

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Portal Elementary School	19647666020127	5/20/21	June 14, 2021

Purpose and Description

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

Schoolwide Program

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

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 - All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready. Goal 3 - Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. 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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parents and guardians are important to the success of El Portal School and we value their input. 230 El Portal Parents completed the 2020/21 LCAP Parent Survey. That is a big increase in participation. Last year's survey was only completed by 61 families. The survey addresses parents' understanding of school programs and the two-way communication between school and home. Survey questions included parent opinion on the educational program (curriculum, academic progress, assessment, program structure and general impressions). The results rated El Portal very strong in many areas. A significant number of parents answered "Don't Know" to questions that asked if "our school offers opportunities for students to work above grade-level, if appropriate" and does "our school provide academic support." These results inform us that we may not be communicating clearly to our families about all of the resources we have available to our students. This has been the case in past surveys. Parents also answered "Don't know" in a significant number to questions about English Learner identification and programs and supports for English Learners. Like all surveys, this information provides the El Portal staff with insight on areas that need improvement. All information from all of the surveys was shared with staff, School Site Council, PTA, and ELAC parent groups. We did not conduct a School Climate survey this school year with students. At the time of the last survey about 27% of students answered "Sometimes" to the question, "I like school." This is a concerning amount of responses. 88% of students surveyed responded "Often" and "Always" to the question "There is an adult at my school who will help me if I need it." 90% of students surveyed answered "Always" to the statement, "My school wants me to do well." These results reflect the hard work of El Portal staff to create a school climate and culture that encourages students to come to school, do their best and be successful.

Classroom Observations

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

Evaluation, both formal and informal, is a vital form of communication, the intent of which is to reinforce knowledge of school standards and expectations, to assist individual teachers to maintain effective teaching skills and subject matter knowledge, and to encourage further development in proficiency. The result is a dynamic teaching staff that provides a high quality instructional program for all students. All probationary teachers have three formal observations and two formal evaluations each year. All tenured staff, ten years or more, have one observation and one formal evaluation every other year. The site administrator also does frequent informal classroom observations and teachers are substituted out to observe each other. Current year observations have shown that teachers have a strong understanding of Explicit Direct Instruction. Each classroom uses Zoom or Google Meet to hold synchronous learning sessions.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

EI Portal's instructional program is in transition to full implementation of the California Core State Standards (CCSS). Currently, transitional kindergarten - grade six are implementing the California Core State Standards, CCSS. The curriculum and instruction is well aligned to each set of standards. Grade level long-range plans/pacing guides reflect the standards, and both state and local assessments are used to measure student growth. This assessment information is used to guide instructional practice and modify instruction where needed. Trimester district benchmarks are also used to identify and target at-risk students who need additional support and intervention classes. CAASPP data from the 2018-2019 test administration shows that in ELA, 69% of all students Met or Exceeded standards. 60% of Socio-Economically Disadvantaged students Met or Exceeded standards in ELA. However only 26% of Students With Disabilities Met or Exceeded standards. CAASPP data from the 2018-2019 test administration shows that in Math, 63% of all students Met or Exceeded standards. 52% of Socio-Economically Disadvantaged students Met or Exceeded standards in Math. However only 18% of Students With Disabilities Met or Exceeded standards.

As part of our Multi Tiered System of Support (MTSS) we continually evaluate both state and local measures to target support and intervention and enrichment opportunities.

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

The Illuminate Data Systems is the student tracking software used in the Lowell Joint School District. Administrators and teachers are able to access the student data from district benchmarks, CAASPP, and the ELPAC assessments and use that information to modify instruction and create intervention classes. Teachers use chapter tests and quizzes from our math adoption to monitor students' understanding of standards-based concepts. Throughout their lessons teachers use Checking For Understanding practices to ensure that students are understanding the content of the lesson.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the EI Portal teaching staff is highly qualified. Our school district's Human Resources office ensures that all staff is highly qualified.

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

All staff is credentialed and all meet regularly in professional learning communities. Professional development includes: Data Works, Project GLAD, Thinking Maps, technology and engagement strategies. They also meet weekly as grade-level teams.

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

All instruction is currently aligned to and focusing on the implementation of the California Content Standards and part of the ongoing adoption cycle. The focus for the 2019-2020 School year is the Social Studies adoption. Due to a need for writing support the district has implemented Thinking Maps to improve instruction in writing.

