THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT PORTER ELEMENTARY SCHOOL

2018-19

37-68338-0108274
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Principal: McMillan, Lillie
Contact Person: McMillan, Lillie
Position: Principal
Telephone Number: 619-266-4500
Address: 4800 T St, Porter Elementary, San Diego, CA, 92113,
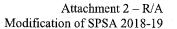**E-mail Address:** lmcmillan@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Title I Parent Involvement Policy
☒ Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego Unified
SCHOOL DISTRICT

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Walker J. Porter Elementary School

SITE CONTACT PERSON: Lillie K. McMillan

> **DUE: April 6, 2018 (Traditional)**
> **May 2, 2018 (Year Round)**

PHONE: (619) 266-7700   FAX: (619) 266-7790   E-MAIL ADDRESS: lmcmillan@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

☒ Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☒ English Learner Advisory Committee (ELAC)   Date of presentation: 2/6/2018

☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

☒ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: 2/6/2018

☒ Site Governance Team (SGT)   Date of presentation: 2/6/2018

☐ Other (list): _____   Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon 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. The site plan or revisions to the site plan were adopted by the SSC on: 2/6/2018

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Lillie K. McMillan
Type/Print Name of School Principal   Signature of School Principal   4/6/2018   Date

Genel Wynn
Type/Print Name of SSC Chairperson   Signature of SSC Chairperson   4/6/2018   Date

Bruce Bivins
Type/Print Name of Area Superintendent   Signature of Area Superintendent   05/08/18   Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3209**

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION
The mission of Porter Elementary School is to secure for all students a superior, relevant, and engaging academic program that prepares them to excel and compete in their academic and professional careers and become meaningful contributors to their families, communities, and the global society. Our commitment and intent is to provide a safe, caring, and academically rigorous environment that challenges and stimulates all students to rise to their highest potential as learners and as leaders. Our Single Plan for Student Achievement which is aligned with the California Common Core Standards fulfill this goal by providing an environment that emphasizes leadership through school-wide implementation of relevant, rigorous, and relational skills, strategies and curriculum, and high learning expectations for all students. Porter's School Site Council, with input from all stake-holders, based our 2018-2019 Single Plan for Student Achievement on a projected enrollment of 860 students. Based on previous years' populations, English Learners are expected to make up almost 80% of the total school population. Porter Elementary has identified the areas of Reading, Writing and Language Development in Language Arts, Number Sense in Mathematics, Science, Promotion and Graduation Rate, and Parent Involvement and Engagement as five particular areas in which our Single Plan for Student Achievement/Restructuring Plan will focus resources to produce proficient and higher students' academic results. Our Single Plan for Student Achievement also places special emphasis on providing additional focused support from the following resource teachers:
- One full time Project Resource Teacher to provide additional resources, instruction and learning opportunities for students with Reading, Science, Technology, Engineering and Mathematics foci.
- Support from Visiting Teachers will enable every classroom teacher to participate in Professional Learning Communities (PLC) once monthly. During these collaborations (PLC), teachers, support staff and administrators will analyze evidence of students' data, monitor students' progress to clarify what they must learn with first time taught lessons for mastery, identify and plan the most powerful interventions and effective instructional teaching strategies. Teachers will also engage in grade level Lesson Study Cycles throughout the year. These Cycles will improve teachers' instructional practices by allowing them to plan and observe one another's teaching, receive coaching and timely relevant feedback from colleagues and administrators, and reflect, revise, re-teach lessons, plan response to intervention strategies and determine next steps that address the various learning needs of all students.
- Teachers and administrators will collaborate in TK-5 vertical articulation groups, Instructional Leadership Team (ILT), to plan how each grade level will ensure that students are academically prepared to articulate to the next grade level with proficiency in both language development and academics.

SCHOOL VISION AND REALITY
What is your personal vision for your school?
My personal vision for Porter is for it to be a viable and quality neighborhood school where parents, students, staff and the community want to grow, teach and learn together for many years to come.
Describe your ideal state for school culture.
My ideal state for school culture is one where everyone, especially the students, feels safe, welcomed, appreciated and valued.
Describe your ideal state for academic press.

My ideal state for academic press is one where everyone, to include staff, students, parents and community members is engaged in a continuous cycle of learning. With the students at the center of the planning for effective teaching and learning, which includes effective use of data, on-going job-embedded professional development, consistent planning and implementation of first instruction for mastery, and observations and immediate relevant feedback, the ultimate goal of students' accelerated academic achievement will be accomplished.

Through very strategic courageous conversations and leadership, I will facilitate and monitor the teaching and learning for all, to ensure equity of access to quality teaching and learning opportunities and resources.

What is your school's current reality in relation to your vision?

At the present all teachers and support staff are engaging in weekly to bi-monthly professional development that focuses on understanding the CA Common Core Standards, planning relevant lessons and implementation strategies that promote first instruction for mastery.

The Porter Parents and Community members have an opportunity to engage in monthly training classes that focus on the CA Common Core Standards, Homework, Literacy and Mathematics, on the on the first and second Friday of each month, from October through June.

Community Members meet monthly for the Area 1 Community Meeting, to introduce, review and discuss pertinent information that supports the teaching and learning of all students that prepares them for college and careers of the twenty-first century.

Describe your current school culture and social environment.

The current school culture and social environment at Porter at this time is one of collegiality and collaboration. Everyone work hard at treating one another with respect and kindness, in order to create and maintain a safe teaching and learning environment.

