



# **Colin Powell Elementary**

School Plan for Student Achievement  
2025-2026

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

**The SPSA contains the following:**

**Needs Assessment-**

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

**Accountability Measure I: Increase Achievement-**

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

**Accountability Measure II: School Climate**

**Accountability Measure III: Professional Development**

- Professional Development
- Teacher Involvement

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

- School Budget for Categorical Programs
- School Site Council (SSC) Membership
- English Learner Advisory Committee (ELAC) Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and

subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans>

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

Progress and components of LBUSD's Strategic Plan, viewable at <https://www.lbschools.net/departments/vision-2035/strategic-plan>, are rooted in the following core values:

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

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

**Goal 1: Reading: Proficiency**

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

**Goal 2: Reading: Acceleration**

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

**Goal 3: Algebra Proficiency**

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

**Goal 4: College & Career Readiness**

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

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

**DCAC Recommendations:**

- Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

**DELAC Recommendations:**

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

**Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 United States Code (U.S.C.) § 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall

conduct outreach to all parents/guardians and family members.  
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 U.S.C. § 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities.  
20 U.S.C § 6318

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

## Comprehensive Needs Assessment: English-Language Arts

### ELA Findings

Fall 2025

According to the California School Dashboard, for 2025 Powell is in the Yellow Zone for English Language Arts and English Learner Progress. Student sub-groups in the very low zone (red) are Long Term English Learners and Student with Disabilities. English Learners performed in the Orange zone (low) and African American, Hispanic, Homeless and Socioeconomically Disadvantaged student sub-groups performed in the medium range (yellow).

#### Written Analysis of ELA Data

To establish an analysis of growth in the percent of students who met/exceeded standards from the prior school year 22-23 compared to 2024-25, the following increase or decrease is evident in the student outcomes for English Language Arts:

#### Foundational Reading Skills Assessment

The percent of students who met/exceeded standards on the Foundational Reading Skills Assessment in grades kindergarten to second:

Kindergarten increased from 61% to 66.0% (similar schools in LBUSD 70%)

Grade 1 increased from 52% to 56% (similar schools in LBUSD 64%)

Grade 2 to decreased from 90% to 78% (similar schools in LBUSD 69%)

#### Fluency

Grade 1 decreased from 59% to to 56% (similar schools in LBUSD 55%)

Grade 2 increased from 52% to 62% (similar schools in LBUSD 50%)

#### iReady Reading

The percent of students who scored early on/above grade level or above according to the iReady diagnostic reading assessment in grades 1-8 from the 23-24 to the 24-25 school year were as follows\*:

Grades 1-8 increased from 26.4% to 35%

Grade 1-5 increased from 35.8% to 38.4%

Grades 6-8 increased from 23.3% to 29.3%

#### CAASP-SBAC English Language Arts (ELA)

The percent of students who met or exceeded standards according to the SBAC ELA assessment in grades 3-8 from the 23-24 to the 24-25school year were

as follows\*:

Grades 3-8 increased from 34% to 37% in 2025

Grades 3-5 decreased from 37% to 34% in 2025

Grades 6-8 increased from 28% to 38% in 2025

## ELA Goals

### ELA Goals

#### Written Analysis

In order to improve student achievement for all students and reduce disparities in outcomes for Black, Multi-lingual learners and students receiving Special Education services, Powell will implement the following goals in ELA:

Powell will embrace high expectations for all students while centering the needs of historically marginalized students experiencing persistent achievement gaps, specifically our Black, Hispanic, English Learner and Students receiving Special Education services.

Our goals for English Language Arts student outcomes for reading achievement and acceleration are:

#### Reading Proficiency

1) The percent of Grade 3 students who meet or exceed grade-level standards on the state ELA SBAC assessment will grow from 30% in June 2025 to 42% by June 2026.

1a) The percent of Grade K-2 students who meet or exceed on the Spring foundational skills assessment, will grow from 66% in June 2025 to 76% in June 2026.

1b) The percent of Grade 1-3 students who meet or exceed on the Spring fluency assessment will grow from 56% in June 2025 to 64% in June 2026.

1c) The percent of Grade 1-3 students who will be early or on above on iReady Reading Diagnostic 3 assessment will grow from 43% in June 2025 to 53% in June 2026.

#### Reading Acceleration

2) 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 SBAC ELA assessment will increase from 28% in June 2025 to 38% in June 2026.

2a) The percentage of students in Grades 4-8 who were "Not Met" on the prior year SBAC ELA who meet their stretch growth target in iReady Reading will increase from 17% in June 2025 to 30% in June 2026.

2b) The percentage of students in Grades 4-5 who were “Not Met” on the prior year SBAC ELA who meet or exceed on the fluency assessment will increase from 11% in June 2025 to 30% in June 2026.

Additionally,

K-2 students will improve from 69% to 74% meet/exceed on the Foundational Reading Skills (FRSA) by June 2025

Gr 3-8 students will improve from 32% to 42% meet/exceed on SBAC ELA by June 2025

Gr 3-8 students will improve from 28% to 38% scoring early/on grade level on iReady ELA by March 2025

To address achievement gaps and identified subgroups, Powell has the following goals in ELA:

Students who begin the year below grade level in FRSA, iReady or SBAC will demonstrate more than one year progress as measured by FRSA, iReady and SBAC by meeting accelerated growth on SBAC and meet stretch goal on i-Ready.

For our students in the identified Sub Groups, the following ELA goals address closing the achievement gaps:

All Long term English Learners and English Learner students will meet their ELA growth goals

All students receiving Special Education services will meet individualized progress goals in Reading, Writing, Listening and Speaking and reach their annual growth targets on ELA assessments.

Action Plan and progress monitoring:

standards-aligned learning targets and success criteria, with which teachers uplift relevance, purpose, and connections with students interests and identity. (U1)

Utilize on-going Formative Assessment Strategies to plan for differentiation, scaffolding and student engagement. (U1, U4)

Utilize performance levels, including the i-Ready Diagnostic assessments, to communicate goals and monitor student progress. (U4)

Teach designated ELD explicitly and provide integrated ELD to develop English language proficiency (U1, U2, U3 U4)

Teach Foundational Reading Skills systematically and based on students’ needs and monitor student application (U1 & U4)

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

With support from the IIC, identify, support and monitor students identified for Tier 2 Interventions including classroom interventions, LLI reading in grades 3-5 and before/afterschool intervention in ELA and Math

With the Instructional Leadership Team, create learning cycles where teams analyze data, set goals, research and learn best practices, implement new learning, and reflect on implementation to plan the next steps. (U5)

## Comprehensive Needs Assessment: Mathematics

### Math Findings

Written Analysis of Math Data

Written Analysis of Math Data

According to the California School Dashboard for 2025, Powell is in the Yellow Zone for Math. Student sub-groups in the very low zone (red) are Students with Disabilities. English Learners, Long-term English Learners and homeless students performed in the Orange zone (low) and African American, Hispanic, and Socioeconomically Disadvantaged student sub-groups performed in the medium range (yellow), Homeless subgroup performed in the orange zone.

To establish an analysis of growth in the percent of students who met/exceeded standards from the prior school year 2022-23 compared to 2024-25, the following increase or decrease is evident in the student outcomes for Math:

SBAC

The percent of students who met or exceeded standards according to the SBAC Math assessment in grades 3-8 from the 22-23 to the 23-24 school year were as follows\*:

Grades 3-5 increased from 29% to 37% in 2024

Grades 6-8 increased from 13% to 16% in 2024

The percent of students who scored on grade level according to the iReady Math assessment in grades 1-8 from the 22-23 to the 23-24 school year were as follows\*:

Overall Grade 1-5 37% decreased to 28%

Overall Grades 6-8 20% decreased to 15%

\*It should be noted the change in time of administration window from the month of May in 2023 to the month of March in 2024 can be attributed a decrease in percent students performing at grade level proficiency as the test was given earlier in the school year.

## Math Goals

Powell will embrace high expectations for all students in mathematics while centering the needs of historically marginalized students experiencing persistent achievement gaps, specifically our Black, Hispanic, English Learner and Students receiving Special Education services.

Math Schoolwide Goals for Academic Excellence and Acceleration K-2 students will improve from 69% to 74% meet/exceed on the FRSA by June 2025

Gr 1-2 students will improve from 16% to 26% early-on & mid-above on i-Ready Math by June 2025

Gr 3-8 students will improve from 25% to 35% meet/exceed on SBAC Math by June 2025

Gr 3-8 students will improve from 37% to 47% early-on & mid-above on i-Ready Math by March 2025

All students will achieve one year of academic growth in Math on their grade level iReady and SBAC

Students who begin the year below grade level in Math iReady or SBAC will demonstrate more than one year progress/growth (accelerate growth on SBAC and meet stretch goal on i-Ready)

Sub Group Achievement Gap Closure in Mathematics:

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

All Hispanic Students will meet/exceed the schoolwide Math growth goals

All EL students will meet their Math growth goals

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

Utilize performance levels, including the i-Ready Diagnostic assessments, to communicate goals and monitor student progress. (U4)

Teach designated ELD explicitly and provide integrated ELD to develop English language proficiency (U1, U2, U3 U4)

4)

Provide math instruction with connections to the Standards of Mathematical Practice, daily student math goals, math workshop stations, ST Math (Elementary), and Building Thinking Classrooms (Middle School)

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

With support from the IIC, identify, support and monitor students identified for Tier 2 Interventions including classroom interventions, LLI reading in grades 3-5 and before/afterschool intervention in ELA and Math

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## Comprehensive Needs Assessment: English Learners

### English Learner Findings

EL Performance levels for the summative ELPAC:

22.1% of EL's decreased one level

28.8% maintained their level, up to level 4

1% maintained at a level 4

48.1% progressed at least one level

Our current EL's maintained their performance level on the SBAC at 14% meeting or exceeding the standards in mathematics.

Our current EL's declined in performance level on the SBAC at 29% meeting or exceeding the standards.

## English Learner Goals

All EL students will meet their ELA, Math and ELPAC growth goals.

In ELA, English Learners who begin the year below grade level in FRSA, iReady or SBAC will demonstrate more than one year progress as measured by FRSA, iReady and SBAC by meeting accelerated growth on SBAC and meet stretch goal on i-Ready.

In Math, English Learners who begin the year below grade level in iReady or SBAC will demonstrate more than one year progress as measured by iReady and SBAC by meeting accelerated growth on SBAC and meet stretch goal on i-Ready.

All English Learners will grow one level of proficiency as measured by the ELPAC performance assessment of Listening, Speaking, Reading and Writing by Spring 2025.

### Action Plan and Progress Monitoring:

Provide Quality Core Instruction grounded in the 4 Understandings with a focus on communicating standards-aligned learning targets and success criteria, with which teachers uplift relevance, purpose, and connections with students interests and identity. (U1)

Utilize on-going Formative Assessment Strategies to plan differentiated instruction for all learners based on student readiness skills, learner profile and interest. (U1, U4)

Utilize performance levels, including the i-Ready Diagnostic assessments, to communicate goals and monitor student progress. (U4)

Teach designated ELD explicitly and provide integrated ELD to develop English language proficiency (U1, U2,

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Use ELPAC data to monitor students' designation.

CCR classes for middle school students who are designated LTEL

Implement Summit K12 to assist with intervention for LTEL students.

## Comprehensive Needs Assessment: Culture/Climate Domain

### Culture/Climate Findings

2025 Chronic Absenteeism Findings:

Overall chronic absenteeism has decreased by 2.9%

All students: -2.9%

African American Subgroup: +4%

Students with disabilities:+5.7%

Homeless subgroup:-2.6%

English Learner subgroup:-7.7%

Long Term English Learners: -13.8%

Socioeconomically disadvantaged: -2.6%

2025 Dashboard Data Findings for Suspension Rates:

All students: +1.7%

All students: +1.7%

African American Subgroup: +1.7%

Homeless Subgroup: +7.2%

Hispanic: +1.1%

LTEL Subgroup: +).5%

Students with Disabilities: -4.8%

English Learners: +0.8%

Socioeconomically Disadvantaged: +1.6%

All other groups had no significant change

African American Subgroup: +1.7%

Homeless Subgroup: +7.2%

LTEL Subgroup: +).5%

Students with Disabilities: -4.8%

English Learners: +0.8%

All other groups had no significant change

2024-24 CORE Student Survey

Grade 4 and grade 5 Analysis of student data as reported in the 2023-2024 CORE Survey:

2023-24 CORSE Student Survey

Analysis of Grade 4 and grade 5 and Grades 6-8 student data as reported in the 2023-2024 CORE Survey reveal the most critical areas to focus as Sense of Belonging and Safety.

Grades 4-5 Sense of Belonging

The overall Sense of Belonging score for students was 62%, which is 9% lower than the average for Span Schools (71%) and 11% lower than the district average (73%).

The score declined by 3 percentage points compared to the 2022-2023 survey.

Within the Sense of Belonging Data:

57% of students reported feeling close to people at school.

64% stated they were happy to be at school.  
60% felt like they were part of the school.  
65% believed teachers treated students fairly.

#### Grades 4-5 Safety

The overall Safety score was 61%, which is 3% lower than Span Schools (64%) and 4% lower than the district average (65%).  
The score declined by 3 percentage points compared to the last survey in 2022-23

#### Within the Safety Data:

53% of students reported never experiencing physical aggression (pushing or hitting).  
56% said they were never targeted by mean rumors or lies.  
58% stated they were never teased about their appearance.  
72% reported that their belongings were never stolen or damaged.  
67% felt safe at school, though 14% reported feeling unsafe or very unsafe.

#### Grades 6, 7, and 8 Sense of Belonging (School Connectedness)

The overall Sense of Belonging score for middle school students was 41%, significantly lower than the 53% reported for Span Schools and 51% for the district.  
This score decreased by 1 percentage point from the previous survey, indicating little improvement.

#### Within the Sense of Belonging Data:

59% of students reported feeling close to people at school.  
41% were happy to be at school.  
47% felt like they were part of the school.  
40% believed people at school understood them as a person.  
26% felt connected to adults at school.  
40% reported feeling a sense of belonging at school.

#### Grades 6, 7, and 8 Safety

The overall Safety score was 43%, which is 11% lower than the average for Span Schools (54%) and 19% lower than the district (62%).  
The score declined by 5 percentage points from the last survey, showing a downward trend in perceived safety.

#### Within the Safety-related responses:

53% of students felt safe at school  
33% reported never having mean rumors or lies spread about them, meaning 67% experienced some level of rumor-spreading.  
50% had never been subjected to sexual jokes, comments, or gestures.  
35% reported never being made fun of because of their looks or the way they talk.  
49% of students reported a safe and civil school environment, which is lower than Span Schools (62%) and the district (59%).

#### Key Insights:

Declining Trends: Both Safety and Sense of Belonging scores decreased compared to the last survey, showing a growing concern among students. A need to improve student safety and sense of belonging are top priorities for the school plan for student achievement.

#### 2024-24 CORE Student Survey

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##### 2023-24 CORSE Student Survey

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Key Insights:

Declining Trends: Both Safety and Sense of Belonging scores decreased compared to the last survey, showing a growing concern among students. A need to improve student safety and sense of belonging are top priorities for the school plan for student achievement.

## Culture/Climate Goals

Goals to improve the Culture/Climate Domain:

Students in grades 4-5 will indicate an improved sense of belonging by increasing from 61% to 71% as reported on the CORE survey by April 2025.

Students in grades 4-5, will indicate an improved sense of safety by increasing from 62% to 72% as reported on the CORE survey by April 2025.

Students in grades 6-8 will indicate an improved sense of belonging by increasing from 41% to 51% as reported on the CORE survey by April 2025.

Students in grades 6-8, will indicate an improved sense of safety by increasing from 43% to 53% as reported on the CORE survey by April 2025.

Students in grades k-8, chronic absenteeism will decrease from 38% to 28% by June 2025.

Action plan: Team Tuesday assemblies by grade level band to increase sense of belonging, community, and Powell values of connect, respect, and be safe.

Teacher led SEL practices within the classroom of community building, buddies, and meet-ups.

Progress monitoring: CORE and PULSE survey data,, informal observations

## Culture/Climate Goals

### 2025-2026 Attendance Goal:

Student chronic absenteeism will decrease from 33.5% to 30% by June 2026

Student average daily attendance (ada) will increase from 92% to 95%

### Chronic Absenteeism subgroup goals:

African American subgroup data will decrease from 45.9% to 40%

Students with Disabilities will decrease from 37.5% to 34%

Homeless subgroup data will decrease from 37.4% to 43%

Action Plan: On campus attendance intervention led by counselor, strive for 95 monthly attendance awards for on target students, SART referrals, parent outreach

Progress monitoring: monthly data tracking, student-owned attendance calendars

### Goal to decrease suspension rates:

Implementation of a Restorative Justice Coach to mentor and coach with restorative justice circles to increase restorative practices among students.

Build positive relationships and classroom cultures by centering students' social and emotional development including strategies and curriculum from Sanford Harmony in elementary grades or Restorative Justice in middle school (U6)

Implement Proactive Behavior Intervention and Support (PBIS) in classroom community practices (U6)

Prevent and intervene with chronic absenteeism through attendance incentives, monitoring, at-risk identification and outreach plans implemented collaboratively by classroom teachers and support staff

Identify students for Tier 2 SEL behavior supports and collaborate with counselor, social worker, other support providers and families to provide intervention through regularly scheduled COST and SST meetings

With the PBIS Leadership team, create learning cycles where teams analyze data, set goals, research and learn best practices, implement new learning, and reflect on implementation to plan the next steps. (U5)

## Comprehensive Needs Assessment: SPSA Effectiveness

### SPSA Effectiveness

Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) Powell will embrace high expectations for all students while centering the needs of historically marginalized students experiencing persistent achievement gaps, specifically our Black, Hispanic, English Learner and Students receiving Special Education services.</p> <p>Our goals for English Language Arts student outcomes for academic excellence and acceleration are:            K-2 students will improve from 69% to 74% meet/exceed on the Foundational Reading Skills (FRSA) by June 2025            Gr 3-8 students will improve from 32% to 42% meet/exceed on SBAC ELA by June 2025            Gr 3-8 students will improve from 28% to 38% scoring early/on grade level on iReady ELA by March 2025</p> <p>All students will achieve one year of academic growth in ELA on their grade level FRSA, iReady</p>	Goal Partially or Not Met	<p>Limited attainment of the ELA student outcome goals can be attributed to the 24-25 ELA Action Plan for Student Acceleration and Support:</p> <p>Teachers will provide Quality Core Instruction grounded in the LBUSD 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)</p> <p>Teachers will analyze baseline performance levels in ELA including the i-Ready Diagnostic assessment, foundational reading skills, reading fluency and writing tasks (U4)</p> <p>Teachers will establish and monitor goals for progress/growth for each student in ELA (U1 &amp; U4)</p>	<p>For the 25-26 school year, our instructional plan will be modified to focus on clear learning intentions connected to grade level standards with increased opportunities for student feedback and participation in ELA interventions. The additional supports to this plan will be implemented by:</p> <ul style="list-style-type: none"> <li>-The K-2 Literacy Coach modeling and providing instruction in classrooms</li> <li>-The Instruction and Intervention Coach modeling and providing instruction in classrooms</li> <li>-The Intervention TOSA providing a pull-out reading intervention for students in grades 3-5 who are 2 or more years below grade level</li> <li>-Classroom teachers providing small group instruction to differentiate learning for English Language Arts and English Language Development</li> <li>-Before/After school tutoring for students performing below grade level expectations in reading</li> <li>-Grade level teams analyzing student performance data on a quarterly basis</li> </ul>

and SBAC.  
Students who begin the year below grade level in FRSA, iReady or SBAC will demonstrate more than one year progress as measured by FRSA, iReady and SBAC by meeting accelerated growth on SBAC and meet stretch goal on i-Ready.

For our students in the identified Sub Group, the following ELA goals address closing the achievement gaps:  
All A/A Students will meet/exceed the schoolwide ELA growth goals  
All Hispanic Students will meet/exceed the schoolwide ELA growth goals  
All EL students will meet their ELA growth goals  
All students receiving Special Education services will meet individualized progress goals in Reading, Writing, Listening and Speaking

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

			<p>Schoolwide ELA Assessments for Monitoring Progress:</p> <ul style="list-style-type: none"> <li>i-Ready Progress</li> <li>Foundational Reading Skills Assessment (K-2)</li> <li>Unit Assessments (edulastic, gr 2-8)</li> <li>IAB's/FIAB's (grades 3-8)</li> <li>Common Tasks/Assessments identified by teams</li> <li>Formative Assessments (Wonders Weekly, quizzes and/or others identified by grade level teams)</li> <li>ELPAC performance levels</li> </ul>	
Math	<p>1) Powell will embrace high expectations for all students in mathematics while centering the needs of historically marginalized students experiencing persistent achievement gaps, specifically our Black, Hispanic, English Learner and Students receiving Special Education services.</p> <p>Math Schoolwide Goals for Academic Excellence and Acceleration K-2 students will improve from 69% to 74% meet/exceed on the FRSA by June 2025 Gr 1-2 students will improve from 16% to 26% early-on &amp; mid-above on i-Ready Math by June</p>	Goal Partially or Not Met	<p>Limited attainment of the Math student outcome goal5 can be attributed to the 24-25 Math Schoolwide Plan for Academic Acceleration and Support:</p> <p>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)</p>	<p>or the 25-26 school year, our instructional plan will be modified to focus on clear learning intentions connected to grade level standards with increased opportunities for student feedback and participation in Math interventions. The additional supports to this plan will be implemented by:</p> <ul style="list-style-type: none"> <li>-The 3-8 Math Lead modeling and providing instruction in classrooms</li> <li>-The Instruction and Intervention Coach modeling and providing instruction in classrooms</li> <li>-Classroom teachers providing small group instruction to differentiate learning for Math</li> <li>-Before/Afterschool tutoring for students performing below grade level expectations in math</li> <li>-Grade level teams analyzing student performance data on a quarterly basis</li> </ul>

2025  
 Gr 3-8 students will improve from 25% to 35% meet/exceed on SBAC Math by June 2025  
 Gr 3-8 students will improve from 37% to 47% early-on & mid-above on i-Ready Math by March 2025  
 All students will achieve one year of academic growth in Math on their grade level iReady and SBAC  
 Students who begin the year below grade level in Math iReady or SBAC will demonstrate more than one year progress/growth (accelerate growth on SBAC and meet stretch goal on i-Ready)

Sub Group Achievement Gap Closure in Mathematics:  
 All A/A Students will meet/exceed the schoolwide Math growth goals  
 All Hispanic Students will meet/exceed the schoolwide Math growth goals  
 All EL students will meet their Math growth goals  
 All students receiving Special Education services will meet individualized progress goals in Math

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:

			<p>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</p>	
English Learner	<p>1) All EL students will meet their ELA, Math and ELPAC growth goals.</p> <p>In ELA, English Learners who begin the year below grade level in FRSA, iReady or SBAC will demonstrate more than one year progress as measured by FRSA, iReady and SBAC by meeting accelerated growth on SBAC and meet stretch goal on i-Ready.</p> <p>In Math, English Learners who begin the year below grade level in iReady or SBAC will demonstrate more than one year progress as measured by iReady and SBAC by meeting accelerated growth on SBAC and meet stretch goal on i-Ready.</p> <p>All English Learners will grow one level of proficiency as measured by the ELPAC performance assessment of Listening, Speaking, Reading and Writing by Spring 2025.</p>	Goal Partially or Not Met	<p>Limited attainment of the English Learner student outcome goals can be attributed to the 24-25 Schoolwide plan for Academic Acceleration and Support.</p>	<p>For the 25-256school year, our instructional plan will be modified to focus on clear learning intentions connected to grade level standards with increased opportunities for student feedback and participation in English Learner interventions.</p>

<p>Culture/Climate</p>	<p>1) Goals to improve the Culture/Climate Domain:</p> <p>Students in grades 4-5 will indicate an improved sense of belonging by increasing from 61% to 71% as reported on the CORE survey by April 2025. Students in grades 4-5, will indicate an improved sense of safety by increasing from 62% to 72% as reported on the CORE survey by April 2025. Students in grades 6-8 will indicate an improved sense of belonging by increasing from 41% to 51% as reported on the CORE survey by April 2025. Students in grades 6-8, will indicate an improved sense of safety by increasing from 43% to 53% as reported on the CORE survey by April 2025.</p> <p>Students in grades k-8, chronic absenteeism will decrease from 38% to 28% by June 2025.</p>	<p>Goal Partially or Not Met</p>	<p>Limited attainment of the Culture/Climate goals can be attributed to the 24-25 Action Plan for school culture and climate.</p> <p>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.</p> <p>Students will be guided to build relationships and classroom cultures through the use of proactive behavior instruction and trauma informed practices.</p> <p>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.</p>	<p>For the 25-26 school year, our Culture Climate Action Plan will be modified to focus on Positive Behavior Intervention Systems to improve safe practices and supervision and Schoolwide Wellness practices to improve student sense of belonging. The additional supports to this plan will be implemented by:</p> <ul style="list-style-type: none"> <li>-The assistant principal and the PBIS Leadership team to innovate and modify schoolwide behavior supports including common area expectations, reinforcements for positive behavior and effective consequences for misbehavior</li> <li>-The school social worker, counselor and WEB coordinators to implement activities to improve sense of belonging Fun Fridays, Spirit Weeks, student-led clubs, wellness center activities, mental health access/communications, inclusion activities, informal student voice gathering</li> </ul>
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		<p>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.</p> <p>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.</p> <p>The counselor will Intervene with families of children with chronic absenteeism through identification and outreach plans implemented collaboratively by classroom teachers and support staff.</p> <p>Formative assessment data on student engagement will be used to monitor students' sense of belonging, safety and attendance.</p>	
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## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
The Powell professional development is focused on the delivery of standards-based lessons with the communication of Learning Targets and success criteria. Two teachers will attend the ""Teacher Clairty"" conference to learn methods that support student learning based on transparent expectations with cross curricular activities, planning templates and designing effective questions. (PD 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
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. (IN 2)	Somewhat Impactful	Limited or no impact	Somewhat Impactful	Strong Positive Impact
Our intervention focus is to increase students' proficiency with grade level standards in English Language Arts and Math, especially among our marginalized populations. We need additional small group intervention with direct instruction and guided practice in reading, writing math skills. (IN 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Limited or no impact
Organizational climate improvement supports include materials that reinforce positive behaviors exhibited by students. This includes certificates, tangible rewards and prizes and school Scholar Dollar rewards. items and communications. (SM 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Our intervention focus is to increase students' performance on ELA student outcomes, especially among our marginalized populations. We need small group intervention at the elementary level for students who are not meeting expected outcomes in Foundational Reading Skills and comprehension skills as measured by reading and responding to text. A reading specialist who is a Teacher on Special Assignment will provide small group instruction using the Leveled Learning Intervention (LLI) in both push in and pull out support. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
There is a need for supplemental materials to implement a Parent Resource Center that supports parent workshops, assisting parents with access to ParentVUE, technology equipment and items, including furnighings and materials for parent meetings. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
<p>Implementing a Positive Behavior Intervention System is a priority in the Powell professional development plan. As part of this system, the counselor will collaborate with classroom teachers and the site Registered Behavior Therapist to support students with Behavior Intervention Plans. Students with these plans will receive additional support from adults to improve positive behaviors in the classroom and around the campus. Roving substitute teachers will be utilized to provide in classroom instruction to support teacher professional development and direct support to students with behavior interventions. (IN 9)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>The Powell Parent and Compliance Facilitator will attend professional development to improve the sense of belonging for all students and the engagement of families and community with on-going improvement efforts at Powell. To support this work, the Powell facilitator will attend the California Association of Directors of Activities conference to gain skills needed to promote a positive school climate, involve and connect more students, staff and community members through on-going culture building activities. (PD 2)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>Common Core Implementation: Opportunities for staff to deepen expertise within Common Core State Standards, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan with specialists and colleagues to integrate Quality Core Instruction across all content areas; and observe colleagues implementing best practices. All teachers will participate in 2 sub-release days to collaboratively plan with grade level and/or department team members and support staff. (PD 1)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
<p>Student performance data in Reading and Math indicate that some students are far below grade level standards and need extended time and additional resources to meet their growth targets. Teachers will identify students for a "Tier 2" small group instruction intervention to be delivered in 6-8 week cycles either before/after school. Teachers will plan for the reading or math intervention using grade level standards and differentiated resources to address gaps in skills. Parents will be notified of participation and the student's performance level. (IN 8)</p>	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

## Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
A Campus Staff Assistant will support the school Safety Goals to maintain a safe and respectful school environment for students to engage in positive academic and social-emotional learning. The Campus Staff Assistant will implement protocols to monitor safe arrival, dismissal and passing periods for middle school students. The Campus Staff Assistant will collaborate with LBUSD School Safety and Powell Administrators to prevent and respond to safety concerns within and around the school community. The Campus Staff Assistant will provide mentoring and guidance to students in need of support with behavior, self-regulation and social awareness. (IN 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Students in grades 2, 3, 4 and 5 demonstrate the need for differentiated instruction in the area of English Language Arts and English Language Development. The art teacher will provide standards based visual arts lessons integrated with Reading Informational Text standards. During these art lessons, the classroom teachers in grades 2, 3, 4 and 5 will design and deliver lessons for small group instruction based on students' needs. Groups of 5-10 students will be provided flexible and lessons will target the academic language needs as indicated on weekly formative assessments. The lessons will target skills in reading and responding to informational text and designated English Language Development. This differentiated instruction will be made possible by teaching small groups the targeted skills during the Art Instructional block, one hour, 2 times per week, during which 15 students will rotate into the art instruction class while the classroom teachers instructs 2 target group lessons. This instruction will be provided two times per week for all students in grades 2-5. (IN 5)	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact	Limited or no impact

## Accountability Measure 1: Increase Achievement

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 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.

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 and provide Small Group Instruction for reading

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

For Elementary (K-5) Grades:

Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:

Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.

Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.

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

For Middle (6-8) Grades:

Formative and Interim assessments within the grade level Unit in both Reading and Writing, including:

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.

K-8:

Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.

Content Area textbooks (e.g. Health, Science, Social Studies)

Supplemental Reading materials matched to students' instructional Reading level (Newsela)

Thinking Maps

i-Ready Personalized Learning

ELLevation

iReady

Elementary (K-5):

Wonders / Maravillas (Dual Immersion) and associated ancillary materials  
McGraw-Hill

Middle (6-8):

myPerspectives and associated ancillary materials, Pearson

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.

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 using Claim, Evidence, Reasoning when responding to informational text
- Regular practice with reading and producing complex text and its academic vocabulary with intensity.

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.
- English Learners in Grades 6-8 will be participate in College, Career Readiness class daily with Listening, Speaking, Reading and Writing standards taught based on

Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)

Diagnostic reading growth assessments 3x a year (iReady)

Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)

their demonstrated needs		
<p>For Elementary (K-5) Grades: All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.</li> <li>• Reading and Writing grounded in evidence from text.</li> <li>• Regular practice with complex text and its academic vocabulary with intensity.</li> </ul> <p>Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul> <p>Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and</li> </ul>	<p>For Elementary (K-5) Grades: Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and Writing, including daily and unit performance tasks that require:</p> <p>Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, 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</p>	<p>K-8: Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Supplemental Reading materials matched to students' instructional Reading level (Newsela)</p> <p>Thinking Maps</p> <p>i-Ready Personalized Learning</p> <p>ELLevation</p> <p>iReady</p> <p>Elementary (K-5): Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill</p> <p>Middle (6-8): myPerspectives and associated ancillary materials, Pearson</p>

<p>Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.</p> <ul style="list-style-type: none"> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Building disciplinary and conceptual knowledge through content rich nonfiction and informational text, explored through academic discourse.</li> <li>• Reading and writing analysis grounded in evidence from text.</li> <li>• Regular practice with reading and producing complex text and its academic vocabulary with intensity.</li> </ul> <p>All 6-8 Language Arts classrooms will use:</p> <ul style="list-style-type: none"> <li>• District generated, grade level Scope &amp; Sequence and Units of Instruction to ensure all students are engaged in standards-aligned classroom instruction processes.</li> <li>• Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.</li> </ul>	<p>CCSS.</p> <p>Daily, weekly on-going checks for understanding (e.g., exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)</p> <p>Diagnostic reading growth assessments 3x a year (iReady)</p> <p>Smarter Balanced Assessment Consortium summative assessment (Grades 6-8)</p>	
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<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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:</p> <ul style="list-style-type: none"> <li>-Arguments to support claims in an analysis of substantive topics/texts</li> <li>-Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>-Narratives to develop real or imagined experiences or events</li> </ul> <p>All K-5 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:</p> <ul style="list-style-type: none"> <li>-Reading to build knowledge for written pieces</li> <li>-Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>-Orally rehearsing using linguistic patterns</li> <li>-Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>-Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>All: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>Research Task &amp; 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 &amp; Beyond supplemental Writing program materials integrating Thinking Maps</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>

<b>Core Program - Writing</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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:</p> <ul style="list-style-type: none"> <li>• Arguments to support claims in an analysis of substantive topics/texts</li> <li>• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</li> <li>• Narratives to develop real or imagined experiences or events</li> </ul> <p>All K-5 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:</p> <ul style="list-style-type: none"> <li>• Reading to build knowledge for written pieces</li> <li>• Working through the writing process for all 3 text types including planning, revising, editing and publishing</li> <li>• Orally rehearsing using linguistic patterns</li> <li>• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</li> <li>• Conferring with the teacher and other students</li> </ul>	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>All: Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>Research Task &amp; 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 &amp; Beyond supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Thinking Maps</p> <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>

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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:</p> <ul style="list-style-type: none"> <li>-Strategically focusing where the Standards focus</li> <li>-Coherence: think across grades and link to major topics within grades</li> <li>-Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>All K-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-8 Units of Instruction, all K-8 students will engage in:</p> <ul style="list-style-type: none"> <li>-Daily Math Routines</li> <li>-Math Tasks</li> <li>-Mathematical Discourse</li> <li>-ST Math Puzzle Talks (K-5)</li> <li>-Small Group Instruction in math</li> </ul>	<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): LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p> <p>Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</p>

<b>Core Program - Math</b>		
<b>Curriculum/Instruction</b>	<b>Assessments</b>	<b>Resources/Materials</b>
<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:</p> <ul style="list-style-type: none"> <li>• Strategically focusing where the Standards focus</li> <li>• Coherence: think across grades and link to major topics within grades</li> <li>• Rigor: require conceptual understanding, procedural skill and fluency</li> </ul> <p>All K-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-8 Units of Instruction, all K-8 students will engage in:</p> <ul style="list-style-type: none"> <li>• Daily Math Routines</li> <li>• Math Tasks</li> <li>• Mathematical Discourse</li> <li>• ST Math Puzzle Talks (K-5)</li> </ul>	<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): LBUSD Supplemental Instructional Resources: student centered math tasks, Puzzle Talks, daily math routines</p> <p>HMH - GoMath Textbook Series</p> <p>ST Math Individual Journey</p> <p>Middle (6-8): Content area textbooks and online resources from Big Ideas Mathematics</p> <p>LBUSD Supplemental Instructional Resources</p> <p>Khan Academy</p>

<b>Interventions</b>						
<b>Identify Data and Describe Student Needs</b>	<b>ACTION Description of Scientifically-based Intervention</b>	<b>List the sub-groups served</b>	<b>Funding Source and Cost</b>	<b>Time Frame and Frequency of Program</b>	<b>Personnel Delivering the Intervention</b>	<b>Progress Monitoring</b>

<p>Underperforming students in our marginalized groups need small group intervention academically with reading Elementary Reading - Benchmarks 50, Core Curriculum 50</p>	<p>Our intervention focus is to increase students' performance on ELA student outcomes, especially among our marginalized populations. We need small group intervention at the elementary level for students who are not meeting expected outcomes in Foundational Reading Skills and comprehension skills as measured by reading and responding to text. A reading specialist who is a Teacher on Special Assignment will provide small group instruction using the Leveled Learning Intervention (LLI) in both push in and pull out support.</p>	<p>All Students, African-American, Foster, Identified At-Risk Students</p>	<p>Title 1 \$187,777 Teacher on Special Assignment (TOSA) 1 FTE - Title 1 100%</p>	<p>08/15/2025 - 06/15/2026 Weekly</p>	<p>IIC and Reading Interventionist TOSA</p>	<p>Admin, the counselor, and teachers will provide data and recommendations for students who need additional small group and individual support. Elementary Reading - Benchmarks 50, Core Curriculum 50</p>
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<b>Program Description for Transitions</b>		
<b>Preschool Transition</b>	<b>Gr. 5 to MS Transition</b>	<b>Gr. 8 to HS Transition</b>
<p>Site Orientation for all families of kindergarten and transitional kindergarten classrooms will be held prior to the first day of school to engage families with readiness and participation to support their child's successful transition to the school.</p>	<p>Provide support for families to navigate matriculation from fifth grade to middle school through emails and meetings on how to apply using the School of Choice process in ParentVue. Host a Site Visitation to the Colin Powell middle school prior the application deadline.</p> <p>Host a Middle School Orientation for all incoming middle school students and families. Provide support with transitioning to the middle school schedule and build sense of belonging.</p>	<p>Provide communications to students and families on how to complete High School Applications on the School of Choice ParentVue account. Communicate to students and families about high school visitations. Include the High Schools and pathways in the student planners. Host high school counselors to visit Powell and meet with students to select electives and finalize Pathway enrollment at their High School.</p>

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

<b>Organizational Climate</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Progress Monitoring for Assessing Effectiveness</b>
According to the CORE survey, there is a need to improve students's safety at school Culture-Climate Survey (Student-Staff) 60, Culture-Climate Survey (Parent) 20, SEL Survey 20	A Campus Staff Assistant, in addition to the district funded CSA, will support the school Safety Goals to maintain a safe and respectful school environment for students to engage in positive academic and social-emotional learning. The Campus Staff Assistant will implement protocols to monitor safe arrival, dismissal and passing periods for middle school students. The Campus Staff Assistant will collaborate with LBUSD School Safety and Powell Administrators to prevent and respond to safety concerns within and around the school community. The Campus Staff Assistant will provide mentoring and guidance to students in need of support with behavior, self-regulation and social awareness.	LCFF \$79,988 Title 1 \$26,662 Campus Staff Assistant 1 FTE - LCFF 75%; Title 1 25%	08/15/2025 - 08/15/2026 Daily	Campus Staff Assistant	Assistant Principal will monitor outcomes for improved safety for all students and staff

### Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Teachers need to provide high levels of student engagement	Pupil Free Professional Development Days August 22, 2025 and November 3, 2025	NO cost to site, district PD days	8:30-4:00 pm	IIC Math Lead Literacy Lead Principal Vice Principal	Plan-Do-Study-Act data relative to student engagement and quarterly assessments

Describe Teacher Involvement
Powell school will involve all teachers on the continuous improvement of teaching practices utilizing an Instructional Leadership Team model. Each grade level (elementary) and each department (middle school) will select a teacher representative to develop goals and action plans for professional development. Teachers serving on the Instructional Leadership Team will engage in data analysis, group learning and Plan-Do-Study-Act cycles to continuously build collective efficacy on Powell teaching practices.

### Accountability Measure 4: Parent & Community

<b>Parent and Community Involvement</b>					
<b>Identified Need(s)</b>	<b>Program &amp; Materials</b>	<b>Funding Source &amp; Cost</b>	<b>Time Frame</b>	<b>Personnel</b>	<b>Method for Assessing Effectiveness</b>
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	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...).	Par Inv \$6,000 Materials - Par Inv 100%	08/29/2025 - 06/14/2026 Weekly	Principal, Assistant Principal, Counselor, site teams, Parent Community Engagement Facilitator	Monitoring parent involvement by parent sign ups and attendance at meetings, workshops, and school events.
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 2025- 6/14/2026	Principal, Assistant Principal, Counselor, site teams	Monitoring parent involvement by parent sign ups and attendance at meetings, workshops, and school events.

### 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)	328062
Title I Parent and Family Involvement (3008)	5841

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

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	82740

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

### **Title I Reservations**

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

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

**Parent Involvement** (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

### **Homeless Education**

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

### **Research/TISB LROIX Development**

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

### **Program Administration and Personnel to provide leadership:**

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

### **Centralized Services**

#### **Elementary CARE and Support Centers** (formerly known as Family Resource Centers)

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

## **Assistance to Schools**

### **Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

### **Facilitators**

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

### **Travel/Conferences**

Enables staff to develop requisite knowledge about programs they lead.

### **Foster Youth Transportation**

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

### **Technology**

Supplemental technology support and devices to school sites

### School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Claire Fieri	06-15-2026
Staff	Classroom Teacher	Edith Sarabia	06-15-2027
Staff	Classroom Teacher	Puch Pech	06-15-2027
Staff	Classroom Teacher	Kendrick Chipman	06-15-2027
Staff	Other School Personnel	Jekia Burns	06-15-2026
Community	Parent/Community Member	██████ Veras-Pinto	06-15-2026
Community	Parent/Community Member	██████ Comacho-Medina	06-15-2026
Community	Parent/Community Member	██████ Wilson	06-15-2026
Community	Parent/Community Member	██████ Smith	06-15-2027
Community	Parent/Community Member	██████ Pender	06-15-2027

## English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	██████ Barrera
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	Emily Lloyd
Secretary	Parent of EL Student (required)	██████ Ramirez

Name	Representing
██████ Magallanes	Parent of EL Student
██████ Tercero	Parent of EL Student
██████ Cataneda	Parent of EL Student
██████ Carranco	Parent of EL Student
██████ Rivas	Parent of EL Student

## ELAC Recommendations

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

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/18/2025
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Create a parent workshop/meeting/training to inform parents of students EL status, ELPAC summative results and the impact that a designation has on class placement and achievement as the student progresses through school.
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students EL Student Grades CELDT/ELPAC Results
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	11/19/2025
6. What was SSC's response to ELAC recommendations?	SSC received and approved the recommendation and will work with the Parent Engagement Facilitator to ensure this happens.



