2016-2017
SINGLE PLAN FOR STUDENT ACHIEVEMENT

El Portal Elementary School

CDS Code: 19647666020127

Principal
Rhonda Esparza

Address
200 North Nada Street
La Habra, CA 90631

Telephone
562.902.4211

Website
elportal.ljsd.org

RESULTS FROM PREVIOUS YEAR'S GOALS

Goal A:
The percentage of students scoring 75% or higher in Reading Counts Lexile level will increase by 25 points per trimester as measured by the Scholastic Reading Inventory Growth Report.

XMet   Partially Met   Not Met

We reviewed the following data:
Scholastic Reading Inventory Growth Report

The results tell us:
Each grade level grew over 75 lexile points for the year. The smallest growth was 102 and the largest was 215. On average, the school growth was 140 lexile points for the year.

Goal B:
The percentage of students participating in MINDcraft intervention/enrichment activities will increase from 75% to 80% as measured by the attendance at the last enrichment class in April.

XMet   Partially Met   Not Met

We reviewed the following data:
Attendance documentation from MINDcraft intervention/enrichment

The results tell us:
81% of El Portal students met their target goals for reading and math and were able to participate in MINDcraft

Goal C:
El Portal will increase the English Learner's student reclassification rate by 3% over the 2014 results.

XMet   Partially Met   Not Met

We reviewed the following data:
California English Language Development Test (CELDT)

The results tell us:

Based on the CELDT results, El Portal was able to reclassify 82% of the eligible EL students. That is a 51% increase over the 2014 results.

Goal D:

Met   Partially Met   Not Met

We reviewed the following data:

The results tell us:

MISSION STATEMENT

Developing Character, Passion and Academic Achievement in All Students!

It is the mission of El Portal School to create for our students a strong educational program that encourages and develops students' character, a passion for learning, and academic excellence. It is our goal to develop in students a strong foundation in America's values, traditions and heritage, and to teach our students to embrace the diversity of others. Collaboration between school and home is an integral part of the success of El Portal Elementary School. Our staff, parents, and community members work closely together to help each child reach his/her potential. The school provides an excellent school newsletter, an automated phone message system, a parent information email system, and school and classroom websites. El Portal offers a safe, child-centered environment that provides students with the essential skills to become life-long learners. The staff provides an atmosphere that fosters creativity, individuality, cooperation, and understanding. The staff is trained in numerous teaching styles and utilizes a variety of strategies to provide an exciting and well-balanced instructional program designed to meet the needs of all students, including Explicit Direct Instruction (EDI), Guided Language Acquisition Design (GLAD), Classroom Instruction That Works, Step Up to Writing, Performance Based Learning (PBL), and Differentiated Instructional strategies. We are a Professional Learning Community dedicated to the development of each and every child. The curriculum is comprehensive and challenging: one that builds skills and knowledge while developing critical thinkers and productive members of society.

El Portal Elementary School offers a wide variety of programs for students. We have an active School Site Council, a Student Council, Drama Team, School Safety Team, Cheer Squad, and a Green Team devoted to helping our environment. We offer programs in art, music, computers, and physical education. Our students have opportunities to become involved in the arts through writing clubs, drama, and music. We also reach out to students through our CARE awards program (Character, Attitude, Responsibility, Effort) which reflects our commitment to encouraging healthy values in each child on our campus. El Portal offers before school homework clubs, and individual grade levels offer before school tutoring through programs like AIM (Aspire to Increase Motivation). Additionally, all third through sixth grade students are experiencing our technological world through the use of individual Chromebooks for use in the classrooms. El Portal Elementary School is the doorway to academic opportunity and the school motto is, "We Believe, Achieve, and Succeed!"

SCHOOL PROFILE

El Portal School is located in La Habra, California and serves approximately 510 students in transitional kindergarten through sixth grade. Our school, reopened twenty years ago and is located in a suburban, middle class area. Approximately 69% of our students are from a Hispanic background, 24% White, 2% Asian, and 1% Black. The high expectations of our staff are mirrored in the high expectations of our families. We are a dedicated school community working together to provide a high level of academic excellence to our students. We are committed to the growth of our students academically, socially, emotionally, and physically. El Portal provides a broad based curriculum and stresses an education that includes personal integrity, social responsibility, and a study of our national heritage. El Portal offers differentiated instruction focused to meet the needs of our diverse population. We have quality programs structured to meet the needs of all students. Our 20 full time teachers are highly trained and supported by excellent classified staff including a library technician and an instructional assistant to aid English language learners. A nurse, school psychologist, and specialists in speech and language, art, and music also provide students excellent support. Our school environment promotes learning and our facilities are well maintained. Each classroom is air-conditioned and attractive. Our grounds are colorful and well manicured. We have state of the art playground equipment that offers a fun and safe playground experience for our children. El Portal boasts a large, beautiful new library with over 3,500 volumes offering a wide variety of reading experiences for our students. Not only is the physical environment inviting, but we also offer an array of exciting activities to promote school spirit. Student achievement and good citizenship is recognized on a regular basis. Our CARE awards program (Character, Attitude, Responsibility, Effort) reflects our commitment to encouraging healthy values in each child on our campus.

