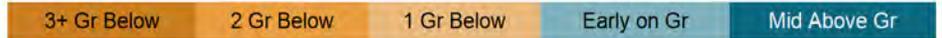
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Powell 2022-2023 Grade 8



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
8	Special Populations	ELL	1	16	81 6 13				
			2	14	64 29 7				
			3	16	69 13 19				
		RFEP	1	21	24 10 38 29				
			2	21	10 10 14 52 14				
			3	20	20 5 25 20 30				
		EL + RFEP	1	37	49 8 27 16				
			2	35	31 17 11 31 9				
			3	36	42 8 22 11 17				
		Special Ed.	1	1	100				
			2	3	67 33				
			3	3	100				
		Spec Ed. Speech/RSP	1	1	100				
			2	3	67 33				
			3	3	100				
		Homeless	1	5	80 20				
			2	8	88 13				
			3	7	57 14 14 14				
		GATE/Excel	1	24	25 8 25 38 4				
			2	23	13 13 30 22 22				
			3	22	9 5 27 27 32				

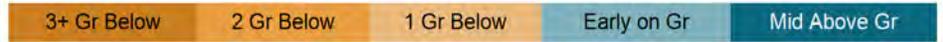
**i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade**

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 Powell 2022-2023



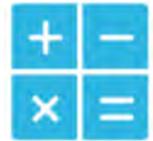
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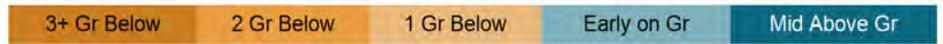
Category	Diagnostic Window	# Students	Percent by Category				
			3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
All Students	3	279	31	15	34	13	8
	3	469	7	12	44	20	17
Grade	Gr. 01	3	4	61	18	17	
	Gr. 02	3	10	50	25	15	
	Gr. 03	3	3	7	48	24	19
	Gr. 04	3	13	16	23	22	26
	Gr. 05	3	15	22	39	15	8
	Gr. 06	3	19	14	41	16	9
	Gr. 07	3	35	13	26	14	11
	Gr. 08	3	39	17	34	8	2
Ethnicity	African American	3	41	13	27	10	10
		3	11	12	44	19	15
	Hispanic	3	28	16	36	14	7
		3	6	11	46	21	17
Gender	Female	3	30	15	34	12	9
		3	7	14	44	22	13
	Male	3	31	14	34	14	6
		3	6	11	44	19	20

The percentages may not equal 100% due to rounding.

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



Legend



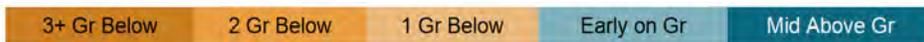
Category		Diagnostic Window	# Students	Percent by Category				
Special Populations	Low SES	3	271	31	15	34	13	7
		3	453	7	12	45	20	16
	ELL	3	65	45	18	32	5	
		3	106	10	13	52	22	3
	RFEP	3	50	6	12	38	32	12
		3	25	8	20	36	36	
	EL + RFEP	3	115	28	16	35	17	5
		3	131	8	12	46	24	9
	Special Ed.	3	54	17	26	37	11	9
	Spec Ed. Speech/RSP	3	49	14	27	37	12	10
	Homeless	3	24	33	4	29	17	17
		3	41	10	22	46	10	12
	GATE/Excel	3	69	33	41	32	22	
		3	84	11	38	51		

The percentages may not equal 100% due to rounding.

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



Legend



Category	Diagnostic Window	# Students	Percent by Category					
			3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
All Students	3	280	47	12	17	12	13	
	3	472	6	14	34	21	25	
Grade	Gr. 01	3	76	3	43	16	38	
	Gr. 02	3	72	13	35	19	33	
	Gr. 03	3	106	15	20	34	30	
	Gr. 04	3	93	15	9	41	14	22
	Gr. 05	3	112	10	29	35	17	9
	Gr. 06	3	97	40	19	19	8	14
	Gr. 07	3	91	51	9	18	10	13
	Gr. 08	3	92	50	8	14	18	10
Ethnicity	African American	3	64	52	11	9	17	11
		3	135	7	13	36	18	26
	Hispanic	3	187	45	12	20	10	13
3		288	5	15	34	21	26	
Gender	Female	3	138	45	12	19	9	14
		3	236	5	13	33	19	29
	Male	3	142	49	11	15	15	11
		3	236	6	16	35	22	20

The percentages may not equal 100% due to rounding.

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



Legend



Category		Diagnostic Window	# Students	Percent by Category				
Special Populations	Low SES	3	271	47	12	16	12	13
		3	456	5	15	34	21	25
	ELL	3	65	71	17	12		
		3	108	8	16	44	20	12
	RFEP	3	51	20	6	33	14	27
		3	25			4	16	44
	EL + RFEP	3	116	48	12	22	6	12
		3	133	7	14	38	25	17
	Special Ed.	3	54	17	26	33	17	7
	Spec Ed. Speech/RSP	3	49	12	27	37	16	8
	Homeless	3	25	40	12	16	16	16
		3	41	10	20	29	29	12
	GATE/Excel	3	68	10	9	18	19	44
		3	84			2	21	19

The percentages may not equal 100% due to rounding.



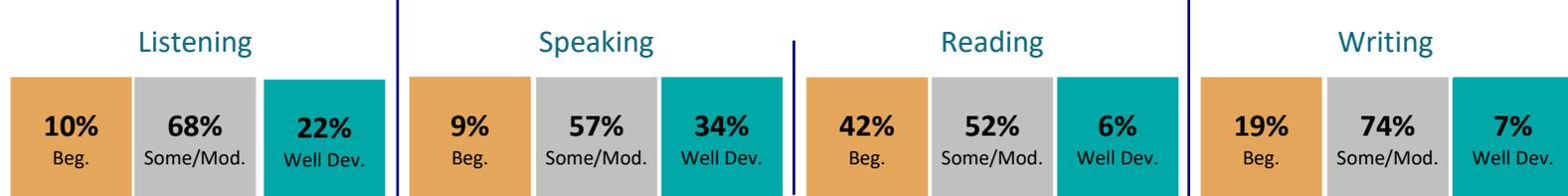
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Powell