## Assurances & Approval

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

Assurances:

1. SSC received and considered **ELAC recommendations** at its meeting on 11/19/2025
2. SSC approved the **Home-School Compact** on 09/24/2025
3. SSC approved the **Parent Involvement Guidelines** on 09/24/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on 09/16/2025, 09/17/2025
5. SSC Participated in the **Annual Evaluation** of the SPSA on 11/19/2025
6. The SPSA was approved at its meeting on 11/19/2025

LBUSD Board of Education Approval Date:

Signatures:

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

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

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

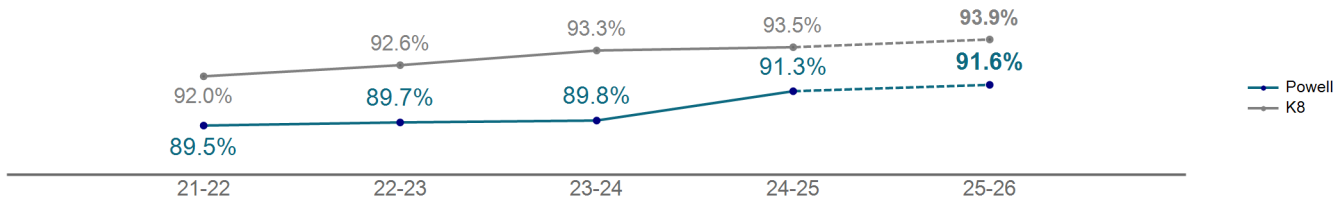
Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

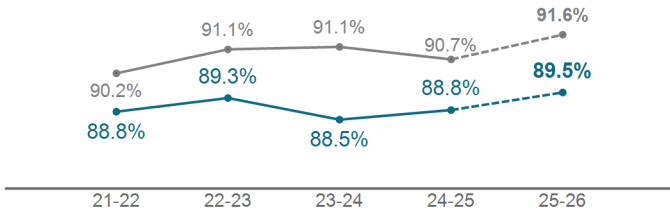
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# Attendance Rate

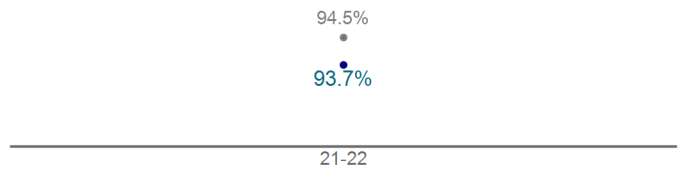
**Powell**  
All Students  
N = 669



**African American**  
N = 182



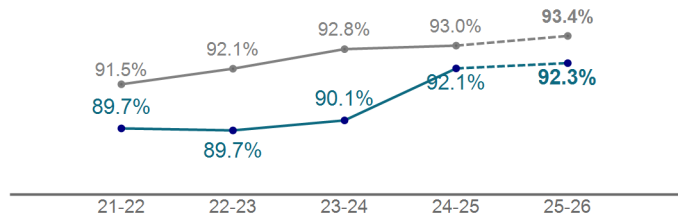
**Asian**



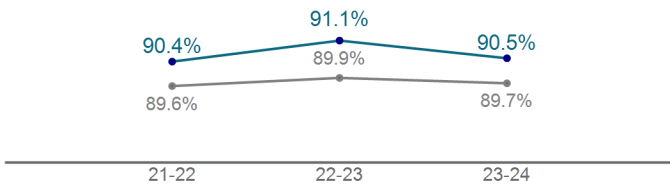
**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 419



**Pacific Islander**



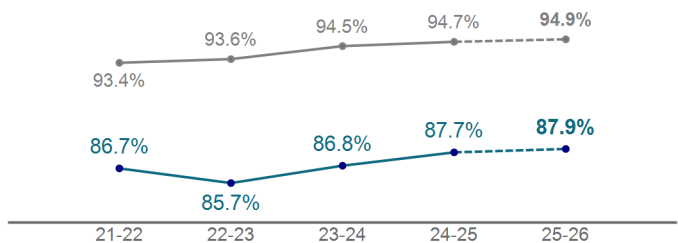
**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

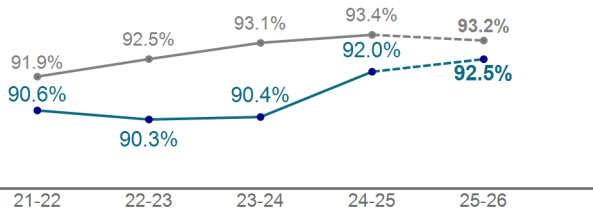
**Other**  
N = 20



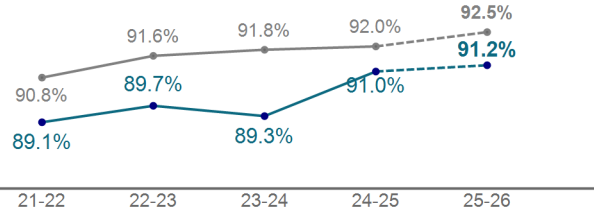
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Attendance Rate

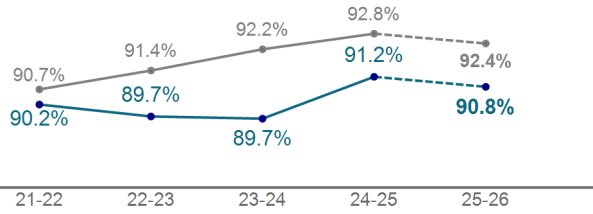
**EL + RFEP**  
N = 178



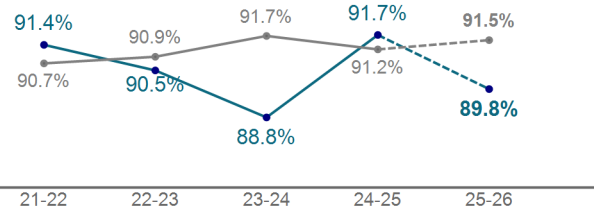
**Low SES**  
N = 549



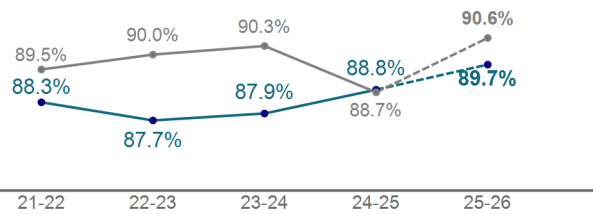
**English Learner**  
N = 112



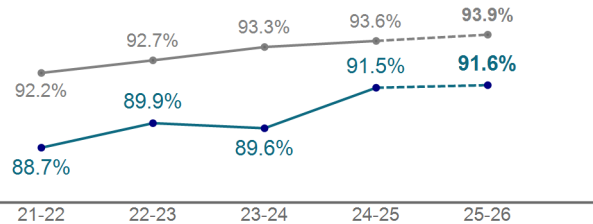
**Special Education**  
N = 81



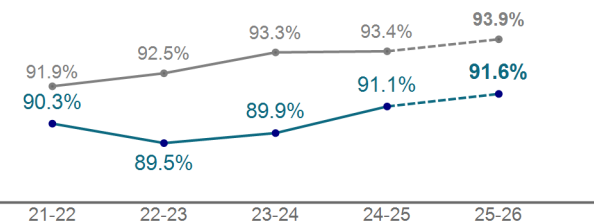
**Homeless or Foster Youth**  
N = 48



**Female**  
N = 326



**Male**  
N = 343



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

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

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

Category	# Students	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate	K8 Chronic Rate	
			Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance					
<b>All Students</b>	743	743	9	23	16	20	31	31.8%	33.9%	48.2%	20.2%	
<b>Grade</b>	Gr. TK	26	15	31	31	8	15	46.2%	41.7%	76.9%	30.6%	
	Gr. K	62	8	35	16	18	23	43.5%	32.8%	59.7%	27.7%	
	Gr. 01	60	7	35	15	23	20	41.7%	43.1%	56.7%	22.3%	
	Gr. 02	62	8	31	19	15	27	38.7%	27.8%	58.1%	19.0%	
	Gr. 03	70	13	16	26	20	26	28.6%	30.1%	54.3%	16.4%	
	Gr. 04	71	10	24	13	14	39	33.8%	24.8%	46.5%	17.9%	
	Gr. 05	103	8	15	16	24	38	22.3%	36.5%	37.9%	15.7%	
	Gr. 06	90	8	14	13	22	42	22.2%	36.1%	35.6%	14.5%	
	Gr. 07	106	11	22	15	25	27	33.0%	36.2%	48.1%	20.4%	
Gr. 08	93	5	23	13	23	37	28.0%	36.8%	40.9%	20.8%		
<b>Ethnicity</b>	African American	180	14	28	19	17	22	42.2%	39.4%	61.1%	33.2%	
	Asian	16			6	6	13	75	6.3%	5.3%	12.5%	9.1%
	Cambodian	17	6	18	18	24	35	23.5%	29.4%	41.2%	11.5%	
	Filipino	7	14		29	14	43	14.3%	16.7%	42.9%	8.6%	
	Hispanic	480	7	21	15	23	34	27.5%	31.5%	42.9%	22.7%	
	Pacific Islander	18	11	22	17	22	28	33.3%	47.8%	50.0%	31.3%	
	White	12	8	25	17	8	42	33.3%	30.8%	50.0%	10.9%	
	Other	30	20	33	20	10	17	53.3%	48.4%	73.3%	15.2%	
<b>Gender</b>	Female	376	9	23	16	21	32	31.1%	34.3%	47.6%	19.1%	
	Male	367	9	23	16	20	31	32.4%	33.5%	48.8%	21.3%	

The percentages may not equal 100% due to rounding.

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

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

Special Populations	Subgroup	Total	Attendance Bands					Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance
	Low SES	579	10	23	16	21	30	33.2%	34.5%	48.7%	28.7%	
	ELL	134	10	20	16	19	34	30.6%	37.1%	47.0%	26.7%	
	RFEP	80	5	13	14	33	36	17.5%	21.3%	31.3%	16.6%	
	EL + RFEP	214	8	17	15	24	35	25.7%	32.4%	41.1%	22.6%	
	Special Ed.	66	9	26	9	18	38	34.8%	35.5%	43.9%	31.3%	
	Spec Ed. Speech/RSP	41	7	29	5	20	39	36.6%	37.5%	41.5%	26.8%	
	Homeless/Foster	58	19	29	17	19	16	48.3%	47.4%	65.5%	42.7%	
	Foster	9	11	33	33	22		44.4%	46.2%	77.8%	57.4%	
	Homeless	49	20	29	14	22	14	49.0%	47.6%	63.3%	39.6%	
GATE/Excel	143	2	13	13	23	49	15.4%	18.5%	28.0%	8.5%		

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Elementary	25,767	6	18	17	23	36	24.3%	24.7%	41.1%
Addams	756	8	22	16	20	34	29.6%	28.9%	45.6%
Alvarado	406	5	22	20	20	33	26.6%	27.6%	46.6%
Barton	444	9	22	22	22	25	31.8%	37.4%	53.4%
Birney	519	5	22	16	25	31	27.2%	27.7%	43.4%
Bixby	559	3	13	15	25	44	15.4%	17.0%	30.6%
Bryant	396	7	24	16	24	28	31.3%	29.4%	47.7%
Burbank	577	7	22	17	20	34	29.3%	28.2%	46.3%
Burcham	425	4	12	17	23	45	16.0%	13.6%	32.7%
Carver	573	3	14	17	24	42	16.9%	13.7%	34.2%
Chavez	341	7	22	15	22	35	28.4%	33.2%	43.4%
Cleveland	460	5	17	12	27	39	21.5%	14.0%	33.7%
Dooley	693	8	24	19	22	27	32.3%	33.3%	51.2%
Edison	466	11	25	11	21	32	36.7%	29.9%	47.2%
Emerson	358	1	8	12	24	55	9.5%	9.9%	21.2%
Fremont	461	3	12	17	24	44	15.0%	14.5%	32.3%
Gant	669	1	12	13	26	47	13.0%	13.0%	26.5%
Garfield	563	8	16	19	21	36	24.0%	21.4%	42.8%
Gompers	387	5	13	20	25	37	18.1%	18.3%	38.2%
Grant	998	9	24	18	21	28	33.2%	31.8%	51.3%
Harte	772	9	20	19	22	30	28.9%	32.1%	47.7%
Henry	798	1	7	13	30	49	8.0%	7.0%	21.1%
Herrera	655	8	22	25	21	24	30.1%	30.6%	54.8%
Holmes	400	5	23	19	20	33	28.3%	26.5%	46.8%
Hudson	229	14	22	15	22	27	35.8%	32.9%	51.1%
Kettering	354	4	12	15	25	45	15.5%	17.5%	30.2%
King	625	12	20	18	23	26	31.8%	29.9%	50.2%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
Lafayette	883	7	20	17	20	35	27.2%	26.7%	44.2%
Lincoln	801	7	20	15	20	39	26.5%	33.7%	41.2%
Longfellow	918	3	13	14	25	45	15.7%	16.6%	30.1%
Los Cerritos	478	4	9	13	25	49	12.8%	12.9%	26.2%
Lowell	622	2	12	16	25	46	13.7%	14.3%	29.3%
Macarthur	345	3	20	17	23	37	23.2%	22.6%	39.7%
Madison	422	6	12	18	25	39	18.0%	21.2%	35.8%
Mann	335	6	18	15	26	36	23.6%	28.3%	38.5%
McKinley	497	7	21	19	24	30	28.2%	32.2%	46.7%
Naples	348	3	13	16	30	38	16.1%	14.2%	31.9%
Oropeza	559	11	27	15	16	31	37.6%	36.0%	52.8%
Prisk	477	2	11	14	27	45	13.0%	13.5%	27.5%
Riley	500	4	17	19	24	37	20.4%	20.1%	39.0%
Roosevelt	836	12	20	16	18	33	32.4%	34.6%	48.2%
Signal Hill	622	5	14	18	23	40	19.0%	21.3%	37.5%
Smith	676	8	20	19	20	34	27.1%	26.3%	46.2%
Stevenson	478	7	26	17	21	28	33.5%	31.6%	50.6%
Twain	483	3	16	18	25	38	19.0%	22.9%	36.9%
Webster	473	9	22	20	20	30	30.2%	29.1%	50.3%
Whittier	560	7	21	18	19	35	28.0%	27.8%	45.9%
Willard	570	10	22	18	20	30	31.8%	30.1%	49.6%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,480	7	14	13	20	45	21.9%	22.8%	35.1%
Bancroft	822	5	12	14	22	47	17.0%	17.3%	30.5%
Franklin	1,033	12	19	13	18	38	31.7%	34.3%	44.6%
Hamilton	785	13	22	17	17	30	35.5%	27.5%	52.9%
Hoover	527	6	12	13	21	48	18.6%	17.4%	31.5%
Hughes	1,230	3	13	14	22	48	16.3%	14.9%	30.2%
Jefferson	1,028	5	13	13	21	48	18.4%	21.5%	30.9%
Keller	519	1	5	11	20	63	5.8%	6.5%	17.0%
Lindbergh	436	9	17	14	21	38	26.4%	29.5%	40.8%
Lindsey	718	8	13	10	18	51	21.4%	27.0%	31.5%
Marshall	958	3	13	13	21	50	16.3%	16.5%	28.9%
Nelson	855	10	18	13	17	42	28.2%	27.8%	41.6%
Rogers	785	3	8	13	22	54	11.5%	15.4%	24.5%
Stanford	1,196	5	9	11	21	54	13.8%	16.1%	24.9%
Stephens	681	11	21	16	19	34	31.3%	33.4%	47.3%
Washington	907	17	21	13	21	28	37.6%	35.6%	51.0%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All K8	5,739	5	15	15	22	43	20.2%	20.2%	35.1%
Avalon	447	9	27	19	25	20	36.0%	31.5%	55.5%
Cubberley	967	2	10	12	22	55	11.7%	12.0%	23.6%
Muir	1,066	7	18	16	21	38	25.0%	22.7%	40.8%
Newcomb	928	3	8	16	23	51	10.8%	10.8%	26.6%
Powell	743	9	23	16	20	31	31.8%	33.9%	48.2%
Robinson	734	9	17	13	19	42	25.9%	26.3%	39.2%
Tincher	854	3	8	13	24	52	11.0%	11.0%	24.4%

The percentages may not equal 100% due to rounding.

# Chronic Absence by Attendance Bands

## School Comparison by Subgroup

### All 2024-2025

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

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All High	20,036	12	15	13	19	40	27.0%	26.7%	40.4%
Browning	348	17	16	12	20	36	32.5%	32.1%	44.3%
Cabrillo	1,686	22	20	14	16	28	42.3%	42.0%	56.8%
CAMS	673	1	6	6	14	74	6.8%	5.2%	12.5%
Jordan	2,356	11	16	13	18	42	27.1%	25.7%	40.3%
Lakewood	2,385	9	17	17	22	35	26.9%	26.1%	43.5%
McBride	685	5	12	12	20	51	17.2%	16.9%	29.1%
Millikan	3,452	5	11	14	23	47	16.4%	16.3%	30.2%
PAAL	135	39	31	13	7	10	70.4%	75.6%	83.0%
Polytechnic	3,818	13	16	14	20	37	29.1%	27.3%	42.9%
Reid	124	87		12			99.2%	91.1%	99.2%
Renaissance	401	6	15	11	17	51	21.2%	21.7%	32.4%
Sato	553	2	4	7	17	69	6.3%	6.8%	13.6%
Wilson	3,420	15	18	13	20	34	33.1%	33.0%	46.5%

The percentages may not equal 100% due to rounding.

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

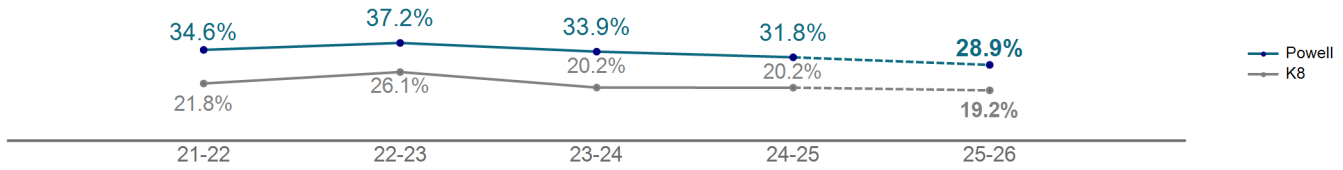
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
District	64,022	8	16	15	21	40	24.3%	24.6%	39.2%

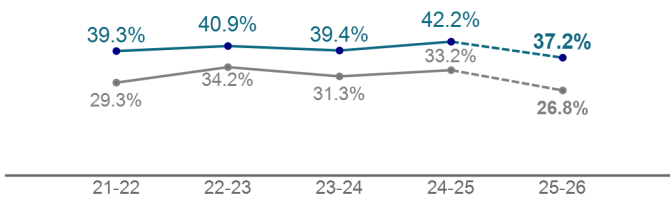
The percentages may not equal 100% due to rounding.

# Percent of Students in the Moderately or Severely Chronic Categories

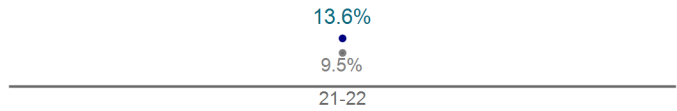
Powell  
All Students  
N = 672



African American  
N = 183



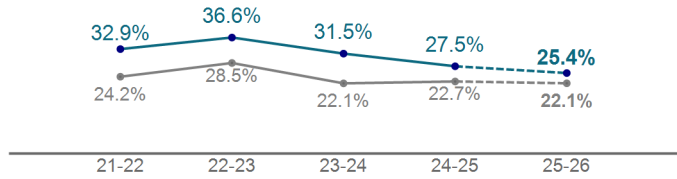
Asian



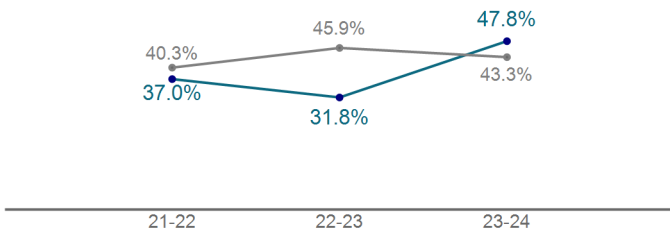
Filipino

Subgroup with fewer than 20 students.

Hispanic  
N = 418



Pacific Islander



White

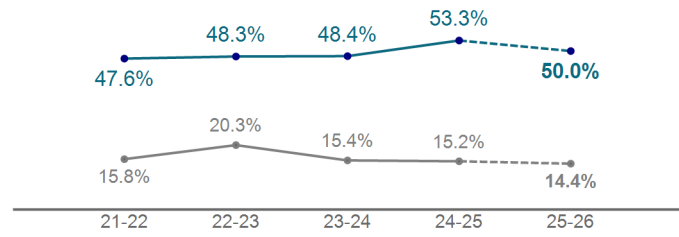
Subgroup with fewer than 20 students.

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

# Percent of Students in the Moderately or Severely Chronic Categories

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

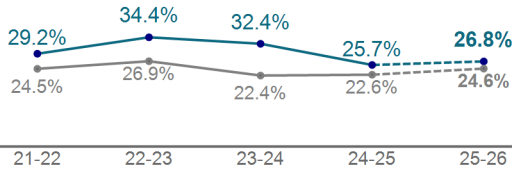
**Other**  
N = 20



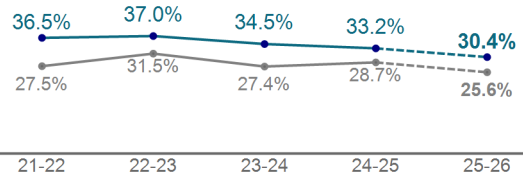
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups under 20 students are not included.

# Percent of Students in the Moderately or Severely Chronic Categories

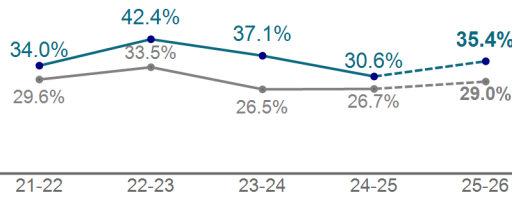
**EL + RFEP**  
N = 179



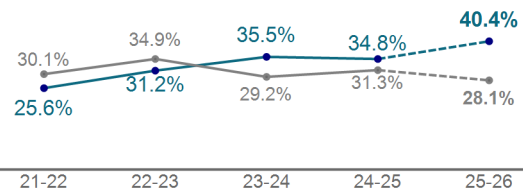
**Low SES**  
N = 556



**English Learner**  
N = 113



**Special Education**  
N = 89



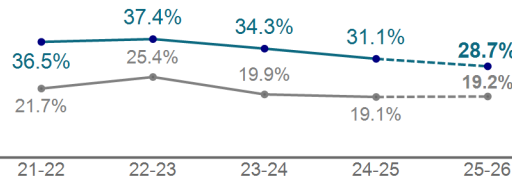
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

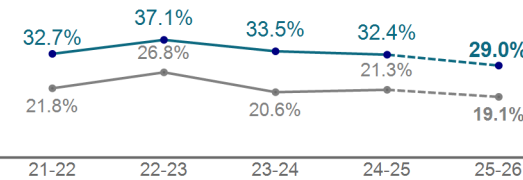
**Homeless or Foster Youth**

Subgroup with fewer than 20 students.

**Female**  
N = 327



**Male**  
N = 345



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

# SBAC ELA 2025 :: School Data by Subgroup

## 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	496	63%	35	28	24	13	37%	↑4		↑5	
	All K-8	44%	25	20	27	29	56%	↑4		↑3	
	District	48%	27	22	28	24	52%	↑2		↑4	
Grade	Gr. 03	64	70%	48	22	20	9	30%	↑-		-
		All K-8	46%	27	19	19	34	54%	↑1		-
		District	52%	30	22	21	27	48%	↑1		-
	Gr. 04	65	69%	43	26	15	15	31%	↓19		↑5
		All K-8	48%	31	18	23	29	52%	↑1		↓1
		District	51%	31	19	22	27	49%	↑1		↑2
	Gr. 05	93	58%	32	26	25	17	42%	↑10		↓4
		All K-8	43%	27	16	25	32	57%	↑5		↑6
		District	45%	26	19	29	26	55%	↑4		↑8
	Gr. 06	86	59%	27	33	28	13	41%	↑19		↑7
		All K-8	44%	21	23	27	30	56%	↑6		↑3
		District	52%	28	24	28	20	48%	↑3		↓2
	Gr. 07	99	67%	34	32	22	11	33%	↓2		↑12
		All K-8	42%	22	20	32	26	58%	↑-		↑7
		District	46%	24	22	33	21	54%	↑2		↑9
Gr. 08	89	58%	30	28	31	10	42%	↑16		↑1	
	All K-8	41%	21	21	34	25	59%	↑8		↑-	
	District	47%	24	23	33	20	53%	↑3		↑1	
Ethnicity	Hispanic	331	60%	34	26	26	14	40%	↑5		↑4
		All K-8	53%	31	23	27	20	47%	↑4		↑4
		District	55%	31	24	27	18	45%	↑2		↑4

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

# SBAC ELA 2025 :: 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	
Ethnicity	African American	112	71%	38	33	19	10	29%	↓1		↑4
		All K-8	63%	38	25	23	14	37%	↑2		↑3
		District	64%	39	25	23	13	36%	↑2		↑3
	Other	15*	73%	47	27	27		27%	↑8		-
		All K-8	23%	11	12	26	51	77%	↑6		↑5
		District	31%	16	15	29	40	69%	↑1		↑2
	Pacific Islander	14*	71%	43	29	14	14	29%	↓1		-
		All K-8	58%	29	29	36	7	42%	↓5		↓3
		District	55%	30	26	35	10	45%	↑2		↑6
	Asian	14*	64%	14	50	36		36%	↑11		-
		All K-8	22%	10	13	31	46	78%	↑5		↑7
		District	30%	14	16	31	39	70%	↑3		↑5
	Cambodian	8*	88%	25	63	13		13%	↓15		-
		All K-8	27%	11	16	30	42	73%	↑7		↑5
		District	36%	16	19	32	33	64%	↑1		↑4
White	6*	50%	33	17	33	17	50%	↑13		-	
	All K-8	22%	10	12	28	49	78%	↑2		↓-	
	District	23%	10	13	31	46	77%	↑3		↑2	
Filipino	4*	25%		25	25	50	75%	↑15		-	
	All K-8	32%	13	19	24	44	68%	↓1		↑1	
	District	25%	9	16	30	45	75%	↑2		↑3	
Gender	Female	248	58%	30	28	29	13	42%	↑5		↑5
		All K-8	40%	22	19	28	32	60%	↑2		↑2
		District	44%	23	21	30	26	56%	↑2		↑3

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

# SBAC ELA 2025 :: School Data by Subgroup

## 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	248	68%	40	28	19	13	32%	↑3		↑4
		All K-8	48%	27	21	26	26	52%	↑5		↑4
		District	52%	31	22	26	22	48%	↑3		↑4
	Nonbinary	All K-8*	50%	50		50		50%	-		-
		District	34%	15	19	38	28	66%	↑12		↑10
Special Populations	EL + RFEP	164	68%	41	27	22	10	32%	↑2		↑1
		All K-8	67%	42	25	22	11	33%	↑2		↑2
		District	62%	37	25	25	13	38%	↑1		↑5
	ELL	77	96%	74	22	4		4%	↓12		↑2
		All K-8	95%	71	24	5		5%	↓8		↑-
		District	90%	67	23	8	1	10%	↓4		↑3
	RFEP	87	44%	11	32	38	18	56%	↑1		-
		All K-8	39%	14	26	39	21	61%	↑7		↑4
		District	38%	12	26	38	23	62%	↑3		↑5
	Foster	4*	75%	50	25	25		25%	↓8		-
		All K-8*	73%	67	7	27		27%	↓13		-
		District	71%	50	21	21	7	29%	↑6		↑8
	GATE/Excel	135	24%	23	41	36		76%	↑2		↑2
		All K-8	10%	2	8	27	63	90%	↑1		↑1
		District	10%	2	8	31	59	90%	↑2		↑1
	Homeless	40	73%	35	38	23	5	28%	↑10		↑10
All K-8		73%	45	28	19	8	27%	↓8		↑1	
District		69%	45	24	21	10	31%	↓-		↑3	
Homeless/Foster	44	73%	36	36	23	5	27%	↑7		↑9	

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# SBAC ELA 2025 :: 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	Homeless/Foster	All K-8	73%	47	26	20	7	27%	↓8		↑1	
		District	70%	46	24	21	10	30%	↑-		↑3	
	Low SES		389	64%	37	28	24	12	36%	↑4		↑4
		All K-8		59%	36	23	26	15	41%	↑2		↑4
		District		58%	34	24	27	15	42%	↑2		↑4
	Special Ed.		37	95%	73	22	5		5%	↓7		-
		All K-8		81%	59	22	13	6	19%	↑1		↑2
		District		81%	62	20	13	6	19%	↑2		↑4
	Spec Ed. Speech/RSP		32	94%	75	19	6		6%	↓4		-
		All K-8		81%	55	26	15	3	19%	↓3		↑3
District			81%	57	24	15	4	19%	↓2		↑5	

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

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

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

# SBAC Math 2025 :: School Data by Subgroup

## 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	497	70%	46	25	18	12	30%	↑4		↑1	
	All K-8	54%	31	23	20	25	46%	↑4		↑-	
	District	62%	36	25	19	19	38%	↑2		↓2	
Grade	Gr. 03	64	67%	38	30	19	14	33%	↑5		-
		All K-8	45%	26	19	25	30	55%	↑1		-
		District	51%	29	21	26	23	49%	↑-		-
	Gr. 04	65	65%	34	31	28	8	35%	↓12		↑4
		All K-8	52%	28	24	24	24	48%	↓1		↓7
		District	55%	25	30	25	21	45%	↓-		↓3
	Gr. 05	94	65%	38	27	17	18	35%	↑5		↓14
		All K-8	55%	30	25	18	27	45%	↑5		↓5
		District	59%	33	26	19	23	41%	↑3		↓4
	Gr. 06	86	73%	50	23	14	13	27%	↑12		↓2
		All K-8	53%	29	24	20	27	47%	↑11		↑6
		District	65%	39	26	17	19	35%	↑3		↓2
	Gr. 07	98	72%	55	17	20	7	28%	↑8		↑14
		All K-8	58%	33	25	20	22	42%	↑-		↑5
		District	63%	38	25	19	18	37%	↑3		↑4
Gr. 08	90	77%	53	23	12	11	23%	↑8		-	
	All K-8	59%	35	23	16	25	41%	↑5		↓1	
	District	65%	41	24	16	19	35%	↑3		↓-	
Ethnicity	Hispanic	332	68%	44	25	20	12	32%	↑4		↑1
		All K-8	64%	38	25	20	17	36%	↑4		↑1
		District	68%	42	27	18	13	32%	↑2		↓2

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 \*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	112	77%	50	27	13	10	23%	↑4		↑2
		All K-8	74%	46	28	13	13	26%	↑4		↑2
		District	78%	52	26	14	8	22%	↑2		↓1
	Other	16*	81%	63	19	13	6	19%	↓4		-
		All K-8	33%	16	17	19	48	67%	↑-		↓4
		District	42%	22	20	24	34	58%	↑1		↓2
	Asian	14*	43%	36	7	29	29	57%	↑20		-
		All K-8	28%	11	17	25	47	72%	↑5		↑3
		District	42%	20	23	23	34	58%	↑3		↓2
	Pacific Islander	13*	85%	54	31	15		15%	↑-		-
		All K-8	66%	43	23	27	7	34%	↓3		↓5
		District	72%	41	31	17	11	28%	↓1		↓2
Cambodian	8*	63%	63	13	25		38%	↑10		-	
	All K-8	25%	13	12	27	48	75%	↑11		↑6	
	District	47%	23	24	25	28	53%	↑3		↓2	
White	6*	83%	67	17	17		17%	↓21		-	
	All K-8	33%	13	20	25	42	67%	↑3		↓3	
	District	37%	16	21	25	38	63%	↑2		↓5	
Filipino	4*	25%	25		75		75%	↑15		-	
	All K-8	32%	11	21	22	46	68%	↑2		↑3	
	District	37%	16	21	22	40	63%	↑1		↓3	
Gender	Female	248	71%	50	22	17	12	29%	↑4		↓2
		All K-8	55%	32	24	20	25	45%	↑3		↑-
		District	64%	37	26	19	17	36%	↑2		↓2

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

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	249	69%	42	27	19	12	31%	↑5		↑2
		All K-8	53%	30	23	20	26	47%	↑4		-
		District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	All K-8*	100%	100				0%	-		-
		District	69%	44	25	21	10	31%	↑7		-
Special Populations	EL + RFEP	164	74%	48	26	16	10	26%	↑4		↑2
		All K-8	72%	49	24	16	12	28%	↑5		↑4
		District	74%	49	25	15	10	26%	↑2		↓1
	ELL	78	94%	74	19	5		6%	↓3		-
		All K-8	92%	72	20	7		8%	↓1		↑3
		District	90%	70	21	8	2	10%	↓2		↑-
	RFEP	86	56%	23	33	27	17	44%	↓2		↑4
		All K-8	52%	25	27	25	22	48%	↑8		↑6
		District	61%	32	29	22	17	39%	↑3		↓2
	Foster	4*	100%	75	25			0%	↓11		-
		All K-8*	80%	73	7	13	7	20%	↑12		-
		District	81%	58	23	12	7	19%	↑4		-
	GATE/Excel	135	33%	10	23	37	30	67%	↑2		↓2
		All K-8	17%	4	13	23	59	83%	↑1		↓2
		District	20%	5	15	27	53	80%	↑1		↓5
	Homeless	40	80%	50	30	15	5	20%	↑10		↑3
		All K-8	78%	52	26	13	9	22%	↑2		↑1
District		82%	58	24	11	7	18%	↓-		↓2	
Homeless/Foster	44	82%	52	30	14	5	18%	↑8		↑3	

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

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	78%	54	24	13	8	22%	↑4		↑1	
		District	82%	58	24	11	7	18%	↑-		↓2	
	Low SES		389	70%	46	24	19	11	30%	↑4		↑1
		All K-8		69%	43	26	17	14	31%	↑3		↑1
		District		71%	44	26	17	12	29%	↑2		↓1
	Special Ed.		37	86%	70	16	14		14%	↓-		↑3
		All K-8		83%	63	19	11	6	17%	↑2		↑2
		District		85%	68	17	9	6	15%	↑2		↑1
	Spec Ed. Speech/RSP		32	84%	72	13	16		16%	↑3		↑3
		All K-8		84%	63	21	12	5	16%	↓3		↑3
District			85%	66	20	10	5	15%	↓2		↑1	

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

# SBAC Science 2025 :: School Data by Subgroup

## 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	183	83%	19	64	14	3	17%	↑1	-	
	All K-8	65%	14	51	23	13	35%	↑3	-	
	District	72%	15	57	19	9	28%	↑2	-	
Grade	Gr. 05	94	82%	18	64	13	5	18%	↓7	-
		All K-8	62%	17	46	23	15	38%	↑2	-
		District	67%	17	51	20	12	33%	↑2	-
	Gr. 08	89	84%	19	65	15	1	16%	↑8	-
		All K-8	66%	12	54	23	11	34%	↑4	-
		District	72%	14	57	20	9	28%	↑3	-
Ethnicity	Hispanic	127	80%	16	64	17	4	20%	↑1	-
		All K-8	74%	18	56	19	7	26%	↑1	-
		District	79%	17	61	16	5	21%	↑1	-
	African American	33	91%	24	67	6	3	9%	↓5	-
		All K-8	78%	23	56	17	5	22%	↑5	-
		District	85%	24	62	11	3	15%	↑-	-
	Asian	8*	88%	25	63	13		13%	↓13	-
		All K-8	51%	4	47	28	21	49%	↑2	-
		District	56%	6	50	26	18	44%	↓1	-
	Other	8*	88%	38	50	13		13%	-	-
		All K-8	48%	8	40	26	26	52%	↑1	-
		District	51%	8	44	28	20	49%	↑4	-
	Pacific Islander	6*	100%	17	83			0%	-	-
		All K-8*	86%	14	71	7	7	14%	↑9	-
		District	87%	22	64	11	2	13%	↑4	-

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

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	Cambodian	4*	75%	50	25	25	25%	↓8		-	
		All K-8	59%	6	53	21	21	41%	-		-
		District	62%	7	54	26	12	38%	↑1		-
	White	1*	100%	100			0%	-		-	
		All K-8	39%	6	33	32	29	61%	↑2		-
		District	46%	7	40	30	24	54%	↑4		-
Gender	Female	91	84%	20	64	14	2	16%	↑1		-
		All K-8	63%	13	50	22	15	37%	↑5		-
		District	73%	13	59	19	8	27%	↑1		-
	Male	92	83%	17	65	13	4	17%	↑-		-
		All K-8	67%	15	52	23	10	33%	↑1		-
		District	71%	17	54	19	10	29%	↑3		-
Nonbinary	District	82%	4	79	7	11	18%	↓21		-	
Special Populations	EL + RFEP	60	78%	20	58	20	2	22%	↑8		-
		All K-8	82%	24	58	17	2	18%	↑4		-
		District	83%	20	63	13	3	17%	↑1		-
	ELL	21	95%	43	52	5		5%	↑5		-
		All K-8	98%	42	56	2		2%	↑1		-
		District	99%	43	56			1%	↓1		-
	RFEP	39	69%	8	62	28	3	31%	↓3		-
		All K-8	71%	12	59	27	3	29%	↑4		-
		District	75%	9	66	20	5	25%	↑-		-
Foster	1*	100%	100			0%	↓33		-		
	All K-8*	75%	25	50	25		25%	↑11		-	

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

# SBAC Science 2025 :: School Data by Subgroup

## 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	Foster	District	85%	28	57	14	2	15%	↑5		-
	GATE/Excel	64	63%	2	61	28	9	38%	↓18		-
		All K-8	30%	2	29	37	33	70%	↓5		-
		District	35%	2	33	38	27	65%	↑1		-
	Homeless	13*	77%	8	69	23		23%	↑23		-
		All K-8	87%	22	65	11	2	13%	↓2		-
		District	86%	26	60	11	3	14%	↑-		-
	Homeless/Foster	14*	79%	7	71	21		21%	↑16		-
		All K-8	86%	22	64	12	2	14%	↓1		-
		District	86%	26	60	11	3	14%	↑1		-
	Low SES	144	84%	17	67	13	3	16%	↓2		-
		All K-8	79%	19	59	17	4	21%	↑-		-
		District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	11*	100%	45	55			0%	↓13		-
		All K-8	89%	39	51	8	2	11%	↑2		-
District		92%	37	55	6	2	8%	↓-		-	
Spec Ed. Speech/RSP	10*	100%	50	50			0%	↓14		-	
	All K-8	91%	34	57	6	3	9%	↓2		-	
	District	92%	32	60	7	2	8%	↓2		-	

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

# SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

## 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	408	408	34	30	16	18	36
		All K-8	34	28	16	19	37
		District	33	30	15	17	38
Grade	Gr. 04 (Minimum Growth Target: 44) (Min Accelerated Growth Target: 89) (Minimum Board Goal 2 Target: 118)	58	49	26	14	41	19
		All K-8	32	28	25	29	17
		District	45	24	24	28	24
	Gr. 05 (Minimum Growth Target: 35) (Min Accelerated Growth Target: 71) (Minimum Board Goal 2 Target: 101)	86	30	30	29	15	26
		All K-8	49	22	18	22	38
		District	49	21	20	24	36
	Gr. 06 (Minimum Growth Target: 27) (Min Accelerated Growth Target: 55) (Minimum Board Goal 2 Target: 81)	85	33	26	16	16	41
		All K-8	36	27	15	20	38
		District	23	36	16	17	31
	Gr. 07 (Minimum Growth Target: 25) (Min Accelerated Growth Target: 51) (Minimum Board Goal 2 Target: 80)	95	42	27	14	15	44
		All K-8	39	26	13	17	44
		District	41	25	14	16	45
Gr. 08 (Minimum Growth Target: 14) (Min Accelerated Growth Target: 29) (Minimum Board Goal 2 Target: 83)	84	16	39	7	10	44	
	All K-8	17	37	9	11	43	
	District	17	38	9	9	44	
Ethnicity	Hispanic	274	32	30	17	18	36
		All K-8	33	28	16	19	38
		District	34	30	14	17	38

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

^Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

## 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	84	37	27	15	21	36
		All K-8	37	28	16	20	37
		District	31	32	14	15	39
	Other	15^	-	33	13	7	47
		All K-8	35	29	15	19	38
		District	33	31	15	17	37
	Pacific Islander	14^	-	50	7	43	
		All K-8	15	48	20	5	28
		District	30	29	18	15	37
	Asian	13^	-	23	23	31	23
		All K-8	37	22	21	25	32
		District	34	29	15	17	39
	Cambodian	8^	-	25	25	25	25
		All K-8	53	21	15	21	43
		District	35	29	15	18	38
	Filipino	4^	-	25	25	50	
		All K-8	42	25	16	21	39
		District	39	29	14	17	41
	White	4^	-	50	25	25	
		All K-8	31	30	15	21	34
		District	31	30	15	19	37

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

^Not currently a significant subgroup.

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

# SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

## 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	198	32	31	18	16	35	
		All K-8	33	28	17	19	36	
		District	33	30	15	17	38	
	Male	210	35	29	15	20	37	
		All K-8	34	28	15	20	37	
		District	33	31	14	17	38	
	Nonbinary	All K-8 <sup>^</sup>	103					100
		District	33	36	15	5	44	
	Special Populations	EL + RFEP	141	28	35	13	18	33
All K-8			32	30	15	18	37	
District			34	31	13	16	41	
ELL		62	32	29	16	21	34	
		All K-8	34	25	17	20	37	
		District	36	30	14	17	38	
RFEP		79	23	39	11	16	33	
		All K-8	29	33	13	17	38	
		District	31	31	12	15	43	
Foster		4 <sup>^</sup>	-	50	25	25		
		All K-8 <sup>^</sup>	-16	54	31	15		
		District	33	33	18	13	36	
GATE/Excel		128	28	29	22	17	32	

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

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

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

# SBAC ELA GROWTH REPORT 2025 School Growth Data by Subgroup

## 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	34	27	17	21	35
			District	32	29	16	19	36
	Homeless		31	40	23	16	19	42
		All K-8	33		27	18	18	37
	Homeless/Foster	District	33		30	16	16	38
			35	34	26	17	17	40
	Low SES	All K-8	28		31	19	16	34
		District	34		31	16	15	38
	Special Ed.		323	34	31	15	19	35
		All K-8	33		29	16	19	36
	Spec Ed. Speech/RSP	District	34		30	15	16	39
			34	38	29	15	21	35
	Special Ed.	All K-8	32		30	14	18	37
		District	36		30	14	17	39
	Spec Ed. Speech/RSP		29	37	31	14	17	38
		All K-8	28		31	13	18	38
		District	37		31	13	16	41

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup 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	408	408	17	37	18	21	24
		All K-8	24	33	18	19	30
		District	23	34	20	19	27
Math at Grade	Gr. 04 (Minimum Growth Target: 42) (Min Accelerated Growth Target: 85)	58	48	12	36	31	21
		All K-8	26	30	30	24	16
		District	40	21	30	30	19
	Gr. 05 (Minimum Growth Target: 39) (Min Accelerated Growth Target: 79)	86	6	38	35	22	5
		All K-8	23	32	27	27	15
		District	27	30	28	25	17
	Gr. 06 (Minimum Growth Target: 24) (Min Accelerated Growth Target: 49)	85	2	48	12	24	16
		All K-8	29	30	14	19	38
		District	14	39	15	16	30
	Gr. 07 (Minimum Growth Target: 17) (Min Accelerated Growth Target: 35)	94	25	31	7	22	39
		All K-8	26	32	12	14	42
		District	23	34	11	12	43
Gr. 08 (Minimum Growth Target: 19) (Min Accelerated Growth Target: 39)	85	14	47	8	11	34	
	All K-8	14	43	9	12	36	
	District	17	41	10	12	37	
Ethnicity	Hispanic	274	16	39	16	19	25
		All K-8	21	35	18	17	30
		District	22	36	19	19	27

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup 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*
Math at Ethnicity	African American	84	24	30	21	26	23
		All K-8	29	29	17	22	32
		District	21	35	20	17	28
	Other	16^	-	38	31	13	19
		All K-8	24	33	17	21	29
		District	27	31	21	20	28
	Pacific Islander	13^	-	38	15	23	23
		All K-8	2	41	23	23	13
		District	14	35	22	20	23
	Asian	13^	-	23	31	38	8
		All K-8	26	32	18	17	33
		District	28	31	21	20	29
	Cambodian	8^	-	63	13	25	0
		All K-8	46	24	20	8	49
		District	29	30	20	20	30
	Filipino	4^	-	25	50	25	
		All K-8	41	24	19	25	33
		District	31	30	19	21	30
	White	4^	-	75	25	0	
		All K-8	26	33	17	20	30
		District	23	34	20	19	26

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup

## 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	197	17	33	21	22	23	
		All K-8	25	32	18	20	30	
		District	22	34	20	18	27	
	Male	211	18	40	16	20	24	
		All K-8	22	35	17	17	31	
		District	23	35	19	19	27	
	Nonbinary	All K-8^	16	50	50			
		District	12	45	10	15	30	
	Math	Special Populations	EL + RFEP	140	18	35	13	24
All K-8				21	33	14	21	31
District				21	37	18	18	27
ELL		62	12	37	11	24	27	
		All K-8	17	34	16	22	29	
		District	20	38	18	18	26	
RFEP		78	23	33	14	24	28	
		All K-8	24	33	13	21	33	
		District	21	36	18	18	28	
Foster		4^	-	25	25	50		
		All K-8^	-7	54	23	8	15	
		District	27	37	17	18	28	
GATE/Excel		128	18	34	23	22	22	

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

^Not currently a significant subgroup.

