School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gladys Poet-Christian School	39-75499-6108997	April 23, 2024	May 8, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Gladys Poet-Christian School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

  Poet qualified for ATSI as a result of the African American subgroup finishing in the very high range of Chronic Absenteeism with a decrease from the year before. Even though the African American population only qualifies for two performance indicators as a result of the population of the subgroup, the entry criteria for TSI states, "all red indicators except for one indicator of another performance color." While the suspension percentage for African Americans declined and landed in orange as a result, the Chronic Absenteeism performance indicator increased and was red, this outcome resulted in Poet Christian qualifying for ATSI.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Gladys Poet-Christian School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

  Poet qualified for ATSI as a result of the African American subgroup finishing in the very high range of Chronic Absenteeism with a decrease from the year before. Even though the African American population only qualifies for two performance indicators as a result of the population of the subgroup, the entry criteria for TSI states, "all red indicators except for one indicator of another performance color." While the suspension percentage for African Americans declined and landed in orange as a result, the Chronic Absenteeism performance indicator increased and was red, this outcome resulted in Poet Christian qualifying for ATSI.

The Educational Partners involved in the development of this plan included the School Site Council, Site Staff, ELAC, and PTSA. Collaborative input and feedback were considered and implemented in the development of our plan based on the needs and interests expressed by the educational partners they represent. The SSC and ELAC typically meet 5 times during the year from September through May. Staff Meetings take place 3-4 times per month to discuss testing data, student achievement, curriculum, instruction, and professional development. The PTSA meets monthly during the school year. The PTSA President and board meet with the site principal to discuss activities, programs, and events to support the school plan and site goals.

Additionally, a review of the 2024 CA. Dashboard data is as follows: All student subgroups measured displayed very high and high levels of Chronic Absenteeism in addition all student subgroups measured displayed very high levels of Suspension. Poet qualified for Additional Targeted Support and Improvement, ATSI due to and increase in Chronic Absenteeism in the African American population.

Educational Partner Involvement

How, when, and with whom did Gladys Poet-Christian School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The following are Committee Meetings and Leadership Team Meetings related to the SPSA Plan and Budget:
Poet Site Council - 1/29/25, 2/12/25, 3/5/25, 4/8/25, 5/7/25
Site Leadership Team - 1/21/25, 2/18/25, 3/25/25, 422/25
Poet Voluntary Buy Back Day PD Opportunities - 7/31/24

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

In review of 2024 CA. Dashboard data, all student subgroups measured in displaying high or very high levels of Chronic Absenteeism in addition most student subgroups measured in at displaying very high or high levels of Suspension. While the Chronic Absenteeism and Suspension rates fell in the Very High and High ranges, all subgroups improved from the prior year in the area of Suspension rate. All but one group improved from the previous year in Chronic Absenteeism. While Chronic Absenteeism is a concern, Poet's rate is better than the state of California as a whole and better than TUSD's rate of Chronic Absenteeism. However, Poet still qualifies for Additional Targeted Support and Improvement, ATSI as a result of the increase in Chronic Absenteeism for the African American subgroup.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

All indicators were in Yellow or higher for the California School Dashboard for Poet due to improvement in all measurable indicators.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

No groups fell two performance levels below the All Student performance level.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Chronic Absenteeism continues to be an area of focus. While improving, there are several student groups in the very high category which impacts student learning and performance for those student groups.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Gladys Poet-Christian School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	5.86%	7.87%	7.65%	31	42	42
Asian	10.96%	11.42%	12.93%	58	61	71
Filipino	3.59%	3.93%	4.74%	19	21	26
Hispanic/Latino	49.91%	51.69%	49.73%	264	276	273
Pacific Islander	0.76%	0.19%	0.36%	4	1	2
White	24.20%	19.29%	18.21%	128	103	100
Two or More Races	4.73%	5.62%	6.38%	25	30	35
Not Reported	%	0%	%	0	0	
			Total Enrollment	529	534	549

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	47	40	44
Grade 1	45	49	49
Grade 2	42	47	50
Grade3	50	44	49
Grade 4	50	55	48
Grade 5	63	59	58
Grade 6	80	74	67
Grade 7	81	82	79
Grade 8	71	84	82
Total Enrollment	529	534	549

Conclusions based on this data:

1. Enrollment decreased by 15 students from 2019-20 to 2020-2021 and has since regained 14 students totaling 529 in 2021-22. Enrollment increased by 5 students in 2022-2023. As a result of adding a TK class in 2023-2024 enrollment increased by15 students. In 2024-2025 enrollment continues to increase slowly.
2. The Hispanic student population is our largest subgroup and has continued to grow each year since 2019-2021, making up approximately 50% of our total student population. The second largest student subgroup is white which continues to decline yearly and comprises close to 20% of our total student population. The third largest student subgroup is Asian at just over 12% of our student population, followed by the African American student population making up approximately 8% of our total student population. The Filipino and Pacific Islander student subgroups combine to make up about 5% of our student population.
3. In 2024-2025 we have observed a slight increase in student enrollment with our new TSDC class accounting for some of the school wide growth while most grade levels remain the same.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	110	109	122	18.3%	20.8%	22.2%
Fluent English Proficient (FEP)	63	63	60	12.4%	11.9%	10.9%
Reclassified Fluent English Proficient (RFEP)	53	53	47	17.0%	10.0%	27.8%

