# School Plan for Student Achievement (SPSA)

## Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Portola High School | 30-73650-0133405 | 5/11/2023 | |

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

**Involvement Process for the SPSA and Impact that Stakeholder Engagement had on the process**

The SPSA is the result of a collaborative effort between representatives of all stakeholders who meet together regularly throughout the year. It is the product of groups looking at student data, measuring gaps of current performance verse ideal performance, and developing a plan to mitigate

the gaps noted. Two primary official groups (Leadership Team, School Site Council) have input into the content of the plan, while other groups provide key information and feedback to ensure the plan is meeting the needs of all students at PHS.

PHS stakeholders are separated into five focus areas in order to go through a self study process. Focus areas include Organization and Leadership, Assessment for learning, Instruction, Curriculum, and Student Support. Each focus area has a specific protocol that stakeholders participate in over a two year process in order to draft a 5-6 year plan. The protocol guides groups through a series of prompts that facilitate a thorough reflection on current practices as they pertain to student learning and achievement. The result of these focus meetings is a list of strengths for celebration and a list of growth areas for follow up. The Growth Areas are then the substance of a strategic school plan that provides a basis for a long term plan.

The PHS leadership team, which meets monthly, gives critical feedback and input to the resulting School Plan as well as the Annual Review. In addition, the School Site Council, which meets quarterly, reviews, gives feedback and input, and officially approves the SPSA in May of each year.

In summary, all PHS stakeholders have input and give feedback to the SPSA each year, throughout the year. Stakeholders are members of focus groups. Teachers work in teams through the PLC process as they engage in the process of the SPSA action items and then reflect on the results of their efforts by looking at student achievement. Teams work with departments to evaluate progress and then departments work together on Leadership Team to determine school wide successes and continue focus areas. School wide analysis feeds a continuing cycle whereby teachers again set goals with their teams repeating the process.

Official adoption of the annual plan takes place in May, and official evaluation takes place in April.

## 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:

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 School Plan for Student Achievement (SPSA)
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 | _____ <br> Signature |
| | Special Education Advisory Committee | _____ <br> Signature |
| | Gifted and Talented Education Program Advisory Committee | _____ <br> Signature |
| | Other committees established by the school or district (list): | _____ <br> 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: 5/11/2023

Attested:

| John Pehrson | | 5/11/2023 |
|---|---|---|
| Typed Name of School Principal | Signature of School Principal | Date |

| Caroline Wang | | 5/11/2023 |
|---|---|---|
| Typed Name of SSC Chairperson | Signature of SSC Chairperson | Date |

# School Site Council Membership

**The School Plan for Student Achievement**
The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

**School Site Council Membership (SSC)**
Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application.  The current make-up of the council is as follows:

| Name of Members | Group A | | | Group B | |
| --- | --- | --- | --- | --- | --- |
| | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
| John Pehrson | 1 | | | | |
| Jon Resendez | | 1 | | | |
| Ryan Itchon | | 1 | | | |
| Amanda Davila | | 1 | | | |
| Nancy Wang | | | | 1 | |
| Christina Pa | | | | 1 | |
| Caryn Cherry | | | | 1 | |
| Caroline Wang | | | | | 1 |
| Michael Shen | | | | | 1 |
| Madyson Lee | | | | | 1 |
| Amanda Cramer | | | 1 | | |
| Jen Ochsner | | | 1 | | |
| **Numbers of members of each category** | **1** | **3** | **2** | **3** | **3** |
| **(Totals of Group A and Group B must equal)** | **Total Group A: 6** | | | **Total Group B: 6** | |

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members.  Classroom teachers must comprise a majority of persons represented under section (a).  At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students.  Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

# ELAC Membership

**English Learner Advisory Committee**
All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC).  (5 CCR 11308[b])  Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b])  There is no mandated size for the committee.

**Membership**
1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
      a. The development of the section in the SPSA pertaining to EL students' education
      b. The development of the school's needs assessment
      c. Implications of language census for translation requirement
      d. Efforts to make parents aware of the importance of regular school attendance

| Names of Members | Principal | Chair | DELAC Rep. | Other Member |
|---|---|---|---|---|
| James Coney | 1 | | | |
| Tong Yao | | x | x | |
| Cale Kavanaugh | | | | x |
| Yuhong Yu | | | | x |
| Ziqi Lin | | | | x |
| Yuying Lin | | | | x |
| Emmie Ding | | | | x |
| Kiki (Yiqi) Qi | | | | x |
| Juha Jung | | | | x |
| Samantha Gu | | | | x |
| Yinuo Yue | | | | x |
| Numbers of members of each category | **1** | | | |

**Guidelines for Combining SSC and ELAC:**
The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d])  Check box below if site meets the above criteria and has chosen this option.  If the site has chosen the option to combine, leave ELAC membership empty.

**Site has chosen to combine SSC and ELAC using the above guidelines.**
**OR**
**XSite has chosen <u>NOT</u> to combine SSC and ELAC using the above guidelines.**

# Budgets and Summary

**Centralized Services for Planned Improvements in Student Performance:**
The following actions and related expenditures support this site program goal and will be performed as a centralized service.
Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

| State Programs | Preliminary Allocation (Fall) | Amount Allocated in SPSA |
|---|---|---|
| **Local Control Funding Formula (LCFF) – Base Grant**<br>Purpose: To provide flexibility in the use of state and local funds by LEAs and schools | $73,176.00 | 25,500 |
| **LCFF – Supplemental Grant**<br>Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students | $67,108.00 | 4,500 |
| **Lottery Funds**<br>Purpose: Purchase site instructional materials | $13,850.00 | |
| Total amount of state categorical funds allocated to this school | $154,134 | 30,000 |

| Federal Programs | Preliminary Allocation (Fall) | Amount Allocated in SPSA |
|---|---|---|
| **Title I, Part A: Allocation (IUSD schools are School Wide)**<br>Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement.<br>Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. | $0.00 | |
| **Title III Centralized Services Allocated - EL and Immigrant Students**<br>Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students. | $42,280.30 | |
| Total amount of federal categorical funds allocated to this school | $42,280.30 | |
| Total amount of state and federal categorical funds allocated to this school | $196,414.30 | $30,000 |

# Section 2: Goals, Strategies, & Proposed Expenditures

# Goal 1

## Goal Statement

To Establish Schoolwide Systems and Strategies Whereby All Students Have the Support They Need to Belong, Contribute, and Thrive.

**LCAP Goal:** This school goal supports which of the following District LCAP Goals: (select all that apply)

X  LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X  LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
  LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Failure Rate | 4.21% is the over rate although there are certain subgroups that exceed this number. Black/AA 28% D/F | <5% with improved subgroup numbers Black/AA <20% D/F |
| Attendance Rate | Monthly attendance rates went from 85% to 99%. 90.2% was the overall. Using a new calculation and counting all absences. | 97%+ |
| Suspension Rate | 22 students for a total of 1% | <1% suspended for 1 or more days |
| Student Report on a variety of strategies they experience | 80% say agree and strongly agree | 82+% say agree or strongly agree |
| Class Engagement (student report) | Classes range from 58-83% | All classes are score at over 70% |
| CAASPP DATA<br>Overall student increase in meeting or exceeding standards<br>Overall student decrease in not meeting standards<br>Econ disadvantaged subgroup increase in meeting or exceeding standards<br>Econ disadvantaged subgroup decrease in not meeting standards | 68% in Math and 86% in ELA<br>16% in Math and 4% in ELA<br>60% in Math and 70% in ELA<br>16% in Math and 15% in ELA | 71% in Math and 88% in ELA<br>14% in Math and 5% in ELA<br>62% in Math and 72% in ELA<br>14% in Math and 13% in ELA |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| UC A-G requirements (not on track) | 5.25% not on track overall. | >5% overall |
| Grad Rate | 95.5%<br>Black/AA 83.3%<br>Two or more 88.9% | >96% overall<br>Black/AA >86%<br>Two or more >90% |

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Goal Statement

To Examine and Implement New and Evolving Educational Practices that Support Student Academic Growth

**LCAP Goal:** This school goal supports which of the following District LCAP Goals: (select all that apply)

X  LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
X  LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
X  LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| An overall failure rate in all classes not to exceed 5% | 3.1 % in all classes.  However, 7.5% of all students during semester 2. | <5% of students |
| An overall attendance rate of 95%  or greater | 97.1% overall | 95%+ |
| Implement grading policies in which homework will account for less of the academic grade | 76% of the teachers reported 0-10 which is 10% higher than 20-21 and still significantly higher than the district HS. | 80% or more will say that homework counts for 0-10% of the academic grade. |
| An increase in students reporting that their teachers provide a wide variety of activities to show what they have learned. | 81% say agree and strongly agree with only 6% who disagree | 82+% say agree and strongly agree and 5% or less who disagree. |
| More teachers will report that they provide students opportunities to retake quizzes and tests. | 98% say sometimes - always | Over 98% will say sometimes – always |
| An increase in student reporting to have access to other classes that will support them if they need additional help. | 76% say agree and strongly agree with only 8% who disagree | 80% say agree and strongly agree with less than 6% who disagree |
| Creation of student-friendly learning targets to increase student ownership | Most teachers use student friendly learning targets regularly | All teachers will create and use accessible student friendly learning targets for their courses |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| Create and implement one recurring annually collaborative unit/project in each department or level team. | 50% of levels do so currently | 80% would have one established by spring 2022; 100% by spring 2023 |
| Implement Mastery Grading Assessment model | 60-70% of all levels across disciplines employ some of the features of the Mastery Grading Model | 80% of all levels across disciplines will employ some of the features of the Mastery Grading Model with the goal of building hope and efficacy into the assessment system. |
| Establish and publish clearly defined success criteria for all standards to be covered in each class. | 70% have published success criteria for all standards. | 80% will have published success criteria for all standards by spring, 2022. |