STUDENT ENROLLMENT BY RACE/ETHNICITY

Ethnic Group	%
African-American	1.6%
American Indian/Alaskan Native	0.4%
Asian	1.6%
Hispanic/Latino	69.4%
Pacific Islander	0.6%
Caucasian	24.3%
Multi-Racial	0.8%
Declined to State	%

FOUR-YEAR ENROLLMENT DATA BY GRADE LEVEL

Grade	2012	2013	2014	2015
K	76	103	98	101
1st	81	81	63	70
2nd	59	63	79	62
3rd	67	67	65	82
4th	67	67	67	65
5th	65	68	71	64
6th	63	63	69	66
7th	NA	NA	NA	NA
8th	NA	NA	NA	NA
9th	NA	NA	NA	NA
10th	NA	NA	NA	NA
11th	NA	NA	NA	NA
12th	NA	NA	NA	NA
Total	478	512	512	510

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT, LOCAL CONTROL ACCOUNTABILITY PLAN, AND DISTRICT STRATEGIC GOALS

Single Plan for Student Achievement (SPSA)*
The plan is designed to provide an analysis of student performance data, set priorities for program improvements, identify effective solution strategies, and provide ongoing monitoring of results.

Local Control Accountability Plan (LCAP)
Under the Local Control Funding Formula (LCFF) all school districts and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils in eight state priority areas:

AREA 1	LCAP Priority - Basic Services
AREA 2	LCAP Priority - Implementation of the Common Core State Standards
AREA 3	LCAP Priority - Parent Involvement
AREA 4	LCAP Priority - Student Achievement
AREA 5	LCAP Priority - Student Engagement
AREA 6	LCAP Priority - School Climate
AREA 7	LCAP Priority - Course Access
AREA 8	LCAP Priority - Other Student Outcomes

Strategic Goals
The Strategic Goals provide the essential framework required for the District to create a "roadmap" for a three year period. These goals are used to align District resources and enable the Governing Board to monitor progress made each year toward reaching the Vision, focusing on the Mission, living the Core Values, and accomplishing the Goals of the District.

GOAL #1   Academic Excellence:
We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

GOAL #2   A Highly Qualified Staff:
We attract, train, and retain high performing staff who actively engage, collaborate, and support students in effective instruction and the use of current technologies.

GOAL #3   Safe and Respectful Environment:
We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community

GOAL #4   Family and Community Partnerships:
We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

GOAL #5   Fiscal Excellence:
We believe that efficiency, transparency, and cost-effective practices must characterize District and school operations to ensure that resources are aligned and applied to achieve established goals. We are committed to remaining fiscally solvent by effectively managing resources and pursuing new revenue sources

The SPSA is specifically designed to align with the state's eight priorities of the LCAP and LJSD's Strategic Goals.

Area 1	LCAP Priority - Basic Services		
Basic Services			
		Findings	**Documentation**
Teacher Misassignment		0.0%	School Accountability Report Card
Facilities in Good Repair		Good	Facility Inspection Tool Report
Student Access to Standards Aligned Instructional Materials		100%	School Accountability Report Card

Data from 2014-2015 School Accountability Report Card (SARC)

Area 2	LCAP Priority – Implementation of Common Core State Standards (CCSS)
Implementation of Common Core State Standards	
Strengths	**Areas for Growth**
Academic Vocabulary Classes Reading Intervention Programs (SOAR) California State Standards Instructional Pacing Guide California State Standard Aligned Benchmarks	Go Math Professional Development STEAM Lab aligned to California State Standards

Area 3	LCAP Priority – Parent Involvement
Annual Parent Survey	
Strengths	**Areas for Growth**
Teachers have high expectations for student learning. Students have access to a balanced academic program including, reading, language, mathematics, social studies, science, art, and physical education. Students and parents feel welcome at school.	The school shares print or online resources, which explain and support the California State Standards. School provides academic support (such as extra teacher help, intervention programs, homework help).

Parental Involvement	
Efforts to Seek Parent Input	**Promotion of Parent Participation**
PTA SSC ELAC/DELAC TITLE 1 Parent Conferences California Standards Parent Meetings Coffee with Principal Classroom Volunteers Academic Awards Assemblies School volunteers for school events	PTA SSC ELAC/DELAC TITLE 1 Parent Conferences California Standards Parent Meetings Coffee with Principal Classroom Volunteers Academic Awards Assemblies School volunteers for school events

El Portal Elementary School Title I Parental Involvement Policy

VISION STATEMENT:
El Portal Elementary School will involve parents in regular, two-way meaningful communication addressing student achievement and ensuring: parents play an integral role in assisting their child's learning; parents are encouraged to be actively involved in their child's education; parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

RESPONSIBILITIES
All parent will sign and implement the El Portal School Compact.

PROVIDING INFORMATION:
El Portal School communicates regularly with parents in clear and understandable terms. This includes opportunities for parents to participate in decision-making roles, volunteer opportunities, parent meetings, classroom newsletters, an annual parent survey, parent-school compacts, and parent-teacher conferences. Parent-teacher meetings will be scheduled at any time, as requested by parents with translators as needed.

