



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	April 23, 2024	May 8, 2024

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)

Schoolwide Program

Additional Targeted Support and Improvement

Poet was designated ATSI as a result of the Students With Disabilities (SWD) subgroup performing at very low status in both ELA and Math without an increase. Additionally, the SWD subgroup also was in the very high range for suspension rate with an increase. Lastly, the African American subgroup finished in the very high range in suspension rate with an increase as well and the very high range in Chronic Absenteeism with an increase. These two outcomes resulted in Poet Christian qualifying for ATSI.

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, ELAC, and PTSA. Collaborative input and feedback were considered and implemented in the development of our plan based on the needs and interests expressed by the educational partners they represent. The SSC and ELAC typically meet 5 times during the year from September through May. Staff Meetings take place 1-2 times per month to discuss testing data, student achievement, curriculum, instruction, and professional development. The PTSA meets monthly during the school year. The PTSA President and board meet with the site principal to discuss activities, programs, and events to support the school plan and site goals.

Additionally, a review of the 2023 CA. Dashboard data is as follows: All student subgroups measured displayed very high and high levels of Chronic Absenteeism in addition all student subgroups measured displayed very high levels of Suspension. Due to disparities in Math and ELA CAASPP performance amongst various student subgroups, we have qualified for Additional Targeted Support and Improvement, ATSI.

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).

PES 2023-2024 LCAP Survey Results

Educational Partner LCAP Survey Results:

Climate: Parents (agree & strongly agree)

88.16% This school's staff motivates students to learn

85.92% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

81.82% The buildings and grounds at this school are clean and well maintained

84.06% This school communicates the importance of respecting all cultural beliefs and practices

97.26% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

93.55% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

74.58% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

89.36% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)

90.67% The school staff responds to me in a timely manner

94.81% The school office staff is friendly and professional

88.19% Total

Climate: Students (agree & strongly agree)

96.09% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

91.43% This school communicates the importance of respecting all cultural beliefs and practices

92.82% My teachers recognize the good work I am doing and provide timely feedback

84.66% This school motivates students to learn

55.93% The buildings and grounds at this school are clean and well maintained

92.55% I feel comfortable working with classmates and participating in class

93.30% I feel safe, secure and supported at this school

86.77% Total

Climate: Staff (agree & strongly agree)

100.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

87.50% Members of the school/department collaborate to achieve our school goals

62.50% The buildings and grounds at this school are clean

93.33% This school/department communicates the importance of respecting all cultural beliefs and practices

100.00% I am treated with respect by my colleagues at work

93.33% Staff members at this school are recognized appropriately for their efforts and accomplishments

71.43% Our district ensures effective communication across the organization

86.92% Total

Safety: Parents (agree & strongly agree)

81.82% The buildings and grounds at this school are well maintained

86.57% My child is safe on school grounds before school

94.44% My child is safe on school grounds during the day

95.77% My child is safe on school grounds in the classroom

82.81% My child is safe on school grounds after school

87.01% The rules of this school are clearly communicated to parents

88.08% Total

Safety: Students (agree & strongly agree)

55.93% The buildings and grounds at this school are clean and well maintained
96.22% I feel safe while attending class
84.71% I feel safe from gang activity and gang violence at school
97.38% I know the school rules
83.96% Total

Safety: Staff (agree & strongly agree)

100.00% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
100.00% My workplace is safe
62.50% The buildings and grounds at this school are well maintained
87.23% Total

In comparing the data to the previous year:

The climate survey was higher by parents in the previous year. Parent Climate 21-22 (90.48%) Parent Climate 22-23 (85.13%)

The climate survey was higher by students in the previous year. Student Climate 21-22 (83.03%) Student Climate 22-23 (76.47%)

The climate survey was higher by staff in the previous year. Staff Climate 21-22 (83.95%) Staff Climate 22-23 (83.95%)

The safety survey was higher by parents this year compared to the previous year. Parent Safety 21-22 (83.97%) Parent Safety 22-23 (89.81%)

The safety survey was higher by students in the previous year. Student Safety 21-22 (87.79%) Student Safety 22-23 (72.08%)

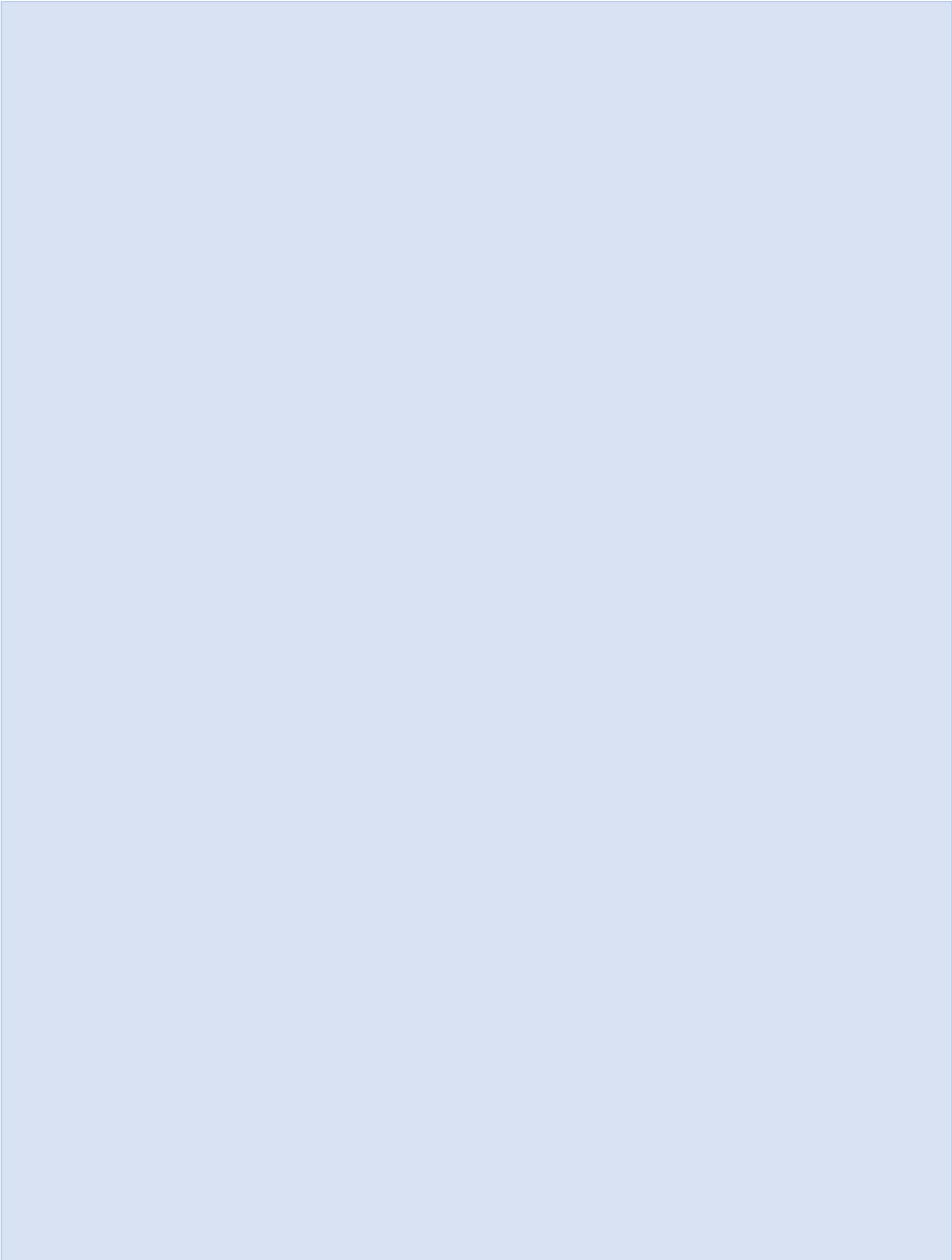
The safety survey was higher by staff this year compared to the previous year. Staff Safety 21-22 (93.27%) Staff Safety 22-23 (94.87%)

Some results/questions stand out: 55.93% of students who completed the survey indicated that the buildings and grounds are clean whereas 81.82% of parents who completed the survey indicated that the buildings and grounds are clean.