Conclusions based on this data:

1. The English Learner population has continued to increase over the past three years, where it now makes up 22% of our student population.
2. The number of Reclassified Fluent English Proficient students decreased from 17% to roughly 10% in 2022-2023 however 57% of English Learners made progress on the ELPAC in 2023-2024 compared to 39% of English Learners who made progress in 2022-2023. As a result, Poet expects to see a higher percentage of English Learner students reclassifying.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	47	48	47	46	46	47	46	46	100.0	97.9	95.8
Grade 4	53	51	51	53	49	49	53	49	49	100.0	96.1	96.1
Grade 5	63	57	61	62	57	61	62	57	61	98.4	100.0	100
Grade 6	80	71	66	80	69	65	80	69	65	100.0	97.2	98.5
Grade 7	83	81	81	81	79	76	81	79	76	97.6	97.5	93.8
Grade 8	69	85	82	66	85	80	66	84	80	95.7	100.0	97.6
All Grades	395	392	389	389	385	377	389	384	377	98.5	98.2	96.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2396.	2394.	2402.	12.77	13.04	15.22	19.15	19.57	28.26	29.79	23.91	19.57	38.30	43.48	36.96
Grade 4	2456.	2454.	2458.	24.53	24.49	26.53	5.66	22.45	16.33	33.96	14.29	26.53	35.85	38.78	30.61
Grade 5	2482.	2502.	2469.	16.13	22.81	16.39	20.97	24.56	14.75	29.03	22.81	26.23	33.87	29.82	42.62
Grade 6	2478.	2476.	2509.	7.50	5.80	16.92	23.75	31.88	20.00	26.25	21.74	32.31	42.50	40.58	30.77
Grade 7	2498.	2507.	2509.	7.41	6.33	7.89	33.33	24.05	35.53	22.22	35.44	21.05	37.04	34.18	35.53
Grade 8	2532.	2494.	2523.	9.09	4.76	7.50	33.33	15.48	28.75	22.73	35.71	33.75	34.85	44.05	30.00
All Grades	N/A	N/A	N/A	12.08	11.46	14.06	23.91	22.92	24.67	26.74	27.08	27.06	37.28	38.54	34.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.77	8.70	17.39	65.96	69.57	54.35	21.28	21.74	28.26
Grade 4	20.75	14.29	16.33	60.38	61.22	61.22	18.87	24.49	22.45
Grade 5	17.74	21.05	16.39	66.13	64.91	57.38	16.13	14.04	26.23
Grade 6	8.75	2.90	15.38	55.00	57.97	55.38	36.25	39.13	29.23
Grade 7	9.88	7.59	3.95	55.56	65.82	67.11	34.57	26.58	28.95
Grade 8	13.64	5.95	6.25	60.61	51.19	56.25	25.76	42.86	37.50
All Grades	13.37	9.38	11.67	59.90	60.94	58.89	26.74	29.69	29.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.77	10.87	15.22	44.68	50.00	50.00	42.55	39.13	34.78
Grade 4	15.09	18.37	12.24	49.06	51.02	61.22	35.85	30.61	26.53
Grade 5	8.06	21.05	16.39	66.13	56.14	55.74	25.81	22.81	27.87
Grade 6	8.75	7.25	12.31	51.25	53.62	56.92	40.00	39.13	30.77
Grade 7	16.05	8.86	18.42	45.68	51.90	50.00	38.27	39.24	31.58
Grade 8	12.12	7.14	10.00	50.00	50.00	53.75	37.88	42.86	36.25
All Grades	12.08	11.46	14.06	51.16	52.08	54.38	36.76	36.46	31.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.64	8.70	10.87	72.34	71.74	58.70	17.02	19.57	30.43
Grade 4	11.32	6.12	6.12	79.25	79.59	85.71	9.43	14.29	8.16
Grade 5	9.68	14.04	4.92	69.35	68.42	72.13	20.97	17.54	22.95
Grade 6	8.75	8.70	3.08	66.25	75.36	81.54	25.00	15.94	15.38
Grade 7	9.88	12.66	3.95	72.84	64.56	75.00	17.28	22.78	21.05
Grade 8	9.09	5.95	11.25	71.21	61.90	71.25	19.70	32.14	17.50
All Grades	9.77	9.38	6.63	71.47	69.27	74.27	18.77	21.35	19.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.89	6.52	10.87	63.83	67.39	65.22	21.28	26.09	23.91
Grade 4	11.32	18.37	18.37	79.25	61.22	55.10	9.43	20.41	26.53
Grade 5	8.06	19.30	6.56	69.35	59.65	65.57	22.58	21.05	27.87
Grade 6	6.25	10.14	20.00	67.50	68.12	61.54	26.25	21.74	18.46
Grade 7	8.64	7.59	13.16	64.20	72.15	63.16	27.16	20.25	23.68
Grade 8	12.12	10.71	13.75	56.06	66.67	67.50	31.82	22.62	18.75
All Grades	9.77	11.72	13.79	66.32	66.41	63.40	23.91	21.88	22.81

Conclusions based on this data:

1. Results from 23-24 CAASPP indicate that there was a 4.5% increase in proficiency school-wide in English-Language Arts.
2. The overall mean scale scores increased in 5 of the 6 grade levels. The average mean scale score increased by 7.16 points for all grade levels indicating students grew closer to standard in ELA as a whole.
3. The mean scale score increased in five of the six grade levels, resulting in the distance from standard increasing by 7 points as a school site. This places PES in the increasing category on the California Dashboard, outperforming the state in growth and closing the gap, while performing at the low level on the 5 x 5 grid. There is significant potential for growth as a school by continuing to increase the overall mean scale score or moving into the significantly increasing category.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47	47	48	47	46	46	47	46	46	100.0	97.9	95.8
Grade 4	53	51	51	53	50	49	53	50	49	100.0	98.0	96.1
Grade 5	63	57	61	62	55	61	62	55	61	98.4	96.5	100
Grade 6	80	71	66	80	69	65	80	69	65	100.0	97.2	98.5
Grade 7	83	81	81	81	79	77	81	79	77	97.6	97.5	95.1
Grade 8	69	85	82	66	83	80	66	82	80	95.7	97.6	97.6
All Grades	395	392	389	389	382	378	389	381	378	98.5	97.4	97.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2402.	2404.	2405.	10.64	13.04	17.39	29.79	30.43	21.74	19.15	17.39	23.91	40.43	39.13	36.96
Grade 4	2440.	2452.	2459.	7.55	12.00	18.37	16.98	30.00	12.24	37.74	24.00	38.78	37.74	34.00	30.61
Grade 5	2464.	2464.	2443.	9.68	7.27	9.84	9.68	10.91	4.92	41.94	36.36	29.51	38.71	45.45	55.74
Grade 6	2449.	2487.	2486.	3.75	7.25	9.23	16.25	24.64	13.85	30.00	27.54	41.54	50.00	40.58	35.38
Grade 7	2459.	2465.	2480.	7.41	3.80	10.39	14.81	10.13	10.39	17.28	34.18	27.27	60.49	51.90	51.95
Grade 8	2473.	2454.	2488.	3.03	7.32	6.25	10.61	4.88	17.50	25.76	18.29	27.50	60.61	69.51	48.75
Grade 11															
All Grades	N/A	N/A	N/A	6.68	7.87	11.11	15.68	16.80	13.23	28.28	26.51	31.22	49.36	48.82	44.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.02	26.09	21.74	42.55	32.61	39.13	40.43	41.30	39.13
Grade 4	9.43	22.00	24.49	52.83	42.00	42.86	37.74	36.00	32.65
Grade 5	9.68	7.27	4.92	48.39	36.36	40.98	41.94	56.36	54.10
Grade 6	2.50	5.80	9.23	48.75	50.72	50.77	48.75	43.48	40.00
Grade 7	3.70	2.53	7.79	37.04	44.30	42.86	59.26	53.16	49.35
Grade 8	3.03	7.32	5.00	54.55	31.71	43.75	42.42	60.98	51.25
Grade 11									
All Grades	6.68	10.24	10.85	47.04	39.90	43.65	46.27	49.87	45.50

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.02	15.22	21.74	46.81	47.83	39.13	36.17	36.96	39.13
Grade 4	15.09	12.00	12.24	47.17	50.00	55.10	37.74	38.00	32.65
Grade 5	8.06	5.45	6.56	56.45	61.82	37.70	35.48	32.73	55.74
Grade 6	5.00	8.70	7.69	42.50	52.17	50.77	52.50	39.13	41.54
Grade 7	12.35	6.33	5.19	40.74	58.23	46.75	46.91	35.44	48.05
Grade 8	4.55	4.88	3.75	53.03	45.12	63.75	42.42	50.00	32.50
All Grades	9.77	8.14	8.47	47.30	52.49	49.74	42.93	39.37	41.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.28	13.04	6.52	55.32	65.22	76.09	23.40	21.74	17.39
Grade 4	7.55	14.00	26.53	50.94	58.00	44.90	41.51	28.00	28.57
Grade 5	4.84	5.45	8.20	64.52	61.82	54.10	30.65	32.73	37.70
Grade 6	7.50	11.59	12.31	55.00	62.32	52.31	37.50	26.09	35.38
Grade 7	11.11	1.27	6.49	54.32	60.76	61.04	34.57	37.97	32.47
Grade 8	3.03	3.66	3.75	53.03	46.34	63.75	43.94	50.00	32.50
All Grades	8.74	7.35	9.79	55.53	58.27	58.73	35.73	34.38	31.48

Conclusions based on this data:

1. The overall achievement results from 2022 - 2024 show that students in all grades have made subtle growth in Math in the following measured areas: combined standard exceeded and standard met (+1.98%). Approximately 75% of our students from 3rd to 8th grade have not met math standards from 2022 through 2024. In the Spring of 2024, 75.66% of students from grades 3 to 8 did not meet math standards. Grades 8 has made the most measured growth from Spring 2022 to Spring 2024 in comparison with%10 more students meeting or exceeding standard in 2024 than 2022..

2. The strongest claim area for all grades was in the area of Communicating Reasoning when combining both above standard and at or near standard.

