



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Portal Elementary School	30647666020127	April 18, 2024	May 6, 2024

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

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

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

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

This plan is being used by El Portal Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- El Portal operates a schoolwide program (SWP)

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

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Plan Description

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

This plan is being used by El Portal Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

El Portal operates a schoolwide program (SWP)

El Portal's School Plan for Student Achievement is written to align and support the Lowell Joint School District's three LCAP goals: Goal 1 - All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes. Goal 2 - Early Literacy. Goal 3 - Modernization and Maintenance of Facilities. Goal 4- In order to meet the unique academic, behavioral, and social-emotional needs of all students, a Multi-Tiered System of Support (MTSS) will continue to be expanded and refined. Goal 5- Enrichment and 21st Century Skill Development. El Portal's specific goals address creating an environment that supports academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

Educational Partner Involvement

How, when, and with whom did El Portal Elementary 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

Collaborating on the 2024-2025 SPSA, El Portal took the following steps:

Parents and staff reviewed and discussed actions and progress on the 2023-2024 goals at School Site Council (SSC) meetings with feedback from the English Language Advisory Committee (ELAC), PTA meetings, meetings with the Leadership Team, and staff meetings.

We reviewed information on the California Dashboard to see which areas are still in need of improvement. All areas in Low or Very Low (orange or red) will be specifically addressed and monitored.

We discussed and reviewed the input from the 2024 LCAP Parent Survey. Teachers were also surveyed as to what the are current needs of El Portal.

With the help of the El Portal educational partners, the 2024-2025 SPSA goals and action steps were created.

Resource Inequities

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

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

Not applicable, no inequities were identified

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic absenteeism

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

Suspension rate: English learners, Students with disabilities, white, 2 or more races, ELA- English learners, Math-English learners

Other Needs

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

Through family and staff surveys, it has been identified that self-regulation and socio-emotional learning is an area of need for our students. With increasing cases of students facing challenges as far as regulating emotions, it has affected the school setting and as a school, we would like to focus efforts and resources towards building capacity for problems solving in students.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.21%	0.2%	2	1	1
African American	1.0%	1.04%	0.82%	5	5	4
Asian	4.3%	4.98%	6.15%	22	24	30
Filipino	1.8%	1.24%	1.02%	9	6	5
Hispanic/Latino	64.7%	64.94%	66.6%	332	313	325
Pacific Islander	%	%	0%			0
White	21.8%	21.16%	19.06%	112	102	93
Multiple/No Response	2.5%	3.32%	3.28%	13	16	16
Total Enrollment				513	482	488

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	67	76
Grade 1	62	57	62
Grade 2	71	56	61
Grade3	89	71	55
Grade 4	77	86	74
Grade 5	85	70	95
Grade 6	66	75	65
Total Enrollment	513	482	488

Conclusions based on this data:

1. As a school community, El Portal needs to be aware of the cultural needs of various student groups that are struggling to achieve. El Portal will need to address these learning gaps in our school population.
2. We continue to maintain a culture of universal achievement, which benefits all students.
3. Our largest subgroups continue to be Hispanic and White students. Our school demographics mirror the city demographics.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)		58	67		12.0%	13.7%
Fluent English Proficient (FEP)		71	60		14.7%	12.3%

Conclusions based on this data:

1. Due to the supports in place for English Language Learners and our students being back on campus full time for 3 years now, we predict that our reclassification rate will go up in the 23-24 school year.
2. There has been an increase in English Language Learners this year, which increases the need for teachers to provide high quality designated and integrated English Language Development.
3. Our reclassification rate has increased due to the structures in place to track, instruct, and set goals with our English Language Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	84	71	54	84	71	53	84	71	53	100.0	100.0	98.1
Grade 4	68	87	73	66	87	71	66	87	71	97.1	100.0	97.3
Grade 5	78	66	92	76	65	92	76	65	92	97.4	98.5	100.0
Grade 6	65	76	66	65	74	64	65	74	64	100.0	97.4	97.0
All Grades	295	300	285	291	297	280	291	297	280	98.6	99.0	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2433.	2435.	2466.	29.76	26.76	37.74	22.62	25.35	33.96	28.57	26.76	20.75	19.05	21.13	7.55
Grade 4	2468.	2491.	2473.	27.27	34.48	29.58	16.67	31.03	21.13	27.27	19.54	23.94	28.79	14.94	25.35
Grade 5	2518.	2504.	2531.	28.95	26.15	31.52	28.95	24.62	34.78	18.42	23.08	16.30	23.68	26.15	17.39
Grade 6	2549.	2556.	2539.	24.62	35.14	28.13	33.85	28.38	31.25	18.46	20.27	21.88	23.08	16.22	18.75
All Grades	N/A	N/A	N/A	27.84	30.98	31.43	25.43	27.61	30.36	23.37	22.22	20.36	23.37	19.19	17.86

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	30.95	25.35	26.42	53.57	61.97	71.70	15.48	12.68	1.89
Grade 4	19.70	18.39	26.76	68.18	71.26	60.56	12.12	10.34	12.68
Grade 5	31.58	18.46	23.91	56.58	66.15	61.96	11.84	15.38	14.13
Grade 6	24.62	29.73	25.00	60.00	58.11	59.38	15.38	12.16	15.63
All Grades	27.15	22.90	25.36	59.11	64.65	62.86	13.75	12.46	11.79