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

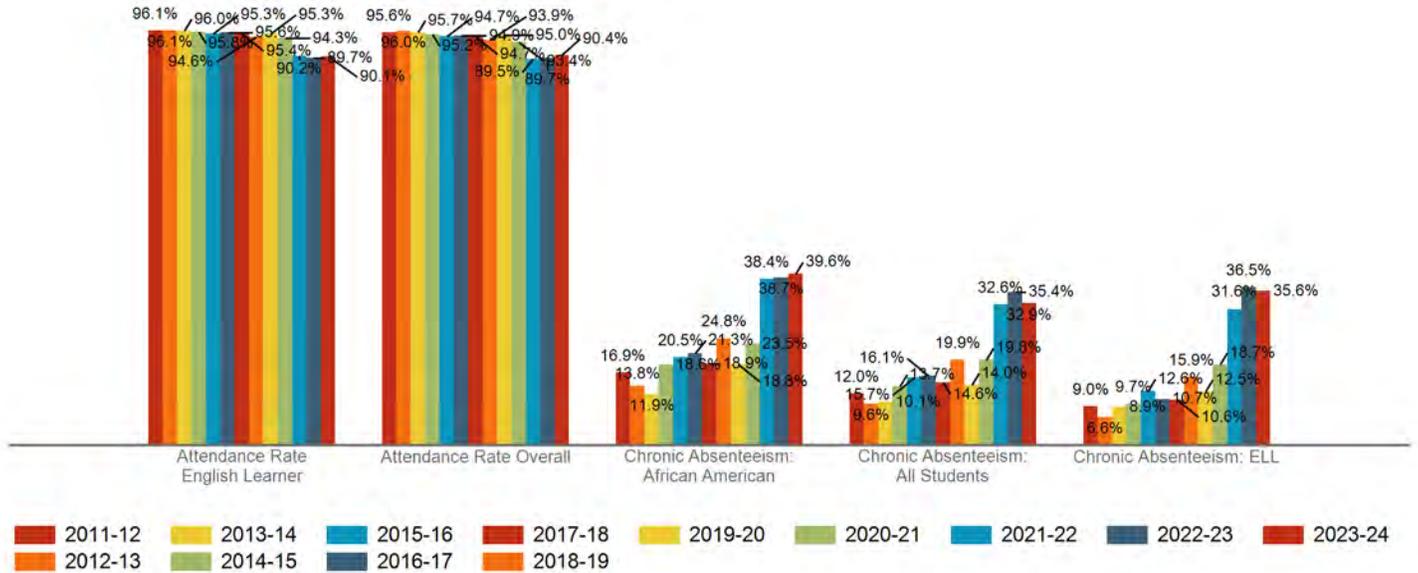
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	33%	67%	0%	0%	33%	67%	0%	67%	33%	0%	33%	67%	0%	67%	33%	0%
01	13%	56%	25%	6%	6%	88%	6%	13%	75%	13%	19%	75%	6%	38%	50%	13%
02	29%	50%	14%	7%	7%	36%	57%	29%	57%	14%	50%	50%	0%	50%	50%	0%
03	0%	45%	45%	10%	0%	75%	25%	10%	85%	5%	25%	65%	10%	15%	75%	10%
04	30%	35%	26%	9%	22%	52%	26%	26%	39%	35%	61%	39%	0%	26%	70%	4%
05	6%	33%	52%	6%	3%	55%	39%	3%	64%	33%	33%	58%	6%	15%	79%	3%
06	7%	43%	37%	13%	13%	77%	10%	0%	47%	53%	40%	50%	10%	17%	73%	10%
07	0%	40%	50%	10%	3%	87%	10%	0%	53%	43%	43%	53%	3%	0%	93%	7%
08	16%	42%	32%	11%	21%	63%	16%	0%	42%	58%	63%	26%	11%	11%	79%	11%

School Demographics			
	School	District	State
African American	25.9%	12%	
Am. Indian	0%	0%	
Asian	2.4%	4.3%	
Filipino	.8%	3.9%	
Hispanic/Latino	63.1%	52.5%	
Multiple	3.7%	9.3%	
Pacific Islander	2.5%	1.1%	
White	1.6%	16.8%	
English Learner	22.6%	13.5%	
Reclassified Fluent English Proficient	7.1%	5.5%	
Students w/Disabilities	9.9%	13.2%	
Free/Reduced Lunch	#Error	#Error	

Attendance/Chronic Absenteeism Rate

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	By June 2023, students Sense of Belonging will increase to 95% or better, as measured by favorable responses on the CORE Survey. By June 2023, students sense of agency, identity and belonging will increase to 95% or better, based on implementation of culturally relevant teaching, equitable practices, and social emotional learning, as measured by the Pulse survey. By June 2023, our suspension rate will drop by 10% or more for the site and by 15% or more for African American/Black students.



Budgeted Items				
Line Number	Description	Cost	Personnel Summary	
1	A .50 Assistant Principal will lead the Safe & Civil Committee to enhance school climate, reduce suspensions, and the number of referrals. The Asst. Principal will lead the Attendance Committee to assist with increasing attendance rates and decreasing chronic absenteeism		Asst. Principal Middle	
	To increase parent involvement in workshops, meetings, SSC, ELAC, and school activities. Funds will be used to purchase items to create and provide resources for parents to support their students academically, socially, and emotionally. Items purchased will be focused on the parent/family outreach and communication and will be used in the Parent Center on campus (some examples are tables, chairs, Chromebooks/carts, poster maker, paper products, books, materials, signs, etc...).		Materials	
4	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.		Campus Staff Assistant	
5	Our intervention focus is to increase students' sense of belonging and decrease chronic absenteeism and suspensions, especially among our marginalized populations. We need small group intervention and SEL support in order to support meeting site goals.		Teacher Hourly P Schedule	
6	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.		Materials	
Total				

Attendance/Chronic Absenteeism Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
14113	136	9/19/22	9/19/22	1	0.25	0.25
14137	136	9/19/22	9/19/22	1	0.25	0.25
14326	39	10/24/22	10/24/22	1	0.25	0.25
14690	214	12/6/22	12/6/22	1	0.25	0.25

