L^3 REPORT

AN ANALYSIS OF STUDENT ACHIEVEMENT RESULTS
AUGUST 2022

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LETTER OF INTRODUCTION

In our community, we celebrate the "Live, Lead, and Learn" motto. For this motto to drive our work, all children must benefit from a public education system that meets their needs.

Luckily, our schools and district offices are staffed by amazing educators who care deeply about children and utilize their impressive skill sets to educate and inspire. In recent years, our public systems have been rocked by the covid pandemic which challenged us to do our best work in spite of facing unprecedented obstacles. The question remains: "How are our kids doing?"

The L3 (Live, Lead, and Learn) Report aims to answer this question. The report also aims to answer a question most parents pose and never get answered: Why are students achieving or not achieving?

The state of California debuted a School Dashboard in March 2017 and many stakeholders are not familiar with the information. California publishes an easy to use website for state test scores. Both the Dashboard and this website are powerful tools but require the user to understand how to access the data. The district's L3 report tells our story. We have collected and analyzed student data to craft a message for our community to contemplate and debate. We believe in transparency and accountability. Our district expects to have increased student achievement every year, and the L3 Report creates a permanent record of the district's annual progress. We believe in celebrating the strategies that are working well. The L3 report allows us to highlight our greatest strengths.

The L3 report introduces the district's internal test scores. Included are charts for grade level reading starting in kindergarten, as well as attendance and discipline data. Most importantly, we show the relationships between internal data and state test score data. We conducted a Root Cause Analysis to identify our path forward in terms of solving our challenges. We have a responsibility to tell our story and connect that data to our Strategic Plan.

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The school district engaged in a process to amass student data since September of 2021 for this report. Through focused data collection procedures, we created a report in conjunction with the 2021-2022 State CAASPP test results. The district implemented a Root Cause Analysis to determine the genesis of problems in order to solve them. As a result of this analysis, we will be able to implement systematic measures to break the annual recurrence of predictability of low outcomes for marginalized students.

ROOT CAUSE ANALYSIS PROCESS

IDENTIFYING THE PROBLEM

Some groups of students are not achieving at high levels. There are a number of concerning data points that demonstrate the importance of solving this issue.

GATHER DATA

Nearly 25% of all SMFCSD students do not demonstrate grade level proficiency on state tests. 65% of some student subgroups (one example shown below) do not demonstrate grade level proficiency.

ENGLISH LANGUAGE ARTS CAASPP 3RD

NOT MEETING 65%

ANALYZE POSSIBLE CAUSES

The district's process involved analyzing the Strategic Plan work that took place in the fall 2021 and spring of 2022. Our stakeholders laid the groundwork for this report. The conclusions reached in this document could only be confirmed after we received our most recent State CAASPP test results.

ROOT CAUSES

Our in-depth analysis conducted during the Strategic Plan process informed our understanding of how to fix, compensate, or learn from likely issues related to root causes. Now that we have 2021-2022 state CAASPP test scores, we can apply learnings from this analysis to systematically prevent future issues or to replicate successes. With our 2021-2022 test scores in hand and our recently completed Strategic Plan, we can now modify core practices and systemic structures to address our challenges.

Root causes identified in this report:
Early Literacy
Access to Pre-School
Strategic Interventions

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RESPONSES TO ROOT CAUSES

**ROOT CAUSE #1:
EARLY LITERACY**

Our Strategic Plan analysis led the district to adopt a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing, referred to as "Science of Reading." After years of Reading Recovery and Fountas & Pinnell reading program implementation, the district selected the PAF (Preventing Academic Failure) Program, which is Orton-Gillingham based. The district also adopted the web-based Footsteps 2 Brilliance at home reading program.

**ROOT CAUSE #2:
PRE-SCHOOL ACCESS**

Our Strategic Plan analysis led the district to create a goal that identified "Pre-K through 8th grade" academic achievement as our top priority. Even prior to having our 2021-2022 CAASPP test results, our Strategic Plan team knew that access to pre-school was a key factor in predicting future academic success. Our data confirms that access to pre-school can help greatly reduce the academic achievement gap.

**ROOT CAUSE #3:
SYSTEMIC
INTERVENTIONS**

Our analysis shows that achievement gaps for student groups (Latinx, Students with Special Needs, African-American Students, and others) exist similarly across all campuses. We needed to identify districtwide interventions and provide progress monitoring to determine effectiveness. A districtwide "Math Boost" pilot program was implemented in the fall of 2021 to great success. Our initial implementation of ST Math and Footsteps 2 Brilliance also resulted in significant growth for underserved student groups in Spring/Summer 2022. Our plans for the upcoming year involve the implementation of districtwide small group literacy instruction, Footsteps 2 Brilliance, ST Math, ELA Boost, Math Boost, innovative tutoring, and a comprehensive summer school.

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WHAT IS BEING INCLUDED AND ANALYZED IN THE L3 REPORT?

A key element of the report is the breadth of the data provided. As a district, we have the opportunity to inform and engage our stakeholders through the L3 process. We are taking a broad-based approach in data analysis as far back as 2017-2018 in an attempt to identify patterns. These patterns help to inform our Strategic Plan actions and services.
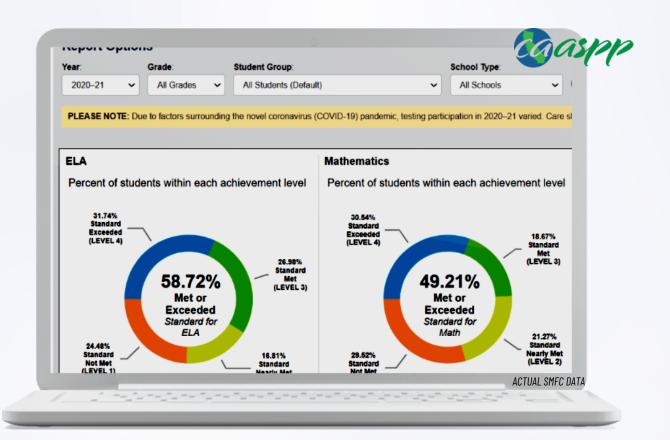

California School DASHBOARD

DISTRICT INTERNAL TEST SCORES

STATE TEST SCORES (CAASPP)

ATTENDANCE & DISCIPLINE REPORTS

DISTRICT ENROLLMENT & PROGRAM REPORTS

STATE CAASPP TESTS

SMARTER BALANCED SUMMATIVE ASSESSMENTS FOR ELA AND MATHEMATICS

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and are able to 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. All students in grades 3 through 8 and grade 11 take the Smarter Balanced Summative Assessments unless a student's (IEP) designates the California Alternate Assessments.

STUDENT GROUPS
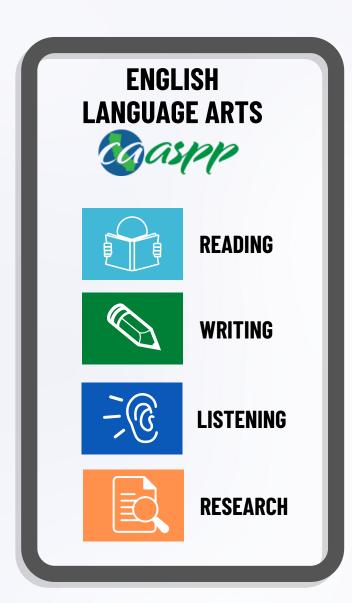
Reports are available for all CAASPP assessments for "All Students" and disaggregated for student groups using the following criteria: All Students; Disability Status; Economic Status; English-Language Fluency; Race and Ethnicity.

ACTUAL SMFC DATA

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WHAT DO STATE TESTS MEASURE?

Let's take a closer look at the "performance areas" for CAASPP tests. These ELA and Math tests analyze student performance in seven different "performance areas."

ENGLISH LANGUAGE ARTS
CAASPP

READING

WRITING

LISTENING

RESEARCH

MATHEMATICS
CAASPP

PROBLEM SOLVING & DATA ANALYSIS

CONCEPTS & PROCEDURES

COMMUNICATING REASONING

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WHEN DO STUDENTS START TAKING STATE TESTS?

Since students do not take state tests in grades Pre-K through 2nd grade, it is important for our district to have internal metrics to determine who is learning and who is struggling to learn. Even in 3rd grade, students only take the state CAASPP test in the final month of the school year, meaning that we don't have a comparison (across districts) for how our students are performing for almost 5 full school years.

Early intervention is a high priority.

GRADE LEVEL	ENGLISH LANGUAGE ARTS	MATHEMATICS
TK	⊗	⊗
K	⊗	⊗
1	⊗	⊗
2	⊗	⊗
3	CAASPP	CAASPP
4	CAASPP	CAASPP
5	CAASPP	CAASPP
6	CAASPP	CAASPP
7	CAASPP	CAASPP
8	CAASPP	CAASPP

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SMFCSD DATA INTERPRETATION QUESTIONS

Many school districts in California receive test score data and internally analyze the data. These districts make crucial decisions about programs and services based on the analysis of the data. As a data-informed district, when we receive tests scores from the state of California, we enter into a "season of analysis."

Our Educational Services Department works to analyze data across:

Whole District
By School Site
By Ethnicity
By Disability Status
By Economic Status
By Language Proficiency

✓ **DOES OUR INTERNAL READING DATA CORRELATE TO STATE ELA DATA?**

✓ **DO THE SAME STUDENTS SCORE "NOT MEETING" STANDARDS IN BOTH SUBJECTS?**

✓ **DO SOME STUDENT GROUPS DO WORSE THAN OTHERS?**

✓ **HOW DID STUDENTS WHO ATTENDED PRE-SCHOOL FARE VERSUS STUDENTS WHO DIDN'T ATTEND PRE-SCHOOL?**

We are now also starting to "merge the data" across multiple years and data sources. For example, we have the capability to analyze how many students miss more than 15 days of school and connect that data to categories listed above. We are able to analyze how students who participated in the Annex program or the state preschool program fared on state assessments.

Ultimately, our goal is to understand how a student came to "Exceed Standards" or "Not Meet Standards," Consequentially, we will build programs to interrupt the predictability of these outcomes. If we can understand what correlates to "meeting" and "exceeding" standards, then we can design programs to produce that success to a greater extent each year.
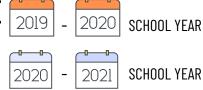
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HOW DID OUR STUDENTS DO DURING THE PANDEMIC?

2019 – 2020 SCHOOL YEAR

2020 – 2021 SCHOOL YEAR

It's difficult to say. **The district did not implement internal, districtwide math or reading assessments for two years.** Normally, students take internal tests throughout the year and all students take state tests at the end of the year.

Due to the pandemic, the district did not test, collect, or analyze test results from March 2019 through June 2021. The district did have students voluntarily take the state tests in May 2021; however, not all students took the test and many took the test at home.

HOW DID OUR STUDENTS PERFORM IN THE 21-22 SCHOOL YEAR?

2021 – 2022 SCHOOL YEAR

SMFCSD implemented districtwide reading and math tests in 2021-2022 to create baseline results. **We elected to administer Fall, Winter, and late Spring assessments to track growth and progress.**

The data shows that about 1/4 of all students starting in Kindergarten are not learning to read at grade level. It appears that these students fall behind early and remain behind in future years.

It is difficult to analyze longitudinal data after a pandemic because all students had such different experiences during distance learning. Our students and parents have told us this. Nonetheless, we received substantial funding intended to interrupt the learning loss and we have utilized these funds to support learning hubs, after-school tutoring, new online academic programs, and summer school.

ROOT CAUSE #1

EARLY LITERACY

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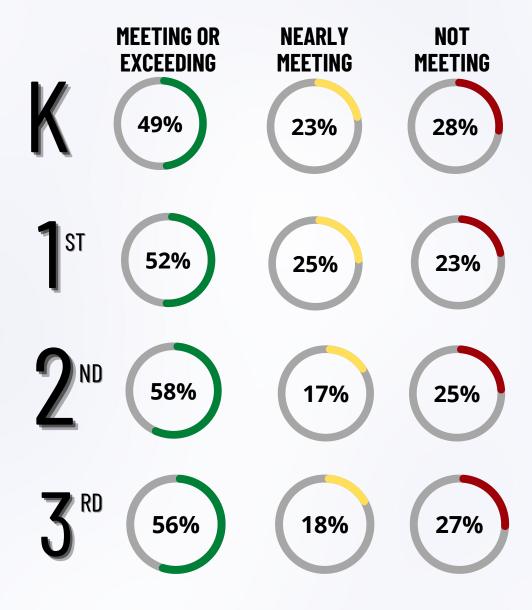
INTERNAL READING SCORES

Our late Spring reading assessment scores are similar across grade levels. Each grade level has approximately 25% of kids not reading at grade level. We believe that students who begin school reading below grade level are likely still reading below grade level each subsequent year. If true, then we would be able to track progress every time we implement a district reading assessment to track growth and to measure "distance from grade level."

	MEETING OR EXCEEDING	NEARLY MEETING	NOT MEETING
K	49%	23%	28%
1ST	52%	25%	23%
2ND	58%	17%	25%
3RD	56%	18%	27%

FOUNTAS & PINNELL
END OF YEAR READING SCORES

DATA INCLUDES:
ALL SCHOOLS
ALL STUDENTS WITH IEPS
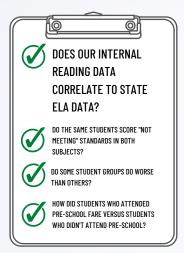
ALL STUDENT GROUPS
ALL ENGLISH LANGUAGE LEARNER LEVELS

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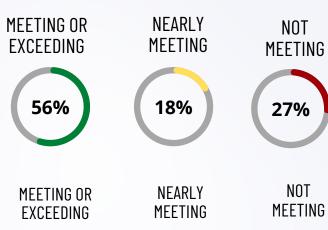# INTERNAL READING AND STATE TEST CORRELATION

Our continued test score analysis led us to investigate the possibility that a student's internal reading score could correlate to their state CAASPP ELA and Math test scores. If this were the case, then the district would be well served to address early literacy as a strategy to promote readiness for the 3rd grade state CAASPP tests.

✓ **DOES OUR INTERNAL READING DATA CORRELATE TO STATE ELA DATA?**

✓ DO THE SAME STUDENTS SCORE "NOT MEETING" STANDARDS IN BOTH SUBJECTS?

✓ DO SOME STUDENT GROUPS DO WORSE THAN OTHERS?

✓ HOW DID STUDENTS WHO ATTENDED PRE-SCHOOL FARE VERSUS STUDENTS WHO DIDN'T ATTEND PRE-SCHOOL?

THIRD GRADE STUDENTS

INTERNAL READING SCORES FOUNTAS & PINNELL END OF YEAR READING SCORES	MEETING OR EXCEEDING	NEARLY MEETING	NOT MEETING
	56%	18%	27%

STATE CAASPP ENGLISH LANGUAGE ARTS	MEETING OR EXCEEDING	NEARLY MEETING	NOT MEETING
	55%	18%	28%

STATE CAASPP MATH	MEETING OR EXCEEDING	NEARLY MEETING	NOT MEETING
	58%	18%	25%

PRELIMINARY STATE TEST SCORES

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STATE MATH TEST QUESTION SAMPLES

Our state math test questions are written at grade level. Therefore, if a student struggles to read at grade level, they will likely struggle to demonstrate what they know in math. They may, in fact, understand the math standards but are impeded from demonstrating what they know because of their relatively low reading ability.

Students who read at or near grade level are far more likely to exhibit their math skills on our state tests.

SAMPLE 3RD GRADE TEST QUESTIONS

4

Which expression is equal to 6×3, and why?