BUILDING CAPACITY FOR PARENT INVOLVEMENT
El Portal Elementary School agrees to implement statutory requirements to:
• Involve parents in the joint planning and development of the district's Title I plan through representation on the District-level English Learner Advisory Committee, which meets in fall and spring and to involve parents in an Annual Local Review of the Title I Program and use the results of the Single Plan for

Student Achievement to address any identified barriers to parental participation. The Annual Review will be conducted each fall at the last School Site Council meeting and will include an analysis of state and local assessment data, a review of grade level needs and services provided, parent/teacher and/or student survey data, and a summary analysis of the effectiveness of the Title I services.

- Involve parents in the development, implementation, and review of Parent-School Compacts. The compact will be discussed and signed during fall. The compact will also be posted on the district website.
- Involve parents in the planning and development of effective parent involvement activities through representation on the District's Title I Needs Assessment/Parent Survey. Committee meetings will be scheduled flexibly with the scheduling needs of parents in mind. Build the schools' and parents' capacity for parent involvement by:
- Provide parents with information on state standards, assessments, requirements of Title I, monitoring their child's progress, and working with educators. Information will be provided during an annual fall meeting, through trimester progress notices, at parent-teacher conferences, in the district/school newsletters, and on the district website.
- Provide materials, resources and training to help parents work with their children to improve academic achievement. Resources will be provided in classroom newsletters and communications. District parent trainings and family education nights will be planned each year based on the needs assessment.
- Communicate regularly with parents in clear and understandable terms. This will include opportunities for parents to participate in decision-making roles, volunteer opportunities, quarterly Title I meetings, classroom newsletters, an annual parent survey, parent-school compacts, and parent-teacher conferences. Parent-teacher meetings will be scheduled at any time, as requested by parents.

ACCESSIBILITY
All parents will be invited to all school events and be provided all student information on a regular basis.

El Portal Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge
The El Portal staff pledges to serve in our role as educators of the children who attend El Portal, and will support the school/district's homework, discipline, and attendance policies in the best interest of our students. In addition, the staff will:

. provide a safe, healthy, motivating and nurturing learning environment for children
. work to address the individual needs of every student; providing extra help when needed
. teach the district curriculum emphasizing grade level skills and concepts
. correct and return class work in a timely manner
. communicate homework and class work expectations through written, phone and personal contacts

Student Pledge

Children realize that their education is important. They are responsible for their own success. Students agree to carry out the following responsibilities to the best of their ability:

. be prepared and come to class on time each day
. return completed homework on time
. work as hard as I can on my school work
. be responsible for my own behavior
. ask for help when needed
. do my best in everything I do

Family/Parent Pledge

Parents understand that participation in their child's education will help his/her achievement and attitude. I will work to:

. encourage my child to complete assigned class work/homework and to always do their best
. talk to my child about school activities and homework every day
. attend Back to School Night, Parent-Teacher Conferences, Open House, and other school events
. encourage my child to engage in reading activities for at least 15 minutes every day
. provide a quiet place and time for my child to do homework
. make sure my child gets adequate sleep and a healthy diet
. support the school's discipline and attendance policies
. make sure that my child is on time for school each day

_____   _____   _____

Student   **Teacher**   **Parent/Guardian**

Area 4	LCAP Priority – Student Achievement

Academic Performance Index (API)

The California accountability system measures the performance and progress of a school or district based on results of statewide tests administered in grades two through twelve. A school's Academic Performance Index (API) is a composite number representing the results of these tests and is reported as a numeric index (or scale) ranging from 200 to 1000.

The test results used in calculating a school's API have different emphases. The amount of emphasis each subject or content area has in the API for a particular school or district is determined by statewide test weights and by the number of students taking each type of test.

2013		2014		2015		
Base	Growth	Base	Growth	Base	Growth	Three-Year Average*
876	871	N/A	N/A	N/A	N/A	874

The State Board of Education has suspended API for the 2013-2014 academic year. The formula to calculate the three-year average is: 2013 API + 2014 API + 2015 API divided by three.

English Learner Language Data

English Learner Progress Toward Language Proficiency

	2012-13			2013-14			2014-15			2015-16		
	Decrease	No Change	Increase	Decrease	No Change	Increase	Decrease	No Change	Increase	Decrease	No Change	Increase
# of Students	8	56	47	7	47	60	23	54	3	3	37	8
Percentage	7.2%	50.5%	42.3%	6.1%	41.2%	52.6%	20.2%	47.4%	32.5%	0%	43%	44%

NOTE: Numbers in this chart do not reflect the entire EL population, as kindergarten students are excluded as well as any student who does not have two years of California English Language Development Test (CELDT) scores.

English Learner Reclassification**											
RFEP = Reclassified Fluent English Proficient											
2012-13			2013-14			2014-15			2015-16		
ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs
152	25	11	160	46	10	158	35	11	139	70	58

NOTE: *EL numbers include those students prior to being Reclassified.*

*Eligible ELs: *For students in K-2, English Learners whose overall CELDT score is Early Advanced or Advanced with a sub score of Intermediate or higher in Listening, Reading, Writing and Speaking. For students in 3-12, English Learners must also have a minimum CST scale score of 300 or above in English-language arts and mathematics.*

**Reclassification Criteria: *1) English Learners whose overall CELDT score is Early Advanced or Advanced with a sub score of Intermediate or higher in Listening, Reading, Writing and Speaking; 2) A minimum CST scale score of 300 or above in English-language arts and mathematics; 3) A score of BASIC or above in the core subjects on the Elementary Report Card; 4) Teacher evaluation; and 5) Parent input.*