Describe your current reality in terms of academic press.

With the students at the center of the planning for effective teaching and learning, which includes effective use of data, on-going job-embedded professional development, consistent planning and implementation of first instruction for mastery, and observations and immediate relevant feedback, the ultimate goal of students' accelerated academic achievement will be accomplished.

Through very strategic courageous conversations and leadership, I will facilitate and monitor the teaching and learning for all, to ensure equity of access to quality teaching and learning opportunities and resources.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:   1:24
Grade 4-5:   1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.
K-8 schools are allocated nursing FTE based on contract.
Enrollment/Days Per Week
1-592   =   1 day per week
593-1,185   =   2 days per week

1,186-1,774   =   3 days per week

COUNSELOR
Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.
With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet District and State aligned growth targets. In order to achieve the growth targets and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

On February 6, 2018, the School Site Council (SSC), School Governance Team (SGT), English Language Acquisition Committee (ELAC), which all have parents and community people as members, and the Instructional Leadership Team (ILT), met to make critical decisions as to how best to allocate the Title 1 and LCFF monies to support the teaching and learning needs of all our students at Porter Elementary School. These various committees will meet on a monthly and periodic basis to make changes as needed.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Lillie K. McMillan	Principal
Nicholas Ingrande	Classroom Teacher
Joseph Dimapilis	Classroom Teacher
Ellen Brakespear	Classroom Teacher
Ericka Barzi	Other School Personnel
Diana A Quiroz	Parent
Daniel Ware	Parent
Clarivel Gonzales	Parent
Genel Wynn	Community Member
Digna Portillo	Parent
Michelle Tran	Classroom Teacher
Brooke Davis	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 45% (approx. 67 of 139 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 72 of 161 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 45% (approx. 15 of 34 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 12 of 27 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019 45 % (approx. 37 of 83 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 46 of 102 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 45% (approx. 47 of 118 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019,   45% (approx. 47 of 113 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 30% (approx. 5 of 15 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 30% (approx. 5 of 15 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ CELDT ☒ Interim Assessments ☒ End-Of-Course
Exams ☒ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☐ ARI ☐ MDTP ☒ Report Cards ☒ End-Of-Unit
Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

Use of End of Chapter/Unit Tests, Writing Samples, Teacher Generated Assessments (scanned in Illuminate), Running Records, Anecdotal Notes, Pre/Post Assessments and On-going Weekly, Monthly Teacher Collaboration Analysis and Tri-annual School and District Assessments, to monitor and adjust curriculum, interventions and assessments. All assessments will be aligned to the Common Core Standards.

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers and counselors will meet 8 per year to analyze student progress using site developed criteria. Families are contacted as needed based on progress.

Administration will identify specific audience and track attendance.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 40% (approx. <u>56</u> 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. <u>64</u> 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, <u>40</u>% (approx. <u>14 of 34</u> 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. <u>9 of 27</u> 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019 <u>40</u> % (approx. <u>33 of 83</u> 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. <u>40 of 102</u> 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 40% (approx. <u>47 of 118</u> 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, <u>40</u>% (approx. <u>45 of 113</u> 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 30% (approx. <u>5 of 15</u> 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 30% (approx. <u>5 of 15</u> 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ CELDT ☒ Interim Assessments ☐ End-Of-Course
Exams ☒ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☐ ARI ☐ MDTP ☐ Report Cards ☒ End-Of-Unit
Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

Use of end of chapter/unit tests, writing samples, teacher generated assessments (scanned in Illuminate), Running Records, Anecdotal Notes, Pre/Post Assessments and on-going weekly, monthly teacher collaboration analysis and Common Site Developed Common Core Aligned Assessments, to monitor students' progress, interventions and assessments.

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers and counselors will meet <u>8</u> per year to analyze student progress using site developed criteria. Families are contacted <u>as needed</u> based on progress.

Administration will identify specific audience and track attendance.

Area 3: English Learner

English Learner SMART Goal:

By June 2019, a minimum of 80%(40 out of 50) of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ CELDT ☒ Interim Assessments ☐ End-Of-Course Exams ☒ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☐ ARI ☒ MDTP ☐ Report Cards ☒ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

Use end of unit and chapter tests, writing samples, teacher generated assessments, Running Records, Anecdotal Notes, Pre/Post Assessments and on-going weekly and monthly teacher collaboration analysis and School Site Common Core Aligned Assessments, to monitor students' progress, interventions and assessments.

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate
Graduation Rate SMART Goal:
By June 2019, at least <u>45</u>% (approx.<u>67</u> 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least <u>45</u>% (approx. 72 5th graders) will meet or exceed level 44 in DRA.
Closing the Gap SMART Goal
Subgroup: African American students
By June 2019, at least <u>45</u>% (approx.<u>15</u> 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least <u>45</u>% (approx. 12 5th graders) will meet or exceed level 44 in DRA.
Subgroup: English Learners students
By June 2019, at least <u>45</u>% (approx.<u>37</u> 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least <u>45</u>% (approx. <u>46</u> 5th graders) will meet or exceed level 44 in DRA.
Subgroup: Hispanic/Latino students
By June 2019, at least <u>45</u>% (approx.<u>47</u> 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least <u>45</u>% (approx. <u>47</u> 5th graders) will meet or exceed level 44 in DRA.
Subgroup: Students with Disabilities
By June 2019, at least <u>30</u>% (approx.<u>5</u> 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least <u>30</u>% (approx. <u>5</u> 5th graders) will meet or exceed level 44 in DRA.

