

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gladys Poet-Christian School	39-75499-6108997	May 10, 2022	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Non-Title I School

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

The Educational Partners involved in the development of this plan included the School Site Council, Site Staff, and PTSA. In addition, the leadership team provided input and feedback on the plan development based upon the needs and interests expressed by the educational partners they represents. The SSC and ELAC typically meet 5 times during the year from September through May. Staff Meetings take place 1-2 times per month to discuss testing data, student achievement, curriculum, instruction, and professional development. The PTSA typically meets monthly during the school year. The PTSA President and board meet with the site principal during the summer to discuss activities, programs, and events to support the school plan and goals.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

### Educational Partner LCAP Survey Results:

#### Climate: Parents (agree & strongly agree)

83.82% This school motivates students to learn

84.38% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

89.86% The buildings and grounds at this school are clean

87.69% This school communicates the importance of respecting all cultural beliefs and practices.

95.71% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

90.57% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

92.65% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

94.59% The school staff responds to me in a timely manner

94.52% The school office staff is friendly and professional

90.48% Total

#### Climate: Students (agree & strongly agree)

91.30% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

93.26% This school communicates the importance of respecting all cultural beliefs and practices.

85.56% My teachers recognize the good work I am doing and provide timely feedback

81.82% This school motivates students to learn.

71.43% The buildings and grounds at this school are clean

89.22% I feel comfortable working with classmates and participating in class.

87.50% I feel safe, secure, and supported at this school.

83.03% Total

### Need to update the sections below:

#### Climate: Staff (agree & strongly agree)

88.89% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

85.71% Members of the school/department collaborate to achieve our school goals

88.57% The buildings and grounds at this school are clean.

85.29% This school/department communicates the importance of respecting all cultural beliefs and practices.

97.14% I am treated with respect by my colleagues at work

82.35% Staff members at this school are recognized appropriately for their efforts and accomplishments

58.82% Our district ensures effective communication across the organization

83.95% Total

#### Safety: Parents (agree & strongly agree)

82.38% The buildings and grounds at this school are well maintained

81.98% My child is safe on school grounds before school

85.14% My child is safe on school grounds during the day

86.13% My child is safe on school grounds in the classroom

76.02% My child is safe on school grounds after school

91.53% The rules of this school are clearly communicated to parents

83.97% Total

#### Safety: Students (agree & strongly agree)

83.41% The buildings and grounds at this school are well maintained

94.47% I feel safe at this school

81.11% I feel safe from gang activity and gang violence at school

92.17% I know the school rules

87.79% Total

Safety: Staff (agree & strongly agree)

97.14% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation.

94.12% My workplace is safe

88.57% The buildings and grounds at this school are well maintained.

93.27% Total

The survey results are up from the previous year. Some results/questions stand out: Students felt that the grounds are not well kept (63.26%) despite not being on campus for the 2020-21 school year until after this survey. One other question by students stood out: This school has a climate that fosters a feeling of safety, security, and support at school - 87.50% which was far higher than the previous year (69.91%). Both the climate survey and safety survey by students were higher than in previous years. The lowest rated question on the survey was under climate by staff - Our district ensures effective communication across the organization - which had just a 59.38% positive rating.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations will be conducted three times every Trimester for all classrooms. We will be using the ICLE Rigor Rubric as a means of tracking performance and progress with our efforts with the STEM Grant. The three main areas in the Rigor Rubric are Thoughtful Work, Academic Discussions, and Higher Level Questioning. The information from the observations will be used as a measure of progress with the AdvanceSTEM Grant. This work was started in 2017-18 and will continue in 2022-23.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

ELA, Math, and STEM RCD Unit assessments were used to gauge the progress of students in meeting state standards. In addition, FastBridge Assessments were used to gauge the progress/growth of students in ELA, Math. FastBridge assessments were also used to inform staff about the needs of students in terms of SEL. The CAASPP data was also used to measure the progress of students. This information from these assessments were analyzed and used to create the goals of the SPSA.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data from end of Unit Assessments and from formative assessments were used by teams to evaluate the effectiveness of lessons and to drive planning. Grade level teams met weekly during this year to review data, instructional plans and activities, and units of study.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

There are currently 25 highly qualified credentialed teachers with 2 teachers teaching outside their full credentialed area. These two teachers are middle school teachers who are teaching a multiage class (one period) with qualification under supplemental credentialing. Therefore, all teachers are qualified to teach their given assignments.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

There are 25 teachers at Poet and 100% of the Poet staff is fully credentialed. All teachers are provided SBE-adopted instructional materials in their core subject areas. Staff Development and Training is provided to all staff at the district level 4 times during the school year, at one full-day training session and one voluntary full-day training session. Site staff development takes place monthly at site staff development meetings.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development activities took place in many areas and was provided by the district and site. TUSD had a focus on the implementation of STEM Units and provided formal training at the beginning of the school year and at districtwide grade level meetings twice this year. STEM Lesson Planning and Training took place for K-5 and 6-8 teachers for implementation of TUSD's STEM Unit and Grant. Training was provided for all staff at Early Release Monday Site and District Meetings.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Staff Development related to Relationships was provided by a District contracted Staff Development Coach who worked directly with site admin and staff during the school year.

The first half of the school year was dedicated to the ICLE Rigor Rubric and Student Engagement Strategies STEM TOSAs met with grade levels teams during the year to provide support for STEM implementation. District and Site PD was also dedicated STEM Unit Implementation at the K-5 and 6-8 levels.

#### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teams in Kindergarten through 8th grade met weekly/bi-weekly to discuss activities, to review data and to discuss instructional strategies, and to plan the district's units of study.

## Teaching and Learning

#### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Alignment of curriculum, instruction, and materials to content and performance standards has been met. All curriculum and materials used by Tracy Unified School District are approved for use by the state of California.

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students in Grades K-8 were provided the required instructional minutes.

#### Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district implemented units of study with identified priority and supporting standards. Pacing Guides are provided and utilized at each of the grade levels in Language Arts and Math. New STEM Units in 6-8 grade were implemented this school year in Science and Math. Intervention was provided for students during the afternoon hours in small groups and one-on-one sessions. Intervention was also provided to EL students with the support of an EL para under the guidance of teachers.

#### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to district-adopted standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned courses and instructional materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Intervention and ELD services were provided to students during the instructional day in small groups and one-on-one sessions. Intervention was also provided before and after school in small group sessions.

Evidence-based educational practices to raise student achievement

The school is focusing on the following programs aimed at increasing student achievement: STEM Units, Rigor, Relevance, and Relationships through ICLE, PLC Collaboration Practices, and RCD Units of Instruction and Assessment for ELA and Math.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

TUSD/Site Parent Liaisons provide community resources for eye glasses, counseling, housing, dental, homeless services, and health services. Counseling services are provided by a district contracted agency three days per week to support struggling and at-risk students. A half-time school counselor also provided support for students and parents.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Virtual Back to School Night, Virtual and In-Person Parent Conferences, Virtual and In-Person PTSA Meetings, and Virtual and in-person Site Council Meetings.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

EL Support Services are provided to designated EL students through the use of EL Funding.

Fiscal support (EPC)

Supplemental funding is provided for Targeted At-Risk, Foster Youth and Targeted English Learners.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The following are Committee Meetings and Leadership Team Meetings related to the SPSA Plan and Budget:

Poet Site Council - 2/28/22, 3/23/22, 4/4/22, and 5/10/22

Site Leadership Team - 8/25/21, 10/20/21, 1/19/22, 5/4/21

Poet Voluntary Buy Back Day PD Opportunities - 8/5/21, 1/28/22

## Resource Inequities

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

Needs as identified by the Data Analysis needs Assessments:

EL Student Support: more EL para support is needed to support all of the EL students on campus.

Title I student Support: although 43% of students qualify as Title I students, there is no Title 1 funding provided. These students do not receive the same level of funding as Title I students at other school sites in the district identified as Title I schools.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	49	39	41
Grade 1	41	49	46
Grade 2	58	52	51
Grade3	59	62	49
Grade 4	56	64	62
Grade 5	50	63	64
Grade 6	68	57	71
Grade 7	73	68	59
Grade 8	67	76	72
<b>Total Enrollment</b>	521	530	515

### Conclusions based on this data:

1. Poet's largest subgroup is the Hispanic student population which is increasing on an annual basis. The second largest subgroup is the White student subgroup which is decreasing on an annual basis. The demographics are changing on a yearly basis. The Asian subgroup at 10.9% is growing about 1% per year. The other subgroups represent less than 10% of the population (each):Filipino, African American, and Pacific Islander.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	94	96	94	18.0%	18.1%	18.3%
Fluent English Proficient (FEP)	53	58	64	10.2%	10.9%	12.4%
Reclassified Fluent English Proficient (RFEP)	17	14	18	18.1%	14.9%	18.8%

### Conclusions based on this data:

1. The English Learner population has remained at approximately 17%-18% of the total school population for the past several years.
2. The number of reclassified students has remained fairly steady between 14%-18%.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	54	58	47	54	57	45	54	57	45	100	98.3	95.7
Grade 4	52	62	58	51	61	55	51	61	55	98.1	98.4	94.8
Grade 5	64	56	63	64	52	63	64	52	63	100	92.9	100.0
Grade 6	72	66	72	71	66	68	71	66	68	98.6	100	94.4
Grade 7	72	75	59	71	74	55	71	74	54	98.6	98.7	93.2
Grade 8	72	68	71	72	66	70	72	66	70	100	97.1	98.6
All Grades	386	385	370	383	376	356	383	376	355	99.2	97.7	96.2

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2448.	2424.	2403.	27.78	24.56	20.00	35.19	17.54	8.89	27.78	31.58	31.11	9.26	26.32	40.00
Grade 4	2467.	2483.	2434.	25.49	27.87	14.55	33.33	32.79	18.18	11.76	18.03	23.64	29.41	21.31	43.64
Grade 5	2486.	2498.	2483.	14.06	13.46	15.87	34.38	32.69	28.57	26.56	34.62	23.81	25.00	19.23	31.75
Grade 6	2531.	2533.	2530.	12.68	13.64	13.24	46.48	42.42	36.76	16.90	24.24	35.29	23.94	19.70	14.71
Grade 7	2522.	2572.	2552.	4.23	12.16	9.26	32.39	51.35	46.30	33.80	24.32	24.07	29.58	12.16	20.37
Grade 8	2560.	2539.	2562.	12.50	9.09	12.86	33.33	27.27	37.14	33.33	31.82	22.86	20.83	31.82	27.14
All Grades	N/A	N/A	N/A	15.14	16.49	14.08	36.03	34.84	30.42	25.59	27.13	26.76	23.24	21.54	28.73

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.19	29.82	20.00	51.85	47.37	57.78	12.96	22.81	22.22
Grade 4	25.49	24.59	7.27	50.98	50.82	65.45	23.53	24.59	27.27
Grade 5	17.19	19.23	12.70	60.94	53.85	69.84	21.88	26.92	17.46
Grade 6	28.17	24.24	16.18	46.48	48.48	64.71	25.35	27.27	19.12
Grade 7	23.94	25.68	18.52	38.03	55.41	62.96	38.03	18.92	18.52
Grade 8	27.78	13.64	17.14	33.33	43.94	57.14	38.89	42.42	25.71
All Grades	26.11	22.87	15.21	46.21	50.00	63.10	27.68	27.13	21.69

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.07	15.79	6.67	57.41	57.89	53.33	18.52	26.32	40.00
Grade 4	21.57	19.67	10.91	54.90	67.21	50.91	23.53	13.11	38.18
Grade 5	29.69	19.23	12.70	46.88	67.31	53.97	23.44	13.46	33.33
Grade 6	25.35	16.67	17.65	52.11	60.61	64.71	22.54	22.73	17.65
Grade 7	15.49	33.78	20.37	53.52	58.11	59.26	30.99	8.11	20.37
Grade 8	25.00	22.73	17.14	56.94	59.09	58.57	18.06	18.18	24.29
All Grades	23.50	21.81	14.65	53.52	61.44	57.18	22.98	16.76	28.17