Attendance/Chronic Absenteeism Rate

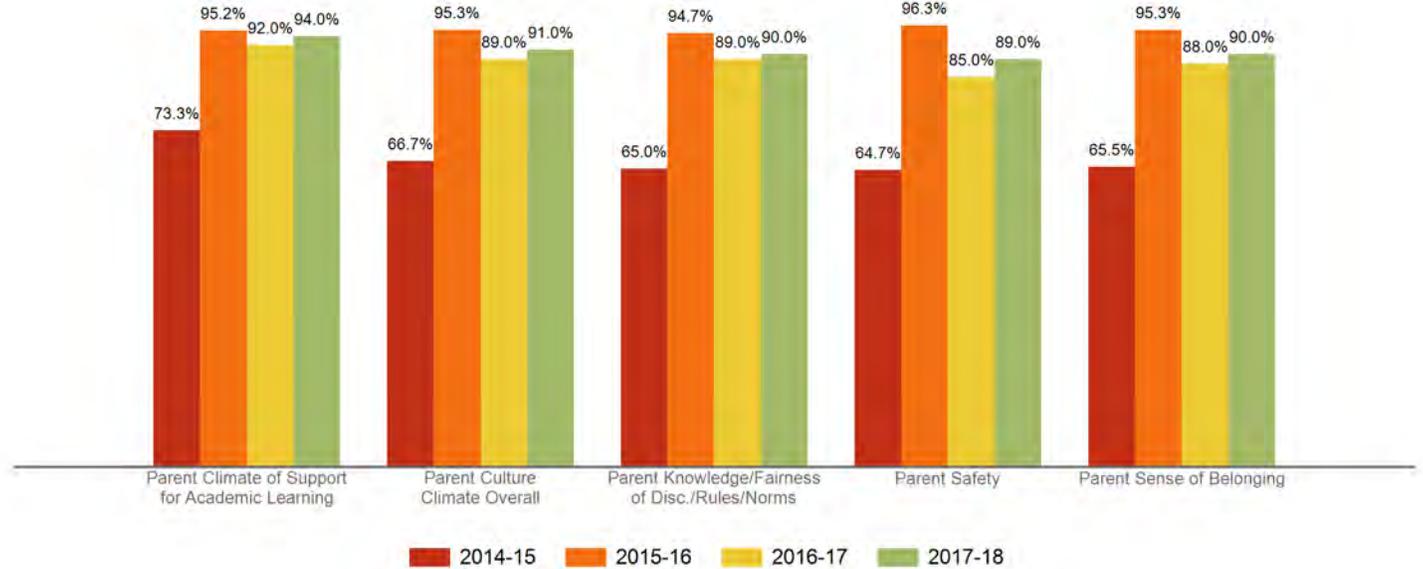
School Year: 22-23

Attendance/Chronic Absenteeism Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15104	8	2/7/23	3/14/23	6	0.5	3
15105	8	2/7/23	3/14/23	6	0.5	3
15106	10	2/7/23	3/14/23	6	0.5	3
15107	9	2/7/23	3/14/23	6	0.5	3
15108	11	2/7/23	3/14/23	6	0.5	3
	571					16

Culture-Climate Survey (Parent)

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	By June 2023, students Sense of Belonging will increase to 95% or better, as measured by favorable responses on the CORE Survey. By June 2023, students sense of agency, identity and belonging will increase to 95% or better, based on implementation of culturally relevant teaching, equitable practices, and social emotional learning, as measured by the Pulse survey. By June 2023, our suspension rate will drop by 10% or more for the site and by 15% or more for African American/Black students.

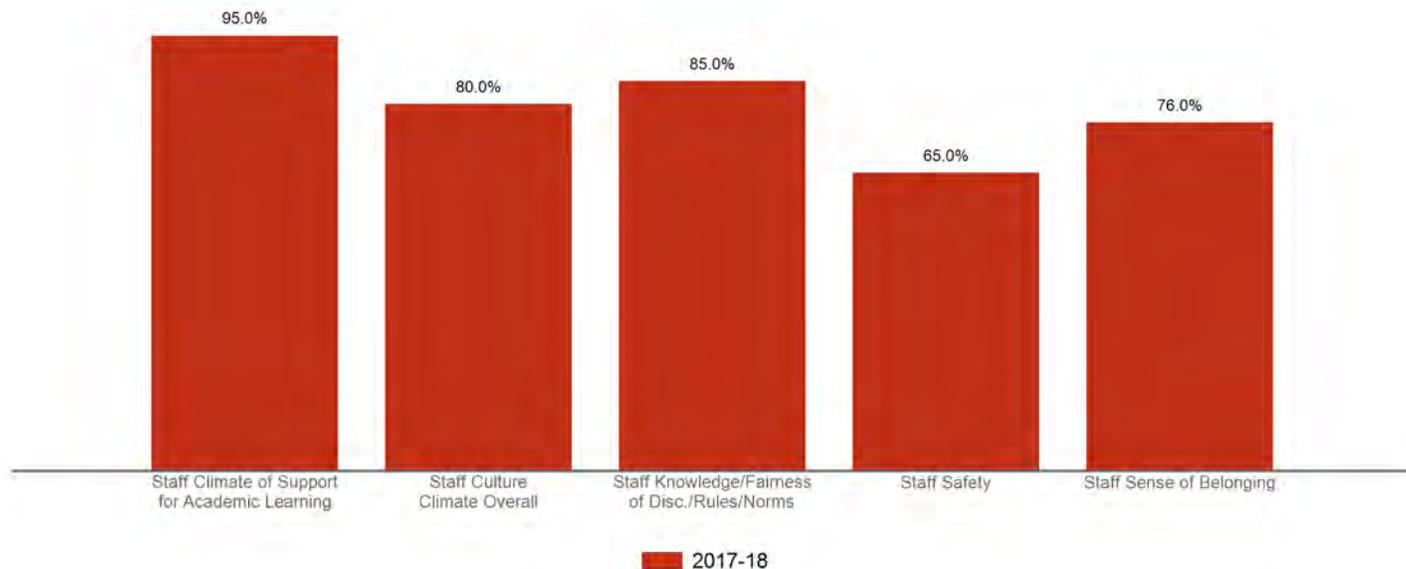


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	To increase parent involvement in workshops, meetings, SSC, ELAC, and school activities. Funds will be used to purchase items to create and provide resources for parents to support their students academically, socially, and emotionally. Items purchased will be focused on the parent/family outreach and communication and will be used in the Parent Center on campus (some examples are tables, chairs, Chromebooks/carts, poster maker, paper products, books, materials, signs, etc...).		Materials
3	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess.		Hourly - Recreation Aide
4	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.		Campus Staff Assistant
7	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess. This line is for the overage in rec aide hours.		Hourly - Recreation Aide
Total			

Culture-Climate Survey (Student-Staff)