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least <u>45</u>% (approx.<u>67</u> 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least <u>45</u>% (approx. 72 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal

Subgroup: African American students

By June 2019, at least <u>45</u>% (approx.<u>15</u> 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least <u>45</u>% (approx. 12 5th graders) will meet or exceed level 44 in DRA.

Subgroup: English Learners students

By June 2019, at least <u>45</u>% (approx.<u>37</u> 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least <u>45</u>% (approx. <u>46</u> 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, at least <u>45</u>% (approx.<u>47</u> 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least <u>45</u>% (approx. <u>47</u> 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least <u>30</u>% (approx.<u>5</u> 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least <u>30</u>% (approx. <u>5</u> 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ CELDT ☒ Interim Assessments ☒ End-Of-Course Exams ☒ SBAC ☒ DRA2 ☐ SMI ☐ SRI ☐ KDS ☒ ELPAC ☐ ARI ☐ MDTP ☒ Report Cards ☒ End-Of-Unit Assessments ☐ PowerSchool ☐ Sign In Sheets ☐ Other

Other Assessments (Please Specify):

Use of end of chapter/unit tests, writing samples, teacher generated assessments (scanned in Illuminate), Running Records, Anecdotal Notes, Pre/Post Assessments, School Site Common Core Aligned Common and on-going weekly and monthly teacher collaboration analysis, to monitor students progress, interventions and assessments.

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI <u>8</u> times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal:
By June 2019, <u>100</u>% (approx. <u>860</u> families) will receive information regarding academic and citizenship progress of their children.
By June 2019, at least <u>80</u>% (approx.<u>688</u> families) will attend <u>3</u> trainings on <u>Common Core Literacy, Mathematics, Science, Technology, and Attendance</u> (PowerSchool, etc.) to increase the milestones necessary for meaningful graduation.
Targeted Population:
Third Grade: African American Students
- By June 2019, 45% (15 of 45) of all 3rdgrade African American students enrolled a minimum of 3 years, will be reading at a 3.9 comprehension grade level equivalent as measured by end of year School Site Common Core Aligned Common, and DRA independent reading level 38 and Fountas & Pinnell independent reading level P. In 2017, 26.09% (or 8 of 29) of our African American students in 3rd grade scored proficient or above on the SBAC.
- We will continue to target parents of all of our subgroups at each grade level (K-5).
What data did you use to form these goals?
Sign-in sheets, surveys, and parent response forms was data that was used to determine the goals.
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?
Teachers and counselors will meet <u>8</u> per year to analyze student progress using site developed criteria. Families are contacted <u>as needed</u> based on progress.
Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

· All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

· Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

· Teachers will provide balanced literacy instruction including daily guided reading.

· Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

· Staff will analyze on demand and other student writing using grade level writing Critical Concepts and Proficiency Scales and provide students with concrete feedback and direction as it relates to grade level writing standards.

· Teachers will use graphic organizers and Thinking Maps to support student understanding.

· Administration and Teachers will work together to align curriculum and assessments to the learning needs of students learning English as a second language.

· All English learners will be assessed using the ELPAC.

· Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

· Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.

· Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.

· Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

· Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of site benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

· Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

· Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

· Targeted additional small flexible group instruction will be used to address specific needs in literacy

· Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

· Educational specialist will provide push in supplemental small group instruction for targeted students in need.

· Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

· Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

·   Teachers or support staff (Equity Hour) will provide a Double Dose of daily guided reading for targeted students.

·   Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

·   Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

·   Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.

·   Counselor and support mentors will provide monthly check in with at risk students

·   Support by Support staff to address literacy needs of students who are two or more years below proficiency.

·   Speech and language pathologist will provide supplemental support to Students Learning English with language needs.

·   Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

The support services and strategies to students and their parents will include socially, emotionally, medically and academically interventions such as circle groups, social skills groups, health and wellness workshops, and appropriate book selections that promote whole-child wellness and learning.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst	0.1500	$3,741.90	$10,082.13	0236-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	Support students with checking out and checking in leveled and interest-based books.
Interprogram Svcs/Field Trip		$7,000.00	$7,000.00	0236-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Provide real world experiences for all students.
Supplies		$71,075.00	$71,075.00	0236-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional materials such journals, pencils, glue etc.

How will you monitor these strategies/activities?

All teachers (including support teachers), principal and vice principal will meet monthly in collaborative groups to monitor and analyze data/assessments, students' writing samples, and plan next steps which foster students' achievement toward the smart goal. This information will be shared at the monthly SSC, SGT and quarterly ILT meetings.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

The use of Small Groups Guided Instruction, Close Reading of Texts with Annotations, Academic Language Through Collaborative Conversations, Quantitative Reasoning with Structured Talk, Writing Across the Core Content Areas and Formative Assessments will support the planning, instructing and assessing the teaching and learning of all students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	1.0000	$88,938.00	$125,592.44	0236-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Teaching English Language Development to students learning English, works collaboratively with teachers (PLC), parents and the community partners to ensure the academic success of students.

How will you monitor these strategies/activities?