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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	15.48	16.90	20.75	58.33	57.75	67.92	26.19	25.35	11.32
Grade 4	10.61	22.99	12.68	62.12	63.22	56.34	27.27	13.79	30.99
Grade 5	21.05	21.54	26.09	55.26	50.77	57.61	23.68	27.69	16.30
Grade 6	27.69	18.92	25.00	49.23	59.46	48.44	23.08	21.62	26.56
All Grades	18.56	20.20	21.43	56.36	58.25	57.14	25.09	21.55	21.43

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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	10.71	11.27	20.75	80.95	76.06	67.92	8.33	12.68	11.32
Grade 4	16.67	9.20	14.08	72.73	85.06	78.87	10.61	5.75	7.04
Grade 5	18.42	16.92	15.22	67.11	64.62	73.91	14.47	18.46	10.87
Grade 6	15.38	22.97	17.19	72.31	64.86	73.44	12.31	12.16	9.38
All Grades	15.12	14.81	16.43	73.54	73.40	73.93	11.34	11.78	9.64

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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	23.81	19.72	30.19	59.52	67.61	69.81	16.67	12.68	0.00
Grade 4	15.15	25.29	12.68	68.18	65.52	70.42	16.67	9.20	16.90
Grade 5	22.37	20.00	28.26	61.84	53.85	64.13	15.79	26.15	7.61
Grade 6	24.62	17.57	20.31	63.08	72.97	67.19	12.31	9.46	12.50
All Grades	21.65	20.88	22.86	62.89	65.32	67.50	15.46	13.80	9.64

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Conclusions based on this data:

1. The total percentage of students in grades 3-6 who scored at or above standards in ELA has increased. We believe this is due to our efforts to close the achievement gap since being back in school full time.
2. Even with increased achievement, significant in-class interventions must be put in place to help support student learning and growth of those who have declined.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	84	71	54	84	71	54	84	71	54	100.0	100.0	100.0
Grade 4	68	87	73	66	87	73	66	87	73	97.1	100.0	100.0
Grade 5	78	66	92	77	65	92	76	65	92	98.7	98.5	100.0
Grade 6	65	76	66	65	74	65	65	74	65	100.0	97.4	98.5
All Grades	295	300	285	292	297	284	291	297	284	99.0	99.0	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2435.	2463.	2468.	15.48	29.58	35.19	34.52	35.21	33.33	26.19	22.54	24.07	23.81	12.68	7.41
Grade 4	2465.	2489.	2498.	18.18	20.69	26.03	24.24	31.03	31.51	31.82	33.33	28.77	25.76	14.94	13.70
Grade 5	2488.	2509.	2511.	17.11	16.92	26.09	14.47	29.23	19.57	32.89	24.62	27.17	35.53	29.23	27.17
Grade 6	2526.	2539.	2554.	21.54	31.08	26.15	20.00	16.22	29.23	33.85	25.68	21.54	24.62	27.03	23.08
All Grades	N/A	N/A	N/A	17.87	24.58	27.82	23.71	27.95	27.46	30.93	26.94	25.70	27.49	20.54	19.01

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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	27.38	40.85	46.30	52.38	46.48	46.30	20.24	12.68	7.41
Grade 4	18.18	25.29	39.73	50.00	50.57	47.95	31.82	24.14	12.33
Grade 5	17.11	23.08	22.83	52.63	53.85	52.17	30.26	23.08	25.00
Grade 6	18.46	28.38	35.38	60.00	43.24	40.00	21.54	28.38	24.62
All Grades	20.62	29.29	34.51	53.61	48.48	47.18	25.77	22.22	18.31

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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	19.05	32.39	31.48	59.52	53.52	51.85	21.43	14.08	16.67
Grade 4	25.76	26.44	21.92	43.94	54.02	56.16	30.30	19.54	21.92
Grade 5	17.11	15.38	21.74	51.32	61.54	54.35	31.58	23.08	23.91
Grade 6	12.31	16.22	16.92	60.00	54.05	63.08	27.69	29.73	20.00
All Grades	18.56	22.90	22.54	53.95	55.56	56.34	27.49	21.55	21.13

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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	21.43	36.62	33.33	66.67	52.11	61.11	11.90	11.27	5.56
Grade 4	18.18	25.29	26.03	57.58	57.47	56.16	24.24	17.24	17.81
Grade 5	10.53	10.77	17.39	60.53	70.77	63.04	28.95	18.46	19.57
Grade 6	15.38	28.38	29.23	66.15	59.46	46.15	18.46	12.16	24.62
All Grades	16.49	25.59	25.35	62.89	59.60	57.04	20.62	14.81	17.61

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Conclusions based on this data:

1. The percentage of students above standards has increased in most grade levels and categories. We believe this is due to increased in class instruction and the data tracking of iReady lessons.
2. The percentage of students not meeting standard has steadily decreased over 3 years. We believe this is in large part to the interventions put in place for our struggling learners.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1450.3	1410.4	1431.8	1448.3	1426.1	1441.1	1454.6	1373.8	1409.9	18	16	16
1	*	1461.3	*	*	1465.9	*	*	1456.1	*	9	12	10
2	*	*	1458.8	*	*	1447.8	*	*	1469.5	7	7	12
3	1503.6	*	*	1502.4	*	*	1504.3	*	*	12	7	8
4	*	*	*	*	*	*	*	*	*	5	8	10
5	*	*	*	*	*	*	*	*	*	*	5	10
6	*	*	*	*	*	*	*	*	*	7	*	5
All Grades										60	56	71