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Goal Statement

**LCAP Goal:** This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

## Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
|  |  | agree |

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Goal Statement

### LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
| --- | --- | --- |

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Goal Statement

**LCAP Goal:** This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

### Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|

# Goals, Strategies, & Proposed Expenditures

## Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an "X" in the box under each goal for which the strategy or activity applies.

| | Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| 1. | 1.1 Examine ways to provide training for staff in Advisement relational strategies, content, and purpose to ensure equitable experience and support for all learners.<br><br>For 23-24 We will continue to utilize a centralized calendar and will work on a more effective balance of material across each calendar meeting.  Additional content needs to be modified and updated to ensure we are meeting the SEL needs of the students while not being too repetetive from years past. | All Students | Administration for staff Teachers for students | LCAP B        2,000 | X | | | | |
| 2. | 1.2 Under the guidance of a newly-formed Equity Team, develop and implement practices that involve equitable enrollment in advanced coursework and provision of support for all learners.<br><br>We will continue with the work of the Equity Team and work with the TEEA group to offer | All Students<br><br>Targeted Marginalized Students<br><br>All Students specifically enrolled in AP Honors classes | Administration Teachers AP Hon Teachers EOS team TEEA team | LCAP B        6,000<br><br>LCAP S        3,000 | X | | | | |

| | Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|---|
| | resources and PD for teachers. We will also continue to offer an AP skill summer boot camp for students new to AP. We will hold a summer AP PLC where student supports will be put in place for 23-24 school year. We would like to maximize the retention of Outreach students in the AP program and develop additional supports to assist in that effort. We will continue to work with the parent/student forums in an effort to listen to the stories of underrepresented students and create new avenues of communication, increase trust and provide additional support. We were able to hear directly from representatives from the BSU and would like to continue this practice with other groups of the student body. | | | | | | | | |
| 3. | 1.3 Reflect upon and record specific ways in which PLC teams—based on findings from common assessment data-- adjust and vary instruction for learners of all ability levels and instructional needs<br><br>In counseling we will Continue to communicate with departments and include Passion Civics to include our seniors in an effort to provide important senior information more effectively in a | All Students<br><br>Subpopulations in need of enrichment or intervention including Honors, Special Education, English Language Learners | Counselors, Counseling Interns, College and Career Specialist<br><br>Primary PLC Teams (LLA, AmLit, Passion, Capstone/AP)<br><br>Math content | LCAP B        11,500<br><br>LCAP S          500 | X | | | | |

| Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|
| smaller setting. This will allow for more personalized support and for students to ask questions about postsecondary options and information. We will connect with IT or the district to create fake accounts for students so we are able to model the Aeries Academic Plan. We will notify students through multiple platforms so they are aware when their workshops are happening and allow them to schedule their time appropriately.<br><br>Changes in LLA for this goal moving forward is sharing across levels what we've been noticing in our students' data, what lessons we're implementing as intervention, reteaching, and enrichment, and how we're norming/scoring our students so that there is clarity in vertical alignment and even more consistency in our feedback. We'd really like to use our allotted norming day by the district, but for the past few years, it has only been for outside of school hours, and it is nearly impossible to get the whole department together to norm outside of school; hopefully next year we can have a sub day again from the district to norm. | | teachers and assigned co-teachers.<br><br>Teachers by PLC Team<br><br>Education Specialists and Special Education Aides<br><br>Education specialists, Behavior intervention assistants, instructional aides<br><br>All VAPA Staff & Coaches<br><br>All World Language Teachers<br><br>Administration PLC FCs<br><br>Admin Dept Chairs PLC FCs | | | | | | |

| Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|
| Moving forward in Math, teams will continue to incorporate data moments into PLC time. We could improve upon data analysis and data moments prior to assessments, so teams have a sense of which students are struggling with prior to assessing. Some PLC teams are implementing low/no stakes assessments to help students track what learning targets they have yet to master.   Teams will continue to communicate learning objectives and important, upcoming reassessment opportunities to parents via Aeries.<br><br>The PE department will continue to review and edit our shared PE drive with common lessons/assessments based on performance targets. Unit guidelines and unit matrix will be re-evaluated.<br><br>Science PLC teams will work on blending all students in embedded honors courses and providing meaningful extension opportunities for learners.  We will also working on differentiation of curriculum to meet the needs of various levels of learners within a class.<br><br>As an SS department we need to follow through and evaluate our implementation of our new | | | | | | | | |

| Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|
| rubric structure in the spring of 23 as it will be applied to our spring research papers in World and American History. We also must continue vertical alignment conversations between World and American History and for 23-24 begin to align with Passion Civics. The World History team will be working toward creating an embedded honors structure for this course in 24-25 and this will require adjusting/augmenting learning targets and success criteria, creating differentiated common assessments both formative and summative for every unit and creating a norming structure so that next year this team can spend its time working on differentiation and the maintenance of rigor.<br><br>In SpEd We will implement with fidelity and consistency as a team. We still need to create our lessons that are connected to our create standards.We will focus on identifying parts of the rubric to implement within a quarter system, starting off focusing organization. As a team we can split up lessons to create for consistency in lessons.  We will have a monthly meeting with our class BIs and full time ESN 35 hour IAs to review the monthly upcoming community based instruction locations and what | | | | | | | | |

| Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|
| our targeted skills will be and materials that need to be created still or review what we have. Also, this will provide us with time to discuss any students that are having challenges that the department should be aware of and collaborate on current strategies being used in case other staff need to support.<br><br>In VAPA we would like to prioritize PLC time to engage in the PLC cycle by utilizing PLC days, shared leadership of production planning, and effective email communication.<br><br>In World Language, Vertical alignment has not happened and we would like to prioritize this as a goal for next year.<br><br>Organizationally, We plan to continue with a similar PD model covering these topics that closely aligns with team goals.The ability to take PLC days during the school year will give our teams a prolonged period of time to examine student work, the data that comes from it, and develop appropriate action steps in response.  In addition, we will continue to support each team through LLC with the PLC FCs as each of them continue to work on current educational practices. | | | | | | | | |

| | Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|---|
| 4. | 2.1 Implement features of the Mastery Grading practices to establish a Growth Mindset in all learners and to ensure that each learner's grade on record reflects demonstrated ability over time.

In Counseling Moving forward the counseling department will continue to refine our videos and presentation style to ensure we are meeting the needs of all students. Continue to capture all students and work with athletes and student schedules to ensure everyone has an opportunity to meet with the counseling team to assist with their 4 year academic plan.

Moving forward, a goal for LLA would be to discuss common strategies and supports for students new to Honors/AP, especially since we were very open this year about students not having any barriers to go to these more challenging courses. We'd need more conversations about what differentiation looks like in Honors/AP and we'd especially like to revisit the difficulty level of upper-level H/AP courses, especially 11th grade Honors English 3, in order to better vertically align.

Moving forward, a goal for Math would be to implement the no stakes formative assessments for | All Learners

All Learners

All Learners

All Learners enrolled in PE

All Learners

All Learners enrolled in SS

Learners accessing modified curriculum and on certificate of completion track

All Learners enrolled in VAPA

All Learners enrolled in WL | Counseling

LLA Teachers/ Level Leads

Math Teachers and Co Teachers

PE Teachers

Science Teachers

SS Teachers

SpEd Teachers and Psychologists

VAPA Teachers

WL Teachers

Admin, Department Chairs | LCAP B      3,000 | | X | | | |

| Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|
| all PLC Teams within the department. This will allow students to feel comfortable making mistakes without affective their grade, and provide a way for teachers to give immediate feedback without the influence of grades.<br><br>In PE, transition to standards based grading for assessments and have common assessments for each unit.<br><br>Chemistry needs to add SEP to Proficient level also and possibly bump up the level of the Advanced questions. Physics will work on adjusting the quality and level of questions in assessments to reveal student understanding and be comfortable moving to SBG. Living Earth needs to revise their current assessments to make them standards based and also needs to adjust Aeries to reflect a 1-4 scale.<br><br>The Social Studies team will discuss and set a common numerical scale for all summative assessments and look to apply this scale to all formatives in the future as Passion Civics is already doing this. As part of that discussion, we will reevaluate the skills and dispositions measured by each of | Teachers in their PLC Teams | | | | | | | |

| Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|
| our categories and summative vs. formative work weights.<br><br>The ESN team wants to continue doing two transition assessments based upon mutual agreement with the team. The team will compile the data and organize prior to the end of 1st semester so they can meet to plan at least three lessons that focus on a different career. The careers chosen will be based upon which careers may most likely go into according to data on the assessments and input from the student's case manager and family. Also, we will plan arrange for department person centered plan days that will occur after school prior to Thanksgiving break for Juniors and Seniors this year.<br>Next year we would like for the counselors to come into our classes to talk about the course trajetory and the graudaiton requirements and UC requirements. Additionally, we would like more on campus services to attend, like the school psychologist and the mental health specialists to teach strategies that focus on mental health support and coping strategies.<br><br>In VAPA, Refine mastery grading practices to find a healthy balance for students' ability to | | | | | | | | |

| | Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|---|
| | demonstrate mastery skills concepts, time management, and meet final deadlines as a professional artist.<br><br>World Languages For the future we will reflect and reevaluate the reassessment policies.<br><br>In 23-24 we anticipate allowing teams to take PLC days together to attend trainings, further develop Mastery Grading practices, and continue to share with one another those practices that seem to impact student learning in the greatest way. This should help teams to gain momentum as they continue through the TLC cycle. | | | | | | | | |
| 5. | 2.2 Review existing practices involving the integration of technology in instruction within and across disciplines to establish an understanding of optimal frequency and nature of use to support learning.<br><br>Going forward in LLA,Moving forward, our goal is to learn to work with ChatGPT as opposed to against it. We've already been sharing articles, blogs, and reports written by educators about how to use ChatGPT to our | All Learners<br><br>All Learners<br><br>All Learners enrolled in PE<br><br>All Learners<br><br>All Learners enrolled in SS | LLA Teachers/ Level Leads<br><br>Math Teachers and Co Teachers<br><br>PE Teachers<br><br>Science Teachers | LCAP B    2,000<br><br>LCAP S    1,000 | | X | | | |

| Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|
| advantage, such as using it to generate model essays to proofread together. Another goal would be to reexamine our prioritized learning targets to see if we should reprioritize certain standards and skills relative to writing if writing is going to become more and more easily fabricated.<br><br>Moving forward, the Math department would like to find more opportunities to use technology in the classroom.  A department goal of conceptual understanding of content is a goal, as well as using technology as a way of collecting data and evaluating effectiveness of assessments.<br><br>For PE, Move each prompt to a Canvas quiz and submit weekly. Have the reflection in the portfolio be the summative (written) for each unit.<br><br>In Science Chemistry needs to make more progress about eliciting consistent feedback from students to help planning and changes to technology integration, but plans to continue digital formative assessments through canvas potentially with the addition of mastery paths for differentiation. Living earth has been collecting a lot of data | Learners accessing modified curriculum and on certificate of completion track<br><br>All Learners enrolled in VAPA<br><br>All Learners enrolled in WL<br><br>Teachers in their PLC Teams | SS Teachers<br><br>SpEd Teachers and Psychologists<br><br>VAPA Teachers<br><br>WL Teachers, Ed Tech Mentors, A Tech Dogs<br><br>Admin, Ed Tech Mentors, A Tech Dogs | | | | | | |

| Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|
| about student learning but is working on finding more time to collaborate on the results of the surveys to make meaningful change. Physics wants to work on more meaningful formative assessment through technology such as canvas.<br><br>The Social Studies department needs to share best practices relative to digital and analog formats and create some more agreements relative to instructional approaches and digital citizenship. Furthermore, the digital citizenship discussion and agreements must include a vertically aligned digital research support plan that integrates the Learning Commons if possible.<br><br>The ESN team will continue to use the SANDI to complete triennial IEPs. In addition, for annual IEPs we will focus on using either the SANDI Transition Education or Transition Community assessment to develop goals to support their ITP. We will only look at areas that students have scored a 1-3 on to help us target instruction and goals.<br><br>Moving forward VAPA, we would like to prioritize exploring additional technology permissions and resources that | | | | | | | | |

| | Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|---|
| | could be made available to support our VAPA classes.<br><br>In the future, WL will continue to check in as a department with regularity to see what method of communication technologies and best practices is most efficient for our group. We will continue seeking out communication tools that serve our students and their language development independently and in PLC groups or as a department.<br><br>ETM funding will decrease to positions for each campus. This make it a bit more of a challenge to complete the work that we typically do to support teachers. We will need to be adaptable to ensure that ETMs prioritize their work to keep it manageable knowing that we might not be able to do everything that has been done in the recent past. | | | | | | | | |
| 6. | 2.3 Continue in PLC teams and with cross-curricular PLC teams the work of the CCC to provide increasingly regular content and skill-based interdisciplinary learning opportunities for students at all levels.<br><br>Changes going forward in LLA, perhaps future CCCs can allow departments to collaborate on learning targets that students | All Learners<br><br>All Learners | LLA Teachers/ Each Primary PLC Team | LCAP B        1,000 | | X | | | |

| Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|
| are assessed on summatively. That way, it will create more meaningful, impactful moments for cross-curricular lessons.<br><br>Moving forward, the Math department would like to spend more time vertically aligning within the department as well as other departments to find more opportunities for more interdisciplinary opportunities.<br><br>PE - We need to purchase basketballs and increase equipment based on student interests. Implement more classroom time for kinesiology curriculum for upper level PE courses.<br><br>In Science PLC alignment in core classes with scaffolding student trackers on goals and learning. Continue refining scaffolds and student choice parameters to increase student ability in creative scientific thinking and learning.<br><br>In Social Studies, The PLCs must continue to audit and adjust curriculum to be more diverse and inclusive. For World History, their focus will be on creating a structure for embedded honors implementation the following year. For American History, they must continue to audit and to replace some textbook reading | All Learners enrolled in PE<br><br>All Learners<br><br>All Learners enrolled in SS<br><br>Learners accessing modified curriculum and on certificate of completion track<br><br>All Learners enrolled in VAPA<br><br>All Learners enrolled in WL<br><br>Teachers in their PLC Teams | Math Teachers and Co Teachers<br><br>PE Teachers<br><br>Science Teachers<br><br>SS Teachers<br><br>SpEd Teachers and Psychologists<br><br>VAPA Teachers<br><br>WL Teachers<br><br>Admin, CCC Steering, All Teachers for CCC implementation, SS Teachers for Passion Project Management.<br><br>Admin, Leadership | | | | | | |

| Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|
| with literature. Passion Civics must continue to make the curriculum honest and empowering and their assessments should reflect this work.<br><br>In ESN We still need more time to focus on the PLC cycle and to collaborate as a MM team. We would like dicuss as a team when we should meet for sped so that way we can also attend our other departments collabs as well. We would like to spend more of our PLC days working within MM directly rather than as a whole department.<br><br>In VAPA, We would see more success in adjusting implementation of social justice curriculum from the department level to the individual discipline level. We should seek/demand support from IUSD Arts.<br><br>In World Language, our goal is improve our vertical alignment.<br><br>As a school Next year Next year we will continue to focus on the work of the CCCTeam and the integration of the Social Justice standards with an initial focus on a third standard. We will also look for additional ways to work on Belonging by providing additional opportunities for students' voices to be heard. | | Team, All Teachers | | | | | | |

| | Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| 7. | 2.4 Provide a 4th year curriculum that will more closely resemble our original vision prior to COVID-19 necessitated modifications.<br><br>Moving into 23-24 PHS will look for ways to increase using student data to inform and impact instructional practices. | All Students | | | | X | | | |
| 8. | 2.5 Continue with Equity team and district focus on Social Justice Standards.  Leverage the work of Teachers and Educators for Equity and Allyship (TEAA) to help in these efforts as well.<br><br>In 23-24 Portola will continue to move forward with 1. EOS training; 2. Outreach and Support of Marginalized students; and 3. CCCTeam and monthly PD on Social Justice standards as we move toward being a more equitable and inclusive learning community. | All Students – specifically those not typically enrolled in Honors and AP classes | Admin Leadership Team EOS Team | | | X | | | |
| 9. | | | | | | | | | |
| 10. | | | | | | | | | |
| 11. | | | | | | | | | |

| | Strategy/Activity Description | Students to be Served | Person(s) Responsible | Funding Source and Total Expenditures | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 |
|---|---|---|---|---|---|---|---|---|---|
| 12. | | | | | | | | | |
| 13. | | | | | | | | | |
| 14. | | | | | | | | | |
| 15. | | | | | | | | | |
| 16. | | | | | | | | | |
| 17. | | | | | | | | | |
| 18. | | | | | | | | | |
| 19. | | | | | | | | | |
| 20. | | | | | | | | | |
| | | | | | | | | | |

# Section 3: Supporting LCAP targeted student groups

**English Language Learners:**

How does this plan support the unique needs of English Language Learners at your site?  How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1.    English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2.    Activities, strategies, and Professional learning are designed to:
   1.    Create a culturally and linguistically responsive learning environment
   2.    Include parent and family engagement that enhances learning support for their children
   3.    Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
   4.    Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
   5.    Provide authentic practice and application for oral and written language skills development
3.    Staff use formative assessment to:
   1.    Understand, monitor, support, and report student learning and acquisition of language
   2.    Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

We will continue to leverage Intro, ELD and cluster courses to support our EL population with the goal of getting them into CP courses sooner rather than later so as to give them the best opportunity to be successful without falling behind or having to duplicate work.

We will meet more often with all Intro and Cluster teachers so that EL Coordinator can best support teachers to be equipped to teach EL students using a variety of strategies.

We will continue to try to provide the professional development for Intro and ELD teachers and incorporate English 3D curriculum effectively in our ELD support class by differentiating content for students based on their language classification.

We will continue to meet at least once a semester with the district ELD Coordinator and TOSA to ensure that we are in alignment with District values and in compliance and discuss resources that can be provided by the district.

We will work to support all teachers on campus so that EL students by updating the EL hyperdoc with practical strategies that can be more accessibly implemented in every classroom with EL students.

We will continue to offer ELAC meetings both online and in person to try and reach the greatest number of EL families.

We will continue to streamline the ELPAC testing process in order to assess all EL students within the EL testing window to ensure proper placement and supports.

We will continue to seek out resources for lesser represented languages such as dictionaries, etc.

**Low-Income/Foster Youth Students:**

How does this plan support the unique needs of low-income/foster youth students at your site?  How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4.    Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:

1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards.  This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

Per the MTSS pyramid of interventions, students are monitored and those that are flagged after not being successful on a few indicators are followed up with by the MTSS team and put on the counseling follow-up list. Specific interventions are prescribed for those not meeting minimum acceptable levels.