All teachers (including support teachers), principal and vice principal will meet monthly in collaborative groups to monitor and analyze data/assessments, students' writing samples, and plan next steps which foster students' achievement toward the smart goal. This information will be shared at the monthly SSC, SGT and quarterly ILT meetings.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Frequent on-going monitoring of teaching and learning practices by analyzing students' assessment data, such as writing samples will aid in determining next steps for fostering students' achievement toward the smart goal.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$19,115.00	$23,012.55	0236-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Teacher release time for PLCs and training
Conference Local		$2,000.00	$2,000.00	0236-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Payment for teacher PD Conference

How will you monitor these strategies/activities?

All teachers (including support teachers), principal and vice principal will meet monthly in collaborative groups to monitor and analyze data/assessments, students' writing samples, and plan next steps which foster students' achievement toward the smart goal. This information will be shared at the monthly SSC, SGT and quarterly ILT meetings.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Use of appropriate instructional materials, such as Leveled Books and Writing Journals will support teaching and learning in classrooms which leads to students' academic success. The Counselor support students with social, emotional and well-being strategies, using circle groups and social skills groups.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.3500	$27,800.85	$39,915.33	0236-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 04	Restorative Practices, Behavior Interventions Strategies, Social Skills Groups and Conferencing with parents and students for problem-solving and decision-making.
School Nurse	0.2000	$15,827.00	$22,736.84	0236-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	04	Administering medication, first aid, monitoring school health plan, and annual vision and hearing assessments.

| Health Technician | 0.4000 | $13,647.20 | $26,340.76 | 0236-30100-00-2236-3140-0000-01000-0000 | Title I Basic Program | 04 | Assist the nurse with administering medication, first aid, monitoring school health plan, and annual vision and hearing assessments |

How will you monitor these strategies/activities?

All teachers (including support teachers), principal and vice principal will meet monthly in collaborative groups to monitor and analyze data/assessments, students' writing samples, and plan next steps which foster students' achievement toward the smart goal. This information will be shared at the monthly SSC, SGT and quarterly ILT meetings.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Parents will have multiple opportunities to engage in workshops that focuses on the CA Common Core Standards, Health and Wellness, Homework, and Parenting Skills, to support with fostering students' achievement toward mastering grade level standards.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		$2,569.00	$2,569.00	0236-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Materials and supplies for parent events and meetings
Other Support Prsnl PARAS Hrly		$250.00	$321.04	0236-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare and translation for parent events and meetings
Inservice supplies		$2,569.00	$2,569.00	0236-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments for parent inservices and meetings.

How will you monitor these strategies/activities?

All teachers (including support teachers), principal and vice principal will meet monthly in collaborative groups to monitor and analyze data/assessments, students' writing samples, and plan next steps which foster students' achievement toward the smart goal. This information will be shared at the monthly SSC, SGT and quarterly ILT meetings.

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

English Language Development support is provided to increase the number of students learning English at the appropriate yearly rate as evidence by the CELDT.

Identified Need::

There are more than 50% of the students enrolled who are English Learners. These students need additional support in English Language Development skills and strategies to support reclassification.

Target Group::

English Language Learners

Monitoring::

DRA scores and Site-developed Assessments

Personnel Responsible::

Principal, Vice Principal, Project Resource Teacher and Classroom Teachers

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

To increase students' engagement and time on task behaviors for improving learning, Counseling and Intervention support is needed for a large percentage of the students.

Identified Need::

A very large number of the students are in need of Counseling and Intervention support for inappropriate behaviors and time off task.

Target Group::

A very large number of the students are in need of Counseling and Intervention support for inappropriate behaviors and time off task.

Monitoring::

DRA, Site-developed Assessments and Referrals

Personnel Responsible::

Principal, Counselor, Vice Principal

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Identified Need::

The teachers will engage in yearlong professional development, with an emphasis on the Common Core Standards and Critical Thinking. All students will receive instruction in a Tiered Model, which offers students needing additional teaching and learning time, to be built into their instructional day. Students will be assessed in various formats throughout the teaching and learning process, in order to infuse immediate interventions that support the learning of all students.

Target Group::

Targeted groups of students are English Language Learners, African American Students and Students with Special Education Services.

Monitoring::

The Monitoring Cycles are:

Cycle 1 (August-November) -

Cycle 2 (November -February) -

Cycle 3 (February - April) -

Cycle 4 (April - June) -

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Personnel Responsible::

Administrators, Teachers, Counselor, Psychologist, Nurse, Office Staff

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.2500	$19,857.75	$28,510.95	0236-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support students with social, emotional and well-being strategies.
Library Asst	0.1500	$3,741.90	$10,082.13	0236-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support students with checking out books in the library.
Clerk Typist I	0.5000	$12,724.50	$25,149.97	0236-09800-00-2401-2700-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support staff, students and parents with clerical needs.
Software License		$10,000.00	$10,000.00	0236-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional Support Software
Retired Clsrm Teacher Hrly		$9,000.00	$10,835.10	0236-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	ELPAC Testing
Prof&Curriclm Dev Vist Tchr		$45,617.00	$54,918.31	0236-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Release time for PLC/PD
Supplies		$23,531.00	$23,531.00	0236-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Instructional materials to support teaching in learning in classrooms.
Interprogram Svcs/Paper		$5,000.00	$5,000.00	0236-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Duplication of materials