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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	22.22	6.25	25.00	44.44	12.50	31.25	27.78	68.75	12.50	5.56	12.50	31.25	18	16	16
1	*	8.33	*	*	41.67	*	*	50.00	*	*	0.00	*	*	12	*
2	*	*	0.00	*	*	41.67	*	*	41.67	*	*	16.67	*	*	12
3	25.00	*	*	25.00	*	*	33.33	*	*	16.67	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	8.93	19.72	45.00	37.50	43.66	30.00	44.64	18.31	8.33	8.93	18.31	60	56	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	11.11	12.50	31.25	72.22	18.75	31.25	16.67	62.50	6.25	0.00	6.25	31.25	18	16	16
1	*	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12	*
2	*	*	0.00	*	*	33.33	*	*	50.00	*	*	16.67	*	*	12
3	41.67	*	*	25.00	*	*	16.67	*	*	16.67	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.67	21.43	38.03	45.00	41.07	26.76	18.33	32.14	14.08	5.00	5.36	21.13	60	56	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	27.78	0.00	12.50	16.67	6.25	18.75	44.44	75.00	56.25	11.11	18.75	12.50	18	16	16
1	*	8.33	*	*	41.67	*	*	25.00	*	*	25.00	*	*	12	*
2	*	*	0.00	*	*	33.33	*	*	58.33	*	*	8.33	*	*	12
3	16.67	*	*	25.00	*	*	58.33	*	*	0.00	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	3.57	11.27	26.67	25.00	30.99	45.00	51.79	43.66	11.67	19.64	14.08	60	56	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	33.33	12.50	37.50	66.67	81.25	31.25	0.00	6.25	31.25	18	16	16
1	*	16.67	*	*	83.33	*	*	0.00	*	*	12	*
2	*	*	16.67	*	*	66.67	*	*	16.67	*	*	12
3	41.67	*	*	58.33	*	*	0.00	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	26.79	38.03	65.00	69.64	43.66	1.67	3.57	18.31	60	56	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	16.67	6.25	31.25	66.67	75.00	37.50	16.67	18.75	31.25	18	16	16
1	*	16.67	*	*	66.67	*	*	16.67	*	*	12	*
2	*	*	16.67	*	*	66.67	*	*	16.67	*	*	12
3	33.33	*	*	50.00	*	*	16.67	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.00	19.64	39.44	50.00	66.07	40.85	15.00	14.29	19.72	60	56	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	22.22	0.00	18.75	72.22	87.50	68.75	5.56	12.50	12.50	18	16	16
1	*	33.33	*	*	41.67	*	*	25.00	*	*	12	*
2	*	*	0.00	*	*	75.00	*	*	25.00	*	*	12
3	8.33	*	*	58.33	*	*	33.33	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.00	12.50	16.90	60.00	66.07	63.38	25.00	21.43	19.72	60	56	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	6.25	31.25	33.33	68.75	43.75	16.67	25.00	25.00	18	16	16
1	*	0.00	*	*	91.67	*	*	8.33	*	*	12	*
2	*	*	25.00	*	*	66.67	*	*	8.33	*	*	12
3	16.67	*	*	83.33	*	*	0.00	*	*	12	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.33	10.71	21.13	66.67	75.00	63.38	10.00	14.29	15.49	60	56	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The percentage of students with a 3 or a 4 in overall language has increased. This may be due to the primary grades and their extensive work and implementation on the Science of Reading over the last 3 years.
2. Student scores have increased in each domain. English learners have received significant interventions in phonics and phonemic awareness in the primary grades and targeted reading and language instruction in the upper grades.

School and Student Performance Data

California School Dashboard 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
488	60.5	13.7	0.8
Total Number of Students enrolled in El Portal Elementary 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	67	13.7
Foster Youth	4	0.8
Homeless	3	0.6
Socioeconomically Disadvantaged	295	60.5
Students with Disabilities	60	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8
American Indian	1	0.2
Asian	30	6.1
Filipino	5	1
Hispanic	325	66.6
Two or More Races	16	3.3
White	93	19.1

Conclusions based on this data:

1. Our largest subgroup is SED students. We need to continue to provide a culture of universal achievement through our No Excuses University practices and culture and opportunities through QUEST to help support student engagement and attendance.
2. EL students make up 13.7% of the population. Teachers should continue to provide the 30 minutes of designated ELD instruction to help support the reclassification rate. We need to increase opportunities for teachers to have access to quality PD in ELD so that they can provide quality instruction.

School and Student Performance Data

Overall Performance

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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 Green	Chronic Absenteeism Red	Suspension Rate Green
Mathematics Green		
English Learner Progress Blue		

Conclusions based on this data:

1. English learner progress moved to blue due to significant language progress. These students performed well on the ELPAC. However, this subgroup did not show growth in ELA or Math on the CAASPP, which means they need continued interventions.
2. Overall academic areas in ELA and Math continue to show high level of growth and performance in green.

3. Chronically absent rates have increased from orange to red with a growing number of students missing more than 10% of school.