Ⓐ $6 + 3$, because the numbers are in the same order

Ⓑ $6 \div 3$, because division and multiplication are inverse operations

Ⓒ $3 + 6$, because the order of the numbers does not matter in addition

Ⓓ 3×6, because the order of the numbers does not matter in multiplication

4

GUEST

Objects	Length (in)
Pen	$5\frac{1}{2}$
Scissors	$7\frac{3}{4}$
Stapler	$7\frac{1}{4}$
Calculator	$6\frac{1}{2}$
Notepad	$8\frac{1}{4}$

Students pulled classroom objects from a bag and measured them in inches. They used this data to make a line plot. Complete the line plot that displays the data.

Length of Objects (in)
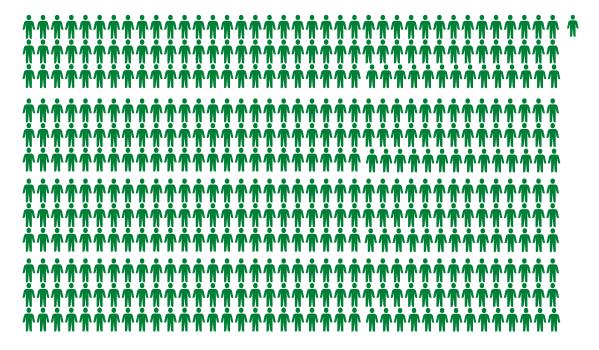
ELA ACHIEVEMENT IS HIGHLY CORRELATED TO MATH ACHIEVEMENT

Our data shows a strong correlation between ELA and math achievement.

421 third graders **exceeded standards** in English Language Arts. Below is a visual that shows how these 421 students scored on their state Math CAASPP exam.

401 OUT OF 421 MET OR EXCEEDED STANDARDS IN MATH

18 OUT OF 421 NEARLY MET STANDARDS IN MATH

2 OUT OF 421 DID NOT MEET STANDARDS IN MATH

*PRELIMINARY
STATE TEST SCORES*

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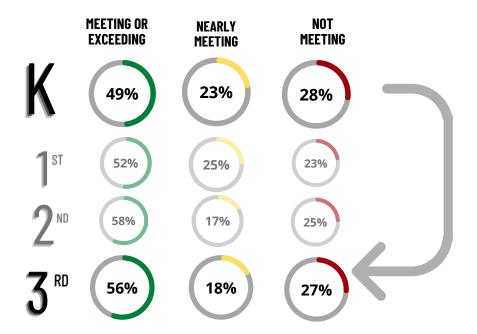
EARLY LITERACY FINDINGS
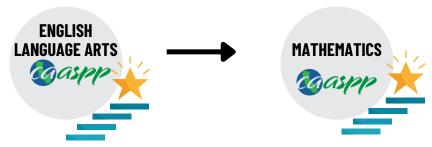
➤ **BEGIN BEHIND, REMAIN BEHIND IN READING**

We have found that students who score below grade level in kindergarten will very likely also score below grade level in subsequent school years.

	MEETING OR EXCEEDING	**NEARLY MEETING**	**NOT MEETING**
K	49%	23%	28%
1ST	52%	25%	23%
2ND	58%	17%	25%
3RD	56%	18%	27%

➤ **READING AT GRADE LEVEL MEANS ONE IS LIKELY TO ACHIEVE AT GRADE LEVEL ON STATE TESTS (ELA AND MATH)**

The data overwhelmingly suggests that scoring "meeting" or "exceeding" standards in 3rd grade CAASPP ELA is strongly correlated with scoring "meeting" or "exceeding" standards in 3rd grade CAASPP Math.

ENGLISH LANGUAGE ARTS CAASPP → **MATHEMATICS** CAASPP

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RESPONSES TO FINDINGS- Strategic Plan Alignment

⩢ STRATEGIC PLAN GOAL#1

Create learning opportunities for ALL Pre-K through 8th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

⚙ EARLY LITERACY STRATEGIES

Provide Foundational Literacy Teachers on Special Assignment (ToSAs) in grades K-2 to support in-class instruction and pull-out supports for foundational literacy for Preventing Academic Failure (PAF). The assignment of ToSAs per school will be based on student assessment data.

Implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K- (PAF) and for targeted and intensive instruction in grades 4-5 (Rewards curriculum).

Initiate a professional development plan that supports teachers, classified staff, and language & literacy ToSAs). Site leaders to implement foundational literacy supplemental curricula focused on grades K-2. Three days of PD for K-2 teachers at the per-diem rate.

Implement a district-wide system of data collection, review, analysis, and reporting to drive instructional change. Adopt K-2 PAF curriculum-based foundational literacy assessments as the district's K-2 interim assessments.

Implement new and innovative parent education modules aimed at building knowledge related to our reading instruction.
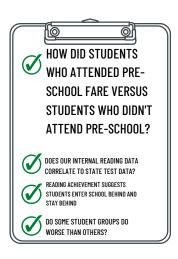
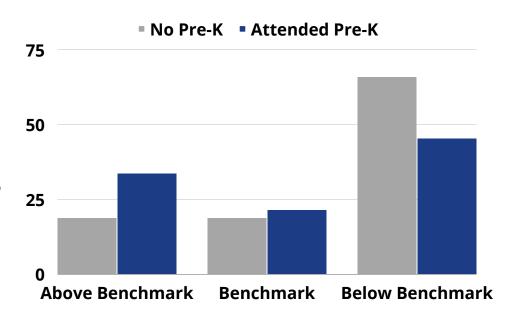# ROOT CAUSE #2

ACCESS TO PRESCHOOL

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PRE-SCHOOL RESEARCH

✓ HOW DID STUDENTS WHO ATTENDED PRE-SCHOOL FARE VERSUS STUDENTS WHO DIDN'T ATTEND PRE-SCHOOL?

✓ DOES OUR INTERNAL READING DATA CORRELATE TO STATE TEST DATA?

✓ READING ACHIEVEMENT SUGGESTS STUDENTS ENTER SCHOOL BEHIND AND STAY BEHIND

✓ DO SOME STUDENT GROUPS DO WORSE THAN OTHERS?

A 2018 study conducted by Michael Haslip (abstract included here) investigated the link between public pre-kindergarten attendance and first-grade literacy achievement in the United States. Participants had either attended district-provided public Pre-K or had not attended formal or institutional preschools of any kind. Significant effects were found on each literacy measure in both the beginning and the middle of first grade. On average, Pre-K attendees were meeting reading benchmarks in the beginning and middle of first grade. Children who attended district Pre-K began first grade reading nearly one full text level higher than the no-preschool group.

Children who attend Pre-K are at less risk for reading difficulty than the children who did not attend any type of preschool. Children who do not attend any type of preschool began first grade reading nearly one text level below the expected benchmark. "Emergent Literacy Theory" (EMT) was also used by Valenti and Tracey (2009) in a similar study about the effect of Pre-K attendance on first grade literacy achievement. As they noted: "Emergent Literacy Theory underscores the finding that although many factors are important to children's reading success, including parents' education, occupation, and socioeconomic level, the quality of the literacy environment correlates most closely with children's early literacy ability" (Tracey and Morrow 2006).

The current study examined the effect of attending public Pre-K on first grade literacy achievement from the perspective of EMT. It describes how reading-related behaviors gradually emerge before formal reading and writing is accomplished (Hall 1987).

■ **No Pre-K** ■ **Attended Pre-K**

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STATE GUIDELINES AND THE SMFCSD
PRE-SCHOOL PROGRAM

California State Preschool Program (Ages 3-5)

California State Preschool Program (CSPP) is an age and developmentally appropriate program designed to facilitate the transition to kindergarten for three and four-year-old children in the educational setting. The program offers health services, social services, nutritional services, parent education, and parent participation. The educational focus is on literacy, number skills, social development, health and safety.

Eligibility Requirements – California State Preschool Program

To apply for the CSPP program, a child must be enrolled in a CCRC Head Start program, have an age-eligible child (3-5), and qualify under the state income guidelines. Eligibility for the CSPP program must be determined each school year in order to continue enrollment in a CSPP classroom.
A child is eligible if:

- The child is in foster care; The child is homeless
- The family is receiving public assistance or the family income is below the state income guidelines.

SMFCSD STUDENT POPULATION
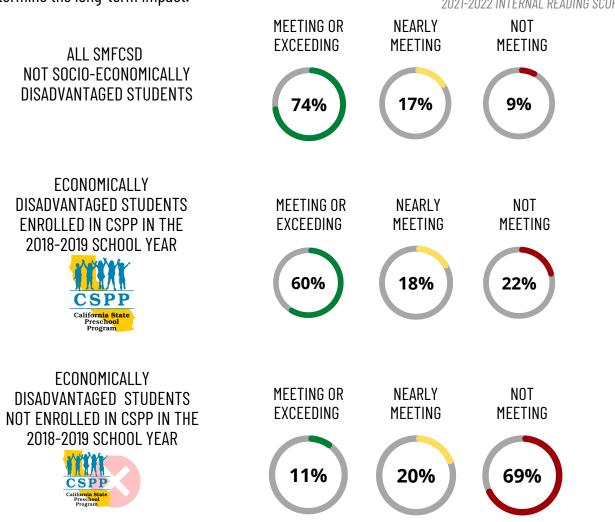
Cumulative Enrollment - Socioeconomically Disadvantaged Students	2016-17	2017-18	2018-19	2019-20	2020-21
Socioeconomically Disadvantaged Students	3,942	3,968	3,900	3,744	3,600

ELIGIBLE STUDENTS PER AGE/GRADE LEVEL > **350 3-YEAR OLDS**
350 4-YEAR OLDS

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THE IMPACT OF PROVIDING STATE PRESCHOOL TO INCOME QUALIFYING STUDENTS

The state of California is making historic investments in this very strategy. Our data demonstrate a strong relationship between access to the CSPP and future reading achievement. Income-qualifying students (from households of 3 earning less than $74,500 annually) who attended preschool greatly outperformed the income-qualifying students who did not attend preschool. The district analyzed the 2021-2022 reading scores of K-2 students who enrolled in CSPP during the 2018-2019 school year to determine the long-term impact.

2021-2022 INTERNAL READING SCORES

**ALL SMFCSD
NOT SOCIO-ECONOMICALLY
DISADVANTAGED STUDENTS**

MEETING OR EXCEEDING	NEARLY MEETING	NOT MEETING
74%	17%	9%

**ECONOMICALLY
DISADVANTAGED STUDENTS
ENROLLED IN CSPP IN THE
2018-2019 SCHOOL YEAR**

CSPP
California State
Preschool
Program

MEETING OR EXCEEDING	NEARLY MEETING	NOT MEETING
60%	18%	22%

**ECONOMICALLY
DISADVANTAGED STUDENTS
NOT ENROLLED IN CSPP IN THE
2018-2019 SCHOOL YEAR**

CSPP
California State
Preschool
Program

MEETING OR EXCEEDING	NEARLY MEETING	NOT MEETING
11%	20%	69%

NOT HAVING ACCESS TO AN INCOME-QUALIFYING CSPP HAS A DEVASTATING IMPACT ON READING ACHIEVEMENT.

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INSUFFICIENT ACCESS TO PRESCHOOL FOR STUDENTS WITH ECONOMIC DISADVANTAGES

The district does not operate enough CSPP classrooms. Our data indicate that 700 students qualify (according to economic guidelines) for the program; however, we serve less than 200 students. It is essential that a change of approach take place to expand the program. With declining enrollment across the district, there is ample space for additional CSPP classrooms.

SMFCSD PRE-SCHOOL PROGRAM ENROLLMENT

	2019-2020	2020-2021	2021-2022	2022-2023
CSPP FULL DAY Turnbull	**72 students**	**36 students**	**63 students**	**104 students**
CSPP PART DAY Turnbull, LEAD, FGIS, GH	**166 students**	**90 students**	**70 students**	**88 students**
FEE-BASED FULL DAY Turnbull, North Shoreview, Fiesta Gardens, SM Park	**133 students**	**88 students**	**132 students**	**112 students**
FEE-BASED PART DAY Parkside, SM Park, George Hall	**44 students**	**23 students**	**24 students**	**13 students**

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ACCESS TO PRESCHOOL FINDINGS

▶ TOO FEW STATE PRESCHOOL (CSPP) CLASSROOMS

Likley 700 students qualify for the California State Preschool Program (CSPP); however, the district has served less than 150 students per year. This mismatch is partly responsible for the high percentages of students who arrive in Kindergarten behind in grade level.

▶ ENROLLMENT IN STATE PRESCHOOL CORRELATES TO LEARNING TO READ AT GRADE LEVEL

60% of students who participate in the CSPP (meeting low-income guidelines) are reading at or above grade level when they enter our district. An additional 18% of students who participate in the CSPP (meeting low-income guidelines) are reading near grade level when they enter our system.

▶ STUDENTS WHO ATTEND FEE-BASED PROGRAMS HAVE GREATER ACCESS TO A FULL-DAY PROGRAM

Our data indicate that students enrolled in fee-based preschool programs are far more likely to benefit from a full-day program. Adversely, our students who qualify for the low-income qualifying CSPP preschool classes have limited access to a full day program.

▶ IMPLEMENT A PROGRAM EVALUATION TIED TO STRATEGIC PLAN ACTIONS AND GOALS

For our PK-8 goals to be achieved, we must implement highly-aligned instructional approaches built on the core components of the district's Strategic Plan actions. Our ability to create systemwide approaches to learning will result in academic readiness for our students.

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RESPONSES TO FINDINGS- Strategic Plan Alignment

EQUITY GOAL   EQUITY MEASURES

2 Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

- Analyze and report on CAASPP English and Math test results, with a focus on responding to achievement gaps.

- Collect, analyze, and report student discipline data on a quarterly basis with an emphasis on increasing restorative strategies.

- Administer annual inclusion survey instrument with a focus on increasing access to the least restrictive environment.

EQUITY GOAL   EQUITY STRATEGIES

2 Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

- Implement district-wide system of data collection, review, analysis, and reporting to investigate instances of inequity related to programs.

- Convene districtwide Inclusion Task Force responsible for evaluating data, reviewing research, and recommending districtwide strategies for implementation.

- Convene districtwide Culturally Responsive Curriculum and Practices Task Force responsible for evaluating data, reviewing research, and recommending districtwide strategies for implementation in 2023-2024.

- Provide Community Service Specialists to greatly increase communication with families. Based on these strong relationships, increase student enrollment in the CSPP.

- Analyze district facilities to identify locations for new CSPP classrooms in 2023-2024. CSPP is monitored for program quality, which targets a focus on the physical environment. The district has experienced a significant decrease in K-8 enrollment since 2016-2017 allowing for an expansion of the CSPP.

- Apply for 2022-2023 CSPP expansion funds. The California Department of Education is expected to announce a request for applications for the availability of millions of dollars to expand CSPP services statewide. We will apply for these funds to provide full-day services beginning in 2023-2024 school year.

- Double the number of students served in full-day CSPP programs in 2023-2024. Given the clear relationship between access to preschool and the correlation to reading at grade level, our district will double the number of students served in 2023-2024. This will require an investment in additional staff to achieve this goal.