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

A. Data Reports

B. Title I Parent Involvement Policy

C. Home/School Compact

D. Title I/MPP Budget Allocations Summary Grid

E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

• Illuminate
• CDE: http://caaspp.cde.ca.gov/sb2017/Search

  * Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Porter
All Grades Combined

Student Group	English Language Arts 2015 N	%	2016 N	%	2017 N	%	Chg From 2015 %	2016 %	Mathematics 2015 N	%	2016 N	%	2017 N	%	Chg From 2015 %	2016 %
Total	504	29.4	474	32.1	483	28.4	-1.0	-3.7	494	19.4	475	21.1	488	21.7	2.3	0.6
Female	244	34.8	224	41.1	233	31.8	-3.0	-9.3	241	17.8	231	22.5	238	21.0	3.2	-1.5
Male	260	24.2	250	24.0	250	25.2	1.0	1.2	253	20.9	244	19.7	250	22.4	1.5	2.7
African American	67	22.4	66	27.3	71	29.6	7.2	2.3	63	19.0	63	17.5	69	20.3	1.3	2.8
Asian	1	-	2	-	2	-	-	-	1	-	4	-	3	-	-	-
Filipino	9	-	5	-	7	-	-	-	9	-	5	-	7	-	-	-
Hispanic	389	27.2	365	30.1	368	25.3	-1.9	-4.8	384	16.9	368	18.5	374	20.3	3.4	1.8
Indochinese	14	64.3	10	70.0	7	-	-	-	14	50.0	10	50.0	7	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	7	-	6	-	4	-	-	-	6	-	6	-	4	-	-	-
White	6	-	8	-	7	-	-	-	6	-	7	-	7	-	-	-
Multiracial	11	54.5	11	63.6	17	47.1	-7.4	-16.5	11	54.5	11	63.6	17	23.5	-31.0	-40.1
English Learner	235	12.8	201	10.9	201	6.5	-6.3	-4.4	233	8.6	206	5.3	208	12.0	3.4	6.7
English-Speaking	269	43.9	273	47.6	282	44.0	0.1	-3.6	261	29.1	269	33.1	280	28.9	-0.2	-4.2
Reclassified†	114	62.3	118	61.0	96	56.3	-6.0	-4.7	112	39.3	116	42.2	97	33.0	-6.3	-9.2
Initially Eng. Speaking	155	30.3	155	37.4	186	37.6	7.3	0.2	149	21.5	153	26.1	183	26.8	5.3	0.7
Econ. Disadv.*	504	29.4	451	31.9	459	27.7	-1.7	-4.2	494	19.4	450	20.2	462	21.4	2.0	1.2
Non-Econ. Disadv.	0	-	23	34.8	24	41.7	-	6.9	0	-	25	36.0	26	26.9	-	-9.1
Gifted	98	57.1	85	62.4	52	69.2	12.1	6.8	97	48.5	84	54.8	54	66.7	18.2	11.9
Not Gifted	406	22.7	389	25.4	431	23.4	0.7	-2.0	397	12.3	391	13.8	434	16.1	3.8	2.3
With Disabilities	52	1.9	47	2.1	60	3.3	1.4	1.2	46	8.7	0	-	57	10.5	1.8	-
WO Disabilities	452	32.5	427	35.4	423	31.9	-0.6	-3.5	448	20.5	433	23.1	431	23.2	2.7	0.1
Homeless	39	15.4	38	26.3	37	10.8	-4.6	-15.5	38	21.1	36	19.4	36	5.6	-15.5	-13.8
Foster	5	-	7	-	0	-	-	-	3	-	7	-	0	-	-	-
Military	6	-	0	-	6	-	-	-	6	-	0	-	6	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Porter
Grade 3