School and Student Performance Data

Academic Performance English Language Arts

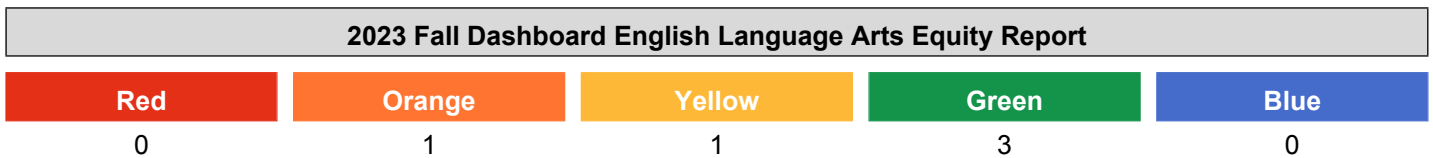
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This section provides number of student groups in each level.



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  Green 19.3 points above standard Increased +5.9 points 278 Students	English Learners  Orange 29.4 points below standard Decreased -4 points 43 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Green 1.1 points below standard Increased +4.1 points 160 Students	Students with Disabilities  Yellow 27.6 points below standard Increased Significantly +36.3 points 34 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	65.8 points above standard Increased +5.6 points 13 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.5 points above standard Increased +8.1 points 189 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	 Green 38.9 points above standard Maintained -2.7 points 52 Students

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
78.2 points below standard Decreased -5.1 points 20 Students	13 points above standard Increased Significantly +23.1 points 23 Students	28.4 points above standard Increased +6.5 points 199 Students

Conclusions based on this data:

1. EL students have decreased in ELA scores which shows a need for increased language intervention. However, our RFEP students increased significantly and are now 13 points above the standard.
2. SED students have shown an increase in ELA scores and are now in the green on the dashboard.
3. Students with Disabilities falls within the yellow, but have significantly increased by 36 points.

School and Student Performance Data

Academic Performance Mathematics

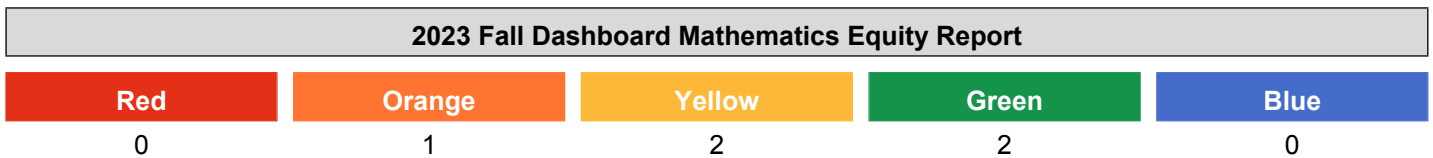
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This section provides number of student groups in each level.



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  Green 7.1 points above standard Increased +6.3 points 278 Students	English Learners  Orange 41.9 points below standard Decreased -6.5 points 43 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Yellow 15.7 points below standard Maintained +2.3 points 160 Students	Students with Disabilities  Yellow 35.3 points below standard Increased Significantly +32.4 points 34 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	52.6 points above standard Increased Significantly +23.9 points 13 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 7 points below standard Increased +5.8 points 189 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	 Green 25.5 points above standard Decreased -6.5 points 52 Students

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
66.1 points below standard Decreased -13.4 points 20 Students	20.9 points below standard Increased +9 points 23 Students	19.5 points above standard Increased +7.3 points 199 Students

Conclusions based on this data:

1. Students with disabilities showed a significant increase in math scores with an increase of 32.4 points.
2. All students are in the green with 7.1 points above standard and increased from last year. This may be due to leveling groups for math.
3. ELs, SED, and SWD are still below the standard. This calls for a need of basic math skills to increase. An addition of a math fact program will be added this year.

School and Student Performance Data

Academic Performance English Learner Progress

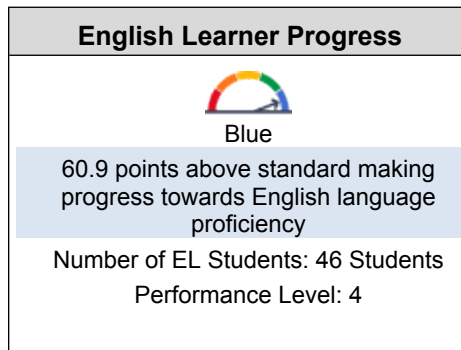
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
6	12	0	28

Conclusions based on this data:

1. EL students showed excellent growth in language acquisition with 60% of ELs progressing at least one ELPI level.
2. EL students showed an increase in chronic absenteeism by 10%.
3. EL students decreased scores in both ELA and math by 6 points. Although this subgroup is showing growth in language acquisition, they are not showing the performance in ELA and math assessments.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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







This section provides 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		
All Students	English Learners	Foster Youth
 Red 17.7% Chronically Absent Increased Significantly 5.2 508 Students	 Orange 14.7% Chronically Absent Increased 10 75 Students	Less than 11 Students 6 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 4 Students	 Red 22.1% Chronically Absent Increased Significantly 5.8 307 Students	 Red 25% Chronically Absent Increased 5 84 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	3% Chronically Absent Declined -9 33 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 20.9% Chronically Absent Increased Significantly 5.7 335 Students	 Red 21.9% Chronically Absent Increased 9.8 32 Students	 No Performance Color 0 Students	 Orange 12.4% Chronically Absent Increased 6.7 97 Students

Conclusions based on this data:

1. Our students with disabilities and Socio-Economically Disadvantaged students have the highest percentage of chronic absenteeism.
2. Increased communication will be shared with families as to the importance of attendance.
3. All subgroups increased in the area of chronic absenteeism. This is a school-wide challenge.