- In reviewing the data, students have indicated that outdated bathrooms are largely responsible for the response. Teacher leader teams have determined that strong winds blow trash from the trash cans since the trash cans do not have lids. We have determined that adding trash cans with lids will maintain a cleaner campus preventing loose debris from falling out. Additionally, we have identified a need for outdoor trash bins to be processed daily thus preventing them from filling up to the top allowing the wind to lift the discarded items where they would then settle on the grounds making campus appear unkept.

Another question by students stood out: 84.71% of students who completed the survey indicated that they feel safe from gang activity and gang violence at school.

- In reviewing the data as a staff we have decided to arrange an end of year safety assembly where we are inviting a School Resource Officer SRO to present along with site Administration and site Counselors to inform students on how to be safe on campus and how to utilize available resources to ensure campus safety. Our (SDC) student population is in it's third year of existence on our campus and with it has brought students who display social and emotional behavioral needs. Recognizing these challenges, we have established a wellness center for agitated students to cool off, while also forming a C.O.S.T (Coordination of Services Team) to process and filter referrals while identifying the appropriate level of counseling. Additionally, we have utilized our F.A.C.E.S behavioral aids to run small group conflict mediations between student(s) or student groups who were not getting along with other peers. We utilize Character Education's 6 pillars of character to guide expected behavior on campus. Excellent Eagles assemblies are held at the conclusion of each Trimester. Each teacher recognizes students from each class who have demonstrated one of the 6 pillars of character during our Excellent Eagles assemblies. Additionally, teachers recognize students who display these characteristics by nominating students for Pizza with the Principal and Cookies and Books with administration.



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 are done through the District Evaluation Process as well as Non-Evaluative Instructional Rounds using the ICLE Rigor Rubric.

District Evaluation Process:

Evaluation Observations are conducted to both monitor instructional practices and mentor teachers who are on both probationary and permanent status. Of the teachers evaluated this school year, classroom instruction was predominantly scored in the meeting or exceeding expectations of the Tracy Unified School District Evaluation Rubric based on the California Standards of the Teaching Profession.

2023-2024 Non-Evaluative Instructional Rounds:

Instructional rounds are conducted using the Rigor Rubric published by the Center for Model Schools. The rubric is composed of thoughtful work, high-level questioning, and academic discussion. The information gathered from the observations will be used as a measure of progress through AdvanceSTEM. This work was started in 2017-18 and will continue through 2024-25 with a focus on academic discourse and students engaged in the developed and well-developed areas of the rubric.

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)

Data below reflects students who are meeting or exceeding standards by grade on 2023 California Assessment of Student Performance and Progress (CAASPP)

English Language Arts: Poet-Christian

- 33% of 3rd grade students met or exceeded standards/-1 point change from 2022
- 47% of 4th grade students met or exceeded standards/+17 point change from 2022
- 47% of 5th grade students met or exceeded standards/+10 point change from 2022
- 38% of 6th grade students met or exceeded standards/+7 point change from 2022
- 30% of 7th grade students met or exceeded standards/-10 point change from 2022
- 20% of 8th grade students met or exceeded standards/-22 point change from 2022

English Language Arts: Tracy Unified School District

- 37% of 3rd grade students met or exceeded standards/+6 point change from 2022
- 35% of 4th grade students met or exceeded standards/+6 point change from 2022
- 36% of 5th grade students met or exceeded standards/+4 point change from 2022
- 35% of 6th grade students met or exceeded standards/ -1 point change from 2022
- 33% of 7th grade students met or exceeded standards/-3 point change from 2022
- 35% of 8th grade students met or exceeded standards/-3 point change from 2022

Math: Poet-Christian

- 43% of 3rd grade students met or exceeded standards/+4 point change from 2022
- 42% of 4th grade students met or exceeded standards/+19 point change from 2022
- 18% of 5th grade students met or exceeded standards/ 0 point change from 2022
- 32% of 6th grade students met or exceeded standards/+13 point change from 2022
- 14% of 7th grade students met or exceeded standards/-7 point change from 2022
- 12% of 8th grade students met or exceeded standards/-2 point change from 2022

Math: Tracy Unified School District

- 38% of 3rd grade students met or exceeded standards/+1 point change from 2022
- 31% of 4th grade students met or exceeded standards/+6 point change from 2022
- 22% of 5th grade students met or exceeded standards/+1 point change from 2022
- 25% of 6th grade students met or exceeded standards/ +4 point change from 2022
- 21% of 7th grade students met or exceeded standards/+2 point change from 2022
- 18% of 8th grade students met or exceeded standards/0point change from 2022

Science: Poet-Christian

- 33% of 5th grade students met or exceeded standards/+12 point change from 2022
- 16% of 8th grade students met or exceeded standards/-5 point change from 2022

Science: Tracy Unified School District

- 22% of 5th grade students met or exceeded standards/+2 point change from 2022
- 19% of 8th grade students met or exceeded standards/-3 point change from 2022

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 multiple times a month 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 including 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 Professional Learning Communities was provided by a District contracted Staff Development Coach who worked directly with site admin and staff. 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 to 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. 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 Center for Model Schools, 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 Counselor and 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 five days per week to support struggling and at-risk students. A full-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)

Back to School Night, In-Person Parent Conferences, In-Person PTSA Meetings, 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 with EL Funding.

Fiscal support (EPC)

Title 1, Supplemental funding is provided for Targeted At-Risk, Foster Youth, and Targeted English Learners, and site LCFF.

Educational Partner 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 - 1/30/24, 2/13/24, 3/19/24, 4/23/24, 5/14/24

Site Leadership Team - 1/23/24, 2/22/24, 3/21/24, 4/8/24

Poet Voluntary Buy Back Day PD Opportunities - 8/2/23

Resource Inequities

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

In review of 2023 CA. Dashboard data, All student subgroups measured in displaying high or very high levels of Chronic Absenteeism in addition all student subgroups measured in at displaying very high levels of Suspension. Due to disparities on Math, ELA CAASPP, Chronic Absenteeism and Suspension amongst students with disabilities and disparities in Chronic Absenteeism and Suspension among African American students, we have qualified for Additional Targeted Support and Improvement, ATSI.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1	0	0
African American	4.3%	5.86%	7.87%	22	31	42
Asian	10.9%	10.96%	11.42%	56	58	61
Filipino	5.2%	3.59%	3.93%	27	19	21
Hispanic/Latino	46.0%	49.91%	51.69%	237	264	276
Pacific Islander	0.6%	0.76%	0.19%	3	4	1
White	28.4%	24.20%	19.29%	146	128	103
Multiple/No Response	4.5%	4.73%	5.62%	23	25	30
	Total Enrollment			515	529	534

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	41	47	40
Grade 1	46	45	49
Grade 2	51	42	47
Grade3	49	50	44
Grade 4	62	50	55
Grade 5	64	63	59
Grade 6	71	80	74
Grade 7	59	81	82
Grade 8	72	71	84
Total Enrollment	515	529	534

Conclusions based on this data:

1. Enrollment decreased by 15 students from 2019-20 to 2020-2021 and has since regained 14 students totaling 529 in 2021-22. Enrollment increased by 5 students in 2022-2023. As a result of adding a TK class in 2023-2024 enrollment increased by 19 students.
2. The Hispanic student population is our largest subgroup and has continued to grow each year since 2019-2021, making up more than 50% of our total student population. The second largest student subgroup is white which continues to decline yearly and comprises approximately 20% of our total student population. The third largest student subgroup is Asian at just over 11% of our student population, followed by the African American student

population making up approximately 8% of our total student population. The Filipino and Pacific Islander student subgroups combine to make up less than 5% of our student population.