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

# SBAC Math GROWTH REPORT 2025 School Growth Data by Subgroup 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*	
Math at Special Populations	GATE/Excel	All K-8	29	29	20	20	31	
		District	26	31	21	21	27	
	Homeless		31	30	23	26	23	29
		All K-8	15	39	17	19	25	
	Homeless/Foster	District	17	39	20	16	26	
			35	28	23	26	20	31
	Low SES	All K-8	13	41	18	18	24	
		District	18	38	19	16	26	
			323	20	35	19	22	25
	Special Ed.	All K-8	21	35	18	19	29	
		District	22	35	19	19	27	
			34	12	38	12	15	35
	Spec Ed. Speech/RSP	All K-8	22	36	14	16	34	
		District	22	36	17	17	29	
			29	10	41	10	7	41
	All K-8	17	39	13	16	32		
	District	22	36	18	17	29		

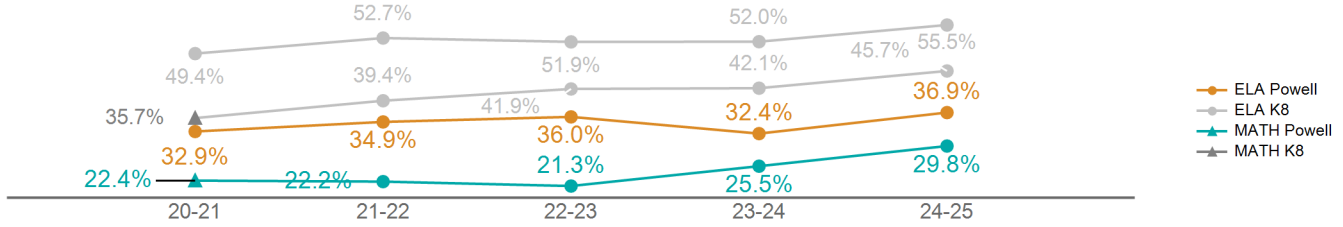
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

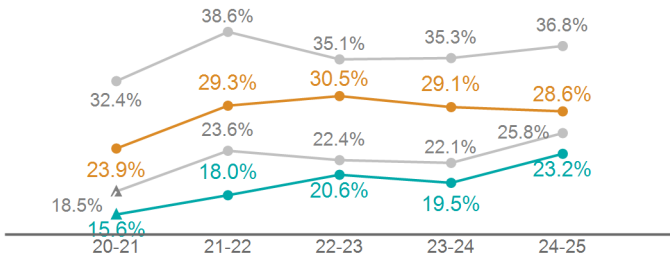
\*Accelerated Growth = At least double the minimum growth target for the grade level.

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

**Powell**  
All Students  
N = 497



**African American**  
N = 112



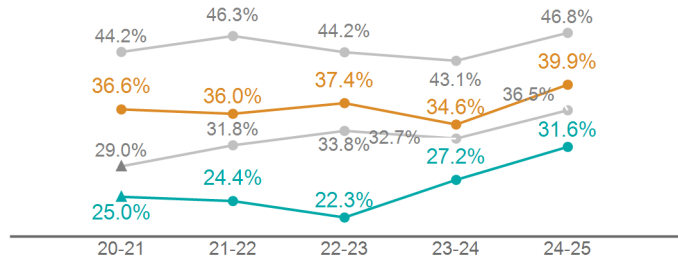
**Asian**

Subgroup with fewer than 20 students.

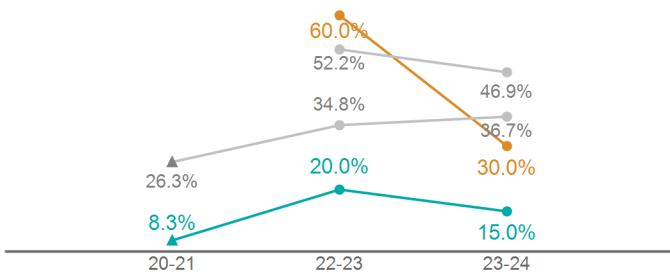
**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 332



**Pacific Islander**

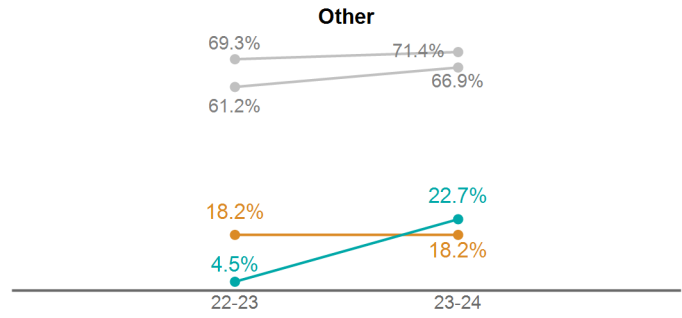


**White**

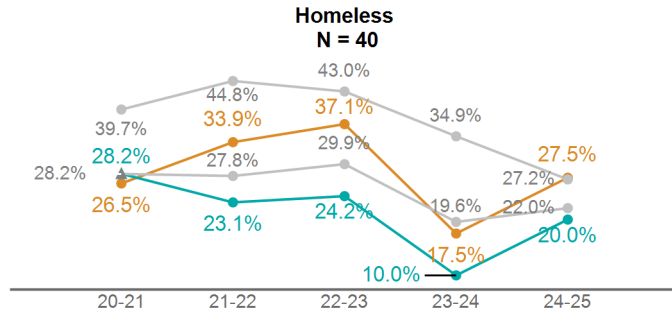
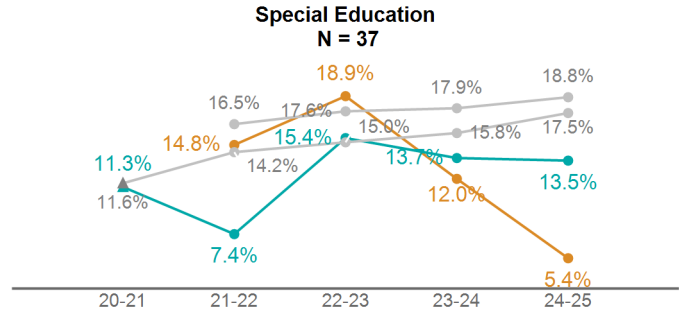
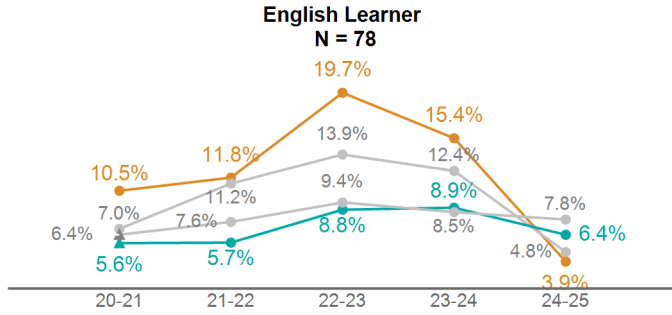
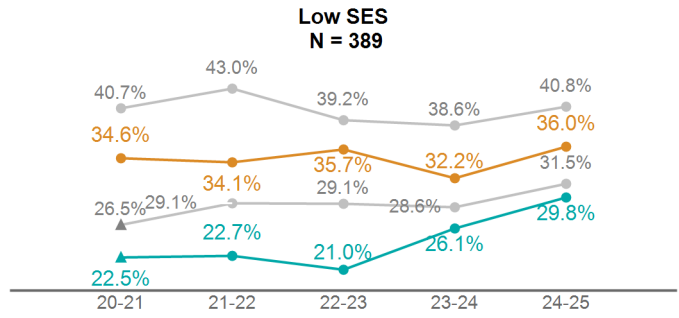
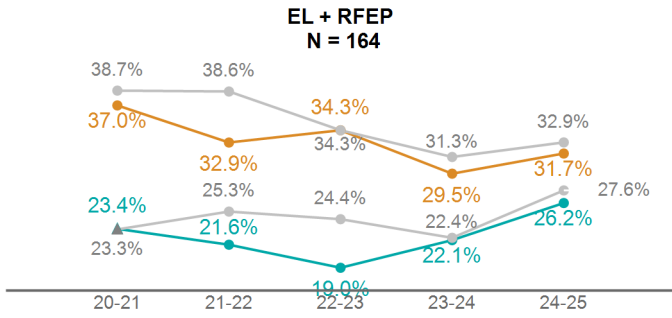
Subgroup with fewer than 20 students.

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

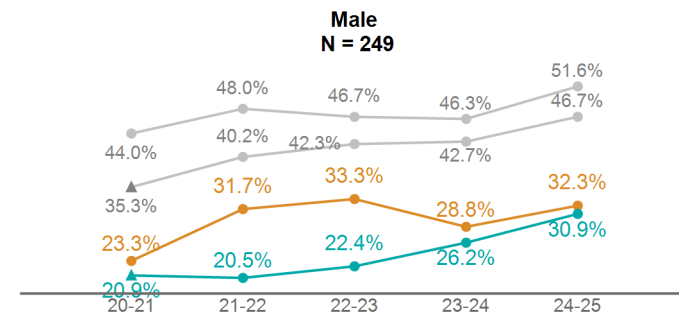
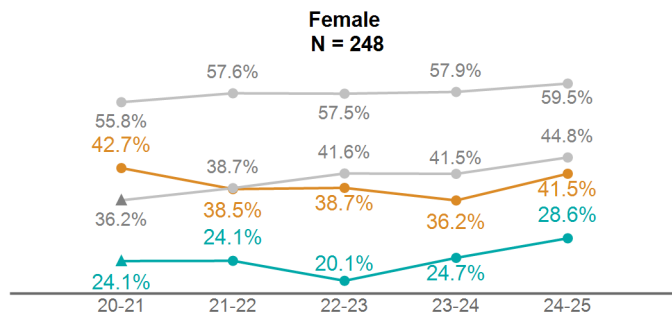
**Native American**  
Subgroup with fewer than 20 students.



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



**Foster Youth**  
Subgroup with fewer than 20 students.



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

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

3/3/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,695	50%	29	21	24	26	50%	↑2		↑5
Addams	362	67%	41	25	21	12	33%	↑2		↑6
Alvarado	171	39%	19	20	28	33	61%	↓3		↑3
Barton	218	69%	49	21	19	12	31%	↑3		↑2
Birney	235	56%	35	21	23	22	44%	↑3		↑9
Bixby	235	36%	15	21	29	35	64%	↓1		↑4
Bryant	175	52%	35	17	29	19	48%	↑1		↑9
Burbank	246	54%	33	22	22	24	46%	↓2		↑8
Burcham	185	37%	17	20	21	42	63%	↑1		↑8
Carver	247	26%	12	15	32	42	74%	↑5		↑8
Chavez	137	64%	46	18	21	15	36%	↑3		↑9
Cleveland	182	20%	6	14	32	48	80%	↓2		↓3
Dooley	339	57%	31	26	22	22	43%	↑1		↑1
Edison	197	82%	61	21	14	4	18%	↓6		↓3
Emerson	173	29%	16	13	30	40	71%	↓4		↑2
Fremont	252	27%	11	17	26	47	73%	↓8		↓5
Gant	320	18%	7	11	29	54	83%	↑2		↑1
Garfield	244	52%	34	18	29	19	48%	↑10		↑11
Gompers	186	51%	30	21	27	22	49%	↑-		↑2
Grant	430	65%	37	27	22	13	35%	↑3		↑6
Harte	347	62%	39	23	22	16	38%	↓2		↑10
Henry	377	34%	14	19	23	43	66%	↓3		↑3
Herrera	310	62%	39	24	25	12	38%	↑5		↑11
Holmes	167	32%	20	12	25	43	68%	↑4		↑3

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

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

3/3/26

## All

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

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

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

3/3/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,758	55%	29	26	23	22	45%	↑1		↓4
Addams	360	73%	44	29	17	10	27%	↓1		↓3
Alvarado	171	50%	22	28	23	27	50%	↓1		↓3
Barton	217	70%	46	24	13	17	30%	↑6		↑1
Birney	236	60%	34	26	22	18	40%	↑-		↓5
Bixby	237	46%	19	27	24	30	54%	↓1		↓2
Bryant	177	60%	34	25	21	19	40%	↑5		↓1
Burbank	249	64%	38	26	23	12	36%	↑4		↑6
Burcham	186	38%	16	23	22	40	62%	↑1		↓2
Carver	247	34%	15	19	24	42	66%	↓4		↓7
Chavez	140	71%	49	22	21	8	29%	↑8		↑7
Cleveland	182	27%	3	24	36	36	73%	↓8		↓11
Dooley	344	66%	42	24	20	14	34%	↑1		↓6
Edison	199	75%	54	21	21	4	25%	↑3		↑1
Emerson	173	39%	13	26	28	32	61%	↓7		↓13
Fremont	251	36%	12	24	28	35	64%	↓11		↓14
Gant	320	22%	7	16	26	52	78%	↓3		↓7
Garfield	248	61%	31	30	26	13	39%	↑-		↓6
Gompers	186	53%	27	26	28	19	47%	↑10		↑5
Grant	435	75%	43	31	17	9	25%	↓3		↓12
Harte	345	65%	39	27	21	14	35%	↑-		↓3
Henry	377	40%	15	25	29	31	60%	↓2		↓11
Herrera	312	68%	36	33	24	8	32%	↑4		↑9
Holmes	167	46%	19	27	26	28	54%	↑-		↑4

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

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

3/3/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	123	68%	47	21	18	14	32%	↑1		↓2
Kettering	135	27%	10	17	36	37	73%	↑1		-
King	280	74%	41	32	17	10	26%	↑-		↓5
Lafayette	439	59%	28	31	26	15	41%	↑5		↓-
Lincoln	387	51%	24	28	26	23	49%	↑7		↓4
Longfellow	450	46%	19	27	24	29	54%	↓1		↑1
Los Cerritos	201	34%	14	20	21	44	66%	↑3		↓8
Lowell	283	33%	12	21	24	43	67%	↓5		↓10
Macarthur	144	40%	17	22	31	30	60%	↑3		↓6
Madison	162	49%	19	30	25	26	51%	↑3		↓8
Mann	152	62%	33	29	26	13	38%	↓-		↑3
McKinley	227	62%	31	31	23	15	38%	↑4		↓1
Naples	139	24%	7	17	27	50	76%	↓4		↓13
Oropeza	248	68%	41	27	21	10	32%	↑1		-
Prisk	253	28%	10	17	28	44	72%	↓1		↑1
Riley	178	46%	21	25	29	25	54%	↑4		-
Roosevelt	393	72%	38	34	20	8	28%	↓3		↓6
Signal Hill	318	54%	25	29	22	24	46%	↓1		↓2
Smith	323	66%	37	28	22	12	34%	↑5		↓3
Stevenson	222	66%	34	32	21	13	34%	↑3		↓5
Twain	211	58%	29	29	20	21	42%	↑-		↓8
Webster	208	63%	38	25	22	15	37%	↑9		↑5
Whittier	261	76%	51	25	16	8	24%	↑4		↓2
Willard	262	73%	39	34	19	8	27%	↓7		↓8

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

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

3/3/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	3,904	68%	17	52	20	12	32%	↑2	-
Addams	122	80%	18	62	16	4	20%	↑1	-
Alvarado	63	62%	5	57	25	13	38%	↓1	-
Barton	76	95%	30	64	5		5%	↓3	-
Birney	76	75%	18	57	17	8	25%	↑2	-
Bixby	78	56%	10	46	28	15	44%	↑1	-
Bryant	48	69%	17	52	19	13	31%	↑8	-
Burbank	85	71%	24	47	22	7	29%	↓1	-
Burcham	64	53%	11	42	22	25	47%	↑12	-
Carver	79	37%	1	35	38	25	63%	↓8	-
Chavez	42	71%	40	31	24	5	29%	↑22	-
Cleveland	58	48%	3	45	33	19	52%	↓17	-
Dooley	115	81%	27	54	15	4	19%	↓3	-
Edison	62	87%	40	47	11	2	13%	↑2	-
Emerson	60	53%	10	43	27	20	47%	↓10	-
Fremont	83	33%	4	29	39	29	67%	↑-	-
Gant	102	42%	8	34	22	36	58%	↓1	-
Garfield	93	76%	18	58	19	4	24%	↑5	-
Gompers	57	77%	12	65	12	11	23%	↓15	-
Grant	142	82%	22	60	14	4	18%	↑7	-
Harte	114	77%	11	66	19	4	23%	↑3	-
Henry	120	55%	8	47	21	24	45%	↑3	-
Herrera	86	86%	23	63	9	5	14%	↓11	-
Holmes	49	49%	2	47	33	18	51%	↑21	-

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

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

3/3/26

## All

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

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

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

3/3/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	11,560	49%	26	23	32	19	51%	↑3		↑3
Bancroft	773	42%	20	23	36	22	58%	↑5		↑4
Franklin	931	66%	41	24	25	10	34%	↓-		↓1
Hamilton	694	61%	32	29	29	11	39%	↑2		↑6
Hoover	477	57%	31	26	29	13	43%	↓2		↓3
Hughes	1,162	45%	23	22	31	24	55%	↑6		↑4
IVA	65	34%	14	20	35	31	66%	↑66		-
Jefferson	988	44%	23	21	36	20	56%	↑5		↑10
Keller	507	31%	10	21	39	30	69%	↑4		↑3
Lindbergh	408	65%	37	28	27	8	35%	↑1		↑3
Lindsey	664	63%	35	28	29	8	37%	↑2		↓-
Marshall	929	38%	18	20	35	27	62%	↓1		-
Nelson	776	64%	36	28	24	12	36%	↑3		↓2
Rogers	747	29%	14	16	36	35	71%	↑5		↑4
Stanford	1,109	32%	14	18	36	32	68%	↓-		↓-
Stephens	623	47%	22	24	36	18	53%	↓1		↑11
Washington	772	67%	41	27	26	6	33%	↑3		↑3

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

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

3/3/26

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	11,563	65%	40	25	17	18	35%	↑2		↑-
Bancroft	766	59%	31	28	21	20	41%	↑5		↑1
Franklin	939	78%	55	22	13	10	22%	↑3		↑1
Hamilton	691	86%	62	24	9	4	14%	↑1		↓1
Hoover	475	72%	47	25	13	15	28%	↑4		↓2
Hughes	1,158	58%	34	23	17	25	42%	↓1		↓1
IVA	65	49%	26	23	17	34	51%	↑51		-
Jefferson	990	70%	44	26	16	14	30%	↑1		↑1
Keller	507	49%	17	32	24	27	51%	↓2		↓1
Lindbergh	414	77%	48	29	16	7	23%	↑4		↑3
Lindsey	663	79%	54	25	13	8	21%	↑6		↑-
Marshall	923	51%	28	24	22	26	49%	↑3		↑1
Nelson	768	77%	50	27	13	10	23%	↑3		↓3
Rogers	744	49%	25	23	22	30	51%	↑1		↓3
Stanford	1,107	46%	22	23	23	31	54%	↑1		↑1
Stephens	628	65%	39	26	19	16	35%	↑3		↑5
Washington	790	83%	59	25	11	6	17%	↑1		↑1

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

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

3/3/26

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	3,859	72%	15	58	19	8	28%	↑3		-
Bancroft	254	68%	11	57	24	8	32%	↑5		-
Franklin	332	83%	23	61	13	4	17%	↑1		-
Hamilton	237	86%	23	62	12	3	14%	↓1		-
Hoover	152	81%	22	59	15	4	19%	↑6		-
Hughes	389	65%	10	55	25	10	35%	↑-		-
IVA	64	50%	13	38	33	17	50%	-		-
Jefferson	336	74%	17	57	21	5	26%	↑2		-
Keller	153	60%	3	57	23	17	40%	↑2		-
Lindbergh	125	82%	18	63	16	2	18%	↑5		-
Lindsey	225	84%	18	66	11	4	16%	↑7		-
Marshall	315	62%	9	53	26	12	38%	↑6		-
Nelson	248	76%	15	60	18	6	24%	↑6		-
Rogers	250	48%	7	41	28	24	52%	↓5		-
Stanford	362	59%	7	52	27	14	41%	↑5		-
Stephens	205	80%	16	64	15	5	20%	↑5		-
Washington	276	91%	27	64	9		9%	↓1		-

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

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

3/3/26

## All

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

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

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

3/3/26

## All

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

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

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

3/3/26

## All

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

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

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

3/3/26

## All

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

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

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

3/3/26

## All

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

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

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

3/3/26

## All

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

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

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

3/3/26

## All

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

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

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

3/3/26

## All

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

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

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

3/3/26

## All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
District	31,396	48%	27	22	28	24	52%	↑2	↑4

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

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

3/3/26

## All

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

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

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

## All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,317	72%	15	57	19	9	28%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.  
 Students without scores are not included in the graphical comparison of these results.  
 Report Name:SBAC - Achievement\_Report\_by\_Subgroup - ARC Report #1097

# SBAC ELA 2025

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

# SBAC ELA 2025

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
169	17.4%	White	33	11.8%	-2.6%	0.0%	0.0%	3.6%	-2.9%	3.3%	-3.1%
92	47.0%	Filipino	36	49.5%	8.4%	28.6%	-2.2%	22.6%	-3.0%	22.2%	-0.9%
49	62.8%	Asian	28	55.3%	11.1%	15.4%	-36.6%	32.1%	-18.7%	24.0%	-7.4%
106	33.3%	Asian,Cambodian	56, 56	32.1%	-1.2%	16.9%	-14.3%	12.4%	2.7%	9.7%	2.5%
81	56.1%	Asian	21	33.6%	0.3%	15.4%	-10.1%	13.2%	0.7%	8.9%	0.7%
118	44.7%	Cambodian	39	41.2%	-2.0%	52.9%	11.6%	12.1%	-11.1%	13.0%	-3.6%
201	45.1%	White	93	45.1%	4.2%	50.0%	16.7%	13.7%	-4.2%	13.7%	-1.2%
26	0.0%	Hispanic	26	0.0%	0.0%	50.0%		30.0%		30.0%	
151	29.9%	Asian	78	50.6%	3.7%	39.1%	3.4%	24.4%	4.2%	19.5%	3.6%
395	18.0%	White	54	62.2%	11.8%	60.0%	13.8%	7.7%	1.8%	13.3%	7.5%
83	17.0%	Cambodian	23	32.5%	-1.7%	9.8%	-18.8%	10.0%	2.5%	7.5%	1.1%
103	31.7%	Cambodian	25	36.0%	0.1%	27.4%	-4.8%	9.6%	0.8%	9.4%	1.2%
90	41.1%	Filipino	24	48.2%	1.7%	33.3%	-5.9%	22.2%	-8.0%	26.5%	3.0%
52	22.2%	Filipino	79	35.8%	1.2%	25.9%	-9.4%	4.3%	-0.4%	6.1%	3.1%
91	30.7%	Asian	150	30.7%	3.1%	20.4%	6.1%	17.5%	3.9%	11.3%	1.0%
32	24.6%	Asian	28	54.5%	-9.5%	75.0%	-15.9%	41.7%	8.9%	48.3%	15.5%
112	11.3%	Hispanic	331	31.7%	2.2%	27.3%	6.9%	6.3%	-4.4%	5.4%	-6.6%
80	4.4%	Hispanic	380	28.3%	2.2%	17.2%	-14.3%	10.5%	0.7%	11.3%	1.5%
42	24.1%	White	309	41.3%	0.6%	44.4%	11.1%	29.7%	-1.3%	26.8%	5.0%
119	30.5%	White	291	41.4%	-1.9%	41.4%	9.2%	33.9%	-3.2%	31.5%	2.4%
71	42.9%	Filipino	68	51.1%	-0.3%	41.9%	10.0%	12.5%	-0.6%	9.9%	0.3%
39	46.2%	Cambodian	24	60.5%	7.4%	64.3%	6.0%	19.1%	-6.8%	26.4%	1.0%
93	6.0%	Hispanic	629	31.4%	1.7%	22.7%	5.2%	4.3%	-9.4%	8.1%	-2.5%

# SBAC ELA 2025

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

# Powell

## 2024-2025

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

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

School year	timeframe value	subcategory	subgroup	restorative_justice	exclusionary	other_action	no_action_taken	
2024-2025	YR	All	All	5	70	85		
		Grade	Gr. 01			1	4	
			Gr. 03			1	1	
			Gr. 04				3	
			Gr. 05			7	5	
			Gr. 06	3	18	26		
			Gr. 07	1	38	29		
			Gr. 08	1	5	17		
			Ethnicity	African American	2	32	43	
		Hispanic		2	31	31		
		Other		1	5	6		
		Pacific Islander			2	3		
		White				2		
		Gender	Female	3	34	27		
			Male	2	36	58		
		Fluency	EL + RFEP		18	22		
			ELL		15	15		
			RFEP		3	7		
		GATE/Excel	GATE/Excel	1	5	7		
		Homeless	Homeless		9	6		
		LowSES	Low SES	5	60	69		
		SPED	Special Ed.	1	8	14		
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	7	13		

# Powell

## 2023-2024

### 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	
2023-2024	YR	All	All	10	67	62	2	
		Grade	Gr. 01			1	6	
			Gr. 02				4	
			Gr. 03			5	4	
			Gr. 04	5	1	6	1	
			Gr. 05	3	12	20		
			Gr. 06		12	5		
			Gr. 07	1	26	9	1	
			Gr. 08	1	8	4		
			Gr. K		2	4		
			Ethnicity	African American	4	36	30	1
		Hispanic		5	24	26	1	
		Other			6	3		
		Pacific Islander		1	1	1		
		White				2		
		Gender	Female	7	25	19	1	
			Male	3	42	43	1	
		Fluency	EL + RFEP	2	12	11	1	
			ELL	2	11	10	1	
			RFEP		1	1		
		Foster	Foster		6	4	1	
		GATE/Excel	GATE/Excel	4		5		
		Homeless	Homeless	1	11	5		

# Powell

## 2023-2024

### 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
2023-2024	YR	LowSES	Low SES	8	54	52	1
		SPED	Special Ed.	2	24	26	
		SPED-Speech/RSP	Spec Ed. Speech/RSP		10	11	

# 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 f

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 of

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.

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.

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 of

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

## 24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

Category	subgroup	# Records	YR			
			Percent by Category			
All Students	All	160	44	53	3	
	Grade	Gr. 01	5	20	80	
		Gr. 03	2	50	50	
		Gr. 04	3	100		
		Gr. 05	12	58	42	
		Gr. 06	47	38	55	6
		Gr. 07	68	56	43	1
		Gr. 08	23	22	74	4
		Ethnicity	African American	77	42	56
Hispanic	64		48	48	3	
Other	12		42	50	8	
Pacific Islander	5		40	60		
White	2		100			
Gender	Female	64	53	42	5	
	Male	96	38	60	2	

# Powell

## 24-25

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

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

Category	subgroup	# Records	YR		
			Percent by Category		
Special Populations	EL + RFEP	40	45	55	
	ELL	30	50	50	
	GATE/Excel	13	38	54	8
	Homeless	15	60	40	
	Low SES	134	45	51	4
	RFEP	10	30	70	
	Spec Ed. Speech/RSP	21	33	62	5
	Special Ed.	23	35	61	4

# Powell

## 24-25

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

		YR	
subgroup			
Category		# Students	Percent by Category
All Students	All	77	43 57
Grade	Gr. 01	1	100
	Gr. 03	2	100
	Gr. 04	2	50 50
	Gr. 05	9	22 78
	Gr. 06	23	43 57
	Gr. 07	26	58 42
	Gr. 08	14	29 71
Ethnicity	African American	28	61 39
	Hispanic	39	31 69
	Other	5	40 60
	Pacific Islander	3	67 33
	White	2	100
Gender	Female	32	31 69
	Male	45	51 49

# Powell

## 24-25

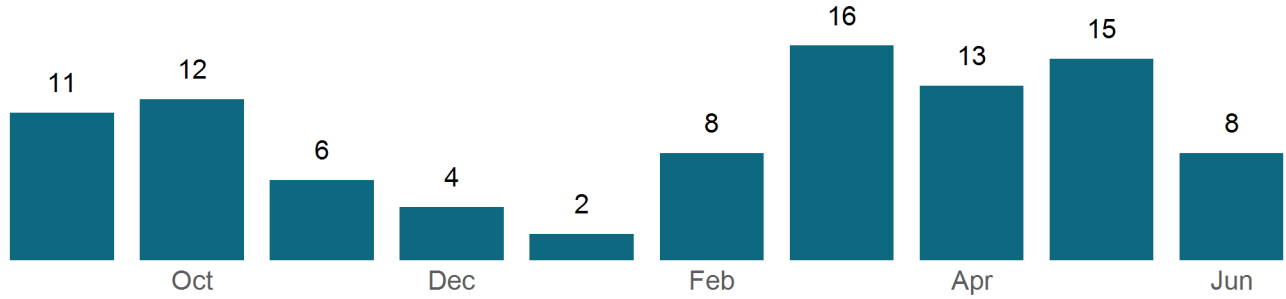
### Students by Subgroup Categorized by 1 or more than 1 incident

		YR	
subgroup			
Category		# Students	Percent by Category
Special Populations	EL + RFEP	22	32 68
	ELL	14	36 64
	GATE/Excel	9	44 56
	Homeless	9	33 67
	Low SES	63	41 59
	RFEP	8	25 75
	Spec Ed. Speech/RSP	9	33 67
	Special Ed.	11	27 73

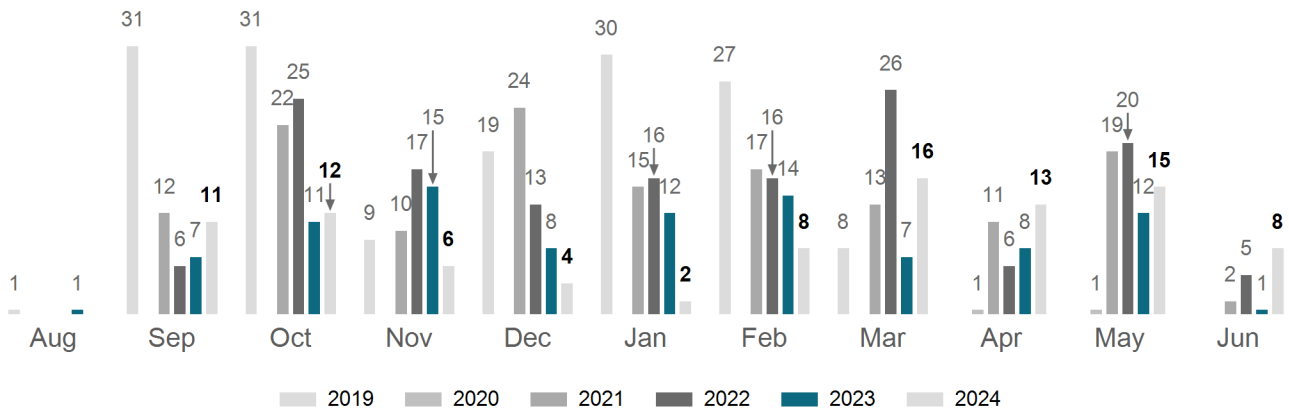
# Powell

## 24-25

By Month for 24-25



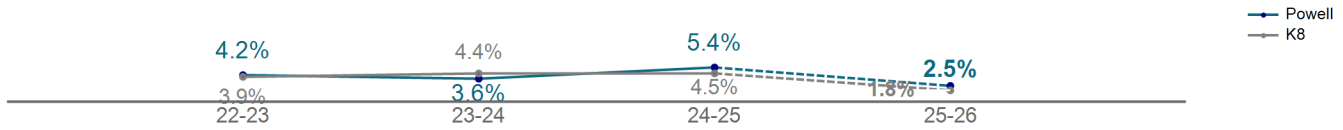
By Month- 5-year comparison



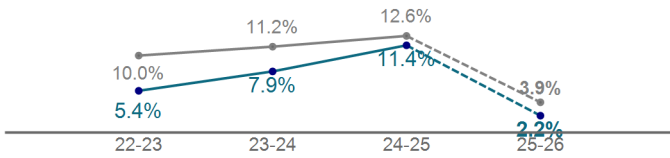
	19-20	20-21	21-22	22-23	23-24	24-25	
Aug		1				1	
Sep		31		12	6	7	11
Oct		31		22	25	11	12
Nov		9		10	17	15	6
Dec		19		24	13	8	4
Jan		30		15	16	12	2
Feb		27		17	16	14	8
Mar		8		13	26	7	16
Apr			1	11	6	8	13
May			1	19	20	12	15
Jun				2	5	1	8

# Suspension Rate

Powell  
All Students  
N = 680



**African American**  
N = 184



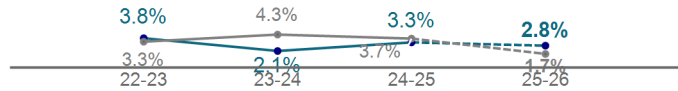
**Asian**

Subgroup with fewer than 20 students.

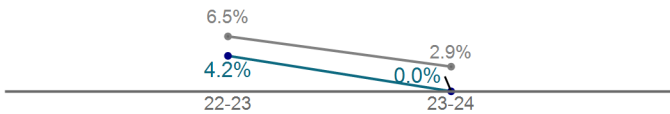
**Filipino**

Subgroup with fewer than 20 students.

**Hispanic**  
N = 425



**Pacific Islander**



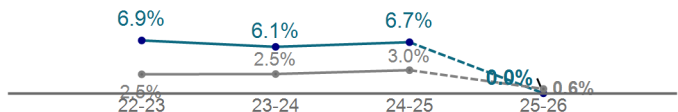
**White**

Subgroup with fewer than 20 students.

**Native American**

Subgroup with fewer than 20 students.

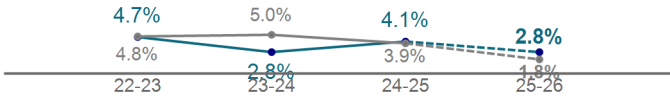
**Other**  
N = 20



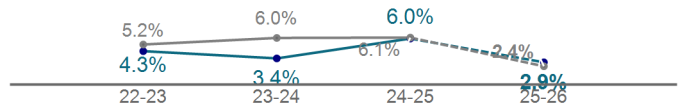
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.  
Only suspensions given by the selected school are counted in the displayed data.  
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

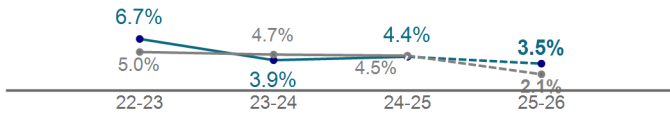
**EL + RFEP**  
N = 181



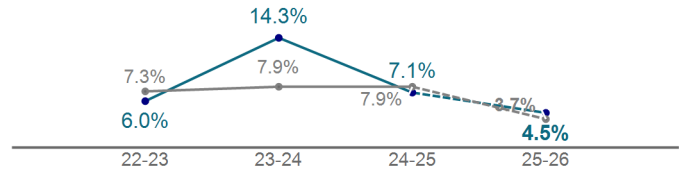
**Low SES**  
N = 557



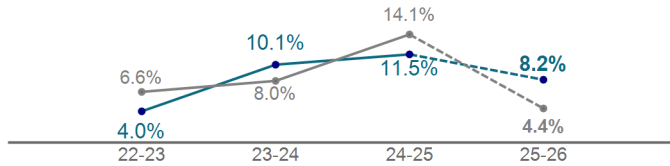
**English Learner**  
N = 115



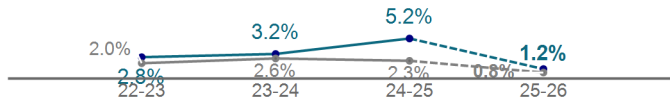
**Special Education**  
N = 89



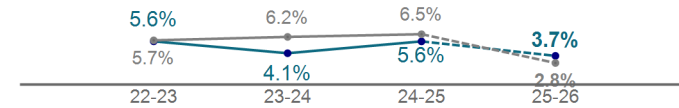
**Homeless or Foster Youth**  
N = 49



**Female**  
N = 330



**Male**  
N = 350



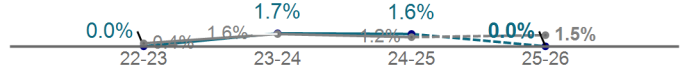
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

# Suspension Rate

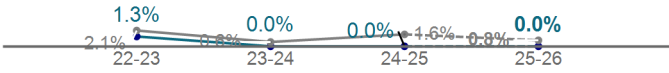
**Gr. K**  
N = 59



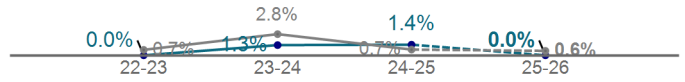
**Gr. 01**  
N = 69



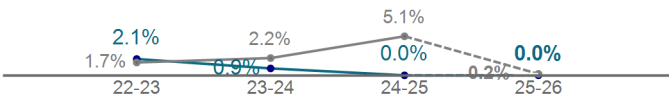
**Gr. 02**  
N = 60



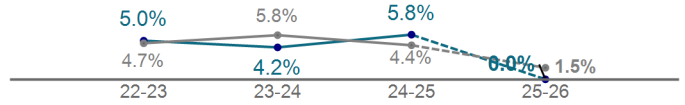
**Gr. 03**  
N = 53



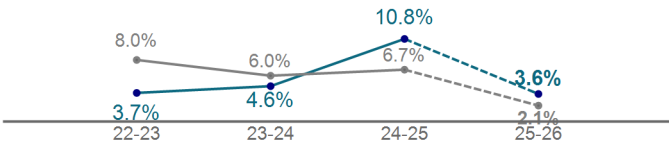
**Gr. 04**  
N = 62



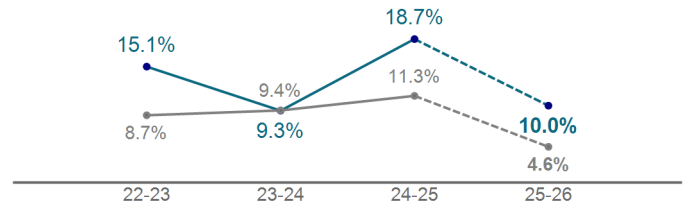
**Gr. 05**  
N = 71



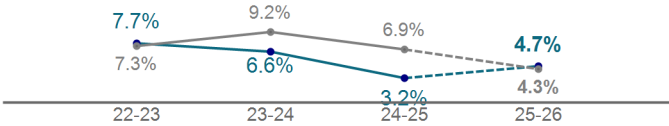
**Gr. 06**  
N = 84



**Gr. 07**  
N = 90



**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.

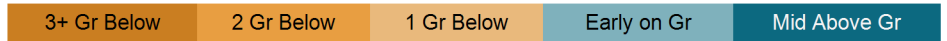


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 1

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	56	32	68			
			2	58	14	72	10	3	
			3	57	4	61	19	16	
	Teacher	De La Rosa, J	1	26	35	65			
			2	27	19	63	15	4	
			3	27	7	59	19	15	
		Rangel, E	1	28	29	71			
			2	29	10	79	7	3	
			3	30		63	20	17	
	Ethnicity	African American	1	14	36	64			
			2	15	13	80	7		
			3	15		60	27	13	
		Asian	1	2	50	50			
			2	2		50		50	
			3	2		50		50	
		Filipino	1	1	100				
			2	1	100				
			3	1				100	
		Hispanic	1	33	30	70			
			2	34	12	71	18		
			3	33	6	58	15	21	
		Pacific Islander	1	1	100				
			2	1	100				
			3	1	100				
		White	1	3	100				
			2	3	100				
			3	3	100				
Other	1	2	50	50					
	2	2	100						
	3	2	100						

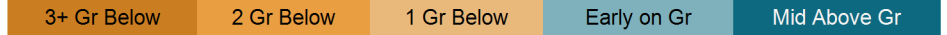


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 1

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	33	33	67			
			2	34	9	76	12	3	
			3	34	3	62	21	15	
		Male	1	23	30	70			
			2	24	21	67	8	4	
			3	23	4	61	17	17	
	Special Populations	Low SES	1	45	29	71			
			2	47	15	72	9	4	
			3	46	2	65	20	13	
		ELL	1	9	44	56			
			2	9	100				
			3	10	90	10			
		RFEP	1	2	100				
			2	2			100		
			3	2	100				
		EL + RFEP	1	11	36	64			
			2	11	82	18			
			3	12	92	8			
		Special Ed.	1	6	33	67			
			2	6	83	17			
			3	5	80	20			
		Spec Ed. Speech/RSP	1	2	50	50			
			2	2	100				
			3	2	100				
		Foster	1	1	100				
			2	1	100				
			3	1			100		
Homeless	1	2	100						
	2	2	100						
	3	2	100						