School and Student Performance Data

Conditions & Climate Suspension Rate

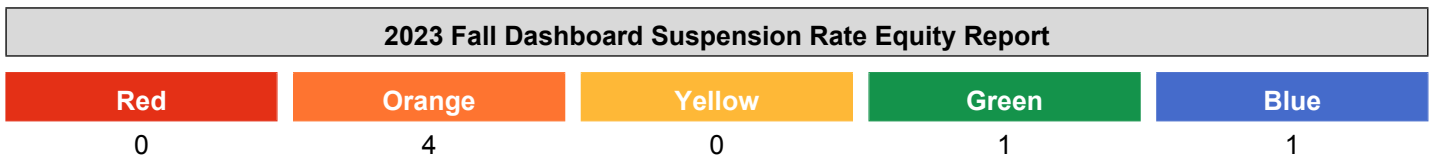
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides 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												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.5% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1 519 Students</td> </tr> </tbody> </table>	All Students	 Green	1.5% suspended at least one day	Declined Significantly -1 519 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.3% suspended at least one day</td> </tr> <tr> <td>Increased 1.3 78 Students</td> </tr> </tbody> </table>	English Learners	 Orange	1.3% suspended at least one day	Increased 1.3 78 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 6 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 6 Students
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Homeless												
Less than 11 Students 6 Students												
Socioeconomically Disadvantaged												
 Green												
1.3% suspended at least one day												
Declined Significantly -1.7 315 Students												
Students with Disabilities												
 Orange												
3.5% suspended at least one day												
Increased 2.1 86 Students												

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 35 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.9% suspended at least one day Declined Significantly -2.1 341 Students	 Orange 3% suspended at least one day Increased 3 33 Students	 No Performance Color 0 Students	 Orange 4.1% suspended at least one day Increased 1.3 98 Students

Conclusions based on this data:

1. All students need to be provided with positive choices and outlets to keep their engagement and excitement about being at school and making positive choices.
2. Our partnership with No Excuses University focuses on good character and school climate, which should impact our suspension rate.
3. As a school, we need to look for ways that provide students with options to problem solve as well as to regulate their own emotions before they escalate to a level that is difficult to manage on their own.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Excellence in English/Language Arts and Math

By June 2025, EI Portal students will continue to demonstrate a high level of achievement and growth toward college and career readiness in both English Language Arts (ELA) and Math on annual CAASPP Smarter Balanced assessments, including any significant subgroups performing in "Orange" or "Red" status, as measured by annual California School Dashboard reports, as well as school-level assessment data, as listed below under the metric/indicator section.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

Guiding Goal:

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Identified Need

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

EI Portal has continued to implement the adopted Common Core Standards in order to prepare students for college and career. We will continue to support our students with intervention, rigor, and enrichment to maintain academic excellence.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard results in ELA	Green (High)	Green or Blue (or High to Very High)
CA Dashboard results in Math	Green (High)	Green or Blue (or High to Very High)
iReady Diagnostic Growth Reports	School-wide percentage toward attaining annual growth goals. As of January 2024, we have achieved 89% of expected growth in reading and 63% in math.	School-wide, we will achieve at least 100% or higher of annual growth goals by the end of the school year in reading and math, as determined by the program.
CAASPP ELA Baseline	62% of students met or exceeded standard (most recent data, Spring 2023)	According to No Excuse University "ALL students without exception, or Excuse, should be educated in a way that prepares them for college." Current Benchmark: 70% of students will meet or exceed standards.

CAASP Math Baseline	55% of students met or exceeded standard (most recent data, Spring 2023)	According to No Excuse University "ALL students without exception, or Excuse, should be educated in a way that prepares them for college." Current Benchmark: 70% of students will meet or exceed standards - Current scores appear low seemingly due to the impact of the pandemic.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Students will be given the iReady Diagnostic 3 times a year for progress monitoring.	All Students/EL students/SED	
1.2	Implement a schedule that allows for intervention (MTSS) throughout the instructional day in addition to our core program	All Students	38,000 Title I 1000-1999: Certificated Personnel Salaries Salary for intervention teacher to work with students and collaborate with teachers for ongoing progress monitoring.
1.3	Professional Learning Communities- A comprehensive scope and sequence will be developed and implemented for site PLC Mondays to support further development and collaboration around programs and practices, integration of technology to enhance learning, supporting struggling and special education students in general education classrooms, adult collaboration and development of collective expertise, and identification of practices and programs that are yielding strong academic results.	All Students	
1.4	Students will work with teachers to keep a personal data tracker document that gets sent home weekly to monitor student growth in ELA and math.	All Students	
1.5	Computer-assisted instruction programs in ELA and Math. Access to technology through programs such as: iReady (K-6), Formative, Lexia (TK-2), XtraMath (K-6), Khan Academy (4-6) and others to support academic achievement in ELA and Math.	Intervention/MTSS Groups/Tiers/SED	500 Title I 5000-5999: Services And Other Operating Expenditures XtraMath License 4500 District Funded 5000-5999: Services And Other Operating Expenditures iReady 500 Title I 5000-5999: Services And Other Operating Expenditures Reading A-Z for 3rd Grade Teachers 1500