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.52	10.53	11.11	75.93	73.68	75.56	5.56	15.79	13.33
Grade 4	15.69	24.59	9.09	58.82	63.93	69.09	25.49	11.48	21.82
Grade 5	4.69	13.46	6.35	75.00	63.46	84.13	20.31	23.08	9.52
Grade 6	11.27	10.61	11.76	76.06	77.27	82.35	12.68	12.12	5.88
Grade 7	11.27	9.46	12.96	61.97	78.38	74.07	26.76	12.16	12.96
Grade 8	16.67	7.58	15.71	61.11	59.09	65.71	22.22	33.33	18.57
All Grades	12.79	12.50	11.27	68.15	69.68	75.21	19.06	17.82	13.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	33.33	21.05	15.56	57.41	49.12	64.44	9.26	29.82	20.00
Grade 4	27.45	19.67	3.64	47.06	54.10	83.64	25.49	26.23	12.73
Grade 5	21.88	19.23	15.87	45.31	51.92	53.97	32.81	28.85	30.16
Grade 6	26.76	25.76	16.18	53.52	56.06	72.06	19.72	18.18	11.76
Grade 7	16.90	25.68	20.37	53.52	59.46	66.67	29.58	14.86	12.96
Grade 8	27.78	16.67	21.43	55.56	46.97	67.14	16.67	36.36	11.43
All Grades	25.33	21.54	15.77	52.22	53.19	67.89	22.45	25.27	16.34

2019-20 Data:

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**Conclusions based on this data:**

1. There was a drop in scores for ELA from testing in Spring 2019 to Spring 2021. There was approximately a 6% drop in Exceeds and Meets Standards for ELA across the board in all categories.
2. Students were not on campus for learning for most of the school year and received only a half school day of instruction. The significant drop in instructional time impacted academic achievement which is reflected in the scores. During the 2020-21 school year, students were on Distance Learning from the beginning of the year in August until March 22nd (K-5) and March 29 (6-8). During distance learning students received instruction regularly from 8:30-11:30 daily with some additional support instruction during the afternoon hours. In addition, students were only on campus for in-person learning for a maximum of 18 school days (8:30-11:30) and only a fraction of the total number of students actually attended school for in-person learning.
3. There was significant learning loss due to inequities of families without the means to provide technology at home when devices were not available. Students were not able to access curriculum effectively due to the lack of technology at the beginning of the year which in turn impacted achievement. The K-5 students did not have district devices to support distance learning until the end of October. Many students had to use phones, tablets, or alternative devices to access instruction online with Distance Learning. The 6-8 students also started the school year without district devices.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	54	58	47	53	58	45	53	58	45	98.1	100	95.7
Grade 4	52	63	58	50	62	56	50	62	56	96.2	98.4	96.6
Grade 5	64	56	63	64	52	63	64	52	63	100	92.9	100.0
Grade 6	72	66	72	71	66	68	71	66	68	98.6	100	94.4
Grade 7	72	75	59	71	74	55	71	74	55	98.6	98.7	93.2
Grade 8	72	68	71	72	66	70	72	66	70	100	97.1	98.6
All Grades	386	386	370	381	378	357	381	378	357	98.7	97.9	96.5

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

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2458.	2407.	2380.	30.19	8.62	8.89	35.85	36.21	8.89	24.53	15.52	28.89	9.43	39.66	53.33
Grade 4	2465.	2488.	2419.	10.00	20.97	3.57	30.00	27.42	17.86	34.00	37.10	32.14	26.00	14.52	46.43
Grade 5	2476.	2490.	2451.	7.81	9.62	4.76	20.31	25.00	9.52	32.81	32.69	33.33	39.06	32.69	52.38
Grade 6	2553.	2531.	2493.	25.35	21.21	7.35	32.39	24.24	11.76	25.35	28.79	42.65	16.90	25.76	38.24
Grade 7	2514.	2565.	2487.	7.04	21.62	3.64	18.31	25.68	16.36	40.85	39.19	32.73	33.80	13.51	47.27
Grade 8	2557.	2541.	2493.	16.67	13.64	5.71	18.06	22.73	5.71	36.11	30.30	28.57	29.17	33.33	60.00
All Grades	N/A	N/A	N/A	16.01	16.40	5.60	25.20	26.72	11.48	32.55	30.95	33.33	26.25	25.93	49.58

### 2019-20 Data:

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	41.51	22.41	11.11	33.96	34.48	26.67	24.53	43.10	62.22
<b>Grade 4</b>	18.00	35.48	7.14	46.00	38.71	37.50	36.00	25.81	55.36
<b>Grade 5</b>	14.06	15.38	3.17	32.81	44.23	38.10	53.13	40.38	58.73
<b>Grade 6</b>	36.62	31.82	5.88	39.44	31.82	48.53	23.94	36.36	45.59
<b>Grade 7</b>	14.08	32.88	1.82	40.85	43.84	58.18	45.07	23.29	40.00
<b>Grade 8</b>	30.99	22.73	1.43	36.62	33.33	44.29	32.39	43.94	54.29
<b>All Grades</b>	25.79	27.32	4.76	38.16	37.67	42.86	36.05	35.01	52.38

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	37.74	20.69	6.67	49.06	46.55	42.22	13.21	32.76	51.11
<b>Grade 4</b>	16.00	27.42	5.36	54.00	46.77	50.00	30.00	25.81	44.64
<b>Grade 5</b>	9.38	9.62	3.17	46.88	59.62	60.32	43.75	30.77	36.51
<b>Grade 6</b>	21.13	19.70	5.88	60.56	50.00	57.35	18.31	30.30	36.76
<b>Grade 7</b>	11.27	22.97	5.45	52.11	54.05	61.82	36.62	22.97	32.73
<b>Grade 8</b>	16.67	15.15	2.86	55.56	42.42	58.57	27.78	42.42	38.57
<b>All Grades</b>	18.11	19.58	4.76	53.28	49.74	55.74	28.61	30.69	39.50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	41.51	15.52	11.11	52.83	48.28	51.11	5.66	36.21	37.78
<b>Grade 4</b>	24.00	25.81	8.93	44.00	48.39	57.14	32.00	25.81	33.93
<b>Grade 5</b>	10.94	7.69	9.52	48.44	50.00	58.73	40.63	42.31	31.75
<b>Grade 6</b>	25.35	27.27	11.76	47.89	40.91	67.65	26.76	31.82	20.59
<b>Grade 7</b>	12.68	17.81	7.27	54.93	67.12	67.27	32.39	15.07	25.45
<b>Grade 8</b>	12.68	15.15	8.57	60.56	60.61	67.14	26.76	24.24	24.29
<b>All Grades</b>	20.26	18.57	9.52	51.84	53.05	62.18	27.89	28.38	28.29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