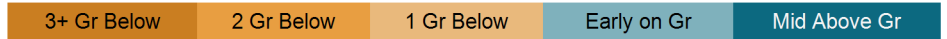


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 2

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category			
2	All Students	All	1	59	53	47		
			2	59	25	63	10	2
			3	58	21	59	19	2
	Teacher	Donnelly, M	1	29	52	48		
			2	29	24	62	10	3
			3	30	17	67	17	
		Tritle, A	1	27	48	52		
			2	27	26	63	11	
			3	28	25	50	21	4
	Ethnicity	African American	1	15	67	33		
			2	16	19	81		
			3	14	36	50	14	
		Hispanic	1	39	46	54		
			2	39	26	59	13	3
			3	40	15	63	20	3
		White	1	1	100			
			2	1	100			
			3	1	100			
		Other	1	4	50	50		
			2	3	33	33	33	
			3	3	67	33		
	Gender	Female	1	33	58	42		
			2	32	19	66	16	
			3	31	19	65	13	3
		Male	1	26	46	54		
			2	27	33	59	4	4
			3	27	22	52	26	
Special Populations	Low SES	1	50	58	42			
		2	50	26	64	8	2	
		3	48	21	63	15	2	
	ELL	1	10	80	20			
		2	10	40	60			
		3	10	30	70			

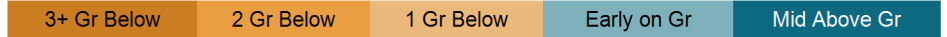


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 2

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	RFEP	1	4	100				
			2	4	75			25	
			3	4	100				
		EL + RFEP	1	14	57		43		
			2	14	29	64		7	
			3	14	21	79			
		Special Ed.	1	5	100				
			2	5	60		40		
			3	5	60		40		
		Spec Ed. Speech/RSP	1	2	100				
			2	2	50		50		
			3	2	100				
		Foster	1	2	100				
			2	2	50		50		
			3	2	50		50		
		Homeless	1	2	100				
			2	2	50		50		
			3	2	50		50		
		GATE/Excel	1	7	100				
			2	7	71			14	14
			3	7					86

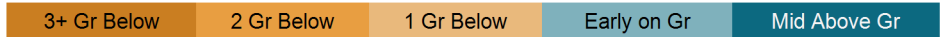
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	64	11	45	38	6		
			2	65	9	18	63	6	3	
			3	64		6	11	48	27	8
	Teacher	BENJAMIN, K	1	20		30	50	20		
			2	20	5		75	15	5	
			3	21			5	33	52	10
		Gomez, R	1	20	20	50	30			
			2	20	10	35	55			
			3	20		10	10	65	10	5
		Wallace, T	1	22	14	55	32			
			2	22		18	18	55	5	5
			3	22		5	23	45	18	9
	Ethnicity	African American	1	21	19	43	29	10		
			2	20	10	15	60	10	5	
			3	19		11	11	47	21	11
		Asian	1	1		100				
			2	1		100				
			3	1					100	
		Hispanic	1	40	8	48	40	5		
			2	42	10	19	64	5	2	
			3	42		5	12	48	29	7
White	1	2		50	50					
	2	2		50	50					
	3	2		100						
Gender	Female	1	34	6	53	38	3			
		2	35	6	20	66	9			
		3	34		3	9	50	35	3	
	Male	1	30	17	37	37	10			
		2	30	13	17	60	3	7		
		3	30		10	13	47	17	13	
Special Populations	Low SES	1	52	13	46	35	6			
		2	53	11	19	58	8	4		
		3	51		8	14	45	24	10	



# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 3

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
3	Special Populations	ELL	1	10	20	40	40		
			2	11	18	36	45		
			3	11	9	27	55	9	
		RFEP	1	6	50	50			
			2	6	33	67			
			3	6		50	50		
		EL + RFEP	1	16	13	44	44		
			2	17	12	35	53		
			3	17	6	18	53	24	
		Special Ed.	1	3	67	33			
			2	3	67	33			
			3	3		67	33		
		Spec Ed. Speech/RSP	1	3	67	33			
			2	3	67	33			
			3	3		67	33		
		Homeless	1	7	14	43	43		
			2	8	13	13	75		
			3	8		13	13	38	38
		GATE/Excel	1	6		50	50		
			2	6		33	50	17	
			3	6			67	33	

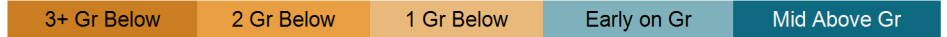
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	63	22	25	44	8	
			2	66	17	14	45	18	6
			3	64	8	13	50	19	11
	Teacher	Saikley, J	1	31	10	13	61	16	
			2	31	6	3	48	29	13
			3	31	6		42	32	19
		Sarabia, E	1	31	35	35	26	3	
			2	32	25	25	41	9	
			3	32	9	25	56	6	3
	Ethnicity	African American	1	22	32	14	50	5	
			2	23	26	9	48	17	
			3	22	14	14	50	14	9
		Hispanic	1	39	18	31	41	10	
			2	40	10	18	48	18	8
			3	39	5	10	54	21	10
		Other	1	2	50		50		
			2	2			50		50
			3	2			50		50
		Filipino	2	1					100
			3	1					100
		Gender	Female	1	30	17	30	43	10
	2			32	9	19	47	19	6
	3			31	6	10	58	10	16
	Male		1	33	27	21	45	6	
2			34	24	9	44	18	6	
3			33	9	15	42	27	6	
Special Populations	Low SES	1	50	24	26	48	2		
		2	52	19	15	48	12	6	
		3	50	6	16	52	16	10	
	ELL	1	10	30		50	20		
		2	11	9	18	64	9		
		3	11	9	9	73	9		

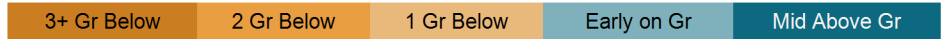
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	RFEP	1	6	83 (3+ Gr Below), 17 (Early on Gr)				
			2	6	67 (2 Gr Below), 17 (Early on Gr), 17 (Mid Above Gr)				
			3	6	67 (2 Gr Below), 17 (Early on Gr), 17 (Mid Above Gr)				
		EL + RFEP	1	16	19 (3+ Gr Below), 31 (2 Gr Below), 44 (1 Gr Below), 6 (Early on Gr)				
			2	17	6 (3+ Gr Below), 12 (2 Gr Below), 65 (1 Gr Below), 12 (Early on Gr), 6 (Mid Above Gr)				
			3	17	6 (3+ Gr Below), 6 (2 Gr Below), 71 (1 Gr Below), 12 (Early on Gr), 6 (Mid Above Gr)				
		Special Ed.	1	7	86 (3+ Gr Below), 14 (2 Gr Below)				
			2	8	75 (3+ Gr Below), 25 (2 Gr Below)				
			3	7	29 (3+ Gr Below), 29 (2 Gr Below), 43 (1 Gr Below)				
		Spec Ed. Speech/RSP	1	4	75 (3+ Gr Below), 25 (2 Gr Below)				
			2	5	60 (3+ Gr Below), 40 (2 Gr Below)				
			3	4	25 (3+ Gr Below), 25 (2 Gr Below), 50 (1 Gr Below)				
		Homeless	1	3	67 (3+ Gr Below), 33 (2 Gr Below)				
			2	4	50 (3+ Gr Below), 50 (2 Gr Below)				
			3	3	33 (2 Gr Below), 33 (1 Gr Below), 33 (Early on Gr)				
		GATE/Excel	1	15	67 (2 Gr Below), 33 (Early on Gr)				
			2	16	25 (1 Gr Below), 50 (Early on Gr), 25 (Mid Above Gr)				
			3	16	25 (1 Gr Below), 31 (Early on Gr), 44 (Mid Above Gr)				

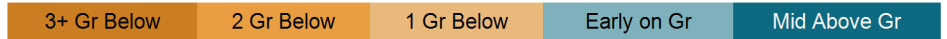
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	96	17	16	42	22	4
			2	94	18	12	36	19	15
			3	95	12	11	33	27	18
	Teacher	Babcock, K	1	36			33	56	11
			2	36			22	39	39
			3	36			6	47	47
		Kuehn, G	1	27	30	22	48		
			2	29	24	28	41	7	
			3	30	13	17	60	10	
		Rodgers-Reeves, A	1	28	25	32	39	4	
			2	29	34	14	45	7	
			3	29	21	17	38	21	3
	Ethnicity	African American	1	16	19	31	31	13	6
			2	16	31		44	13	13
			3	17	12	12	35	24	18
		Asian	1	6		33	33	33	
			2	6		17	33	33	17
			3	5		20	20	60	
		Hispanic	1	67	18	7	45	25	4
			2	65	14	14	35	20	17
			3	66	12	9	32	26	21
		Pacific Islander	1	2	50		50		
			2	2			50	50	
			3	2			50	50	
White	1	1	100						
	2	2	100						
	3	2			50	50			
Other	1	4	25	50	25				
	2	3	33	67					
	3	3	33	67					

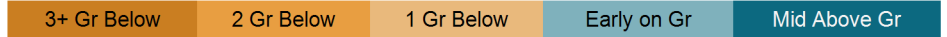
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Gender	Female	1	46	22	17	30	22	9
			2	45	24	11	29	20	16
			3	46	13	13	33	22	20
		Male	1	50	12	14	52	22	
			2	49	12	12	43	18	14
			3	49	10	8	33	33	16
	Special Populations	Low SES	1	80	18	16	44	19	4
			2	78	18	12	38	18	14
			3	77	10	12	34	30	14
		ELL	1	17	18	29	41	12	
			2	17	29	18	29	24	
			3	17	24	18	41	12	6
		RFEP	1	12		58		42	
			2	11		9	36	27	27
			3	11			27		73
		EL + RFEP	1	29	10	17	48	24	
			2	28	18	14	32	25	11
			3	28	14	11	36	36	4
		Special Ed.	1	7		57	29	14	
			2	7		43	43	14	
			3	7		29	14	43	14
		Spec Ed. Speech/RSP	1	6		67	17	17	
			2	6		50	33	17	
			3	6		33		50	17
	Homeless	1	7	14	29	57			
		2	5		40	40	20		
		3	6			67	33		
GATE/Excel	1	35			37	51	11		
	2	35			23	40	37		
	3	34			6	44	50		

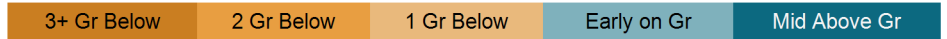
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 6



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	All Students	All	1	88	32	14	38	13	5
			2	83	28	8	40	19	5
			3	85	32	6	25	26	12
	Teacher	Vega, M	1	87	32	14	37	13	5
			2	85	29	8	39	19	5
			3	87	32	6	24	26	11
	Ethnicity	African American	1	21	38	14	29	14	5
			2	18	17	56	22	6	
			3	21	38	10	14	24	14
		Asian	1	2	50	50			
			2	2	50	50			
			3	2	50	50			
		Filipino	1	2	100				
			2	2	100				
			3	2	50	50			
		Hispanic	1	53	30	11	43	9	6
			2	52	29	13	33	19	6
			3	51	29	4	27	27	12
		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	6	67	17	17				
	2	5	80	20					
	3	5	80	20					
Gender	Female	1	46	39	11	35	15		
		2	45	33	7	38	20	2	
		3	45	40	2	24	24	9	
	Male	1	42	24	17	40	10	10	
		2	38	21	11	42	18	8	
		3	40	23	10	25	28	15	



# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 6

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Special Populations	Low SES	1	72	36	11	35	13	6
			2	67	30	7	37	19	6
			3	70	37	6	23	20	14
		ELL	1	18	50	11	39		
			2	18	56	11	33		
			3	17	53	6	24	18	
		RFEP	1	11	9	9	55	18	9
			2	11	9	18	27	36	9
			3	10	10	30	40	20	
		EL + RFEP	1	29	34	10	45	7	3
			2	29	38	14	31	14	3
			3	27	37	4	26	26	7
		Special Ed.	1	6	33	17	50		
			2	5	40		60		
			3	6	50	17	33		
		Spec Ed. Speech/RSP	1	5	40	20	40		
			2	4	50		50		
			3	5	60	20	20		
		Homeless	1	9	44	11	44		
			2	8	50	25	25		
			3	8	50	13	25	13	
GATE/Excel	1	25		48	36	16			
	2	25		36	48	16			
	3	24		8	58	33			

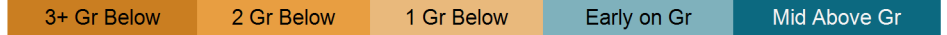


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 7

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	All Students	All	1	97	47	19	26	7	1
			2	94	43	17	28	12	1
			3	97	43	11	28	12	5
	Teacher	Pech, P	1	93	46	18	27	8	1
			2	95	43	16	28	12	1
			3	99	44	11	27	12	5
	Ethnicity	African American	1	18	56	22	22		
			2	17	53	24	18	6	
			3	17	47	24	29		
		Asian	1	3	33	67			
			2	3	33	33	33		
			3	3	100				
		Filipino	1	1	100				
			2	1				100	
			3	1				100	
		Hispanic	1	65	42	17	31	9	2
			2	64	39	16	30	14	2
			3	67	40	6	30	16	7
		Pacific Islander	1	6	83			17	
			2	6	50	17	33		
			3	6	83		17		
		White	1	2	50	50			
			2	2	100				
			3	2	100				
	Other	1	2	100					
		2	1	100					
		3	1	100					
Gender	Female	1	43	56	9	26	9		
		2	44	48	14	25	14		
		3	45	47	13	24	7	9	
	Male	1	54	41	26	26	6	2	
		2	50	38	20	30	10	2	
		3	52	40	10	31	17	2	

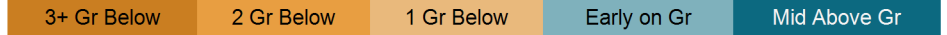


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 7

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
7	Special Populations	Low SES	1	75	48	15	31	7	
			2	72	39	15	32	14	
			3	72	42	10	29	15	4
		ELL	1	24	71	13	17		
			2	22	68	5	23	5	
			3	21	62	5	33		
		RFEP	1	17	18	29	47	6	
			2	17	29	18	41	6	6
			3	18	22	22	22	28	6
		EL + RFEP	1	41	49	20	29	2	
			2	39	51	10	31	5	3
			3	39	44	13	28	13	3
		Special Ed.	1	12	83	8	8		
			2	12	58	8	25	8	
			3	12	67	8	17	8	
		Spec Ed. Speech/RSP	1	11	82	9	9		
			2	11	55	9	27	9	
			3	11	64	9	18	9	
		Foster	1	1	100				
			2	1	100				
			3	1	100				
Homeless	1	8	63	13	25				
	2	7	29	29	29	14			
	3	6		33	17	17	33		
GATE/Excel	1	24	21	50	25	4			
	2	23	4	9	52	30	4		
	3	24		4	8	33	38	17	

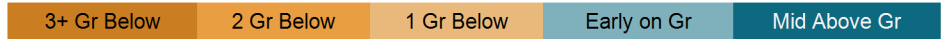
# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 8



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
8	All Students	All	1	89	45	17	25	10	3	
			2	88	38	7	35	17	3	
			3	83	33	11	33	11	13	
	Teacher	Pech, P	1	47	55	15	19	6	4	
			2	48	40	8	40	10	2	
			3	47	32	17	32	9	11	
		Vega, M	1	42	36	19	31	14		
			2	42	33	10	31	21	5	
			3	42	36	5	33	12	14	
	Ethnicity	African American	1	17	53	12	18	6	12	
			2	17	53	6	24	18		
			3	14	36	14	43	7		
		Asian	1	2	50		50			
			2	2	100					
			3	2		50		50		
		Hispanic	1	62	42	19	26	11	2	
			2	60	37	7	33	18	5	
			3	59	36	10	31	12	12	
			Pacific Islander	1	4	50	25	25		
				2	4	25		75		
				3	3		67		33	
		Other	1	4	50		25	25		
			2	5	20	20	40	20		
			3	5		20	20	20	40	
	Gender	Female	1	45	38	16	29	18		
			2	43	30	9	33	23	5	
			3	42	26	10	29	17	19	
		Male	1	44	52	18	20	2	7	
			2	45	44	4	38	11	2	
			3	41	39	12	37	5	7	
Special Populations	Low SES	1	67	46	13	27	10	3		
		2	69	39	7	35	14	4		
		3	63	30	13	37	8	13		

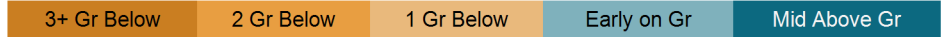


# i-Ready Math Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 8

**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category						
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr		
8	Special Populations	ELL	1	12	92					8	
			2	12	75					25	
			3	10	60					30	10
		RFEP	1	20	25		20	35		15	5
			2	21	14	5	48		24	10	
			3	21	14	10	38		14	24	
		EL + RFEP	1	32	50		13	25		9	3
			2	33	36		3	39		15	6
			3	31	29		16	26		13	16
		Special Ed.	1	4	100						
			2	3	100						
			3	3	100						
		Spec Ed. Speech/RSP	1	4	100						
			2	3	100						
			3	3	100						
		Foster	1	1	100						
			2	1	100						
			3	1	100						
		Homeless	1	7	29		14	29		29	
			2	7	29		43		29		
			3	7	14	14	43		29		
GATE/Excel	1	30	7	20	43		23	7			
	2	28	4		54		32	11			
	3	27	7	52		19	22				

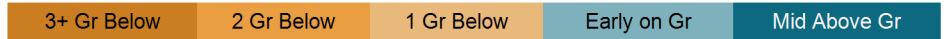
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
1	All Students	All	1	55	25	65	5	4		
			2	57	9	70	5	16		
			3	55	2	58	15	25		
	Teacher	De La Rosa, J	1	26	27	62	12			
			2	27	7	67	11	15		
			3	27	4	48	19	30		
		Rangel, E	1	28	21	71	7			
			2	29	7	76	17			
			3	30		63	10	27		
	Ethnicity	African American	1	14	21	64	14			
			2	15	7	73	13	7		
			3	15		67	13	20		
		Asian	1	2	50	50				
			2	1					100	
			3	1		100				
		Filipino	1	1		100				
			2	1		100				
			3	1					100	
		Hispanic	Hispanic	1	32	22	69	3	6	
				2	34	9	71	21		
				3	32		53	13	34	
			Pacific Islander	1	1		100			
				2	1		100			
				3	1		100			
		White	White	1	3	33	67			
				2	3		33	33	33	
				3	3		33	33	33	
Other	Other	1	2	50	50					
		2	2		100					
		3	2		100					

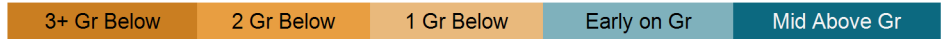
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 1



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	33	21	73	6		
			2	33	6	67	6	21	
			3	32		56	19	25	
		Male	1	22	32	55	14		
			2	24	13	75	4	8	
			3	23	4	61	9	26	
	Special Populations	Low SES	1	44	27	64	7	2	
			2	46	9	70	7	15	
			3	44	2	59	16	23	
		ELL	1	9	56	44			
			2	8	13	88			
			3	10	10	80	10		
		RFEP	1	2	100				
			2	2		50	50		
			3	2			50	50	
		EL + RFEP	1	11	45	55			
			2	10	10	80	10		
			3	12	8	67	8	17	
		Special Ed.	1	6	33	50	17		
			2	6	17	67	17		
			3	5		60	20	20	
		Spec Ed. Speech/RSP	1	2	50	50			
			2	2	100				
			3	2	100				
		Foster	1	1	100				
			2	1	100				
			3	1			100		
		Homeless	1	2	50	50			
			2	2	100				
			3	2	100				

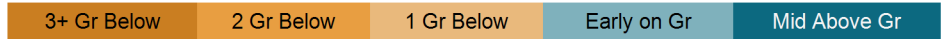
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	58	43	50	7		
			2	58	24	45	22	9	
			3	58	22	34	24	19	
	Teacher	Donnelly, M	1	29	38	62			
			2	29	28	45	24	3	
			3	30	27	37	23	13	
		Tritle, A	1	27	48	33	15	4	
			2	27	22	44	19	15	
			3	28	18	32	25	25	
	Ethnicity	African American	1	15	53	47			
			2	15	33	33	27	7	
			3	13	38	23	31	8	
		Hispanic	1	38	39	50	11		
			2	39	21	46	23	10	
			3	41	17	39	22	22	
		White	1	1	100				
			2	1	100				
			3	1	100				
		Other	1	4	25	75			
			2	3	100				
			3	3		33	33	33	
	Gender	Female	1	33	33	58	9		
			2	32	19	41	31	9	
			3	31	10	35	35	19	
Male		1	25	56	40	4			
		2	26	31	50	12	8		
		3	27	37	33	11	19		
Special Populations	Low SES	1	50	42	50	8			
		2	49	27	45	22	6		
		3	48	23	38	25	15		
	ELL	1	9	67	22	11			
		2	10	40	50	10			
		3	11	45	45	9			

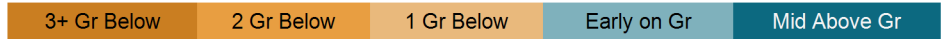
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 2



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
2	Special Populations	RFEP	1	4	100					
			2	4	25		50		25	
			3	4	25		25	50		
		EL + RFEP	1	13	46		46		8	
			2	14	29		43		14	14
			3	15	33		40		7	20
		Special Ed.	1	5	100					
			2	5	80		20			
			3	5	60		40			
		Spec Ed. Speech/RSP	1	2	100					
			2	2	100					
			3	2	50		50			
		Foster	1	2	50		50			
			2	2	100					
			3	2	50		50			
		Homeless	1	2	100					
			2	1	100					
			3	2	50		50			
GATE/Excel	1	6	67		33					
	2	7	29		43		29			
	3	7			14	86				

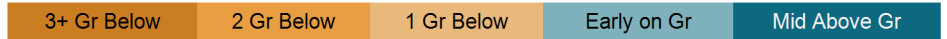
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	63	16	21	37	21	6
			2	64	8	25	25	36	6
			3	64	8	22	28	28	14
	Teacher	BENJAMIN, K	1	20	5	30	45	20	
			2	20	5	10	65	20	
			3	21	5	24	33	38	
		Gomez, R	1	20	30	25	35	10	
			2	20	10	45	30	15	
			3	20	10	45	20	20	5
		Wallace, T	1	22	23	27	41	9	
			2	22	14	23	36	27	
			3	22	9	18	41	32	
	Ethnicity	African American	1	21	14	24	43	14	5
			2	19	37	26	32	5	
			3	19	5	32	21	26	16
		Asian	1	1	100				
			2	1				100	
			3	1				100	
		Hispanic	1	39	18	21	31	23	8
			2	42	12	21	24	36	7
			3	42	10	19	31	29	12
White		1	2	50			50		
		2	2	50			50		
		3	2	50			50		
Gender	Female	1	34	12	21	38	24	6	
		2	35	9	14	29	43	6	
		3	34	6	15	32	35	12	
	Male	1	29	21	21	34	17	7	
		2	29	7	38	21	28	7	
		3	30	10	30	23	20	17	
Special Populations	Low SES	1	51	20	20	37	16	8	
		2	52	10	25	25	35	6	
		3	51	10	24	25	25	16	

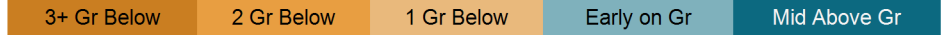
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 3



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	Special Populations	ELL	1	9	44	22	33			
			2	11	18	45	27	9		
			3	11	18	27	36	18		
		RFEP	1	6		67			33	
			2	6			33		67	
			3	6			33		67	
		EL + RFEP	1	15	27	13	47	13		
			2	17	12	29	29	29		
			3	17	12	18	35	35		
		Special Ed.	1	3	100					
			2	3	67		33			
			3	3	33		33		33	
		Spec Ed. Speech/RSP	1	3	100					
			2	3	67		33			
			3	3	33		33		33	
		Homeless	1	7	29	29	14	29		
			2	7	14	29	14	43		
			3	8	38		25	25	13	
		GATE/Excel	1	6				33	67	
			2	6				50	50	
			3	6				17	83	

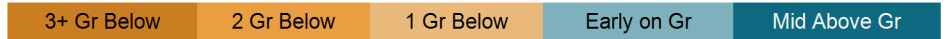
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	61	28	18	41	8	5
			2	64	14	20	39	14	13
			3	64	11	11	47	11	20
	Teacher	Saikley, J	1	31	16	13	45	16	10
			2	31	6	6	52	13	23
			3	31		6	3	39	13
		Sarabia, E	1	31	39	26	35		
			2	32	22	31	28	16	3
			3	32	16	16	56	9	3
	Ethnicity	African American	1	22	41	14	41	5	
			2	22	18	27	32	18	5
			3	22	14	9	50	14	14
		Filipino	1	1					100
			2	1					100
			3	1					100
		Hispanic	1	37	22	22	41	11	5
			2	39	13	15	44	10	18
			3	39	10	10	46	10	23
		Other	1	1		100			
			2	2	50		50		
			3	2	50		50		
	Gender	Female	1	31	19	23	39	13	6
			2	32	9	22	41	13	16
			3	31	6		58	13	23
		Male	1	30	37	13	43	3	3
			2	32	19	19	38	16	9
			3	33	15	21	36	9	18
Special Populations	Low SES	1	48	29	21	40	8	2	
		2	50	14	24	40	14	8	
		3	50	10	12	52	10	16	
	ELL	1	9	44		44	11		
		2	10	30	30	40			
		3	11	27	27	36	9		

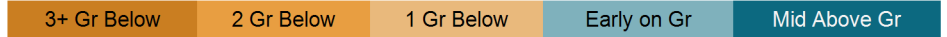
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 4



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	RFEP	1	6	83 (3+ Gr Below), 17 (Early on Gr)				
			2	6	33 (3+ Gr Below), 33 (Early on Gr), 33 (Mid Above Gr)				
			3	6	33 (3+ Gr Below), 17 (Early on Gr), 50 (Mid Above Gr)				
		EL + RFEP	1	15	27 (3+ Gr Below), 27 (2 Gr Below), 40 (1 Gr Below), 7 (Early on Gr)				
			2	16	19 (3+ Gr Below), 19 (2 Gr Below), 38 (1 Gr Below), 13 (Early on Gr), 13 (Mid Above Gr)				
			3	17	18 (3+ Gr Below), 18 (2 Gr Below), 35 (1 Gr Below), 12 (Early on Gr), 18 (Mid Above Gr)				
		Special Ed.	1	6	83 (3+ Gr Below), 17 (Early on Gr)				
			2	6	50 (3+ Gr Below), 17 (Early on Gr), 33 (Mid Above Gr)				
			3	7	43 (3+ Gr Below), 14 (2 Gr Below), 43 (1 Gr Below)				
		Spec Ed. Speech/RSP	1	4	100 (3+ Gr Below)				
			2	4	50 (3+ Gr Below), 25 (Early on Gr), 25 (Mid Above Gr)				
			3	4	25 (3+ Gr Below), 25 (2 Gr Below), 50 (1 Gr Below)				
		Homeless	1	2	50 (3+ Gr Below), 50 (1 Gr Below)				
			2	3	33 (3+ Gr Below), 33 (2 Gr Below), 33 (1 Gr Below)				
			3	3	67 (3+ Gr Below), 33 (1 Gr Below)				
		GATE/Excel	1	16	56 (3+ Gr Below), 25 (Early on Gr), 19 (Mid Above Gr)				
			2	16	19 (3+ Gr Below), 44 (Early on Gr), 38 (Mid Above Gr)				
			3	16	13 (3+ Gr Below), 31 (Early on Gr), 56 (Mid Above Gr)				

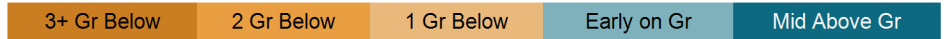
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	91	20	34	31	12	3
			2	94	15	30	29	17	10
			3	91	10	33	24	21	12
	Teacher	Babcock, K	1	36	14	58	19	8	
			2	36	11	36	33	19	
			3	36	6	36	33	25	
		Kuehn, G	1	27	48	33	7	11	
			2	29	31	41	17	7	3
			3	30	17	53	20	3	7
		Rodgers-Reeves, A	1	28	21	57	18	4	
			2	29	21	38	31	7	3
			3	29	17	41	21	21	
	Ethnicity	African American	1	15	27	33	27	13	
			2	17	12	41	18	18	12
			3	17	6	41	18	24	12
		Asian	1	5	20	40	40		
			2	6	17	17	50	17	
			3	6	17	33	33	17	
		Hispanic	1	64	19	33	30	14	5
			2	65	15	26	29	18	11
			3	62	8	29	26	23	15
		Pacific Islander	1	2	50	50			
			2	1	100				
			3	2	50	50			
White		1	1	100					
		2	2	50	50				
		3	1	100					
Other	1	4	25	50	25				
	2	3	33	67					
	3	3	33	67					

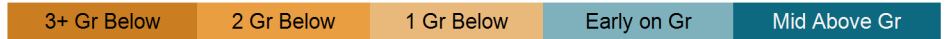
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 5



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	Gender	Female	1	46	24	39	22	11	4
			2	44	25	27	23	18	7
			3	44	16	34	20	18	11
		Male	1	45	16	29	40	13	2
			2	50	6	32	34	16	12
			3	47	4	32	28	23	13
	Special Populations	Low SES	1	75	21	36	28	11	4
			2	78	15	31	28	18	8
			3	76	8	37	25	20	11
		ELL	1	14	36	36	14	14	
			2	16	19	44	19	13	6
			3	17	24	41	24	6	6
		RFEP	1	12	8	33	33	25	
			2	11	36	55	9		
			3	9	22	33	33	11	
		EL + RFEP	1	26	23	35	23	19	
			2	27	11	41	33	11	4
			3	26	15	35	27	15	8
		Special Ed.	1	6	83	17			
			2	7	57	43			
			3	7	43	29	29		
		Spec Ed. Speech/RSP	1	5	80	20			
			2	6	67	33			
			3	6	33	33	33		
		Homeless	1	7	43	29	29		
			2	6	33	50	17		
			3	5	20	60	20		
GATE/Excel	1	33	18	55	18	9			
	2	35	11	40	29	20			
	3	33	9	33	30	27			

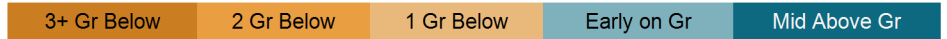
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 6



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	All Students	All	1	86	40	17	29	6	8
			2	80	39	13	21	16	11
			3	79	32	19	15	11	23
	Teacher	Vigil, M	1	106	50	16	23	5	7
			2	105	49	14	17	11	9
			3	106	42	19	13	8	18
	Ethnicity	African American	1	21	24	24	19	14	19
			2	18	28	11	22	11	28
			3	19	26	16	21		37
		Asian	1	2		50			50
			2	2		50			50
			3	2		50			50
		Filipino	1	2	100				
			2	2		50			50
			3	2		50			50
		Hispanic	1	51	47	10	35	4	4
			2	49	41	14	20	18	6
			3	47	32	17	15	17	19
		Pacific Islander	1	2	50		50		
			2	2	100				
			3	2	50		50		
White	1	2	50		50				
	2	2		50			50		
	3	2	100						
Other	1	6	50	17	33				
	2	5	60	20	20				
	3	5	60	20		20			
Gender	Female	1	46	43	13	33	7	4	
		2	45	47	9	24	16	4	
		3	44	39	20	11	14	16	
	Male	1	40	35	23	25	5	13	
		2	35	29	17	17	17	20	
		3	35	23	17	20	9	31	

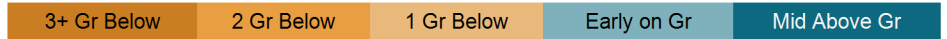
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 6



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
6	Special Populations	Low SES	1	71	42	17	27	4	10
			2	66	44	14	15	18	9
			3	65	35	17	17	12	18
		ELL	1	17	82	12	6		
			2	16	88	6	6		
			3	17	65	24	6	6	
		RFEP	1	11	9	73	18		
			2	11	18	9	27	45	
			3	11		9	18	45	27
		EL + RFEP	1	28	54	7	32	7	
			2	27	59	7	15	19	
			3	28	43	14	11	18	14
		Special Ed.	1	5	100				
			2	5	80	20			
			3	4	75	25			
		Spec Ed. Speech/RSP	1	4	100				
			2	4	75	25			
			3	3	100				
		Homeless	1	8	50	13	25	13	
			2	8	50	25	13	13	
			3	7	57	14	29		
GATE/Excel	1	25	4	8	52	16	20		
	2	25		8	20	40	32		
	3	23		17	13	70			

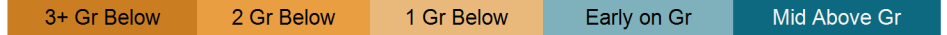
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 7



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
7	All Students	All	1	96	53	14	17	9	7	
			2	87	52	13	17	10	8	
			3	88	59	6	18	5	13	
	Teacher	Chipman, K	1	116	60	12	14	8	6	
			2	119	62	11	13	8	6	
			3	122	65	6	16	3	11	
	Ethnicity	African American	1	17	59	6	24	12		
			2	15	60	13	7	20		
			3	13	54	8	38			
		Asian	1	3	67			33		
			2	2	50			50		
			3	2	100					
		Filipino	1	1					100	
			2	1					100	
			3	1					100	
		Hispanic	1	65	48	18	18	6	9	
			2	60	48	15	20	7	10	
			3	63	59	5	16	6	14	
			Pacific Islander	1	6	67			33	
				2	6	50		33	17	
				3	6	67		17	17	
		White	1	2	100					
			2	2	100					
			3	2	100					
Other	1	2	100							
	2	1	100							
	3	1	100							
Gender	Female	1	44	48	16	18	11	7		
		2	42	48	12	14	17	10		
		3	41	54	2	22	5	17		
	Male	1	52	58	12	15	8	8		
		2	45	56	13	20	4	7		
		3	47	64	9	15	4	9		

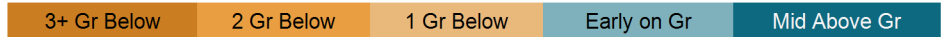
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 7



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
7	Special Populations	Low SES	1	73	51	14	21	8	7
			2	66	50	15	15	12	8
			3	68	54	6	21	6	13
		ELL	1	23	83	13	4		
			2	22	86	9	5		
			3	22	91		9		
		RFEP	1	17	29	12	35	18	6
			2	17	18	29	24	18	12
			3	18	44	6	33	6	11
		EL + RFEP	1	40	60	13	18	8	3
			2	39	56	18	13	8	5
			3	40	70	3	15	3	10
		Special Ed.	1	11	73	9	18		
			2	11	73	18	9		
			3	10	60	30	10		
		Spec Ed. Speech/RSP	1	10	70	10	20		
			2	10	70	20	10		
			3	10	60	30	10		
		Foster	1	1	100				
			2	1	100				
			3	1	100				
Homeless	1	8	38	25	25	13			
	2	6	67	17	17				
	3	6	50	33	17				
GATE/Excel	1	24	17	17	21	25	21		
	2	24	17	17	29	17	21		
	3	23	26	4	26	13	30		

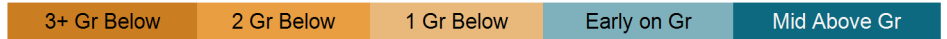
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 8



**Legend**



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	All Students	All	1	85	44	9	15	20	12
			2	80	31	18	21	15	15
			3	80	31	11	11	20	26
	Teacher	Janisse, N	1	101	50	10	14	17	9
			2	102	43	16	18	13	11
			3	102	40	10	11	19	21
	Ethnicity	African American	1	15	53	7	13	13	13
			2	12	42	8	33	17	
			3	11	18	27	9	27	18
		Asian	1	2	50	50			
			2	2	100				
			3	2	50			50	
		Hispanic	1	59	42	7	17	24	10
			2	57	30	18	23	14	16
			3	60	37	8	12	17	27
		Pacific Islander	1	5	20	40	20	20	
			2	4	25	25		50	
			3	3	33	33		33	
	Other	1	4	50			50		
		2	5	40			40	20	
		3	4				50	50	
	Gender	Female	1	42	43	10	17	17	14
			2	40	28	15	23	18	18
			3	40	25	10	8	20	38
		Male	1	43	44	9	14	23	9
			2	40	35	20	20	13	13
			3	40	38	13	15	20	15
Special Populations	Low SES	1	66	41	9	20	20	11	
		2	63	32	16	24	14	14	
		3	62	29	13	11	24	23	
	ELL	1	11	82	18				
		2	11	73	18	9			
		3	12	75	8	17			

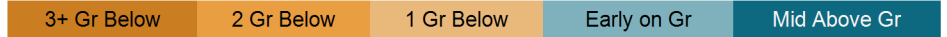
# i-Ready Reading Overall Relative Placement

## School Data by Subgroup

### Powell 2024-2025 Grade 8



**Legend**

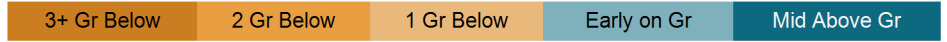


Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
8	Special Populations	RFEP	1	19	21	11	26	21	21
			2	19	21	21	21	11	26
			3	19	21	5	21	16	37
		EL + RFEP	1	30	43	13	17	13	13
			2	30	40	20	17	7	17
			3	31	42	6	13	16	23
		Special Ed.	1	4	100				
			2	2	50	50			
			3	3	100				
		Spec Ed. Speech/RSP	1	4	100				
			2	2	50	50			
			3	3	100				
		Foster	1	1	100				
			2	1	100				
			3	1	100				
		Homeless	1	7	14	29	43	14	
			2	6	33	17	33	17	
			3	7		14	14	57	14
GATE/Excel	1	29	14	14	14	34	24		
	2	27	7	7	22	30	33		
	3	27	4	7	19	19	52		

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



**Legend**



Category		Diagnostic Window	# Students	Percent by Category				
All Students	276	3	276	37	9	28	16	9
		3	340	6	12	48	23	12
Grade	Gr. 01	3	57	4		61	19	16
	Gr. 02	3	59	22		58	19	2
	Gr. 03	3	64	6	11	48	27	8
	Gr. 04	3	64	8	13	50	19	11
	Gr. 05	3	96	11	10	32	27	19
	Gr. 06	3	88	32	6	25	26	11
	Gr. 07	3	99	44	11	27	12	5
	Gr. 08	3	89	34	11	33	10	12
Ethnicity	African American	3	55	40	15	27	11	7
		3	87	8	14	48	20	10
	Hispanic	3	184	37	7	29	17	10
		3	221	5	11	48	23	13
Gender	Female	3	137	37	9	27	15	12
		3	177	5	11	51	20	12
	Male	3	139	37	10	29	17	7
		3	163	7	12	44	25	12

The percentages may not equal 100% due to rounding.

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



**Legend**



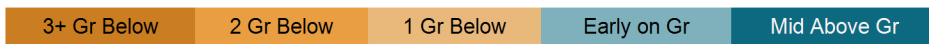
Category		Diagnostic Window	# Students	Percent by Category				
Special Populations	Low SES	3	213	37	9	29	15	10
		3	274	5	13	49	22	11
	ELL	3	52	62	10	21	8	
		3	61	10	18	61	8	3
	RFEP	3	50	16	12	32	24	16
		3	29			55	41	3
	EL + RFEP	3	102	39	11	26	16	8
		3	90	7	12	59	19	3
	Special Ed.	3	22	68	5	14	14	
		3	27	22	22	44	7	4
	Spec Ed. Speech/RSP	3	20	70	5	15	10	
	Homeless	3	22	32	9	32	18	9
		3	21	5	14	52	29	
	GATE/Excel	3	78		16	33	36	23
		3	64			9	47	44

The percentages may not equal 100% due to rounding.

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



### Legend



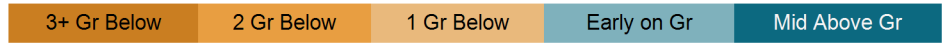
Category	Diagnostic Window	# Students	Percent by Category					
			3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
All Students	3	277	44	12	16	11	18	
	3	397	6	17	37	22	18	
Grade	Gr. K	3	57	40	37	23		
	Gr. 01	3	57	2	56	14	28	
	Gr. 02	3	59	22	34	25	19	
	Gr. 03	3	64	8	22	28	28	14
	Gr. 04	3	64	11	11	47	11	20
	Gr. 05	3	96	10	32	26	20	11
	Gr. 06	3	88	35	18	16	10	20
	Gr. 07	3	99	60	7	18	4	11
	Gr. 08	3	90	36	10	12	19	23
Ethnicity	African American	3	55	44	15	20	5	16
		3	102	5	20	39	24	13
	Hispanic	3	185	45	10	15	12	18
		3	258	5	15	37	22	21
Gender	Female	3	137	42	12	13	12	21
		3	202	6	11	39	27	17
	Male	3	140	46	11	18	10	15
		3	195	5	22	36	17	19

The percentages may not equal 100% due to rounding.

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



**Legend**



Category		Diagnostic Window	# Students	Percent by Category				
Special Populations	Low SES	3	214	42	12	17	13	16
		3	319	5	18	37	22	17
	ELL	3	53	77	9	4	4	6
		3	72	14	26	42	10	8
	RFEP	3	50	28	4	26	18	24
		3	29	10	31	34	24	
	EL + RFEP	3	103	53	7	15	11	15
		3	101	10	22	39	17	13
	Special Ed.	3	22	73	18	5	5	
		3	36	19	19	42	14	6
	Spec Ed. Speech/RSP	3	20	75	15	5	5	
		3	21	19	24	43	10	5
	Homeless	3	22	36	9	18	32	5
		3	21	5	48	29	10	10
	GATE/Excel	3	78	12	5	22	14	47
		3	64	5	23	27	45	

The percentages may not equal 100% due to rounding.