For those students who are meeting acceptable levels in this subgroup but could benefit from additional challenges, the EOS team could identify them and personally invite them into more challenging courses for the upcoming year. Making sure those students are monitored and given the additional support they may need whether it be through peer tutoring or study groups.

The EOS team will work closely with the MTSS team to ensure effective supports are developed, implemented and evaluated regularly. Examples of supports could include peer tutoring, adult tutoring, office hours, mandatory office hours, organized study groups, assessment corrections and retakes, etc. Along that line, LCAP and Title 1 funding could be used to support several of the interventions that require paying staff for working extra hours or for attending related professional development.

# Addendum

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

# Instructions

## 1.     Stakeholder Engagement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g. School Site Council, English Learner Advisory Councils, student advisory groups, etc.).

**Involvement Process**: Directions included in document.

**Impact of stakeholder consultations**: How did the engagement process impact the final SPSA plan?

**School Site Council Membership**: At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

**English Learner Advisory Committee (ELAC)**: All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

## 2.     Needs Assessment

**LCAP Goal #1 Summary of Analysis**: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard.  Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:
  **CA Dashboard (Required)**
  Universal Screening Assessments (K-8)
  District End of Course Exams
  Common Formative Assessments

Questions to Consider:
  Are there any content areas or grade levels that may benefit from additional support?
  Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

**LCAP Goal #2 Summary of Analysis**: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis.  Below are possible data sources and questions to consider:

Relevant Data Sources:
  BrightBytes Survey
  School technology access
  Professional Learning Plan

Questions to Consider:
  What additional tools, resources, or trainings might be needed?
  What needs would these tools, resources or trainings serve and for whom?

**LCAP Goal #3 Summary of Analysis**: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis.  This section must include a reference to data from the Annual Survey.  Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:
**Annual Survey (Required)**
Office discipline referrals (SWIS Data), suspensions and expulsions
Attendance data
Site based surveys (PLC implementation, PBIS Self-Assessment Survey)
Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:
What are some areas of potential growth within our school culture and climate?
What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?
How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

**LCAP Goal #4 Summary of Analysis**: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis.  This section must include a reference to data from the Annual Survey.  Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:
**Annual Survey (Required)**
SSC participation and attendance at PTA Meetings
Communication plans or site procedures
Community partnerships

Questions to Consider:
What aspects of communication and parent engagement might be improved?
What strategic alliances are in place to support our school vision?  Are any additional alliances needed?

**Areas in Which School Has Made Progress**: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

**Prioritize Two or More Key Areas of Need to Address this Year**: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school.  These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals.  Each key area may include multiple strategies within your school plan.


## 3. Goals, Strategies and Proposed Expenditures

**Goal Statement**:   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?  A school may number the goals using the "Goal #" for ease of reference.

**LCAP Goal**:  Identify which LCAP goal(s) this site goal supports.

**Expected Annual Measurable Outcomes:** In the table, 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.

**Planned Strategies and Activities**:

1. Strategy/Activity Description: Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together.  A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.(Each goal can have one or more identified strategies and/or actions.)
   **\*Title 1 Schools**: A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

2.    Students to be Served: 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.

3.    Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.

**4.**   Proposed Expenditure and Funding Source: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget (drop down menu under Funding Source).

## 5.    Supporting Targeted Groups
Directions included in the document.

## 6.    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 should be completed as follows:
1.    **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year.  The school year means the fiscal year for which the SPSA is adopted or updated.  (Completed by district in fall)
2.    **Funds Allocated in Plan**:  Total Funds site has allocated 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.  (Data collected from funds allocated in your plan.)

**Title I**
The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves $5,000 for these purposes annually.

**Title III – LEP and Immigrant**
The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

**Programs Included in this Plan (Allocation as of Fall)**
The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

**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.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

# Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      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.

2. 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).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

5. 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
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. 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.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

# Appendix B: School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Grade 9 | 427 | 569 | 629 |
| Grade 10 | 348 | 573 | 591 |
| Grade 11 | 417 | 479 | 591 |
| Grade 12 | 347 | 476 | 482 |
| Total Enrollment | 1,539 | 2,097 | 2,293 |

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **English Learners** | 83 | 138 | 138 | 5.40% | 6.6% | 6.0% |
| **Fluent English Proficient (FEP)** | 592 | 803 | 895 | 38.50% | 38.3% | 39.0% |
| **Reclassified Fluent English Proficient (RFEP)** | 58 | | | 69.9% | | |

# School and Student Performance Data

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

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 349 | 463 | | 240 | 436 | | 239 | 434 | | 68.8 | 94.2 | |
| All Grades | 349 | 463 | | 240 | 436 | | 239 | 434 | | 68.8 | 94.2 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 2685. | 2693. | | 54.81 | 59.68 | | 30.13 | 26.96 | | 7.53 | 9.68 | | 7.53 | 3.69 | |
| All Grades | N/A | N/A | N/A | 54.81 | 59.68 | | 30.13 | 26.96 | | 7.53 | 9.68 | | 7.53 | 3.69 | |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 53.14 | 51.96 | | 43.10 | 43.88 | | 3.77 | 4.16 | |
| All Grades | 53.14 | 51.96 | | 43.10 | 43.88 | | 3.77 | 4.16 | |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 55.23 | 60.51 | | 35.15 | 34.18 | | 9.62 | 5.31 | |
| All Grades | 55.23 | 60.51 | | 35.15 | 34.18 | | 9.62 | 5.31 | |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 25.94 | 30.79 | | 69.87 | 64.12 | | 4.18 | 5.09 | |
| All Grades | 25.94 | 30.79 | | 69.87 | 64.12 | | 4.18 | 5.09 | |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **Grade 11** | 53.14 | 47.93 | | 43.10 | 49.31 | | 3.77 | 2.76 | |
| **All Grades** | 53.14 | 47.93 | | 43.10 | 49.31 | | 3.77 | 2.76 | |

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 349 | 463 | | 230 | 436 | | 229 | 435 | | 65.9 | 94.2 | |
| All Grades | 349 | 463 | | 230 | 436 | | 229 | 435 | | 65.9 | 94.2 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 2713. | 2673. | | 55.02 | 40.92 | | 21.40 | 27.13 | | 13.10 | 16.32 | | 10.48 | 15.63 | |
| All Grades | N/A | N/A | N/A | 55.02 | 40.92 | | 21.40 | 27.13 | | 13.10 | 16.32 | | 10.48 | 15.63 | |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 62.01 | 47.11 | | 30.57 | 37.88 | | 7.42 | 15.01 | |
| All Grades | 62.01 | 47.11 | | 30.57 | 37.88 | | 7.42 | 15.01 | |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 52.84 | 34.25 | | 37.99 | 52.41 | | 9.17 | 13.33 | |
| All Grades | 52.84 | 34.25 | | 37.99 | 52.41 | | 9.17 | 13.33 | |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 53.28 | 37.70 | | 40.17 | 54.94 | | 6.55 | 7.36 | |
| All Grades | 53.28 | 37.70 | | 40.17 | 54.94 | | 6.55 | 7.36 | |

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 1550.7 | 1554.2 | | 1536.5 | 1542.6 | | 1564.5 | 1565.1 | | 16 | 36 | |
| 10 | 1547.6 | 1573.6 | | 1524.6 | 1578.7 | | 1570.4 | 1568.0 | | 16 | 31 | |
| 11 | 1595.4 | 1583.7 | | 1544.4 | 1590.8 | | 1646.2 | 1576.3 | | 11 | 23 | |
| 12 | * | 1570.8 | | * | 1572.9 | | * | 1568.1 | | 10 | 14 | |
| All Grades | | | | | | | | | | 53 | 104 | |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 18.75 | 19.44 | | 25.00 | 38.89 | | 31.25 | 25.00 | | 25.00 | 16.67 | | 16 | 36 | |
| 10 | 18.75 | 32.26 | | 31.25 | 25.81 | | 37.50 | 25.81 | | 12.50 | 16.13 | | 16 | 31 | |
| 11 | 36.36 | 34.78 | | 27.27 | 21.74 | | 27.27 | 30.43 | | 9.09 | 13.04 | | 11 | 23 | |
| 12 | * | 21.43 | | * | 35.71 | | * | 21.43 | | * | 21.43 | | * | 14 | |
| All Grades | 20.75 | 26.92 | | 33.96 | 30.77 | | 28.30 | 25.96 | | 16.98 | 16.35 | | 53 | 104 | |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 25.00 | 25.00 | | 25.00 | 38.89 | | 31.25 | 22.22 | | 18.75 | 13.89 | | 16 | 36 | |
| 10 | 18.75 | 35.48 | | 43.75 | 25.81 | | 25.00 | 29.03 | | 12.50 | 9.68 | | 16 | 31 | |
| 11 | 27.27 | 56.52 | | 54.55 | 17.39 | | 9.09 | 21.74 | | 9.09 | 4.35 | | 11 | 23 | |
| 12 | * | 57.14 | | * | 14.29 | | * | 7.14 | | * | 21.43 | | * | 14 | |
| All Grades | 22.64 | 39.42 | | 41.51 | 26.92 | | 22.64 | 22.12 | | 13.21 | 11.54 | | 53 | 104 | |

## Written Language
### Percentage of Students at Each Performance Level for All Students

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 12.50 | 13.89 | | 31.25 | 27.78 | | 31.25 | 38.89 | | 25.00 | 19.44 | | 16 | 36 | |
| 10 | 12.50 | 12.90 | | 37.50 | 25.81 | | 37.50 | 41.94 | | 12.50 | 19.35 | | 16 | 31 | |
| 11 | 45.45 | 21.74 | | 18.18 | 17.39 | | 18.18 | 43.48 | | 18.18 | 17.39 | | 11 | 23 | |
| 12 | * | 7.14 | | * | 28.57 | | * | 42.86 | | * | 21.43 | | * | 14 | |
| All Grades | 20.75 | 14.42 | | 26.42 | 25.00 | | 32.08 | 41.35 | | 20.75 | 19.23 | | 53 | 104 | |