3. In 2023-2024 we have observed an increase in student enrollment with our new TK class accounting for the majority of school wide growth while other grade levels remain the same.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	94	110	109	18.3%	20.8%	20.4%
Fluent English Proficient (FEP)	64	63	63	12.4%	11.9%	11.8%
Reclassified Fluent English Proficient (RFEP)	16	53	53	17.0%	10.0%	9.9%

Conclusions based on this data:

1. The English Learner population has leveled off after increasing steadily over the past three years, where it now makes up 20% of our student population.
2. The number of Reclassified Fluent English Proficient students has decreased from 17% to roughly 10% of our EL student population reclassifying yearly over the past 3 years.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	47	47	45	47	46	45	47	46	95.7	100.0	97.9
Grade 4	58	53	51	55	53	49	55	53	49	94.8	100.0	96.1
Grade 5	63	63	57	63	62	57	63	62	57	100.0	98.4	100.0
Grade 6	72	80	71	68	80	69	68	80	69	94.4	100.0	97.2
Grade 7	59	83	81	55	81	79	54	81	79	93.2	97.6	97.5
Grade 8	71	69	85	70	66	85	70	66	84	98.6	95.7	100.0
All Grades	370	395	392	356	389	385	355	389	384	96.2	98.5	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2403.	2396.	2394.	20.00	12.77	13.04	8.89	19.15	19.57	31.11	29.79	23.91	40.00	38.30	43.48
Grade 4	2434.	2456.	2454.	14.55	24.53	24.49	18.18	5.66	22.45	23.64	33.96	14.29	43.64	35.85	38.78
Grade 5	2483.	2482.	2502.	15.87	16.13	22.81	28.57	20.97	24.56	23.81	29.03	22.81	31.75	33.87	29.82
Grade 6	2530.	2478.	2476.	13.24	7.50	5.80	36.76	23.75	31.88	35.29	26.25	21.74	14.71	42.50	40.58
Grade 7	2552.	2498.	2507.	9.26	7.41	6.33	46.30	33.33	24.05	24.07	22.22	35.44	20.37	37.04	34.18
Grade 8	2562.	2532.	2494.	12.86	9.09	4.76	37.14	33.33	15.48	22.86	22.73	35.71	27.14	34.85	44.05
All Grades	N/A	N/A	N/A	14.08	12.08	11.46	30.42	23.91	22.92	26.76	26.74	27.08	28.73	37.28	38.54

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	20.00	12.77	8.70	57.78	65.96	69.57	22.22	21.28	21.74	
Grade 4	7.27	20.75	14.29	65.45	60.38	61.22	27.27	18.87	24.49	
Grade 5	12.70	17.74	21.05	69.84	66.13	64.91	17.46	16.13	14.04	
Grade 6	16.18	8.75	2.90	64.71	55.00	57.97	19.12	36.25	39.13	
Grade 7	18.52	9.88	7.59	62.96	55.56	65.82	18.52	34.57	26.58	
Grade 8	17.14	13.64	5.95	57.14	60.61	51.19	25.71	25.76	42.86	
All Grades	15.21	13.37	9.38	63.10	59.90	60.94	21.69	26.74	29.69	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.67	12.77	10.87	53.33	44.68	50.00	40.00	42.55	39.13
Grade 4	10.91	15.09	18.37	50.91	49.06	51.02	38.18	35.85	30.61
Grade 5	12.70	8.06	21.05	53.97	66.13	56.14	33.33	25.81	22.81
Grade 6	17.65	8.75	7.25	64.71	51.25	53.62	17.65	40.00	39.13
Grade 7	20.37	16.05	8.86	59.26	45.68	51.90	20.37	38.27	39.24
Grade 8	17.14	12.12	7.14	58.57	50.00	50.00	24.29	37.88	42.86
All Grades	14.65	12.08	11.46	57.18	51.16	52.08	28.17	36.76	36.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.11	10.64	8.70	75.56	72.34	71.74	13.33	17.02	19.57
Grade 4	9.09	11.32	6.12	69.09	79.25	79.59	21.82	9.43	14.29
Grade 5	6.35	9.68	14.04	84.13	69.35	68.42	9.52	20.97	17.54
Grade 6	11.76	8.75	8.70	82.35	66.25	75.36	5.88	25.00	15.94
Grade 7	12.96	9.88	12.66	74.07	72.84	64.56	12.96	17.28	22.78
Grade 8	15.71	9.09	5.95	65.71	71.21	61.90	18.57	19.70	32.14
All Grades	11.27	9.77	9.38	75.21	71.47	69.27	13.52	18.77	21.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	15.56	14.89	6.52	64.44	63.83	67.39	20.00	21.28	26.09
Grade 4	3.64	11.32	18.37	83.64	79.25	61.22	12.73	9.43	20.41
Grade 5	15.87	8.06	19.30	53.97	69.35	59.65	30.16	22.58	21.05
Grade 6	16.18	6.25	10.14	72.06	67.50	68.12	11.76	26.25	21.74
Grade 7	20.37	8.64	7.59	66.67	64.20	72.15	12.96	27.16	20.25
Grade 8	21.43	12.12	10.71	67.14	56.06	66.67	11.43	31.82	22.62
All Grades	15.77	9.77	11.72	67.89	66.32	66.41	16.34	23.91	21.88

Conclusions based on this data:

1. Results from 22-23 CAASPP indicate that there was a 1.5% drop in proficiency school-wide in English-Language Arts.
2. The overall mean scale scores dropped in 4 of the 6 grade levels. The mean scale score did increase by 20 points in 5th grade and increased by 9 points in 7th grade.
3. While the mean scale score increased in two of the six grade levels, the distance from standard as a school slightly decreased. This places PES in the maintaining category on the California Dashboard while performing at the low level on the 5 x 5 grid. There is significant potential for growth as a school by increasing the overall mean scale score and moving into the increasing or even significantly increasing category.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	47	47	45	47	46	45	47	46	95.7	100.0	97.9
Grade 4	58	53	51	56	53	50	56	53	50	96.6	100.0	98.0
Grade 5	63	63	57	63	62	55	63	62	55	100.0	98.4	96.5
Grade 6	72	80	71	68	80	69	68	80	69	94.4	100.0	97.2
Grade 7	59	83	81	55	81	79	55	81	79	93.2	97.6	97.5
Grade 8	71	69	85	70	66	83	70	66	82	98.6	95.7	97.6
All Grades	370	395	392	357	389	382	357	389	381	96.5	98.5	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2380.	2402.	2404.	8.89	10.64	13.04	8.89	29.79	30.43	28.89	19.15	17.39	53.33	40.43	39.13
Grade 4	2419.	2440.	2452.	3.57	7.55	12.00	17.86	16.98	30.00	32.14	37.74	24.00	46.43	37.74	34.00
Grade 5	2451.	2464.	2464.	4.76	9.68	7.27	9.52	9.68	10.91	33.33	41.94	36.36	52.38	38.71	45.45
Grade 6	2493.	2449.	2487.	7.35	3.75	7.25	11.76	16.25	24.64	42.65	30.00	27.54	38.24	50.00	40.58
Grade 7	2487.	2459.	2465.	3.64	7.41	3.80	16.36	14.81	10.13	32.73	17.28	34.18	47.27	60.49	51.90
Grade 8	2493.	2473.	2454.	5.71	3.03	7.32	5.71	10.61	4.88	28.57	25.76	18.29	60.00	60.61	69.51
All Grades	N/A	N/A	N/A	5.60	6.68	7.87	11.48	15.68	16.80	33.33	28.28	26.51	49.58	49.36	48.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.11	17.02	26.09	26.67	42.55	32.61	62.22	40.43	41.30
Grade 4	7.14	9.43	22.00	37.50	52.83	42.00	55.36	37.74	36.00
Grade 5	3.17	9.68	7.27	38.10	48.39	36.36	58.73	41.94	56.36
Grade 6	5.88	2.50	5.80	48.53	48.75	50.72	45.59	48.75	43.48
Grade 7	1.82	3.70	2.53	58.18	37.04	44.30	40.00	59.26	53.16
Grade 8	1.43	3.03	7.32	44.29	54.55	31.71	54.29	42.42	60.98
All Grades	4.76	6.68	10.24	42.86	47.04	39.90	52.38	46.27	49.87

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.67	17.02	15.22	42.22	46.81	47.83	51.11	36.17	36.96
Grade 4	5.36	15.09	12.00	50.00	47.17	50.00	44.64	37.74	38.00
Grade 5	3.17	8.06	5.45	60.32	56.45	61.82	36.51	35.48	32.73
Grade 6	5.88	5.00	8.70	57.35	42.50	52.17	36.76	52.50	39.13
Grade 7	5.45	12.35	6.33	61.82	40.74	58.23	32.73	46.91	35.44
Grade 8	2.86	4.55	4.88	58.57	53.03	45.12	38.57	42.42	50.00
All Grades	4.76	9.77	8.14	55.74	47.30	52.49	39.50	42.93	39.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.11	21.28	13.04	51.11	55.32	65.22	37.78	23.40	21.74
Grade 4	8.93	7.55	14.00	57.14	50.94	58.00	33.93	41.51	28.00
Grade 5	9.52	4.84	5.45	58.73	64.52	61.82	31.75	30.65	32.73
Grade 6	11.76	7.50	11.59	67.65	55.00	62.32	20.59	37.50	26.09
Grade 7	7.27	11.11	1.27	67.27	54.32	60.76	25.45	34.57	37.97
Grade 8	8.57	3.03	3.66	67.14	53.03	46.34	24.29	43.94	50.00
All Grades	9.52	8.74	7.35	62.18	55.53	58.27	28.29	35.73	34.38

Conclusions based on this data:

1. The overall achievement results from 2021 - 2023 show that students in all grades have made subtle growth in Math in the following measured areas: standard exceeded (+2.27%) and standard met (+5.32%). Approximately 50% of our students from 3rd to 8th grade have not met math standards from 2021 through 2023. In the Spring of 2023, 48.82% of students from grades 3 to 8 did not meet math standards. Grades 3-6 have made the most measured growth from Spring 2021 to Spring 2023 in comparison.
2. The strongest claim areas for all grades are in the areas of Concepts and Procedures and Applying Mathematical Concepts and Procedures.
3. Claim areas with the most potential to grow toward proficiency is Communicating Reasoning, demonstrating ability to support mathematical conclusions.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	22.31	23.36	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. Based on the data we are performing relatively close in Science in comparison with TUSD.
2. Based on the data we are performing below the state standard in Science.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1441.8	1441.8	*	1434.8	1443.0	*	1457.9	1438.6	7	12	13
1	*	*	1457.1	*	*	1464.9	*	*	1448.6	8	9	11
2	1477.4	*	*	1479.8	*	*	1474.8	*	*	12	8	10
3	1478.3	*	*	1484.3	*	*	1471.6	*	*	11	9	9
4	1524.5	1502.3	*	1537.9	1509.9	*	1510.8	1494.2	*	12	13	10
5	*	*	1539.6	*	*	1551.7	*	*	1526.9	9	10	14
6	1537.3	1537.4	1499.8	1544.3	1541.7	1516.5	1530.1	1532.7	1482.5	11	16	13
7	*	1528.5	1520.9	*	1529.2	1522.8	*	1527.6	1518.6	7	13	13
8	*	1512.8	1537.5	*	1520.0	1547.7	*	1505.2	1526.6	9	13	17
All Grades										86	103	110

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	16.67	23.08	*	50.00	46.15	*	25.00	30.77	*	8.33	0.00	*	12	13
1	*	*	0.00	*	*	54.55	*	*	45.45	*	*	0.00	*	*	11
2	0.00	*	*	50.00	*	*	50.00	*	*	0.00	*	*	12	*	*
3	0.00	*	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
4	25.00	0.00	*	50.00	61.54	*	16.67	38.46	*	8.33	0.00	*	12	13	*
5	*	*	28.57	*	*	57.14	*	*	7.14	*	*	7.14	*	*	14
6	18.18	18.75	7.69	54.55	50.00	23.08	27.27	25.00	46.15	0.00	6.25	23.08	11	16	13
7	*	23.08	0.00	*	23.08	53.85	*	38.46	30.77	*	15.38	15.38	*	13	13
8	*	7.69	29.41	*	23.08	23.53	*	30.77	23.53	*	38.46	23.53	*	13	17
All Grades	15.12	11.65	11.82	40.70	48.54	44.55	38.37	30.10	33.64	5.81	9.71	10.00	86	103	110

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33	23.08	*	58.33	30.77	*	25.00	46.15	*	8.33	0.00	*	12	13
1	*	*	0.00	*	*	72.73	*	*	27.27	*	*	0.00	*	*	11
2	25.00	*	*	50.00	*	*	25.00	*	*	0.00	*	*	12	*	*
3	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11	*	*
4	50.00	30.77	*	41.67	53.85	*	8.33	15.38	*	0.00	0.00	*	12	13	*
5	*	*	64.29	*	*	28.57	*	*	0.00	*	*	7.14	*	*	14
6	45.45	62.50	30.77	54.55	25.00	46.15	0.00	6.25	15.38	0.00	6.25	7.69	11	16	13
7	*	30.77	30.77	*	53.85	23.08	*	7.69	38.46	*	7.69	7.69	*	13	13
8	*	15.38	47.06	*	38.46	17.65	*	30.77	17.65	*	15.38	17.65	*	13	17
All Grades	33.72	33.01	30.91	44.19	43.69	39.09	17.44	17.48	23.64	4.65	5.83	6.36	86	103	110