			Title I 5000-5999: Services And Other Operating Expenditures Formative License 6988 District Funded 5000-5999: Services And Other Operating Expenditures District Technology Allocation 348 Title I 5000-5999: Services And Other Operating Expenditures Read Naturally Subscription
1.6	Students will use other supplemental texts during periods of intervention or in class to improve reading comprehension and academic vocabulary.	All Students	2000 Title I 4000-4999: Books And Supplies Cost for materials, novels, and scholastic magazines
1.7	Professional Development for staff, including administrators.	All Students	1000 Title I 1000-1999: Certificated Personnel Salaries Sub and teacher salaries for release 4000 Title I 5000-5999: Services And Other Operating Expenditures Training, conference fees , and other expenses related to professional development : CUE, Science of Reading, etc. 200 Title I 3000-3999: Employee Benefits For salaries listed above
1.8	Material and Supplies to support teacher created lessons and classroom instruction	All Students	1500 Title I 4000-4999: Books And Supplies Supplemental materials / curriculum across all subject areas to support academic achievements in reading, writing, and math
1.9	Intervention before and after school	Tier 2 and 3 students	7000 District Funded 1000-1999: Certificated Personnel Salaries LCFF before and after school intervention salaries. 1000 District Funded 2000-2999: Classified Personnel Salaries

			LCFF before and after school intervention salaries. 1000 District Funded 3000-3999: Employee Benefits Benefits for salaries listed above
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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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

EI Portal implements numerous strategies, actions, and programs to meet this goal. MTSS, effective classroom instruction, a focus on academics, before and after school intervention, computer-adaptive programs, professional development, and collaboration all contributed to the success of this goal. Official ELA and Math CAASPP results are not yet available for this school year. Based on January iReady benchmarks, the school is on-pace to meet the growth indicator.

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

None noted.

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.

Upon receiving CAASPP and Dashboard information, our school site council will determine if adjusting these goals is necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student and Family Engagement

EI Portal will increase the level of student engagement measured by daily attendance rate, chronically absent rate, and attendance and participation in Quest (Grades 3 - 6). The percentage of students participating in QUEST intervention/enrichment activities will increase over each trimester, with the highest percentage in the Spring. QUEST's goal is to create an environment where students are excited to come to school by providing opportunities for them to explore their own passions, encourage creativity, and provide a choice in what they learn all while partnering with families and the communities. Additionally, EI Portal values parent involvement in their child's academic and character development, and opportunities to welcome them as well as develop the capacity of families will increase.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 -

Guiding Goal:

SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

Identified Need

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

There is a correlation between school attendance and engagement. Students who attend school are more likely to reach their goals and not need intervention.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students participating in QUEST intervention/enrichment activities will increase throughout the year	Attendance from Fall was 78% / Winter was 82%	Attendance will increase to 85% for Spring 2024 Quest and 87% in Fall 2025.
Chronic Absentee Rate	17%	15% or lower
CA Dashboard Indicator- Chronic Absenteeism	Red (Very High)	Orange or Yellow (High or Medium)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Daily interventions will be in place for students who need extra time or support - Before/After school intervention and Learning at Lunch.	Students not at goal or meeting standards	10000 District Funded 1000-1999: Certificated Personnel Salaries Before/after school intervention 1000 District Funded 3000-3999: Employee Benefits Benefits for salaries above 500 Unrestricted 4000-4999: Books And Supplies Materials and supplies
2.2	Teachers will collaborate regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.	All Students	
2.3	Teachers will become familiar with being a No Excuses University School through conferences and professional development	All Students	1,500.00 Title I 5800: Professional/Consulting Services And Operating Expenditures No Excuses Cost for remaining in the network. (Includes two workshop/conference admissions)
2.4	Teachers will develop CCSS-targeted lessons for interventions and classroom instruction to enhance student learning, including high-interest lessons like the arts and physical education. Teachers will develop targeted lessons that promote engagement and socio-emotional development. These lessons will incentivize coming to school by implementing a high-quality physical education program. Teachers will attend conferences that provide professional development specific to educational technology integration and the arts. Technology to support engagement for early learning and early literacy and extended learning opportunities.	Students with significant absences and All students	3000 Title I 4000-4999: Books And Supplies Mobile interactive boards and robotics supplies and materials to promote access and engagement during extended learning opportunities. Mobile interactive boards will be targeted to for placement in classrooms where students currently do not have access to this technology, to support engagement and achievement in academics, including math, literacy, and STEM. Robotics will be targeted for extended learning time and STEM. 500 Title I