CAASPP Results (All Students) – English Language Arts/Literacy									
Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	78	76	97.4	76	**2447.7**	28	33	28	12
Grade 4	70	65	92.9	65	**2500.2**	31	37	18	14
Grade 5	64	64	100	64	**2514.5**	23	34	19	23
Grade 6	69	67	97.1	67	**2556.4**	25	34	28	12
All Grades	281	272	96.8	272		27	35	24	15

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	30	49	21	30	59	11	17	74	9	28	51	21

Grade 4	34	51	15	26	60	14	18	77	5	32	65	3
Grade 5	36	41	23	28	42	30	27	61	13	34	55	11
Grade 6	28	43	28	34	49	16	30	67	3	37	58	4
All Grades	32	46	22	30	53	17	23	70	7	33	57	10

CAASPP Results (All Students) – Mathematics

Overall Achievement

Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	78	76	97.4	76	**2458.4**	22	47	21	9
Grade 4	70	65	92.9	65	**2522.3**	29	42	28	2
Grade 5	64	64	100	64	**2521.1**	22	23	39	16
Grade 6	69	68	98.6	68	**2545.9**	22	28	28	22
All Grades	281	273	97.2	273		24	36	29	12

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	54	37	9	29	58	13	24	68	8
Grade 4	52	42	6	29	62	9	43	54	3
Grade 5	33	42	25	19	56	25	16	53	31
Grade 6	32	37	31	26	50	24	16	72	12
All Grades	43	39	18	26	56	18	25	62	13

Analysis of Educational Practices - Educational Practices Survey

Strengths	Areas for Growth
The school has a clear, coherent vision for student growth and learning. The school regularly reviews current practices to determine the focus on successful student learning.	Staff continues to add intervention classes and strategies to improve learning. The staff will continue to find ways to add technology in the classroom The teachers will articulate with teachers district wide and share ideas and

Assessment data is collected, analyzed, and used to make decisions with curricular and instructional approaches. The school environment demonstrates caring, concern, and high expectations for students that honors individual differences and is conductive to learning.	good teaching practices.

Analysis of Educational Practices - Professional Learning Communities Survey

Strengths	Areas for Growth
Teachers work collaboratively to continuously build the clarity regarding what students must know,understand, and be able to do. Teachers monitor student progress toward meeting academic standards. Teachers collaboratively analyze assessment results and use the results to improve student learning and teacher practices.	Teachers create rubrics criteria to judge the quality of student work. Teachers choose appropriate research-based instructional strategies to ensure all students meet standards.

Area 5	LCAP Priority – Student Engagement			

Four-Year Attendance Rate

	2012-13	2013-14	2014-15	2015-16
	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate
El Portal Elementary School	96.65%	96.84%	97.07%	97.05%
District	96.70%	96.86%	96.66%	96.80%

Chronic Absenteeism
Defined as a student who is absent for any reason on ten percent or more of the school days in the school year

	2012-13	2013-14	2014-15	2015-16
	Chronic Absenteeism Rate	Chronic Absenteeism Rate	Chronic Absenteeism Rate	Chronic Absenteeism Rate
El Portal Elementary School	8.7%	7.9%	6.2%	3.3%
District	6.0%	5.7%	6.0%	4.4%

Area 6	LCAP Priority – School Climate			
Four-Year Suspensions/Expulsions				
	2012-13	**2013-14**	**2014-15**	**2015-16**
Suspensions	2.59	1.67	0.55	TBD
Expulsions	0.00	0.00	0.00	TBD

Suspension data represents the total number of partial or full-day suspensions for the school year. This data does not represent the number of events by unduplicated student counts, that is, one student may generate multiple suspension days.

Four-Year Mobility Rate				
	2012-13	**2013-14**	**2014-15**	**2015-16**
Mobility				

Area 7	LCAP Priority – Course Access											
Number of Students On-Track for Graduation – El Portal Elementary School												
	2013			**2014**			**2015**			**2016**		
GRADE	Enrollment	# on Track	% on Track	Enrollment	# on Track	% on Track	Enrollment	# on Track	% on Track	Enrollment	# on Track	% on Track

Area 8	LCAP Priority – Other Student Outcomes		
Physical Fitness			
Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	25%	23%	16%

CRITICAL FINDINGS

As a result of analyzing the eight state LCAP priorities, other local data, and educational practices, El Portal Elementary School has selected to focus on the following:

State Priorities	Challenges
LCAP Priority - Basic Services	
LCAP Priority - Implementation of the Common Core State Standards	Increase teacher comfort level and understanding of the California Common Core Standards.
LCAP Priority - Parent Involvement	
LCAP Priority - Student Achievement	Increase student's proficiency in reading both informational and literary texts.
LCAP Priority - Student Engagement	
LCAP Priority - School Climate	Promote positive student behaviors with K-2 celebrations and MINDcraft.
LCAP Priority - Course Access	
LCAP Priority - Other Student Outcomes	Increase English Learners' reclassification rate by 3% annually.

ACTION PLAN

District Strategic Goal:
Academic Excellence:
We expect all students to demonstrate continued and improved academic achievement through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

LCAP Priority Area(s): 2.2) Student achievement will increase 3% over the 2015 baseline for all students as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language focusing on Reading.