Student Group		English Language Arts						Chg From			Mathematics						Chg From	
		2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
		N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total		180	31.1	141	29.8	166	24.1	-7.0	-5.7		181	23.8	144	24.3	168	27.4	3.6	3.1
Female		94	37.2	60	36.7	83	26.5	-10.7	-10.2		94	24.5	67	23.9	84	25.0	0.5	1.1
Male		86	24.4	81	24.7	83	21.7	-2.7	-3.0		87	23.0	77	24.7	84	29.8	6.8	5.1
African American		26	30.8	28	35.7	23	26.1	-4.7	-9.6		25	24.0	26	19.2	23	34.8	10.8	15.6
Asian		0	-	1	-	0	-	-	-		0	-	3	-	1	-	-	-
Filipino		3	-	0	-	2	-	-	-		3	-	0	-	2	-	-	-
Hispanic		142	28.2	100	26.0	128	22.7	-5.5	-3.3		144	19.4	104	23.1	129	27.1	7.7	4.0
Indochinese		3	-	1	-	3	-	-	-		3	-	1	-	3	-	-	-
Native American		0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander		0	-	2	-	2	-	-	-		0	-	2	-	2	-	-	-
White		1	-	3	-	1	-	-	-		1	-	2	-	1	-	-	-
Multiracial		5	-	6	-	7	-	-	-		5	-	6	-	7	-	-	-
English Learner		106	17.0	73	12.3	84	9.5	-7.5	-2.8		108	12.0	77	11.7	86	20.9	8.9	9.2
English-Speaking		74	51.4	68	48.5	82	39.0	-12.4	-9.5		73	41.1	67	38.8	82	34.1	-7.0	-4.7
Reclassified†		19	100.0	11	90.9	8	-	-	-		19	73.7	11	90.9	8	-	-	-
Initially Eng. Speaking		55	34.5	57	40.4	74	35.1	0.6	-5.3		54	29.6	56	28.6	74	29.7	0.1	1.1
Econ. Disadv.*		180	31.1	136	30.1	161	24.2	-6.9	-5.9		181	23.8	137	24.1	162	27.2	3.4	3.1
Non-Econ. Disadv.		0	-	5	-	5	-	-	-		0	-	7	-	6	-	-	-
Gifted		32	62.5	14	85.7	12	50.0	-12.5	-35.7		32	56.3	14	78.6	13	92.3	36.0	13.7
Not Gifted		148	24.3	127	23.6	154	22.1	-2.2	-1.5		149	16.8	130	18.5	155	21.9	5.1	3.4
With Disabilities		17	0.0	16	6.3	16	6.3	6.3	0.0		17	11.8	0	-	17	17.6	5.8	-
WO Disabilities		163	34.4	125	32.8	150	26.0	-8.4	-6.8		164	25.0	133	26.3	151	28.5	3.5	2.2
Homeless		13	30.8	14	21.4	37	10.8	-20.0	-10.6		13	30.8	13	23.1	15	6.7	-24.1	-16.4
Foster		1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Military		4	-	0	-	0	-	-	-		4	-	0	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Porter
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	178	29.8	169	34.3	144	26.4	-3.4	-7.9		169	21.9	171	17.5	142	23.9	2.0	6.4
Female	79	35.4	88	43.2	62	27.4	-8.0	-15.8		76	21.1	89	21.3	63	23.8	2.7	2.5
Male	99	25.3	81	24.7	82	25.6	0.3	0.9		93	22.6	82	13.4	79	24.1	1.5	10.7
African American	21	19.0	20	35.0	25	20.0	1.0	-15.0		19	15.8	20	20.0	23	13.0	-2.8	-7.0
Asian	0	-	0	-	2	-	-	-		0	-	0	-	2	-	-	-
Filipino	3	-	3	-	0	-	-	-		3	-	3	-	0	-	-	-
Hispanic	138	28.3	135	30.4	104	26.0	-2.3	-4.4		132	20.5	137	13.1	104	25.0	4.5	11.9
Indochinese	6	-	4	-	1	-	-	-		6	-	4	-	1	-	-	-
Native American	0	-	1	-	0	-	-	-		0	-	1	-	0	-	-	-
Pacific Islander	2	-	0	-	2	-	-	-		1	-	0	-	2	-	-	-
White	4	-	2	-	4	-	-	-		4	-	2	-	4	-	-	-
Multiracial	4	-	4	-	6	-	-	-		4	-	4	-	6	-	-	-
English Learner	83	10.8	84	14.3	58	6.9	-3.9	-7.4		78	9.0	87	2.3	59	10.2	1.2	7.9
English-Speaking	95	46.3	85	54.1	86	39.5	-6.8	-14.6		91	33.0	84	33.3	83	33.7	0.7	0.4
Reclassified†	46	67.4	28	78.6	32	59.4	-8.0	-19.2		46	41.3	28	46.4	32	43.8	2.5	-2.6
Initially Eng. Speaking	49	26.5	57	42.1	54	27.8	1.3	-14.3		45	24.4	56	26.8	51	27.5	3.1	0.7
Econ. Disadv.*	178	29.8	161	34.8	139	25.2	-4.6	-9.6		169	21.9	163	16.6	136	23.5	1.6	6.9
Non-Econ. Disadv.	0	-	8	-	5	-	-	-		0	-	8	-	6	-	-	-
Gifted	46	52.2	27	63.0	14	85.7	33.5	22.7		45	48.9	27	51.9	14	71.4	22.5	19.5
Not Gifted	132	22.0	142	28.9	130	20.0	-2.0	-8.9		124	12.1	144	11.1	128	18.8	6.7	7.7
With Disabilities	17	0.0	47	2.1	60	3.3	3.3	1.2		11	0.0	0	-	20	5.0	5.0	-
WO Disabilities	161	32.9	154	37.7	119	31.9	-1.0	-5.8		158	23.4	156	19.2	122	27.0	3.6	7.8
Homeless	14	14.3	12	33.3	37	10.8	-3.5	-22.5		14	28.6	12	16.7	36	5.6	-23.0	-11.1
Foster	3	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Porter
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016		2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%		N	%	N	%	N	%	%	%
Total	146	26.7	164	31.7	173	34.1	7.4	2.4		144	11.1	160	21.9	178	14.6	3.5	-7.3
Female	71	31.0	76	42.1	88	39.8	8.8	-2.3		71	5.6	75	22.7	91	15.4	9.8	-7.3
Male	75	22.7	88	22.7	85	28.2	5.5	5.5		73	16.4	85	21.2	87	13.8	-2.6	-7.4
African American	20	15.0	18	5.6	23	43.5	28.5	37.9		19	15.8	17	11.8	23	13.0	-2.8	1.2
Asian	1	-	1	-	0	-	-	-		1	-	1	-	0	-	-	-
Filipino	3	-	2	-	5	-	-	-		3	-	2	-	5	-	-	-
Hispanic	109	24.8	130	33.1	136	27.2	2.4	-5.9		108	9.3	127	20.5	141	10.6	1.3	-9.9
Indochinese	5	-	5	-	3	-	-	-		5	-	5	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	5	-	4	-	0	-	-	-		5	-	4	-	0	-	-	-
White	1	-	3	-	2	-	-	-		1	-	3	-	2	-	-	-
Multiracial	2	-	1	-	4	-	-	-		2	-	1	-	4	-	-	-
English Learner	46	6.5	44	2.3	59	1.7	-4.8	-0.6		47	0.0	42	0.0	63	1.6	1.6	1.6
English-Speaking	100	36.0	120	42.5	114	50.9	14.9	8.4		97	16.5	118	29.7	115	21.7	5.2	-8.0
Reclassified†	49	42.9	79	50.6	56	51.8	8.9	1.2		47	23.4	77	33.8	57	21.1	-2.3	-12.7
Initially Eng. Speaking	51	29.4	41	26.8	58	50.0	20.6	23.2		50	10.0	41	22.0	58	22.4	12.4	0.4
Econ. Disadv.*	146	26.7	154	30.5	159	33.3	6.6	2.8		144	11.1	150	20.7	164	14.0	2.9	-6.7
Non-Econ. Disadv.	0	-	10	50.0	14	42.9	-	-7.1		0	-	10	40.0	14	21.4	-	-18.6
Gifted	20	60.0	44	54.5	26	69.2	9.2	14.7		20	35.0	43	48.8	27	51.9	16.9	3.1
Not Gifted	126	21.4	120	23.3	147	27.9	6.5	4.6		124	7.3	117	12.0	151	7.9	0.6	-4.1
With Disabilities	18	5.6	47	2.1	19	5.3	-0.3	3.2		18	11.1	0	-	20	10.0	-1.1	-
WO Disabilities	128	29.7	148	35.1	154	37.7	8.0	2.6		126	11.1	144	24.3	158	15.2	4.1	-9.1
Homeless	12	0.0	12	25.0	10	40.0	40.0	15.0		11	0.0	11	18.2	10	10.0	10.0	-8.2
Foster	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Military	2	-	0	-	1	-	-	-		2	-	0	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