ROOT CAUSE #3

SYSTEMIC INTERVENTIONS

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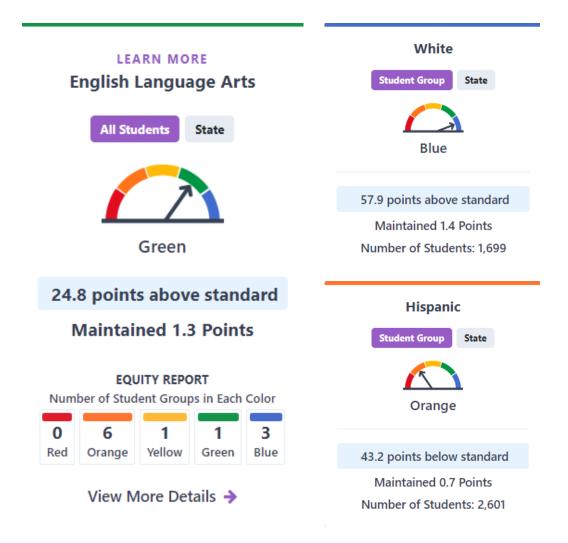SCHOOL DISTRICT
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2019-2020 SMFCSD DASHBOARD DATA

The district's 2019-2020 CA Dashboard Data demonstrates how subgroups of students perform in comparison to the state average. Our ELA data shown below shows that three groups of students scored in the highest range, also known as "Blue." Six student groups scored in the second lowest range, also known as the "Orange" range. The data shown on the right-hand side shows that the White student subgroup performed 57.9 points above the state standard, while the Hispanic subgroup scored 43 points below the state standard. This equates to a more than 100-point difference.
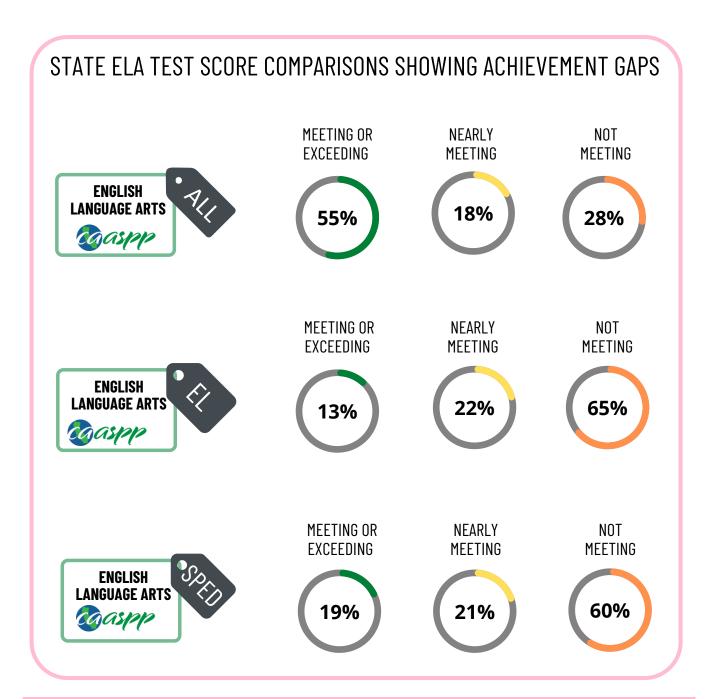
Our Strategic Plan process uncovered the need for districtwide Multi-Tiered Systems of Support (MTSS) to ensure that students were given academic and social interventions early on and in a systemic manner.

LEARN MORE
English Language Arts

| All Students | State |

Green

24.8 points above standard

Maintained 1.3 Points

EQUITY REPORT
Number of Student Groups in Each Color

0	6	1	1	3
Red	Orange	Yellow	Green	Blue

View More Details →

White

| Student Group | State |

Blue

57.9 points above standard

Maintained 1.4 Points
Number of Students: 1,699

Hispanic

| Student Group | State |

Orange

43.2 points below standard

Maintained 0.7 Points
Number of Students: 2,601

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ACHIEVEMENT GAPS IN ELA

The district data demonstrates achievement gaps upwards of 40% for some student subgroups. The students who belong to these subgroups attend all 21 district schools. Our analysis of the data suggests that patterns in the data stretch across classrooms, schools, and the district. This analysis suggests that districtwide core strategies and interventions must be challenged, and adjustments must be made.

STATE ELA TEST SCORE COMPARISONS SHOWING ACHIEVEMENT GAPS

	MEETING OR EXCEEDING	NEARLY MEETING	NOT MEETING
ENGLISH LANGUAGE ARTS — ALL	55%	18%	28%
ENGLISH LANGUAGE ARTS — EL	13%	22%	65%
ENGLISH LANGUAGE ARTS — SPED	19%	21%	60%

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ACHIEVEMENT GAPS IN MATH

Similar to the ELA data on the previous page, these charts demonstrate that substantial achievement gaps exist for some student subgroups. National research conducted at Harvard University found that districts that spent more weeks in remote instruction lost more ground than districts that returned to in-person instruction sooner. The study found that remote instruction had negative impacts for underserved students.

STATE ELA TEST SCORE COMPARISONS SHOWING ACHIEVEMENT GAPS

MATH *caaspp* ALL

MEETING OR EXCEEDING	NEARLY MEETING	NOT MEETING
52%	19%	29%

MATH *caaspp* EL

MEETING OR EXCEEDING	NEARLY MEETING	NOT MEETING
15%	17%	69%

MATH *caaspp* SPED

MEETING OR EXCEEDING	NEARLY MEETING	NOT MEETING
19%	21%	60%

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2021-2022 PRELIMINARY CAASPP ELA DATA

CAASPP results are reported by the California Department of Education at the state, county, district, and school levels. State test results can be a useful tool to help understand what is happening at each level. School reports are available for "All Students." Results are further broken down by student groups that include disability status, economic status, English Language Proficiency, gender, grade level, race and ethnicity. Identifying gaps in achievement between student groups is a critical step in improving equity.

ELA - Overall				
School	Did Not Meet	Nearly Met	Met	Exceeded
Abbott Middle	39%	20%	26%	14%
Audubon	10%	15%	28%	47%
Bayside Academy	27%	19%	25%	30%
Baywood	22%	13%	27%	38%
Beach Park	6%	18%	14%	62%
Beresford	32%	22%	22%	24%
Borel Middle	25%	19%	30%	26%
Bowditch Middle	9%	14%	37%	40%
Brewer Island	4%	10%	20%	66%
College Park	5%	6%	14%	75%
Fiesta Gardens	38%	26%	18%	17%
Foster City	8%	11%	23%	58%
George Hall	22%	14%	22%	42%
Highlands	22%	18%	24%	35%
Laurel	50%	17%	16%	16%
LEAD	61%	21%	11%	7%
Meadow Heights	36%	22%	18%	23%
North Shoreview	9%	11%	28%	52%
Parkside Montessori	16%	17%	25%	42%
San Mateo Park	65%	18%	9%	7%
Sunnybrae	63%	17%	14%	6%
Overall	26%	17%	25%	33%

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2021-2022 PRELIMINARY CAASPP MATH DATA

Growth: It is important to look at results from multiple years or points to see the "growth story." By looking at multiple points, one can see which students are moving forward or falling behind. Scores have four levels of proficiency (Exceeded, Met, Nearly Met, and Did Not Meet). When looking at results, it is important to look at all four levels and not just the percentage of students meeting or exceeding standards.

What happens when a group or a school doesn't make progress?

Math - Overall				
School	Did Not Meet	Nearly Met	Met	Exceeded
Abbott Middle	53%	20%	14%	13%
Audubon	10%	18%	24%	48%
Bayside Academy	37%	20%	16%	27%
Baywood	22%	17%	22%	40%
Beach Park	2%	14%	25%	59%
Beresford	36%	27%	17%	20%
Borel Middle	35%	23%	16%	26%
Bowditch Middle	11%	17%	20%	53%
Brewer Island	6%	8%	23%	63%
College Park	3%	10%	14%	73%
Fiesta Gardens	39%	27%	18%	16%
Foster City	4%	13%	20%	63%
George Hall	21%	18%	22%	38%
Highlands	23%	16%	26%	35%
Laurel	52%	20%	14%	13%
LEAD	58%	26%	12%	4%
Meadow Heights	35%	23%	20%	22%
North Shoreview	11%	17%	19%	53%
Parkside Montessori	22%	21%	26%	31%
San Mateo Park	61%	23%	9%	7%
Sunnybrae	55%	22%	13%	10%
Overall	29%	19%	18%	34%

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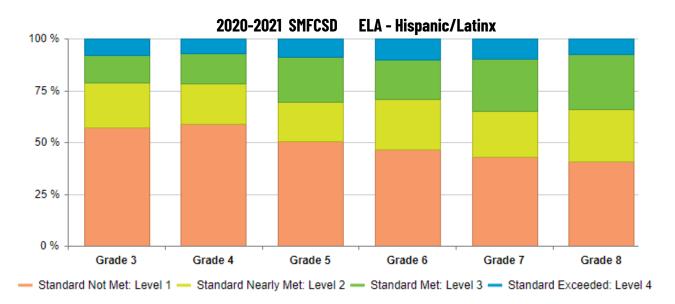SCHOOL DISTRICT
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OVER-IDENTIFICATION OF LATINX STUDENTS IN SPECIAL EDUCATION

In 2020, the state of California identified our district for **significant disproportionality** in Special Education of our Latinx students in the area of SLD - Specific Learning Disability.

Disproportionality is the overrepresentation of a specific race or ethnicity identified in one or more of four areas: identification of a disability in general; identification of a specific race or ethnicity in a specific disability category; discipline; and place. The Comprehensive Coordinated Early Intervening Services (CCEIS) Plan, created two years ago, guides our response to possible causes and our corrective actions. We are required to implement ongoing evaluations via quarterly progress reports to determine the effectiveness of our plan to strategically address the issue of disproportionality. This continued overrepresentation is evidence that strategic interventions have not been uniformly implemented across our campuses in prior years. The groups listed below (Latinx, Asian, and White) are all somewhat similar in terms of overall enrollment. Notice how many more Latinx students are identified as having a "Specific Learning Disability".

COURTESY OF THE CALIFORNIA DOE

Specific Learning Disability	African American	Asian	Hispanic	White	Multiple Ethnicities
Students with Disabilities	4	12	215	49	17
Speech or Language Impairment	African American	Asian	Hispanic	White	Multiple Ethnicities
Students with Disabilities	3	31	151	38	21

2020-2021 SMFCSD   ELA - Hispanic/Latinx

— Standard Not Met: Level 1   — Standard Nearly Met: Level 2   — Standard Met: Level 3   — Standard Exceeded: Level 4

PROMISING DISTRICTWIDE INTERVENTIONS

The district implemented the ST Math program districtwide in 2021-2022; in prior years, ST Math was implemented at only some school sites. The district initiated the Footsteps 2 Brilliance program in February 2022. Usage reports indicate that the interventions were implemented by schools with greatly varying levels of fidelity. This creates an equity concern, given that some students will have greater access to these interventions than their counterparts. Both ST Math and Footsteps 2 Brilliance are researched-based, high-quality academic interventions.

Footsteps2Brilliance develops listening skills by creating a language rich environment where students direct their learning. Footsteps2Brilliance offers a unique opportunity for students to "stop language in time" by allowing them to click any element on the screen to hear it read aloud or labeled orally. For language learners, this becomes a powerful tool for exploring language in a safe environment where they can be guided by their own interests and they can repeat words, sounds, and music without limit. Students can even record themselves reading text or answering questions and then listen to their own recording.

Soon after they hatch, baby ladybugs are hungry. Can you guess what they eat?

Tan pronto como nacen, a las mariquitas bebés les da hambre. ¿Puedes adivinar lo que comen?

Effect Size on Percent of Students Proficient in Math

Effect size is a statistical term showing how meaningful the impact of ST Math is on percent of students scoring proficient or above on their state math tests compared to similar grades at non-ST Math schools.

.27 (5TH GRADE)

.35 (3RD GRADE)

.43 (4TH GRADE)

SUBSTANTIVELY IMPORTANT EFFECT
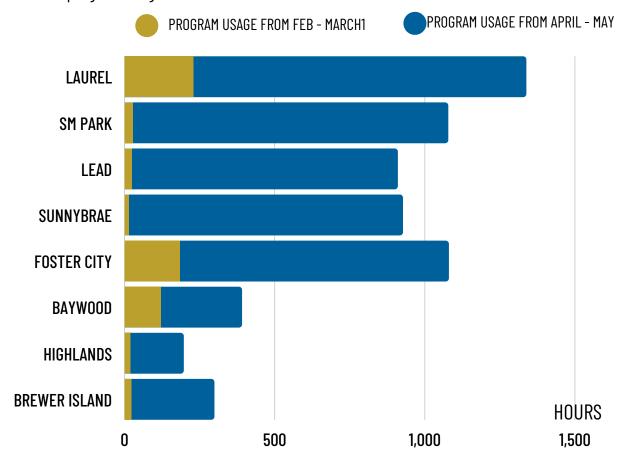
Robust Math Performance Gains on a National Scale

Independent education research firm WestEd recently published the largest ever cross-state study evaluating a math edtech program on multiple state assessments. The results were greatest at the 239 schools that used ST Math® above minimum thresholds (where more than 85% of students used the program and on average completed 40% of their grade-level content by mid-April testing season). ST Math is a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. ST Math's unique, patented approach provides students with more equitable access to deep conceptual learning.

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CHALLENGING THE EXPECTED DATA

We encouraged all students to use "at-home" learning programs like Footsteps 2 Brilliance and ST Math. There are those who believe that underserved students would not use these programs. Some would assume that their home lives are so complicated and challenging that devoting time to develop their academic growth would be too taxing on the family. Others would argue that some families don't value or prioritize education. These belief systems are rooted in deficit thinking that our district is actively challenging. As a district, we hired two Community Services Specialists in April 2022 tasked with contacting families at our 4 schools serving a high percentage of socioeconomically disadvantaged students. Their task was to connect with the parents, find out what support families needed at home in order to facilitate program usage, and track student progress. The graph below shows the data for the program usage from February and March 2022 in gold. The graph then shows program usage for April 2022, after we hired the two community Services Specialists tasked with helping families access the program. Our schools serving a high percentage of socioeconomically disadvantaged students became district leaders in program usage.

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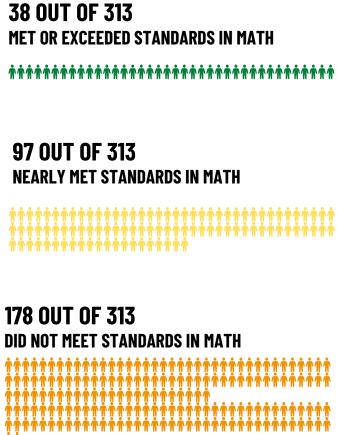SCHOOL DISTRICT
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DISTRICT DATA RELATED TO MATH BOOST

The SMFCSD capitalized on initiating the September 2021 Math Interim Assessment to identify struggling math performers. These students scored "Not Meeting Standards" on this test. The district chose to create a districtwide tutoring program. The design was for the program to provide these students with a short-term, targeted "boost" program to strengthen key skills. There was also hope that the program would build our district's capacity to repeat this boost model after every district assessment.

The program operated for one hour after school, three times per week, for four weeks. It took place in November 2021 and again in March 2022. The district ensured that these classes would serve no more than 15 students to ensure high levels of support. Instruction and tutoring content was prepared by central Math ToSAs in consultation with teachers. The elementary program involved the use of Online ST Math and middle school Math Nation. What were our results?

38 OUT OF 313
MET OR EXCEEDED STANDARDS IN MATH

97 OUT OF 313
NEARLY MET STANDARDS IN MATH

178 OUT OF 313
DID NOT MEET STANDARDS IN MATH

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DEEPER DATA ANALYSIS

The data demonstrates that many students who participated in Math Boost demonstrated academic growth on the State CAASPP exam. In our district, we look more deeply into the data to ask why others didn't demonstrate the same growth. We analyzed achievement by school, income levels, home language, special education status, and English language development level. The data clearly demonstrate the huge differences in demonstrated growth among these subgroups of English learner students suggesting that our Math Boost program requires adjustments in strategy to produce better outcomes for students with "moderately, somewhat, and minimally" developed language skills.