### Conclusions based on this data:

1. There was a significant drop in scores for Math from testing in Spring 2019 to Spring 2021. There was approximately a 20% drop in Exceeds and Meets Standards for Math across the board in all categories. Although scores were anticipated to drop due to distance learning and a lack of technology for the first trimester of the school year, scores dropped more than expected.
2. Students were not on campus for learning for most of the school year and received only a half school day of instruction. The significant drop in instructional time impacted academic achievement which is reflected in the scores. During the 2020-21 school year, students were on Distance Learning from the beginning of the year in August until March 22nd (K-5) and March 29 (6-8). During distance learning students received instruction regularly from 8:30-11:30 daily with some additional support instruction during the afternoon hours. In addition, students were only on campus for in-person learning for a maximum of 18 school days (8:30-11:30) and only a fraction of the total number of students actually attended school for in-person learning.
3. There was significant learning loss due to inequities of families without the means to provide technology at home when devices were not available. Students were not able to access curriculum effectively due to the lack of technology at the beginning of the year which in turn impacted achievement. The K-5 students did not have district devices to support distance learning until the end of October. Many students had to use phones, tablets, or alternative devices to access instruction online with Distance Learning. The 6-8 students also started the school year without district devices.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1431.0	1407.0	*	1428.3	1414.5	*	1437.8	1389.6	*	12	11	7
<b>1</b>	1505.5	1456.3	*	1464.2	1454.5	*	1546.1	1457.8	*	11	13	8
<b>2</b>	1520.1	1519.8	1477.4	1527.4	1529.6	1479.8	1512.4	1509.7	1474.8	14	12	12
<b>3</b>	*	1518.8	1478.3	*	1525.8	1484.3	*	1511.5	1471.6	*	11	11
<b>4</b>	*	*	1524.5	*	*	1537.9	*	*	1510.8	*	10	12
<b>5</b>	*	*	*	*	*	*	*	*	*	*	8	9
<b>6</b>	*	*	1537.3	*	*	1544.3	*	*	1530.1	*	9	11
<b>7</b>	1525.2	*	*	1529.0	*	*	1520.7	*	*	13	4	7
<b>8</b>	*	1554.5	*	*	1570.8	*	*	1537.8	*	*	12	9
<b>All Grades</b>										86	90	86

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	*		36.36	*	*	54.55	*		9.09	*	12	11	*
<b>1</b>	*	15.38	*	*	23.08	*	*	53.85	*		7.69	*	11	13	*
<b>2</b>	78.57	41.67	0.00	*	41.67	50.00	*	16.67	50.00		0.00	0.00	14	12	12
<b>3</b>	*	36.36	0.00	*	36.36	36.36	*	18.18	54.55	*	9.09	9.09	*	11	11
<b>4</b>	*	*	25.00	*	*	50.00	*	*	16.67	*	*	8.33	*	*	12
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*	*	*	*
<b>6</b>	*	*	18.18	*	*	54.55	*	*	27.27		*	0.00	*	*	11
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
<b>8</b>	*	16.67	*	*	58.33	*		16.67	*		8.33	*	*	12	*
<b>All Grades</b>	39.53	27.78	15.12	31.40	38.89	40.70	20.93	27.78	38.37	*	5.56	5.81	86	90	86

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	*	*	45.45	*	*	45.45	*	*	9.09	*	12	11	*
<b>1</b>	*	7.69	*	*	38.46	*	*	38.46	*		15.38	*	11	13	*
<b>2</b>	78.57	66.67	25.00	*	16.67	50.00		16.67	25.00		0.00	0.00	14	12	12
<b>3</b>	*	45.45	27.27		45.45	45.45	*	0.00	18.18	*	9.09	9.09	*	11	11
<b>4</b>	*	*	50.00	*	*	41.67		*	8.33		*	0.00	*	*	12
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*	*	*	*
<b>6</b>	*	*	45.45	*	*	54.55		*	0.00		*	0.00	*	*	11
<b>7</b>	*	*	*	*	*	*	*	*	*		*	*	13	*	*
<b>8</b>	*	58.33	*	*	33.33	*		8.33	*		0.00	*	*	12	*
<b>All Grades</b>	50.00	44.44	33.72	34.88	32.22	44.19	*	17.78	17.44	*	5.56	4.65	86	90	86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	9.09	*	*	27.27	*	*	45.45	*		18.18	*	12	11	*
<b>1</b>	*	15.38	*	*	0.00	*		61.54	*	*	23.08	*	11	13	*
<b>2</b>	*	33.33	0.00	*	16.67	41.67	*	50.00	25.00	*	0.00	33.33	14	12	12
<b>3</b>	*	18.18	0.00	*	36.36	0.00	*	36.36	72.73	*	9.09	27.27	*	11	11
<b>4</b>		*	0.00	*	*	33.33	*	*	50.00	*	*	16.67	*	*	12
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>		*	18.18	*	*	9.09	*	*	45.45		*	27.27	*	*	11
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
<b>8</b>	*	0.00	*	*	25.00	*	*	58.33	*		16.67	*	*	12	*
<b>All Grades</b>	30.23	12.22	6.98	26.74	23.33	20.93	25.58	52.22	47.67	17.44	12.22	24.42	86	90	86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	9.09	*	*	81.82	*		9.09	*	12	11	*
<b>1</b>	*	23.08	*	*	76.92	*		0.00	*	11	13	*
<b>2</b>	92.86	66.67	25.00	*	33.33	75.00		0.00	0.00	14	12	12
<b>3</b>	*	18.18	9.09	*	72.73	81.82	*	9.09	9.09	*	11	11
<b>4</b>	*	*	58.33	*	*	41.67		*	0.00	*	*	12
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	0.00	*	*	90.91		*	9.09	*	*	11
<b>7</b>	*	*	*	*	*	*	*	*	*	13	*	*
<b>8</b>	*	8.33	*	*	83.33	*		8.33	*	*	12	*
<b>All Grades</b>	46.51	24.44	27.91	50.00	70.00	62.79	*	5.56	9.30	86	90	86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	*	*	90.91	*	*	9.09	*	12	11	*
<b>1</b>	*	15.38	*	*	69.23	*		15.38	*	11	13	*
<b>2</b>	78.57	50.00	8.33	*	50.00	91.67		0.00	0.00	14	12	12
<b>3</b>	*	72.73	27.27	*	18.18	54.55	*	9.09	18.18	*	11	11
<b>4</b>	*	*	66.67	*	*	33.33		*	0.00	*	*	12
<b>5</b>	*	*	*		*	*	*	*	*	*	*	*
<b>6</b>	*	*	90.91		*	9.09		*	0.00	*	*	11
<b>7</b>	92.31	*	*	*	*	*		*	*	13	*	*
<b>8</b>	*	83.33	*		16.67	*		0.00	*	*	12	*
<b>All Grades</b>	65.12	56.67	50.00	25.58	37.78	43.02	*	5.56	6.98	86	90	86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	*	81.82	*		18.18	*	12	11	*
1	*	15.38	*	*	53.85	*	*	30.77	*	11	13	*
2	*	8.33	25.00	*	83.33	41.67	*	8.33	33.33	14	12	12
3		18.18	0.00	*	45.45	27.27	*	36.36	72.73	*	11	11
4		*	0.00	*	*	83.33	*	*	16.67	*	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	0.00	*	*	63.64	*	*	36.36	*	*	11
7	*	*	*	*	*	*	*	*	*	13	*	*
8	*	0.00	*	*	41.67	*	*	58.33	*	*	12	*
All Grades	29.07	8.89	10.47	43.02	60.00	52.33	27.91	31.11	37.21	86	90	86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	54.55	*	*	27.27	*	*	18.18	*	12	11	*
1	*	7.69	*	*	69.23	*	*	23.08	*	11	13	*
2	*	25.00	8.33	*	75.00	66.67	*	0.00	25.00	14	12	12
3	*	9.09	0.00	*	81.82	81.82	*	9.09	18.18	*	11	11
4	*	*	0.00	*	*	91.67	*	*	8.33	*	*	12
5	*	*	*	*	*	*		*	*	*	*	*
6		*	27.27	*	*	72.73		*	0.00	*	*	11
7	*	*	*	*	*	*	*	*	*	13	*	*
8	*	0.00	*	*	100.00	*		0.00	*	*	12	*
All Grades	37.21	16.67	8.14	53.49	75.56	79.07	*	7.78	12.79	86	90	86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. While there is not a great deal of data over time to show significant trends and no data for 2019-20, the area of biggest struggle for our students is Reading and Writing.
2. There are not enough students at each of the grade levels to generate scores and data. This makes it difficult to draw specific conclusions.



# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>515</b>	<b>39.2</b>	<b>18.3</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	94	18.3
<b>Foster Youth</b>		
<b>Homeless</b>	4	0.8
<b>Socioeconomically Disadvantaged</b>	202	39.2
<b>Students with Disabilities</b>	37	7.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	22	4.3
<b>American Indian or Alaska Native</b>	1	0.2
<b>Asian</b>	56	10.9
<b>Filipino</b>	27	5.2
<b>Hispanic</b>	237	46.0
<b>Two or More Races</b>	23	4.5
<b>Native Hawaiian or Pacific Islander</b>	3	0.6
<b>White</b>	146	28.3

### Conclusions based on this data:

1. There has been a steady increase in the percentage of students who qualify as Socioeconomically Disadvantaged. The percentage is at 39.2% of the school population.





2. There is no Title I Funding support for Title I students despite the large number of students who qualify. Poet is below the district average and does not qualify as a Title I school.

# Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

## 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Green		

### Conclusions based on this data:

1. SBAC Data is based on the 2018-19 school year - the last year students took the SBAC test. There had been steady gains in both ELA and Math as measured by the SBAC until schools were closed and we moved to Distance Learning when there was a drop in scores for the 2019-20 school year.
2. The data in the Fall Dashboard is based on Fall 2019. Chronic Absenteeism was a significant issue for the 2019-20 school year with student on Distance Learning. Chronic absenteeism is still an issue for the 2021-22 school year.
3. The data in the Fall Dashboard is based on the Fall of 2019. During the 2019-20 school year with students on distance learning for most of the school year, there were only 2 suspensions. This was a dramatic change from the previous year. Suspension for the 2021-22 school year shot up dramatically and this will be reflected in the chart when the Dashboard is updated with more current data.

# School and Student Performance Data

## Academic Performance English Language Arts

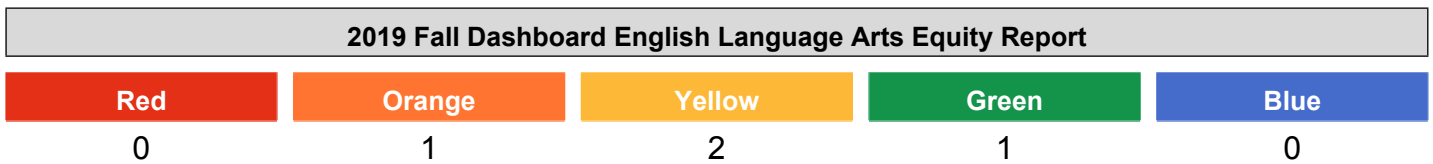
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 0.6 points above standard Increased ++5.8 points 357	<p><b>English Learners</b></p> Yellow 17.5 points below standard Increased ++13 points 95	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p><b>Socioeconomically Disadvantaged</b></p> Orange 13.8 points below standard Maintained ++1.4 points 155	<p><b>Students with Disabilities</b></p> No Performance Color 63 points below standard Increased Significantly ++50 points 23

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 66.9 points below standard Declined Significantly -18.5 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 1.1 points above standard Increased ++4.8 points 29	 No Performance Color 39.4 points above standard Declined Significantly -25.4 points 19
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.1 points below standard Increased ++12.4 points 164	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 15.3 points above standard Increased ++7.4 points 115

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
66.9 points below standard Increased Significantly ++25.1 points 47	30.9 points above standard Increased ++8.6 points 48	7.3 points above standard Increased ++5 points 250

**Conclusions based on this data:**

- Overall Poet is in Green Category for English Language Arts based on data from the Fall 2019 data. No new data has been provided on the CA Dashboard since the Fall of 2019.
- The four groups are either in Orange (Socioeconomically Disadvantaged), Yellow (Hispanic and English Learners) or Green (White). There were no subgroups in the Red category. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard since the Fall of 2019.
- The only subgroups with ratings were the Hispanic, White, English Learner, and Socioeconomically Disadvantaged Subgroups. All other groups are too small to record a measure or rating. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.