San Diego Unified School District

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Walter J. Porter Elementary School
TITLE I PARENT INVOLVEMENT POLICY
2018-2019

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Walter J. Porter Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Parents who serve on the school's governing boards are very instrumental in the development process of the policy, by sharing the ideas and needs of the parents of the school and the surrounding community

The school distributes the policy to parents of Title I students, through enrollment packets, beginning of the year information packets, the school's parent handbook and during the Annual Mandatory Title I Parent Meeting.

The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program
To involve parents in the Title I program at **Walter J Porter Elementary School**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

   The parents/community members are informed of parent/community meetings of interest via flyers, special notices, phone call/School-Messenger and the school's web-site. For special meetings, targeted language groups receive notice in their language. Parents/Community Members are advised of parent/community meetings and training sessions offered at Porter Elementary and throughout the district. Every attempt is made to contact parents in the language of the parents.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy.

   Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review and decision making for improvement of the program.

- The school provides parents of Title I students with timely information about Title I programs.

  Parents are notified throughout the school year of timely information about Title I programs through Parent Coffees, Family Fridays, Parent-Teacher Conferences and Informal Meetings.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

  Parents are notified throughout the school year of the individual student assessment results through Parent Coffees, Family Fridays, Parent-Teacher Conferences and Informal Meeting, Monthly School Site Council Meetings and Monthly School Governance Meetings.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

  Parents are notified throughout the school year of the individual student assessment results through Parent Coffees, Family Fridays, Parent-Teacher Conferences and Informal Meeting, Monthly School Site Council Meetings and Monthly School Governance Meetings.

*It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.

**The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 *USC* 6318 Section 1118(c) (3)]

APPENDIX C

HOME/SCHOOL COMPACT

Lillie K. McMillan
Principal

HOME/SCHOOL COMPACT

Walter J. Porter Elementary and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-2019.

School Responsibilities

Walter J. Porter Elementary will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**

   Walter J. Porter Elementary has structures for professional development and teacher collaboration that supports grade level curricular planning around state standards. Grade levels meet twice a month to calibrate curricular maps, plan and study lessons and share assessments. Teachers are supported through planning, teaching and revising lessons in an environment, which is based on trust and an overall emphasis on teaching and learning.

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

   November 13-16, 2018 (students will be dismissed at 1:20 p.m.)
   March 18-22, 2019 (students will be dismissed at 1:20 p.m.)

3. **Provide parents with frequent reports on their child's progress.**

   Walter J. Porter Elementary will provide reports to parents through a variety of venues. Teachers who elect to use the Porter folder as their means of weekly communication will keep parents apprised of student progress through weekly reports documented on the Porter Folder. These students are graded

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Principal

based on academics and behavior on the school folder, which is sent home for parent signature on Friday with the expectation that it is returned to the teacher on Monday. In addition, each teacher sends home a progress report, which provides a more detailed report of student progress in all academic areas. Finally, parents are informed of student progress through a district progress report. Teachers provide parents with conferences three times a year via Parent Teacher Conferences to discuss in depth the overall performance of each child.

4. Provide parents reasonable access to staff.   Parents and teachers will voluntarily participate in home visits and/or community based meetings.

Walter J. Porter Elementary supports open and constant communication between all stakeholders. Teachers provide all parents with their classroom phone number and individual extension. During school hours parents can leave messages on the teachers' extension, so that the teacher can call parents back. Some staff members also provide parents with their personal phone number to facilitate communication. In addition, parents are able to speak with teachers by setting up appointments before and after school. Parents are also able to access staff through the front office personnel on a regular basis. Teachers will also participate in home visits as needed and participate in community based meetings.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are encouraged to volunteer in classrooms on a regular basis. Teachers offer this opportunity via Open House and on a daily basis through written and verbal invitations. Teachers also arrange the schedule for when and how parents can be more involved in the classroom. Parents are also encouraged to observe in the classroom as much as possible and on an ongoing basis.