STUDENTS WITH "WELL-DEVELOPED" LANGUAGE SKILLS

7 OUT OF 36
MET OR EXCEEDED STANDARDS

22 OUT OF 36
NEARLY MET STANDARDS

7 OUT OF 36
DID NOT MEET STANDARDS

STUDENTS WITH "MODERATELY -DEVELOPED" LANGUAGE SKILLS

5 OUT OF 57
MET OR EXCEEDED STANDARDS

11 OUT OF 57
NEARLY MET STANDARDS

41 OUT OF 57
DID NOT MEET STANDARDS

STUDENTS WITH "SOMEWHAT OR MINIMALLY -DEVELOPED" LANGUAGE SKILLS

3 OUT OF 96
MET OR EXCEEDED STANDARDS

4 OUT OF 96
NEARLY MET STANDARDS

89 OUT OF 967
DID NOT MEET STANDARDS

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SYSTEMIC INTERVENTIONS FINDINGS

➤ ## ST MATH & FOOTSTEPS 2 BRILLIANCE SHOW PROMISING RESULTS

We have data from the 2021-2022 school year that strongly suggests a positive correlation between Footsteps 2 Brilliance and ST Math with improved achievement on State exams. Schools with high levels of program implementation showed more growth among their underserved student subgroups.

➤ ## DISTRICTWIDE INTERVENTIONS SUCH AS MATH BOOST ARE MAKING A DIFFERENCE

We have data from the 2021-2022 school year that strongly suggests a positive correlation between participation in the district's Math Boost tutoring program and improved achievement on State exams. The tutoring program was designed by district-level content area experts and provided to students who demonstrated significant need on a district formative assessment. In initiating this program, the district foreshadowed the 2022-2023 strategies that will come to define our cyclical teach, assess, reflect, intervene and re-teach process.

➤ ## SYSTEMIC INTERVENTIONS REQUIRE DEEP ENGAGEMENT WITH UNDERSEVRED FAMILIES TO UPEND EXPECTED RESULTS

Our 2021-2022 efforts during the months of March - June have helped us calculate the impact of devoting classified staff members to the task of connecting with parents. When families were encouraged to use our intervention programs via email and the district website, schools with high percentages of underserved students demonstrated minimal program usage. When the school district assigned new Community Services Specialists to begin connecting with families, establishing trust, explaining our programs, and monitoring student use, schools with high percentages of underserved students experienced huge gains in program usage. Our title 1 schools became the district's leaders in program usage.

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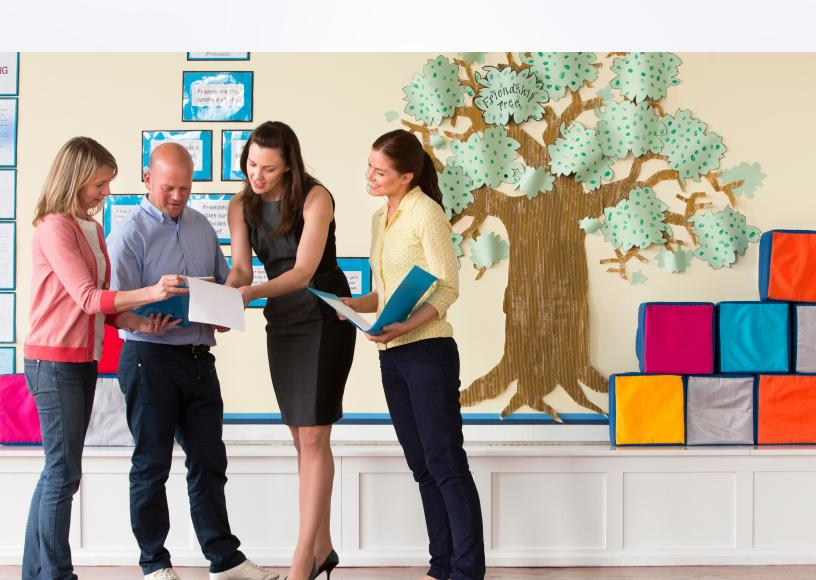# RESPONSES TO FINDINGS- Strategic Plan Alignment

⯆ EQUITY GOAL   ⚛ EQUITY STRATEGIES

- The district is moving forward with creating four full-time Community Services Specialists positions with a focus on creating genuine relationships with families to ensure enrollment in our systemic interventions.

- Initial implementation of SST data generated for site teams to align with site and district reporting and teacher data reviews. Monitor and review data on SST recommendations and their outcomes. Communication about the data is shared at least quarterly between the MTSS site team and the district MTSS team.

- Convene meetings of district Ed Services and Student Services Directors in September 2022 and February 2023 to analyze K-8 academic assessment results with an equity focus.

- Measure student and school progress in relation to CCSS/NGSS standards. Create equity indicators of student growth and school improvement.

APPENDIX

California School DASHBOARD

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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2019-2020 SMFCSD ELA DATA

All Students

All Students	State

Green

24.8 points above standard

Maintained 1.3 Points

Number of Students: 7,186

Red

No Students

Orange

English Learners

Hispanic

Homeless

Pacific Islander

Socioeconomically Disadvantaged

Students with Disabilities

Yellow

African American

Green

Filipino

Blue

Asian

Two or More Races

White

No Performance Color

American Indian

Foster Youth

California School DASHBOARD

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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2019-2020 SMFCSD ELA DATA

Asian

Student Group | State

Blue

84.5 points above standard

Increased 4.4 Points
Number of Students: 1,724

Two or More Races

Student Group | State

Blue

68.5 points above standard

Maintained 2.9 Points
Number of Students: 607

White

Student Group | State

Blue

57.9 points above standard

Maintained 1.4 Points
Number of Students: 1,699

Filipino

Student Group | State

Green

41.9 points above standard

Increased 5.3 Points
Number of Students: 267

African American

Student Group | State

Yellow

25.8 points below standard

Increased 4.7 Points
Number of Students: 74

English Learners

Student Group | State

Orange

46.2 points below standard

Declined 8.7 Points
Number of Students: 2,267

Hispanic

Student Group | State

Orange

43.2 points below standard

Maintained 0.7 Points
Number of Students: 2,601

Homeless

Student Group | State

Orange

65.4 points below standard

Maintained 2.6 Points
Number of Students: 245

Pacific Islander

Student Group | State

Orange

37.9 points below standard

Declined 8.4 Points
Number of Students: 158

Socioeconomically Disadvantaged

Student Group | State

Orange

51.3 points below standard

Maintained -1.8 Points
Number of Students: 2,334

Students with Disabilities

Student Group | State

Orange

93.7 points below standard

Increased 12.1 Points
Number of Students: 695

California School DASHBOARD

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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2019-2020 SMFCSD Math DATA

All Students

| All Students | State |

Green

8.7 points above standard

Maintained 1.2 Points

Number of Students: 7,173

Red

No Students

Orange

English Learners

Hispanic

Pacific Islander

Socioeconomically Disadvantaged

Students with Disabilities

Yellow

African American

Homeless

Green

Filipino

Blue

Asian

Two or More Races

White

No Performance Color

American Indian

Foster Youth

California School DASHBOARD

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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2019-2020 SMFCSD Math DATA

Asian
Student Group | State

Blue

94.7 points above standard

Increased 5.9 Points ⊕
Number of Students: 1,724

Two or More Races
Student Group | State

Blue

56 points above standard

Maintained 1.1 Points
Number of Students: 607

White
Student Group | State

Blue

35.1 points above standard

Maintained 2.6 Points
Number of Students: 1,699

Filipino
Student Group | State

Green

20.9 points above standard

Increased 10.6 Points ⊕
Number of Students: 267

African American
Student Group | State

Yellow

57.4 points below standard

Increased 10.1 Points ⊕
Number of Students: 74

Homeless
Student Group | State

Yellow

87.4 points below standard

Increased 4 Points ⊕
Number of Students: 244

English Learners
Student Group | State

Orange

61.3 points below standard

Declined 9.1 Points ⊕
Number of Students: 2,261

Hispanic
Student Group | State

Orange

72.5 points below standard

Maintained -2.5 Points
Number of Students: 2,591

Pacific Islander
Student Group | State

Orange

62.3 points below standard

Declined 6.6 Points ⊕
Number of Students: 155

Socioeconomically Disadvantaged
Student Group | State

Orange

78.4 points below standard

Declined 5 Points ⊕
Number of Students: 2,321

Students with Disabilities
Student Group | State

Orange

116.2 points below standard

Increased 10 Points ⊕
Number of Students: 691

California School DASHBOARD

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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2019-2020 SMFCSD English Learner DATA Comparisons

English Language Arts

Current English Learners	Reclassified English Learners	English Only
104 points below standard	14.4 points above standard	50.6 points above standard
Declined 4 Points ⊕	Declined 8.4 Points ⊕	Maintained 1.1 Points
Number of Students: 1,161	Number of Students: 1,106	Number of Students: 3,836

Mathematics

Current English Learners	Reclassified English Learners	English Only
114.6 points below standard	5.3 points below standard	32 points above standard
Declined 11.1 Points ⊕	Maintained -2.6 Points	Maintained 0.6 Points
Number of Students: 1,158	Number of Students: 1,103	Number of Students: 3,831

California School DASHBOARD

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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2019-2020 SMFCSD English Learner Progress

English Learner Progress

All Students State

54.1% making progress towards English language proficiency

Number of EL Students: 1,989

Performance Level

Medium

- 100%
- 75% — 50.5%
- 50% — 3.5%
- — 30%
- 25%
- 15.8%
- 0%

● ELs Who Decreased at Least One ELPI Level   ● ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H

● ELs who Maintained ELPI Level 4   ● ELs Who Progressed at Least One ELPI Level

California School DASHBOARD

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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2020-2021 SMFCSD DATA

ELA

Percent of students within each achievement level

31.74%
Standard
Exceeded
(LEVEL 4)

26.98%
Standard
Met
(LEVEL 3)

58.72%
Met or
Exceeded
Standard for
ELA

24.48%
Standard
Not Met
(LEVEL 1)

16.81%
Standard
Nearly Met
(LEVEL 2)

Mathematics

Percent of students within each achievement level

30.54%
Standard
Exceeded
(LEVEL 4)

18.67%
Standard
Met
(LEVEL 3)

49.21%
Met or
Exceeded
Standard for
Math

29.52%
Standard
Not Met
(LEVEL 1)

21.27%
Standard
Nearly Met
(LEVEL 2)

2020-2021 SMFCSD ELA DATA

ELA

Percent of students within each achievement level

31.74%
Standard
Exceeded
(LEVEL 4)

26.98%
Standard
Met
(LEVEL 3)

58.72%
Met or
Exceeded
Standard for
ELA

16.81%
Standard
Nearly Met
(LEVEL 2)

24.48%
Standard
Not Met
(LEVEL 1)

Achievement Level Distribution

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	1,211	1,229	1,215	1,098	1,140	1,171	N/A	7,064
Number of Students Tested ⓘ	1,161	1,167	1,166	1,015	1,044	1,095	N/A	6,648
Number of Students With Scores ⓘ	1,161	1,166	1,164	1,005	1,035	1,086	N/A	6,617
Mean Scale Score	2430.1	2476.6	2524.6	2548.2	2573.7	2592.1	N/A	N/A
Standard Exceeded: Level 4 ⓘ	31.44 %	34.65 %	35.14 %	30.45 %	29.76 %	28.36 %	N/A	31.74 %
Standard Met: Level 3 ⓘ	21.45 %	19.90 %	25.52 %	29.35 %	33.04 %	34.07 %	N/A	26.98 %
Standard Nearly Met: Level 2 ⓘ	18.52 %	16.12 %	14.69 %	18.41 %	14.98 %	18.23 %	N/A	16.81 %
Standard Not Met: Level 1 ⓘ	28.60 %	29.33 %	24.66 %	21.79 %	22.22 %	19.34 %	N/A	24.48 %

California School
DASHBOARD

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SMFCSD ELA DATA - Change Over Time

APPENDIX

Achievement Level Distribution Over Time

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2447.0	N/A	2524.6
■ Standard Exceeded: Level 4 ⓘ	36.66 %	N/A	35.14 %
■ Standard Met: Level 3 ⓘ	20.83 %	N/A	25.52 %
■ Standard Nearly Met: Level 2 ⓘ	19.19 %	N/A	14.69 %
■ Standard Not Met: Level 1 ⓘ	23.32 %	N/A	24.66 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2492.3	N/A	2548.2
■ Standard Exceeded: Level 4 ⓘ	39.09 %	N/A	30.45 %
■ Standard Met: Level 3 ⓘ	22.76 %	N/A	29.35 %
■ Standard Nearly Met: Level 2 ⓘ	15.74 %	N/A	18.41 %
■ Standard Not Met: Level 1 ⓘ	22.42 %	N/A	21.79 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2532.0	N/A	2573.7
■ Standard Exceeded: Level 4 ⓘ	38.03 %	N/A	29.76 %
■ Standard Met: Level 3 ⓘ	24.28 %	N/A	33.04 %
■ Standard Nearly Met: Level 2 ⓘ	14.25 %	N/A	14.98 %
■ Standard Not Met: Level 1 ⓘ	23.45 %	N/A	22.22 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2557.6	N/A	2592.1
■ Standard Exceeded: Level 4 ⓘ	33.31 %	N/A	28.36 %
■ Standard Met: Level 3 ⓘ	32.04 %	N/A	34.07 %
■ Standard Nearly Met: Level 2 ⓘ	16.19 %	N/A	18.23 %
■ Standard Not Met: Level 1 ⓘ	18.47 %	N/A	19.34 %
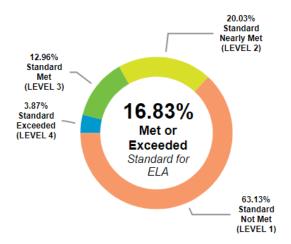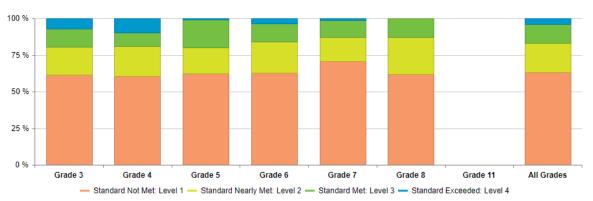
2020-2021 SMFCSD ELA - SWD

APPENDIX

ELA

Percent of students within each achievement level

- 20.03% Standard Nearly Met (LEVEL 2)
- 12.96% Standard Met (LEVEL 3)
- 3.87% Standard Exceeded (LEVEL 4)
- 16.83% Met or Exceeded Standard for ELA
- 63.13% Standard Not Met (LEVEL 1)

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	118	105	112	134	113	109	N/A	691
Number of Students Tested	112	95	106	108	82	96	N/A	599
Number of Students With Scores	112	94	106	108	79	95	N/A	594
Mean Scale Score	2347.2	2390.1	2412.2	2423.3	2431.5	2458.5	N/A	N/A
Standard Exceeded: Level 4	7.14 %	9.57 %	0.94 %	3.70 %	1.27 %	0.00 %	N/A	3.87 %
Standard Met: Level 3	12.50 %	9.57 %	18.87 %	12.04 %	11.39 %	12.63 %	N/A	12.96 %
Standard Nearly Met: Level 2	18.75 %	20.21 %	17.92 %	21.30 %	16.46 %	25.26 %	N/A	20.03 %
Standard Not Met: Level 1	61.61 %	60.64 %	62.26 %	62.96 %	70.89 %	62.11 %	N/A	63.13 %