School Year: 22-23

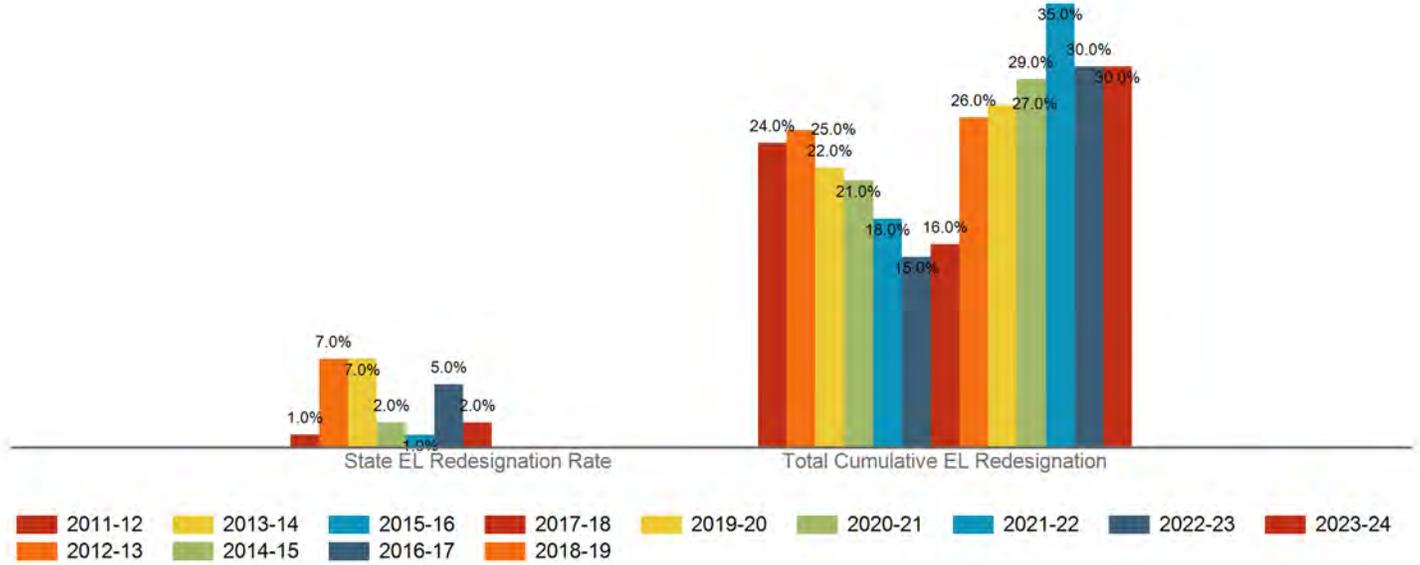
Goals	
Area	Description
Culture/Climate Goals	By June 2023, students Sense of Belonging will increase to 95% or better, as measured by favorable responses on the CORE Survey. By June 2023, students sense of agency, identity and belonging will increase to 95% or better, based on implementation of culturally relevant teaching, equitable practices, and social emotional learning, as measured by the Pulse survey. By June 2023, our suspension rate will drop by 10% or more for the site and by 15% or more for African American/Black students.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	A .50 Assistant Principal will lead the Safe & Civil Committee to enhance school climate, reduce suspensions, and the number of referrals. The Asst. Principal will lead the Attendance Committee to assist with increasing attendance rates and decreasing chronic absenteeism		Asst. Principal Middle
	To increase parent involvement in workshops, meetings, SSC, ELAC, and school activities. Funds will be used to purchase items to create and provide resources for parents to support their students academically, socially, and emotionally. Items purchased will be focused on the parent/family outreach and communication and will be used in the Parent Center on campus (some examples are tables, chairs, Chromebooks/carts, poster maker, paper products, books, materials, signs, etc...).		Materials
3	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess.		Hourly - Recreation Aide
4	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.		Campus Staff Assistant
5	Our intervention focus is to increase students' sense of belonging and decrease chronic absenteeism and suspensions, especially among our marginalized populations. We need small group intervention and SEL support in order to support meeting site goals.		Teacher Hourly P Schedule
7	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess. This line is for the overage in rec aide hours.		Hourly - Recreation Aide
Total			

EL Reclassification

School Year: 22-23

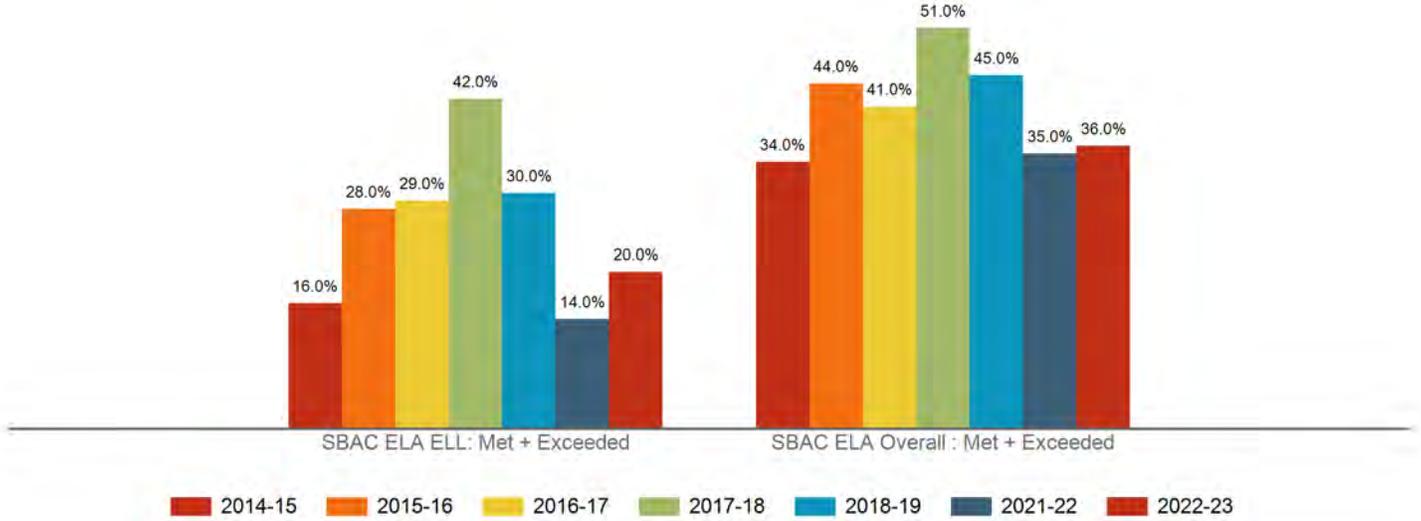


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	College Aide to provide primary language support for EL students. College Aide will be supporting instruction in the classroom specifically in ELA and Math.		College Student Aide
Total			

SBAC ELA

School Year: 22-23

Goals	
Area	Description
ELA Goals	By June of 2023, 90% of Powell students scoring at or above grade level will achieve a least one year of academic growth based on the iReady assessment in ELA. By June of 2023, 50% of students scoring below grade level will demonstrate greater than one year of growth based on the iReady assessment in ELA.