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

EI Portal receives support from our district's Teacher On Special Assignment (TOSA) for technology. Our TOSA assists with the Illuminate program and other technology. EI Portal also has two intervention coaches, who support staff with instructional strategies and design and implement the Intervention that takes place throughout the day.

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

EI Portal teachers meet weekly by grade-level to plan curriculum and each trimester as a district in grade-level teams.

Teaching and Learning

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

All transitional kindergarten through sixth grade is implementing the California Core State Standards and use a standards based report card.

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

All classrooms meet or exceed the recommended instructional minutes for ELA and mathematics.

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

EI Portal uses the district pacing guide which is aligned to each of the district benchmarks. After an analysis of each of the benchmark tests, intervention groups are created and students are assigned to Intervention classes to meet their needs. Intervention also occurs in the classrooms after whole class direct instruction. The RSP program also offers support to students who qualify. AIM and Learning at Lunch is offered to any student that needs support. EI Portal also has a thirty minute Academic Language class to support the academic language needs.

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

All instructional materials are standards-based and appropriate for all student groups.

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

All instructional and intervention materials are standards-based and appropriate to all student groups.

Opportunity and Equal Educational Access

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

Service provided by the common core aligned programs in both ELA and Math that enable underperforming students to meet standards include:

- *Mind Math Institute(ST Math)
- *Reading Plus
- *Lexia, Core 5
- *Reading Counts
- *No Excuses University
- *Interns and Counselors

Evidence-based educational practices to raise student achievement

Research-based practices used at EI Portal:

- *Data Works, Explicit Direct Instruction
- *Mind Math Institute(ST Math)
- *Reading Plus
- *Lexia, Core 5
- *Reading Counts
- *Intervention Classes - Small Group Instruction
- *Academic Vocabulary Classes

Parental Engagement

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

EI Portal offers AIM (a homework help) daily during first recess, before school and after-school. EI Portal uses different computer-based online software programs that can be accessed at home for more practice. Programs include: ST Math, Reading Counts, Go Math, Lexia and Reading Plus. Our Annual Back to School Night and newly implemented No Excuses University (NEU) Parent University sessions help our families understand the mindset our staff here at EI Portal possesses.

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

EI Portal has a School Site Council, ELAC representative, and an active PTA.

Funding

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

Intervention Classes and computer programs are funded by Title 1, Part A
Parent Nights are funded by Title 1, Part A: Parent Involvement
EL support is funded by District and Site Title 1 funds.

Fiscal support (EPC)

Title 1, PTA donations, Site Allocations, Tech Allocation, Before/After School Intervention Allocation and a STEAM Allocation.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Collaborating on the 2021-22 SPSA, EI Portal took the following steps:

Parents and staff reviewed and discussed actions and progress on the 2020-21 goals at School Site Council (SSC) meetings with feedback from the English Language Advisory Committee (ELAC) representative, PTA meetings, meetings with the Leadership Team, and at staff meetings.

We reviewed information on the California Dashboard to see which areas are still in need of improvement. All areas in orange or red from 2019-2020 will be specifically addressed and monitored since there is no new CAASPP data.

We discussed and reviewed the input from the 2021 LCAP Parent Survey. Teachers were also surveyed as to what the are current needs of EI Portal.

With the help of the El Portal stakeholders, the 2021-22 SPSA goals and actions steps were created.

Resource Inequities

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

There are achievement gaps for some of our student subgroups. Students with disabilities (SWD) have not met standard in both the ELA and Math portions of the CAASPP at a much higher percentage than all students. 52.94 % of SWD did not meet standard in ELA and 47.06% did not meet standard in Math. Students with disabilities need to have access to in-school and after-school academic interventions on top of the services they already receive as part of their IEP. Due to COVID-19 we are anticipating larger achievement gaps for some of our at-risk student groups.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.19%	0.2%	0.4%	1	1	2
African American	1.52%	1%	1.0%	8	5	5
Asian	2.86%	3.2%	4.3%	15	16	22
Filipino	1.14%	1.6%	1.8%	6	8	9
Hispanic/Latino	66.48%	65%	64.7%	349	325	332
Pacific Islander	%	0%	%		0	
White	24%	24.4%	21.8%	126	122	112
Multiple/No Response	%	2.6%	2.5%		10	13
Total Enrollment				525	500	513

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	82	72	63
Grade 1	78	60	62
Grade 2	70	84	71
Grade 3	76	72	89
Grade 4	66	75	77
Grade 5	73	65	85
Grade 6	80	72	66
Total Enrollment	525	500	513