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	16.67	7.69	*	50.00	61.54	*	33.33	30.77	*	0.00	0.00	*	12	13
1	*	*	0.00	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
2	0.00	*	*	41.67	*	*	25.00	*	*	33.33	*	*	12	*	*
3	0.00	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
4	0.00	0.00	*	33.33	7.69	*	50.00	69.23	*	16.67	23.08	*	12	13	*
5	*	*	7.14	*	*	7.14	*	*	71.43	*	*	14.29	*	*	14
6	18.18	12.50	7.69	9.09	18.75	7.69	45.45	43.75	46.15	27.27	25.00	38.46	11	16	13
7	*	15.38	0.00	*	23.08	23.08	*	7.69	30.77	*	53.85	46.15	*	13	13
8	*	0.00	5.88	*	23.08	29.41	*	23.08	23.53	*	53.85	41.18	*	13	17
All Grades	6.98	7.77	4.55	20.93	26.21	27.27	47.67	37.86	43.64	24.42	28.16	24.55	86	103	110

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33	15.38	*	83.33	76.92	*	8.33	7.69	*	12	13
1	*	*	36.36	*	*	63.64	*	*	0.00	*	*	11
2	25.00	*	*	75.00	*	*	0.00	*	*	12	*	*
3	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*
4	58.33	30.77	*	41.67	46.15	*	0.00	23.08	*	12	13	*
5	*	*	35.71	*	*	57.14	*	*	7.14	*	*	14
6	0.00	18.75	23.08	90.91	68.75	61.54	9.09	12.50	15.38	11	16	13
7	*	7.69	0.00	*	53.85	69.23	*	38.46	30.77	*	13	13
8	*	7.69	17.65	*	38.46	52.94	*	53.85	29.41	*	13	17
All Grades	27.91	16.50	17.27	62.79	65.05	67.27	9.30	18.45	15.45	86	103	110

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	15.38	*	91.67	76.92	*	8.33	7.69	*	12	13
1	*	*	0.00	*	*	100.00	*	*	0.00	*	*	11
2	8.33	*	*	91.67	*	*	0.00	*	*	12	*	*
3	27.27	*	*	54.55	*	*	18.18	*	*	11	*	*
4	66.67	46.15	*	33.33	53.85	*	0.00	0.00	*	12	13	*
5	*	*	92.86	*	*	0.00	*	*	7.14	*	*	14
6	90.91	81.25	30.77	9.09	18.75	61.54	0.00	0.00	7.69	11	16	13
7	*	76.92	46.15	*	15.38	53.85	*	7.69	0.00	*	13	13
8	*	38.46	58.82	*	53.85	23.53	*	7.69	17.65	*	13	17
All Grades	50.00	56.31	45.45	43.02	40.78	47.27	6.98	2.91	7.27	86	103	110

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	16.67	7.69	*	75.00	92.31	*	8.33	0.00	*	12	13
1	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11
2	25.00	*	*	41.67	*	*	33.33	*	*	12	*	*
3	0.00	*	*	27.27	*	*	72.73	*	*	11	*	*
4	0.00	0.00	*	83.33	69.23	*	16.67	30.77	*	12	13	*
5	*	*	7.14	*	*	71.43	*	*	21.43	*	*	14
6	0.00	12.50	0.00	63.64	43.75	15.38	36.36	43.75	84.62	11	16	13
7	*	15.38	0.00	*	30.77	38.46	*	53.85	61.54	*	13	13
8	*	7.69	11.76	*	38.46	35.29	*	53.85	52.94	*	13	17
All Grades	10.47	8.74	4.55	52.33	54.37	54.55	37.21	36.89	40.91	86	103	110

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	50.00	84.62	*	50.00	15.38	*	0.00	0.00	*	12	13
1	*	*	9.09	*	*	90.91	*	*	0.00	*	*	11
2	8.33	*	*	66.67	*	*	25.00	*	*	12	*	*
3	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
4	0.00	0.00	*	91.67	100.00	*	8.33	0.00	*	12	13	*
5	*	*	7.14	*	*	85.71	*	*	7.14	*	*	14
6	27.27	6.25	23.08	72.73	93.75	53.85	0.00	0.00	23.08	11	16	13
7	*	15.38	7.69	*	69.23	84.62	*	15.38	7.69	*	13	13
8	*	7.69	0.00	*	46.15	82.35	*	46.15	17.65	*	13	17
All Grades	8.14	14.56	19.09	79.07	74.76	71.82	12.79	10.68	9.09	86	103	110

Conclusions based on this data:

1. Most students are scoring in the area of Level 2 and Level 3 on the ELPAC. We have seen an overall decrease of percentage of EL students making progress which shows a greater need for ELD professional development and support.
2. Written language continues to be a challenge for EL students based on ELPAC results. 58% of students fell in the Level 1 or level 2 categories. It continues to be the lowest performing area for English Learners on the ELPAC test indicating a need for continued development in literacy skills.
3. Of the 4 domains, reading demonstrated the greatest need with almost 41% of students at the Beginning level again demonstrating a need to focus EL instruction on literacy, reading and writing.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
534	43.4	20.4	0.2
Total Number of Students enrolled in Gladys Poet-Christian School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	109	20.4
Foster Youth	1	0.2
Homeless	9	1.7
Socioeconomically Disadvantaged	232	43.4
Students with Disabilities	86	16.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	7.9
Asian	61	11.4
Filipino	21	3.9
Hispanic	276	51.7
Two or More Races	30	5.6
Pacific Islander	1	0.2
White	103	19.3

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 43.4% of the school population. Additionally, the English Learner population has increased

over the last several years to represent approximately 20% of the school population. The changing demographics necessitate the school evolve with the changing community and provide additional interventions and supports.

2. Our demographic percentages/amounts from 2022 to 2023 overall have remained steady with the largest growth in the Hispanic category and the largest decline in the white category. The Hispanic population makes up just over 50% of the school population and Spanish is the most common language of English Learner students.
3. With the addition of two SDC classrooms in the last two years, the number of students with disabilities has almost doubled creating a need to provide a more inclusive school environment.

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. There has been an increase in Math while English Language Arts maintained. There has been a slight decline in the progress of the English Learners.
2. Although improving, Chronic absenteeism has continued to be an area of concern for the 2022-2023 school year.
3. Student Suspension rates increased slightly from the 2021-22 school year to the 22-23 school year.

School and Student Performance Data

Academic Performance English Language Arts

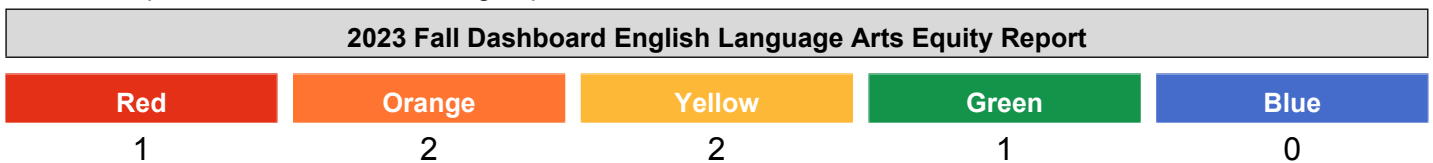
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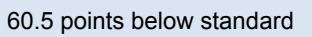


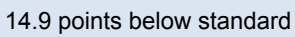

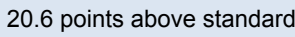
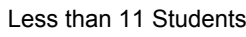

This section provides number of student groups in each level.