3. Claim areas with the most potential to grow toward proficiency is Concepts and Procedures, applying mathematical concepts and procedures.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1441.8	1441.8	1409.9	1434.8	1443.0	1422.1	1457.9	1438.6	1381.5	12	13	13
1	*	1457.1	1443.6	*	1464.9	1453.4	*	1448.6	1433.2	9	11	14
2	*	*	1488.2	*	*	1490.2	*	*	1485.8	8	10	13
3	*	*	1484.1	*	*	1493.5	*	*	1474.4	9	9	11
4	1502.3	*	1529.3	1509.9	*	1542.5	1494.2	*	1515.3	13	10	12
5	*	1539.6	1523.6	*	1551.7	1530.5	*	1526.9	1516.2	10	14	13
6	1537.4	1499.8	1518.1	1541.7	1516.5	1516.6	1532.7	1482.5	1518.9	16	13	13
7	1528.5	1520.9	1541.4	1529.2	1522.8	1544.5	1527.6	1518.6	1537.9	13	13	11
8	1512.8	1537.5	*	1520.0	1547.7	*	1505.2	1526.6	*	13	17	10
All Grades										103	110	110

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	23.08	7.69	50.00	46.15	30.77	25.00	30.77	38.46	8.33	0.00	23.08	12	13	13
1	*	0.00	0.00	*	54.55	42.86	*	45.45	35.71	*	0.00	21.43	*	11	14
2	*	*	7.69	*	*	69.23	*	*	15.38	*	*	7.69	*	*	13
3	*	*	0.00	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11
4	0.00	*	33.33	61.54	*	50.00	38.46	*	8.33	0.00	*	8.33	13	*	12
5	*	28.57	23.08	*	57.14	46.15	*	7.14	15.38	*	7.14	15.38	*	14	13
6	18.75	7.69	7.69	50.00	23.08	46.15	25.00	46.15	38.46	6.25	23.08	7.69	16	13	13
7	23.08	0.00	27.27	23.08	53.85	45.45	38.46	30.77	9.09	15.38	15.38	18.18	13	13	11
8	7.69	29.41	*	23.08	23.53	*	30.77	23.53	*	38.46	23.53	*	13	17	*
All Grades	11.65	11.82	16.36	48.54	44.55	43.64	30.10	33.64	26.36	9.71	10.00	13.64	103	110	110

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	23.08	7.69	58.33	30.77	38.46	25.00	46.15	46.15	8.33	0.00	7.69	12	13	13
1	*	0.00	7.14	*	72.73	64.29	*	27.27	14.29	*	0.00	14.29	*	11	14
2	*	*	38.46	*	*	38.46	*	*	23.08	*	*	0.00	*	*	13
3	*	*	45.45	*	*	36.36	*	*	9.09	*	*	9.09	*	*	11
4	30.77	*	50.00	53.85	*	41.67	15.38	*	0.00	0.00	*	8.33	13	*	12
5	*	64.29	46.15	*	28.57	38.46	*	0.00	0.00	*	7.14	15.38	*	14	13
6	62.50	30.77	15.38	25.00	46.15	61.54	6.25	15.38	15.38	6.25	7.69	7.69	16	13	13
7	30.77	30.77	36.36	53.85	23.08	45.45	7.69	38.46	9.09	7.69	7.69	9.09	13	13	11
8	15.38	47.06	*	38.46	17.65	*	30.77	17.65	*	15.38	17.65	*	13	17	*
All Grades	33.01	30.91	31.82	43.69	39.09	43.64	17.48	23.64	16.36	5.83	6.36	8.18	103	110	110

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	7.69	7.69	*	61.54	30.77	*	30.77	30.77	*	0.00	30.77	*	13	13
1	*	0.00	7.14	*	36.36	35.71	*	36.36	21.43	*	27.27	35.71	*	11	14
2	0.00	*	7.69	41.67	*	38.46	25.00	*	46.15	33.33	*	7.69	12	*	13
3	0.00	*	0.00	0.00	*	18.18	72.73	*	54.55	27.27	*	27.27	11	*	11
4	0.00	*	16.67	33.33	*	16.67	50.00	*	50.00	16.67	*	16.67	12	*	12
5	*	7.14	0.00	*	7.14	30.77	*	71.43	53.85	*	14.29	15.38	*	14	13
6	12.50	7.69	0.00	18.75	7.69	7.69	43.75	46.15	69.23	25.00	38.46	23.08	16	13	13
7	15.38	0.00	18.18	23.08	23.08	9.09	7.69	30.77	54.55	53.85	46.15	18.18	13	13	11
8	0.00	5.88	*	23.08	29.41	*	23.08	23.53	*	53.85	41.18	*	13	17	*
All Grades	7.77	4.55	7.27	26.21	27.27	25.45	37.86	43.64	45.45	28.16	24.55	21.82	103	110	110

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	15.38	15.38	83.33	76.92	76.92	8.33	7.69	7.69	12	13	13
1	*	36.36	28.57	*	63.64	64.29	*	0.00	7.14	*	11	14
2	*	*	15.38	*	*	84.62	*	*	0.00	*	*	13
3	*	*	0.00	*	*	63.64	*	*	36.36	*	*	11
4	30.77	*	33.33	46.15	*	58.33	23.08	*	8.33	13	*	12
5	*	35.71	15.38	*	57.14	69.23	*	7.14	15.38	*	14	13
6	18.75	23.08	7.69	68.75	61.54	61.54	12.50	15.38	30.77	16	13	13
7	7.69	0.00	9.09	53.85	69.23	72.73	38.46	30.77	18.18	13	13	11
8	7.69	17.65	*	38.46	52.94	*	53.85	29.41	*	13	17	*
All Grades	16.50	17.27	17.27	65.05	67.27	66.36	18.45	15.45	16.36	103	110	110