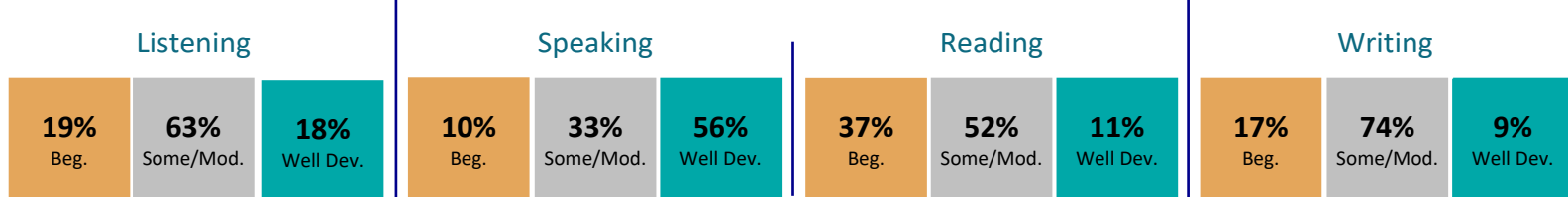
# ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Powell

## Site Level Overall Performance Level Summary



## Site Level Domain Performance Level Summary



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

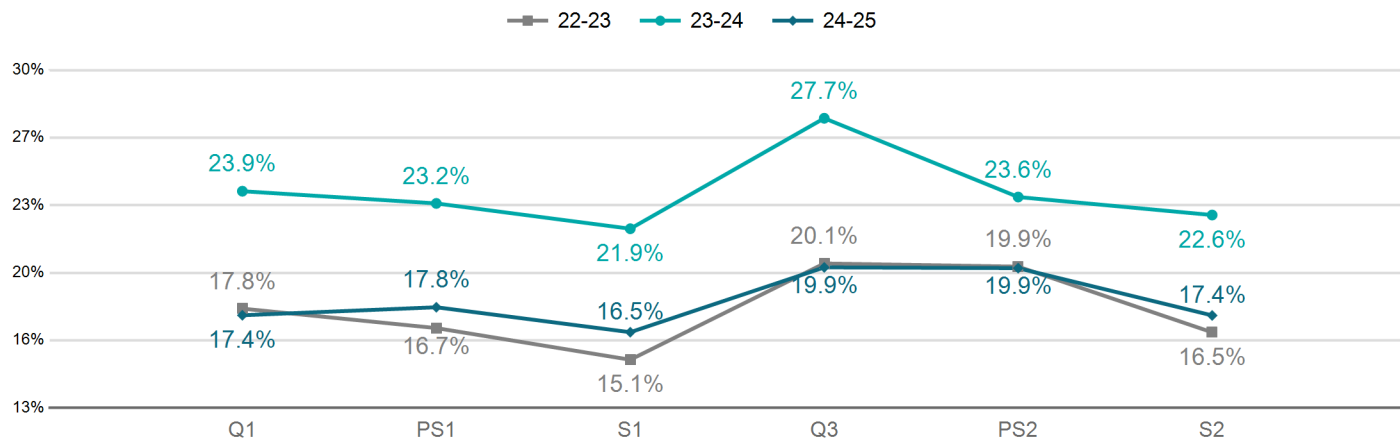
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
<b>00</b>	50%	33%	17%	0%	33%	50%	17%	33%	67%	0%	33%	67%	0%	50%	33%	17%
<b>01</b>	0%	55%	18%	27%	0%	73%	27%	0%	64%	36%	9%	82%	9%	27%	45%	27%
<b>02</b>	18%	55%	18%	9%	18%	55%	27%	18%	73%	9%	55%	27%	18%	45%	55%	0%
<b>03</b>	0%	19%	50%	31%	13%	88%	0%	0%	31%	69%	0%	38%	63%	13%	69%	19%
<b>04</b>	17%	50%	17%	17%	25%	50%	25%	25%	42%	33%	58%	42%	0%	17%	83%	0%
<b>05</b>	5%	21%	47%	26%	5%	58%	37%	5%	26%	68%	16%	84%	0%	5%	89%	5%
<b>06</b>	14%	62%	24%	0%	24%	62%	14%	24%	29%	48%	38%	57%	5%	19%	76%	5%
<b>07</b>	7%	39%	39%	14%	39%	46%	14%	4%	18%	79%	68%	32%	0%	7%	86%	7%
<b>08</b>	5%	30%	35%	30%	10%	80%	10%	5%	15%	80%	35%	55%	10%	10%	80%	10%

# Powell D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

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

Category: All Students



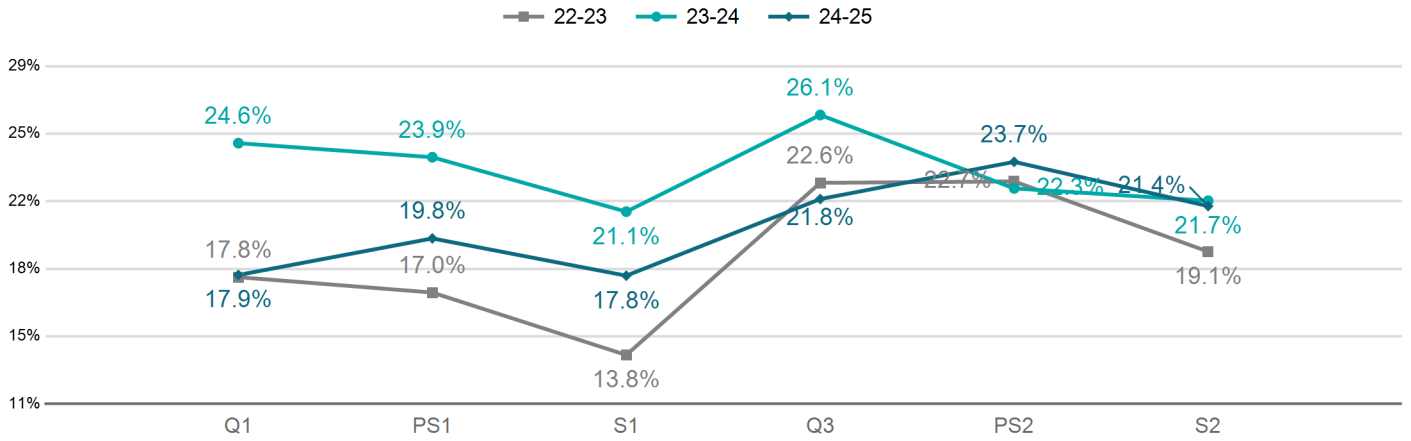
Graphs for subgroups on following pages.

# Powell D/F Rate - 3 year Comparison

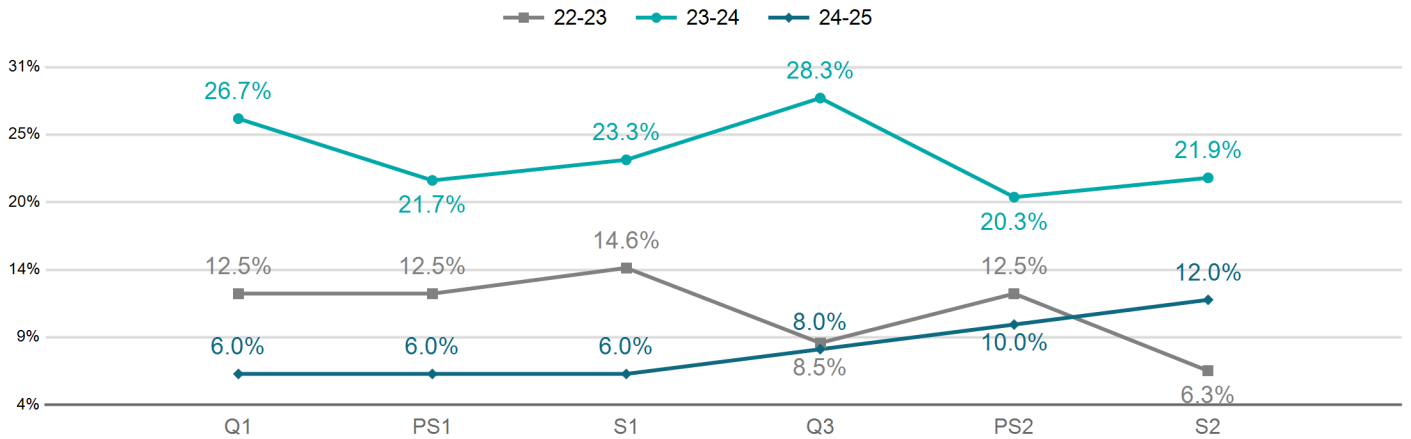
Percent of total grades that are Ds or Fs

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

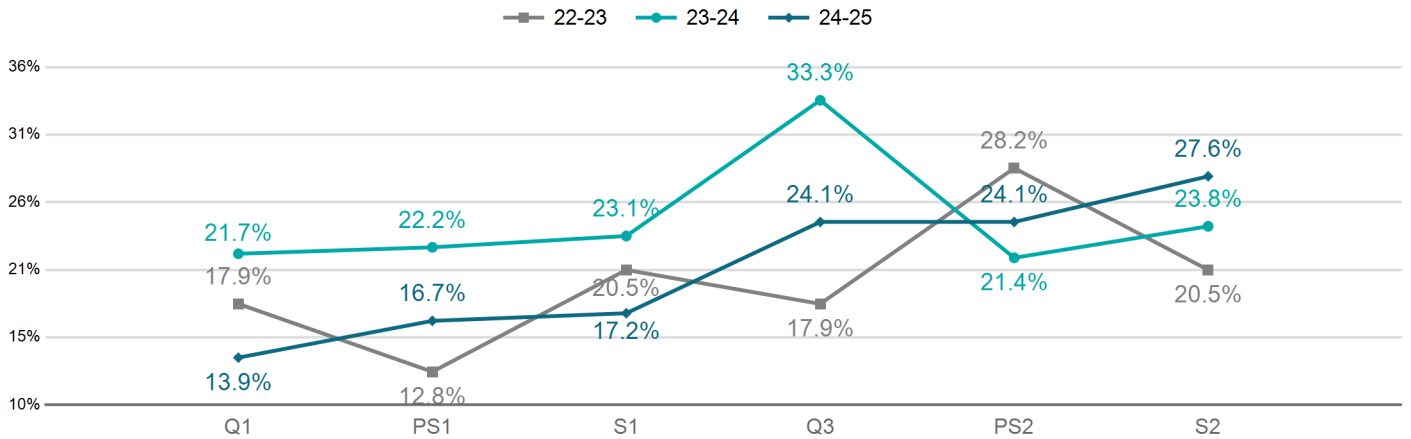
## Category: Ethnicity - Subgroup: African American



## Category: Ethnicity - Subgroup: Asian



## Category: Ethnicity - Subgroup: Cambodian

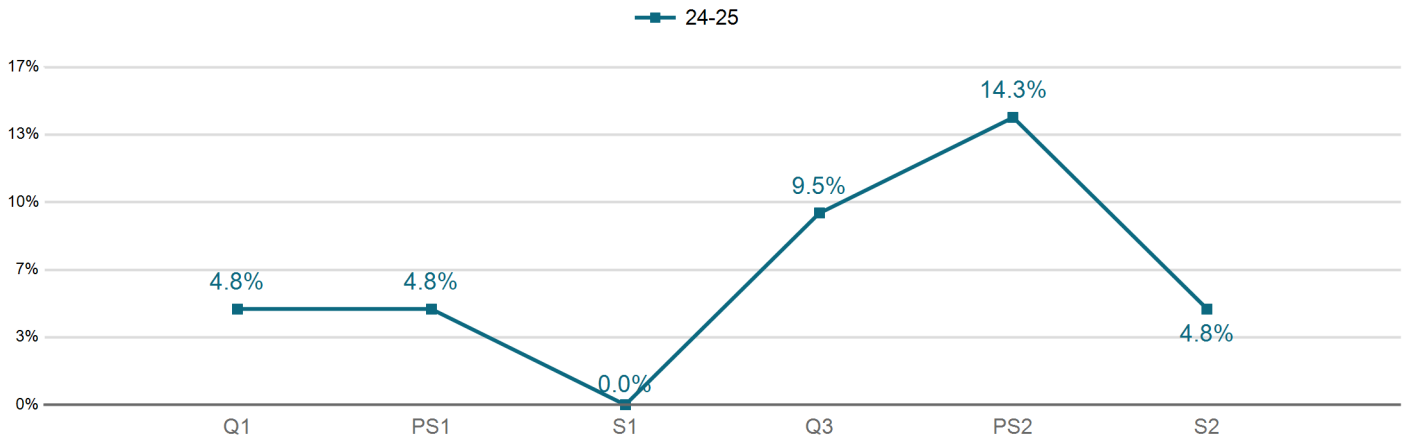


## Powell D/F Rate - 3 year Comparison

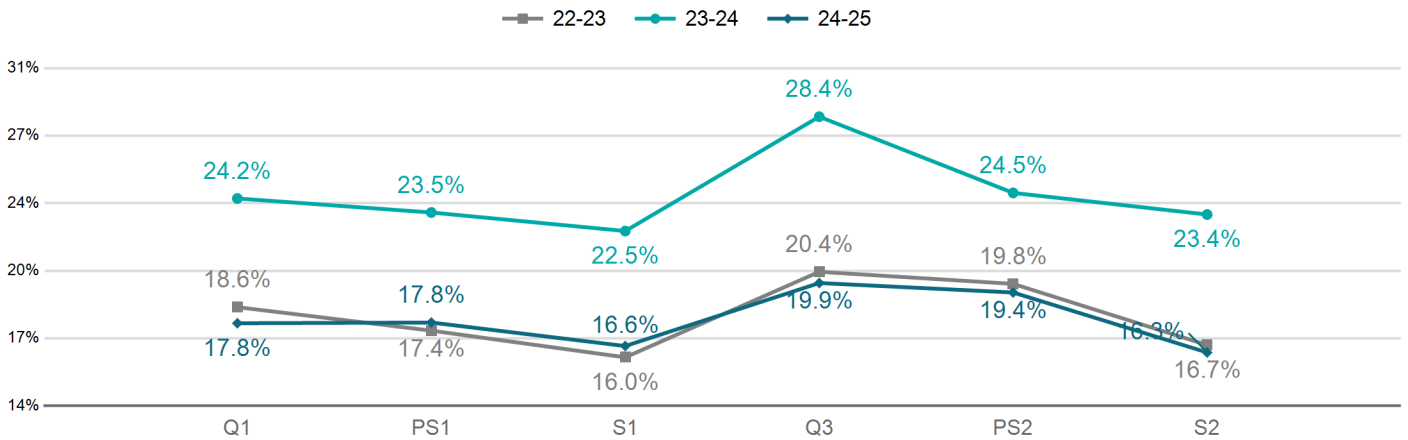
Percent of total grades that are Ds or Fs

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

### Category: Ethnicity - Subgroup: Filipino



### Category: Ethnicity - Subgroup: Hispanic

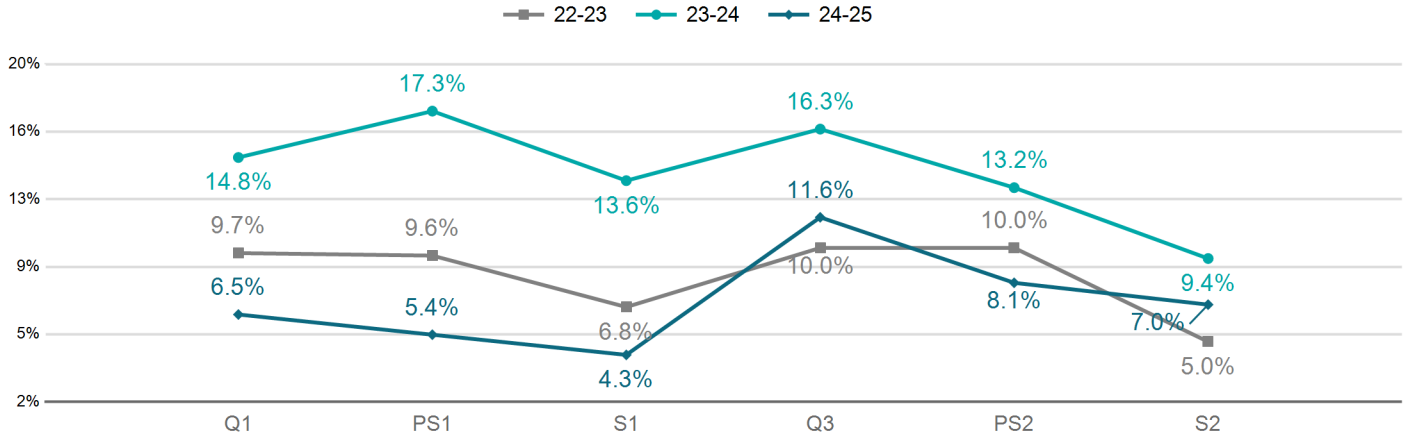


### Category: Ethnicity - Subgroup: Pacific Islander

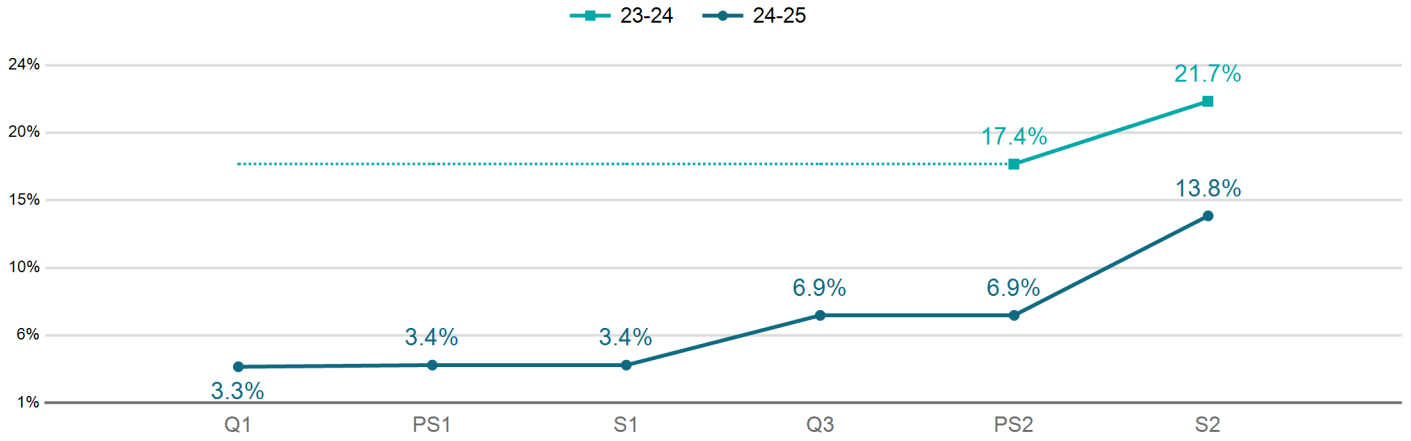
# Powell D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

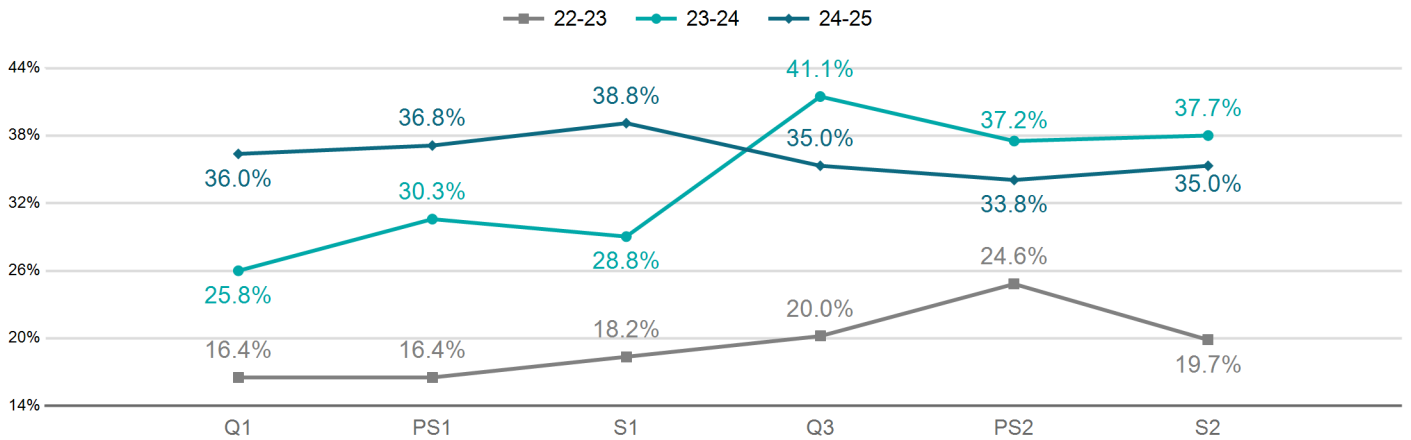
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



## Category: Ethnicity - Subgroup: White



## Category: Ethnicity - Subgroup: Other

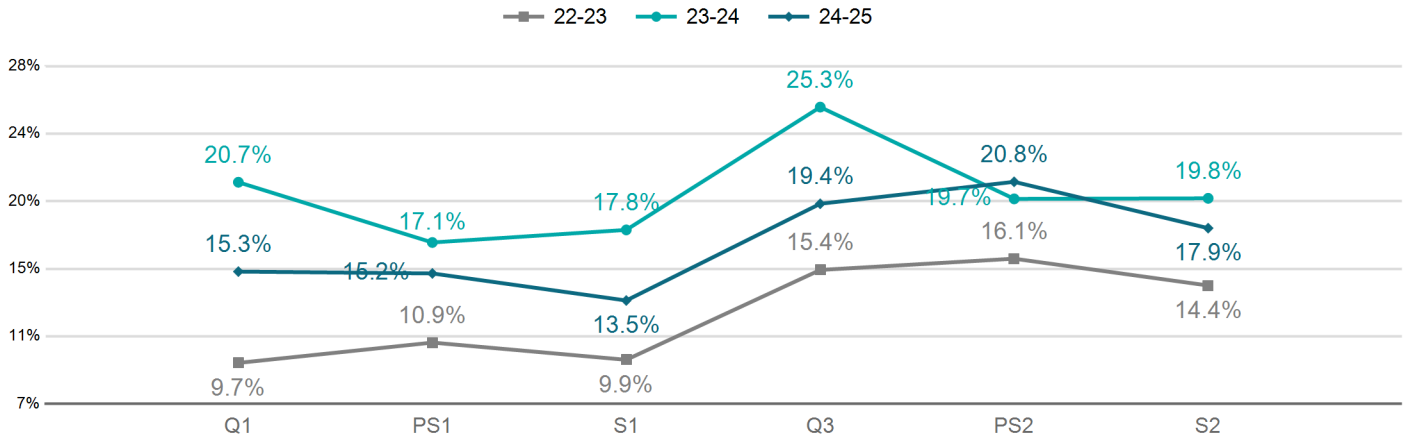


# Powell D/F Rate - 3 year Comparison

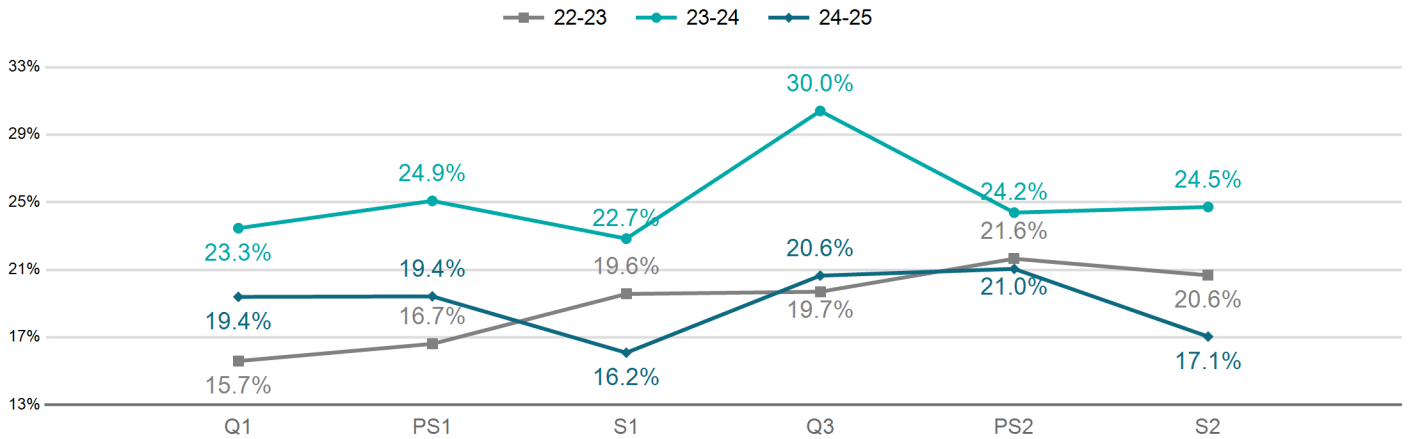
Percent of total grades that are Ds or Fs

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

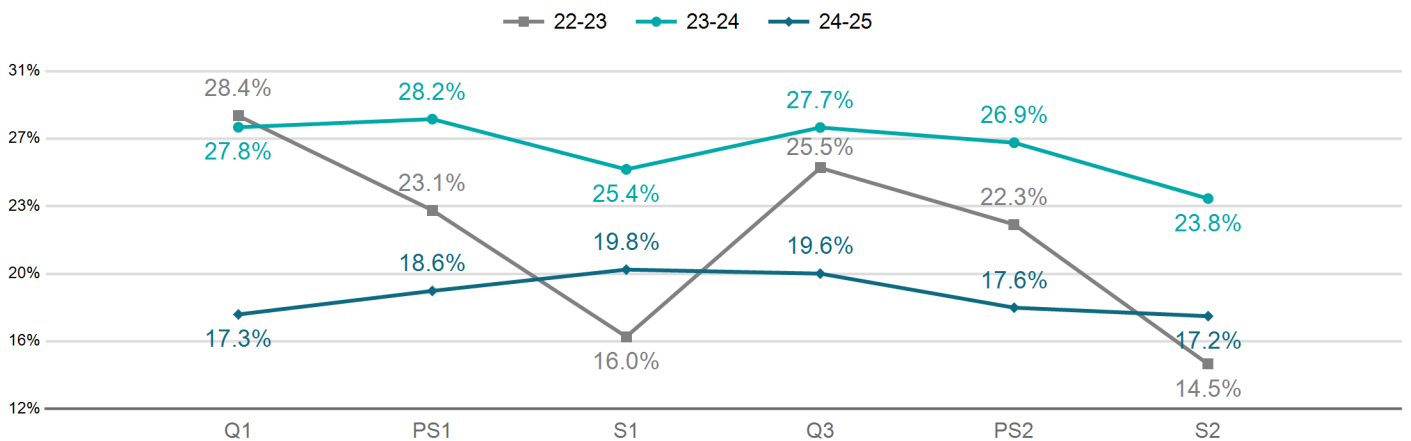
## Category: Grade - Subgroup: Gr. 06



## Category: Grade - Subgroup: Gr. 07



## Category: Grade - Subgroup: Gr. 08

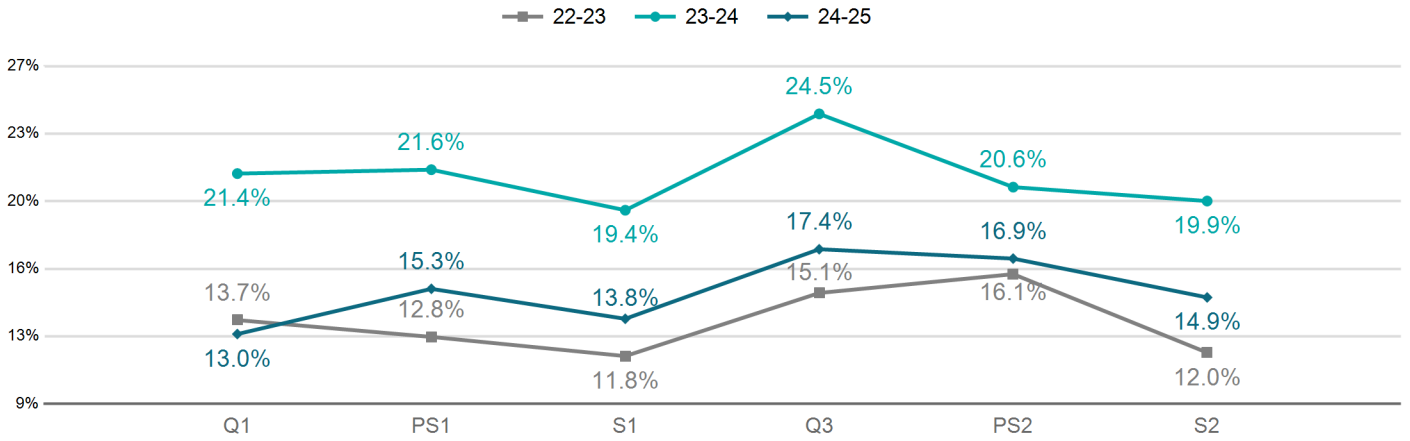


# Powell D/F Rate - 3 year Comparison

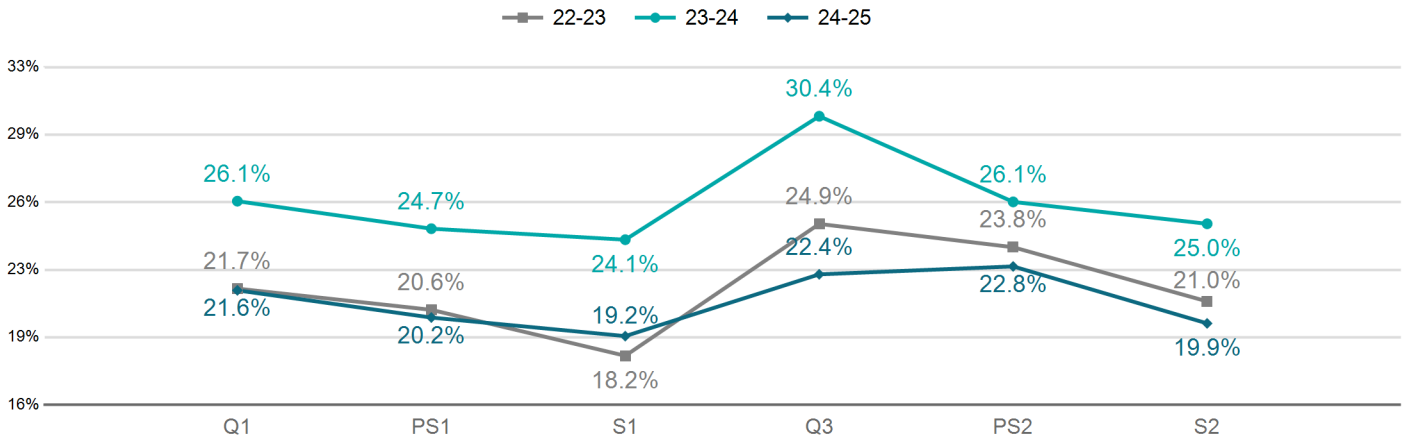
Percent of total grades that are Ds or Fs

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

## Category: Gender - Subgroup: Female



## Category: Gender - Subgroup: Male

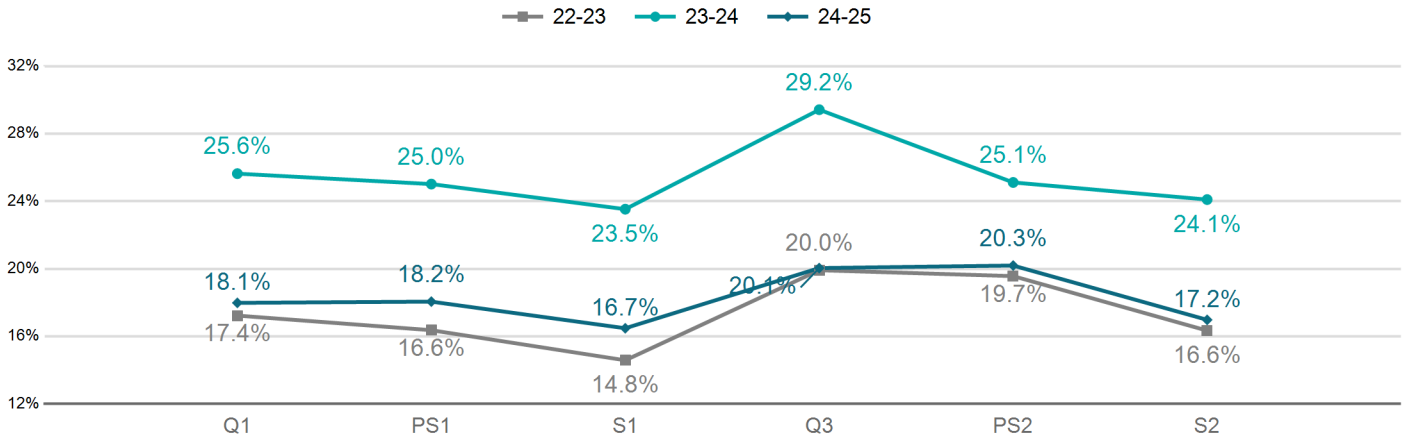


# Powell D/F Rate - 3 year Comparison

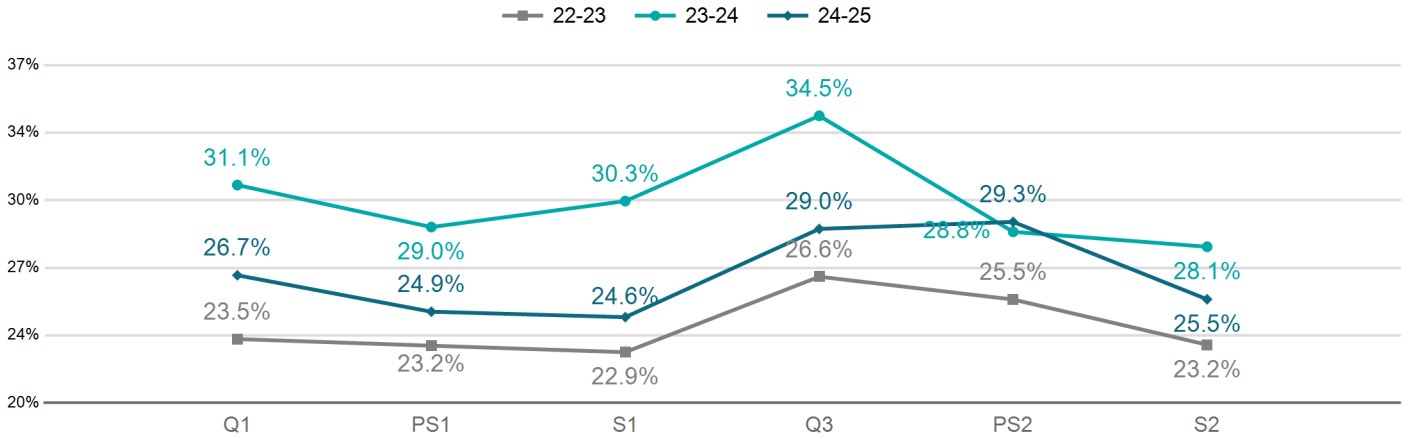
Percent of total grades that are Ds or Fs

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

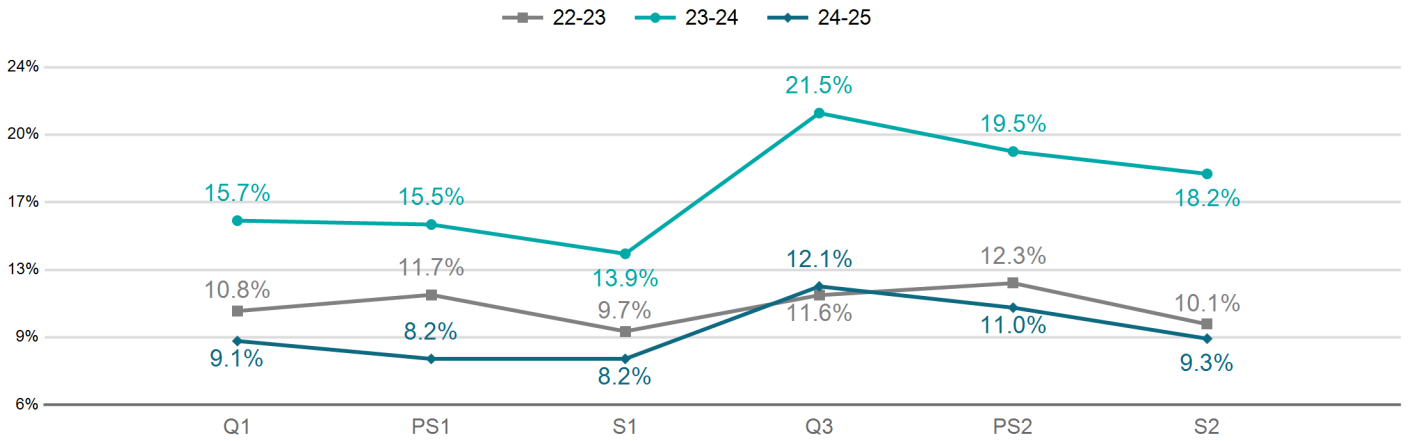
## Category: Special Populations - Subgroup: Low SES



## Category: Special Populations - Subgroup: ELL



## Category: Special Populations - Subgroup: RFEP

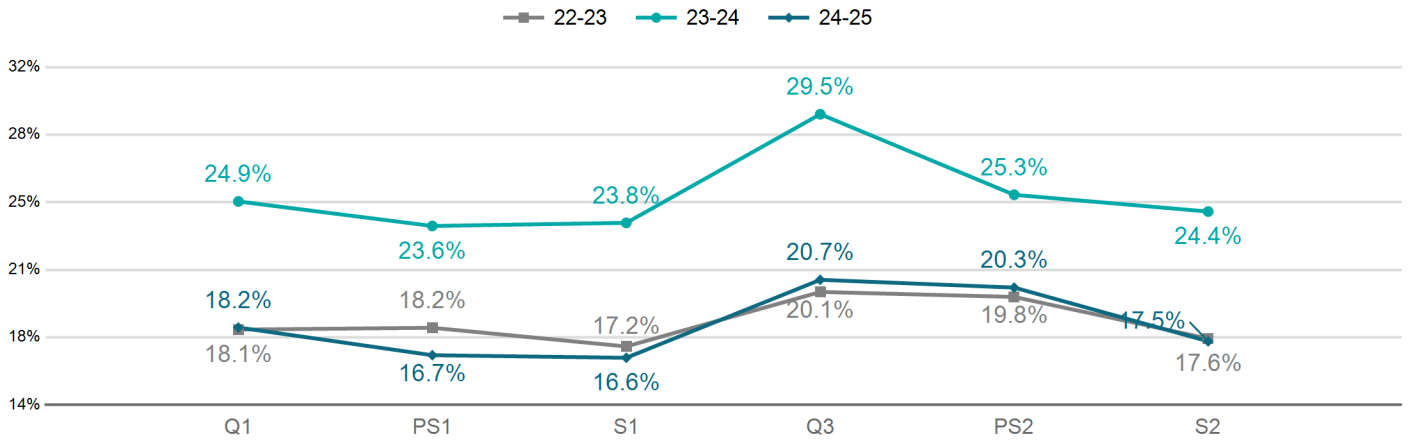


# Powell D/F Rate - 3 year Comparison

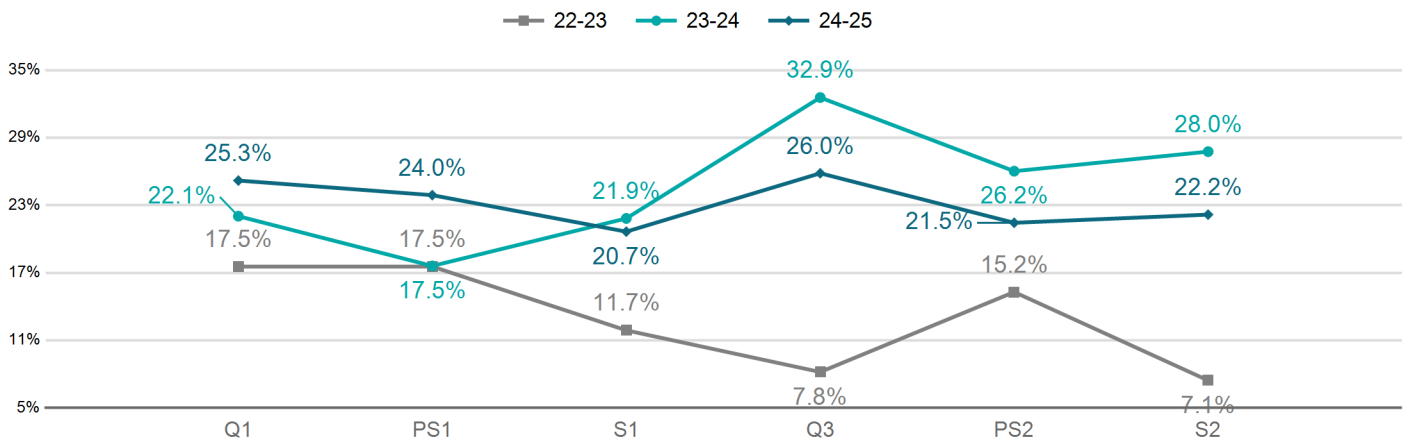
Percent of total grades that are Ds or Fs