Conclusions based on this data:

1. Our enrollment has remained steady for the last 3 school years.
2. We maintain a culture of universal achievement, which benefits all students.
3. Our largest subgroups continue to be Hispanic and White students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	85	50	60	16.2%	10.0%	11.7%
Fluent English Proficient (FEP)	56	75	74	10.7%	15.0%	14.4%
Reclassified Fluent English Proficient (RFEP)	2	39	8	2.2%	45.9%	16.0%

Conclusions based on this data:

1. Due to the supports in place for English Language Learners, there has been an initial increase in our reclassification rate noted in the 16-17 year and then in the 17-18 year the numbers decreased because we had fewer students that were classified as English learners. This trend continued for the 2018-19 school year.
2. There has been a steady decrease in the percentage of students who remain English Language Learners. We attribute this success to the differentiated instruction in the classrooms throughout the day, which incorporates English Language Development supports alongside interventions and enrichment.
3. Our total number of English Learners increased this year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	66	59	78	65	59	77	65	59	77	98.5	100	98.7
Grade 4	79	71	63	79	70	63	79	70	63	100	98.6	100
Grade 5	65	77	72	64	77	72	64	77	72	98.5	100	100
Grade 6	63	68	83	63	67	83	63	67	83	100	98.5	100
All	273	275	296	271	273	295	271	273	295	99.3	99.3	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2440.	2439.	2451.	27.69	30.51	32.47	30.77	27.12	28.57	23.08	22.03	27.27	18.46	20.34	11.69
Grade 4	2490.	2523.	2518.	26.58	48.57	49.21	35.44	20.00	26.98	25.32	21.43	9.52	12.66	10.00	14.29
Grade 5	2502.	2505.	2557.	21.88	20.78	40.28	25.00	32.47	36.11	29.69	19.48	15.28	23.44	27.27	8.33
Grade 6	2525.	2549.	2567.	15.87	22.39	28.92	33.33	40.30	37.35	23.81	22.39	22.89	26.98	14.93	10.84
All Grades	N/A	N/A	N/A	23.25	30.40	36.95	31.37	30.04	32.54	25.46	21.25	19.32	19.93	18.32	11.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.15	32.20	27.27	47.69	47.46	57.14	26.15	20.34	15.58
Grade 4	29.11	48.57	36.51	58.23	40.00	53.97	12.66	11.43	9.52
Grade 5	25.00	28.57	51.39	53.13	51.95	43.06	21.88	19.48	5.56
Grade 6	17.46	26.87	34.94	52.38	55.22	48.19	30.16	17.91	16.87
All Grades	24.72	34.07	37.29	53.14	48.72	50.51	22.14	17.22	12.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.85	27.12	24.68	53.85	44.07	61.04	12.31	28.81	14.29
Grade 4	32.91	38.57	36.51	55.70	50.00	53.97	11.39	11.43	9.52
Grade 5	31.25	31.17	40.28	46.88	44.16	44.44	21.88	24.68	15.28
Grade 6	26.98	32.84	32.53	38.10	47.76	53.01	34.92	19.40	14.46
All Grades	31.37	32.60	33.22	49.08	46.52	53.22	19.56	20.88	13.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.15	28.81	25.97	61.54	55.93	64.94	12.31	15.25	9.09
Grade 4	16.46	42.86	42.86	70.89	50.00	49.21	12.66	7.14	7.94
Grade 5	18.75	10.39	31.94	65.63	72.73	58.33	15.63	16.88	9.72
Grade 6	17.46	14.93	21.69	68.25	80.60	73.49	14.29	4.48	4.82
All Grades	19.56	23.81	29.83	66.79	65.20	62.37	13.65	10.99	7.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.46	25.42	32.47	64.62	54.24	50.65	16.92	20.34	16.88
Grade 4	21.52	50.00	42.86	65.82	42.86	46.03	12.66	7.14	11.11
Grade 5	17.19	23.38	45.83	59.38	51.95	45.83	23.44	24.68	8.33
Grade 6	23.81	28.36	40.96	52.38	59.70	48.19	23.81	11.94	10.84
All Grades	20.30	31.87	40.34	60.89	52.01	47.80	18.82	16.12	11.86

Conclusions based on this data:

1. 3rd and 4th grades consistently score between 60-75% Meets or Exceeds standards.
2. 5th grade has the most significant improvement in percentage of students meeting and exceeding standards from the 2017-18 school year to the 2018-19 school year. (+23%)
3. 6th grade varies between 45-62% Meets/Exceeds.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	66	59	78	65	59	77	65	59	77	98.5	100	98.7
Grade 4	79	71	63	79	70	63	79	70	63	100	98.6	100
Grade 5	65	77	72	64	77	72	64	77	72	98.5	100	100
Grade 6	63	68	83	63	67	83	63	67	83	100	98.5	100
All	273	275	296	271	273	295	271	273	295	99.3	99.3	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2470.	2453.	2456.	30.77	25.42	33.77	43.08	35.59	27.27	18.46	22.03	22.08	7.69	16.95	16.88
Grade 4	2513.	2538.	2512.	29.11	50.00	31.75	36.71	24.29	36.51	29.11	21.43	23.81	5.06	4.29	7.94
Grade 5	2529.	2505.	2548.	18.75	15.58	33.33	29.69	27.27	30.56	42.19	31.17	26.39	9.38	25.97	9.72
Grade 6	2554.	2569.	2557.	30.16	28.36	22.89	26.98	35.82	36.14	22.22	23.88	30.12	20.63	11.94	10.84
All Grades	N/A	N/A	N/A	27.31	29.67	30.17	34.32	30.40	32.54	28.04	24.91	25.76	10.33	15.02	11.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	49.23	45.76	44.16	41.54	38.98	38.96	9.23	15.25	16.88
Grade 4	51.90	65.71	55.56	36.71	27.14	30.16	11.39	7.14	14.29
Grade 5	29.69	25.97	41.67	50.00	46.75	45.83	20.31	27.27	12.50
Grade 6	42.86	43.28	40.96	25.40	38.81	43.37	31.75	17.91	15.66
All Grades	43.91	44.69	45.08	38.38	38.10	40.00	17.71	17.22	14.92

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.54	33.90	38.96	44.62	50.85	40.26	13.85	15.25	20.78
Grade 4	30.38	42.86	30.16	55.70	45.71	53.97	13.92	11.43	15.87
Grade 5	25.00	16.88	30.56	57.81	48.05	52.78	17.19	35.06	16.67
Grade 6	28.57	23.88	21.69	49.21	58.21	61.45	22.22	17.91	16.87
All Grades	31.37	28.94	30.17	52.03	50.55	52.20	16.61	20.51	17.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.38	33.90	37.66	52.31	45.76	41.56	12.31	20.34	20.78
Grade 4	36.71	48.57	38.10	48.10	44.29	47.62	15.19	7.14	14.29
Grade 5	17.19	14.29	23.61	65.63	55.84	63.89	17.19	29.87	12.50
Grade 6	28.57	29.85	21.69	44.44	56.72	50.60	26.98	13.43	27.71
All Grades	29.89	31.14	29.83	52.40	50.92	50.85	17.71	17.95	19.32

Conclusions based on this data:

1. 3rd grade students scored at 61% Meets or Exceeds standards for both the 2017-18 and 2018-19 school years.
2. 5th grade has the most significant improvement in percentage of students meeting and exceeding standards from the 2017-18 school year to the 2018-19 school year. (+21%)
3. Students scored lowest in the areas of Communicating Reasoning (30% Above Standard) and Problem Solving and Modeling/Data-Analysis (30%).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1451.0	1413.7	1453.5	1420.1	1445.0	1398.3	32	12
Grade 1	1496.1	1475.8	1477.1	1460.3	1514.4	1491.0	19	11
Grade 2	*	*	*	*	*	*	*	*
Grade 3	1486.1	*	1475.9	*	1495.8	*	11	*
Grade 4	*	*	*	*	*	*	*	9
Grade 5	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	5
All Grades							88	45

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.13	8.33	40.63	58.33	*	16.67		16.67	32	12
1	78.95	18.18	*	63.64		9.09		9.09	19	11
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*	*	*	11	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	50.00	22.22	37.50	51.11	*	15.56	*	11.11	88	45

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	59.38	8.33	*	58.33	*	16.67		16.67	32	12
1	73.68	9.09	*	63.64		18.18		9.09	19	11
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*	*	*	11	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*		*		*	*	*
All Grades	55.68	26.67	37.50	51.11	*	13.33	*	8.89	88	45

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.75	16.67	*	50.00	*	16.67		16.67	32	12
1	78.95	18.18	*	63.64		18.18		0.00	19	11
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*	*	*	11	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	44.32	17.78	30.68	44.44	19.32	24.44	*	13.33	88	45