L3 REPORT   LIVE - LEAD - LEARN   AUGUST 28, 2022

California School DASHBOARD

SMFCSD ELA Change Over Time - SWD

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2362.8	N/A	2412.2
■ Standard Exceeded: Level 4	7.78 %	N/A	0.94 %
■ Standard Met: Level 3	12.22 %	N/A	18.87 %
■ Standard Nearly Met: Level 2	28.89 %	N/A	17.92 %
■ Standard Not Met: Level 1	51.11 %	N/A	62.26 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2396.4	N/A	2414.3
■ Standard Exceeded: Level 4	3.13 %	N/A	6.60 %
■ Standard Met: Level 3	12.50 %	N/A	5.66 %
■ Standard Nearly Met: Level 2	21.88 %	N/A	17.92 %
■ Standard Not Met: Level 1	62.50 %	N/A	69.81 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2415.8	N/A	2431.5
■ Standard Exceeded: Level 4	7.08 %	N/A	1.27 %
■ Standard Met: Level 3	10.62 %	N/A	11.39 %
■ Standard Nearly Met: Level 2	15.04 %	N/A	16.46 %
■ Standard Not Met: Level 1	67.26 %	N/A	70.89 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2405.3	N/A	2458.5
■ Standard Exceeded: Level 4	0.98 %	N/A	0.00 %
■ Standard Met: Level 3	9.80 %	N/A	12.63 %
■ Standard Nearly Met: Level 2	19.61 %	N/A	25.26 %
■ Standard Not Met: Level 1	69.61 %	N/A	62.11 %
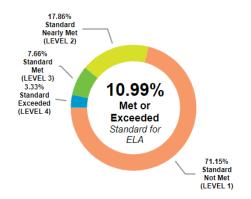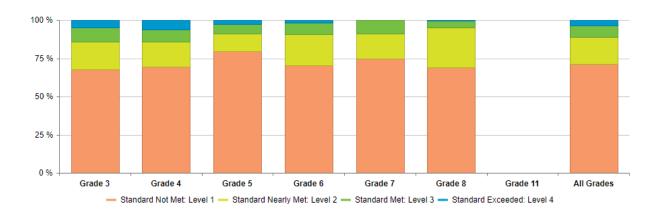
2020-2021 SMFCSD ELA - EL

ELA

Percent of students within each achievement level

17.86%
Standard
Nearly Met
(LEVEL 2)

7.66%
Standard
Met
(LEVEL 3)

3.33%
Standard
Exceeded
(LEVEL 4)

10.99%
Met or
Exceeded
Standard for
ELA

71.15%
Standard
Not Met
(LEVEL 1)

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	360	360	205	224	194	195	N/A	1,538
Number of Students Tested ⓘ	339	335	191	186	162	179	N/A	1,392
Number of Students With Scores ⓘ	339	334	190	183	160	177	N/A	1,383
Mean Scale Score	2328.9	2372.1	2383.4	2411.8	2416.4	2440.0	N/A	N/A
🟦 Standard Exceeded: Level 4 ⓘ	4.72 %	6.29 %	2.63 %	1.64 %	0.00 %	0.56 %	N/A	3.33 %
🟩 Standard Met: Level 3 ⓘ	9.44 %	7.78 %	6.32 %	7.65 %	8.75 %	4.52 %	N/A	7.66 %
🟨 Standard Nearly Met: Level 2 ⓘ	17.99 %	16.47 %	11.58 %	20.22 %	16.25 %	25.99 %	N/A	17.86 %
🟧 Standard Not Met: Level 1 ⓘ	67.85 %	69.46 %	79.47 %	70.49 %	75.00 %	68.93 %	N/A	71.15 %

SMFCSD ELA Change Over Time - EL

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2328.5	N/A	2383.4
■ Standard Exceeded: Level 4 ⓘ	2.59 %	N/A	2.63 %
■ Standard Met: Level 3 ⓘ	5.18 %	N/A	6.32 %
■ Standard Nearly Met: Level 2 ⓘ	17.10 %	N/A	11.58 %
■ Standard Not Met: Level 1 ⓘ	75.13 %	N/A	79.47 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2385.1	N/A	2411.8
■ Standard Exceeded: Level 4 ⓘ	3.50 %	N/A	1.64 %
■ Standard Met: Level 3 ⓘ	12.45 %	N/A	7.65 %
■ Standard Nearly Met: Level 2 ⓘ	22.96 %	N/A	20.22 %
■ Standard Not Met: Level 1 ⓘ	61.09 %	N/A	70.49 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2405.3	N/A	2416.4
■ Standard Exceeded: Level 4 ⓘ	1.36 %	N/A	0.00 %
■ Standard Met: Level 3 ⓘ	6.82 %	N/A	8.75 %
■ Standard Nearly Met: Level 2 ⓘ	22.73 %	N/A	16.25 %
■ Standard Not Met: Level 1 ⓘ	69.09 %	N/A	75.00 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2421.0	N/A	2440.0
■ Standard Exceeded: Level 4 ⓘ	2.72 %	N/A	0.56 %
■ Standard Met: Level 3 ⓘ	8.70 %	N/A	4.52 %
■ Standard Nearly Met: Level 2 ⓘ	19.57 %	N/A	25.99 %
■ Standard Not Met: Level 1 ⓘ	69.02 %	N/A	68.93 %
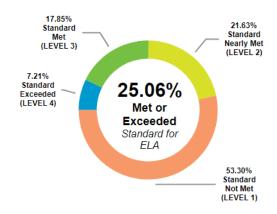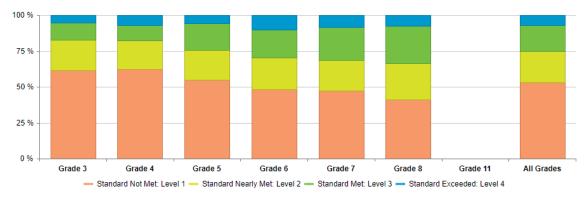
2020-2021 SMFCSD ELA - SED

APPENDIX

ELA

Percent of students within each achievement level

17.85% Standard Met (LEVEL 3)

7.21% Standard Exceeded (LEVEL 4)

21.63% Standard Nearly Met (LEVEL 2)

25.06% Met or Exceeded *Standard for ELA*

53.30% Standard Not Met (LEVEL 1)

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	366	400	368	334	360	336	N/A	2,164
Number of Students Tested	351	380	351	295	317	307	N/A	2,001
Number of Students With Scores	351	379	349	290	310	304	N/A	1,983
Mean Scale Score	2339.3	2387.9	2432.2	2467.8	2488.4	2510.9	N/A	N/A
Standard Exceeded: Level 4	5.41 %	6.86 %	5.73 %	10.00 %	8.39 %	7.57 %	N/A	7.21 %
Standard Met: Level 3	11.68 %	10.82 %	18.62 %	19.66 %	22.90 %	25.99 %	N/A	17.85 %
Standard Nearly Met: Level 2	21.37 %	19.79 %	20.63 %	22.07 %	21.29 %	25.33 %	N/A	21.63 %
Standard Not Met: Level 1	61.54 %	62.53 %	55.01 %	48.28 %	47.42 %	41.12 %	N/A	53.30 %

SMFCSD ELA Change Over Time - SED

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2365.7	N/A	2432.2
■ Standard Exceeded: Level 4 ⓘ	8.56 %	N/A	5.73 %
■ Standard Met: Level 3 ⓘ	11.34 %	N/A	18.62 %
■ Standard Nearly Met: Level 2 ⓘ	25.19 %	N/A	20.63 %
■ Standard Not Met: Level 1 ⓘ	54.91 %	N/A	55.01 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2422.1	N/A	2467.8
■ Standard Exceeded: Level 4 ⓘ	14.91 %	N/A	10.00 %
■ Standard Met: Level 3 ⓘ	17.07 %	N/A	19.66 %
■ Standard Nearly Met: Level 2 ⓘ	21.95 %	N/A	22.07 %
■ Standard Not Met: Level 1 ⓘ	46.07 %	N/A	48.28 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2453.8	N/A	2488.4
■ Standard Exceeded: Level 4 ⓘ	10.68 %	N/A	8.39 %
■ Standard Met: Level 3 ⓘ	19.27 %	N/A	22.90 %
■ Standard Nearly Met: Level 2 ⓘ	22.66 %	N/A	21.29 %
■ Standard Not Met: Level 1 ⓘ	47.40 %	N/A	47.42 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2475.3	N/A	2510.9
■ Standard Exceeded: Level 4 ⓘ	6.51 %	N/A	7.57 %
■ Standard Met: Level 3 ⓘ	25.52 %	N/A	25.99 %
■ Standard Nearly Met: Level 2 ⓘ	25.52 %	N/A	25.33 %
■ Standard Not Met: Level 1 ⓘ	42.45 %	N/A	41.12 %
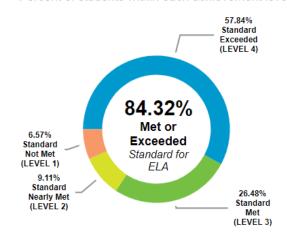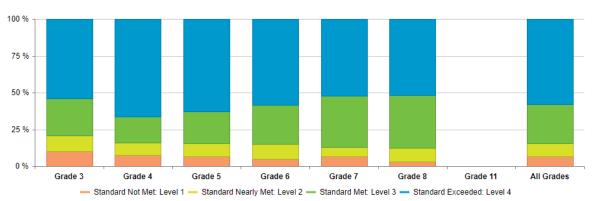
2020-2021 SMFCSD ELA - Asian

ELA

Percent of students within each achievement level

57.84%
Standard
Exceeded
(LEVEL 4)

84.32%
Met or
Exceeded
Standard for
ELA

6.57%
Standard
Not Met
(LEVEL 1)

9.11%
Standard
Nearly Met
(LEVEL 2)

26.48%
Standard
Met
(LEVEL 3)

Standard Not Met: Level 1 ◼ Standard Nearly Met: Level 2 ◼ Standard Met: Level 3 ◼ Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	325	310	294	254	247	262	N/A	1,692
Number of Students Tested ⓘ	319	301	288	250	242	259	N/A	1,659
Number of Students With Scores ⓘ	319	301	288	250	242	258	N/A	1,658
Mean Scale Score	2491.0	2556.1	2597.4	2623.4	2642.1	2669.0	N/A	N/A
Standard Exceeded: Level 4 ⓘ	53.92 %	66.45 %	62.85 %	58.40 %	52.07 %	51.94 %	N/A	57.84 %
Standard Met: Level 3 ⓘ	25.08 %	17.61 %	21.88 %	26.40 %	35.12 %	35.66 %	N/A	26.48 %
Standard Nearly Met: Level 2 ⓘ	10.97 %	8.64 %	8.68 %	10.40 %	6.20 %	9.30 %	N/A	9.11 %
Standard Not Met: Level 1 ⓘ	10.03 %	7.31 %	6.60 %	4.80 %	6.61 %	3.10 %	N/A	6.57 %

APPENDIX

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2501.2	N/A	2597.4
Standard Exceeded: Level 4	57.27 %	N/A	62.85 %
Standard Met: Level 3	22.73 %	N/A	21.88 %
Standard Nearly Met: Level 2	14.55 %	N/A	8.68 %
Standard Not Met: Level 1	5.45 %	N/A	6.60 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2551.0	N/A	2623.4
Standard Exceeded: Level 4	62.82 %	N/A	58.40 %
Standard Met: Level 3	21.66 %	N/A	26.40 %
Standard Nearly Met: Level 2	11.19 %	N/A	10.40 %
Standard Not Met: Level 1	4.33 %	N/A	4.80 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2588.6	N/A	2642.1
Standard Exceeded: Level 4	60.90 %	N/A	52.07 %
Standard Met: Level 3	23.88 %	N/A	35.12 %
Standard Nearly Met: Level 2	7.96 %	N/A	6.20 %
Standard Not Met: Level 1	7.27 %	N/A	6.61 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2615.1	N/A	2669.0
Standard Exceeded: Level 4	53.19 %	N/A	51.94 %
Standard Met: Level 3	34.40 %	N/A	35.66 %
Standard Nearly Met: Level 2	7.80 %	N/A	9.30 %
Standard Not Met: Level 1	4.61 %	N/A	3.10 %
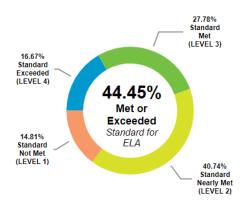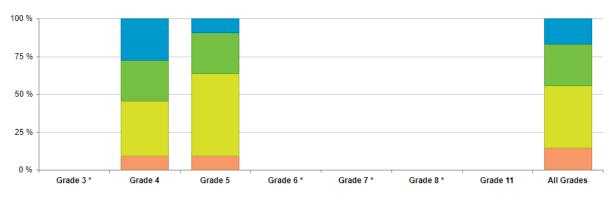
2020-2021 SMFCSD ELA - Black or African American

APPENDIX

ELA

Percent of students within each achievement level

44.45%
Met or
Exceeded
Standard for ELA

16.67% Standard Exceeded (LEVEL 4)

27.78% Standard Met (LEVEL 3)

14.81% Standard Not Met (LEVEL 1)

40.74% Standard Nearly Met (LEVEL 2)

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	9	11	12	8	9	16	N/A	65
Number of Students Tested	9	11	11	8	6	10	N/A	55
Number of Students With Scores	9	11	11	8	5	10	N/A	54
Mean Scale Score	*	2481.4	2517.0	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	27.27 %	9.09 %	*	*	*	N/A	16.67 %
Standard Met: Level 3	*	27.27 %	27.27 %	*	*	*	N/A	27.78 %
Standard Nearly Met: Level 2	*	36.36 %	54.55 %	*	*	*	N/A	40.74 %
Standard Not Met: Level 1	*	9.09 %	9.09 %	*	*	*	N/A	14.81 %
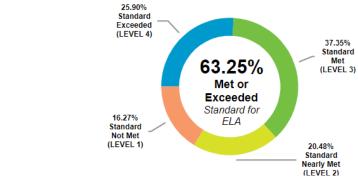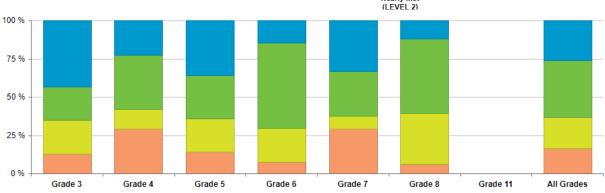
2020-2021 SMFCSD ELA - Filipino

ELA

Percent of students within each achievement level

25.90%
Standard
Exceeded
(LEVEL 4)

63.25%
Met or
Exceeded
Standard for
ELA

37.35%
Standard
Met
(LEVEL 3)

16.27%
Standard
Not Met
(LEVEL 1)

20.48%
Standard
Nearly Met
(LEVEL 2)

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	24	37	28	29	26	34	N/A	178
Number of Students Tested ⓘ	23	31	28	27	24	33	N/A	166
Number of Students With Scores ⓘ	23	31	28	27	24	33	N/A	166
Mean Scale Score	2457.6	2466.1	2531.6	2549.1	2560.2	2589.7	N/A	N/A
■ Standard Exceeded: Level 4 ⓘ	43.48 %	22.58 %	35.71 %	14.81 %	33.33 %	12.12 %	N/A	25.90 %
■ Standard Met: Level 3 ⓘ	21.74 %	35.48 %	28.57 %	55.56 %	29.17 %	48.48 %	N/A	37.35 %
■ Standard Nearly Met: Level 2 ⓘ	21.74 %	12.90 %	21.43 %	22.22 %	8.33 %	33.33 %	N/A	20.48 %
■ Standard Not Met: Level 1 ⓘ	13.04 %	29.03 %	14.29 %	7.41 %	29.17 %	6.06 %	N/A	16.27 %