# School and Student Performance Data

## Academic Performance Mathematics

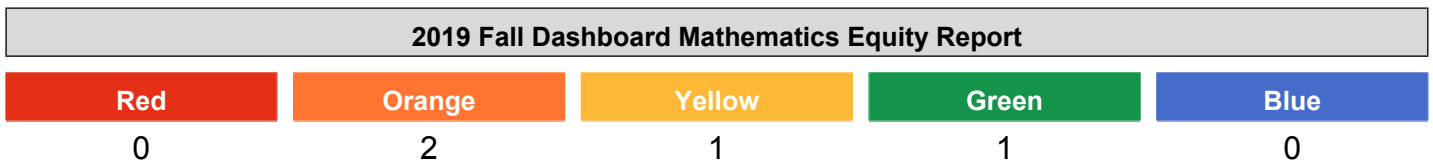
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>18.4 points below standard</p> <p>Increased ++3 points</p> <p>357</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>39.5 points below standard</p> <p>Increased ++12.2 points</p> <p>95</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>36.5 points below standard</p> <p>Declined -9.9 points</p> <p>155</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>89.7 points below standard</p> <p>Increased Significantly ++17.4 points</p> <p>23</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 82.3 points below standard Increased ++6 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 13.9 points below standard Increased ++9.2 points 29	 No Performance Color 37.3 points above standard Declined Significantly -19 points 19
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34.1 points below standard Maintained ++2.5 points 164	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 2.8 points above standard Increased ++6.6 points 115

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81.3 points below standard Increased Significantly ++16.9 points 47	1.4 points above standard Increased ++13.2 points 48	11 points below standard Maintained ++0.4 points 250

#### Conclusions based on this data:

- Overall Poet is in Green Category for Math. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard since the Fall of 2019..
- Four subgroups are either in Orange (Socioeconomically Disadvantaged and Hispanic), Yellow (English Learners) or Green (White). There were no other subgroups and no subgroups in the Red category. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard since the Fall of 2019.
- The only subgroups with ratings were the Hispanic, White, English Learner, and Socioeconomically Disadvantaged Subgroups. All other groups are too small to record a measure or rating. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.

# School and Student Performance Data

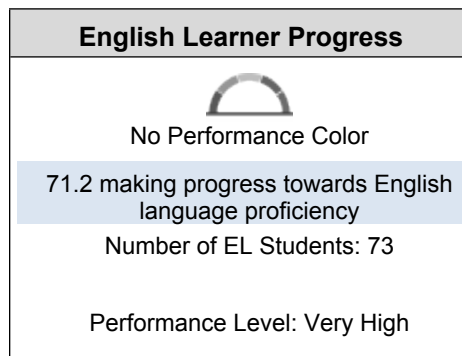
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.1	9.5	8.2	63.0

#### Conclusions based on this data:

- The Academic Performance level of our English Learner Progress is "Very High" with 71.2% making progress towards English Language Proficiency. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard since the Fall of 2019.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.



**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

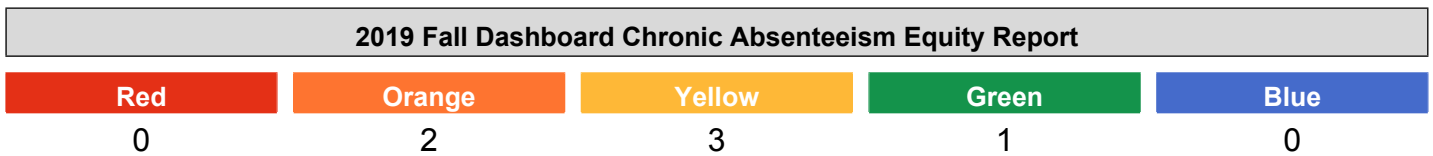
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange 7.5 Increased +1.3 559	<p><b>English Learners</b></p> Yellow 4.7 Increased +1.9 106	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color 26.7 Declined -18.8 15	<p><b>Socioeconomically Disadvantaged</b></p> Orange 9.2 Increased +2.4 238	<p><b>Students with Disabilities</b></p> Green 6.7 Declined -1.4 45

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 5.3 Declined -10.5 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 3.7 Increased +1.8 54	 No Performance Color 7.1 Increased +7.1 28
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.1 Maintained +0.1 246	 No Performance Color 21.7 Increased +12.2 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Orange 6.6 Increased +1.9 181

**Conclusions based on this data:**

- Overall Chronic Absenteeism increased over the previous year and is in the Orange Category. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
- The White, Socioeconomically Disadvantaged Subgroups dropped and were in the Orange. The Hispanic, English Learner, and Asian Subgroups were in the Yellow. The Students with Disabilities group improved and were in the Green. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
- Chronic absenteeism was a significant issue during Distance Learning in 2019-20. This will be reflected if/when the Dashboard is updated. Absenteeism due to COVID in 2021-22 was also significant. Mid-year the attendance rate was in the mid- to low- 80% range due to COVID. Overall attendance in 2021-22 is significantly lower than in past years.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

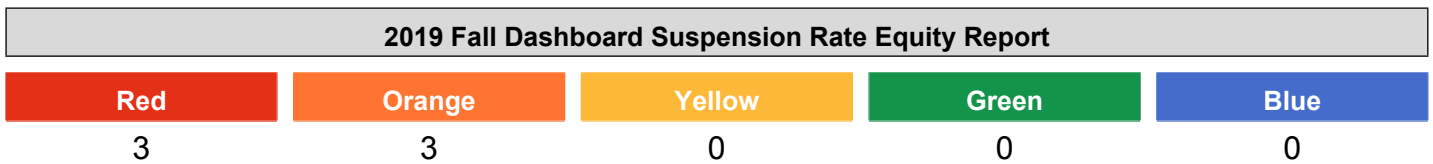
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>6.7</p> <p>Increased +1.4</p> <p>571</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>6.5</p> <p>Increased +3.7</p> <p>107</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>15</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>6.6</p> <p>Increased +1.9</p> <p>244</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>6.4</p> <p>Declined -6.8</p> <p>47</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">17.4</span> Declined -2.6 23	 No Performance Color Less than 11 Students - Data 2	 Red <span style="background-color: #e6f2ff; padding: 2px;">7.3</span> Increased +3.4 55	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">3.6</span> Declined -0.8 28
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e6f2ff; padding: 2px;">5.6</span> Increased +1.1 250	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">4.2</span> Declined -0.6 24	 No Performance Color Less than 11 Students - Data 6	 Orange <span style="background-color: #e6f2ff; padding: 2px;">6</span> Increased +0.8 183