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	90.63	25.00	*	66.67		8.33	32	12	
1	100.00	81.82		18.18		0.00	19	11	
3	*	*	*	*	*	*	11	*	
All Grades	75.00	46.67	22.73	48.89	*	4.44	88	45	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.50	0.00	56.25	83.33	*	16.67	32	12
1	57.89	0.00	*	81.82		18.18	19	11
3	*	*	*	*	*	*	11	*
5	*	*	*	*	*	*	*	*
All Grades	44.32	17.78	51.14	71.11	*	11.11	88	45

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.38	0.00	65.63	83.33		16.67	32	12
1	84.21	36.36	*	54.55		9.09	19	11
3		*	*	*	*	*	11	*
6	*	*	*	*	*	*	*	*
All Grades	43.18	20.00	50.00	64.44	*	15.56	88	45

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.63	58.33	34.38	25.00		16.67	32	12
1	*	18.18	63.16	81.82		0.00	19	11
3	*	*	*	*	*	*	11	*
5	*	*	*	*	*	*	*	*
All Grades	51.14	31.11	46.59	62.22	*	6.67	88	45

Conclusions based on this data:

1. The average for written language is higher than oral language, with the exception of kindergarten.
2. Student scores in written language are stronger than oral language in First Grade.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
500	40.4	10.0	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	10.0
Foster Youth	3	0.6
Homeless	16	3.2
Socioeconomically Disadvantaged	202	40.4
Students with Disabilities	46	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.0
American Indian	1	0.2
Asian	16	3.2
Filipino	8	1.6
Hispanic	325	65.0
Two or More Races	10	2.0
White	122	24.4

Conclusions based on this data:





1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Green		

Conclusions based on this data:

1. Our suspension rate has increased by 0.5% and it is orange for all subgroups.
2. Our English Learners are making progress in math (yellow), but have maintained in ELA (orange).
3. Students with disabilities will need extra support in math.

School and Student Performance Data

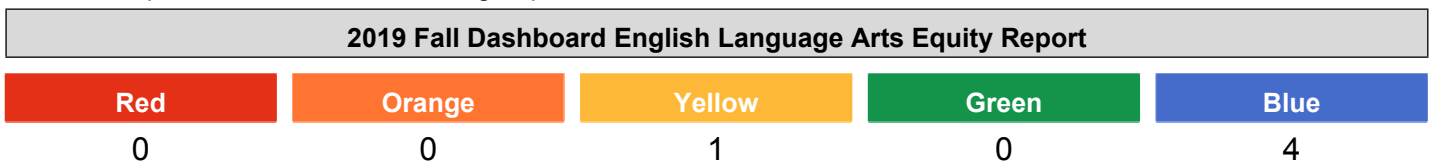
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Blue 37.3 points above standard Increased Significantly ++17.3 points 287	<p>English Learners</p> Blue 21.3 points above standard Increased Significantly ++38.9 points 74	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p>Socioeconomically Disadvantaged</p> Blue 12.3 points above standard Increased Significantly ++16 points 122	<p>Students with Disabilities</p> Yellow 49.1 points below standard Increased Significantly ++31.6 points 39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue 28.2 points above standard Increased Significantly ++18.5 points 196	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 Blue 58.9 points above standard Increased ++11.7 points 67

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
45 points below standard Increased Significantly ++44 points 19	44.2 points above standard Increased Significantly ++24.7 points 55	41 points above standard Increased ++5.8 points 207

Conclusions based on this data:

- EL students have maintained in ELA.
- EL students need to be provided with various methods in the classroom in order to show progress and not maintain or drop scores.
- All students remain in the green at 20 points above standard and a gain of 14 points, so our current teaching methods & programs are providing appropriate support/learning.

School and Student Performance Data

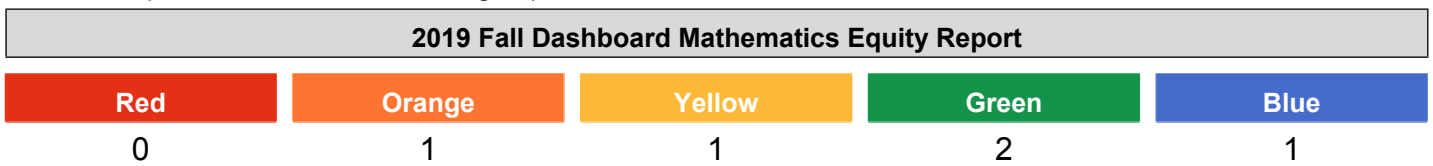
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>17.7 points above standard</p> <p>Maintained ++2.5 points</p> <p>287</p>	<p>English Learners</p> <p>Green</p> <p>1 points above standard</p> <p>Increased ++12.7 points</p> <p>74</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>0.2 points below standard</p> <p>Maintained ++2 points</p> <p>122</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>65.4 points below standard</p> <p>Maintained -2.4 points</p> <p>39</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.3 points above standard Increased ++5 points 196	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	(Empty)	 Blue 38.7 points above standard Maintained -0.6 points 67