School Goal:
Seventy-five percent of our students will increase their lexile level by 25 points per trimester as measured by the Scholastic Reading Inventory Growth Report.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Students will take baseline assessments in Scholastic Reading Inventory (SRI) at each trimester to monitor proficiency in reading.	August 2016 - May 2017		
Intervention classes will use Reading Plus, Lexia, and teacher support	September 2016 - April 2017		
All students will participate in Lexia (TK-2nd grade) or the Reading Plus (3rd-6th grade) technology.	August 2016 - May 2017		
Every 2nd to 6th grade student will complete a trimester personal work to self growth report each trimester.	August 2016 - May 2017		
Teachers will create rubrics to judge the quality of student work.	August 2016 - May 2017		
During PLC times teaches will discuss ways to implement researched based practices to ensure students meet standards.	August 2016 - May 2017		

District Strategic Goal:

Academic Excellence:

We expect all students to demonstrate continued and improved academic achievement through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

LCAP Priority Area(s):

3.2) 85% of the family respondents will "Agree" or "Strongly Agree" with the statement, "I will receive information about my student's academic performance through report cards, progress reports, email, parent notification letters, and/or parent conferences/phone calls" as measured by the annual parent survey.

3.3) Maintain the average attendance rate at 96.5% or higher as measured by the P2 attendance data

School Goal:

The percentage of students participating in MINDcraft intervention/enrichment activities will increase, from 80% to 85%, as measured by attendance of the last enrichment class in April 2017. MINDcraft'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 twice each trimester.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
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.	August 2016 - May 2017		
Teachers will collaborate regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.	October 2016 February 2017 Mid Year April 2017 End of Year		
Provide designated Long-Term ELs (LTELS) with a specific intervention program - SOAR.	September 2016 - May 2017		
Every 2nd to 6th grade student will complete a trimester personal work to self growth report each trimester.	August 2016 - May 2017		
STEAM Lab activities will be aligned to California Standards.	August 2016 - May 2017		

District Strategic Goal:

LCAP Priority Area(s):
School Goal:

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results

District Strategic Goal:

Academic Excellence:

We expect all students to demonstrate continued and improved academic achievement through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

LCAP Priority Area(s):

2.3) English learner programs will be analyzed and refined to ensure that the District makes growth in achieving or making gains in coming closer to the annual AMAO State Targets as measured by Title III accountability data. The percentage of ELs demonstrating progress toward English proficiency will increase from 74% to 76%.

2.4) English learner reclassification rates will be above both the state and county averages as measured by State reclassification ratings. Given the current rate of 21% as a result of changes made to support our ELs this year (with state and county averages at 11%), we are anticipating fewer reclassifications with more monitoring of students.

School Goal:

Increase the English Learner's student reclassification rate by 3% over the 2015 results as measured by the Annual CELDT in English Language Arts.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
All EL students will take a baseline Reading Inventory Lexile test to to the starting point and measure growth.	August 2016		
All EL students will have a daily 30 minute block of time devotes to ELD instruction based on their CELDT level.	August 2016 - May 2017		
All EL students will be invited to before and after school intervention which will focus on the standards not met on the SBAC ELA criteria and classroom performance.	September 2016 - May 2017		
Long-term Intermediate English LEarners who scored in the Standard Nearly Met range will receive tutoring support to meet individual needs. EL Homework Club will also meet every Monday from 1:45-3:00p.m.	September 2016 - May 2017		
Intervention services will be provided before and after school (SOAR), at first recess (AIM), and the Library will be open at lunch for homework or computer time	September 2016 - May 2017		

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
to meet individual goals.			
Teachers will develop CCSS targeted lessons for interventions and classroom instruction to integrate the use of technology into student learning.	August 2016 - May 2017		
All teachers have been trained and will continue to implement GLAD strategies into lessons.	August 2016 - May 2017		

TITLE I, PART A – SCHOOLWIDE PROGRAM

EL PORTAL ELEMENTARY SCHOOL has been authorized by the California Department of Education to operate a Schoolwide program. As a result, the school receives both state and federal resources to support the entire educational program and help all students meet challenging state standards.

The purpose of the Title I, Part A schoolwide program at EL PORTAL ELEMENTARY SCHOOL is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

This is accomplished at EL PORTAL ELEMENTARY SCHOOL in the following manner as required by NCLB Section 1114 (b) (1) for Title I schoolwide program plans:

Component 1: EL PORTAL ELEMENTARY SCHOOL has conducted a comprehensive needs assessment using the California State Standards, CELDT, local assessment data, and survey tools of educational practices. Focus areas for the school year are a direct result of this comprehensive study.

Component 2: Schoolwide reform strategies that are currently in place provide opportunities for all students to meet the state's Proficient and Advanced levels of student academic achievement as described in NCLB Section 1111(b)(1)(D). During the last administration of statewide assessments, EL PORTAL ELEMENTARY SCHOOL had a schoolwide proficiency rate of 50% in English-language arts and 47% in mathematics. Teachers use scientific research based methods and instructional strategies that strengthen the core academic program at EL PORTAL ELEMENTARY SCHOOL. Students received additional quality learning time to both enrich and accelerate the curriculum. Students of poverty and English Learners receive extra support in order to close the educational gap for these students. Specific services are provided to students who are low achieving and/or those most at risk of not meeting the content standards. The school leadership team and the school site council review progress of all students on an ongoing basis, in order to determine if their academic needs are being met. Using the District Data Management System - Illuminate, teachers have access to student results in both formative and cumulative assessments. The single school plan for EL PORTAL ELEMENTARY SCHOOL is in alignment with the goals of the Governing Board, the Local Educational Agency Plan (LEA Plan), and the Local Control Accountability Plan (LCAP).