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.2	6.7

**Conclusions based on this data:**

1. The overall suspension rate increased from 17-18 to 18-19 and was rated in the Red category. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
2. The Asian, English Learner, and Socioeconomically Disadvantaged subgroups suspension rate increased and were in the Red from 17-18 to 18-19. The Number of students in some subgroups is very small and a change in 1 student will result in a relatively large percentage increase or decrease. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
3. During the 2020-21 school year, students were on distance learning for most of the school year. There were only two suspensions for the entire year.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

Although the Achievement Gap has closed incrementally over time, there are still some subgroups who are not performing at the same rate as other subgroups. The Hispanic, African American, English Learner, Socioeconomically Disadvantaged Subgroups continue to fall below the performance level of White and Asian subgroups.  
Reduce the overall suspension rate for all subgroups and students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Scores	2020-21 Data for 3rd-8th grade % of Standard Exceeded = 14.08% % of Standard Met = 30.42% % of Standard Nearly Met = 26.76% % of Standard Not Met = 28.73%	Increase the percentage of students meeting or exceeding standards by 5%.
Math CAASPP Scores	2020-21 Data for 3rd-8th grade % of Standard Exceeded = 5.60% % of Standard Met = 11.48% % of Standard Nearly Met = 33.33% % of Standard Not Met = 49.58%	Increase the percentage of students meeting or exceeding standards by 5%.
FastBridge Reading	% in college pathways = 8% % in ow-risk = 50% % in some risk = 10% % in high risk = 32%	5% growth in the in-college and low-risk groups on the end of year FastBridge Assessments. 5% decrease in the some-risk and high-risk groups on the end of year FastBridge Assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge Math	% in college pathways = 9% % in ow-risk = 48% % in some risk = 17% % in high risk = 26%	5% growth in the in-college and low-risk groups on the end of year FastBridge Assessments. 5% decrease in the some-risk and high-risk groups on the end of year FastBridge Assessments.
Percentage of students making progress towards English Proficiency as measured by the ELPAC.	71.2%	5% increase in the percent of students making progress.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

AVID Program Funding & Support - Continue implementing AVID from 3rd through 8th grade for all students.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8425	District Funded
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)



## English Learners

### Strategy/Activity

EL Para-Educator for EL Support - provide support in class and outside of class for EL students

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13500

Source(s)

LCFF - Supplemental

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-Risk Studnets, EL Students

### Strategy/Activity

Convene intervention meetings to identify students and to create plans for improvement. Hold SST meetings with parents and staff.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

None Specified

LCFF - Supplemental

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-Risk Students, Special Education Students, EL Students

### Strategy/Activity

Hold IEP/SST/504 meetings with parents and staff to provide support for at-risk students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF

3000

LCFF - Supplemental

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

ELPAC Testing and Support

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF - Supplemental

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Purchase Paper, Materials, Classroom Supplies to support instruction. Postage for communication with parents.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15210

Source(s)

LCFF

3231

LCFF - Supplemental

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Operational Costs for Copy Machines - Lease agreements, maintenance agreements, ink and toner costs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10190

LCFF

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology - Purchase replacement projectors, projector bulbs, printers, and other support technology.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4900

LCFF

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Overall math scores as measured by the CAASPP have steadily increased every year until the pandemic. After students spent a year with Distance Learning, scores in both ELA and Math dropped. In math the drop was significant. Considering students were not on campus for most of the year and receiving instruction for only a part of the school day in 2020-21, the drops were expected. ELA scores dropped approximately 6% and Math scores dropped approximately 20%. During the 2021-22 school year, we continued our work with our Rigor, Relevance, and Relationship consultant focusing on Relationships and Student Engagement to improve teaching and learning. All staff participated in learning new strategies for increasing student engagement and building positive relationships with students. The focus on student engagement and relationship building had a positive impact on student participation in class and on student performance on unit assessments. There was a decrease in negative academic behaviors and a decrease in apathy in the students. The high-interest, engagement strategies were effective in helping students become more involved in learning and increased their success with assessments and grades.

During the second half of the 2021-22 school year, the district introduced a new AdvanceSTEM Grant which required a shift in professional development. The STEM Units involved a higher level of hands-on, higher-level thinking activities. The students were more engaged and successful with these academics. The site SIT team was then disbanded by the district for the purpose of

implementing an ILT team to implement the new AdvanceSTEM Grant. Because of this, the staff development had to change to meet the requirements of the AdvanceSTEM Grant implementation. That meant shifting our staff development from student engagement and building relationships to using the Rigor Rubric for monitoring progress of this new grant. New technology was also introduced for the teachers to teach with the mid-year implementation of the AdvanceSTEM and this too required a sudden shift in staff development activities. Full implementation of the AdvanceSTEM grant will be a major area of focus for the 2022-23 school year.

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

There were no major differences between the intended implementation and budget expenditures.

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

No significant changes will be made to the goals, activities/strategies, outcomes, or metrics. There will be a continued emphasis on identifying struggling students and providing support and services to mitigate the learning loss due to the pandemic and distance learning.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide a Safe and Equitable Learning Environment.

## Goal 2

Provide a Safe and Equitable Learning Environment.