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	15.38	7.69	91.67	76.92	69.23	8.33	7.69	23.08	12	13	13
1	*	0.00	7.14	*	100.00	71.43	*	0.00	21.43	*	11	14
2	*	*	69.23	*	*	30.77	*	*	0.00	*	*	13
3	*	*	72.73	*	*	18.18	*	*	9.09	*	*	11
4	46.15	*	91.67	53.85	*	0.00	0.00	*	8.33	13	*	12
5	*	92.86	76.92	*	0.00	7.69	*	7.14	15.38	*	14	13
6	81.25	30.77	61.54	18.75	61.54	30.77	0.00	7.69	7.69	16	13	13
7	76.92	46.15	81.82	15.38	53.85	9.09	7.69	0.00	9.09	13	13	11
8	38.46	58.82	*	53.85	23.53	*	7.69	17.65	*	13	17	*
All Grades	56.31	45.45	58.18	40.78	47.27	30.91	2.91	7.27	10.91	103	110	110

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	7.69	0.00	75.00	92.31	69.23	8.33	0.00	30.77	12	13	13
1	*	9.09	14.29	*	54.55	50.00	*	36.36	35.71	*	11	14
2	*	*	0.00	*	*	92.31	*	*	7.69	*	*	13
3	*	*	0.00	*	*	45.45	*	*	54.55	*	*	11
4	0.00	*	16.67	69.23	*	66.67	30.77	*	16.67	13	*	12
5	*	7.14	7.69	*	71.43	76.92	*	21.43	15.38	*	14	13
6	12.50	0.00	7.69	43.75	15.38	38.46	43.75	84.62	53.85	16	13	13
7	15.38	0.00	18.18	30.77	38.46	54.55	53.85	61.54	27.27	13	13	11
8	7.69	11.76	*	38.46	35.29	*	53.85	52.94	*	13	17	*
All Grades	8.74	4.55	10.00	54.37	54.55	60.00	36.89	40.91	30.00	103	110	110

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	50.00	84.62	30.77	50.00	15.38	46.15	0.00	0.00	23.08	12	13	13
1	*	9.09	14.29	*	90.91	42.86	*	0.00	42.86	*	11	14
2	*	*	33.33	*	*	58.33	*	*	8.33	*	*	12
3	*	*	0.00	*	*	81.82	*	*	18.18	*	*	11
4	0.00	*	8.33	100.00	*	83.33	0.00	*	8.33	13	*	12
5	*	7.14	7.69	*	85.71	76.92	*	7.14	15.38	*	14	13
6	6.25	23.08	7.69	93.75	53.85	84.62	0.00	23.08	7.69	16	13	13
7	15.38	7.69	0.00	69.23	84.62	90.91	15.38	7.69	9.09	13	13	11
8	7.69	0.00	*	46.15	82.35	*	46.15	17.65	*	13	17	*
All Grades	14.56	19.09	12.84	74.76	71.82	71.56	10.68	9.09	15.60	103	110	109

Conclusions based on this data:

1. Most students are scoring in the area of Level 2 and Level 3 on the ELPAC. We have seen an overall increase of percentage of EL students making progress which indicates a need to continue with our current ELD efforts.
2. Written language continues to be a challenge for EL students based on ELPAC results. 67% of students fell in the Level 1 or level 2 categories. It continues to be the lowest performing area for English Learners on the ELPAC test indicating a need for continued development in literacy skills.
3. Of the 4 domains, reading demonstrated the greatest need with 30% of students at the Beginning level again demonstrating a need to focus EL instruction on literacy, reading and writing.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
549	**66.8%**	**22.2%**	**0.4%**
Total Number of Students enrolled in Gladys Poet-Christian School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	122	22.2%
Foster Youth	2	0.4%
Homeless	17	3.1%
Socioeconomically Disadvantaged	367	66.8%
Students with Disabilities	83	15.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	7.7%
American Indian	0	0.0%
Asian	71	12.9%
Filipino	26	4.7%
Hispanic	273	49.7%
Two or More Races	35	6.4%
Pacific Islander	2	0.4%
White	100	18.2%

Conclusions based on this data:

1. There has been a significant increase in the percentage of students who qualify as Socioeconomically Disadvantaged. The percentage is at 66.8% of the school population. Additionally, the English Learner population

has increased over the last several years to represent approximately 22% of the school population. The changing demographics necessitate the school evolve with the changing community and provide additional interventions and supports.

2. Our demographic percentages/amounts from 2023 to 2024 overall have remained steady with the largest growth in the Hispanic category and the largest decline in the white category. The Hispanic population makes up just under 50% of the school population and Spanish is the most common language of English Learner students.

3. With the addition of three SDC classrooms in the last three years, the number of students with disabilities has almost doubled creating a need to provide a more inclusive school environment.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. There has been an increase in Math and English Language Arts in the 2024 data versus the 2023 data. There has been a significant increase in the progress of the English Learners. The Chronic Absenteeism rate and suspension rate both fell indicating progress in all areas in 2023-2024 versus 2022-2023.
2. Although improving, Chronic absenteeism has continued to be an area of concern for the 2023-2024 school year.