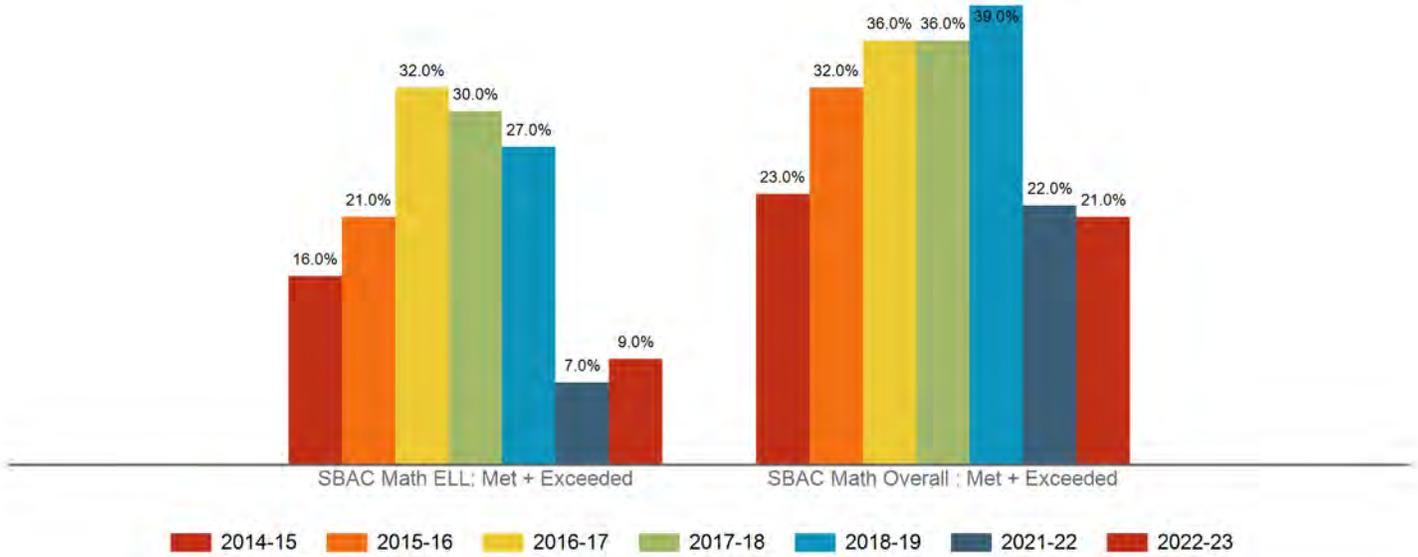


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Common Core Implementation: Opportunities for staff to deepen expertise within CCSS, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan and integrate literacy strategies across all content areas; and observe colleagues implementing best practices. Staff will meet by grade level and/or department.		Substitute teacher full day
	There is a need for supplemental instructional materials, including miscellaneous tech programs, technology equipment and items, including possible replacements for headsets, mice, chromebooks and ink.		Materials
2	College Aide to provide primary language support for EL students. College Aide will be supporting instruction in the classroom specifically in ELA and Math.		College Student Aide
6	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.		Materials
Total			

SBAC Math

School Year: 22-23

Goals	
Area	Description
Math Goals	By June of 2023, 90% of Powell students scoring at or above grade level will achieve a least one year of academic growth based on the iReady assessment in Math. By June of 2023, 50% of students scoring below grade level will demonstrate greater than one year of growth based on the iReady assessment in Math.



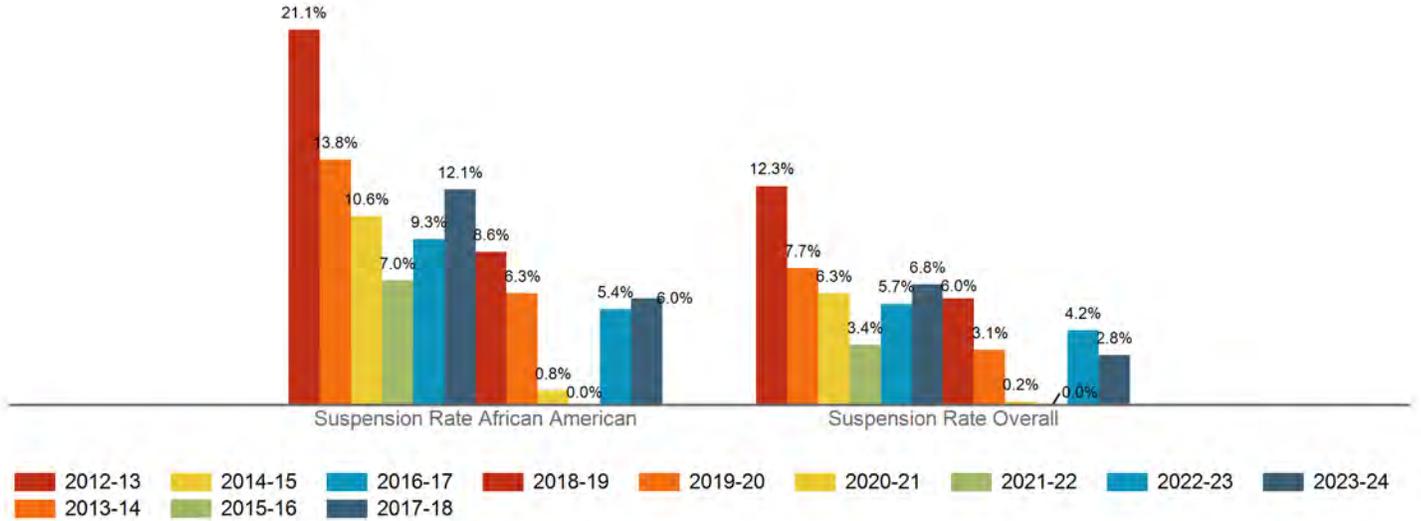
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Common Core Implementation: Opportunities for staff to deepen expertise within CCSS, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan and integrate literacy strategies across all content areas; and observe colleagues implementing best practices. Staff will meet by grade level and/or department.		Substitute teacher full day
	There is a need for supplemental instructional materials, including miscellaneous tech programs, technology equipment and items, including possible replacements for headsets, mice, chromebooks and ink.		Materials
2	College Aide to provide primary language support for EL students. College Aide will be supporting instruction in the classroom specifically in ELA and Math.		College Student Aide
6	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.		Materials
Total			

Mathematics Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15309	1	12/14/22	2/14/23	20	0.33	6.6
	1					6.6

Suspension/Expulsion Rate

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	By June 2023, students Sense of Belonging will increase to 95% or better, as measured by favorable responses on the CORE Survey. By June 2023, students sense of agency, identity and belonging will increase to 95% or better, based on implementation of culturally relevant teaching, equitable practices, and social emotional learning, as measured by the Pulse survey. By June 2023, our suspension rate will drop by 10% or more for the site and by 15% or more for African American/Black students.