## Identified Need

Decrease the number/percentage of suspensions. Increase the number of students and parents participating in school-wide activities, events, and programs to continue building a positive, engaging school community and learning environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Suspension Rate	6.7% in 2018-19	Less than 5%
Increase the number of parents participating in Open House / Back to School Night	Virtual Back to School Night attendance was approximately 53%. In-Person Open House attendance rate was 75.2% in March 2022.	At least 80% Parent Attendance for 2022-23 Back to School Night and Open House.
Increase the number/percentage of students participating in Dance Performances	Approximately 30% for 5th-8th grade in 2019-20 school year prior to school closure. 0% participating in 2020-21 and 2021-22 due to the pandemic.	Participation of at least 50% of students in 3rd-8th grade.
Increase the number of parents participating in Middle School Parent Conferences	Approximately 37% attendance (virtual and in-person) rate	Increase to at least 50%
Parent Safety Approval - LCAP Survey	94.61% in 2021-22	Increase to at least 95%
Student Safety Approval - LCAP Survey	80.16% in 2021-22	Increase 5%
Parent Climate Approval - LCAP Survey	90.48% in 2021-22	Increase to at least 95%
Student Climate Approval - LCAP Survey	83.03% in 2021-22	Increase 5%
CA Dashboard - Suspension Rate Fall 2019 (last year for Available Data)	6.7% Suspension Rate for 2018-19 school year	Reduce the percentage to below 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Extra Curricular Activity Support - Subs for Performances

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1200

Source(s)

LCFF

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The main focus of Goal 2 is to build a positive school climate and culture and to increase student and parent participation in school-wide activities. There are several PTSA and School Sponsored activities and events during the course of a typical school year and all are generally well-attended and represented by a range of students and parents. The Parents Parents and families are very pleased with the school, education, and climate, despite not being able to be on campus or participate in major events. Parent Approval rating for the School Climate was 94.06% and student approval rating was 83.03%. The suspension rate for the 2018-19 school year was 6.7%. Due to the pandemic, suspension numbers and information cannot be compared. There were only 2 suspensions during the 2020-21 school year. The suspension rate for 2021-22 school year saw a dramatic increase in the number of suspensions. Student behavior and discipline were a major area of concern with students back on campus after more than a year away from school. Students struggled with being back on campus, socializing with other students in positive and productive manner, and remaining focused on learning in class. This showed that the pandemic had a major impact on education with academics and behavior with the closure of schools.

The staff development focusing on student engagement and relationship building had a positive impact on students once those efforts got underway. There was an increase in student engagement and achievement as measured by grades, assessments and teacher feedback.

These efforts need to continue the following year in order to reduce apathy among the students and to increase student engagement and achievement. The rate of suspensions, however, did not go

down. The suspension rate stayed relatively high despite the efforts with student engagement. This shows that more work needs to be done to support students socially and behaviorally with more counseling, social skill development, group therapy, and coping skills.

There were very few community building PTSA activities during the 2021-22 also due to the pandemic. Parents have not been able to volunteer in classrooms and at school and this had a negative impact on the connection between families and the school. In the spring, there were activities that enabled parents to come onto campus and that had a positive impact on students, teachers, and parents. Once parents were cleared to resume volunteering on campus, there were large numbers of parents working in classes, helping at school, and chaperoning fieldtrips. This too had a huge, positive impact on students, teachers, and productivity in the classrooms. Parent involvement at school and in classrooms is critical and the change in the learning environment/school culture was obvious once parents were back on campus. There will be a major shift back to hosting community building events and activities in 2022-23 to encourage parents to volunteer in classrooms and at school events.

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

Due to the pandemic and restrictions on large gatherings and parents not being allowed on campus, the budgeted item to support Dance Performances was not used.

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

The school will continue to focus on strategies, programs, and activities to work proactively with students to keep them engaged and on track for a positive school experience. There will be a major focus again on supporting students and building/fostering a positive and safe school culture. Activities and strategies to support students and families will be a main focus for the 2022-23 school year.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

Continue Implementation of the STEM units with a focus on the AdvanceSTEM Grant. Increase student achievement with a focus on the ICLE Rigor Rubric in order to improve achievement with the STEM Units.

## Identified Need

TUSD is implementing a new AdvanceSTEM Grant. One of the identified measures for success is the ICLE Rigor Rubric with regards to Student engagement, academic discussions, and thoughtful work. The pandemic and resulting closure of schools have greatly impacted student learning. Students and teachers need support with engaging students in learning, promoting deeper levels of academic discussions and thoughtful work,. There is also a huge need for developing relationships and focusing on social emotional learning to improve engagement and achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall ELA Scores - 2019 CAASPP Data	44.50% At or Above	Increase 5% Above and Met
Reading Scores - 2021 CAASPP Data	15.21% Above; 63.10% Near; 21.69% Below	Increase by 5% Above and Near
Writing Scores - 2021 CAASPP Data	14.65% Above; 57.18% Near; 28.17% Below	Increase by 5% Above and Near
Overall Math Scores - 2021 CAASPP Data	19% Above; 53% Near; 28% Below	Increase by 5% Above and Met
Math - Communicating Reasoning - 2019 CAASPP Data	9.52% Above; 62.18% Near; 28.29% Below	Increase by 5% Above and Near
Math - Problem Solving & Data Analysis	4.76% Above; 55.74% Near; 39.50% Below	Increase by 5% Above and Near

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity



ILT & HMH Consultants will provide ongoing support and staff development for the implementation of STEM. Teachers will be provided summer planning time to prepare for lessons for the STEM units.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3800	LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

The 2021-22 school year revealed the great need for social emotional learning, the need for teaching students how to be productive students again, and pushing students to think beyond basic facts and information (i.e. engaging in thoughtful work and academic discussions).

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

There is one budget item for this goal to provide teachers time to collaborate and plan during the summer (4hrs per teacher).

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

N/A

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$73,456.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
District Funded	\$8,425.00
LCFF	\$36,500.00
LCFF - Supplemental	\$28,531.00

Subtotal of state or local funds included for this school: \$73,456.00

Total of federal, state, and/or local funds for this school: \$73,456.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
William Maslyar	Principal
Kris Golden	Classroom Teacher
David Adams	Classroom Teacher
Olivia Negrete	Parent or Community Member
Jessica Mayo	Parent or Community Member
Amanda Sanchez-Tshaka	Parent or Community Member
Jennifer Nelson	Parent or Community Member
Brie Paterson	Parent or Community Member
Corinne Vieira	Other School Staff
Elizabeth Gutierrez	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on May 10, 2022.

Attested:

Handwritten signatures in blue ink. The top signature is for William Maslyar and the bottom signature is for Kris Golden. Both signatures are connected to their respective printed names in the adjacent boxes by thin lines.

Principal, William Maslyar on May 10, 2022

SSC Chairperson, Kris Golden on May 10, 2022