SMFCSD ELA Change Over Time - Filipino

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2458.3	N/A	2531.6
■ Standard Exceeded: Level 4	48.28 %	N/A	35.71 %
■ Standard Met: Level 3	10.34 %	N/A	28.57 %
■ Standard Nearly Met: Level 2	24.14 %	N/A	21.43 %
■ Standard Not Met: Level 1	17.24 %	N/A	14.29 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2503.2	N/A	2549.1
■ Standard Exceeded: Level 4	37.04 %	N/A	14.81 %
■ Standard Met: Level 3	29.63 %	N/A	55.56 %
■ Standard Nearly Met: Level 2	14.81 %	N/A	22.22 %
■ Standard Not Met: Level 1	18.52 %	N/A	7.41 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2549.8	N/A	2560.2
■ Standard Exceeded: Level 4	40.63 %	N/A	33.33 %
■ Standard Met: Level 3	34.38 %	N/A	29.17 %
■ Standard Nearly Met: Level 2	15.63 %	N/A	8.33 %
■ Standard Not Met: Level 1	9.38 %	N/A	29.17 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2556.1	N/A	2589.7
■ Standard Exceeded: Level 4	15.15 %	N/A	12.12 %
■ Standard Met: Level 3	54.55 %	N/A	48.48 %
■ Standard Nearly Met: Level 2	24.24 %	N/A	33.33 %
■ Standard Not Met: Level 1	6.06 %	N/A	6.06 %

2020-2021 SMFCSD ELA - Hispanic

ELA

Percent of students within each achievement level

28.33%
Met or Exceeded
Standard for ELA

- 19.82% Standard Met (LEVEL 3)
- 21.96% Standard Nearly Met (LEVEL 2)
- 8.51% Standard Exceeded (LEVEL 4)
- 49.71% Standard Not Met (LEVEL 1)

Achievement Level Distribution

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	448	471	461	420	450	435	N/A	2,685
Number of Students Tested	422	442	436	359	398	396	N/A	2,453
Number of Students With Scores	422	441	434	351	392	392	N/A	2,432
Mean Scale Score	2350.5	2394.0	2443.5	2470.1	2498.0	2511.2	N/A	N/A
Standard Exceeded: Level 4	7.82 %	7.26 %	8.76 %	10.26 %	9.69 %	7.65 %	N/A	8.51 %
Standard Met: Level 3	13.27 %	14.29 %	21.66 %	19.09 %	25.26 %	26.28 %	N/A	19.82 %
Standard Nearly Met: Level 2	21.80 %	19.73 %	19.12 %	24.22 %	22.19 %	25.51 %	N/A	21.96 %
Standard Not Met: Level 1	57.11 %	58.73 %	50.46 %	46.44 %	42.86 %	40.56 %	N/A	49.71 %

APPENDIX

California School
DASHBOARD

SAN MATEO-
FOSTER CITY
SCHOOL DISTRICT
LIVE·LEAD·LEARN

SMFCSD ELA Change Over Time – Hispanic/Latino

APPENDIX

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2375.9	N/A	2443.5
■ Standard Exceeded: Level 4	10.94 %	N/A	8.76 %
■ Standard Met: Level 3	15.18 %	N/A	21.66 %
■ Standard Nearly Met: Level 2	23.44 %	N/A	19.12 %
■ Standard Not Met: Level 1	50.45 %	N/A	50.46 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2426.2	N/A	2470.1
■ Standard Exceeded: Level 4	14.87 %	N/A	10.26 %
■ Standard Met: Level 3	18.47 %	N/A	19.09 %
■ Standard Nearly Met: Level 2	22.06 %	N/A	24.22 %
■ Standard Not Met: Level 1	44.60 %	N/A	46.44 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2465.9	N/A	2498.0
■ Standard Exceeded: Level 4	12.78 %	N/A	9.69 %
■ Standard Met: Level 3	21.81 %	N/A	25.26 %
■ Standard Nearly Met: Level 2	21.81 %	N/A	22.19 %
■ Standard Not Met: Level 1	43.61 %	N/A	42.86 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2490.4	N/A	2511.2
■ Standard Exceeded: Level 4	12.35 %	N/A	7.65 %
■ Standard Met: Level 3	26.15 %	N/A	26.28 %
■ Standard Nearly Met: Level 2	22.28 %	N/A	25.51 %
■ Standard Not Met: Level 1	39.23 %	N/A	40.56 %
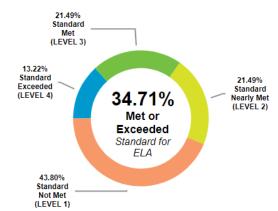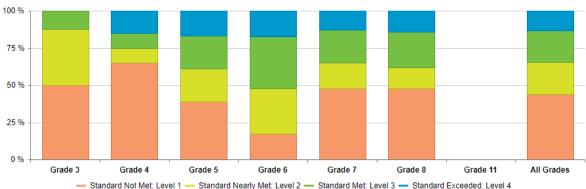
2020-2021 SMFCSD ELA - Native Hawaiian or Pacific Islander

APPENDIX

ELA

Percent of students within each achievement level

21.49% Standard Met (LEVEL 3)

13.22% Standard Exceeded (LEVEL 4)

34.71% Met or Exceeded *Standard for ELA*

21.49% Standard Nearly Met (LEVEL 2)

43.80% Standard Not Met (LEVEL 1)

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	17	24	20	23	30	24	N/A	138
Number of Students Tested	16	20	18	23	24	21	N/A	122
Number of Students With Scores	16	20	18	23	23	21	N/A	121
Mean Scale Score	2354.1	2400.3	2468.7	2515.5	2500.4	2528.7	N/A	N/A
Standard Exceeded: Level 4	0.00 %	15.00 %	16.67 %	17.39 %	13.04 %	14.29 %	N/A	13.22 %
Standard Met: Level 3	12.50 %	10.00 %	22.22 %	34.78 %	21.74 %	23.81 %	N/A	21.49 %
Standard Nearly Met: Level 2	37.50 %	10.00 %	22.22 %	30.43 %	17.39 %	14.29 %	N/A	21.49 %
Standard Not Met: Level 1	50.00 %	65.00 %	38.89 %	17.39 %	47.83 %	47.62 %	N/A	43.80 %

SMFCSD ELA Change Over Time
Native Hawaiian or Pacific Islander

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2379.5	N/A	2468.7
Standard Exceeded: Level 4	9.52 %	N/A	16.67 %
Standard Met: Level 3	0.00 %	N/A	22.22 %
Standard Nearly Met: Level 2	57.14 %	N/A	22.22 %
Standard Not Met: Level 1	33.33 %	N/A	38.89 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2462.2	N/A	2515.5
Standard Exceeded: Level 4	25.00 %	N/A	17.39 %
Standard Met: Level 3	29.17 %	N/A	34.78 %
Standard Nearly Met: Level 2	25.00 %	N/A	30.43 %
Standard Not Met: Level 1	20.83 %	N/A	17.39 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2448.9	N/A	2465.7
Standard Exceeded: Level 4	8.06 %	N/A	6.84 %
Standard Met: Level 3	11.76 %	N/A	11.84 %
Standard Nearly Met: Level 2	26.80 %	N/A	23.16 %
Standard Not Met: Level 1	53.38 %	N/A	58.16 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2493.6	N/A	2528.7
Standard Exceeded: Level 4	13.04 %	N/A	14.29 %
Standard Met: Level 3	30.43 %	N/A	23.81 %
Standard Nearly Met: Level 2	26.09 %	N/A	14.29 %
Standard Not Met: Level 1	30.43 %	N/A	47.62 %
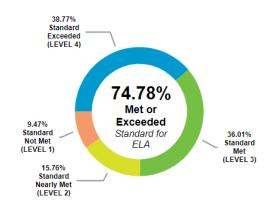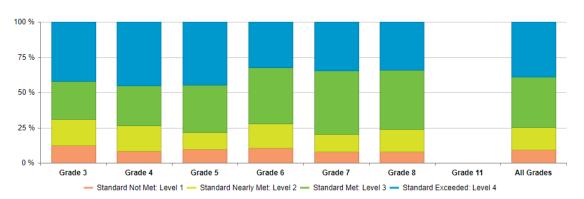
2020-2021 SMFCSD ELA - White

ELA

Percent of students within each achievement level

38.77%
Standard
Exceeded
(LEVEL 4)

9.47%
Standard
Not Met
(LEVEL 1)

15.76%
Standard
Nearly Met
(LEVEL 2)

74.78%
Met or
Exceeded
*Standard for
ELA*

36.01%
Standard
Met
(LEVEL 3)

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	239	252	255	229	267	283	N/A	1,525
Number of Students Tested	231	240	247	222	246	266	N/A	1,452
Number of Students With Scores	231	240	247	222	245	262	N/A	1,447
Mean Scale Score	2470.0	2520.6	2561.5	2573.0	2613.3	2622.3	N/A	N/A
Standard Exceeded: Level 4	41.99 %	45.00 %	44.53 %	32.43 %	34.69 %	33.97 %	N/A	38.77 %
Standard Met: Level 3	26.84 %	28.33 %	33.60 %	39.64 %	44.90 %	41.98 %	N/A	36.01 %
Standard Nearly Met: Level 2	18.61 %	18.33 %	12.15 %	17.12 %	12.65 %	16.03 %	N/A	15.76 %
Standard Not Met: Level 1	12.55 %	8.33 %	9.72 %	10.81 %	7.76 %	8.02 %	N/A	9.47 %

SMFCSD ELA Change Over Time - White

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2481.1	N/A	2561.5
■ Standard Exceeded: Level 4 ⓘ	47.46 %	N/A	44.53 %
■ Standard Met: Level 3 ⓘ	29.83 %	N/A	33.60 %
■ Standard Nearly Met: Level 2 ⓘ	12.88 %	N/A	12.15 %
■ Standard Not Met: Level 1 ⓘ	9.83 %	N/A	9.72 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2519.1	N/A	2573.0
■ Standard Exceeded: Level 4 ⓘ	49.46 %	N/A	32.43 %
■ Standard Met: Level 3 ⓘ	24.55 %	N/A	39.64 %
■ Standard Nearly Met: Level 2 ⓘ	12.27 %	N/A	17.12 %
■ Standard Not Met: Level 1 ⓘ	13.72 %	N/A	10.81 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2573.7	N/A	2613.3
■ Standard Exceeded: Level 4 ⓘ	52.43 %	N/A	34.69 %
■ Standard Met: Level 3 ⓘ	26.74 %	N/A	44.90 %
■ Standard Nearly Met: Level 2 ⓘ	11.11 %	N/A	12.65 %
■ Standard Not Met: Level 1 ⓘ	9.72 %	N/A	7.76 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2591.1	N/A	2622.3
■ Standard Exceeded: Level 4 ⓘ	45.13 %	N/A	33.97 %
■ Standard Met: Level 3 ⓘ	33.77 %	N/A	41.98 %
■ Standard Nearly Met: Level 2 ⓘ	13.31 %	N/A	16.03 %
■ Standard Not Met: Level 1 ⓘ	7.79 %	N/A	8.02 %

California School DASHBOARD

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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2020-2021 SMFCSD ELA - Two or More Races

ELA

Percent of students within each achievement level

41.38% Standard Exceeded (LEVEL 4)

10.18% Standard Not Met (LEVEL 1)

15.88% Standard Nearly Met (LEVEL 2)

73.94% Met or Exceeded *Standard for ELA*

32.56% Standard Met (LEVEL 3)

- Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	148	124	145	135	111	116	N/A	779
Number of Students Tested	140	122	138	126	104	109	N/A	739
Number of Students With Scores	140	122	138	124	104	109	N/A	737
Mean Scale Score	2469.3	2507.7	2568.2	2581.2	2630.7	2643.4	N/A	N/A
Standard Exceeded: Level 4	36.43 %	41.80 %	47.83 %	35.48 %	45.19 %	42.20 %	N/A	41.38 %
Standard Met: Level 3	30.00 %	26.23 %	30.43 %	38.71 %	34.62 %	36.70 %	N/A	32.56 %
Standard Nearly Met: Level 2	20.71 %	17.21 %	12.32 %	16.13 %	14.42 %	13.76 %	N/A	15.88 %
Standard Not Met: Level 1	12.86 %	14.75 %	9.42 %	9.68 %	5.77 %	7.34 %	N/A	10.18 %

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SMFCSD ELA Change Over Time- Two or More Races

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2482.7	N/A	2568.2
■ Standard Exceeded: Level 4 ⓘ	48.85 %	N/A	47.83 %
■ Standard Met: Level 3 ⓘ	22.90 %	N/A	30.43 %
■ Standard Nearly Met: Level 2 ⓘ	19.85 %	N/A	12.32 %
■ Standard Not Met: Level 1 ⓘ	8.40 %	N/A	9.42 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2524.5	N/A	2581.2
■ Standard Exceeded: Level 4 ⓘ	48.59 %	N/A	35.48 %
■ Standard Met: Level 3 ⓘ	28.87 %	N/A	38.71 %
■ Standard Nearly Met: Level 2 ⓘ	12.68 %	N/A	16.13 %
■ Standard Not Met: Level 1 ⓘ	9.86 %	N/A	9.68 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2578.1	N/A	2630.7
■ Standard Exceeded: Level 4 ⓘ	55.79 %	N/A	45.19 %
■ Standard Met: Level 3 ⓘ	27.37 %	N/A	34.62 %
■ Standard Nearly Met: Level 2 ⓘ	6.32 %	N/A	14.42 %
■ Standard Not Met: Level 1 ⓘ	10.53 %	N/A	5.77 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2585.4	N/A	2643.4
■ Standard Exceeded: Level 4 ⓘ	40.57 %	N/A	42.20 %
■ Standard Met: Level 3 ⓘ	35.85 %	N/A	36.70 %
■ Standard Nearly Met: Level 2 ⓘ	16.04 %	N/A	13.76 %
■ Standard Not Met: Level 1 ⓘ	7.55 %	N/A	7.34 %

California School DASHBOARD

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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2020-2021 SMFCSD Math DATA

Mathematics

Percent of students within each achievement level

30.54% Standard Exceeded (LEVEL 4)

18.67% Standard Met (LEVEL 3)

49.21% Met or Exceeded *Standard for Math*

21.27% Standard Nearly Met (LEVEL 2)

29.52% Standard Not Met (LEVEL 1)

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	1,211	1,229	1,215	1,098	1,140	1,171	N/A	7,064
Number of Students Tested	1,165	1,168	1,164	994	1,035	1,086	N/A	6,612
Number of Students With Scores	1,165	1,167	1,164	989	1,026	1,077	N/A	6,588
Mean Scale Score	2439.8	2481.3	2514.5	2539.6	2556.8	2576.4	N/A	N/A
Standard Exceeded: Level 4	29.18 %	28.11 %	32.99 %	30.94 %	30.31 %	31.85 %	N/A	30.54 %
Standard Met: Level 3	25.41 %	21.51 %	13.32 %	17.80 %	18.13 %	15.41 %	N/A	18.67 %
Standard Nearly Met: Level 2	17.94 %	25.02 %	22.16 %	21.74 %	21.05 %	19.59 %	N/A	21.27 %
Standard Not Met: Level 1	27.47 %	25.36 %	31.53 %	29.52 %	30.51 %	33.15 %	N/A	29.52 %

SMFCSD Math DATA - Change Over Time

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2464.3	N/A	2514.5
■ Standard Exceeded: Level 4	36.57 %	N/A	32.99 %
■ Standard Met: Level 3	27.16 %	N/A	13.32 %
■ Standard Nearly Met: Level 2	16.20 %	N/A	22.16 %
■ Standard Not Met: Level 1	20.06 %	N/A	31.53 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2497.3	N/A	2539.6
■ Standard Exceeded: Level 4	31.89 %	N/A	30.94 %
■ Standard Met: Level 3	28.06 %	N/A	17.80 %
■ Standard Nearly Met: Level 2	20.65 %	N/A	21.74 %
■ Standard Not Met: Level 1	19.40 %	N/A	29.52 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2521.4	N/A	2556.8
■ Standard Exceeded: Level 4	33.39 %	N/A	30.31 %
■ Standard Met: Level 3	17.39 %	N/A	18.13 %
■ Standard Nearly Met: Level 2	21.00 %	N/A	21.05 %
■ Standard Not Met: Level 1	28.22 %	N/A	30.51 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2549.2	N/A	2576.4
■ Standard Exceeded: Level 4	32.45 %	N/A	31.85 %
■ Standard Met: Level 3	18.21 %	N/A	15.41 %
■ Standard Nearly Met: Level 2	23.84 %	N/A	19.59 %
■ Standard Not Met: Level 1	25.50 %	N/A	33.15 %