Component 3: EL PORTAL ELEMENTARY SCHOOL students are instructed by highly qualified teachers. All teachers at EL PORTAL ELEMENTARY SCHOOL are highly qualified as specified by NCLB.

Component 4: NCLB Sections 1119 and 1114(a)(4) require a high quality of ongoing professional development for both teachers and paraeducators. The professional development activities for EL PORTAL ELEMENTARY SCHOOL include District-wide goals, school specific areas for improvement, and individual professional growth plans.

Component 5: LOWELL JOINT SCHOOL DISTRICT continues to offer a competitive salary schedule to attract the highest quality teachers. Additionally, new teachers are provided a strong support program with professional development that meets the needs of each individual.

23 of 38

Component 6: Parental Involvement is a priority at EL PORTAL ELEMENTARY SCHOOL. As specified in NCLB, Section 1118, parental involvement with an emphasis on family literacy is a strong component of the school.

Component 7: Students entering kindergarten are provided transitional support through a variety of activities. These include kindergarten preparatory activities provided in our transitional kindergarten program, our Kindergarten Round-up, and an annual kindergarten orientation.

Component 8: Teachers continually provide input into the decisions regarding the use of the results from state assessments, as specified in NCLB Section 1111(b)[3]. As teachers become more sophisticated in the use of data to help drive instruction, decisions regarding student needs have become more and more teacher directed. Examples of this include disaggregation of data using the Illuminate assessment management system.

Component 9: Effective, timely assistance for students who experience difficulty in attaining the Proficient or Advanced level of the academic content standards is provided, as required by Section 1111(b)(1). Students' academic difficulties are identified in a timely way and teachers are able to provide information on which to base effective assistance.

Component 10: All programs are coordinated and integrated at EL PORTAL ELEMENTARY SCHOOL as outlined throughout the SPSA plan.

TITLE I ACTION PLAN: PARENT AND COMMUNITY SUPPORT

As a requirement under Title I, 1% or more of school funds will be used for Parent Support.

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
Parent Conferences will be held at least twice a year with follow up conferences as needed.	August 2016 - May 2017	$0		
The school will provide clear information on all school policies, programs, reforms, and transitions to Junior High.	August 2016 - May 2017	$0		
The District will provide information for parents on Internet Safety and Digital Citizenship	August 2016 - May 2017	$0		
Parents and Teachers will participate in Student Study Team Meetings.	August 2016 - May 2017	Substitute Cost		
Language translators will be used to assist families as needed.	August 2016 - May 2016	$1,000		
The principal and teachers will encourage parents to attend and participate in K-2 celebrations and MINDcraft days to promote college and career goals.	September 2106 - May 2017	Materials Cost		
		$1,000.00		

TITLE I PROFESSIONAL DEVELOPMENT SET-ASIDE

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
Continuous School Improvement: Release time for staff to develop units of study	September 2016 - May 2017	$2,000.00		
CUE Conference: Classroom technology use, innovation, critical thinking, problem solving, and teamwork.	March 2017	$9,000.00		
		$11,000.00		

OTHER TITLE I EXPENDITURES

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
Reading Plus	August 2015 - August 2018	$5,500.00		
Interventions with in the school day materials: Traveling Trunks (historical content), Linus Blanket materials (writing process), novels for literary circles, K-2 and school-wide celebrations.	August 2016 - May 2017	$1,500.00		
MINDcraft Intervention Materials and Supplies	October 2016, February 2017, May 2017	$2,000.00		
Teacher Release time to visit other schools and create curriculum	August 2016 - May 2017	$1,000.00		
Intervention hours for staff	August 2016 - May 2017	$4,000.00		
STEAM Common Core Curriculum and Materials	August 2016 - May 2017	$1,000.00		
Technology on campus and in classrooms	August 2016 - May 2017	$15,168.00		
Alternative Support Plan - Intervention given during the school day in the classroom as support for learners	August 2016 - May 2017	$30,000.00		
		$60,168.00		

Program Improvement

All schools who do not make Adequate Yearly Progress (AYP) are identified for PI under the No Child Left Behind Act of 2001. The NCLB Act requires all states to implement statewide accountability systems based on challenging state standards in English-language arts and mathematics; annual testing for all students in grades 3-8; and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years. Assessment results are disaggregated by socioeconomic status, race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind. Schools that fail to make Adequate Yearly Progress (AYP) toward statewide proficiency goals are subject to improvement and corrective action measures.

PI Identification Criteria: In California, Program Improvement (PI) is the formal designation for Title I funded schools and Local Educational Agencies (LEAs) that fail to make AYP for two consecutive years. Determinations are made using two years of data for schools and LEAs that receive Title I funds. A Title I school is identified for PI when, for each of two consecutive years, it fails to make AYP in the same content area (English-language arts or mathematics) schoolwide or for any numerically significant subgroup. Once in PI, a school or LEA that fails to make AYP will advance further in PI status (see chart below).