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

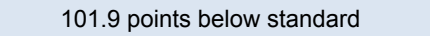
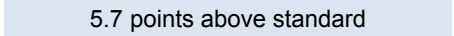
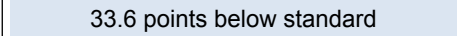
2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 37.7 points below standard Maintained -1 points 369 Students	 Yellow 66 points below standard Increased +5.1 points 96 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 9 Students	 Yellow 68.4 points below standard Increased +7.2 points 153 Students	 Red 117.3 points below standard Maintained -1.4 points 71 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>60.5 points below standard</p> <p>Decreased -8 points</p> <p>23 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	 <p>Green</p> <p>1.4 points above standard</p> <p>Increased +11.5 points</p> <p>43 Students</p>	 <p>14.9 points below standard</p> <p>Decreased Significantly - 26.7 points</p> <p>13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>54 points below standard</p> <p>Maintained +2 points</p> <p>197 Students</p>	 <p>20.6 points above standard</p> <p>Decreased -7.1 points</p> <p>18 Students</p>	 <p>Less than 11 Students</p> <p>1 Student</p>	 <p>Orange</p> <p>27.1 points below standard</p> <p>Decreased -10.9 points</p> <p>74 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
 <p>101.9 points below standard</p> <p>Increased +4.9 points</p> <p>64 Students</p>	 <p>5.7 points above standard</p> <p>Increased +11.1 points</p> <p>32 Students</p>	 <p>33.6 points below standard</p> <p>Decreased -7.8 points</p> <p>243 Students</p>

Conclusions based on this data:

1. Our Special Education student population performed significantly below standard while our English Learners and Socioeconomically Disadvantaged students increased from the prior year.
2. Our African American and Hispanic student population performed at more than 50 points below the standard. Our student population of Two or More Races and White performed more than 20 points below the standard. Our Filipino student population performed approximately 15 points below the standard, and our Asian population finished 1 point above the standard.
3. Our Reclassified English Learners performed approximately 5 points above standard whereas our English Learner population performed significantly below standard at more than 100 points below standard.

School and Student Performance Data

Academic Performance Mathematics

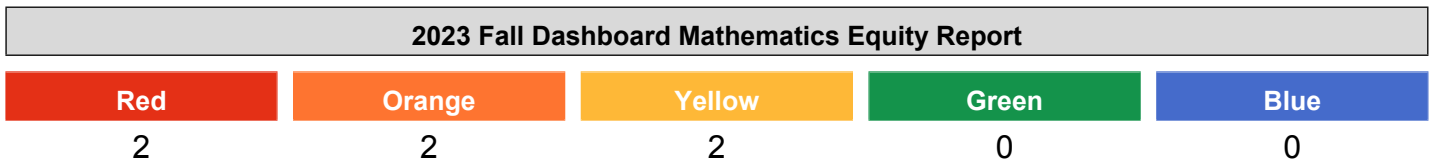
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 74.6 points below standard Increased +7.1 points 366 Students	English Learners Red 113.7 points below standard Maintained -0.6 points 95 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged Orange 109.5 points below standard Increased Significantly +15.2 points 151 Students	Students with Disabilities Red 148.6 points below standard Maintained +2.7 points 72 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>111.4 points below standard</p> <p>Decreased Significantly - 19.6 points</p> <p>23 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Yellow</p> <p>29.9 points below standard</p> <p>Increased +9.3 points</p> <p>43 Students</p>	<p>45.1 points below standard</p> <p>Decreased Significantly - 24.1 points</p> <p>13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>95.4 points below standard</p> <p>Increased +13.6 points</p> <p>196 Students</p>	<p>39.8 points below standard</p> <p>Decreased -11.8 points</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Yellow</p> <p>46.9 points below standard</p> <p>Increased +6 points</p> <p>72 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>146.1 points below standard</p> <p>Increased +4.6 points</p> <p>63 Students</p>	<p>49.9 points below standard</p> <p>Decreased -6.3 points</p> <p>32 Students</p>	<p>62.6 points below standard</p> <p>Increased +7.5 points</p> <p>241 Students</p>

Conclusions based on this data:

- Our EL, Socio-Economically Disadvantaged, Special Education, African American, and Hispanic student population performed significantly below standard, however, our Hispanic population did increase from the prior year. Our Socio-Economically Disadvantaged student population increased significantly from the prior year.
- Our student population of Two or More Races performed more than 35 points below the standard. Our White student population performed approximately 50 points below the standard, our Asian population finished approximately 30 points below the standard and our Filipino student population finished approximately 25 points below the standard.
- Our student population as a whole demonstrated an increase from prior year by approximately 7 points.

School and Student Performance Data

Academic Performance English Learner Progress

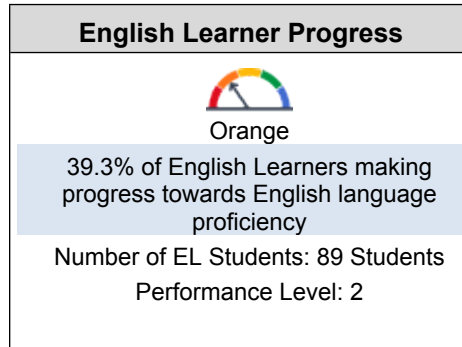
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
23	30	1	34

Conclusions based on this data:

1. The Academic Performance level of our English Learner Progress is in the Low Range with approximately 39% of English Learners making progress toward English Language Proficiency and an additional 34% maintaining it.
2. This demonstrated a decrease of 7.3% from the year prior which placed the school in the Declined column of the low level.
3. The number of EL students remained static from the 2022 ELPAC test to the 2023 ELPAC test

School and Student Performance Data

Academic Engagement Chronic Absenteeism

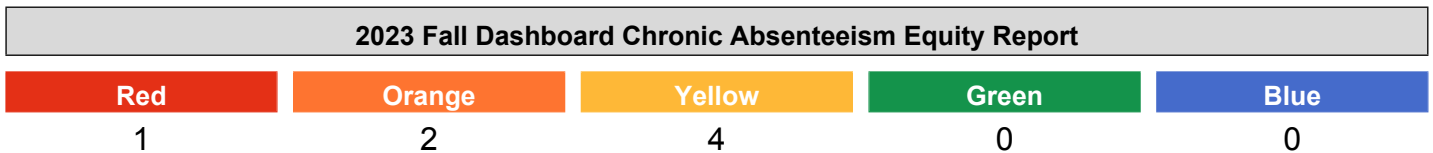
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>19.1% Chronically Absent</p> <p>Declined Significantly -8.5</p> <p>565 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>10.4% Chronically Absent</p> <p>Declined -17</p> <p>125 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>25% Chronically Absent</p> <p>Declined -41.7</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>25.9% Chronically Absent</p> <p>Declined Significantly -12.6</p> <p>255 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>28.3% Chronically Absent</p> <p>Declined -3.7</p> <p>106 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 26.1% Chronically Absent Increased 1.8 46 Students	 No Performance Color 0 Students	 Yellow 14.3% Chronically Absent Declined -3.9 70 Students	19% Chronically Absent Increased 3.3 21 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.2% Chronically Absent Declined Significantly -13.1 286 Students	16.1% Chronically Absent Declined -5.3 31 Students	Less than 11 Students 1 Student	 Orange 22.7% Chronically Absent Declined -4.2 110 Students

Conclusions based on this data:

- Overall Chronic Absenteeism decreased over the previous year and is in the high rating, measuring in at 19.1% of our student population recorded being chronically absent from school for the 2022-2023 school year. Students are considered chronically absent when missing 10 percent or more of the instructional days that they are enrolled.
- Socioeconomically Disadvantaged Students and Students with Disabilities reported being rated in the very high category for chronic absenteeism.
- African American and White student subgroups were in the very high rating, while the Hispanic, Asian, and English Learner student subgroups were in the high rating.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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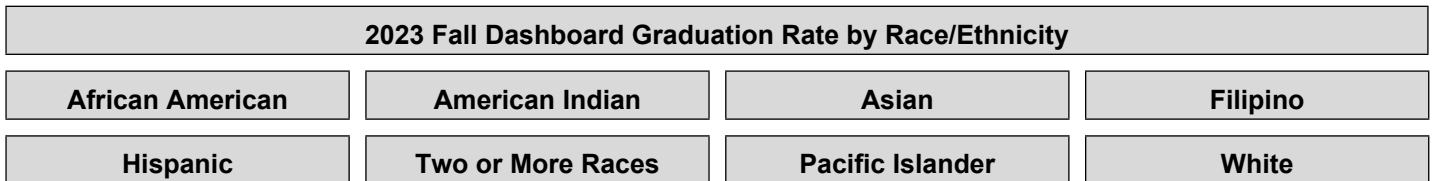
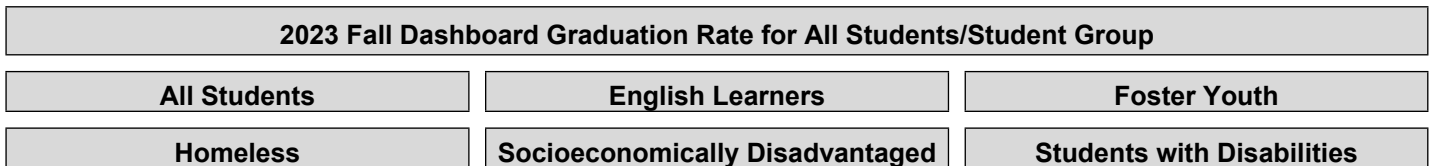
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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

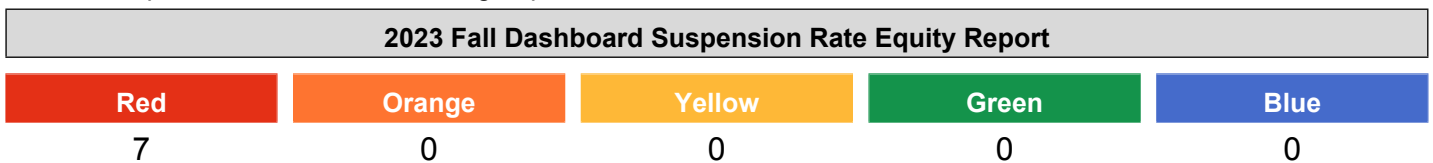
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>10.6% suspended at least one day</p> <p>Increased Significantly 2.6</p> <p>574 Students</p>	<p>English Learners</p> <p>Red</p> <p>10.2% suspended at least one day</p> <p>Increased 1.8</p> <p>127 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>12.5% suspended at least one day</p> <p>Increased 6.3</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>15.3% suspended at least one day</p> <p>Increased Significantly 2.9</p> <p>261 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>25.2% suspended at least one day</p> <p>Increased 3.6</p> <p>107 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 21.7% suspended at least one day Increased 7.5 46 Students	 No Performance Color 0 Students	 Red 6.9% suspended at least one day Increased 2.5 72 Students	0% suspended at least one day Declined -5.3 21 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 10.7% suspended at least one day Increased Significantly 2.4 290 Students	9.7% suspended at least one day Increased 2.8 31 Students	Less than 11 Students 1 Student	 Red 10.6% suspended at least one day Increased 3.7 113 Students

Conclusions based on this data:

1. The overall suspension rate is very high with 10.6% of students suspended at least one day.
2. The overall suspension rate is very high in all subgroups with the exception of the Filipino student population which had no suspensions. The student with disabilities and the African American student population saw double the suspension rate of the school as a whole.
3. The overall suspension rate is very high for the school. However, Poet-Christian is a TK-8 school and while California acknowledges a difference in suspension rates for Elementary Schools and Middle Schools with their measuring system, they do not account for TK-8 schools. We are an elementary school with a middle school and therefore the current measuring system is skewed significantly since many of our suspensions are from the middle school.

Goals, Strategies, & Proposed Expenditures

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

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

High percentages of student subgroups continue to perform below standard in ELA and Math including Hispanic, African American, English Learner, Socioeconomically Disadvantaged, and White subgroups.

- Increase the number of English Language Learners reclassifying as English Proficient
- Increase the number of students making progress in reading
- Increase rigor in all classrooms using the Center for Model Schools Rigor Rubric
- Increase overall proficiency of 3rd-8th graders on SBAC performance

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Scores	2022-23 Data for 3rd-8th grade % of Standard Exceeded = 11.46% % of Standard Met = 22.92% % of Standard Nearly Met = 27.08% % of Standard Not Met = 38.54%	Increase the percentage of students meeting or exceeding standards by 3%.
Math CAASPP Scores	2022-23 Data for 3rd-8th grade % of Standard Exceeded = 7.87% % of Standard Met = 16.80% % of Standard Nearly Met = 26.51% % of Standard Not Met = 48.82%	Increase the percentage of students meeting or exceeding standards by 3%.
FastBridge Reading	% in college pathways = 19% % in low-risk = 28% % in some risk = 27% % 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		end of year FastBridge Assessments.
FastBridge Math	% in college pathways = 17% % in low-risk = 29% % in some risk = 32% % in high risk = 22%	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.	39.3%	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 - Close the achievement gap by preparing students for college readiness and success in a global society. Continue implementing AVID from 3rd through 8th grade for all students.

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)

0

LCFF

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

Support EL students with additional resources to address academic needs.

- EL Paraprofessionals to provide intervention and support in class and outside of class for all EL students

- Provide planning time to teachers to provide additional support to EL students
- Provide EL materials and supplemental programs to support EL students in the classroom

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)
23854	LCFF - Supplemental
7500	LCFF - Supplemental
14609	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At-Risk Students, EL Students

Strategy/Activity

Hold Coordination of Services Team (C.O.S.T.) Intervention meetings to identify students and to create flexible intervention plans for improvement. Hold SST meetings with parents and staff and provide additional support through tier 2 intervention.

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)
1500	LCFF - Supplemental
0	LCFF

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 (academically, socially emotionally, and behaviorally), Special Education Students, EL Students

Strategy/Activity

Hold IEP/SST/504 meetings with parents and staff to provide support for at-risk students and provide additional resources to meet indentified needs.

- Teachers will identify students that are potential candidates for Tier III services and complete a documented and administrator approved TUSD SST Intervention plan in which administration closely monitors through conferencing with the teacher.
- SST meetings held for students not making progress/not meeting goals on their intervention plans.

- Intervention Paraprofessional to provide academic intervention and support for at-risk students
- Parent and community outreach

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)
4500	Title I
23854	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 for 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)
1000	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

Provide materials and supplies to support instruction including: Copy Paper, Materials, Classroom Supplies and Postage for communication with parents.

- Supplies for teacher classroom

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)
16030	LCFF

3122	Title I
7500	LCFF

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)
7190	LCFF
4000	Title I

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, toner cartridges 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)
2500	LCFF

Annual Review

SPSA Year Reviewed: 2023-24

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.

Our 2022-2023 CAASPP results showed an improvement in Math with a 2.3% increase in meeting or exceeding standards. Our 2022-2023 CAASPP results showed a decline in ELA with a 1.6% decrease in meeting and exceeding standards. During the 2023-24 school year, we have continued our work using the Rigor, Relevance, and Relationship, Center for Model Schools consultant focusing on Rigor to improve our teaching practice while improving student learning outcomes. In the previous 2022-2023 school year, 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. During the 2023-2024 school year with the focus on Rigor, students are expected to improve overall performance on FastBridge and CAASPP assessment.