3. Student Suspension rates decreased significantly from the 2022-23 school year to the 23-24 school year.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
30.0 points below standard	63.5 points below standard	103.7 points below standard
Increased 7.7 points	Maintained 2.5 points	Increased 6.3 points
357 Students	95 Students	26 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	Less than 11 Students	43.5 points below standard
1 Student	7 Students	Increased 24.9 points
		242 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
108.7 points below standard	91.2 points below standard	0 Students
Increased 8.6 points	Declined 30.7 points	
72 Students	26 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
24.1 points below standard	7.9 points below standard	34.1 points below standard
Declined 25.5 points	Increased 7.0 points	Increased 19.9 points
44 Students	17 Students	177 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
16.9 points above standard	Less than 11 Students	20.0 points below standard
Declined 3.7 points	2 Students	Increased 7.0 points
25 Students		66 Students

Conclusions based on this data:

1. Our Special Education student population performed significantly below standard but increased over the prior year. Our English Learners maintained from the previous school year while our Socioeconomically Disadvantaged students increased significantly from the prior year.
2. Our African American student population performed at more than 90 points below the standard and declined significantly. However, our Hispanic population increased significantly from the previous year and performed at 34 points below standard. Our white student population performed at 20 points below the standard. Our Filipino student population performed approximately 8 points below the standard, and our Asian population finished 24 points below standard. Our population of two or more races finished approximately 17 points above standard.
3. Our Long-term English Learners finished more than 100 points below standard but increased by 6 points from the previous year.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
67.2 points below standard	105.0 points below standard	180.8 points below standard
Increased 7.4 points	Increased 8.6 points	Maintained 2.9 points
360 Students	98 Students	26 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	Less than 11 Students	81.0 points below standard
1 Student	8 Students	Increased 28.5 points
		245 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
141.4 points below standard	110.8 points below standard	0 Students
Increased 7.2 points	Maintained 0.6 points	
72 Students	26 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
53.3 points below standard	48.6 points below standard	83.2 points below standard
Declined 23.4 points	Declined 3.6 points	Increased 12.2 points
45 Students	17 Students	179 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
1.8 points above standard	Less than 11 Students	45.5 points below standard
Increased 41.7 points	2 Students	Maintained 1.4 points
25 Students		66 Students

Conclusions based on this data:

1. Our English Learner, Socio-Economically Disadvantaged, Students with Disabilities, and Hispanic student population performed significantly below standard, however, all of these groups increased or significantly increased from the prior year.
2. Our student population of Two or More Races performed 1.8 points above standard. Our White student population performed approximately 45 points below the standard, our Asian population finished approximately 30 points below the standard and our Filipino student population finished approximately 53 points below the standard.
3. Our student population as a whole demonstrated an increase from prior year by approximately 7 points.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Blue	No Performance Color
57.6% making progress.	57.9% making progress.
Number Students: 92 Students	Number Students: 19 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
18.5%	23.9%	0%	57.6%

Conclusions based on this data:

1. The Academic Performance level of our English Learner Progress is in the High Range with 57.6% of English Learners making progress toward English Language Proficiency and an additional 23.9% maintaining it.
2. This demonstrated an increase of 18.3% from the year prior which placed the school in the Increased Significantly column of the high level.
3. The number of EL students remained similar with a slight increase from the 2023 ELPAC test to the 2024 ELPAC test

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
18.2% Chronically Absent	12.3% Chronically Absent	14.3% Chronically Absent
Declined 1	Increased 1.9	Increased 3.2
573 Students	130 Students	28 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	35.3% Chronically Absent	21.3% Chronically Absent
2 Students	Increased 10.3	Declined 4.6
	17 Students	400 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
26.2% Chronically Absent	27.9% Chronically Absent	0 Students
Declined 2.1	Increased 1.8	
107 Students	43 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Yellow
13.7% Chronically Absent	7.7% Chronically Absent	16.6% Chronically Absent
Declined 0.6	Declined 11.4	Declined 1.6
73 Students	26 Students	289 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Orange
27.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	21.2% Chronically Absent
Increased 11.6	2 Students	Declined 1.6
36 Students		104 Students

Conclusions based on this data:

1. Overall Chronic Absenteeism decreased over the previous year and is in the high rating, measuring in at 18.2% of our student population recorded being chronically absent from school for the 2023-2024 school year. Students are considered chronically absent when missing 10 percent or more of the instructional days that they are enrolled.
2. Socioeconomically Disadvantaged Students, Students with Disabilities, and White students were in the very high category for chronic absenteeism while improving from the previous year.
3. African American and Two or More Races subgroups were in the very high rating, while not improving from the previous year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	3	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 No Performance Color
6.5% suspended at least one day	6.9% suspended at least one day	3.6% suspended at least one day
Declined 4.1%	Declined 3.4%	Declined 11.2%
585 Students	131 Students	28 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - data not displayed for privacy	5% suspended at least one day	6.6% suspended at least one day
2 Students	Declined 7.5%	Declined 8.7%
	20 Students	408 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
6.5% suspended at least one day	11.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 18.8%	Declined 10.6%	1 Student
108 Students	45 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
1.3% suspended at least one day	7.7% suspended at least one day	6.8% suspended at least one day
Declined 5.6%	Increased 7.7%	Declined 3.9%
76 Students	26 Students	295 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
8.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	5.8% suspended at least one day
Declined 1.3%	2 Students	Declined 4.9%
36 Students		104 Students