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
52.6 points below standard Increased Significantly ++25.7 points 19	19.5 points above standard Declined -3.4 points 55	22.4 points above standard Declined -3.7 points 207

Conclusions based on this data:

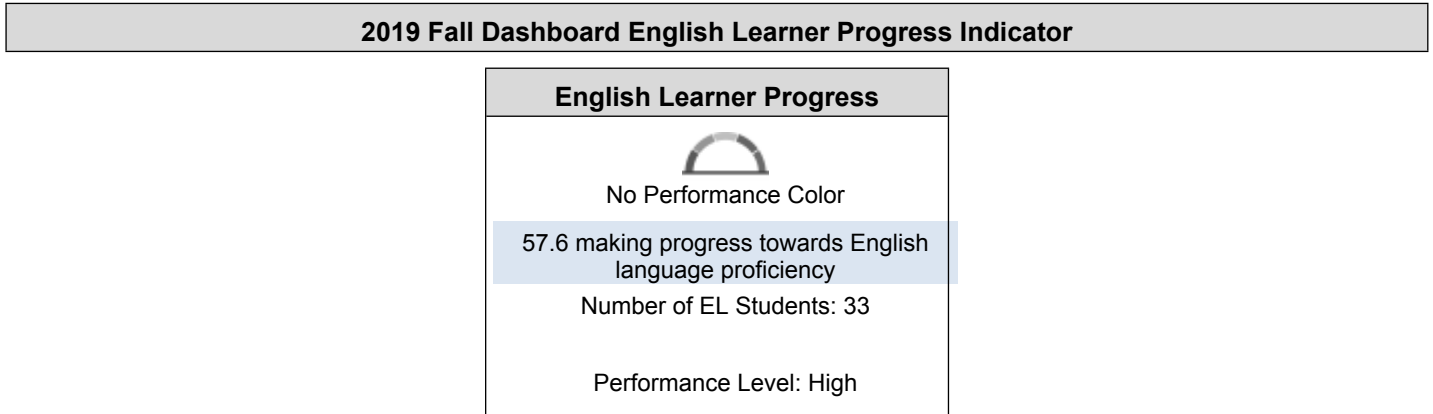
1. Students with disabilities are the lowest subgroup in math at 52 points below standard and a 6 point drop. Specific supports need to be put in place to provide access to learning for our SWD population.
2. All students are in the green with 15.2 points above standard and maintained from last year. Slight changes and modifications to current program will be implemented to promote growth and not maintaining.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1	24.2		57.5

Conclusions based on this data:

1. EL students continue to show growth in the area of math.
2. EL students are one of two groups in the orange for chronic absenteeism.
3. EL students maintained in ELA, but are in the orange because there was no growth.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

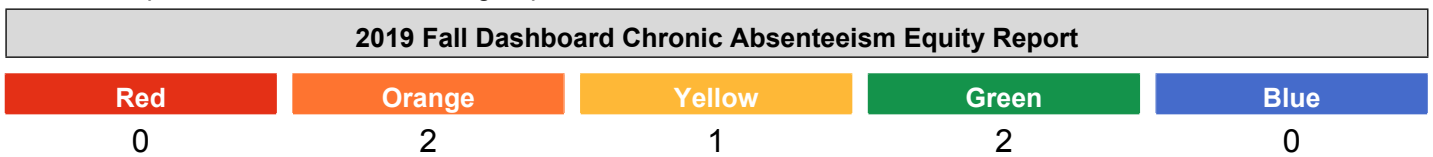
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 6 Increased +0.6 564	<p>English Learners</p> Green 4.6 Declined -0.8 87	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 11.5 Increased +7 26	<p>Socioeconomically Disadvantaged</p> Yellow 9.3 Maintained +0.3 246	<p>Students with Disabilities</p> Orange 12.7 Increased +5.7 63

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 11.8 Increased +11.8 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.7 Increased +0.9 374	 No Performance Color 13 Increased +5.9 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 3 Declined -1.8 135

Conclusions based on this data:

1. Our English Learner and Socio-Economically Disadvantaged students have the highest percentage of chronic absenteeism.
2. More communication should be shared with the home as to the importance of attendance.