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	A .50 Assistant Principal will lead the Safe & Civil Committee to enhance school climate, reduce suspensions, and the number of referrals. The Asst. Principal will lead the Attendance Committee to assist with increasing attendance rates and decreasing chronic absenteeism		Asst. Principal Middle
4	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.		Campus Staff Assistant
5	Our intervention focus is to increase students' sense of belonging and decrease chronic absenteeism and suspensions, especially among our marginalized populations. We need small group intervention and SEL support in order to support meeting site goals.		Teacher Hourly P Schedule
Total			

African-American

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	A .50 Assistant Principal will lead the Safe & Civil Committee to enhance school climate, reduce suspensions, and the number of referrals. The Asst. Principal will lead the Attendance Committee to assist with increasing attendance rates and decreasing chronic absenteeism	\$87,544	
	Common Core Implementation: Opportunities for staff to deepen expertise within CCSS, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan and integrate literacy strategies across all content areas; and observe colleagues implementing best practices. Staff will meet by grade level and/or department.	\$18,804	Substitute teacher full day
	There is a need for supplemental instructional materials, including miscellaneous tech programs, technology equipment and items, including possible replacements for headsets, mice, chromebooks and ink.	\$50,000	Materials
	To increase parent involvement in workshops, meetings, SSC, ELAC, and school activities. Funds will be used to purchase items to create and provide resources for parents to support their students academically, socially, and emotionally. Items purchased will be focused on the parent/family outreach and communication and will be used in the Parent Center on campus (some examples are tables, chairs, Chromebooks/carts, poster maker, paper products, books, materials, signs,etc...).	\$5,976	
2	College Aide to provide primary language support for EL students. College Aide will be supporting instruction in the classroom specifically in ELA and Math.	\$10,357	College Student Aide
3	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess.	\$68,167	
4	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.	\$89,037	
5	Our intervention focus is to increase students' sense of belonging and decrease chronic absenteeism and suspensions, especially among our marginalized populations. We need small group intervention and SEL support in order to support meeting site goals.	\$21,896	
6	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.	\$7,000	Materials
7	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess. This line is for the overage in rec aide hours.	\$15,933	
Total		\$374,714	

All Parents

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	A .50 Assistant Principal will lead the Safe & Civil Committee to enhance school climate, reduce suspensions, and the number of referrals. The Asst. Principal will lead the Attendance Committee to assist with increasing attendance rates and decreasing chronic absenteeism	\$87,544	
	Common Core Implementation: Opportunities for staff to deepen expertise within CCSS, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan and integrate literacy strategies across all content areas; and observe colleagues implementing best practices. Staff will meet by grade level and/or department.	\$18,804	Substitute teacher full day
	There is a need for supplemental instructional materials, including miscellaneous tech programs, technology equipment and items, including possible replacements for headsets, mice, chromebooks and ink.	\$50,000	Materials
	To increase parent involvement in workshops, meetings, SSC, ELAC, and school activities. Funds will be used to purchase items to create and provide resources for parents to support their students academically, socially, and emotionally. Items purchased will be focused on the parent/family outreach and communication and will be used in the Parent Center on campus (some examples are tables, chairs, Chromebooks/carts, poster maker, paper products, books, materials, signs,etc...).	\$5,976	
2	College Aide to provide primary language support for EL students. College Aide will be supporting instruction in the classroom specifically in ELA and Math.	\$10,357	College Student Aide
3	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess.	\$68,167	
4	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.	\$89,037	
5	Our intervention focus is to increase students' sense of belonging and decrease chronic absenteeism and suspensions, especially among our marginalized populations. We need small group intervention and SEL support in order to support meeting site goals.	\$21,896	
6	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.	\$7,000	Materials
7	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess. This line is for the overage in rec aide hours.	\$15,933	
Total		\$374,714	

All Staff

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	A .50 Assistant Principal will lead the Safe & Civil Committee to enhance school climate, reduce suspensions, and the number of referrals. The Asst. Principal will lead the Attendance Committee to assist with increasing attendance rates and decreasing chronic absenteeism	\$87,544	
	Common Core Implementation: Opportunities for staff to deepen expertise within CCSS, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan and integrate literacy strategies across all content areas; and observe colleagues implementing best practices. Staff will meet by grade level and/or department.	\$18,804	Substitute teacher full day
	There is a need for supplemental instructional materials, including miscellaneous tech programs, technology equipment and items, including possible replacements for headsets, mice, chromebooks and ink.	\$50,000	Materials
	To increase parent involvement in workshops, meetings, SSC, ELAC, and school activities. Funds will be used to purchase items to create and provide resources for parents to support their students academically, socially, and emotionally. Items purchased will be focused on the parent/family outreach and communication and will be used in the Parent Center on campus (some examples are tables, chairs, Chromebooks/carts, poster maker, paper products, books, materials, signs,etc...).	\$5,976	
2	College Aide to provide primary language support for EL students. College Aide will be supporting instruction in the classroom specifically in ELA and Math.	\$10,357	College Student Aide
3	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess.	\$68,167	
4	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.	\$89,037	
5	Our intervention focus is to increase students' sense of belonging and decrease chronic absenteeism and suspensions, especially among our marginalized populations. We need small group intervention and SEL support in order to support meeting site goals.	\$21,896	
6	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.	\$7,000	Materials
7	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess. This line is for the overage in rec aide hours.	\$15,933	
Total		\$374,714	

All Students

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	A .50 Assistant Principal will lead the Safe & Civil Committee to enhance school climate, reduce suspensions, and the number of referrals. The Asst. Principal will lead the Attendance Committee to assist with increasing attendance rates and decreasing chronic absenteeism	\$87,544	
	Common Core Implementation: Opportunities for staff to deepen expertise within CCSS, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan and integrate literacy strategies across all content areas; and observe colleagues implementing best practices. Staff will meet by grade level and/or department.	\$18,804	Substitute teacher full day
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6	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.	\$7,000	Materials
7	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess. This line is for the overage in rec aide hours.	\$15,933	
Total		\$374,714	