Conclusions based on this data:

1. The overall suspension rate is very high with 6.5% of students suspended at least one day while declining significantly from the previous year.
2. The overall suspension rate is very high in all subgroups with the exception of the Asian and White student populations which were in the Medium and High levels. The student with disabilities and the African American student populations suspension rate each declined by more than half from the previous year.
3. The overall suspension rate is very high for the school. However, Poet-Christian is a TK-8 school and while California acknowledges a difference in suspension rates for Elementary Schools and Middle Schools with their measuring system, they do not account for TK-8 schools. We are an elementary school with a middle school and therefore the current measuring system is skewed significantly since many of our suspensions are from the middle school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap through accelerated learning and tiered supports.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap through accelerated learning and tiered supports.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

High percentages of student subgroups continue to perform below standard in ELA and Math including Hispanic, African American, English Learner, Socioeconomically Disadvantaged, and White subgroups.
-Increase the number of English Language Learners reclassifying as English Proficient
-Increase the number of students making progress in reading
-Increase rigor in all classrooms using the Center for Model Schools Rigor Rubric
-Increase overall proficiency of 3rd-8th graders on SBAC performance

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Scores	2023-2024 Data for 3rd-8th grade 2022-2023 Distance from Standard -37.7 2023-2024 Distance from Standard -30	Decrease the overall distance from standard in ELA for grades 3rd-8th by 5 points.
Math CAASPP Scores	2022-2023 Data for 3rd-8th grade 2022-2023 Distance from Standard -74.6 2023-2024 Distance from Standard -67.2	Decrease the overall distance from standard in Math for grades 3rd-8th by 5 points.
FastBridge Reading	2024 % in college pathways = 16% % in low-risk = 26% % in some risk = 29% % in high risk = 29% 2025 % in college pathways = 19% % in low-risk = 28%	5% growth in the in-college and low-risk groups on the end of year FastBridge Assessments compared to the previous end of year assessment. 5% decrease in the some-risk and high-risk groups on the end of year FastBridge Assessments compared to the previous end of year assessment.

	% in some risk = 25% % in high risk = 28%	
FastBridge Math	2024 % in college pathways = 21% % in low-risk = 27% % in some risk = 30% % in high risk = 22% 2025 % in college pathways = 19% % in low-risk = 24% % in some risk = 30% % in high risk = 27%	5% growth in the in-college and low-risk groups on the end of year FastBridge Assessments compared to the previous end of year assessment. 5% decrease in the some-risk and high-risk groups on the end of year FastBridge Assessments compared to the previous end of year assessment.
Percentage of students making progress towards English Proficiency as measured by the ELPAC.	57.6%	5% increase in the percent of students making progress.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	AVID Program Funding & Support - Close the achievement gap by preparing students for college readiness and success in a global society. Continue implementing AVID from 3rd through 8th grade for all students.	All Students	8825 LCFF - Supplemental
1.2	Support EL and at-risk students with additional resources to address academic needs. -EL Paraprofessionals to provide intervention and support in class and outside of class for all EL students -Provide planning time to teachers to provide additional support to EL students -Provide EL materials and supplemental programs (IXL and Generation Genius) to support EL and at-risk students in the classroom	English Learners	23854 LCFF - Supplemental 11326 LCFF - Supplemental 14609 Title I
1.3	Hold Coordination of Services Team (C.O.S.T.) Intervention meetings to identify students and to create flexible intervention plans for improvement. Hold SST meetings with parents and staff and provide additional support through tier 2 intervention.	At-Risk Students, EL Students	0 LCFF - Supplemental 0 LCFF
1.4	Hold IEP/SST/504 meetings with parents and staff to provide support for at-risk students and provide additional resources to meet indentified needs. -Teachers will identify students that are potential candidates for Tier III services and complete a documented and administrator approved TUSD SST Intervention plan in which administration closely monitors through conferencing with the teacher.	At-Risk Students (academically, socially emotionally, and behaviorally), Special Education Students, EL Students	3920 Title I 23854 LCFF - Supplemental

	-SST meetings held for students not making progress/not meeting goals on their intervention plans. -Intervention Paraprofessional to provide academic intervention and support for at-risk students -Parent and community outreach		
1.5	ELPAC Testing and Support for students	English Learners	1000 LCFF - Supplemental
1.6	Provide materials and supplies to support instruction including: Copy Paper, Materials, Technology, Classroom Supplies and Postage for communication with parents. -Supplies for teacher classroom	All Students	15500 LCFF 8415 Title I 8400 LCFF
1.7	Operational Costs for Copy Machines - Lease agreements, maintenance agreements, ink and toner costs.	All Students	7190 LCFF 4000 Title I
1.8	Technology - Purchase replacement projectors, projector bulbs, printers, toner cartridges and other support technology.	All Students	2377 LCFF