Parent Responsibilities

We, as parents, will support our child's learning by:

- Monitoring attendance.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

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Principal

• Making sure that homework is completed.
• Monitoring amount of television my child watches.
• Volunteering in my child's classroom.
• Participating, as appropriate, in decisions relating to my child's education.
• Promoting positive use of my child's extracurricular time.
• Serving, to the extent possible, on advisory groups, such as the School Site
  Council, the District Advisory Council for Compensatory Education, the English
  Learner Advisory Committee or other school advisory groups
• Parents and teachers will voluntarily participate in home visits and/or
community based meetings.

Student Responsibilities (revise as appropriate to grade level)

**We, as students, will share the responsibility to improve our academic achievement
and achieve California's high standards by:**

• Doing my homework every day and asking for help when I need it.
• Reading at least 30 minutes every day outside of school time.
• Giving my parents or the adult who is responsible for my welfare all notices and
  information received by me from my school every day.

_____

Lillie K. McMillan, Principal

_____

Student

_____

Parent/Guardian

.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Porter Elementary	**09800**	1189	**Retired Clsrm Teacher Hrly**			$ 9,000.00
		1192	**Prof&Curriclm Dev Vist Tchr**			$ 45,617.00
		1210	**Counselor**	School Counselor	0.2500	$ 19,857.75
		2231	**Other Support Prsnl PARAS**	Library Asst	0.1500	$ 3,741.90
		2401	**Clerical OTBS**	Clerk Typist I	0.5000	$ 12,724.50
		3000	**Employee Benefits**			$ 38,555.31
		4301	**Supplies**			$ 23,531.00
		5733	**Interprogram Svcs/Paper**			$ 5,000.00
		5841	**Software License**			$ 10,000.00
	09800 Total				**0.9000**	**$ 168,027.46**
	30100	1109	**Pull/Out Push In**	Inschool Resource Tchr	1.0000	$ 88,938.00
		1192	**Prof&Curriclm Dev Vist Tchr**			$ 19,115.00
		1210	**Counselor**	School Counselor	0.3500	$ 27,800.85
		1240	**Nurse**	School Nurse	0.2000	$ 15,827.00
		2231	**Other Support Prsnl PARAS**	Library Asst	0.1500	$ 3,741.90
		2236	**Health Prsnl PARAS**	Health Technician	0.4000	$ 13,647.20
		3000	**Employee Benefits**			$ 78,610.10
		4301	**Supplies**			$ 71,075.00
		5209	**Conference Local**			$ 2,000.00
		5735	**Interprogram Svcs/Field Trip**			$ 7,000.00
	30100 Total				**2.1000**	**$ 327,755.05**
	30103	2281	**Other Support Prsnl PARAS Hrly**			$ 250.00
		3000	**Employee Benefits**			$ 71.04
		4301	**Supplies**			$ 2,569.00
		4304	**Inservice supplies**			$ 2,569.00
	30103 Total					**$ 5,459.04**

San Diego Unified
SCHOOL DISTRICT

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Walter J. Porter Elementary School

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME Overall results in the area of Substantially.	Porter's staff meets monthly for Staff Conferences, bi-monthly in Professional Learning Communities (PLC), weekly grade level meetings, and attend District scheduled professional training for Literacy and Math, in order to effectively analyze students' data to determine effective rigorous instructional practices that will support all learners in meeting the Grade Level Common Core Standards. Using a bell to bell teaching model, teacher insure that every minute of instructional time is utilized for implementing very rigorous, quality and high level teaching and learning.
CLOSING THE ACHIEVEMENT GAP Overall results in the area of Substantially.	A school-wide dedicated Equity Hour for all students, especially the English Learners supported our students in meeting the ELA Common Core Standards, through systematic sustained leveled reading practice for fluency and comprehension. The support of the Language Development Teacher and the Integrated Core Language Development Approach in the general education classrooms is helping our newcomer students acquire the English Language, which also enables students to engage in the teaching and learning in their classroom at a more rapid pace.
PROFESSIONAL DEVELOPMENT Overall results in the area of Substantially.	Porter's staff meets monthly for Staff Conferences, bi-monthly in Professional Learning Communities (PLC), weekly grade level meetings, and attend District scheduled professional training for Literacy and Math, in order to effectively analyze students' data to determine effective rigorous instructional practices that will support all learners in meeting the Grade Level Common Core Standards.
GRADUATION/PROMOTION Overall results were mainly in the substantially and fully areas, with some partially and minimally.	A school-wide dedicated Equity Hour for all students, especially the English Learners, in to support our students in meeting the ELA Common Core Standards, through systematic sustained leveled reading practice for fluency and comprehension, in order to support all students reading at grade level by third grade.
PARENT ENGAGEMENT Overall results were mixed between minimally to fully, with a large amount of results in the substantially range.	Parents are actively engaged in monthly Family Fridays, were they read for thirty minutes with their children in their classrooms and engage in a Parent Institute for training in areas of Homework Support, Common Core Literacy and Math Strategies, Coffee with the Principal, Parent Conferences, Monthly Student Recognition Assemblies, Bi-Annual Parent Core Subjects Workshop Evenings, Monthly Cluster Meetings and Tri-Annual Principal List Award Ceremonies.