			4000-4999: Books And Supplies SPARK PE Program
2.5	A spreadsheet will be used to monitor students with significant and increased absences. It will be monitored and analyzed each month by school staff to look at trends as well as identify students who might need additional interventions.	Students with significant absences	
2.6	Students will have multiple opportunities to be recognized for excellent or improved attendance through awards and incentives.	Students with significant absences and All students	1000 Title I 4000-4999: Books And Supplies Incentives for students to recognize excellent attendance.
2.7	Saturday Academy will be offered to students to get additional academic time one Saturday a month. Staff will develop targeted lessons for students who have missed significant amounts of school.	Students with significant absences will be targeted; open to all students	2000 Title I 1000-1999: Certificated Personnel Salaries Saturday Academy teachers 500 Title I 4000-4999: Books And Supplies Materials and supplies
2.8	EI Portal students will have increased opportunities for ALL students to engage with the arts both as producers and consumers such as music production, theater, drama, band, graphic design, and photography.	All students	2000 Title I 4000-4999: Books And Supplies Instruments and materials needed for shows and performances. 1000 Title I 5000-5999: Services And Other Operating Expenditures Opportunities for the arts to be brought to students.
2.9	QUEST for students who meet Trimester goals	Students in grades 3-6	500 Title I 4000-4999: Books And Supplies Materials to execute a successful QUEST event for grades 3-6 including art class supplies, sports equipment, and poster making supplies.
2.10	SART and SARB process will be implemented for absenteeism and chronic absenteeism. Letters will be sent out at 6 and 12 excused absences. A doctors note will be required for 12+ absences. 12+ absences will trigger a SART. Truancy letters will be sent out at 3, 6, 9, and 13 unexcused absences, Six unexcused absences will trigger a SARB.	Students with chronic absenteeism	

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

EI Portal implements numerous strategies, actions, and programs. Overall, we did not meet our goal for attendance rates with the available data. Students with low attendance rates need additional interventions put in place.

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

None noted.

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.

Upon review, community partners made suggestions to bring back perfect attendance awards as well as other incentives to get students to school. The addition of a PE program with many opportunities to engage in positive interactions with peers is a strategy that we hope to see increase attendance rates. With the addition of the arts activity, attendance rates should go up as more students get connected to their passions. School site council will determine if any additional activities need to be added as the data changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

School Climate and Culture

By June 2025, El Portal will continue to cultivate a positive climate and culture by enhancing communication channels among staff, students, and families while offering comprehensive support through enrichment programs, above grade level learning, and tutoring services, fostering a collaborative and inclusive environment conducive to academic success and holistic growth. Through ongoing assessment and feedback mechanisms, the plan will adapt to address the evolving needs of the school community, ensuring sustained progress towards a thriving educational ecosystem as evidenced by 95% or higher on our LCAP parent survey in areas of culture and climate at the school, CA Dashboard indicator, No Excuses University systems data, and annual suspension data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

Guiding Goal:

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

Identified Need

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

Students who feel safe at school and have positive interactions with the climate and culture of a campus have stronger student outcomes and more likelihood to continue those connections through high school and college.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/CA Dashboard - suspension rate	Green	Green or Blue
LCAP Annual parent survey data regarding student happiness attending school	95 % Agree/Strongly Agree	96% or higher
LCAP Annual parent survey data regarding a safe, orderly, and well-disciplined school	92 % Agree/Strongly Agree	93% or higher
LCAP Annual staff survey data regarding a safe, orderly, and well-disciplined school	92 % Agree/Strongly Agree	95% or higher

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Implementation of the No Excuses University Systems of Achievement. This includes a positive school culture and the belief that all students have a right to be educated in a way that prepares them for college. Assemblies and daily Panther Paws are given as students demonstrate good character in alignment with NEU. Monthly calendar assemblies, daily announcements, and our Panther Paws recognize and reinforce positive citizenship and character.	All Students	500 Title I 4000-4999: Books And Supplies Materials for lessons and incentive awards for students 800 Title I 4000-4999: Books And Supplies Spirit Monkey Sticks for students school wide positive climate through NEU 2500 Title I 4000-4999: Books And Supplies Classroom Agendas built on College Conversations
3.2	Implementation of a School Wide No Excuses University College readiness. We will continue to promote a positive campus climate and when necessary address behaviors that are not in alignment with the core values set forth in NEU.	All Students	500 Title I 4000-4999: Books And Supplies Purchase and upkeep of school wide college flags/accessories 1000 Title I 5000-5999: Services And Other Operating Expenditures Attendance at annual PD for administrator and teacher team for NEU conferences and training 1000 Title I 1000-1999: Certificated Personnel Salaries Sub release for conferences 200 Title I 3000-3999: Employee Benefits Benefits for salary listed above
3.3	Buddy program between our ABA classroom and our general education peers	Students with Disabilities	1000 Title I 4000-4999: Books And Supplies Materials used to specifically target students with unique needs so that that can interacted with their general education peers.