California School DASHBOARD

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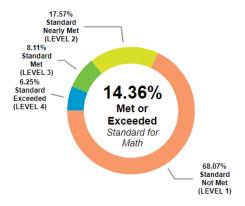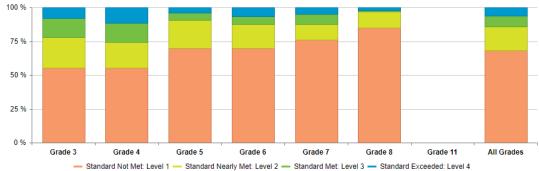
2020-2021 SMFCSD Math - SWD

Mathematics

Percent of students within each achievement level

17.57%
Standard
Nearly Met
(LEVEL 2)

8.11%
Standard
Met
(LEVEL 3)

6.25%
Standard
Exceeded
(LEVEL 4)

14.36%
Met or
Exceeded
Standard for
Math

68.07%
Standard
Not Met
(LEVEL 1)

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	118	105	112	134	113	109	N/A	691
Number of Students Tested ⓘ	112	94	106	106	82	94	N/A	594
Number of Students With Scores ⓘ	112	94	106	106	80	94	N/A	592
Mean Scale Score	2353.1	2410.6	2394.3	2414.3	2424.9	2409.3	N/A	N/A
Standard Exceeded: Level 4 ⓘ	8.04 %	11.70 %	3.77 %	6.60 %	5.00 %	2.13 %	N/A	6.25 %
Standard Met: Level 3 ⓘ	14.29 %	13.83 %	5.66 %	5.66 %	7.50 %	1.06 %	N/A	8.11 %
Standard Nearly Met: Level 2 ⓘ	22.32 %	19.15 %	20.75 %	17.92 %	11.25 %	11.70 %	N/A	17.57 %
Standard Not Met: Level 1 ⓘ	55.36 %	55.32 %	69.81 %	69.81 %	76.25 %	85.11 %	N/A	68.07 %

SMFCSD Math Change Over Time - SWD

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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APPENDIX

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2390.4	N/A	2394.3
■ Standard Exceeded: Level 4	10.99 %	N/A	3.77 %
■ Standard Met: Level 3	23.08 %	N/A	5.66 %
■ Standard Nearly Met: Level 2	19.78 %	N/A	20.75 %
■ Standard Not Met: Level 1	46.15 %	N/A	69.81 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2396.4	N/A	2414.3
■ Standard Exceeded: Level 4	3.13 %	N/A	6.60 %
■ Standard Met: Level 3	12.50 %	N/A	5.66 %
■ Standard Nearly Met: Level 2	21.88 %	N/A	17.92 %
■ Standard Not Met: Level 1	62.50 %	N/A	69.81 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2419.2	N/A	2424.9
■ Standard Exceeded: Level 4	8.77 %	N/A	5.00 %
■ Standard Met: Level 3	6.14 %	N/A	7.50 %
■ Standard Nearly Met: Level 2	18.42 %	N/A	11.25 %
■ Standard Not Met: Level 1	66.67 %	N/A	76.25 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2382.0	N/A	2409.3
■ Standard Exceeded: Level 4	2.94 %	N/A	2.13 %
■ Standard Met: Level 3	3.92 %	N/A	1.06 %
■ Standard Nearly Met: Level 2	10.78 %	N/A	11.70 %
■ Standard Not Met: Level 1	82.35 %	N/A	85.11 %
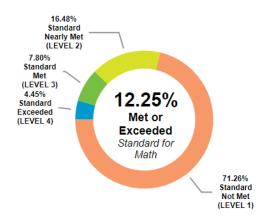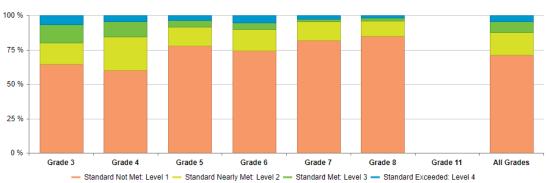
2020-2021 SMFCSD Math - EL

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Mathematics

Percent of students within each achievement level

16.48%
Standard
Nearly Met
(LEVEL 2)

7.80%
Standard
Met
(LEVEL 3)

4.45%
Standard
Exceeded
(LEVEL 4)

12.25%
Met or
Exceeded
Standard for
Math

71.26%
Standard
Not Met
(LEVEL 1)

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	360	360	205	224	194	195	N/A	1,538
Number of Students Tested	341	334	190	174	164	174	N/A	1,377
Number of Students With Scores	341	333	190	174	161	172	N/A	1,371
Mean Scale Score	2352.0	2391.3	2399.7	2409.3	2401.7	2415.9	N/A	N/A
Standard Exceeded: Level 4	6.74 %	4.50 %	3.68 %	5.17 %	2.48 %	1.74 %	N/A	4.45 %
Standard Met: Level 3	13.20 %	11.11 %	4.74 %	5.17 %	1.86 %	2.33 %	N/A	7.80 %
Standard Nearly Met: Level 2	15.25 %	24.02 %	13.68 %	15.52 %	13.66 %	11.05 %	N/A	16.48 %
Standard Not Met: Level 1	64.81 %	60.36 %	77.89 %	74.14 %	81.99 %	84.88 %	N/A	71.26 %

SMFCSD Math Change Over Time - EL

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2369.9	N/A	2399.7
🟦 Standard Exceeded: Level 4 ⓘ	5.29 %	N/A	3.68 %
🟩 Standard Met: Level 3 ⓘ	12.50 %	N/A	4.74 %
🟨 Standard Nearly Met: Level 2 ⓘ	19.23 %	N/A	13.68 %
🟧 Standard Not Met: Level 1 ⓘ	62.98 %	N/A	77.89 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2403.1	N/A	2409.3
🟦 Standard Exceeded: Level 4 ⓘ	5.05 %	N/A	5.17 %
🟩 Standard Met: Level 3 ⓘ	12.27 %	N/A	5.17 %
🟨 Standard Nearly Met: Level 2 ⓘ	26.35 %	N/A	15.52 %
🟧 Standard Not Met: Level 1 ⓘ	56.32 %	N/A	74.14 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2416.1	N/A	2401.7
🟦 Standard Exceeded: Level 4 ⓘ	5.56 %	N/A	2.48 %
🟩 Standard Met: Level 3 ⓘ	4.70 %	N/A	1.86 %
🟨 Standard Nearly Met: Level 2 ⓘ	19.66 %	N/A	13.66 %
🟧 Standard Not Met: Level 1 ⓘ	70.09 %	N/A	81.99 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2422.6	N/A	2415.9
🟦 Standard Exceeded: Level 4 ⓘ	4.41 %	N/A	1.74 %
🟩 Standard Met: Level 3 ⓘ	3.43 %	N/A	2.33 %
🟨 Standard Nearly Met: Level 2 ⓘ	21.57 %	N/A	11.05 %
🟧 Standard Not Met: Level 1 ⓘ	70.59 %	N/A	84.88 %

California School DASHBOARD

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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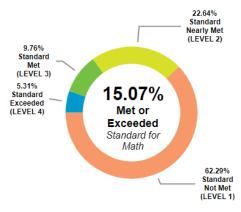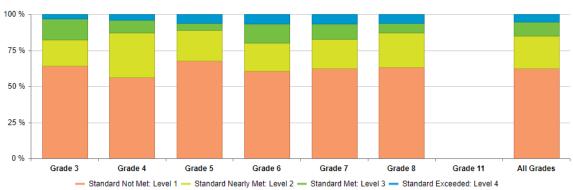
2020-2021 SMFCSD Math - SED

Mathematics

Percent of students within each achievement level

22.64% Standard Nearly Met (LEVEL 2)

9.76% Standard Met (LEVEL 3)

5.31% Standard Exceeded (LEVEL 4)

15.07% Met or Exceeded *Standard for Math*

62.29% Standard Not Met (LEVEL 1)

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	366	400	368	334	360	336	N/A	2,164
Number of Students Tested	353	377	349	279	308	302	N/A	1,968
Number of Students With Scores	353	376	349	278	302	299	N/A	1,957
Mean Scale Score	2349.6	2396.3	2421.7	2446.4	2454.3	2471.9	N/A	N/A
Standard Exceeded: Level 4	3.12 %	3.99 %	6.02 %	6.47 %	6.62 %	6.35 %	N/A	5.31 %
Standard Met: Level 3	14.73 %	9.04 %	4.87 %	13.31 %	10.60 %	6.35 %	N/A	9.76 %
Standard Nearly Met: Level 2	18.13 %	30.85 %	21.49 %	19.42 %	20.53 %	24.08 %	N/A	22.64 %
Standard Not Met: Level 1	64.02 %	56.12 %	67.62 %	60.79 %	62.25 %	63.21 %	N/A	62.29 %

SMFCSD Math Change Over Time - SED

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2387.5	N/A	2421.7
■ Standard Exceeded: Level 4	6.78 %	N/A	6.02 %
■ Standard Met: Level 3	18.84 %	N/A	4.87 %
■ Standard Nearly Met: Level 2	24.87 %	N/A	21.49 %
■ Standard Not Met: Level 1	49.50 %	N/A	67.62 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2529.7	N/A	2576.0
■ Standard Exceeded: Level 4	42.65 %	N/A	40.51 %
■ Standard Met: Level 3	33.05 %	N/A	19.55 %
■ Standard Nearly Met: Level 2	15.31 %	N/A	22.64 %
■ Standard Not Met: Level 1	8.99 %	N/A	17.30 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2436.8	N/A	2454.3
■ Standard Exceeded: Level 4	5.17 %	N/A	6.62 %
■ Standard Met: Level 3	9.04 %	N/A	10.60 %
■ Standard Nearly Met: Level 2	25.06 %	N/A	20.53 %
■ Standard Not Met: Level 1	60.72 %	N/A	62.25 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2457.0	N/A	2471.9
■ Standard Exceeded: Level 4	5.13 %	N/A	6.35 %
■ Standard Met: Level 3	8.72 %	N/A	6.35 %
■ Standard Nearly Met: Level 2	31.28 %	N/A	24.08 %
■ Standard Not Met: Level 1	54.87 %	N/A	63.21 %

2020-2021 SMFCSD Math - Asian

Mathematics

Percent of students within each achievement level
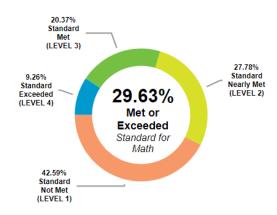
63.71%
Standard
Exceeded
(LEVEL 4)

84.73%
Met or
Exceeded
Standard for
Math

4.97%
Standard
Not Met
(LEVEL 1)

10.30%
Standard
Nearly Met
(LEVEL 2)

21.02%
Standard
Met
(LEVEL 3)

Standard Not Met: Level 1 ▬ Standard Nearly Met: Level 2 ▬ Standard Met: Level 3 ▬ Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	325	310	294	254	247	262	N/A	1,692
Number of Students Tested ⓘ	320	306	289	249	245	261	N/A	1,670
Number of Students With Scores ⓘ	320	306	289	249	245	261	N/A	1,670
Mean Scale Score	2513.7	2563.6	2604.9	2649.1	2657.2	2696.0	N/A	N/A
■ Standard Exceeded: Level 4 ⓘ	57.50 %	59.48 %	64.71 %	71.08 %	64.08 %	67.82 %	N/A	63.71 %
■ Standard Met: Level 3 ⓘ	27.81 %	25.16 %	18.69 %	16.87 %	17.55 %	17.62 %	N/A	21.02 %
■ Standard Nearly Met: Level 2 ⓘ	10.31 %	10.78 %	12.11 %	7.63 %	12.65 %	8.05 %	N/A	10.30 %
■ Standard Not Met: Level 1 ⓘ	4.38 %	4.58 %	4.50 %	4.42 %	5.71 %	6.51 %	N/A	4.97 %

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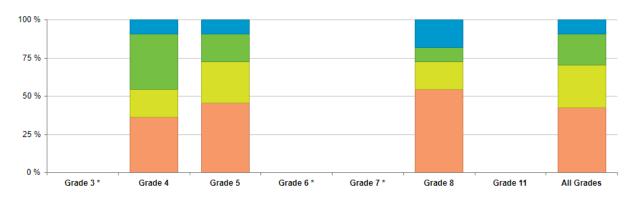
2020-2021 SMFCSD Math - Black or African American

Mathematics

Percent of students within each achievement level

20.37% Standard Met (LEVEL 3)

9.26% Standard Exceeded (LEVEL 4)

27.78% Standard Nearly Met (LEVEL 2)

29.63% Met or Exceeded *Standard for Math*

42.59% Standard Not Met (LEVEL 1)

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	9	11	12	8	9	16	N/A	65
Number of Students Tested	9	11	11	8	4	12	N/A	55
Number of Students With Scores	9	11	11	8	4	11	N/A	54
Mean Scale Score	*	2447.6	2474.9	*	*	2514.6	N/A	N/A
▇ Standard Exceeded: Level 4	*	9.09 %	9.09 %	*	*	18.18 %	N/A	9.26 %
▇ Standard Met: Level 3	*	36.36 %	18.18 %	*	*	9.09 %	N/A	20.37 %
▇ Standard Nearly Met: Level 2	*	18.18 %	27.27 %	*	*	18.18 %	N/A	27.78 %
▇ Standard Not Met: Level 1	*	36.36 %	45.45 %	*	*	54.55 %	N/A	42.59 %

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SMFCSD Math Change Over Time – Black or African American

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2419.7	N/A	2474.9
Standard Exceeded: Level 4	23.08 %	N/A	9.09 %
Standard Met: Level 3	15.38 %	N/A	18.18 %
Standard Nearly Met: Level 2	30.77 %	N/A	27.27 %
Standard Not Met: Level 1	30.77 %	N/A	45.45 %
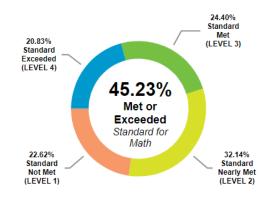
Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2498.9	N/A	2514.6
Standard Exceeded: Level 4	6.25 %	N/A	18.18 %
Standard Met: Level 3	18.75 %	N/A	9.09 %
Standard Nearly Met: Level 2	31.25 %	N/A	18.18 %
Standard Not Met: Level 1	43.75 %	N/A	54.55 %
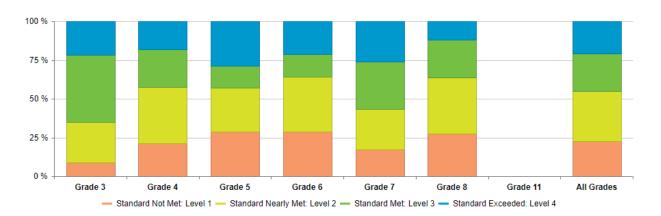
2020-2021 SMFCSD Math - Filipino

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Mathematics

Percent of students within each achievement level

20.83% Standard Exceeded (LEVEL 4)

24.40% Standard Met (LEVEL 3)

45.23% Met or Exceeded *Standard for Math*

22.62% Standard Not Met (LEVEL 1)