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

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



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

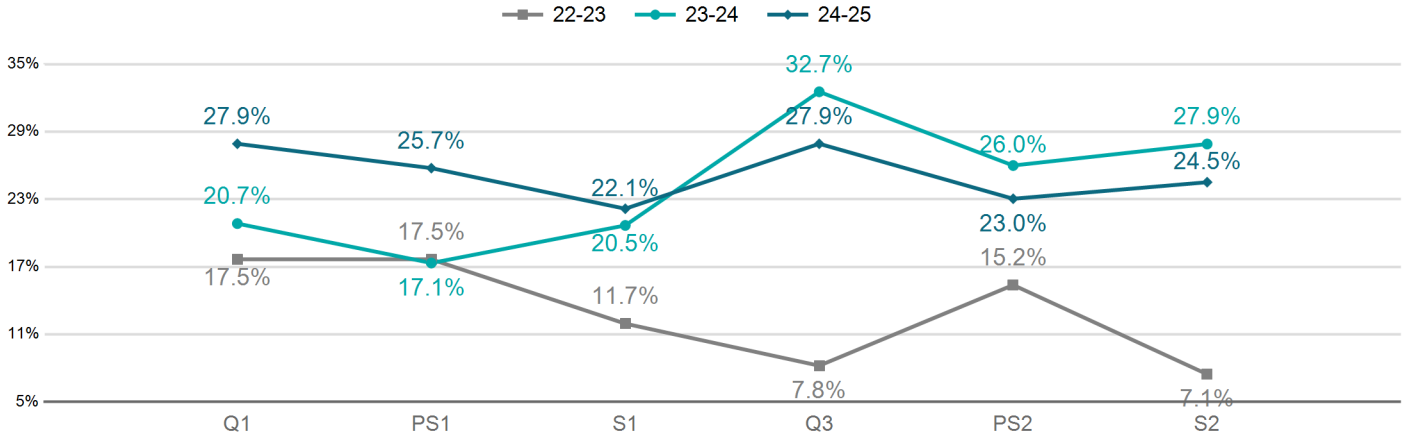


## Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

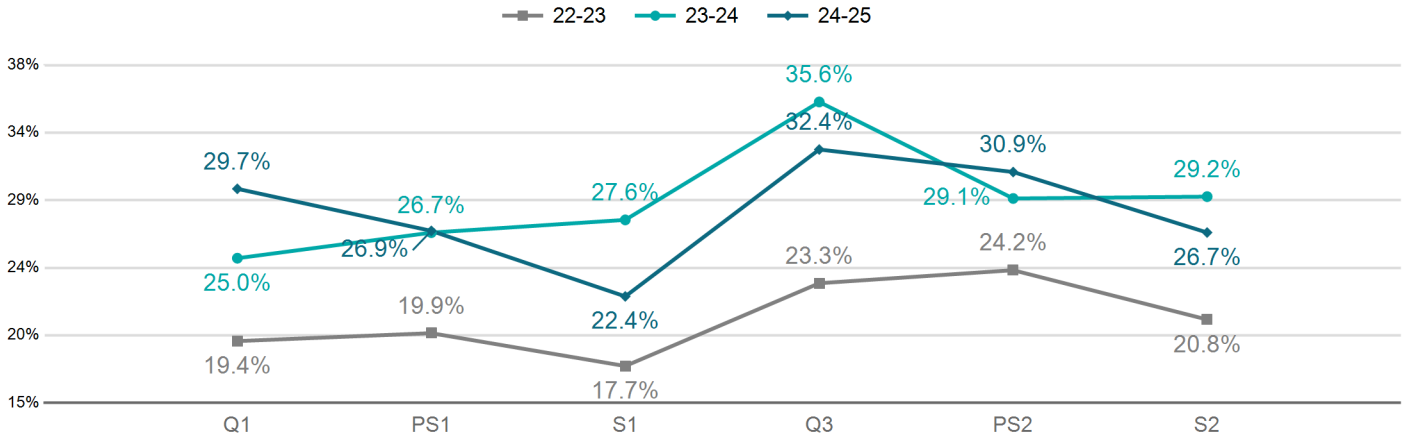
# Powell D/F Rate - 3 year Comparison

## Percent of total grades that are Ds or Fs

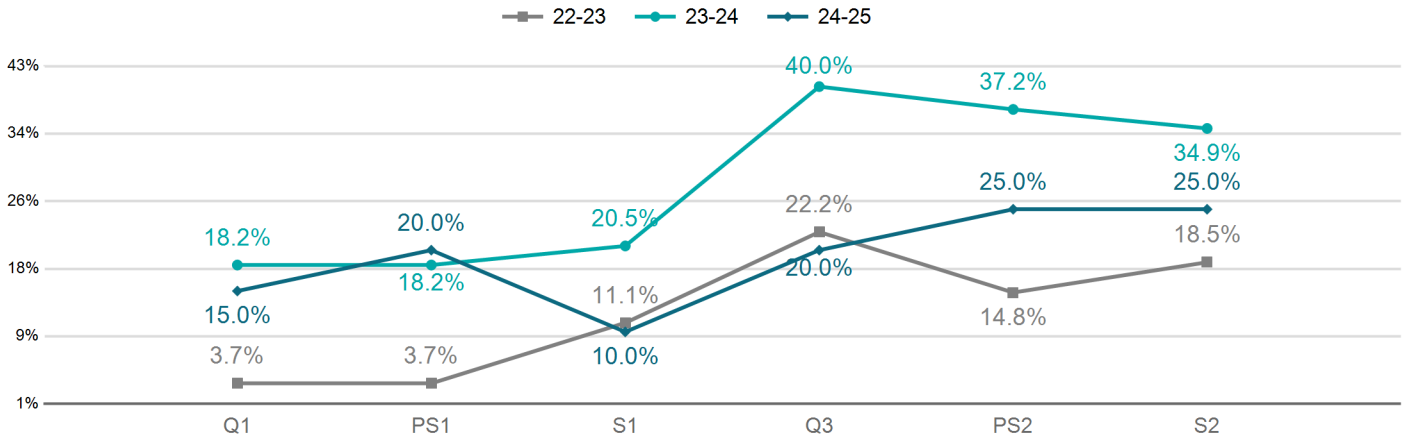
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



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



### Category: Special Populations - Subgroup: Foster

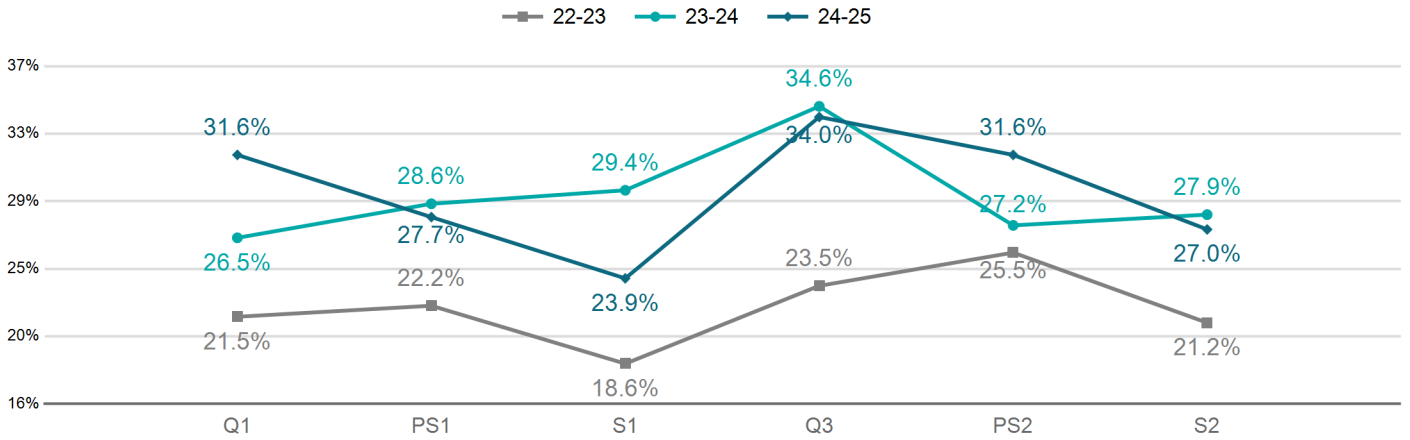


### Category: Special Populations - Subgroup: Homeless

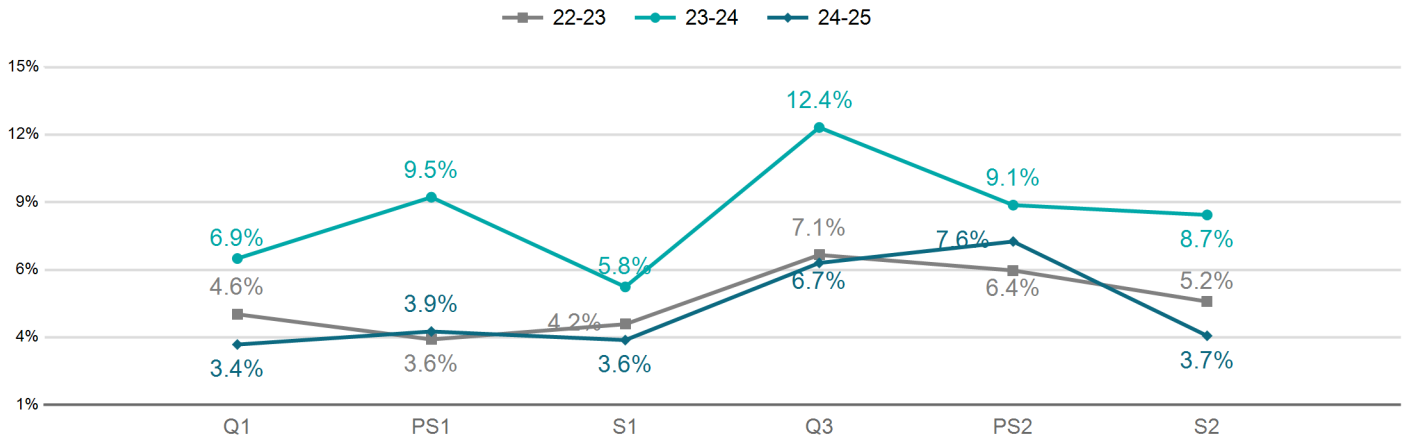
# Powell D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

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



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



Legend
F
D
C
B
A

## Grade Distribution - Powell 2024-2025 S2

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

Category	Count of Marks		Percent by Category					D/F Rate	A/B/C Rate	
<b>All Students</b>	1,971	1,971	6	12	20	25	33	17.3%	82.7%	
<b>Grade</b>	Gr. 06	630	5	13	17	22	39	17.8%	82.2%	
	Gr. 07	712	4	13	25	26	29	16.9%	83.1%	
	Gr. 08	629	8	9	18	27	32	17.2%	82.8%	
<b>Ethnicity</b>	African American	397	9	12	20	29	28	21.4%	78.6%	
	Asian	50		12	14	16	52	12.0%	88.0%	
	Cambodian	29	3	24	21	24	24	27.6%	72.4%	
	Filipino	21		5	14	10	67	4.8%	95.2%	
	Hispanic	1,308	5	11	21	24	33	16.1%	83.9%	
	Pacific Islander	86		16	19	33	37	7.0%	93.0%	
	White	29		14	21	24	41	13.8%	86.2%	
	Other	80	11	24	24	15	25	35.0%	65.0%	
<b>Gender</b>	Female	975	5	10	19	26	36	14.8%	85.2%	
	Male	996	7	13	21	24	30	19.7%	80.3%	
<b>Special Populations</b>	Low SES	1,520	6	11	21	24	33	17.0%	83.0%	
	ELL	365	9	16	20	18	22	24.9%	75.1%	
	RFEP	356		1	8	19	24	46	9.3%	90.7%
	EL + RFEP	721	5	12	19	21	34	17.2%	82.8%	
	Special Ed.	153	6	16	25	27	21	21.6%	78.4%	
	Spec Ed. Speech/RSP	139	6	17	26	27	18	23.7%	76.3%	
	Homeless/Foster	172	9	17	25	26	19	25.6%	74.4%	
	Foster	20	10	15	10	40	15	25.0%	75.0%	
	Homeless	152	9	17	27	24	19	25.7%	74.3%	
	GATE/Excel	563		3	15	26	53	3.7%	96.3%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

## Grade Distribution - Powell 2024-2025 PS2

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

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
<b>All Students</b>	1,974	1,974	9	11	20	25	31	19.8%	80.2%
<b>Grade</b>	Gr. 06	626	9	12	19	18	39	20.8%	79.2%
	Gr. 07	719	8	12	21	27	28	20.7%	79.3%
	Gr. 08	629	9	9	21	30	25	17.6%	82.4%
<b>Ethnicity</b>	African American	397	12	12	23	24	27	23.7%	76.3%
	Asian	50	2	8	12	14	56	10.0%	90.0%
	Cambodian	29	10	14	21	21	31	24.1%	75.9%
	Filipino	21	5	10	14	19	48	14.3%	85.7%
	Hispanic	1,311	8	11	20	25	31	19.2%	80.8%
	Pacific Islander	86	2	6	16	38	33	8.1%	91.9%
	White	29	7	7	7	45	41	6.9%	93.1%
	Other	80	19	15	26	18	21	33.8%	66.3%
<b>Gender</b>	Female	982	7	9	19	26	34	16.8%	83.2%
	Male	992	10	13	21	24	28	22.7%	77.3%
<b>Special Populations</b>	Low SES	1,523	9	11	20	24	31	20.2%	79.8%
	ELL	372	14	15	18	19	20	28.8%	71.2%
	RFEP	356	2	9	15	29	42	11.0%	89.0%
	EL + RFEP	728	8	12	16	24	31	20.1%	79.9%
	Special Ed.	149	9	13	31	25	19	21.5%	78.5%
	Spec Ed. Speech/RSP	135	10	13	33	23	17	23.0%	77.0%
	Homeless/Foster	175	15	15	19	26	20	30.3%	69.7%
	Foster	20	15	10	5	40	20	25.0%	75.0%
	Homeless	155	15	15	21	24	20	31.0%	69.0%
GATE/Excel	563	16	14	14	27	48	7.6%	92.4%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

# Grade Distribution - Powell 2024-2025 Q3

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

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
<b>All Students</b>	1,975	1,975	10	10	16	24	35	19.7%	80.3%
<b>Grade</b>	Gr. 06	628	9	11	16	20	42	19.4%	80.6%
	Gr. 07	718	9	11	17	25	30	20.2%	79.8%
	Gr. 08	629	11	8	14	26	34	19.6%	80.4%
<b>Ethnicity</b>	African American	395	12	10	19	25	31	21.8%	78.2%
	Asian	50	26	14	14	56	8.0%	92.0%	
	Cambodian	29	17	7	17	14	41	24.1%	75.9%
	Filipino	21	5	5	10	24	52	9.5%	90.5%
	Hispanic	1,314	9	11	15	24	35	19.6%	80.4%
	Pacific Islander	86	2	9	10	26	48	11.6%	88.4%
	White	29	7	14	28	48	6.9%	93.1%	
	Other	80	24	11	14	20	30	35.0%	65.0%
<b>Gender</b>	Female	983	8	9	14	24	39	17.3%	82.7%
	Male	992	11	11	17	24	32	22.2%	77.8%
<b>Special Populations</b>	Low SES	1,524	10	10	15	24	36	20.0%	80.0%
	ELL	373	14	14	15	18	23	28.4%	71.6%
	RFEP	355	3	9	11	25	48	12.1%	87.9%
	EL + RFEP	728	9	12	13	21	35	20.5%	79.5%
	Special Ed.	150	8	18	17	25	25	26.0%	74.0%
	Spec Ed. Speech/RSP	136	9	19	19	24	24	27.9%	72.1%
	Homeless/Foster	176	16	15	14	26	24	31.8%	68.2%
	Foster	20	10	10	15	25	30	20.0%	80.0%
	Homeless	156	17	16	13	26	23	33.3%	66.7%
	GATE/Excel	563	25	11	25	53	6.7%	93.3%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

# Grade Distribution - Powell 2024-2025 S1

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

Category	Count of Marks		Percent by Category					D/F Rate	A/B/C Rate
<b>All Students</b>	1,948	1,948	5	12	18	25	36	16.4%	83.6%
<b>Grade</b>	Gr. 06	614	3	11	14	23	47	13.5%	86.5%
	Gr. 07	697	3	13	21	29	30	15.8%	84.2%
	Gr. 08	637	8	11	19	24	32	19.8%	80.2%
<b>Ethnicity</b>	African American	381	4	14	16	28	36	17.8%	82.2%
	Asian	50	6	14	26	46	6.0%	94.0%	
	Cambodian	29	3	14	14	31	34	17.2%	82.8%
	Filipino	21			10	29	57	0.0%	100.0%
	Hispanic	1,294	5	11	19	25	34	16.4%	83.6%
	Pacific Islander	93	1	3	15	24	52	4.3%	95.7%
	White	29	3	21	24	52	3.4%	96.6%	
	Other	80	16	23	14	15	31	38.8%	61.3%
<b>Gender</b>	Female	960	3	11	18	24	40	13.6%	86.4%
	Male	988	7	12	18	27	31	19.0%	81.0%
<b>Special Populations</b>	Low SES	1,516	5	12	18	25	36	16.5%	83.5%
	ELL	374	8	16	20	21	20	23.8%	76.2%
	RFEP	355	2	6	18	26	46	8.2%	91.8%
	EL + RFEP	729	5	11	19	23	33	16.2%	83.8%
	Special Ed.	150	3	17	23	25	27	20.7%	79.3%
	Spec Ed. Speech/RSP	136	4	18	26	24	25	22.1%	77.9%
	Homeless/Foster	183	7	15	21	22	31	21.9%	78.1%
	Foster	20	10	10	30	40	10.0%	90.0%	
	Homeless	163	7	16	22	21	29	23.3%	76.7%
GATE/Excel	563	3	10	28	55	3.6%	96.4%		

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

# Grade Distribution - Powell 2024-2025 PS1

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

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
<b>All Students</b>	1,969	1,969	6	12	18	26	34	17.8%	82.2%
<b>Grade</b>	Gr. 06	613	4	11	14	23	45	15.2%	84.8%
	Gr. 07	705	7	12	21	29	26	19.3%	80.7%
	Gr. 08	651	7	12	19	25	32	18.6%	81.4%
<b>Ethnicity</b>	African American	410	6	14	15	31	32	19.8%	80.2%
	Asian	50	6	16	26	42	6.0%	94.0%	
	Cambodian	36	3	14	19	22	39	16.7%	83.3%
	Filipino	21	5	24	10	57	4.8%	95.2%	
	Hispanic	1,279	6	11	19	25	33	17.7%	82.3%
	Pacific Islander	93	2	3	18	27	44	5.4%	94.6%
	White	29	3	17	31	48	3.4%	96.6%	
	Other	87	16	21	15	20	28	36.8%	63.2%
<b>Gender</b>	Female	953	4	11	16	25	39	15.3%	84.7%
	Male	1,016	8	12	20	26	30	20.1%	79.9%
<b>Special Populations</b>	Low SES	1,537	6	12	18	26	34	18.2%	81.8%
	ELL	374	10	14	22	20	19	24.6%	75.4%
	RFEP	355	3	5	17	26	46	8.2%	91.8%
	EL + RFEP	729	7	10	20	23	32	16.6%	83.4%
	Special Ed.	150	6	18	23	27	23	24.0%	76.0%
	Spec Ed. Speech/RSP	136	7	19	24	26	21	25.7%	74.3%
	Homeless/Foster	175	9	18	14	27	27	26.9%	73.1%
	Foster	20	20	30	40	20.0%	80.0%		
	Homeless	155	10	18	16	26	25	27.7%	72.3%
	GATE/Excel	563	3	13	26	53	3.9%	96.1%	

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

# Grade Distribution - Powell 2024-2025 Q1

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

Category	Count of Marks	Percent by Category					D/F Rate	A/B/C Rate	
<b>All Students</b>	1,953	1,953	7	10	17	23	38	17.4%	82.6%
<b>Grade</b>	Gr. 06	615	6	10	14	19	49	15.3%	84.7%
	Gr. 07	701	8	11	23	25	28	19.3%	80.7%
	Gr. 08	637	7	10	14	25	37	17.3%	82.7%
<b>Ethnicity</b>	African American	397	8	10	20	22	38	17.9%	82.1%
	Asian	50	6	16	20	48	6.0%	94.0%	
	Cambodian	36	6	8	14	28	42	13.9%	86.1%
	Filipino	21	5	14	24	52	4.8%	95.2%	
	Hispanic	1,276	7	11	17	23	37	17.7%	82.3%
	Pacific Islander	93	15	15	31	42	6.5%	93.5%	
	White	30	3	20	20	57	3.3%	96.7%	
	Other	86	20	16	13	19	31	36.0%	64.0%
<b>Gender</b>	Female	942	5	8	17	23	42	13.0%	87.0%
	Male	1,011	9	12	18	23	33	21.5%	78.5%
<b>Special Populations</b>	Low SES	1,521	8	10	17	23	37	18.1%	81.9%
	ELL	375	11	15	16	19	25	26.4%	73.6%
	RFEP	350	3	6	14	25	47	9.1%	90.9%
	EL + RFEP	725	7	11	15	22	36	18.1%	81.9%
	Special Ed.	150	9	16	21	26	23	25.3%	74.7%
	Spec Ed. Speech/RSP	136	10	18	21	24	23	27.9%	72.1%
	Homeless/Foster	175	13	17	14	21	30	29.7%	70.3%
	Foster	20	15	25	50	15.0%	85.0%		
	Homeless	155	15	17	15	21	28	31.6%	68.4%
	GATE/Excel	564	3	11	26	55	3.4%	96.6%	

The percentages may not equal 100% due to rounding.



# Grade Distribution - All 2024-2025 S2

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

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

The percentages may not equal 100% due to rounding.



## Grade Distribution - All 2024-2025 S2

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

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

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary\_School\_List - ARC Report GRD04-BAND

Run date: 3/3/2026



## Grade Distribution - All 2024-2025 S2

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

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



## Grade Distribution - All 2024-2025 S2

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

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



# Grade Distribution - All 2024-2025 PS2

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

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

The percentages may not equal 100% due to rounding.



## Grade Distribution - All 2024-2025 PS2

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

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

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary\_School\_List - ARC Report GRD04-BAND

Run date: 3/3/2026



## Grade Distribution - All 2024-2025 PS2

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

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



## Grade Distribution - All 2024-2025 PS2

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

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



# Grade Distribution - All 2024-2025 Q3

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

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

The percentages may not equal 100% due to rounding.



## Grade Distribution - All 2024-2025 Q3

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

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

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary\_School\_List - ARC Report GRD04-BAND

Run date: 3/3/2026



## Grade Distribution - All 2024-2025 Q3

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

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

The percentages may not equal 100% due to rounding.



## Grade Distribution - All 2024-2025 Q3

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

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



# Grade Distribution - All 2024-2025 S1

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

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

The percentages may not equal 100% due to rounding.



## Grade Distribution - All 2024-2025 S1

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

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

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary\_School\_List - ARC Report GRD04-BAND

Run date: 3/3/2026



## Grade Distribution - All 2024-2025 S1

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

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



## Grade Distribution - All 2024-2025 S1

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

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



# Grade Distribution - All 2024-2025 PS1

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

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

The percentages may not equal 100% due to rounding.



## Grade Distribution - All 2024-2025 PS1

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

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

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary\_School\_List - ARC Report GRD04-BAND

Run date: 3/3/2026



# Grade Distribution - All 2024-2025 PS1

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

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

The percentages may not equal 100% due to rounding.



## Grade Distribution - All 2024-2025 PS1

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

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



# Grade Distribution - All 2024-2025 Q1

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

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

The percentages may not equal 100% due to rounding.



## Grade Distribution - All 2024-2025 Q1

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

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

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade\_Distribution\_Summary\_School\_List - ARC Report GRD04-BAND

Run date: 3/3/2026



# Grade Distribution - All 2024-2025 Q1

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

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

The percentages may not equal 100% due to rounding.



## Grade Distribution - All

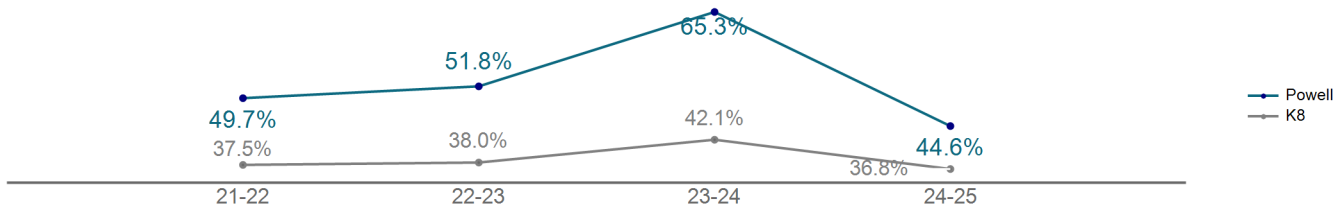
### 2024-2025 Q1

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

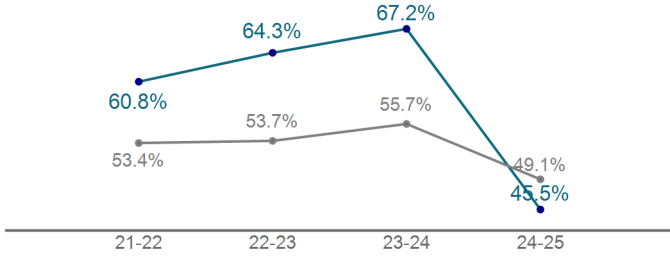
Category		A/B/C Rate
<b>Polytechnic</b>	24,914	82.4%
<b>Reid</b>	32	90.6%
<b>Renaissance</b>	2,613	86.3%
<b>Sato</b>	3,686	92.6%
<b>Wilson</b>	21,929	78.8%
<b>District</b>	226,690	83.0%

# Semester 2 Students with One or More D/F

**Powell  
All Students  
N = 278**



**African American  
N = 55**



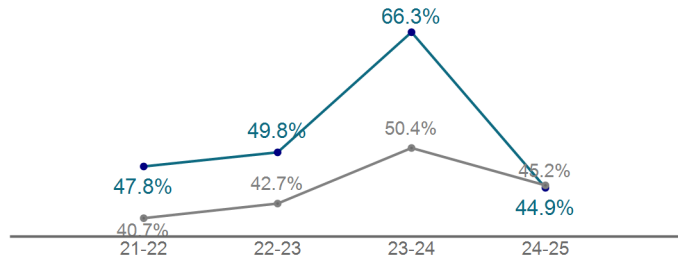
**Asian**

Subgroup with fewer than 20 total grades.

**Filipino**

Subgroup with fewer than 20 total grades.

**Hispanic  
N = 185**



**Pacific Islander**

Subgroup with fewer than 20 total grades.

**White**

Subgroup with fewer than 20 total grades.

**Native American**

Subgroup with fewer than 20 total grades.

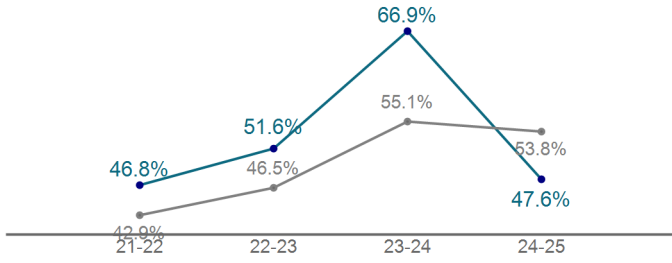
**Other**

Subgroup with fewer than 20 total grades.

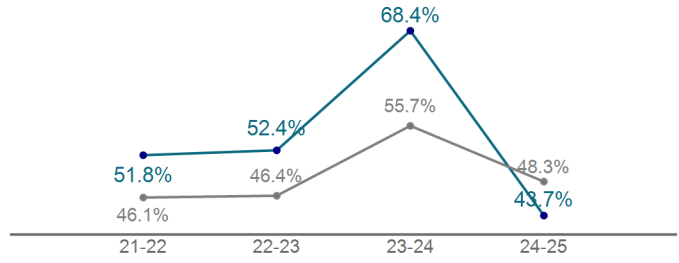
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups with fewer than 20 students are not included.

## Semester 2 Students with One or More D/F

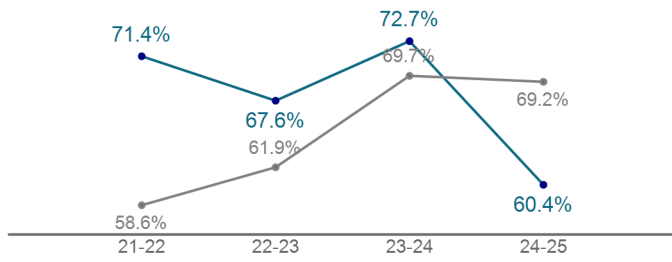
**EL + RFEP**  
N = 103



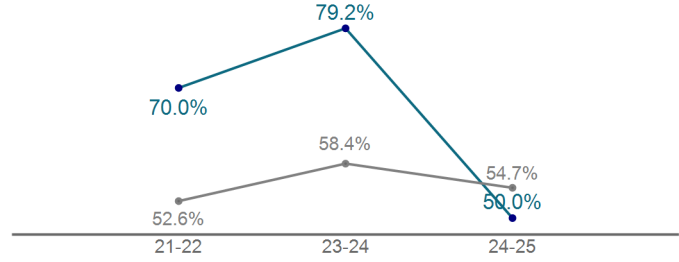
**Low SES**  
N = 215



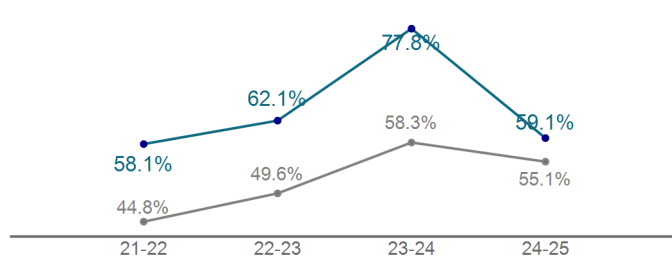
**English Learner**  
N = 53



**Special Education**  
N = 22



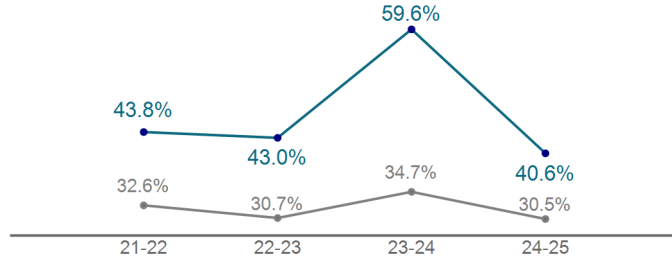
**Homeless**  
N = 22



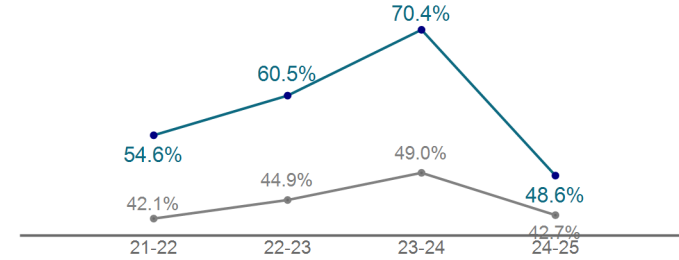
**Foster Youth**

Subgroup with fewer than 20 total grades.

**Female**  
N = 138



**Male**  
N = 140



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

# Grade Distribution - Powell 2024-2025 S2

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

Category	Student Count	Percent by Category	1 or more D or F
<b>All Students</b>	278	278	44.6%
<b>Grade</b>	Gr. 06	89	43.8%
	Gr. 07	99	43.4%
	Gr. 08	90	46.7%
<b>Ethnicity</b>	African American	55	45.5%
	Asian	7	42.9%
	Cambodian	5	80.0%
	Filipino	3	33.3%
	Hispanic	185	44.9%
	Pacific Islander	12	16.7%
	White	4	25.0%
	Other	12	75.0%
<b>Gender</b>	Female	138	40.6%
	Male	140	48.6%
<b>Special Populations</b>	Low SES	215	43.7%
	ELL	53	60.4%
	RFEP	50	34.0%
	EL + RFEP	103	47.6%
	Special Ed.	22	50.0%
	Spec Ed. Speech/RSP	20	55.0%
	Homeless/Foster	25	56.0%
	Foster	3	33.3%
	Homeless	22	59.1%
GATE/Excel	78	12.8%	

# Grade Distribution - Powell 2024-2025 PS2

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

Category	Student Count	Student Count	Percent by Category					1 or more D or F
<b>All Students</b>	278	278	18	10	10	14	47	52.9%
<b>Grade</b>	Gr. 06	88	19	11	10	9	50	50.0%
	Gr. 07	100	15	14	12	21	38	62.0%
	Gr. 08	90	20	6	8	12	54	45.6%
<b>Ethnicity</b>	African American	55	24	5	9	18	44	56.4%
	Asian	7	14	14	14	57	42.9%	
	Cambodian	5	40	20	20	20	80.0%	
	Filipino	3	33	67	33.3%			
	Hispanic	185	16	11	11	15	46	53.5%
	Pacific Islander	12	8	17	75	25.0%		
	White	4	25	75	25.0%			
	Other	12	42	25	8	25	75.0%	
<b>Gender</b>	Female	139	16	9	10	12	53	46.8%
	Male	139	20	12	10	17	41	59.0%
<b>Special Populations</b>	Low SES	215	20	8	11	15	47	53.5%
	ELL	54	30	13	13	13	31	68.5%
	RFEP	50	4	6	12	18	60	40.0%
	EL + RFEP	104	17	10	13	15	45	54.8%
	Special Ed.	21	14	24	5	14	43	57.1%
	Spec Ed. Speech/RSP	19	16	26	5	11	42	57.9%
	Homeless/Foster	25	36	4	16	12	32	68.0%
	Foster	3	33	67	33.3%			
	Homeless	22	36	5	18	14	27	72.7%
GATE/Excel	78	3	5	9	13	71	29.5%	

The percentages may not equal 100% due to rounding.

# Grade Distribution - Powell 2024-2025 Q3

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

Category	Student Count	Percent by Category	1 or more D or F	
<b>All Students</b>	277	17 17 9 14 42	57.8%	
<b>Grade</b>	Gr. 06	87	18 11 13 9 48	51.7%
	Gr. 07	100	12 29 9 19 31	69.0%
	Gr. 08	90	21 10 7 13 49	51.1%
<b>Ethnicity</b>	African American	55	22 13 9 15 42	58.2%
	Asian	7	14 43 43	57.1%
	Cambodian	4	25 50 25	75.0%
	Filipino	3	33 67	33.3%
	Hispanic	185	16 18 10 14 42	58.4%
	Pacific Islander	12	17 8 17 58	41.7%
	White	4	25 75	25.0%
	Other	11	45 27 9 18	81.8%
<b>Gender</b>	Female	138	14 19 7 12 48	52.2%
	Male	139	20 16 12 16 37	63.3%
<b>Special Populations</b>	Low SES	214	19 14 9 14 43	57.0%
	ELL	54	28 19 11 20 22	77.8%
	RFEP	50	2 16 12 16 54	46.0%
	EL + RFEP	104	15 17 12 18 38	62.5%
	Special Ed.	21	5 48 14 19 14	85.7%
	Spec Ed. Speech/RSP	19	5 53 16 16 11	89.5%
	Homeless/Foster	25	36 12 12 16 24	76.0%
	Foster	3	33 33 33	66.7%
	Homeless	22	36 14 14 14 23	77.3%
GATE/Excel	78	1 9 5 12 73	26.9%	

# Grade Distribution - Powell 2024-2025 S1

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

Category	Student Count	Percent by Category	1 or more D or F
<b>All Students</b>	275	9 9 12 14 56	44.4%
<b>Grade</b>	Gr. 06	3 10 12 13 62	38.4%
	Gr. 07	7 5 16 16 55	44.9%
	Gr. 08	15 13 8 13 51	49.5%
<b>Ethnicity</b>	African American	6 9 13 17 55	45.3%
	Asian	14 14 71	28.6%
	Cambodian	25 25 25 25	75.0%
	Filipino	100	0.0%
	Hispanic	10 8 13 15 54	46.2%
	Pacific Islander	8 8 85	15.4%
	White	25 75	25.0%
	Other	18 45 9 27	72.7%
<b>Gender</b>	Female	5 7 14 17 57	43.1%
	Male	12 12 10 12 54	45.7%
<b>Special Populations</b>	Low SES	10 9 13 14 54	45.6%
	ELL	16 11 21 11 41	58.9%
	RFEP	2 8 6 18 66	34.0%
	EL + RFEP	9 9 14 14 53	47.2%
	Special Ed.	5 23 18 9 45	54.5%
	Spec Ed. Speech/RSP	26 21 5 47	52.6%
	Homeless/Foster	12 23 8 12 46	53.8%
	Foster	33 67	33.3%
	Homeless	13 26 4 13 43	56.5%
GATE/Excel	1 4 13 81	19.2%	

# Grade Distribution - Powell 2024-2025 PS1

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

Category	Student Count	Percent by Category					1 or more D or F		
<b>All Students</b>	279	279	13	10	11	15	51	49.1%	
<b>Grade</b>	Gr. 06	86	10	8	10	14	57	43.0%	
	Gr. 07	100	15	13	10	17	45	55.0%	
	Gr. 08	93	13	9	12	15	52	48.4%	
<b>Ethnicity</b>	African American	58	14	5	14	17	50	50.0%	
	Asian	7			14	14	71	28.6%	
	Cambodian	5	20		20	40	20	80.0%	
	Filipino	3			33		67	33.3%	
	Hispanic	182	13	13	10	14	50	50.0%	
	Pacific Islander	13			8	15	77	23.1%	
	White	4				25	75	25.0%	
	Other	12	33	17	17	17	17	83.3%	
	<b>Gender</b>	Female	137	9	8	13	16	54	46.0%
Male		142	17	12	8	15	48	52.1%	
<b>Special Populations</b>	Low SES	219	14	10	10	16	51	49.3%	
	ELL	56	23	18	14	9	36	64.3%	
	RFEP	50			4	10	20	66	34.0%
	EL + RFEP	106	14	14	8	14	50	50.0%	
	Special Ed.	22	14	23	14	18	32	68.2%	
	Spec Ed. Speech/RSP	19	11	26	16	16	32	68.4%	
	Homeless/Foster	25	20	4	20	12	44	56.0%	
	Foster	3				33	67	33.3%	
	Homeless	22	23	5	18	14	41	59.1%	
	GATE/Excel	78				4	1	17	78

The percentages may not equal 100% due to rounding.

# Grade Distribution - Powell 2024-2025 Q1

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

Category	Student Count	Percent by Category	1 or more D or F
<b>All Students</b>	276	13 16 8 12 50	49.6%
<b>Grade</b>	Gr. 06	12 13 12 9 55	45.3%
	Gr. 07	15 18 6 13 47	52.5%
	Gr. 08	12 18 7 14 49	50.5%
<b>Ethnicity</b>	African American	16 13 11 11 50	50.0%
	Asian	14 14 71	28.6%
	Cambodian	40 60	40.0%
	Filipino	33 67	33.3%
	Hispanic	12 18 8 13 49	50.8%
	Pacific Islander	8 8 15 69	30.8%
	White	25 75	25.0%
	Other	42 33 25	75.0%
<b>Gender</b>	Female	9 15 9 12 56	44.4%
	Male	17 18 7 13 45	54.6%
<b>Special Populations</b>	Low SES	14 17 6 13 49	50.9%
	ELL	18 30 11 9 32	67.9%
	RFEP	4 12 4 14 65	34.7%
	EL + RFEP	11 22 8 11 48	52.4%
	Special Ed.	14 36 14 14 23	77.3%
	Spec Ed. Speech/RSP	11 42 16 16 16	84.2%
	Homeless/Foster	32 12 8 48	52.0%
	Foster	33 67	33.3%
	Homeless	36 14 5 45	54.5%
GATE/Excel	43 10 83	16.7%	

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2024-2025 S2

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

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

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2024-2025 S2

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

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

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2024-2025 PS2

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

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

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2024-2025 PS2

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

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

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2024-2025 Q3

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

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

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2024-2025 Q3

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

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

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2024-2025 S1

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

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

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2024-2025 S1

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

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

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2024-2025 PS1

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

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

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2024-2025 PS1

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

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

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2024-2025 Q1

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

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

The percentages may not equal 100% due to rounding.

# Grade Distribution - All 2024-2025 Q1

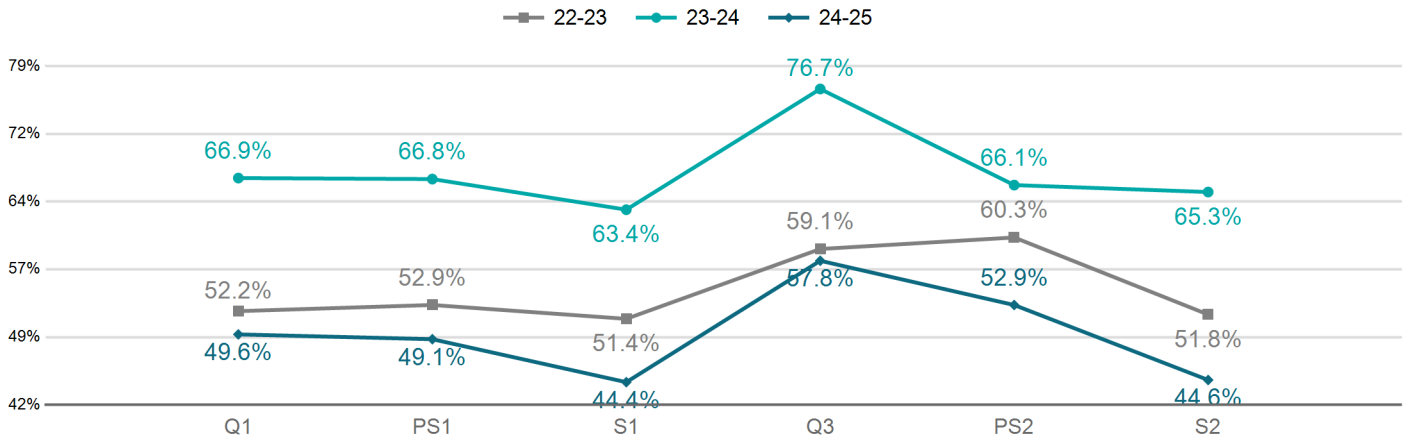
Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

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

The percentages may not equal 100% due to rounding.

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

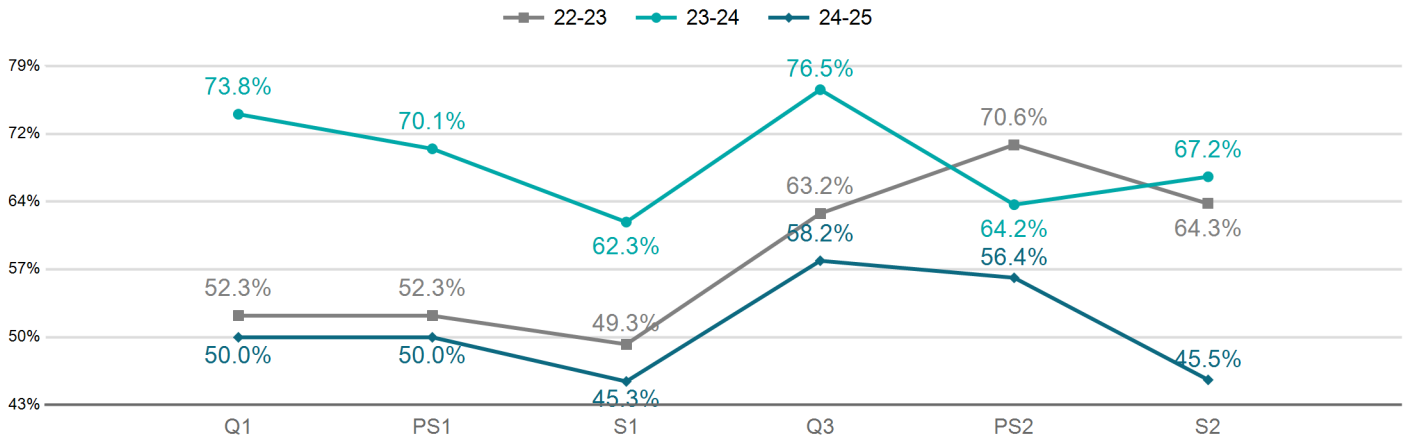
Category: All Students



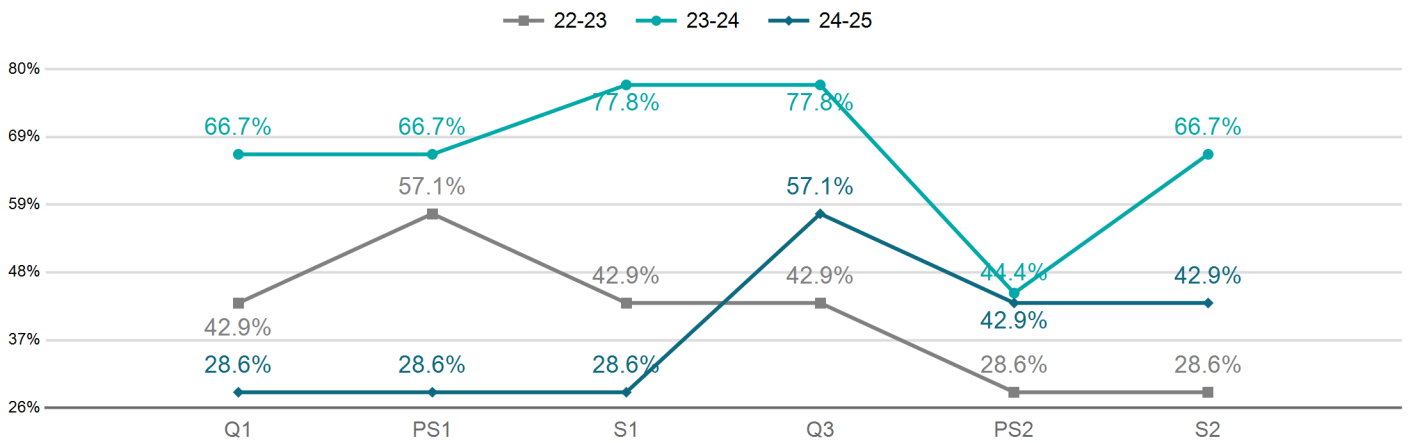
Graphs for subgroups on following pages.