			1000 Title I 4000-4999: Books And Supplies Pom poms and other college readiness materials used to promote school culture during Motivation Mondays and other assemblies are team pep rallies
3.4	Campus support will provide proactive and positive supervision to students at each lunch and each lunch recess to support positive behavior and citizenship. Support will also be used in the office to track office referrals. The school site will cover any additional costs in staffing not covered by the allocation formula for campus support provided by the district.	All Students	9000 Unrestricted 2000-2999: Classified Personnel Salaries Salaries for campus supervisors 200 Unrestricted 3000-3999: Employee Benefits Benefits for salaries above
3.5	Positive behavior support for students and families by teaching self-regulation and coping strategies as well as problem-solving skills. Training and tools will be provided and offered to students, families, and staff in order to develop the skills necessary to identify emotions, increase safety, decrease problem behaviors, and increase positive interactions among students and with staff.	All students	2000 District Funded 1000-1999: Certificated Personnel Salaries Salaries for certificated teachers facilitating the course 200 District Funded 3000-3999: Employee Benefits Benefits for salaries listed above 1000 District Funded 4000-4999: Books And Supplies Materials to teach/ facilitate the Love and Logic parenting course. 1000 Title I 1000-1999: Certificated Personnel Salaries Sub and teacher salaries for release 1000 Title I 5000-5999: Services And Other Operating Expenditures Training, conference fees, and other expenses related to professional development: Zones of Regulation 1000 Title I 4000-4999: Books And Supplies

			Materials to implement the Zones of Regulation and coping strategies for students
3.8			

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, this goal was met. Data indicate that strategies/activities in place to support this area are working effectively.

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

There were no major differences.

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.

In 23/24 an activity that was added to this goal was the training of teachers in the Zones of Regulation to teach self-regulation strategies to students. For the 24/25 school year, the plan is to continue this activity as well as add on the Love and Logic parenting classes in order to build the capacity of families.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Academic Achievement of English Language Learners

By June 2025, English Language Learners will demonstrate growth in achievement in students meeting or exceeding college and career readiness standards in English Language Arts, as measured by annual ELPAC results and yearly redesignated as fluent English proficient (RFEP) rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2

Guiding Goal:

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Identified Need

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

English Learners at El Portal show needs in the areas of Math and ELA. Based on current interventions and supports in place, EL ranked a Blue status on the CA Dashboard.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/CA Dashboard - English Learner Progress	CA Dashboard = Blue (Very High)	Blue (Very High) on Dashboard
Percentage of students getting a 3 or 4 on the ELPAC	63%	70% or higher
Percentage of Student being reclassified	17%	25% or higher

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide teachers with support with ELD and language acquisition strategies	English Learners	1000 Title I 5000-5999: Services And Other Operating Expenditures

			Attendance at PD for teachers and bilingual aides such as CAFE
4.2	Increased opportunities for language acquisition including writing, speaking, and reading activities	All Students/EL Students	750 Title I 4000-4999: Books And Supplies Writing journals and other language materials
4.3	Family Nights and events to build school climate	English Learners	1000 Title I 2000-2999: Classified Personnel Salaries Bilingual Aides as support for families and translation 300 Title I 3000-3999: Employee Benefits For salary list above
4.4	Saturday Intervention can will be used to build academic, communication, and social needs of students.	All Students/EL Students	100 Title I 4000-4999: Books And Supplies Materials for Saturday school
4.5	ELAC and School Site Council- Parents and family members will collaborate throughout the year with the principal to provide input and feedback on the ELD program.	English Language Learners	

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal was met. The strategies and activities in place show that they are effective.

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

There were no major differences.

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.

Two changes were made for this goal. Activities added were additional PD for for staff to provide increased rigor for ELs as well as materials for students to have increased opportunities to write as they learn the language.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$53,870.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$120,586.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$76,198.00

Subtotal of additional federal funds included for this school: \$76,198.00

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 (\$)
District Funded	\$34,688.00
Unrestricted	\$9,700.00

Subtotal of state or local funds included for this school: \$44,388.00

Total of federal, state, and/or local funds for this school: \$120,586.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	34,688.00
Title I	76,198.00
Unrestricted	9,700.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	62,000.00
2000-2999: Classified Personnel Salaries	11,000.00
3000-3999: Employee Benefits	3,100.00
4000-4999: Books And Supplies	20,650.00
5000-5999: Services And Other Operating Expenditures	22,336.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	19,000.00
2000-2999: Classified Personnel Salaries	District Funded	1,000.00
3000-3999: Employee Benefits	District Funded	2,200.00
4000-4999: Books And Supplies	District Funded	1,000.00

5000-5999: Services And Other Operating Expenditures	District Funded	11,488.00
1000-1999: Certificated Personnel Salaries	Title I	43,000.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
3000-3999: Employee Benefits	Title I	700.00
4000-4999: Books And Supplies	Title I	19,150.00
5000-5999: Services And Other Operating Expenditures	Title I	10,848.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,500.00
2000-2999: Classified Personnel Salaries	Unrestricted	9,000.00
3000-3999: Employee Benefits	Unrestricted	200.00
4000-4999: Books And Supplies	Unrestricted	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,036.00
Goal 2	23,500.00
Goal 3	23,900.00
Goal 4	3,150.00

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
- 3 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Amanda Malm	Principal
Kaitlyn Campbell	Classroom Teacher
Marci Pinney	Classroom Teacher
Kim Jeffrey	Classroom Teacher
Kim Rickenbacker	Other School Staff
Trisha Gonzalez	Other School Staff
Damian Fragoso	Parent or Community Member
Krista Rantzow	Parent or Community Member
Dawnell Mitchell	Parent or Community Member
Ivonne Robles - ELAC Rep (voting rep)	Parent or Community Member
Jessica Takacs	Parent or Community Member
Sarah Baek	Parent or Community Member

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 18, 2024.

Attested:



Principal, Amanda Malm on 4/18/24

SSC Chairperson, Trisha Gonzalez on 4/18/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023