32.14% Standard Nearly Met (LEVEL 2)

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	24	37	28	29	26	34	N/A	178
Number of Students Tested	23	33	28	28	23	33	N/A	168
Number of Students With Scores	23	33	28	28	23	33	N/A	168
Mean Scale Score	2464.3	2471.1	2511.0	2525.3	2549.7	2553.8	N/A	N/A
Standard Exceeded: Level 4	21.74 %	18.18 %	28.57 %	21.43 %	26.09 %	12.12 %	N/A	20.83 %
Standard Met: Level 3	43.48 %	24.24 %	14.29 %	14.29 %	30.43 %	24.24 %	N/A	24.40 %
Standard Nearly Met: Level 2	26.09 %	36.36 %	28.57 %	35.71 %	26.09 %	36.36 %	N/A	32.14 %
Standard Not Met: Level 1	8.70 %	21.21 %	28.57 %	28.57 %	17.39 %	27.27 %	N/A	22.62 %

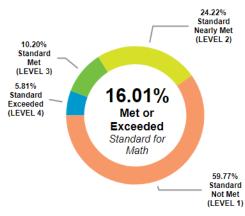# SMFCSD Math Change Over Time - Filipino

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2455.5	N/A	2511.0
■ Standard Exceeded: Level 4	34.48 %	N/A	28.57 %
■ Standard Met: Level 3	31.03 %	N/A	14.29 %
■ Standard Nearly Met: Level 2	13.79 %	N/A	28.57 %
■ Standard Not Met: Level 1	20.69 %	N/A	28.57 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2504.5	N/A	2525.3
■ Standard Exceeded: Level 4	18.52 %	N/A	21.43 %
■ Standard Met: Level 3	59.26 %	N/A	14.29 %
■ Standard Nearly Met: Level 2	7.41 %	N/A	35.71 %
■ Standard Not Met: Level 1	14.81 %	N/A	28.57 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2533.7	N/A	2549.7
■ Standard Exceeded: Level 4	36.36 %	N/A	26.09 %
■ Standard Met: Level 3	30.30 %	N/A	30.43 %
■ Standard Nearly Met: Level 2	9.09 %	N/A	26.09 %
■ Standard Not Met: Level 1	24.24 %	N/A	17.39 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2522.6	N/A	2553.8
■ Standard Exceeded: Level 4	9.09 %	N/A	12.12 %
■ Standard Met: Level 3	30.30 %	N/A	24.24 %
■ Standard Nearly Met: Level 2	39.39 %	N/A	36.36 %
■ Standard Not Met: Level 1	21.21 %	N/A	27.27 %

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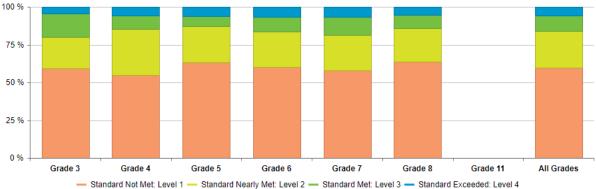
2020-2021 SMFCSD Math - Hispanic/Latino

Mathematics

Percent of students within each achievement level

- 24.22% Standard Nearly Met (LEVEL 2)
- 10.20% Standard Met (LEVEL 3)
- 5.81% Standard Exceeded (LEVEL 4)
- **16.01%** Met or Exceeded *Standard for Math*
- 59.77% Standard Not Met (LEVEL 1)

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	448	471	461	420	450	435	N/A	2,685
Number of Students Tested ⓘ	424	436	432	344	388	383	N/A	2,407
Number of Students With Scores ⓘ	424	435	432	341	380	379	N/A	2,391
Mean Scale Score	2358.1	2399.0	2427.6	2446.3	2465.7	2468.4	N/A	N/A
Standard Exceeded: Level 4 ⓘ	4.48 %	5.75 %	6.25 %	6.45 %	6.84 %	5.28 %	N/A	5.81 %
Standard Met: Level 3 ⓘ	15.33 %	8.74 %	6.71 %	9.97 %	11.84 %	8.71 %	N/A	10.20 %
Standard Nearly Met: Level 2 ⓘ	20.99 %	30.80 %	23.84 %	23.46 %	23.16 %	22.43 %	N/A	24.22 %
Standard Not Met: Level 1 ⓘ	59.20 %	54.71 %	63.19 %	60.12 %	58.16 %	63.59 %	N/A	59.77 %

SMFCSD Math Change Over Time - Hispanic/Latino
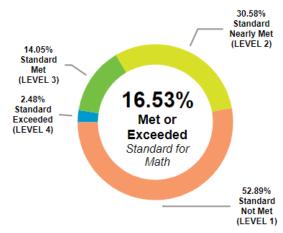
Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2395.8	N/A	2427.6
🟦 Standard Exceeded: Level 4	8.13 %	N/A	6.25 %
🟩 Standard Met: Level 3	21.76 %	N/A	6.71 %
🟨 Standard Nearly Met: Level 2	25.71 %	N/A	23.84 %
🟧 Standard Not Met: Level 1	44.40 %	N/A	63.19 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2429.5	N/A	2446.3
🟦 Standard Exceeded: Level 4	8.08 %	N/A	6.45 %
🟩 Standard Met: Level 3	18.71 %	N/A	9.97 %
🟨 Standard Nearly Met: Level 2	32.10 %	N/A	23.46 %
🟧 Standard Not Met: Level 1	41.11 %	N/A	60.12 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2448.9	N/A	2465.7
🟦 Standard Exceeded: Level 4	8.06 %	N/A	6.84 %
🟩 Standard Met: Level 3	11.76 %	N/A	11.84 %
🟨 Standard Nearly Met: Level 2	26.80 %	N/A	23.16 %
🟧 Standard Not Met: Level 1	53.38 %	N/A	58.16 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2467.2	N/A	2468.4
🟦 Standard Exceeded: Level 4	6.81 %	N/A	5.28 %
🟩 Standard Met: Level 3	11.27 %	N/A	8.71 %
🟨 Standard Nearly Met: Level 2	31.69 %	N/A	22.43 %
🟧 Standard Not Met: Level 1	50.23 %	N/A	63.59 %

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SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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2020-2021 SMFCSD Math – Native Hawaiian or Pacific Islander

Mathematics

Percent of students within each achievement level

- 30.58% Standard Nearly Met (LEVEL 2)
- 14.05% Standard Met (LEVEL 3)
- 2.48% Standard Exceeded (LEVEL 4)
- **16.53% Met or Exceeded** *Standard for Math*
- 52.89% Standard Not Met (LEVEL 1)

Standard Not Met: Level 1 — Standard Nearly Met: Level 2 — Standard Met: Level 3 — Standard Exceeded: Level 4

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	17	24	20	23	30	24	N/A	138
Number of Students Tested	16	22	18	20	24	21	N/A	121
Number of Students With Scores	16	22	18	20	24	21	N/A	121
Mean Scale Score	2364.6	2403.8	2432.8	2502.2	2439.8	2491.3	N/A	N/A
Standard Exceeded: Level 4	0.00 %	0.00 %	0.00 %	5.00 %	4.17 %	4.76 %	N/A	2.48 %
Standard Met: Level 3	18.75 %	18.18 %	11.11 %	30.00 %	4.17 %	4.76 %	N/A	14.05 %
Standard Nearly Met: Level 2	18.75 %	27.27 %	33.33 %	35.00 %	25.00 %	42.86 %	N/A	30.58 %
Standard Not Met: Level 1	62.50 %	54.55 %	55.56 %	30.00 %	66.67 %	47.62 %	N/A	52.89 %

SMFCSD Math Change Over Time Native Hawaiian or Pacific Islander

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2388.5	N/A	2432.8
■ Standard Exceeded: Level 4	5.00 %	N/A	0.00 %
■ Standard Met: Level 3	15.00 %	N/A	11.11 %
■ Standard Nearly Met: Level 2	40.00 %	N/A	33.33 %
■ Standard Not Met: Level 1	40.00 %	N/A	55.56 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2477.7	N/A	2502.2
■ Standard Exceeded: Level 4	4.17 %	N/A	5.00 %
■ Standard Met: Level 3	54.17 %	N/A	30.00 %
■ Standard Nearly Met: Level 2	25.00 %	N/A	35.00 %
■ Standard Not Met: Level 1	16.67 %	N/A	30.00 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2447.8	N/A	2439.8
■ Standard Exceeded: Level 4	9.38 %	N/A	4.17 %
■ Standard Met: Level 3	12.50 %	N/A	4.17 %
■ Standard Nearly Met: Level 2	21.88 %	N/A	25.00 %
■ Standard Not Met: Level 1	56.25 %	N/A	66.67 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2466.1	N/A	2491.3
■ Standard Exceeded: Level 4	8.70 %	N/A	4.76 %
■ Standard Met: Level 3	13.04 %	N/A	4.76 %
■ Standard Nearly Met: Level 2	30.43 %	N/A	42.86 %
■ Standard Not Met: Level 1	47.83 %	N/A	47.62 %

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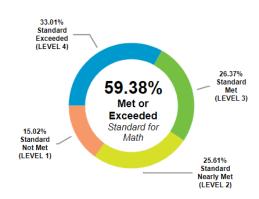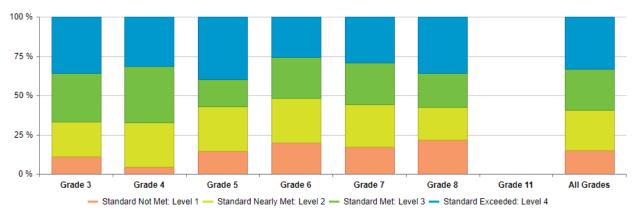
2020-2021 SMFCSD Math - White

Mathematics

Percent of students within each achievement level

33.01%
Standard
Exceeded
(LEVEL 4)

59.38%
Met or
Exceeded
Standard for
Math

26.37%
Standard
Met
(LEVEL 3)

15.02%
Standard
Not Met
(LEVEL 1)

25.61%
Standard
Nearly Met
(LEVEL 2)

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	239	252	255	229	267	283	N/A	1,525
Number of Students Tested	232	238	247	221	248	264	N/A	1,450
Number of Students With Scores	232	238	247	220	247	261	N/A	1,445
Mean Scale Score	2471.1	2519.3	2546.9	2547.0	2585.2	2602.2	N/A	N/A
Standard Exceeded: Level 4	35.78 %	31.51 %	39.68 %	25.45 %	29.15 %	35.63 %	N/A	33.01 %
Standard Met: Level 3	31.03 %	35.71 %	17.41 %	26.36 %	26.72 %	21.84 %	N/A	26.37 %
Standard Nearly Met: Level 2	21.98 %	28.15 %	28.34 %	28.18 %	26.72 %	20.69 %	N/A	25.61 %
Standard Not Met: Level 1	11.21 %	4.62 %	14.57 %	20.00 %	17.41 %	21.84 %	N/A	15.02 %

SMFCSD Math Change Over Time - White

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2487.6	N/A	2546.9
■ Standard Exceeded: Level 4 ⓘ	43.77 %	N/A	39.68 %
■ Standard Met: Level 3 ⓘ	35.69 %	N/A	17.41 %
■ Standard Nearly Met: Level 2 ⓘ	13.80 %	N/A	28.34 %
■ Standard Not Met: Level 1 ⓘ	6.73 %	N/A	14.57 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2519.1	N/A	2547.0
■ Standard Exceeded: Level 4 ⓘ	36.69 %	N/A	25.45 %
■ Standard Met: Level 3 ⓘ	35.61 %	N/A	26.36 %
■ Standard Nearly Met: Level 2 ⓘ	18.71 %	N/A	28.18 %
■ Standard Not Met: Level 1 ⓘ	8.99 %	N/A	20.00 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2550.8	N/A	2585.2
■ Standard Exceeded: Level 4 ⓘ	41.18 %	N/A	29.15 %
■ Standard Met: Level 3 ⓘ	21.80 %	N/A	26.72 %
■ Standard Nearly Met: Level 2 ⓘ	22.15 %	N/A	26.72 %
■ Standard Not Met: Level 1 ⓘ	14.88 %	N/A	17.41 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2573.5	N/A	2602.2
■ Standard Exceeded: Level 4 ⓘ	38.39 %	N/A	35.63 %
■ Standard Met: Level 3 ⓘ	25.48 %	N/A	21.84 %
■ Standard Nearly Met: Level 2 ⓘ	21.94 %	N/A	20.69 %
■ Standard Not Met: Level 1 ⓘ	14.19 %	N/A	21.84 %

California School DASHBOARD

2020-2021 SMFCSD Math- Two or More Races

SAN MATEO-FOSTER CITY SCHOOL DISTRICT
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Mathematics

Percent of students within each achievement level

39.21% Standard Exceeded (LEVEL 4)

24.97% Standard Met (LEVEL 3)

64.18% Met or Exceeded *Standard for Math*

12.21% Standard Not Met (LEVEL 1)

23.61% Standard Nearly Met (LEVEL 2)

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	148	124	145	135	111	116	N/A	779
Number of Students Tested	140	122	139	124	103	111	N/A	739
Number of Students With Scores	140	122	139	123	103	110	N/A	737
Mean Scale Score	2471.8	2514.2	2553.4	2576.7	2618.6	2633.9	N/A	N/A
Standard Exceeded: Level 4	34.29 %	31.97 %	45.32 %	35.77 %	47.57 %	41.82 %	N/A	39.21 %
Standard Met: Level 3	37.86 %	28.69 %	15.11 %	25.20 %	23.30 %	18.18 %	N/A	24.97 %
Standard Nearly Met: Level 2	17.86 %	31.15 %	23.74 %	26.83 %	16.50 %	25.45 %	N/A	23.61 %
Standard Not Met: Level 1	10.00 %	8.20 %	15.83 %	12.20 %	12.62 %	14.55 %	N/A	12.21 %

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SMFCSD Math Change Over Time- Two or More Races

Achievement Level	Grade 3 (2018–19)	Grade 4 (2019–20)	Grade 5 (2020–21)
Mean Scale Score	2496.9	N/A	2553.4
Standard Exceeded: Level 4	48.85 %	N/A	45.32 %
Standard Met: Level 3	35.11 %	N/A	15.11 %
Standard Nearly Met: Level 2	9.92 %	N/A	23.74 %
Standard Not Met: Level 1	6.11 %	N/A	15.83 %

Achievement Level	Grade 4 (2018–19)	Grade 5 (2019–20)	Grade 6 (2020–21)
Mean Scale Score	2521.4	N/A	2576.7
Standard Exceeded: Level 4	38.73 %	N/A	35.77 %
Standard Met: Level 3	37.32 %	N/A	25.20 %
Standard Nearly Met: Level 2	15.49 %	N/A	26.83 %
Standard Not Met: Level 1	8.45 %	N/A	12.20 %

Achievement Level	Grade 5 (2018–19)	Grade 6 (2019–20)	Grade 7 (2020–21)
Mean Scale Score	2563.0	N/A	2618.6
Standard Exceeded: Level 4	45.83 %	N/A	47.57 %
Standard Met: Level 3	23.96 %	N/A	23.30 %
Standard Nearly Met: Level 2	19.79 %	N/A	16.50 %
Standard Not Met: Level 1	10.42 %	N/A	12.62 %

Achievement Level	Grade 6 (2018–19)	Grade 7 (2019–20)	Grade 8 (2020–21)
Mean Scale Score	2590.6	N/A	2633.9
Standard Exceeded: Level 4	42.99 %	N/A	41.82 %
Standard Met: Level 3	21.50 %	N/A	18.18 %
Standard Nearly Met: Level 2	26.17 %	N/A	25.45 %
Standard Not Met: Level 1	9.35 %	N/A	14.55 %