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

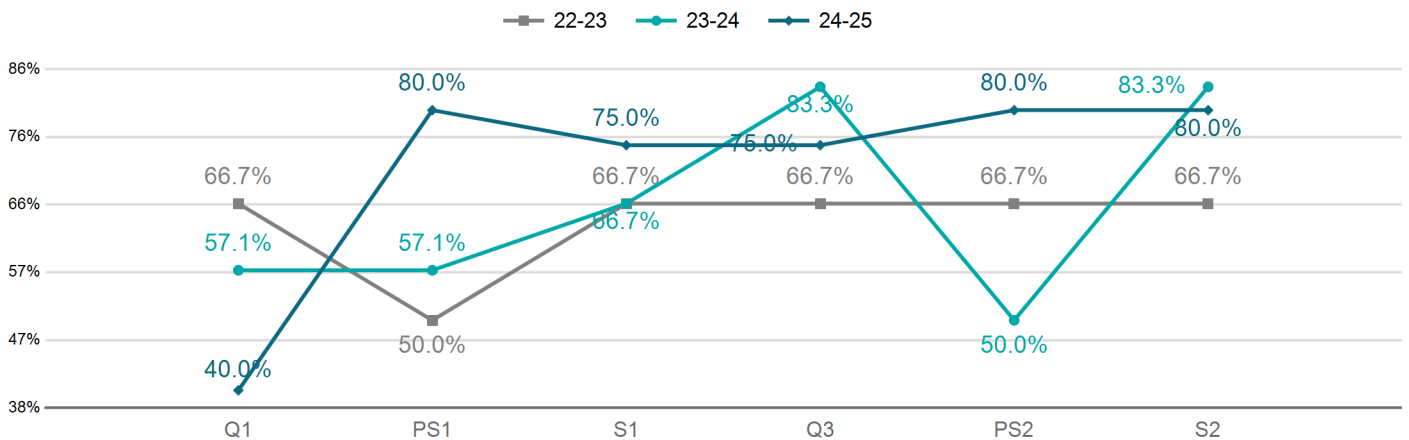
## Category: Ethnicity - Subgroup: African American



## Category: Ethnicity - Subgroup: Asian



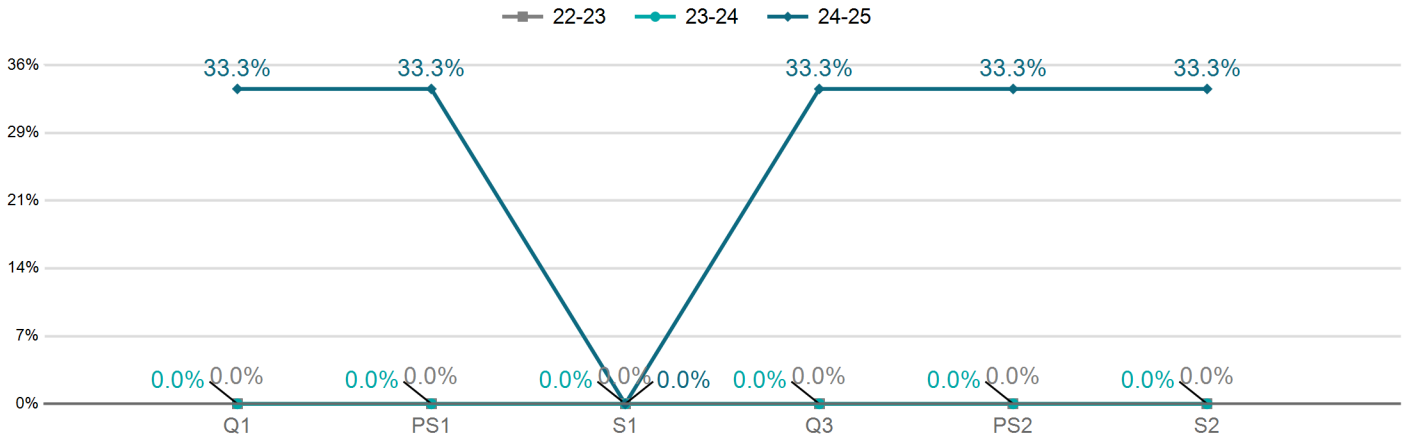
## Category: Ethnicity - Subgroup: Cambodian



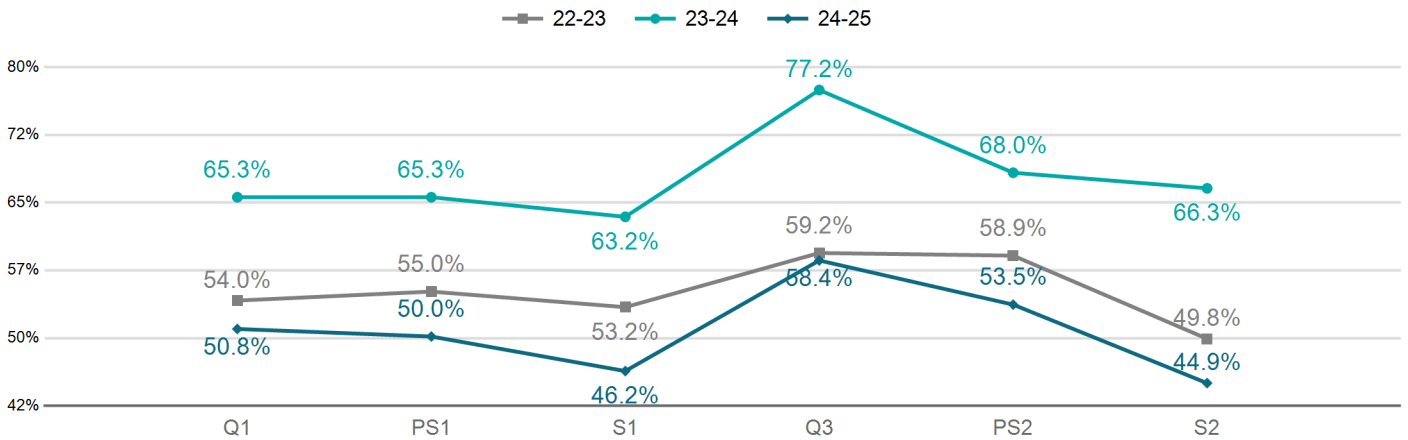
Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

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

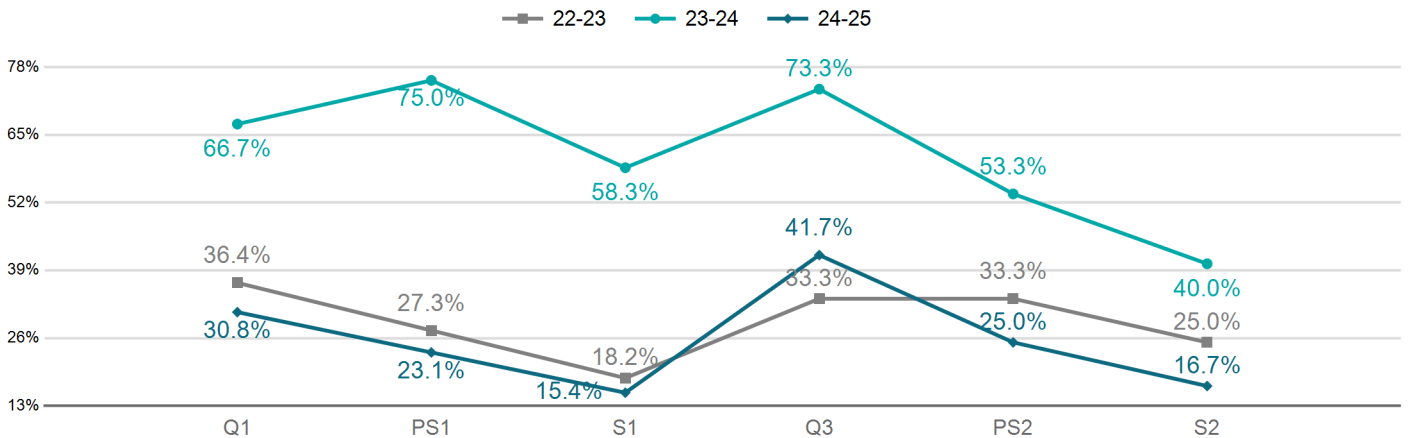
Category: Ethnicity - Subgroup: Filipino



Category: Ethnicity - Subgroup: Hispanic

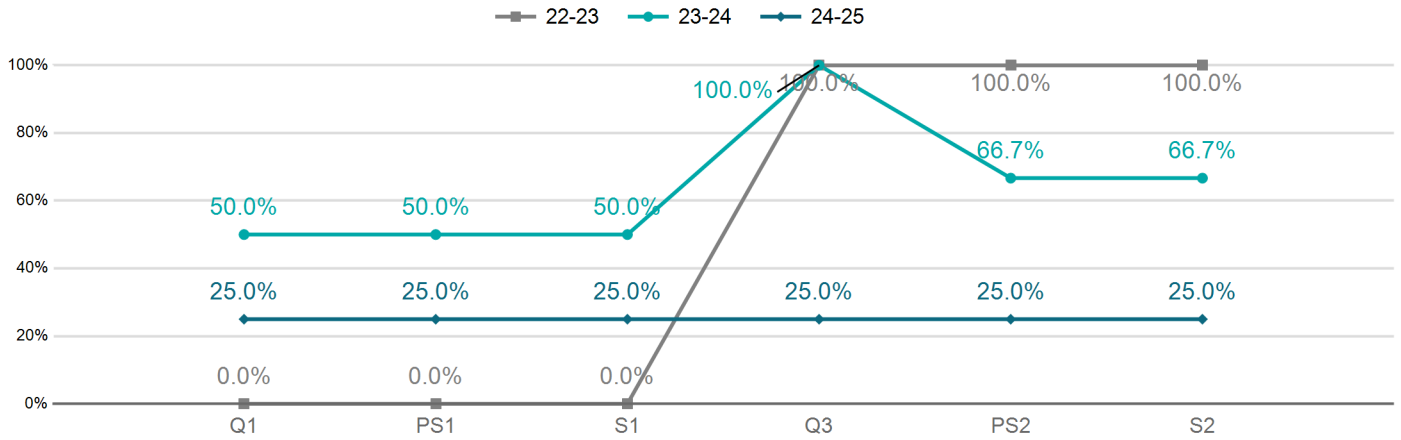


Category: Ethnicity - Subgroup: Pacific Islander

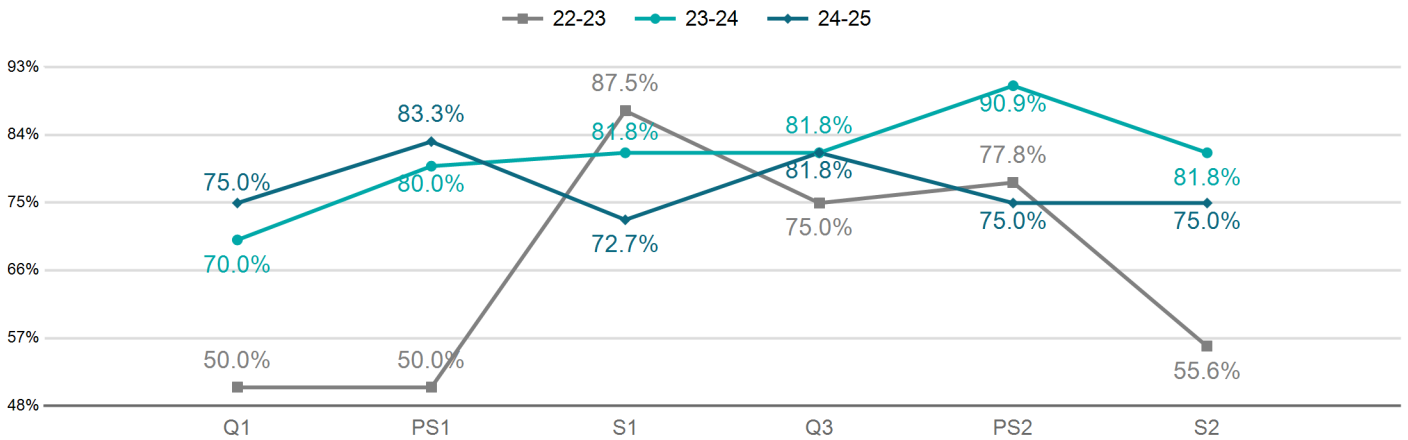


# Percent of Students with 1+ D or F - 3 year Comparison Powell

Category: Ethnicity - Subgroup: White

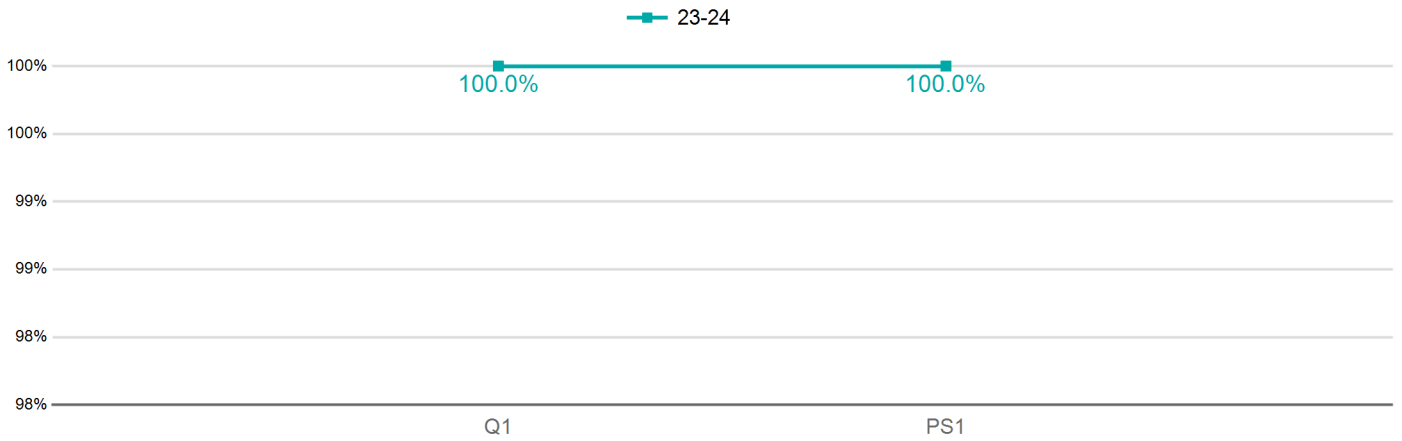


Category: Ethnicity - Subgroup: Other

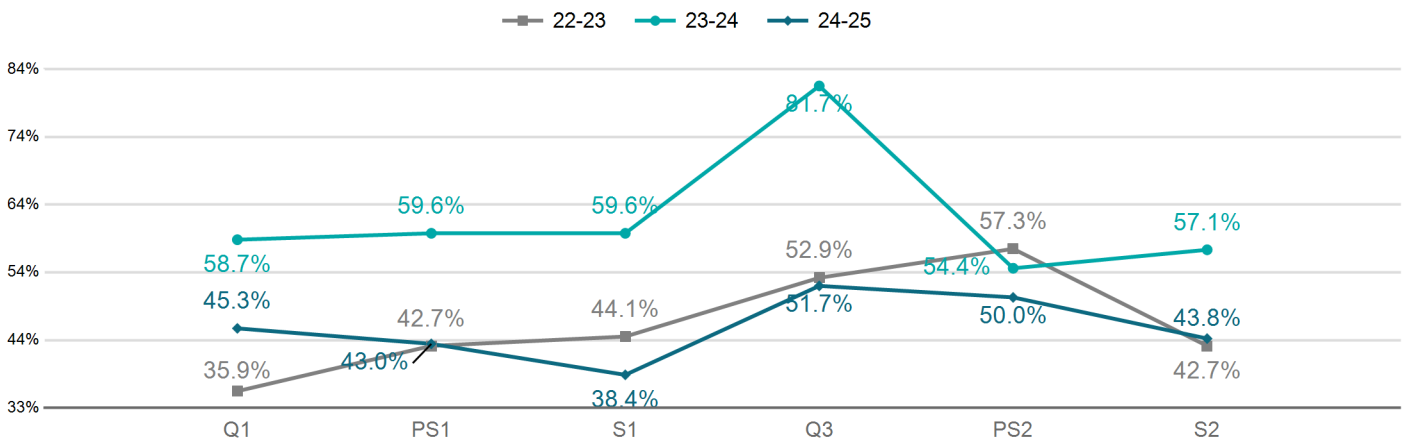


# Percent of Students with 1+ D or F - 3 year Comparison Powell

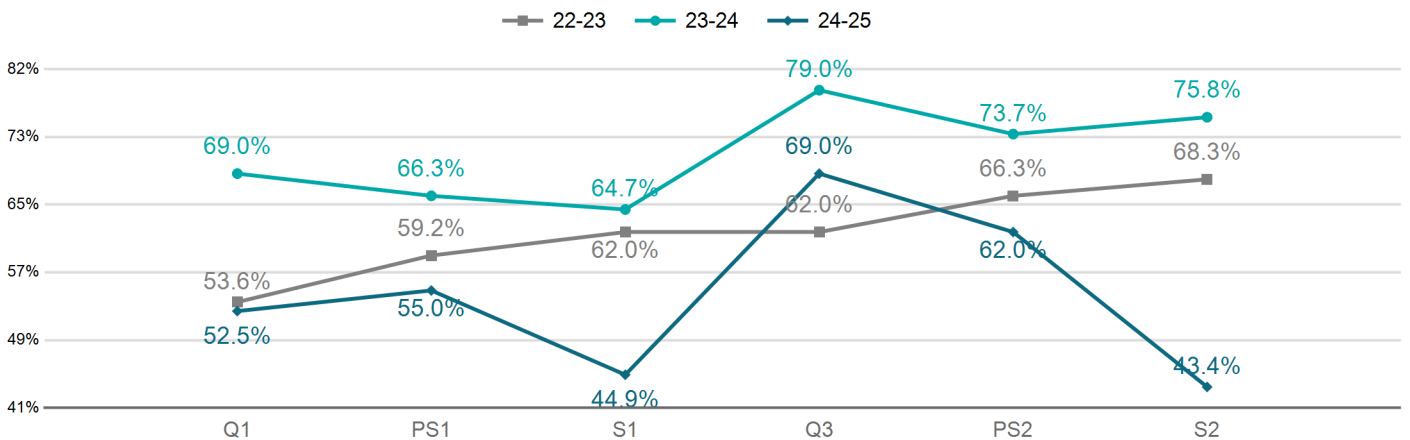
Category: Grade - Subgroup: Gr. 05



Category: Grade - Subgroup: Gr. 06

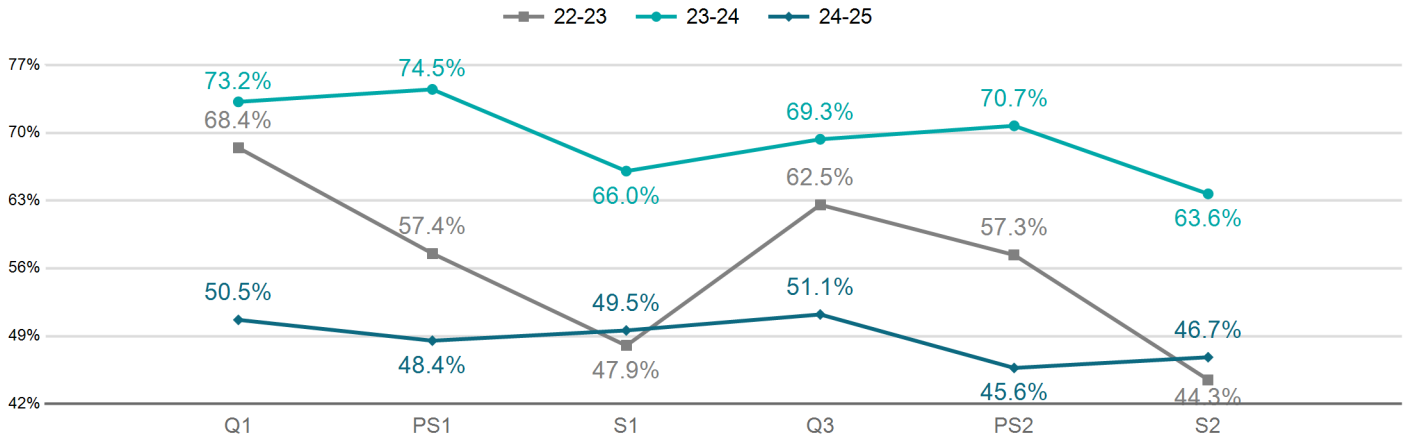


Category: Grade - Subgroup: Gr. 07



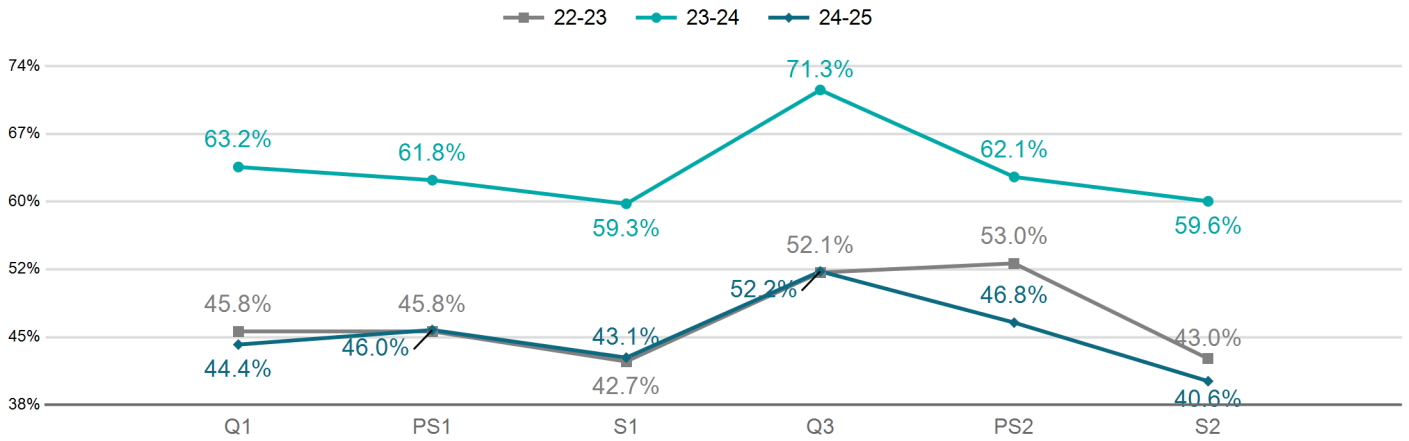
# Percent of Students with 1+ D or F - 3 year Comparison Powell

Category: Grade - Subgroup: Gr. 08

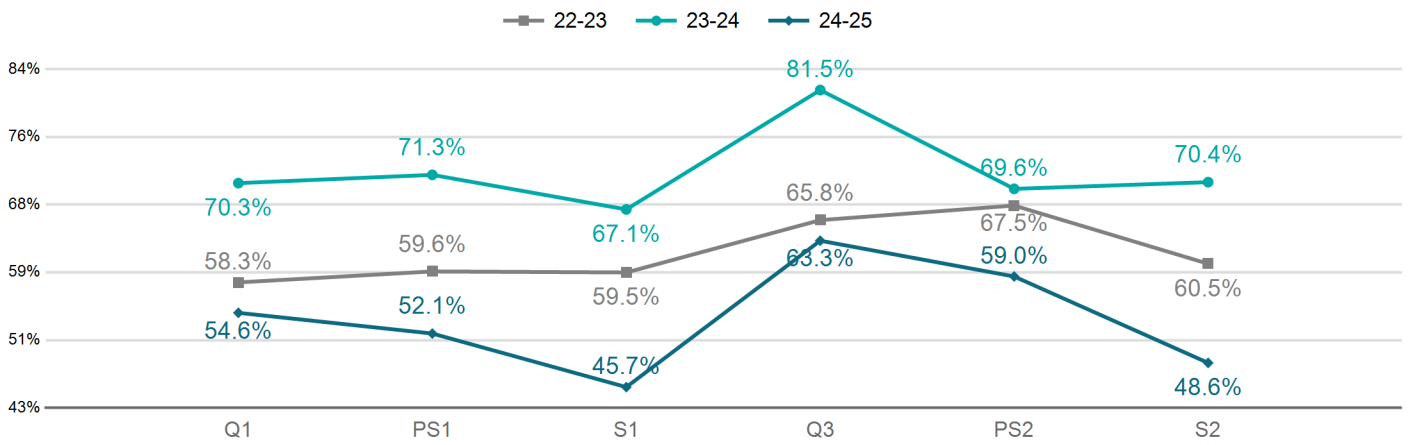


# Percent of Students with 1+ D or F - 3 year Comparison Powell

Category: Gender - Subgroup: Female

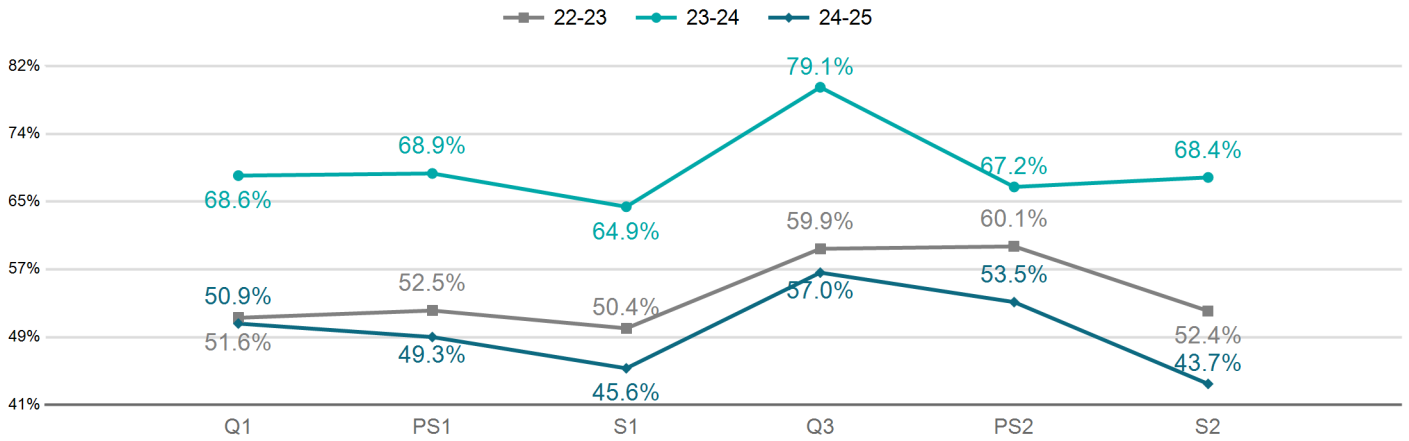


Category: Gender - Subgroup: Male

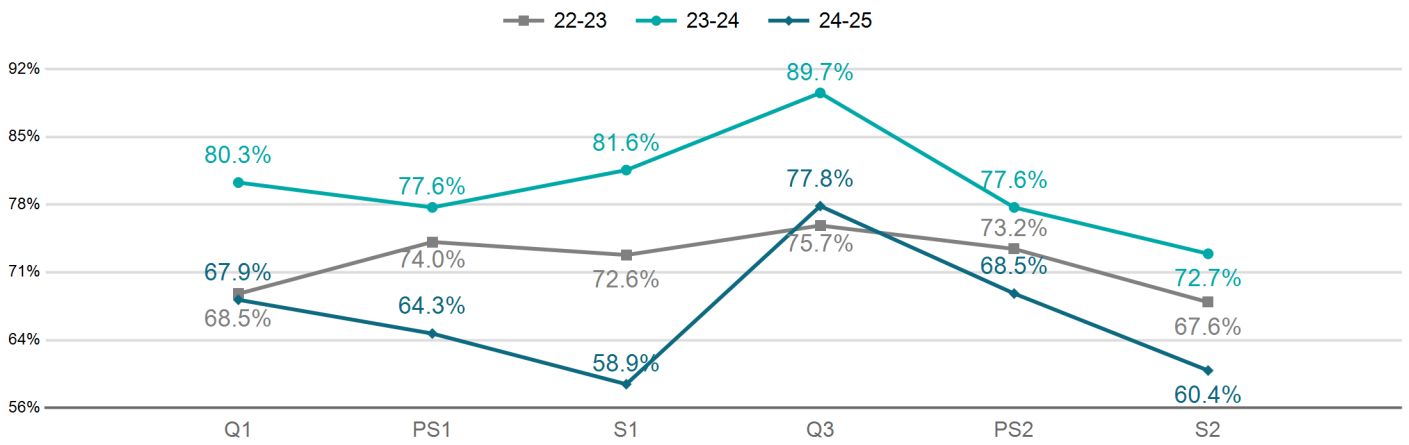


# Percent of Students with 1+ D or F - 3 year Comparison Powell

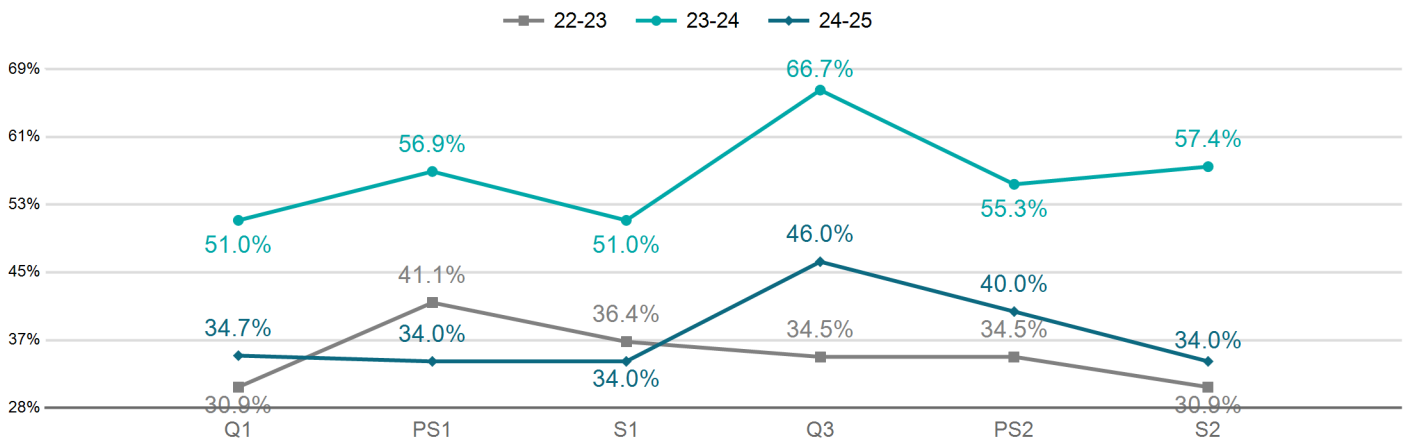
## Category: Special Populations - Subgroup: Low SES



## Category: Special Populations - Subgroup: ELL

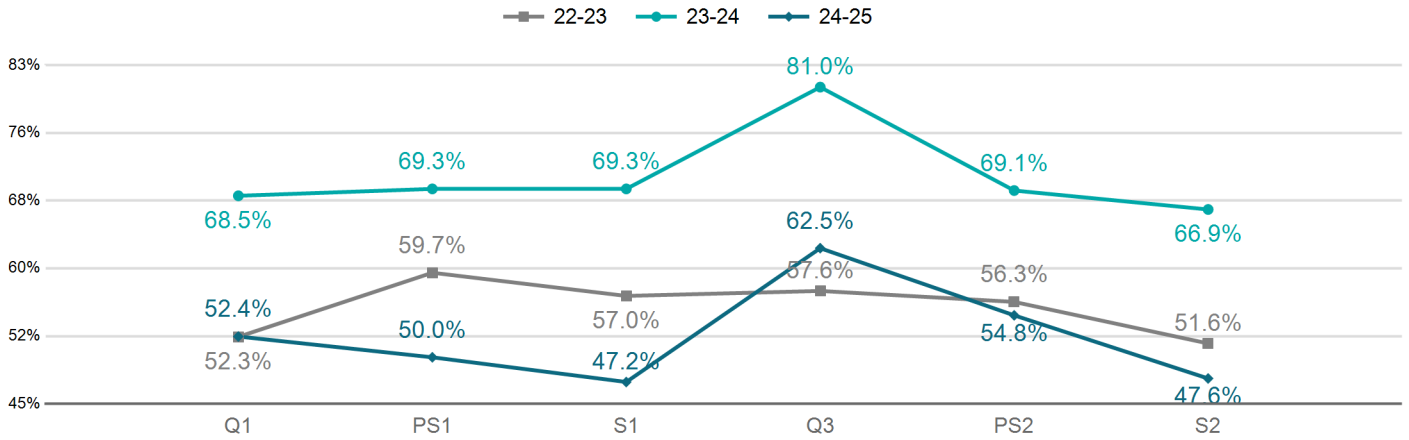


## Category: Special Populations - Subgroup: RFEP

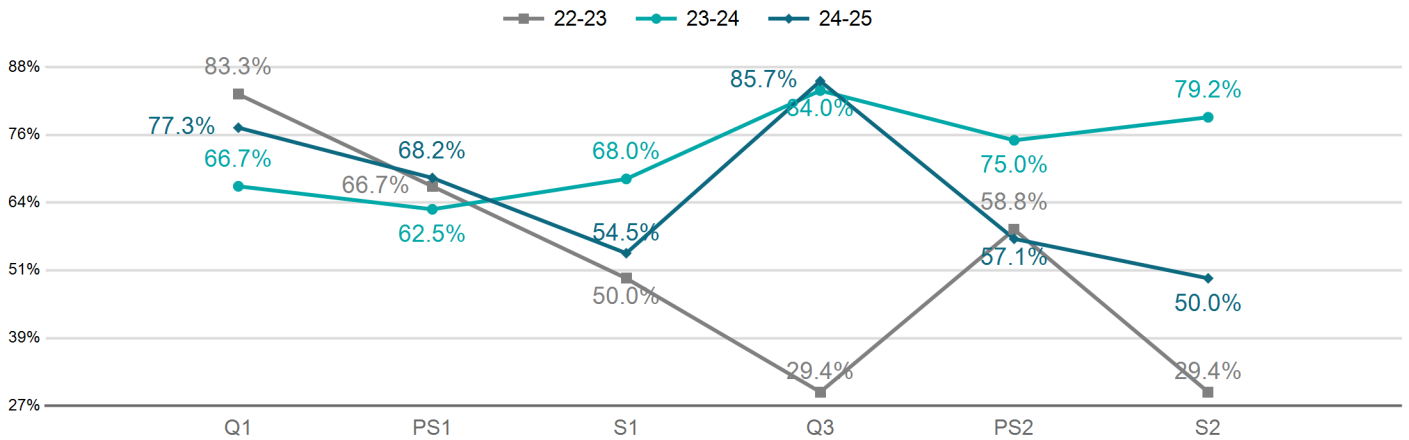


# Percent of Students with 1+ D or F - 3 year Comparison Powell

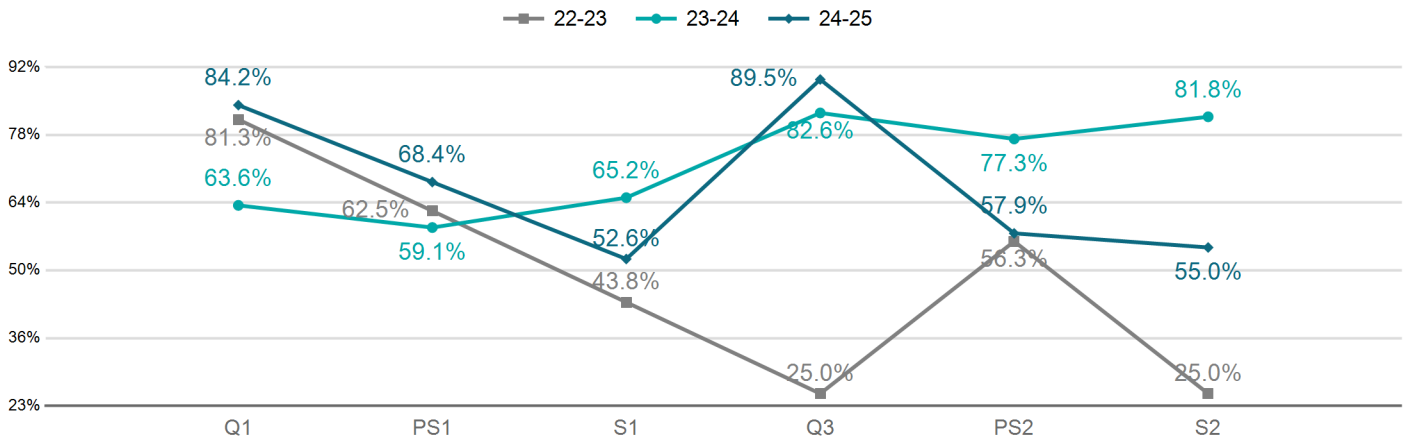
Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

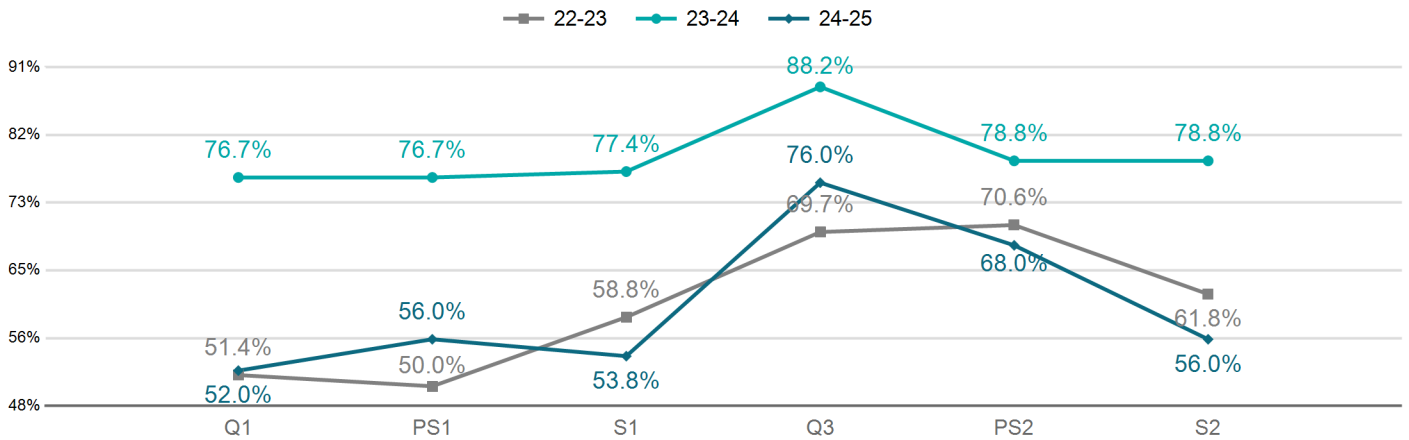


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

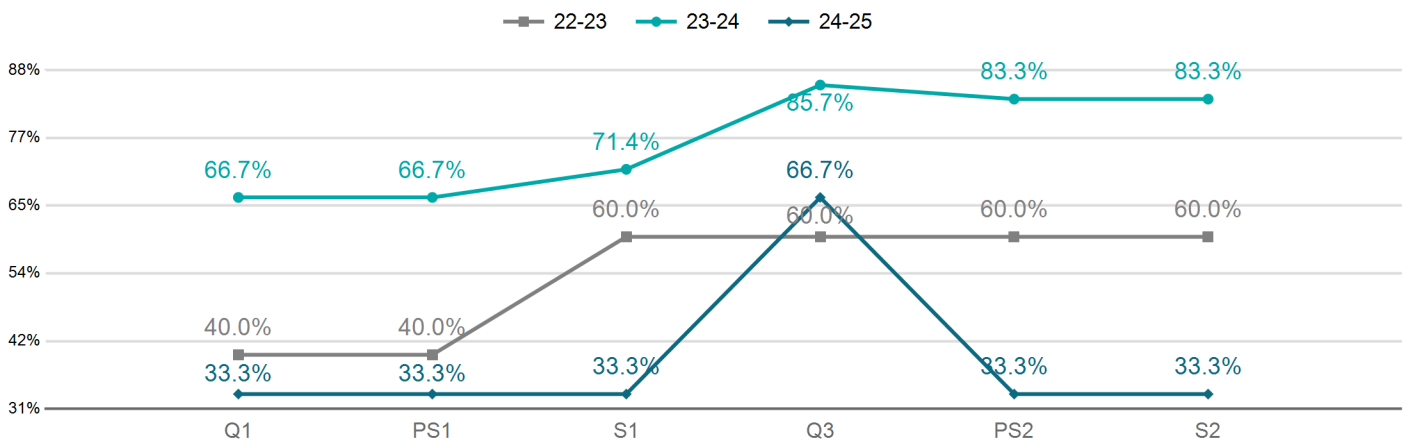


# Percent of Students with 1+ D or F - 3 year Comparison Powell

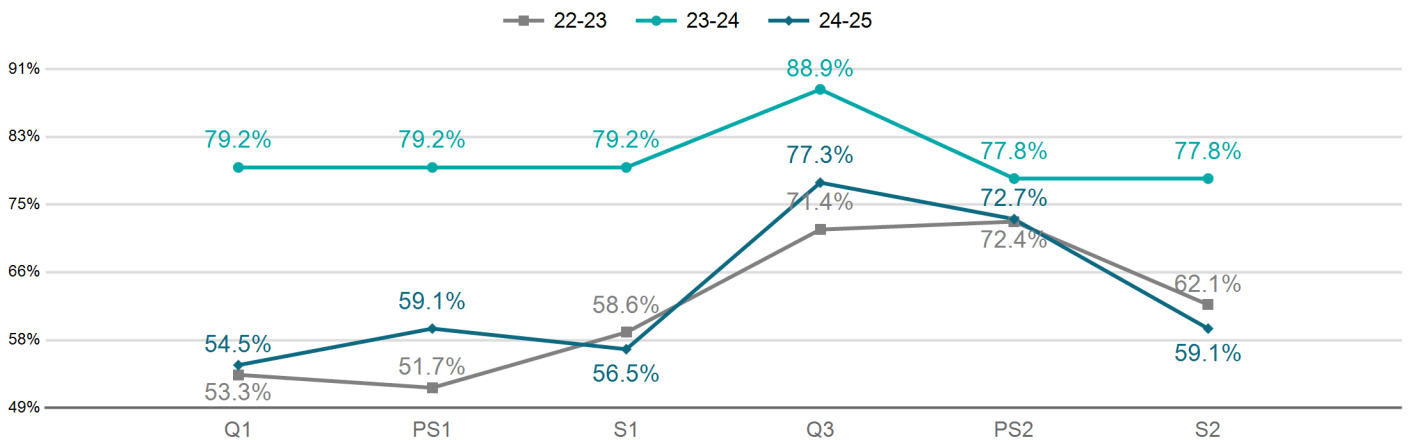
Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Foster

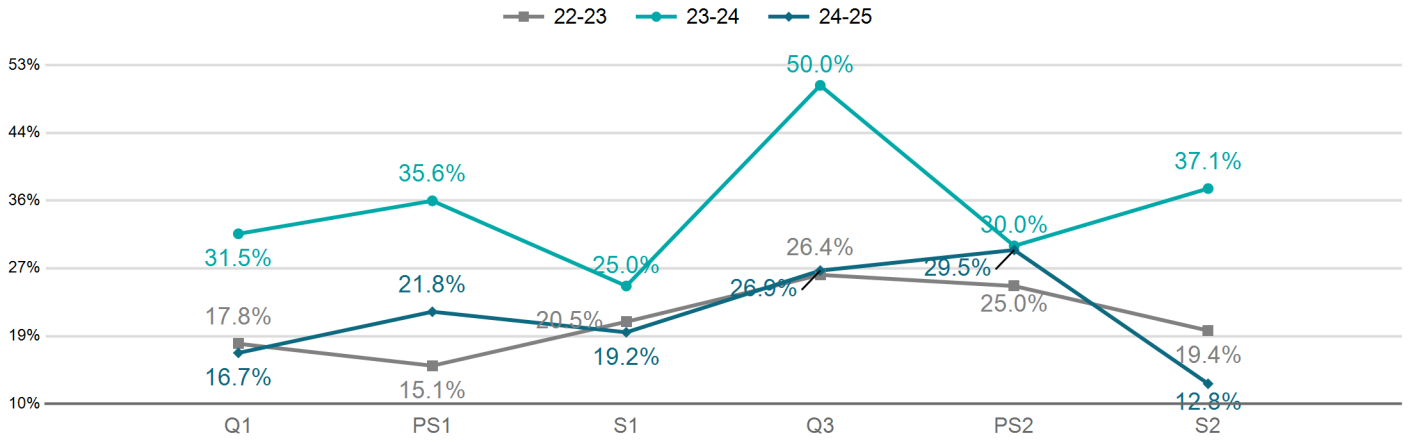


Category: Special Populations - Subgroup: Homeless



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

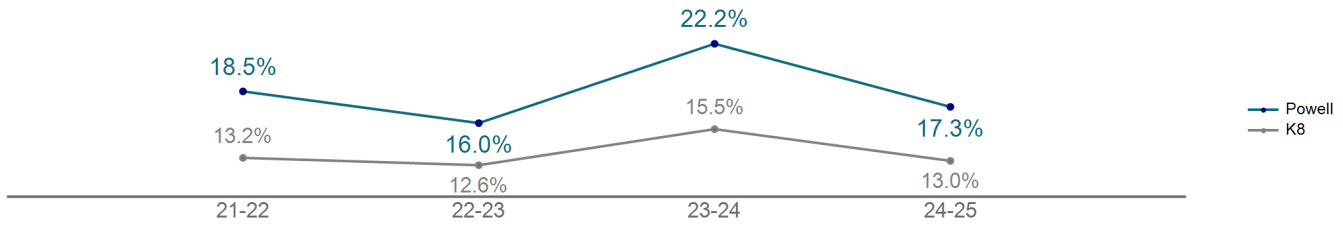
Category: Special Populations - Subgroup: GATE/Excel



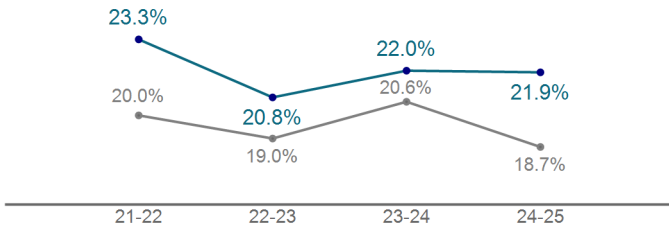
## Semester 2 - D/F Rate

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

**Powell  
All Students  
N = 1,971**



**African American  
N = 388**



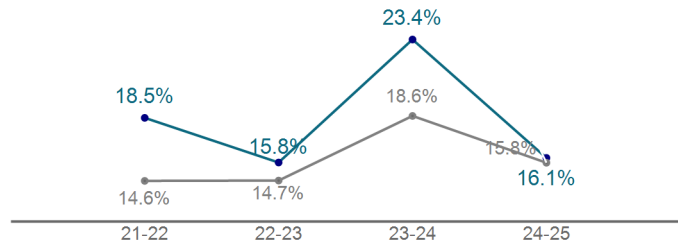
**Asian**

Subgroup with fewer than 20 total grades.