English Learners

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	A .50 Assistant Principal will lead the Safe & Civil Committee to enhance school climate, reduce suspensions, and the number of referrals. The Asst. Principal will lead the Attendance Committee to assist with increasing attendance rates and decreasing chronic absenteeism	\$87,544	
	Common Core Implementation: Opportunities for staff to deepen expertise within CCSS, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan and integrate literacy strategies across all content areas; and observe colleagues implementing best practices. Staff will meet by grade level and/or department.	\$18,804	Substitute teacher full day
	There is a need for supplemental instructional materials, including miscellaneous tech programs, technology equipment and items, including possible replacements for headsets, mice, chromebooks and ink.	\$50,000	Materials
	To increase parent involvement in workshops, meetings, SSC, ELAC, and school activities. Funds will be used to purchase items to create and provide resources for parents to support their students academically, socially, and emotionally. Items purchased will be focused on the parent/family outreach and communication and will be used in the Parent Center on campus (some examples are tables, chairs, Chromebooks/carts, poster maker, paper products, books, materials, signs,etc...).	\$5,976	
2	College Aide to provide primary language support for EL students. College Aide will be supporting instruction in the classroom specifically in ELA and Math.	\$10,357	College Student Aide
3	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess.	\$68,167	
4	Our intervention focus is to decrease suspensions for all sub groups, but especially for African American students, to decrease chronic absenteeism for all sub groups, and increase student performance on district assessments, as well as SBAC and FRSA.	\$89,037	
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7	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess. This line is for the overage in rec aide hours.	\$15,933	
Total		\$374,714	



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) ▾

Powell K-8 Academy ▾

If ATSI, identify subgroups:

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

Attestation:

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

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

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

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

Date Approved by SSC **March 27, 2024**

Signature of Principal

[Redacted Signature]

Signature of SSC Chair

[Redacted Signature]

Resource Inequities

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

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

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

Comments about Resource Inequities (*optional*)

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

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

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

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

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

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

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



Colin L. Powell Academy for Success

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School-Home Compact

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

THE SCHOOL

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

Principal's Signature _____ Date _____

Teacher's Signature _____ Date _____

THE HOME

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

Parent/Guardian Signature _____ Date _____

THE STUDENT

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

Student Signature _____ Date _____



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Compacto Escolar-Hogar

El personal y los padres/tutores en Powell tienen altas expectativas de los estudiantes en la escuela y de sí mismos. En un esfuerzo por proporcionar un programa educativo de la más alta calidad a los estudiantes, el personal y los padres/tutores de Powell están de acuerdo en implementar las siguientes actividades:

LA ESCUELA

- La escuela proporcionará un programa educativo riguroso y desafiante basado en los Estándares del Estado de California para cada nivel de grado.
- El personal escolar será un modelo positivo para los estudiantes.
- La escuela proporcionará tutoría después de la escuela cuando haya recursos disponibles.
- La escuela involucrará a los padres/tutores en los comités de la escuela.
- La escuela mantendrá a los padres informados sobre el progreso de sus hijos/as.

Firma del director _____ Fecha _____

Firma del maestro/a _____ Fecha _____

EL HOGAR

- Los padres/tutores enviarán a sus hijos/as a la escuela bien descansados, con la oportunidad de desayunar en la escuela o haber desayunado en casa y llegar a tiempo todos los días.
- Los padres/tutores proporcionarán un lugar tranquilo para que sus hijos/as estudien y verifiquen su trabajo.
- Los padres/tutores hablarán, leerán o escribirán a/con sus hijos/as al menos 20 minutos cada noche.
- Los padres/tutores asistirán a todas las conferencias solicitadas por el maestro para compartir el progreso académico de sus hijos/as.

Firma del padre/tutor _____ Fecha _____

EL ESTUDIANTE

- Los estudiantes vendrán a la escuela preparados para aprender llegando a tiempo y descansando bien.
- Los estudiantes serán aprendices responsables al prestar atención en clase, leer todos los días y hacer lo mejor que puedan en la escuela.
- Los estudiantes se esforzarán para creer en sus habilidades, mantendrán una actitud positiva y serán alumnos/as cooperativos y comprometidos/as.
- Los estudiantes interactuarán con maestros/as y compañeros/as de manera positiva.



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Firma del estudiante _____ Fecha _____



Colin Powell Academy Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Powell 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 Powell's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Virtual Learning Contract/Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Powell 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 virtual learning contract/home-school compact as a component of its School Family Involvement Guidelines.
- Agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II.

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

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

- i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Virtual Learning Contract/Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Powell 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
 - Back to School Night
 - Parent Bulletin Board
3. Powell will update periodically its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
4. Powell will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through Canvas and school messenger.
5. Powell will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter/Parent Bulletin Board
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
6. Powell 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. Powell will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School night
 - At SSC & ELAC meetings
7. Powell will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
8. Powell 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. Powell will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Powell will incorporate the Virtual Learning Contract/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
3. Powell 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. Powell will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops
 - Resources Information
5. Powell 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
 - Book studies for best practices
6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - All materials/notifications sent home will be translated.

PART IV.

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

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

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

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

* * * * *

**PART V.
ADOPTION**

Powell's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/19/h23 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/01/23. Powell, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

10/19/23

Date

Academia Colin Powell

Pautas de participación familiar

Como escuela que recibe fondos del Título I, Parte A (Título I), Powell ha desarrollado junto con los miembros del Consejo Escolar y distribuido a las familias de los niños participantes, Pautas de participación escolar y familiar, que contienen la información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Pautas establecen las expectativas de Powell para la participación familiar y describen cómo la escuela implementará una serie de actividades específicas de participación familiar. El Contrato de Aprendizaje Virtual/Pacto Hogar-Escuela está incorporado en las Pautas de Participación Escolar y Familiar.

PARTE I

Powell se compromete a implementar los siguientes requisitos:

- Desarrollar y distribuir conjuntamente con las familias de los niños participantes, Pautas de participación escolar y familiar que la escuela y las familias de los niños participantes acuerden.
- Notificar a las familias sobre las Pautas de participación familiar en la escuela en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a las familias en un idioma que la familia pueda entender.
- Poner a disposición de la comunidad local las Directrices de Participación Escolar y Familiar.
- Actualizar periódicamente las Pautas de participación escolar y familiar para satisfacer las necesidades cambiantes de las familias y la escuela.
- Adoptar el contrato de aprendizaje virtual/pacto entre el hogar y la escuela de la escuela como componente de sus Pautas de participación escolar y familiar.
- Acepta regirse por la siguiente definición estatutaria de participación familiar y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II.