School and Student Performance Data

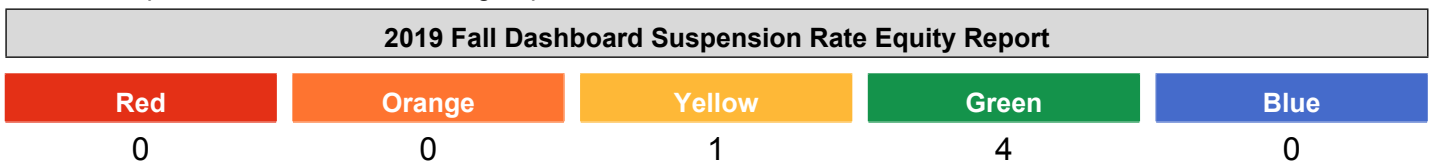
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>1.7</p> <p>Maintained -0.1</p> <p>574</p>	<p>English Learners</p> <p>Green</p> <p>1.1</p> <p>Declined -1</p> <p>90</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>7.4</p> <p>Increased +3.1</p> <p>27</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.4</p> <p>Declined -0.3</p> <p>251</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>4.6</p> <p>Declined -0.6</p> <p>65</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2 11	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 5.9 Increased +5.9 17	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.3 Declined -0.6 380	 No Performance Color 4.3 Increased +4.3 23		 Green 0.7 Declined -0.8 136

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	1.7

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English/Language Arts

LEA/LCAP Goal

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.

Goal 1

ALL students will increase their lexile level by 100 points (average) per year as measured by the Reading Inventory Growth Report. EL students will grow by 120 points.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Inventory Growth Report	August lexile level	ALL students will increase their lexile level by 100 points (average) per year. EL students will grow by 120 points.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students/EL students

Strategy/Activity

Students will take baseline assessments in Reading Counts (SRI) at each trimester.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Cost for software licenses

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have goals and use Reading Plus (3-6)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,800.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Cost for software

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students will participate in Lexia (TK-2nd grade)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,200.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Cost for software

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will complete a trimester personal worksheet to monitor self growth. (Reading Counts)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will use Flocabulary during their 30 minutes of leveled intervention during the school day

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,800.00

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Cost of software

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

During PLC time/ ITP, teachers will discuss ways to implement researched based practices to ensure students meet standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students will use chromebooks/ipads to access various technology (software programs) that directly target vocabulary development (Flocabulary/Lexia/etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement

LEA/LCAP Goal

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.

Goal 2

The percentage of students participating in QUEST intervention/enrichment activities will increase by 10%. As measured by attendance of the Spring enrichment classes in May 2021. 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, encourages creativity, and provides a choice in what they learn.

Identified Need

Attendance for the Spring 2019 Quest classes consisted of 70% of students in grades 3-6. Students in grades 3 - 6 set goals and need to show 3% progress towards those goals each week.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students participating in QUEST intervention/enrichment activities will increase by 10% as evidenced by Quest sign-ups.	Attendance from Spring 2019 was 70%. Attendance in Fall 2019 was 74%.	Attendance will increase by 10% for Spring 2021 Quest. From 70% to 80%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students not at goal or meeting standards

Strategy/Activity

Daily interventions will be in place for students who need extra time or support - SOAR, AIM, Learning at Lunch, and extended day for TK-K.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9,688.32

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Before/after school intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will collaborate regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will become familiar with being a No Excuses University School through conferences and professional development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,150.00

Source(s)

Site Formula Funds

5800: Professional/Consulting Services And Operating Expenditures
No Excuses Cost for remaining in the network.
(Includes two workshop/conference admissions)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will develop CCSS targeted lessons for interventions and classroom instruction to integrate the use of technology to enhance student learning. Teachers will attend conferences that provide professional development specific to educational technology integration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000.00

Source(s)

Site Formula Funds
5800: Professional/Consulting Services And Operating Expenditures
CUE Conference/ISTE Conference

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

STEAM Lab activities will be aligned to NGSS and teachers will use Mystery Science

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,800.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Software - Mystery Science

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

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

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.