After year three of our AdvenceSTEM we have recognized a higher level of hands-on, higher-level thinking activities. Students are excited and engaged with the project-based learning activities that are embedded in our STEM units. The site ILT team has been extremely supportive to the collective staff. In 2023-2024 our ILT team utilized ERM time to present STEM Modules while conducting smaller breakout sessions to support the overall development of highly effective 5E lessons, i.e. Engage, Explore, Explain, Evaluate and Elaborate. Administration submitted timely constructive feedback at the conclusion of each STEM CIR observation. Administration utilized the Center for Model Schools Rigor rubric to determine levels of student questioning and engagement. Continued full implementation of Advanced STEM will be a major area of focus for the 2024-25 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 are no major differences between the intended implementation and budget expenditures for the school year.

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.

Slight changes will be made to the goals, activities/strategies, outcomes, or metrics. There will be a continued emphasis on identifying achievement gaps amongst student subgroups while providing equitable support and services to address achievement deficits especially as we receive state testing results from the current school year later in the 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

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Indicator: Suspension Rate	10.6% of all students suspended at least on day	Less than 5%
Increase the number of parents participating in Open House / Back to School Night	Back to School Night attendance was approximately 60%. Open House attendance rate was 75%.	At least 75% Parent Attendance for 2024-25 Back to School Night and Open House.
CA School Dashboard Indicator: Chronic Absenteeism	19.1% of all students chronically absent 10% or more days of instructional of which they are enrolled.	Less than 15%
Increase the number of parents participating in Middle School Parent Conferences	Approximately 40% attendance rate	Increase to at least 50%
Parent Safety Approval - LCAP Survey	88.08% in 2023-24	Increase to at least 90%
Student Safety Approval - LCAP Survey	83.96% in 2023-24	Increase to at least 86%
Parent Climate Approval - LCAP Survey	88.19% in 2023-24	Increase to at least 90%
Student Climate Approval - LCAP Survey	86.77% in 2023-24	Increase to at least 89%

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 and Safe Environment Support - materials to support Extra Curricular activities including sports, music, clubs, and student wellness center.

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

Strategy/Activity 2

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 and Safe Environment Support - Provide school wide assemblies during the year related to anti-bullying, character, and motivation to achieve

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)

6000

Source(s)

Title I

Strategy/Activity 3

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 and Safe Environment Support - Provide additional support for teachers and office during special school activities

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)

4500

Source(s)

LCFF

Strategy/Activity 4

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 and Safe Environment Support - Parent outreach and communication

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)

473

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2023-24

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 and families are very pleased with the school, education, and climate. Parent Approval rating for the School Climate was 88.19% and student approval rating was 86.77%. The suspension rate for the 2022-23 school year was 10.6%. The suspension rate for 2023-24 school year saw a decrease in the number of suspensions. Student behavior and discipline continue to be major area of concern. While positive student acclimation has been observed, many students continue to show struggles maintaining social boundaries while respecting others, socializing with other students in positive and productive manner, and remaining focused on learning in class. Due the observed challenges, we have developed a student wellness room and have organized multiple support groups through tier II and tier III counseling. 2023-2024 showed signs that students still have not recovered completely from the major impacts that the pandemic year had on education in regards to academic achievement and student behavior.

The staff development buy-back day focusing on relationships and positive student discipline had a positive impact on staff members who attended. Throughout the course of the 2023-2024 school year, there has been a noticeable increase in student engagement and achievement as measured by grades, assessments and teacher feedback. Efforts need to continue in the 2024-2025 school year in order to continue the increase in student engagement and achievement. In 2023-2024 the rate of suspensions did go down. The suspension rate remains relatively high despite the efforts with relationship building but is moving in a positive direction. We will need to continue our efforts with Tier II and Tier III counseling support, small group support, access to wellness center, conflict resolution, etc. to reduce suspensions in the 2024-2025 school year.

There were many community building PTSA activities during the 2023-24 school year. Parents have been able to volunteer in classrooms and at school and this had a positive impact on the connection between families and the school. In the Fall and Spring, there were activities that allowed parents to come onto campus and that had a positive impact on students, teachers, and parents. Parents are cleared to volunteer on campus, there were large numbers of parents working in classes, helping at school, and chaperoning fieldtrips. This had a positive impact on students, teachers, and increased productivity in the classrooms. Continued emphasis on hosting community building events and activities in 2024-25 will be necessary to continue to improve student achievement outcomes including academic and social-emotional growth.

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

The addition of extra-curricular sports, after school music programs, and access to the wellness center continue provide positive outlets allowing students to release stress appropriately.

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

We will continue to focus on strategies, programs, and activities to increase student engagement and overall academic and social-emotional growth. There will be a continued focus on supporting students and building/fostering a positive and safe school culture for the 2024-25 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

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

Identified Need

Tracy Unified School District completed year 3 of the AdvanceSTEM Grant. One of the identified measures for success is the Center for Model Schools Rigor Rubric with regards to Student engagement, academic discussions, and thoughtful work. Students and teachers require continued support with engaging students in learning, promoting deeper levels of academic discussions and thoughtful work.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall ELA Scores - 2023 CAASPP Data	34.38% met or exceeded standard	Increase 3% met or exceeded
Reading Scores - 2023 CAASPP Data	9.38% Above; 60.94% Near; 29.69% Below	Increase by 3% Above and Near
Writing Scores - 2023 CAASPP Data	11.46% Above; 52.08% Near; 36.46% Below	Increase by 3% Above and Near
Overall Math Scores - 2023 CAASPP Data	24.67% met or exceeded standard	Increase by 3% met or exceeded
Math - Communicating Reasoning - 2023 CAASPP Data	7.35% Above; 58.27% Near; 34.38% Below	Increase by 3% Above and Near
Math - Problem Solving & Data Analysis - 2023 CAASPP Data	8.14% Above; 52.49% Near; 39.37% Below	Increase by 3% 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 (At-Risk students and EL students focused)

Strategy/Activity

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

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)
2996	LCFF - Supplemental
2004	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students (At-Risk students and EL students focused)

Strategy/Activity

Provide opportunities for additional professional development through conferences to teachers and admin to support student's academic achievement.

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)
12511	Title I
2787	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

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 2023-24 school year revealed a great need for us to continue to support both the academic and social emotional student learning of our students. STEM implementation has built in project-based learning opportunities which in-turn has created a positive learning environment for our students to continue academic and social-emotional growth while encouraging student engagement in the process. Thus enhancing student connectivity in the classroom.

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 and that is to provide teachers time to collaborate in grade level teams and plan outside of school hours to support students learning (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

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

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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)
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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

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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)
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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	\$149,430.00

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 (\$)
Title I	\$47,219.00

Subtotal of additional federal funds included for this school: \$47,219.00

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

State or Local Programs	Allocation (\$)
LCFF	\$38,720.00
LCFF - Supplemental	\$63,491.00

Subtotal of state or local funds included for this school: \$102,211.00

Total of federal, state, and/or local funds for this school: \$149,430.00

School Site Council Membership

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

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

Name of Members	Role
Albert Strong	Principal
Kris Golden	Classroom Teacher
Analisse Berger	Classroom Teacher
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
Tabitha Monk	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 April 23, 2024.

Attested:



Principal, Albert Strong on April 23, 2024



SSC Chairperson, Kris Golden on April 23, 2024

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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