## Listening Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 18.75 | 2.78 | | 56.25 | 88.89 | | 25.00 | 8.33 | | 16 | 36 | |
| 10 | 6.25 | 16.13 | | 75.00 | 70.97 | | 18.75 | 12.90 | | 16 | 31 | |
| 11 | 18.18 | 13.04 | | 63.64 | 60.87 | | 18.18 | 26.09 | | 11 | 23 | |
| 12 | * | 7.14 | | * | 71.43 | | * | 21.43 | | * | 14 | |
| All Grades | 11.32 | 9.62 | | 67.92 | 75.00 | | 20.75 | 15.38 | | 53 | 104 | |

## Speaking Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 37.50 | 61.11 | | 50.00 | 19.44 | | 12.50 | 19.44 | | 16 | 36 | |
| 10 | 43.75 | 64.52 | | 37.50 | 25.81 | | 18.75 | 9.68 | | 16 | 31 | |
| 11 | 27.27 | 78.26 | | 54.55 | 17.39 | | 18.18 | 4.35 | | 11 | 23 | |
| 12 | * | 71.43 | | * | 7.14 | | * | 21.43 | | * | 14 | |
| All Grades | 43.40 | 67.31 | | 41.51 | 19.23 | | 15.09 | 13.46 | | 53 | 104 | |

## Reading Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 18.75 | 22.22 | | 50.00 | 44.44 | | 31.25 | 33.33 | | 16 | 36 | |
| 10 | 37.50 | 19.35 | | 37.50 | 54.84 | | 25.00 | 25.81 | | 16 | 31 | |
| 11 | 45.45 | 30.43 | | 36.36 | 34.78 | | 18.18 | 34.78 | | 11 | 23 | |
| 12 | * | 7.14 | | * | 64.29 | | * | 28.57 | | * | 14 | |
| All Grades | 32.08 | 21.15 | | 41.51 | 48.08 | | 26.42 | 30.77 | | 53 | 104 | |

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **9** | 0.00 | 2.78 | | 81.25 | 75.00 | | 18.75 | 22.22 | | 16 | 36 | |
| **10** | 0.00 | 3.23 | | 87.50 | 83.87 | | 12.50 | 12.90 | | 16 | 31 | |
| **11** | 27.27 | 13.04 | | 72.73 | 69.57 | | 0.00 | 17.39 | | 11 | 23 | |
| **12** | * | 21.43 | | * | 50.00 | | * | 28.57 | | * | 14 | |
| **All Grades** | 7.55 | 7.69 | | 81.13 | 73.08 | | 11.32 | 19.23 | | 53 | 104 | |

**Writing Domain**
**Percentage of Students by Domain Performance Level for All Students**

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **2,097** | **16.2** | **6.6** | **0.0** |
| Total Number of Students enrolled in Portola High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 138 | 6.6 |
| **Foster Youth** | 1 | 0.0 |
| **Homeless** | 1 | 0.0 |
| **Socioeconomically Disadvantaged** | 339 | 16.2 |
| **Students with Disabilities** | 126 | 6.0 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 40 | 1.9 |
| **American Indian** | 1 | 0.0 |
| **Asian** | 1,207 | 57.6 |
| **Filipino** | 69 | 3.3 |
| **Hispanic** | 210 | 10.0 |
| **Two or More Races** | 153 | 7.3 |
| **Pacific Islander** | 14 | 0.7 |
| **White** | 394 | 18.8 |

**Conclusions based on this data:**

**1.** Although PHS is very diverse there are two predominant Race/Ethnicity groups being white and asian.

**2.** Almost 1 in 5 students are classified as Socioeconomically Disadvantaged

**3.** Data is only reflective of less than 1400 students.   We have grown significantly.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

### 2022 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts** Very High | **Graduation Rate** Very High | **Suspension Rate** Low |
| **Mathematics** Very High | | |
| **English Learner Progress** High | | |
| **College/Career** Not Reported in 2022 | | |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |
|----------|-----|--------|------|-----------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| 0 | 1 | 0 | 1 | 4 |

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

| 2022 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Very High | Low | No Performance Level |
| 106.9 points above standard | 6.6 points below standard | 1 Student |
| 440 Students | 51 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| | Very High | No Performance Level |
| | 79.2 points above standard | 26.1 points below standard |
| | 79 Students | 29 Students |

## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

### African American

No Performance Level

4 Students

### American Indian

No Performance Level

1 Student

### Asian

Very High

117.5 points above standard

248 Students

### Filipino

No Performance Level

88.8 points above standard

19 Students

### Hispanic

High

64.5 points above standard

53 Students

### Two or More Races

Very High

99.5 points above standard

35 Students

### Pacific Islander

No Performance Level

3 Students

### White

Very High

101.0 points above standard

79 Students

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

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

### Current English Learner

146.3 points below standard

15 Students

### Reclassified English Learners

51.6 points above standard

36 Students

### English Only

123.2 points above standard
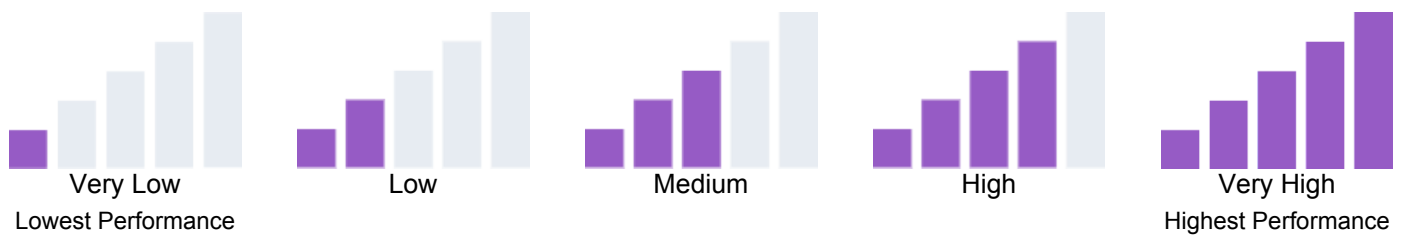
261 Students