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR ESCOLAR

Powell tomará las siguientes acciones para involucrar a las familias en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación escolar familiar y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118 (b) de la ESEA:

- Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar. Los temas incluyen:
 1. Responsabilidades y funciones del SSC y sus miembros
 2. Composición de las SSC
 3. Consideraciones presupuestarias
 4. Plan Único para el Rendimiento Estudiantil
 5. Papel del ELAC y otros comités asesores
- Planificar una reunión con los miembros del SSC y ELAC para revisar las pautas del año anterior y las actividades de participación familiar descritas en el Plan Único para el Rendimiento Estudiantil.
 1. Invite a otras familias y partes interesadas a asistir a la reunión.
 2. Anuncie en el boletín del Título I, en la noche de regreso a clases, a través de teleparent, etc.
- En la reunión
 1. Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario.

2. Redactar o actualizar las pautas de participación familiar y el contrato de aprendizaje virtual/pactos entre el hogar y la escuela
 3. Se pondrán a disposición de las familias españolas y jemerés traducciones orales y escritas para permitir el debate.
2. Powell tomará las siguientes medidas para distribuir a las familias y a la comunidad local las Pautas de participación familiar de la escuela:
- En una reunión del SSC y ELAC
- Sección de Newsletter
 - Reunión Anual de Título I
 - Noche de regreso a clases
 - Tablón de anuncios para padres
3. Powell actualizará periódicamente sus Pautas de participación familiar para satisfacer las necesidades cambiantes de las familias y la escuela:
- En las reuniones del SSC y ELAC
 - Reuniones informativas familiares
 - El consejo escolar debe votar para aprobar las pautas
4. Powell convocará una reunión pública anual del Título I para informar a las familias lo siguiente:
- Los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela y el derecho de las familias a participar
 - Celebrar un número flexible de reuniones en distintos horarios
 - Notificaciones/folletos enviados a casa en un idioma que las familias puedan entender.
 - Anuncio realizado en marquesina del colegio, a través de Canvas y mensajero escolar.
5. Powell proporcionará información actualizada a las familias sobre los programas de Título I durante todo el año escolar:
- Sección de Newsletter
 - En el mostrador de la oficina principal/tablón de anuncios para padres
 - En las reuniones del SSC, ELAC y otras reuniones familiares (PTA/PTO/CAAP, etc.)
6. Powell proporcionará a las familias una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Powell también brindará oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos:
- Talleres familiares; Encuestas familiares
 - Charlas principales
 - En boletines escolares
 - Noche de regreso a clases
 - En las reuniones del SSC y ELAC
7. Powell coordinará e integrará programas y actividades de participación familiar con Head Start, Early Reading First, preescolares públicos y otros programas que alientan y apoyan a las familias a participar más plenamente en la educación temprana de sus hijos al:
- Coordinación de Kindergarten de Transición en sitios seleccionados
 - Promoción/publicidad de los festivales de Kindergarten del Distrito
8. Powell presentará al distrito cualquier comentario familiar si el plan escolar según la sección (1114) (b) (2) no es satisfactorio para las familias de los niños participantes:
- En las reuniones del consejo escolar

PARTE III

RESPONSABILIDADES COMPARTIDAS PARA EL ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. Powell desarrollará la capacidad de las escuelas y las familias para una fuerte participación familiar, con el fin de garantizar la participación efectiva de las familias y apoyar una asociación entre la escuela involucrada, las familias y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades. se describe específicamente a continuación:

- Capacitaciones del distrito ofrecidas para familias y personal.
- Talleres de educación familiar en el sitio.
- Conferencias de familia y maestros
- Talleres familiares publicados en el sitio web del distrito
- DCAC, DELAC y otros foros/reuniones familiares del distrito
- Recursos del sitio web del distrito: haga clic en "P" para Universidad de padres

2. Powell incorporará el Contrato de Aprendizaje Virtual/Pacto Hogar-Escuela como un componente de sus Pautas de Participación Escolar y Familiar:

- Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico.
- Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC.
- El consejo escolar debe votar para aprobar el pacto

3. Powell, con la ayuda de su distrito, brindará asistencia a las familias de los niños atendidos por la escuela para comprender temas como los siguientes

los estándares de contenido académico del estado

las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas

4. Powell, con la ayuda del distrito, proporcionará materiales y capacitación para ayudar a las familias a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, según corresponda, para fomentar la participación familiar, al:

- Talleres Familiares
- Información de recursos

5. Powell, con la ayuda del distrito y las familias, educará a sus maestros y demás personal sobre cómo acercarse, comunicarse y trabajar con las familias como socios iguales, mediante:

- Servicios de maestros/personal
- Libro de estudios para mejores prácticas.

6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con los programas, reuniones y otras actividades escolares y familiares se envíe a las familias de los niños participantes en un formato comprensible y en un idioma que las familias pueden entender:

- Todos los materiales/notificaciones enviadas a casa serán traducidas.

PARTE IV.

COMPONENTES DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR DE LA ESCUELA DISCRECIONAL

Las Pautas para la participación escolar y familiar pueden incluir párrafos adicionales que enumeren y describan otras actividades discrecionales que la escuela, en consulta con sus familias, decida realizar para desarrollar la capacidad de participación de las familias en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales actividades enumeradas en la sección 1118(e) de ESEA:

- involucrar a las familias en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;
- proporcionar la capacitación necesaria en alfabetización para las familias con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación;

- pagar los gastos razonables y necesarios asociados con las actividades de participación familiar, incluidos los costos de transporte y cuidado infantil, para permitir que las familias participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- formar a las familias para mejorar la participación de otras familias;
- para maximizar la participación y participación de la familia en la educación de sus hijos, organizando reuniones escolares en una variedad de horarios o realizando conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños participantes, con familias que no pueden asistir a esas conferencias. en la escuela;
- adoptar e implementar enfoques modelo para mejorar la participación familiar;
- establecer un consejo asesor familiar (DCAC) para todo el distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación familiar en los programas del Título I, Parte A;
- desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación familiar; y
- Proporcionar otro apoyo razonable para las actividades de participación familiar según la sección 1118, según lo soliciten las familias.

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PARTE V.
ADOPCIÓN

Las Pautas de participación familiar de Powell han sido desarrolladas conjuntamente y acordadas por familias de niños que participan en programas del Título I, Parte A. Las Pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el **19/10/23** y estarán en vigor por el período de un año escolar. La escuela distribuirá las Pautas a todas las familias el **01/11/23** o antes. Powell, cuando sea posible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.



Firma principal

10/19/23

Fecha