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the plan led to improvement in state testing scores in both ELA and Math allowing us to meet our goal of decreasing the distance from standard by 5 points in both. Additionally, our English Learner students demonstrated significant increase of students making growth compared to the previous year and achieved at the High level on the California Dashboard.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on closing the achievement gap as we move the school closer to the Standard in all areas of academic achievement measured by the Dashboard.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide a Safe and Equitable Learning Environment for all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a Safe and Equitable Learning Environment for all students and all staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Decrease the number/percentage of suspensions. Increase the number of students and parents participating in school-wide LCAP surveys, activities, events, and programs to continue building a positive culture and climate within the school community.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Indicator: Suspension Rate	6.5% of all students suspended at least on day	Less than 5%
Increase the number of parents participating in Open House / Back to School Night	Back to School Night attendance was approximately 75%. Open House attendance rate was 75%.	At least 75% Parent Attendance for 2025-26 Back to School Night and Open House.
CA School Dashboard Indicator: Chronic Absenteeism	18.2% of all students chronically absent 10% or more days of instructional of which they are enrolled.	Less than 15%
Increase the number of parents participating in Middle School Parent Conferences	Approximately 40% attendance rate	Increase to at least 50%
Parent Safety Approval - LCAP Survey	89.24% in 2024-25	Increase to at least 90%
Student Safety Approval - LCAP Survey	74.53% in 2024-25	Increase to at least 80%
Parent Climate Approval - LCAP Survey	83.49% in 2024-25	Increase to at least 85%
Student Climate Approval - LCAP Survey	75.10% in 2024-25	Increase to at least 80%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Extra-Curricular Activity and Safe Environment Support - materials to support Extra Curricular activities including sports, music, clubs, and student wellness center.	All Students	0 LCFF
2.2	Extra-Curricular Activity and Safe Environment Support - Provide school wide assemblies/activities during the year related to ani-bullying, character, motivation to achieve, STEM and arts	All students	2500 Title I
2.3	Extra-Curricular Activity and Safe Environment Support - Provide additional support for teachers and office during special school activities	All students	5620 LCFF
2.4	Extra-Curricular Activity and Safe Environment Support - Parent outreach and communication	All students	495 Title I

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The percent of Chronic Absentee students continues to decrease year over year demonstrating efficacy in the implementation of the school plan. Additionally, the suspension rate decreased significantly from the previous school year indicating an improved climate and culture at the school.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal to decrease the percentage of students who are Chronically Absent still remains a focus for the school as well as to reduce the Suspension Rate of all students. Improved attendance through achieving both of these goals will lead to higher student achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase student achievement in STEM, Science, Technology, Engineering and Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

One of the identified measures for success is the Rigor Rubric with regards to Student engagement, academic discussions, and thoughtful work. Students and teachers require continued support with engaging students in learning, promoting deeper levels of academic discussions and thoughtful work.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall ELA Scores - 2024 CAASPP Data	-30 points distance from standard	Decrease distance from standard by 5 points
Reading Scores - 2024 CAASPP Data	11.67% Above; 58.89% Near; 29.44% Below	Increase by 3% Above and Near
Writing Scores - 2024 CAASPP Data	14.06% Above; 54.38% Near; 31.56% Below	Increase by 3% Above and Near
Overall Math Scores - 2024 CAASPP Data	-67.7 points distance from standard	Decrease distance from standard by 5 points
Math - Communicating Reasoning - 2024 CAASPP Data	9.79% Above; 58.73% Near; 31.48% Below	Increase by 3% Above and Near
Math - Problem Solving & Data Analysis - 2024 CAASPP Data	8.47% Above; 49.74% Near; 41.80% Below	Increase by 3% Above and Near
Overall Science Scores - 2024 CAST Data	-16.2 points distance from standard	Decrease distance from standard by 2 points

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	ILT will provide ongoing support and staff development for the implementation of STEM. Teachers will be provided planning time to prepare for lessons for teaching units.	All Students (At-Risk students and EL students focused)	5846 LCFF - Supplemental 2004

			Title I
3.2	Provide opportunities for additional professional development through conferences to teachers and admin to support student's academic achievement.	All Students (At-Risk students and EL students focused)	13511 Title I 1500 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the plan led to improvement in state testing scores in both Science and Math allowing us to meet our goal of decreasing the distance from standard by 5 points in Math while decreasing the distance from standard by more than a point and a half in the CAST test for Science.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The implementation will continue as the school is demonstrating growth in all areas.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$164,746.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$49,454.00

Subtotal of additional federal funds included for this school: $49,454.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$39,087.00
LCFF - Supplemental	$76,205.00

Subtotal of state or local funds included for this school: $115,292.00

Total of federal, state, and/or local funds for this school: $164,746.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	39,087.00
LCFF - Supplemental	76,205.00
Title I	49,454.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	39,087.00
	LCFF - Supplemental	76,205.00
	Title I	49,454.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	133,270.00
Goal 2	8,615.00
Goal 3	22,861.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Albert Strong	Principal
Jennifer Nelson	Classroom Teacher
Nicholas Carmen	Classroom Teacher
Roya Mahiddin	Other School Staff
Jessica Mayo	Parent or Community Member
Amanda Sanchez-Tshaka	Parent or Community Member
Maryanne Abelar	Parent or Community Member
Olivia Negrete	Parent or Community Member
Leydi Pena	Parent or Community Member
Lilianna Navarro	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 14, 2025.

Attested:



Principal, Albert Strong on May 14,2025



SSC Chairperson, Maryanne Abelar on May 14, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023