School Improvement	School Improvement	Corrective Action	Restructuring	Restructuring
Year 1	Year 2	Year 3	Year 4	Year 5
The District: • Provides technical assistance to PI school • Notifies parents of PI status of school and school choice • Sets aside minimum 5% for professional development to meet highly qualified staff requirements • Provides choice to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs.) • Establishes peer review process to review revised school plan **The School:** • Revises school plan within	**The District continues:** • Technical assistance • Parent notification of PI status of school, school choice, supplemental services • Professional Development • School choice **The District adds:** • Supplemental educational services to all eligible students School continues: • Plan implementation • Professional Development	**The District continues:** • Technical assistance • Parent notification of PI status of school, school choice, supplemental services • Professional Development • School choice • Supplemental services **The District adds:** • The District identifies school for corrective action and does at least one of the following: • Replaces school staff • Implements new curriculum • Decreases management authority at school level • Appoints outside expert • Extends school year or day	**The District continues:** • Technical assistance • Parent notification of PI status of school, school choice, supplemental services • Professional Development • School choice • Supplemental services **The District and School add:** • During Year 4, prepare plan for alternative governance of school. Select one of the following: • Reopen school as a charter • Replace all or most staff including principal • Contract with outside entity to manage school	**The District continues:** • Technical assistance • Parent notification of PI status of school, school choice, supplemental services • Professional Development • School choice • Supplemental services **The District and School add:** • Implement alternative governance plan developed in Year 4 School continues in PI, and LEA offers choice and supplemental services until school makes AYP for two consecutive years. School exits PI after two consecutive years

School Improvement	School Improvement	Corrective Action	Restructuring	Restructuring
Year 1	Year 2	Year 3	Year 4	Year 5
3 months to cover 2-year period • Uses 10% of Title I school funds for staff professional development • Implements plan promptly		• Restructures internal organizational structure of school • The District informs parents and public of corrective action and allows comment. LEAs may provide direct technical assistance to school site councils in developing school plans. **The School continues:** • Professional Development • Collaboration with District to improve student achievement	• State takeover • Any other major restructuring • The District provides notice to parents and teachers and allows comment. **School continues:** • Professional Development • Collaboration with District to improve student achievement	of making AYP.

PI Exiting Criteria: A PI school or LEA that makes AYP for one year will maintain the same PI status for one additional year and be required to continue implementing the applicable NCLB requirements. In order to exit PI, a school or LEA must make AYP for two consecutive years.

CURRENT CONDITION AT SCHOOL SITE WITH PROGRAM IMPROVEMENT STATUS

El Portal School was designated as a Year 2 Program Improvement School. The school did not make the 2012 Safe Harbor targets in English Language Arts and mathematics for the EL subgroup. The school did not make the 2013 Safe Harbor goals in English Language Arts and Math except for the White subgroup.

The District provided the following assistance:

School Choice: A letter was posted on the District website notifying them of the PI status and their choice to have paid transportation to a non-PI school. Supplemental Educational Services (SES): Supplemental Educational Services are additional academic instruction provided outside of the regular school day for Title 1 PI schools in Years 2 through 5. These free tutoring services are designed to increase the academic achievement of students. El Portal School offered two opportunities for eligible low-income students to sign-up for SES.

The above are no longer required as a result of the Every Student Succeeds Act (ESSA) for the 2016-17 school year.

Planned Improvements:
Two-year planned changes in the schools programs, activities, structures, or governance to ensure that the school is and/or significant subgroups are making Adequate Yearly Progress.
2016-2017
a. Monitor El Portal's instructional commitments
b. Utilize the Scholastic Reading Inventory, Lexia, and Reading Plus reading programs
c. Monitor the implementation of the before and after school intervention program, Successful Options for Academic Readiness, SOAR.
d. Monitor the implementation of Specifically Designed Academic Instruction for English (SAIDE) strategies to support the content instruction of ELs
e. Continue to train staff on California Standards
f. Develop and implement California Standards lessons in both ELA, ELD, and Math
g. Monitor the implementation of PLCs both at grade level and vertical to examine California Standards lessons, student growth, and effectiveness of identified instructional strategies to improve student achievement
h. Monitor the implementation of the master schedule which allows 30 minutes of ELD instruction per language proficiency level
i. Continue Cooperative Learning and the EDI strategies in every classroom
j. Recognize student achievement weekly within the classroom and at School-wide Achievement Assemblies
k. California Standards implementation of the adopted GO Math! Curriculum
l. Continue to add Chromebooks and use iPads in classrooms and other support technology
m. Continue training on Academic Vocabulary
n. Continue MINDcraft Intervention for grades 3-6 to help support all curricular areas
o. Create and implement STEAM curriculum for grades TK-6 with emphasis on Math, ELA, and Science
p. Staff will receive STEAM Lab staff development to tie all projects to grade-level Common Core standards

q. Provide Enrichment Activities such as: Historical Traveling Trunks, Project Linus, Quilts of Valor, K-2 celebrations, book clubs, Big Buddies to help create schema for all students