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

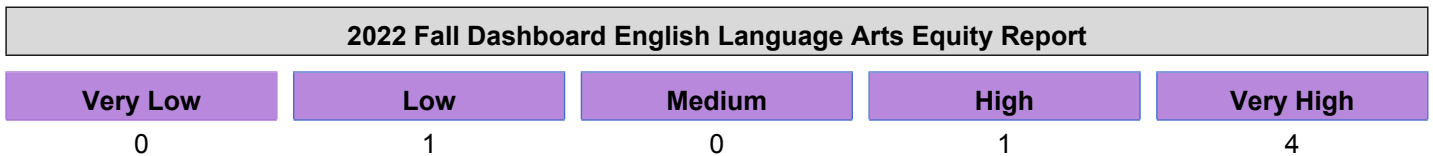## Academic Performance
## Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
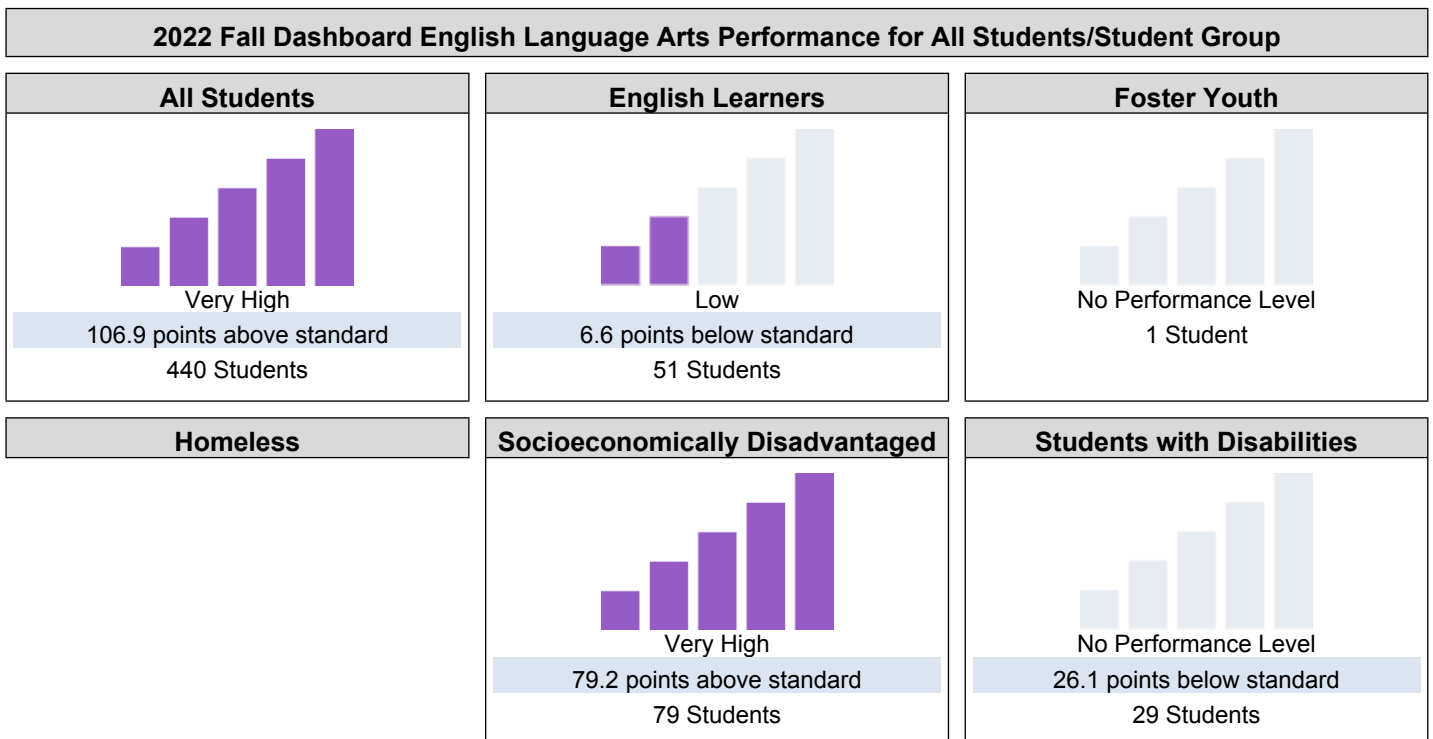
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
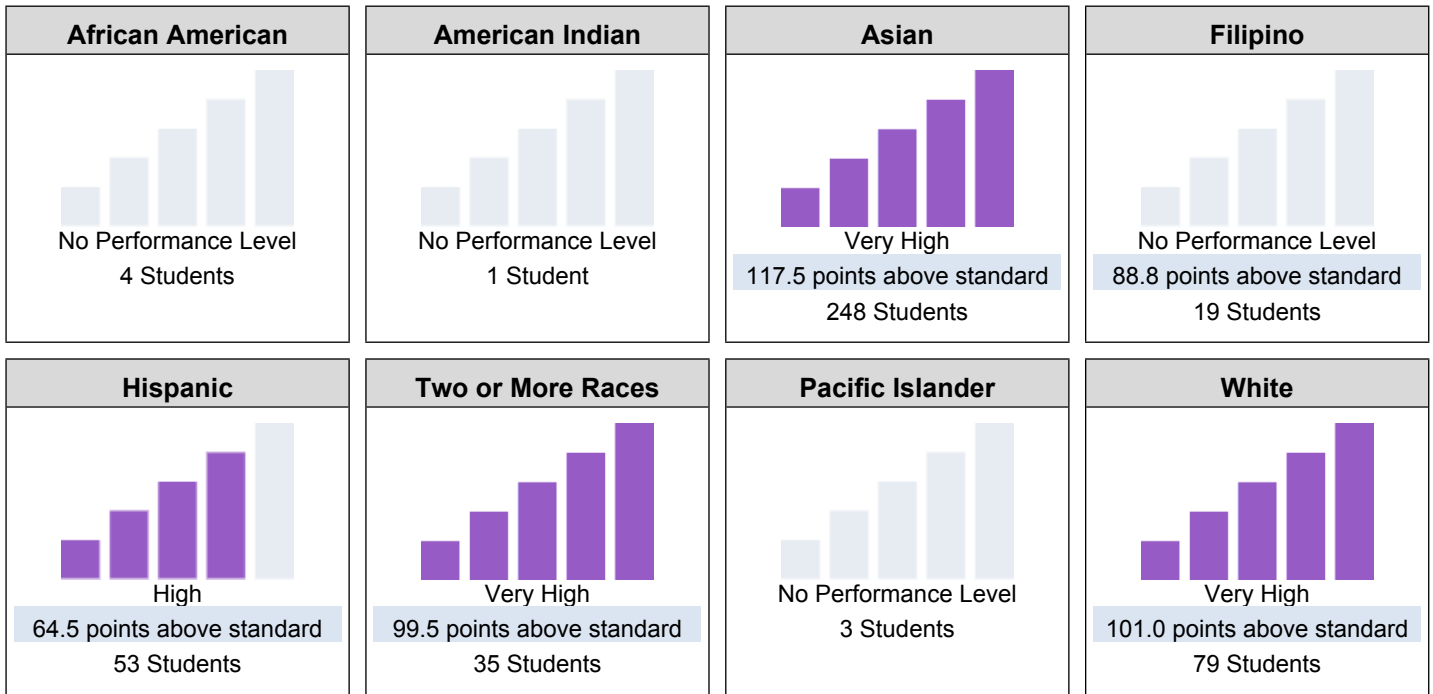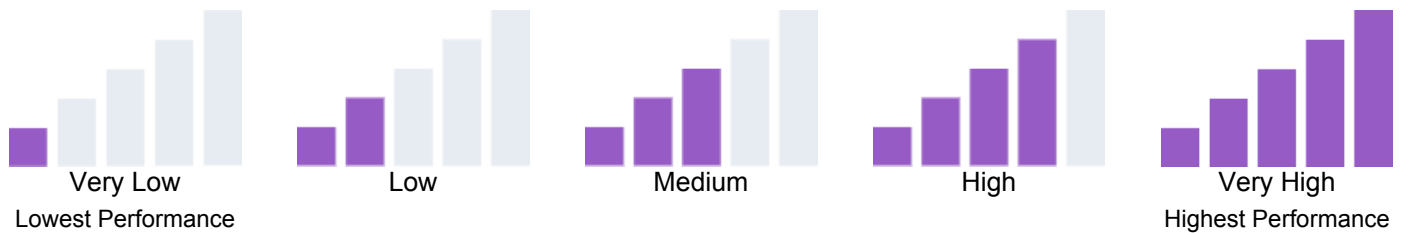
| Very Low | Low | Medium | High | Very High |
|----------|-----|--------|------|-----------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard Mathamtics Equity Report ||||| |
|---|---|---|---|---|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| 0 | 0 | 2 | 2 | 2 |

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

| 2022 Fall Dashboard Mathematics Performance for All Students/Student Group |||
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Very High | High | No Performance Level |
| 43.7 points above standard | 21.6 points above standard | 1 Student |
| 438 Students | 51 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| | Very High | No Performance Level |
| | 31.3 points above standard | 114.5 points below standard |
| | 78 Students | 29 Students |

## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

### African American

No Performance Level

4 Students

### American Indian

No Performance Level

1 Student

### Asian

Very High

83.2 points above standard

246 Students

### Filipino

No Performance Level

13.2 points above standard

19 Students

### Hispanic

Medium

36.4 points below standard

54 Students

### Two or More Races

High

11.9 points above standard

35 Students

### Pacific Islander

No Performance Level

3 Students

### White

Medium

14.0 points below standard

78 Students

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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

### Current English Learner

121.1 points below standard

15 Students

### Reclassified English Learners

63.9 points above standard

38 Students

### English Only

34.3 points above standard

258 Students

**Conclusions based on this data:**

**1.**

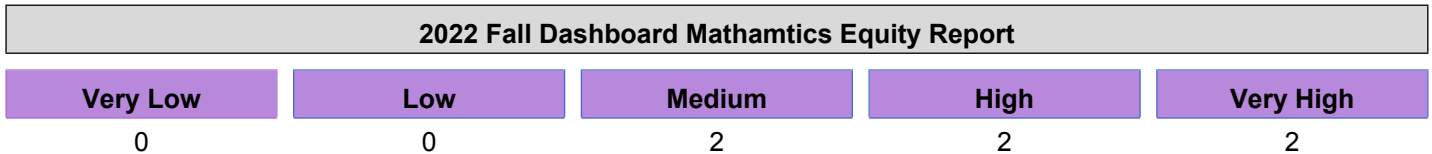# School and Student Performance Data

## Academic Performance
## English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

| 2022 Fall Dashboard English Learner Progress Indicator |
|---|

**English Learner Progress**

High

63.2 making progress towards English language proficiency

Number of EL Students: 76 Students

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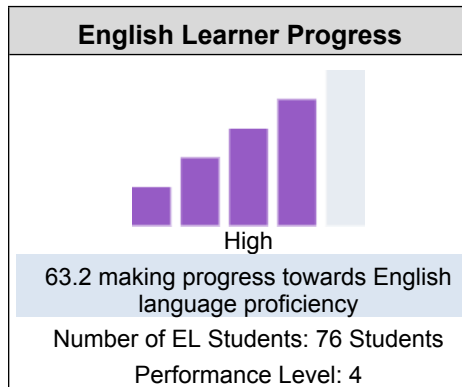
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2022 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** |
| 13.2% | 23.7% | 0.0% | 63.2% |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

**Conclusions based on this data:**

1. (CAASPP)
   Standards achievement rose steadily in ELA (12% in 3 years)
   Standards achievement in Math dropped between 2020-2021 and 2021-2022 (7%)
   Students in ELD have the lowest achievement rates in ELA of all subgroups (small sample size)
   Students in SPED not meeting the standard is double the size of students meeting the standard in ELA (small sample size)
   Hispanic identified students have the lowest achievement rates in Math (56% not meeting standards) compared to Asian identified students (17% not meeting standards) and White students (50% not meeting standards)

   (ELPAC)
   Going well
   Each grade level, 9-12, show roughly the same percent of students are proficient in English, thereby each grade level is likely receiving similar support in language development
   Gaps
   From 2019-2020 compared to now shows a 15% decrease of students that are proficient in English, which is not surprising due to COVID distance learning and hybrid learning.
   For SPED, high percentage of EL students are Level 1, Level 2
   Roughly 25% more Hispanic students are Level 1 or Level 2 in comparison to Asian and White students

2. In regards to students making progress toward UC/CSU requirements:
   - Most students are "green" (on track for UC/CSU). SPED is biggest population of students not on track or nearly on track (62%) ? but is UC/CSU preparation the goal for ALL students because this data doesn't reflect the alternative options
   - Over the years, slight increase in students on track to meeting UC/CSU requirements and, therefore, decrease in students not on track
   - Black or African American students and Hispanic students have the largest percentage of students not on track or nearly on track to meeting these requirements.