**Filipino**

Subgroup with fewer than 20 total grades.

**Hispanic  
N = 1,308**



**Pacific Islander**

Subgroup with fewer than 20 total grades.

**White**

Subgroup with fewer than 20 total grades.

**Native American**

Subgroup with fewer than 20 total grades.

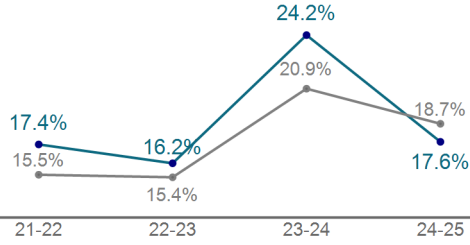
**Other**

Subgroup with fewer than 20 total grades.

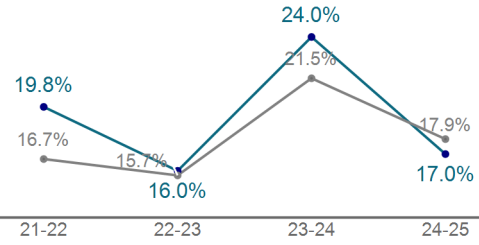
N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups with fewer than 20 total grades are not included.

## Semester 2 - D/F Rate

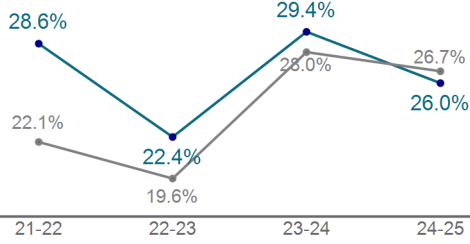
**EL + RFEP**  
N = 705



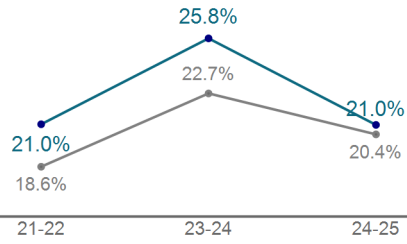
**Low SES**  
N = 1,520



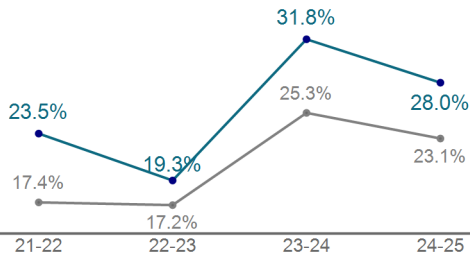
**English Learner**  
N = 339



**Special Education**  
N = 105



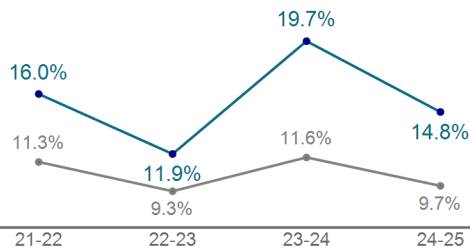
**Homeless**  
N = 100



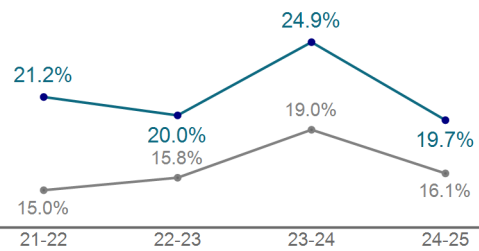
**Foster Youth**

Subgroup with fewer than 20 total grades.

**Female**  
N = 975



**Male**  
N = 996

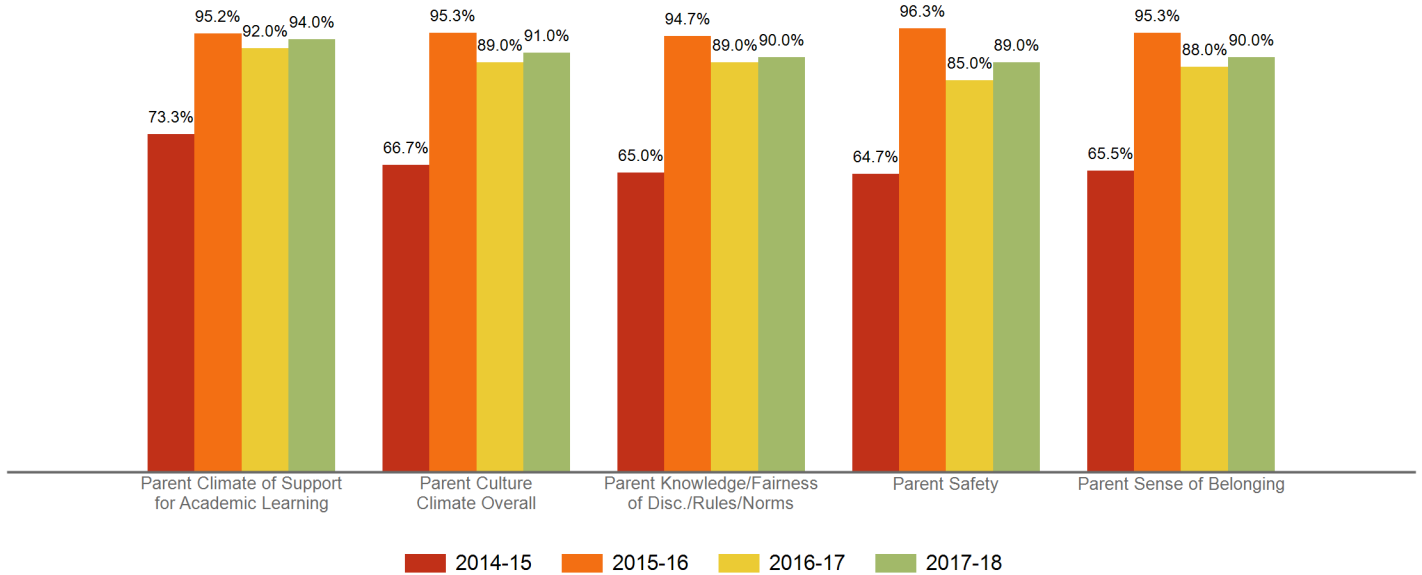


N's are from the current year.  
Dashed line represents data for current year still in progress.  
Subgroups with fewer than 20 total grades are not included.

# Culture-Climate Survey (Parent)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Goals to improve the Culture/Climate Domain:</p> <p>Students in grades 4-5 will indicate an improved sense of belonging by increasing from 61% to 71% as reported on the CORE survey by April 2025.</p> <p>Students in grades 4-5, will indicate an improved sense of safety by increasing from 62% to 72% as reported on the CORE survey by April 2025.</p> <p>Students in grades 6-8 will indicate an improved sense of belonging by increasing from 41% to 51% as reported on the CORE survey by April 2025.</p> <p>Students in grades 6-8, will indicate an improved sense of safety by increasing from 43% to 53% as reported on the CORE survey by April 2025.</p> <p>Students in grades k-8, chronic absenteeism will decrease from 38% to 28% by June 2025.</p>

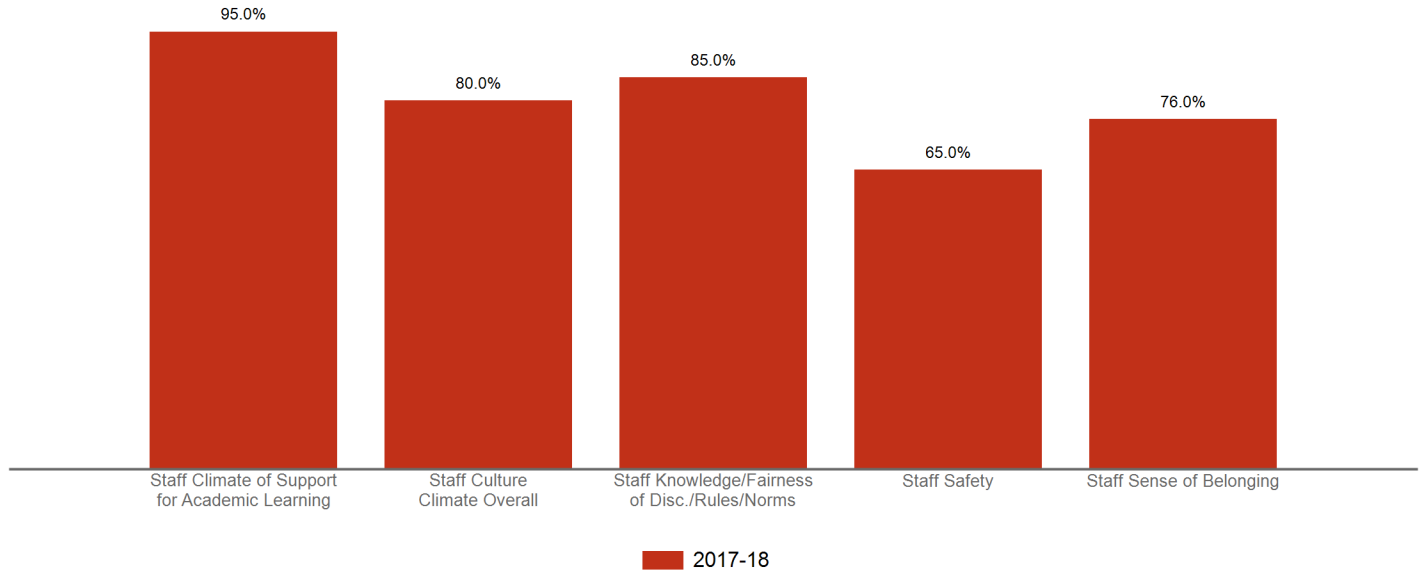


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	There is a need for supplemental materials to implement a Parent Resource Center that supports parent workshops, assisting parents with access to ParentVUE, technology equipment and items, including furnishings and materials for parent meetings.		Materials
2	The Powell Parent and Compliance Facilitator will attend professional development to improve the sense of belonging for all students and the engagement of families and community with on-going improvement efforts at Powell. To support this work, the Powell facilitator will attend the California Association of Directors of Activities conference to gain skills needed to promote a positive school climate, involve and connect more students, staff and community members through on-going culture building activities.		Materials
	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.		Program Facilitator
3	A Campus Staff Assistant will support the school Safety Goals to maintain a safe and respectful school environment for students to engage in positive academic and social-emotional learning. The Campus Staff Assistant will implement protocols to monitor safe arrival, dismissal and passing periods for middle school students. The Campus Staff Assistant will collaborate with LBUSD School Safety and Powell Administrators to prevent and respond to safety concerns within and around the school community. The Campus Staff Assistant will provide mentoring and guidance to students in need of support with behavior, self-regulation and social awareness.		Campus Staff Assistant
Total			

# Culture-Climate Survey (Student-Staff)

School Year: 24-25

Goals	
Area	Description
Culture/Climate Goals	<p>Goals to improve the Culture/Climate Domain:</p> <p>Students in grades 4-5 will indicate an improved sense of belonging by increasing from 61% to 71% as reported on the CORE survey by April 2025.</p> <p>Students in grades 4-5, will indicate an improved sense of safety by increasing from 62% to 72% as reported on the CORE survey by April 2025.</p> <p>Students in grades 6-8 will indicate an improved sense of belonging by increasing from 41% to 51% as reported on the CORE survey by April 2025.</p> <p>Students in grades 6-8, will indicate an improved sense of safety by increasing from 43% to 53% as reported on the CORE survey by April 2025.</p> <p>Students in grades k-8, chronic absenteeism will decrease from 38% to 28% by June 2025.</p>



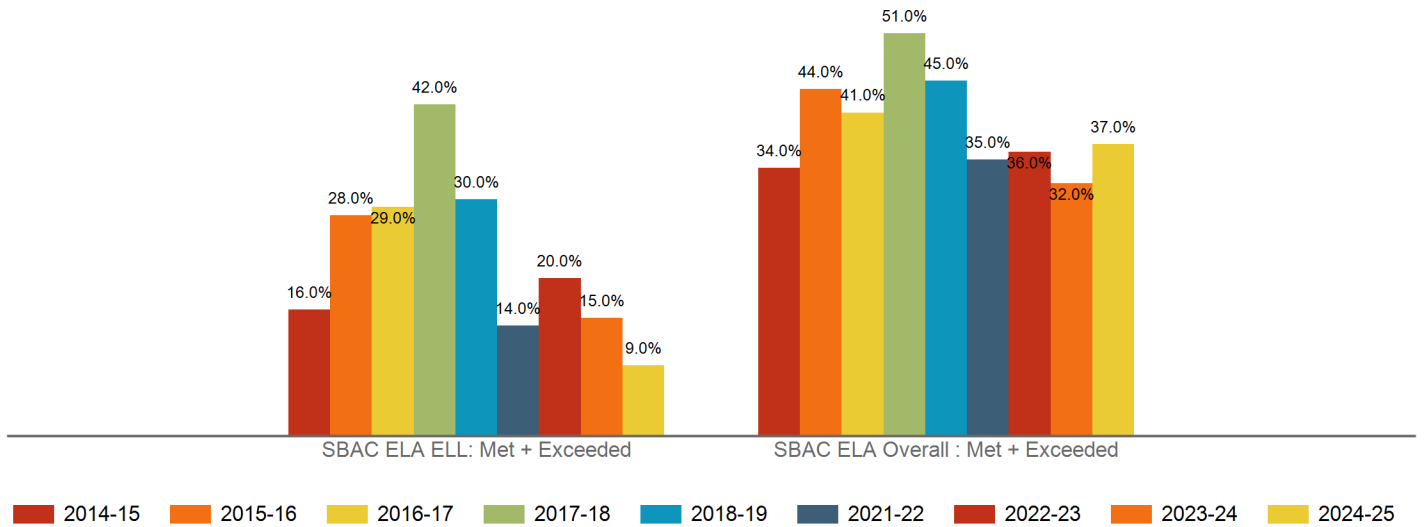
Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess.		Hourly - Recreation Aide
2	Organizational climate improvement supports include materials that reinforce positive behaviors exhibited by students. This includes certificates, tangible rewards and prizes and school Scholar Dollar rewards, items and communications.		Materials
	The Powell Parent and Compliance Facilitator will attend professional development to improve the sense of belonging for all students and the engagement of families and community with on-going improvement efforts at Powell. To support this work, the Powell facilitator will attend the California Association of Directors of Activities conference to gain skills needed to promote a positive school climate, involve and connect more students, staff and community members through on-going culture building activities.		Materials
	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.		Program Facilitator
3	A Campus Staff Assistant will support the school Safety Goals to maintain a safe and respectful school environment for students to engage in positive academic and social-emotional learning. The Campus Staff Assistant will implement protocols to monitor safe arrival, dismissal and passing periods for middle school students. The Campus Staff Assistant will collaborate with LBUSD School Safety and Powell Administrators to prevent and respond to safety concerns within and around the school community. The Campus Staff Assistant will provide mentoring and guidance to students in need of support with behavior, self-regulation and social awareness.		Campus Staff Assistant

**Culture-Climate Survey (Student-Staff)**

School Year: 24-25

<b>Budgeted Items</b>			
<b>Line Number</b>	<b>Description</b>	<b>Cost</b>	<b>Personnel Summary</b>
9	Implementing a Positive Behavior Intervention System is a priority in the Powell professional development plan. As part of this system, the counselor will collaborate with classroom teachers and the site Registered Behavior Therapist to support students with Behavior Intervention Plans. Students with these plans will receive additional support from adults to improve positive behaviors in the classroom and around the campus. Roving substitute teachers will be utilized to provide in classroom instruction to support teacher professional development and direct support to students with behavior inerventions.		Substitute teacher full day
Total			

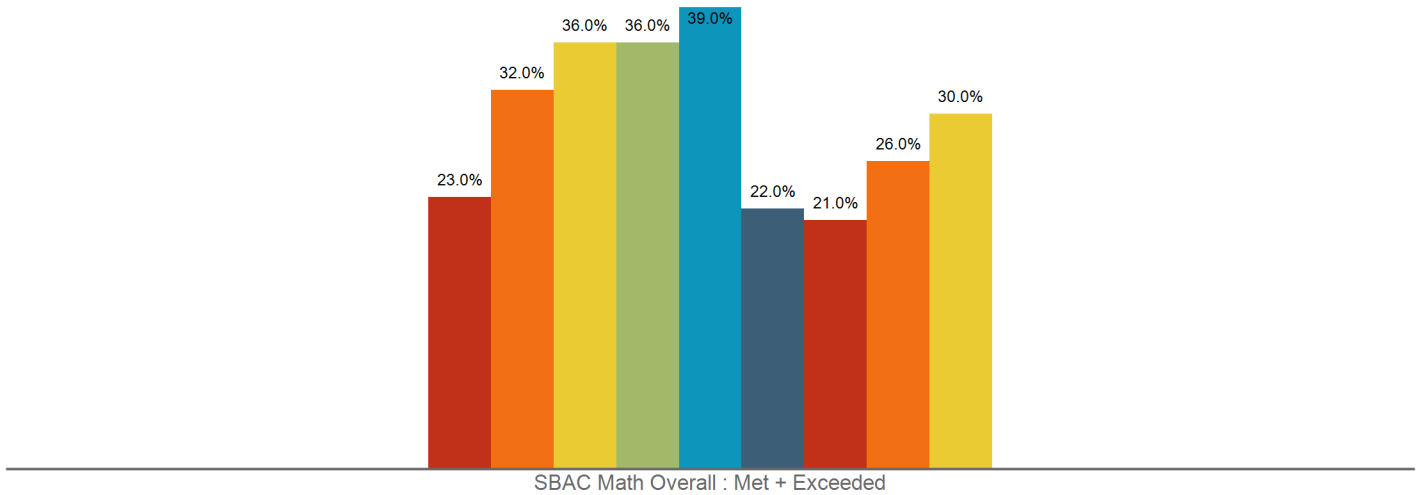
Goals	
Area	Description
ELA Goals	<p>Powell will embrace high expectations for all students while centering the needs of historically marginalized students experiencing persistent achievement gaps, specifically our Black, Hispanic, English Learner and Students receiving Special Education services.</p> <p>Our goals for English Language Arts student outcomes for academic excellence and acceleration are:                      K-2 students will improve from 69% to 74% meet/exceed on the Foundational Reading Skills (FRSA) by June 2025                      Gr 3-8 students will improve from 32% to 42% meet/exceed on SBAC ELA by June 2025                      Gr 3-8 students will improve from 28% to 38% scoring early/on grade level on iReady ELA by March 2025</p> <p>All students will achieve one year of academic growth in ELA on their grade level FRSA, iReady and SBAC.                      Students who begin the year below grade level in FRSA, iReady or SBAC will demonstrate more than one year progress as measured by FRSA, iReady and SBAC by meeting accelerated growth on SBAC and meet stretch goal on i-Ready.</p> <p>For our students in the identified Sub Group, the following ELA goals address closing the achievement gaps:                      All A/A Students will meet/exceed the schoolwide ELA growth goals                      All Hispanic Students will meet/exceed the schoolwide ELA growth goals                      All EL students will meet their ELA growth goals                      All students receiving Special Education services will meet individualized progress goals in Reading, Writing, Listening and Speaking</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Common Core Implementation: Opportunities for staff to deepen expertise within Common Core State Standards, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan with specialists and colleagues to integrate Quality Core Instruction across all content areas; and observe colleagues implementing best practices. All teachers will participate in 2 sub-release days to collaboratively plan with grade level and/or department team members and support staff.		Substitute teacher full day
5	Students in grades 2, 3, 4 and 5 demonstrate the need for differentiated instruction in the area of English Language Arts and English Language Development. The art teacher will provide standards based visual arts lessons integrated with Reading Informational Text standards. During these art lessons, the classroom teachers in grades 2, 3, 4 and 5 will design and deliver lessons for small group instruction based on students' needs. Groups of 5-10 students will be provided flexible and lessons will target the academic language needs as indicated on weekly formative assessments. The lessons will target skills in reading and responding to informational text and designated English Language Development. This differentiated instruction will be made possible by teaching small groups the targeted skills during the Art Instructional block, one hour, 2 times per week, during which 15 students will rotate into the art instruction class while the classroom teachers instructs 2 target group lessons. This instruction will be provided two times per week for all students in grades 2-5.		Teacher - Elementary
Total			

Reading-SBAC/Benchmark Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
22119	3	9/30/24	1/24/25	48	0.75	36
22122	4	9/30/24	1/24/25	52	0.75	39
22217	5	2/11/25	5/23/25	63	0.75	47.25
22218	2	2/11/25	5/23/25	63	0.75	47.25
22221	6	2/11/25	5/23/25	63	0.75	47.25
22222	6	9/30/24	1/24/25	52	0.75	39
	<b>26</b>					<b>255.75</b>

Goals	
Area	Description
Math Goals	<p>Powell will embrace high expectations for all students in mathematics while centering the needs of historically marginalized students experiencing persistent achievement gaps, specifically our Black, Hispanic, English Learner and Students receiving Special Education services.</p> <p>Math Schoolwide Goals for Academic Excellence and Acceleration K-2 students will improve from 69% to 74% meet/exceed on the FRSA by June 2025                      Gr 1-2 students will improve from 16% to 26% early-on &amp; mid-above on i-Ready Math by June 2025                      Gr 3-8 students will improve from 25% to 35% meet/exceed on SBAC Math by June 2025                      Gr 3-8 students will improve from 37% to 47% early-on &amp; mid-above on i-Ready Math by March 2025                      All students will achieve one year of academic growth in Math on their grade level iReady and SBAC                      Students who begin the year below grade level in Math iReady or SBAC will demonstrate more than one year progress/growth (accelerate growth on SBAC and meet stretch goal on i-Ready)</p> <p>Sub Group Achievement Gap Closure in Mathematics:                      All A/A Students will meet/exceed the schoolwide Math growth goals                      All Hispanic Students will meet/exceed the schoolwide Math growth goals                      All EL students will meet their Math growth goals                      All students receiving Special Education services will meet individualized progress goals in Math</p>



■ 2014-15  
 ■ 2015-16  
 ■ 2016-17  
 ■ 2017-18  
 ■ 2018-19  
 ■ 2021-22  
 ■ 2022-23  
 ■ 2023-24  
 ■ 2024-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Common Core Implementation: Opportunities for staff to deepen expertise within Common Core State Standards, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan with specialists and colleagues to integrate Quality Core Instruction across all content areas; and observe colleagues implementing best practices. All teachers will participate in 2 sub-release days to collaboratively plan with grade level and/or department team members and support staff.		Substitute teacher full day
Total			

Mathematics Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
20943	11	1/14/25	6/8/25	24	0.75	18
20944	7	1/27/25	6/8/25	36	0.75	27
20947	0	1/8/25	3/25/25	24	0.75	18
22176	5	1/27/25	6/2/25	18	0.25	4.5

Mathematics Interventions						
Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
22177	7	1/27/25	6/2/25	18	0.25	4.5
22181	5	1/31/25	4/25/25	24	0.5	12
23386	5	3/3/25	3/26/25	12	0.75	9
23387	6	2/18/25	3/26/25	12	0.75	9
23388	4	2/3/25	3/26/25	22	0.75	16.5
23389	17	2/3/25	3/26/25	22	1	22
	<b>67</b>					<b>140.5</b>

## African-American

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Common Core Implementation: Opportunities for staff to deepen expertise within Common Core State Standards, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan with specialists and colleagues to integrate Quality Core Instruction across all content areas; and observe colleagues implementing best practices. All teachers will participate in 2 sub-release days to collaboratively plan with grade level and/or department team members and support staff.	\$14,612	Substitute teacher full day
	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess.	\$69,212	
	There is a need for supplemental materials to implement a Parent Resource Center that supports parent workshops, assisting parents with access to ParentVUE, technology equipment and items, including furnishings and materials for parent meetings.	\$9,000	
2	Organizational climate improvement supports include materials that reinforce positive behaviors exhibited by students. This includes certificates, tangible rewards and prizes and school Scholar Dollar rewards. items and communications.	\$5,000	
	The Powell Parent and Compliance Facilitator will attend professional development to improve the sense of belonging for all students and the engagement of families and community with on-going improvement efforts at Powell. To support this work, the Powell facilitator will attend the California Association of Directors of Activities conference to gain skills needed to promote a positive school climate, involve and connect more students, staff and community members through on-going culture building activities.	\$2,500	
	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.	\$90,298	
3	A Campus Staff Assistant will support the school Safety Goals to maintain a safe and respectful school environment for students to engage in positive academic and social-emotional learning. The Campus Staff Assistant will implement protocols to monitor safe arrival, dismissal and passing periods for middle school students. The Campus Staff Assistant will collaborate with LBUSD School Safety and Powell Administrators to prevent and respond to safety concerns within and around the school community. The Campus Staff Assistant will provide mentoring and guidance to students in need of support with behavior, self-regulation and social awareness.	\$102,465	
	The Powell professional development is focused on the delivery of standards-based lessons with the communication of Learning Targets and success criteria. Two teachers will attend the Teacher Clarity conference to learn methods that support student learning based on transparent expectations with cross curricular activities, planning templates and designing effective questions.	\$1,582	
4	Our intervention focus is to increase students' performance on ELA student outcomes, especially among our marginalized populations. We need small group intervention at the elementary level for students who are not meeting expected outcomes in Foundational Reading Skills and comprehension skills as measured by reading and responding to text. A reading specialist who is a Teacher on Special Assignment will provide small group instruction using the Leveled Learning Intervention (LLI) in both push in and pull out support.	\$178,374	
5	Students in grades 2, 3, 4 and 5 demonstrate the need for differentiated instruction in the area of English Language Arts and English Language Development. The art teacher will provide standards based visual arts lessons integrated with Reading Informational Text standards. During these art lessons, the classroom teachers in grades 2, 3, 4 and 5 will design and deliver lessons for small group instruction based on students' needs. Groups of 5-10 students will be provided flexible and lessons will target the academic language needs as indicated on weekly formative assessments. The lessons will target skills in reading and responding to informational text and designated English Language Development. This differentiated instruction will be made possible by teaching small groups the targeted skills during the Art Instructional block, one hour, 2 times per week, during which 15 students will rotate into the art instruction class while the classroom teachers instructs 2 target group lessons. This instruction will be provided two times per week for all students in grades 2-5.	\$100,471	Teacher - Elementary
6	Our intervention focus is to increase students' proficiency with grade level standards in English Language Arts and Math, especially among our marginalized populations. We need additional small group intervention with direct instruction and guided practice in reading, writing math skills.	\$14,258	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Student performance data in Reading and Math indicate that some students are far below grade level standards and need extended time and additional resources to meet their growth targets. Teachers will identify students for a Tier 2 small group instruction intervention to be delivered in 6-8 week cycles either before/after school. Teachers will plan for the reading or math intervention using grade level standards and differentiated resources to address gaps in skills. Parents will be notified of participation and the student's performance level.	\$4,753	
9	Implementing a Positive Behavior Intervention System is a priority in the Powell professional development plan. As part of this system, the counselor will collaborate with classroom teachers and the site Registered Behavior Therapist to support students with Behavior Intervention Plans. Students with these plans will receive additional support from adults to improve positive behaviors in the classroom and around the campus. Roving substitute teachers will be utilized to provide in classroom instruction to support teacher professional development and direct support to students with behavior interventions.	\$14,612	
Total		<b>\$607,137</b>	

# All Parents

## School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Common Core Implementation: Opportunities for staff to deepen expertise within Common Core State Standards, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan with specialists and colleagues to integrate Quality Core Instruction across all content areas; and observe colleagues implementing best practices. All teachers will participate in 2 sub-release days to collaboratively plan with grade level and/or department team members and support staff.	\$14,612	Substitute teacher full day
	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess.	\$69,212	
	There is a need for supplemental materials to implement a Parent Resource Center that supports parent workshops, assisting parents with access to ParentVUE, technology equipment and items, including furnishings and materials for parent meetings.	\$9,000	
2	Organizational climate improvement supports include materials that reinforce positive behaviors exhibited by students. This includes certificates, tangible rewards and prizes and school Scholar Dollar rewards. items and communications.	\$5,000	
	The Powell Parent and Compliance Facilitator will attend professional development to improve the sense of belonging for all students and the engagement of families and community with on-going improvement efforts at Powell. To support this work, the Powell facilitator will attend the California Association of Directors of Activities conference to gain skills needed to promote a positive school climate, involve and connect more students, staff and community members through on-going culture building activities.	\$2,500	
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	The Powell professional development is focused on the delivery of standards-based lessons with the communication of Learning Targets and success criteria. Two teachers will attend the Teacher Clarity conference to learn methods that support student learning based on transparent expectations with cross curricular activities, planning templates and designing effective questions.	\$1,582	
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Total		<b>\$607,137</b>	

Budgeted Items			
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Total		<b>\$607,137</b>	

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	The Powell professional development is focused on the delivery of standards-based lessons with the communication of Learning Targets and success criteria. Two teachers will attend the Teacher Clarity conference to learn methods that support student learning based on transparent expectations with cross curricular activities, planning templates and designing effective questions.	\$1,582	
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6	Our intervention focus is to increase students' proficiency with grade level standards in English Language Arts and Math, especially among our marginalized populations. We need additional small group intervention with direct instruction and guided practice in reading, writing math skills.	\$14,258	

## All Students

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Student performance data in Reading and Math indicate that some students are far below grade level standards and need extended time and additional resources to meet their growth targets. Teachers will identify students for a Tier 2 small group instruction intervention to be delivered in 6-8 week cycles either before/after school. Teachers will plan for the reading or math intervention using grade level standards and differentiated resources to address gaps in skills. Parents will be notified of participation and the student's performance level.	\$4,753	
9	Implementing a Positive Behavior Intervention System is a priority in the Powell professional development plan. As part of this system, the counselor will collaborate with classroom teachers and the site Registered Behavior Therapist to support students with Behavior Intervention Plans. Students with these plans will receive additional support from adults to improve positive behaviors in the classroom and around the campus. Roving substitute teachers will be utilized to provide in classroom instruction to support teacher professional development and direct support to students with behavior interventions.	\$14,612	
Total		<b>\$607,137</b>	

## English Learners

School Year: 24-25

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Common Core Implementation: Opportunities for staff to deepen expertise within Common Core State Standards, LBUSD Understandings, analyze data, collaborate, and plan standards based lessons and assessments. Opportunities to plan with specialists and colleagues to integrate Quality Core Instruction across all content areas; and observe colleagues implementing best practices. All teachers will participate in 2 sub-release days to collaboratively plan with grade level and/or department team members and support staff.	\$14,612	Substitute teacher full day
	Recreation Aides provide support with supervision of students before school, after school, and at lunch and recess.	\$69,212	
	There is a need for supplemental materials to implement a Parent Resource Center that supports parent workshops, assisting parents with access to ParentVUE, technology equipment and items, including furnishings and materials for parent meetings.	\$9,000	
2	Organizational climate improvement supports include materials that reinforce positive behaviors exhibited by students. This includes certificates, tangible rewards and prizes and school Scholar Dollar rewards. items and communications.	\$5,000	
	The Powell Parent and Compliance Facilitator will attend professional development to improve the sense of belonging for all students and the engagement of families and community with on-going improvement efforts at Powell. To support this work, the Powell facilitator will attend the California Association of Directors of Activities conference to gain skills needed to promote a positive school climate, involve and connect more students, staff and community members through on-going culture building activities.	\$2,500	
	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.	\$90,298	
3	A Campus Staff Assistant will support the school Safety Goals to maintain a safe and respectful school environment for students to engage in positive academic and social-emotional learning. The Campus Staff Assistant will implement protocols to monitor safe arrival, dismissal and passing periods for middle school students. The Campus Staff Assistant will collaborate with LBUSD School Safety and Powell Administrators to prevent and respond to safety concerns within and around the school community. The Campus Staff Assistant will provide mentoring and guidance to students in need of support with behavior, self-regulation and social awareness.	\$102,465	
	The Powell professional development is focused on the delivery of standards-based lessons with the communication of Learning Targets and success criteria. Two teachers will attend the Teacher Clarity conference to learn methods that support student learning based on transparent expectations with cross curricular activities, planning templates and designing effective questions.	\$1,582	
4	Our intervention focus is to increase students' performance on ELA student outcomes, especially among our marginalized populations. We need small group intervention at the elementary level for students who are not meeting expected outcomes in Foundational Reading Skills and comprehension skills as measured by reading and responding to text. A reading specialist who is a Teacher on Special Assignment will provide small group instruction using the Leveled Learning Intervention (LLI) in both push in and pull out support.	\$178,374	
5	Students in grades 2, 3, 4 and 5 demonstrate the need for differentiated instruction in the area of English Language Arts and English Language Development. The art teacher will provide standards based visual arts lessons integrated with Reading Informational Text standards. During these art lessons, the classroom teachers in grades 2, 3, 4 and 5 will design and deliver lessons for small group instruction based on students' needs. Groups of 5-10 students will be provided flexible and lessons will target the academic language needs as indicated on weekly formative assessments. The lessons will target skills in reading and responding to informational text and designated English Language Development. This differentiated instruction will be made possible by teaching small groups the targeted skills during the Art Instructional block, one hour, 2 times per week, during which 15 students will rotate into the art instruction class while the classroom teachers instructs 2 target group lessons. This instruction will be provided two times per week for all students in grades 2-5.	\$100,471	Teacher - Elementary
6	Our intervention focus is to increase students' proficiency with grade level standards in English Language Arts and Math, especially among our marginalized populations. We need additional small group intervention with direct instruction and guided practice in reading, writing math skills.	\$14,258	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
8	Student performance data in Reading and Math indicate that some students are far below grade level standards and need extended time and additional resources to meet their growth targets. Teachers will identify students for a Tier 2 small group instruction intervention to be delivered in 6-8 week cycles either before/after school. Teachers will plan for the reading or math intervention using grade level standards and differentiated resources to address gaps in skills. Parents will be notified of participation and the student's performance level.	\$4,753	
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Total		<b>\$607,137</b>	



## **Colin Powell TK-8 Academy for Success Home-School Compact 2025-2026**

The staff and parents/guardians at **Colin Powell TK-8 Academy for Success** 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 **Colin Powell TK-8 Academy for Success** agree to implement the following activities:

### **THE SCHOOL**

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

### **THE HOME**

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

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

## 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.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_



## **Colin Powell TK-8 Academy for Success**

### **Pacto entre el hogar y la escuela**

El personal y los padres de familia/tutores en **Colin Powell TK-8 Academy for Success** tienen altas expectativas para los estudiantes en la escuela y para ellos mismos. En un esfuerzo por brindar el programa educativo de la más alta calidad para los estudiantes, el personal y los padres de familia/tutores en **Colin Powell TK-8 Academy for Success** están de acuerdo en implementar las siguientes actividades:

#### **LA ESCUELA**

- La escuela proporcionará un programa de instrucción riguroso y desafiante basado en los Estándares Estatales de California para cada nivel de grado.
- El personal escolar será un modelo positivo a seguir para los estudiantes.
- La escuela proporcionará ayuda académica después del horario escolar cuando haya recursos disponibles.
- La escuela tendrá en cuenta a los padres/tutores en la gobernación de la escuela.
- La escuela mantendrá a los padres de familia informados sobre el progreso de sus niños.

#### **EL HOGAR**

- Los padres de familia/tutores enviarán a sus niños a la escuela bien descansados, teniendo la oportunidad de desayunar o haber desayunado y de llegar tiempo todos los días.
- Los padres de familia/tutores ofrecerán un lugar tranquilo para que sus niños estudien y revisen su trabajo.
- Los padres de familia/tutores pasarán por lo menos veinte minutos cada noche hablando, leyendo o escribiendo con sus niños.
- Los padres de familia/tutores asistirán a todas las conferencias solicitadas por los maestros para hablar acerca del progreso académico de sus niños.

#### **EL ESTUDIANTE**

- Los estudiantes vendrán a la escuela preparados para aprender al llegar a tiempo y estar bien descansados.
- Los estudiantes serán aprendices responsables al prestar atención en la clase, leer todos los días y dar

su mayor esfuerzo en la escuela.

- Los estudiantes se esforzarán por creer en sus habilidades, mantener una actitud positiva y ser un aprendiz cooperativo y comprometido.
- Los estudiantes convivirán con maestros y compañeros de una manera positiva.

Firma de Directores \_\_\_\_\_ Date \_\_\_\_\_

Firma de Maestra \_\_\_\_\_ Date \_\_\_\_\_

Firma de Padres \_\_\_\_\_ Date \_\_\_\_\_



## **Colin Powell Academy Family Involvement Guidelines 2025-2026**

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 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



### **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;

- 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 9/24/25 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 11/01/25. Powell, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.



Signature of Principal

9/24/25  
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. 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 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 jemerres 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/folleto 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.

\* \* \* \* \*

**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 **24/09/25** y estarán en vigor por el período de un año escolar. La escuela distribuirá las Pautas a todas las familias el **03/11/25** 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

9/24/25

Fecha