2017-2018
Refine practices from 2016-2017

PROGRAM IMPROVEMENT – 2-YEAR PLANNED IMPROVEMENTS

The No Child Left Behind Act of 2001(Section 116) requires that each school identified for school improvement, not less than three months after being identified, develop or revise a school plan in consultation with parents, school staff, the LEA serving the school and outside experts, for approval by the LEA. The school plan shall cover a two year period and incorporate the following:

Required Components	Action Steps	Timeline/Person Responsible
1. **Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for program improvement**	EDI for grades TK-6 GLAD Specifically Designed Academic Instruction in English (SDAIE) 30 minutes daily of ELD instruction per CELDT level	August 2015 - May 2017 Principal/Instructional Staff
2. **Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the state's Proficient level of achievement on the state academic assessment**	Collaborations in PLCs both grade level and vertical meetings Technology incorporated daily Weekly formative assessments used to identify students in need of reteaching Daily AIM homework help Goal setting conferences with students Recognition of student achievement weekly in class and school wide at academic award assemblies	August 2015 - May 2017 Principal/Instructional Staff
3. **Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in Program Improvement status, for the purpose of providing to the school's teachers and principal highquality professional development that:** a. **Directly addresses the academic achievement problem that caused the school to be identified for**	Below is a list of staff development trainings that we will provide throughout the 2016-2017 school year.: K - 6 Go Math training Academic Vocabulary Release time for staff to meet in PLCs and plan instruction aligned to CCSS in ELA/ELD and Math Release time for staff to attend conferences STEAM Lab staff development training	August 2015 - May 2017 District/Principal/Instructional Staff

Required Components	Action Steps	Timeline/Person Responsible
program improvement b. **Meets the requirements for professional development activities under section 1119** c. **Is provided in a manner that affords increased opportunity for participating in the professional development**		
4. **Specify how funds described in 3 above will be used to remove the school from school improvement status.**	These funds will allow teachers to participate in staff development activities that promote proficiency of standards for all students in all academic areas. Teachers will have time to develop and implement units of study for continuous school improvement.	August 2015 - May 2017 Principal/Instructional Staff
5. **Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the state's Proficient level of achievement on the state academic assessment**	The percentage of students increasing their lexile by 75 points (25 per trimester) or higher in Reading Counts will increase as measured by the Scholastic Reading Inventory Growth Report. The percentage of students participating in MINDcraft intervention/enrichment activities (by completing 90% of all classwork) will increase, from 80% to 85%, as measured by attendance of the last enrichment class in May 2017. MINDcraft'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 twice each trimester.	August 2015 - May 2017 Principal/Instructional Staff
6. **Describe how the school will** a. **Provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand**	In August, parents will be notified regarding El Portal's Program Improvement status. The letter will be send out in English and Spanish.	August 2017 Principal/Instructional Staff
7. **Specify the responsibilities of the school, the Local Educational Agency (LEA) and the State Educational**	See LJSD Local Educational Agency Plan	

Required Components	Action Steps	Timeline/Person Responsible
Agency serving the school under the plan, including the technical assistance to be provided by the Local Educational Agency		
8. **Include strategies to promote effective parental involvement in the school**	Strategies to involve parents will include keeping abreast of school activities, opportunities and functions via School Messenger phone messenger, monthly calendars, weekly classroom passbacks folders with class newsletter, school and classroom websites, PTA flyers, etc Parents are invited to participate in the following areas: PTA SSC ELAC/DELAC TITLE 1 Parent Conferences California Standards Parent Meetings Coffee with Principal Classroom Volunteers Academic Awards Assemblies School volunteers for school events	August 2015 - May 2017 Principal/Instructional Staff
9. **Incorporate, as appropriate, activities, before school, after school, during the summer, and during any extension of the school year**	SOAR AM/PM intervention programs TITLE 1 summer book club ELD Monday Homework support Club Extended Day for TK-K ELD students Learning at Lunch/homework support Hired support for work with students in the classroom	August 2015 - May 2017 Principal/Instructional Staff
10. **Incorporate a teacher mentoring program**	Teachers will have the following opportunities to serve and receive mentoring under the direction of the school principal in the following areas: Grade-level Team leads Intervention coaches - Data, MINDcraft, STEAM LAB SST facilitator Student Council Advisor	August 2015 - May 2017 Principal/Instructional Staff

Required Components	Action Steps	Timeline/Person Responsible
	Green Team Advisor School Site Council Representative	

FEDERAL BUDGET

The plan describes the activities to be conducted at the school for federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

Federal Programs under the Elementary Secondary Education Act	Allocation
X Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$72,168

SCHOOL SITE COUNCIL MEMBERSHIP

California Education Code Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the School Site Council (SSC). The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rebecca Stephenson - chairperson/teacher		X			
Jeannie Nichols - teacher		X			
Rachel Guerrero - teacher		X			
Nancy Rogers - teacher		X			
Regina Fiscus - other Staff			X		
Daniel Anderson - parent				X	
Caroline Lepe - ELAC Rep (voting rep)				X	
Michelle Jeffers - parent				X	
Mallory La Porte - parent				X	
Dianna Madrigal Munoz - parent				X	
Rhonda Esparza - principal	X				
Numbers of members of each category:	**1**	**4**	**1**	**5**	

RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   X   English Learner Advisory Committee

   _____
   Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on November 3, 2016.

Attested:

Rhonda Esparza
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Rebecca Stephenson
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date