3. In Regards to Grad Rates:
   Overall, graduation rate at Portola is 95.5%, which is higher than district, county and state rates.
   Two subgroups have lower rates than the overall average:
   African American graduation rate - 83.3%
   Two or More Races - 88.9%
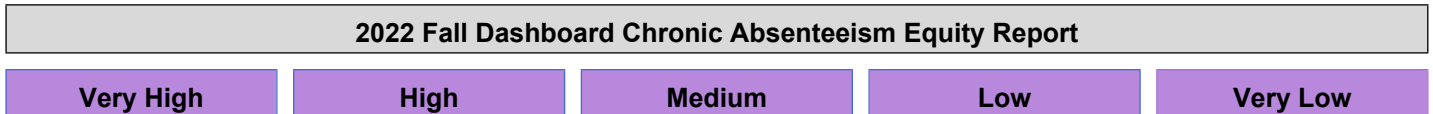
# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard Chronic Absenteeism Equity Report |
|---|

| Very High | High | Medium | Low | Very Low |
|---|---|---|---|---|

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.

| 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
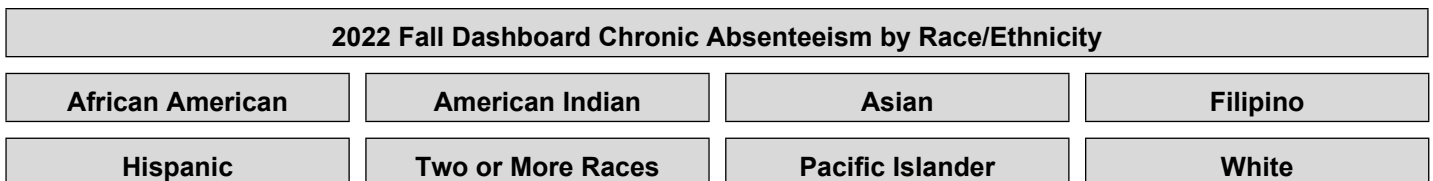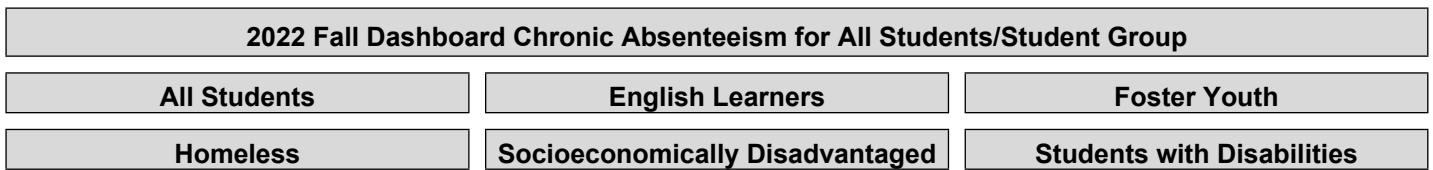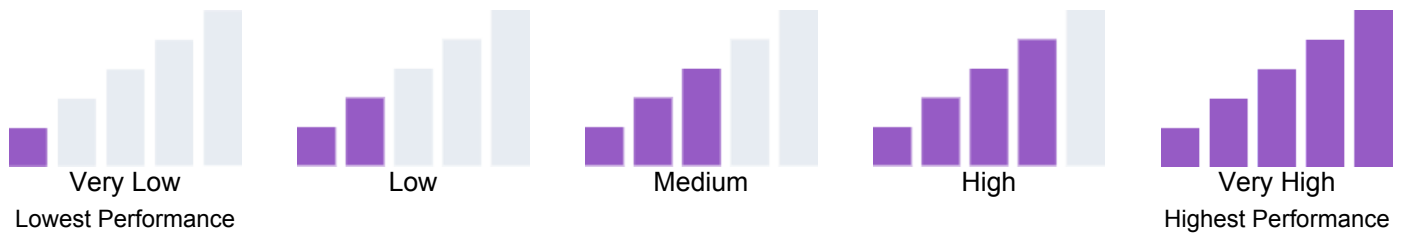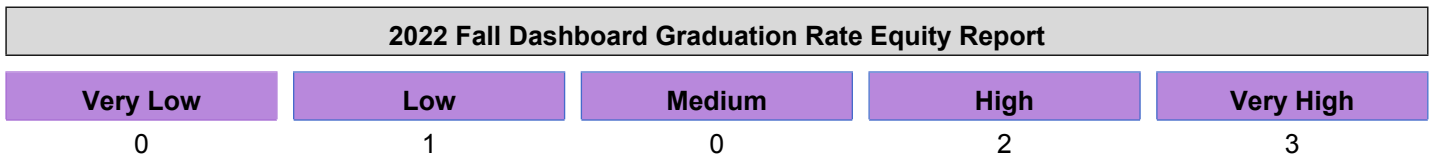
| Very Low | Low | Medium | High | Very High |
|----------|-----|--------|------|-----------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| 0 | 1 | 0 | 2 | 3 |

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

| 2022 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Very High | High | No Performance Level |
| 95.5% graduated | 91.1% graduated | Less than 11 Students |
| 491 Students | 56 Students | 1 Student |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Level | High | Low |
| Less than 11 Students | 93.6% graduated | 71% graduated |
| 3 Students | 140 Students | 31 Students |

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Level | | Very High | No Performance Level |
| 83.3% graduated | | 96.3% graduated | Less than 11 Students |
| 12 Students | | 297 Students | 10 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Very High | No Performance Level | No Performance Level | Very High |
| 96.1% graduated | 88.9% graduated | Less than 11 Students | 96.6% graduated |
| 51 Students | 27 Students | 2 Students | 89 Students |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