Goal 3

All students will have an increase in academic achievement in mathematics keeping us in the green on CA Dashboard or moving us to the blue as measured by CAASPP results. Students with disabilities will increase by at least an average 3%. In the Area of Problem solving and Modeling/Data-analysis students performing above standard will increase by 3% (from 30-33%)

Identified Need

Students scored lowest in the areas of Communicating Reasoning (30% Above Standard) and Problem Solving and Modeling/Data-Analysis (30%). Students showed no growth in these areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/CA Dashboard	30% of students were above standard in Problem Solving and Modeling/Data-Analysis. See Dashboard 2019	Students will improve this area by 3% on the 2021 SBAC assessments.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Daily interventions will be in place for students who need extra time or support - SOAR, AIM, Learning at Lunch, and extended day for TK-K.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19,000.00	Title I 1000-1999: Certificated Personnel Salaries Small Group Intervention
3,000.00	Title I 2000-2999: Classified Personnel Salaries Before/After school Intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will use ST Math and are expected to make 3% progress each week to reinforce classroom skills and achieve 100% completion.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,200.00	District Funded Software

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Last year's goal was: "All students will have an increase in academic achievement in mathematics keeping us in the green on CA Dashboard or moving us to the blue as measured by CAASPP results. Students with disabilities will increase by at least an average 3%." With no new CAASPP data, and an expectation that some of our at-risk populations will have increasing gaps due to school closures (Covid), we will continue to monitor these goals.

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

Implemented up until March 13, 2020. Attempted to complete the goal through Distance Learning, which has continued into the 2020-2021 school year.

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

We will attempt to complete this goal as we remain in distance learning for at least the first half of the 2020-21 school year. Data is reviewed regularly to make adjustments and new SPSAs will be developed in the Spring of 2021 as plans for mitigating gaps become clearer.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Achievement of English Language Learners

LEA/LCAP Goal

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.

Goal 4

English Learners at El Portal will show a 5% decrease in the amount of students that Did Not Meet Standards on the 2020 CAASPP ELA assessment.

Identified Need

English Learners at El Portal show needs in the areas of Math and ELA. The 2018-19 CAASPP Data shows 47.37% of English Learners at El Portal did not meet Standards in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	2018-19 CAASPP Data shows 47.37% of English Learners at El Portal did not meet Standards in ELA.	3% Growth on CAASPP in Math and ELA for the 2020-2021 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide designated Long-Term ELs (LTELS) with a specific intervention program - AIM

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

This goal did not exist on last year's SPSA. This goal was created to help address the needs of the English Language Learners at El Portal and will be monitored again for 2020-2021.

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

The strategies listed in this goal are intended to address the needs of our EL's in the area of ELA.

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.

English Language Learners at El Portal will get support in a variety of ways. Most often support for ELs at El Portal looks like small group instruction and differentiated instruction in the classroom.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$53,870.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$57,638.32

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$38,600.00

Subtotal of additional federal funds included for this school: **\$38,600.00**

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 (\$)
	\$0.00
District Funded	\$13,888.32
Site Formula Funds	\$5,150.00

Subtotal of state or local funds included for this school: **\$19,038.32**

Total of federal, state, and/or local funds for this school: **\$57,638.32**

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
	0.00
District Funded	13,888.32
Site Formula Funds	5,150.00
Title I	38,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	28,688.32
2000-2999: Classified Personnel Salaries	3,000.00
5000-5999: Services And Other Operating Expenditures	16,600.00
5800: Professional/Consulting Services And Operating Expenditures	5,150.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	4,200.00
1000-1999: Certificated Personnel Salaries	District Funded	9,688.32
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	5,150.00
1000-1999: Certificated Personnel Salaries	Title I	19,000.00

2000-2999: Classified Personnel Salaries	Title I	3,000.00
5000-5999: Services And Other Operating Expenditures	Title I	16,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,800.00
Goal 2	19,638.32
Goal 3	26,200.00
Goal 4	0.00

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
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
David Sermeno	Principal
Carrie Wood	Classroom Teacher
Lyn Carty	Classroom Teacher
Rachel Guerrero	Classroom Teacher
Regina Fiscus	Other School Staff
Ross Gould	Parent or Community Member
Damian Fragoso	Parent or Community Member
Dana Morrison	Parent or Community Member
Mallory La Porte	Parent or Community Member
Dianna Madrigal Munoz - ELAC Rep (voting rep)	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

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 20, 2021.

Attested:

Principal, David Sermeno on 5/20/2021

SSC Chairperson, Mallory La Porte on 5/20/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019