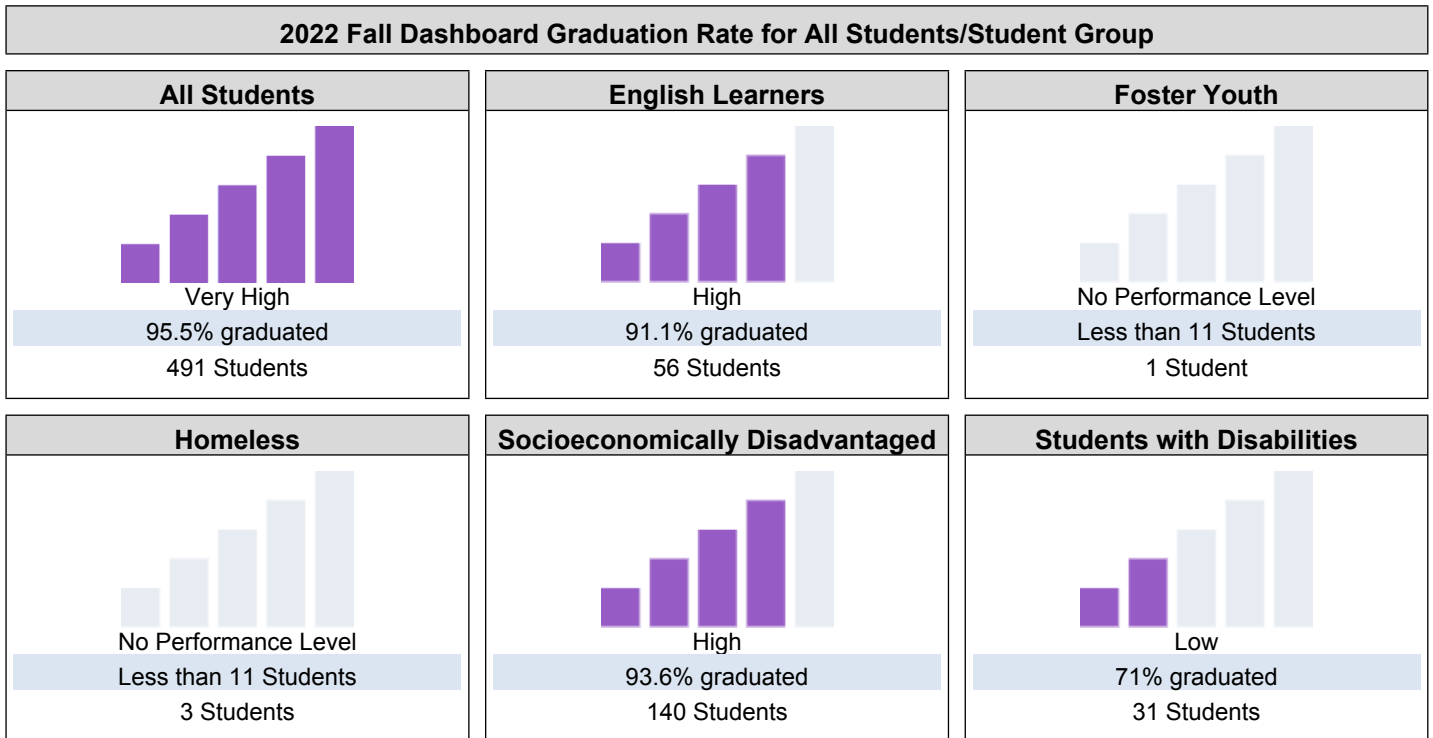## Conditions & Climate
## Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
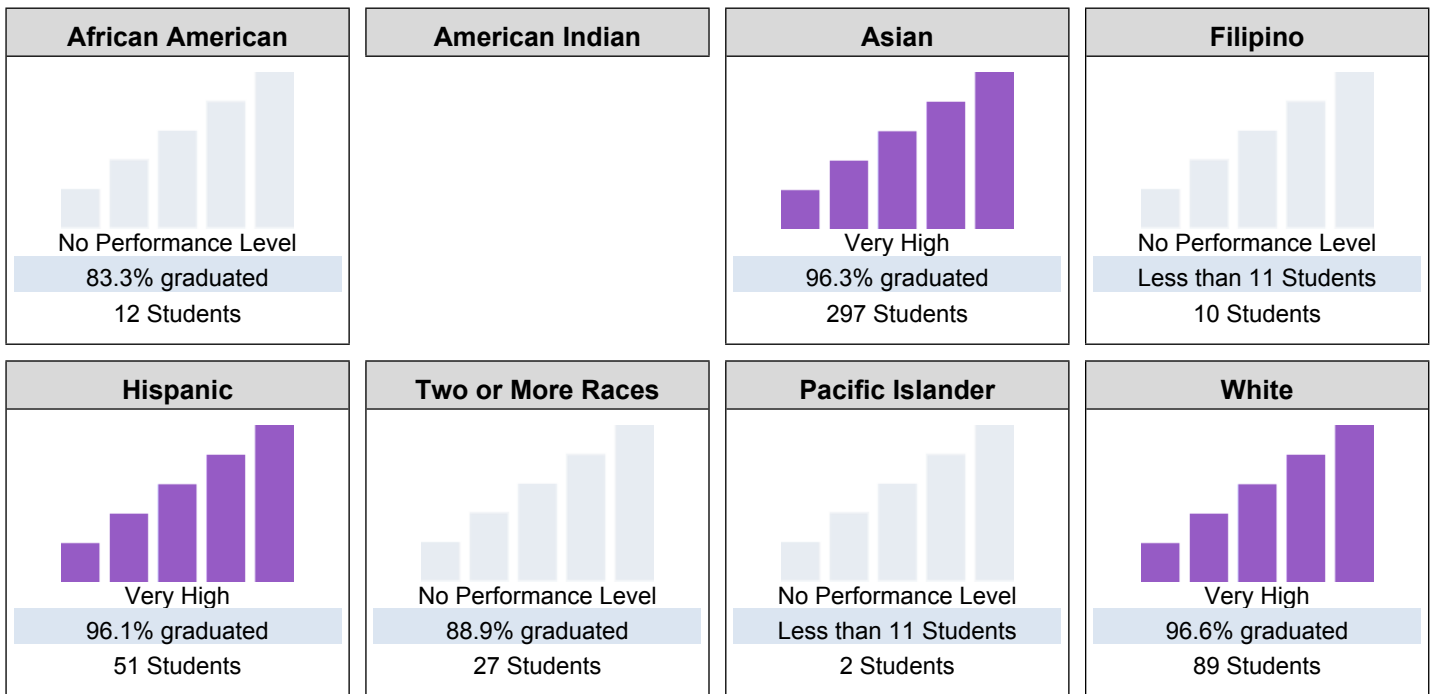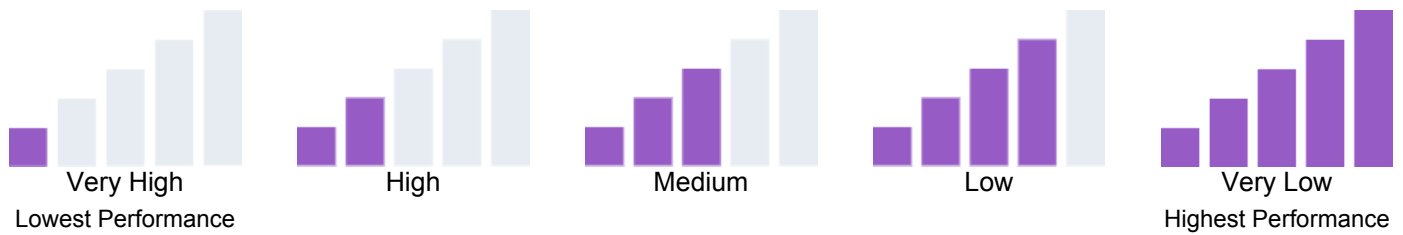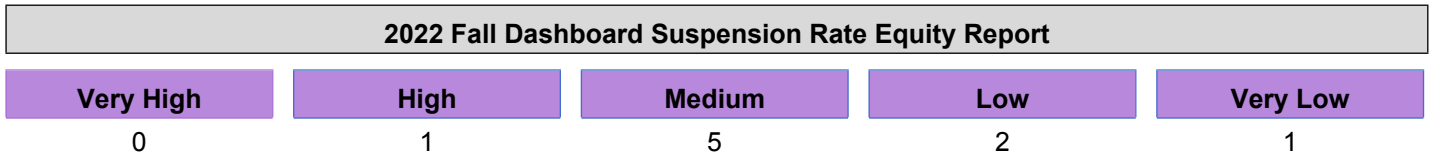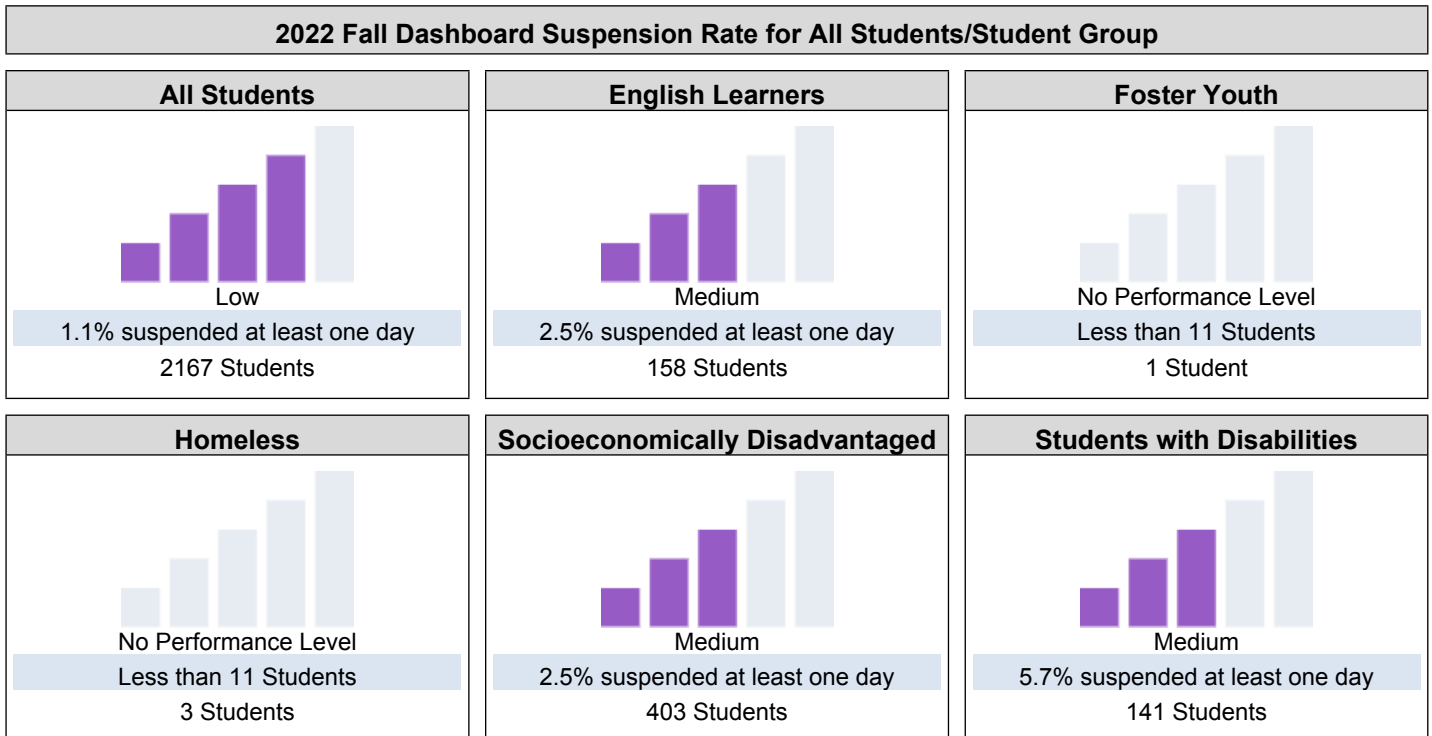
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |
|-----------|------|--------|-----|----------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard Suspension Rate Equity Report |
|---|

| Very High | High | Medium | Low | Very Low |
|-----------|------|--------|-----|----------|
| 0 | 1 | 5 | 2 | 1 |

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.

| 2022 Fall Dashboard Suspension Rate for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Low | Medium | No Performance Level |
| 1.1% suspended at least one day | 2.5% suspended at least one day | Less than 11 Students |
| 2167 Students | 158 Students | 1 Student |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | Medium | Medium |
| Less than 11 Students | 2.5% suspended at least one day | 5.7% suspended at least one day |
| 3 Students | 403 Students | 141 Students |

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity

### African American

High

6.8% suspended at least one day

44 Students

### American Indian

No Performance Level

Less than 11 Students

1 Student

### Asian

Very Low

0.4% suspended at least one day

1247 Students

### Filipino

Low

1.4% suspended at least one day

70 Students

### Hispanic

Medium

2.3% suspended at least one day

215 Students

### Two or More Races

Low

0.6% suspended at least one day

164 Students

### Pacific Islander

No Performance Level

0% suspended at least one day

14 Students

### White

Medium

1.9% suspended at least one day

412 Students

**Conclusions based on this data:**

**1.**