

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **PORTER ELEMENTARY** SCHOOL

2014-16

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:

Address: 4800 T St, Porter Elementary, San Diego, CA, 92113,

E-mail Address: lmcmillan@sandi.net

The following items are included:

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



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.



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

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Porter Elementary School

DUE March 13, 2015

SITE CONTACT PERSON: Lillie K. McMillan

PHONE: (619) 266-7700

FAX: (619) 2667790

E-MAIL ADDRESS: lmcmillan@sandi.net

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

- Quality Education Investment Act (QEIA)
 - Title 1 Schoolwide Programs (SWP)
 - Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3/11/2015
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 3/11/2015
- Site Governance Team (SGT) Date of presentation: 3/11/2015
- 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: 3/13/2015

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.

<u>Lillie K. McMillan</u> Type/Print Name of School Principal	 Signature of School Principal	<u>3/13/2015</u> Date
<u>Genel Wynn</u> Type/Print Name of SSC Chairperson	 Signature of SSC Chairperson	<u>3/13/2015</u> Date
<u>Dr. Shirley Wilson</u> Type/Print Name of Area Superintendent	 Signature of Area Superintendent	<u>3-19-15</u> Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

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-weekly 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
Grades K-3 with CSR:	1:22
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 TECHNICIAN

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 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. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

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.

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 API and AYP growth targets. In order to achieve the SMART goals 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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Lillie K. McMillan	Principal
Eulalia Castelo	Classroom Teacher
Theodosia Ballard	Classroom Teacher
Elaine Hill	Classroom Teacher
Joyce Ibanez	Other School Representative
Judy Harris	Parent/Secretary
Richard Leon	Parent
Roosevelt Blackmon	Parent/ Co-Chair
Genel Wynn	Parent/Chair
Joseph Robinson	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 07/21/2016, 30 % of Porter Elementary Students will improve performance from Basic to Proficient or Advanced in SBAC , increasing from 10 % to 30 % , a gain of 20.00 %

Closing the Gap SMART Goal:

* By 07/21/2016, 30 % of Porter Elementary Hispanic or Latino, Students will improve performance from Basic to Proficient or Advanced in SBAC , increasing from 10 % to 30 % , a gain of 20.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

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:

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. The cycles are:

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Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 2: Mathematics

Mathematics SMART Goal:
 * By 07/21/2016, 30 % of Porter Elementary Students will perform at Proficient or Advanced level in SBAC , increasing from 15 % to 30 % , a gain of 15.00 %

Closing the Gap SMART Goal:
 * By 07/21/2016, 30 % of Porter Elementary Hispanic or Latino, Students will improve performance from Basic to Proficient or Advanced in SBAC , increasing from 15 % to 30 % , a gain of 15.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

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:

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. The cycles are:

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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 3: English Learner

English Learner SMART Goal:
 * By 07/21/2016, 30 % of Porter Elementary English Learner, Students, Grades 3-5 will improve performance from Below Basic to Proficient and Advanced in SBAC , increasing from 10 % to 30 % , a gain of 20.00 %

Closing the Gap SMART Goal:
 * By 07/21/2016, 50 % of Porter Elementary English Learners Enrolled in School 3 years or More will improve performance from Intermediate to Early Advanced in California English Language Development Test , increasing from 30 % to 50 % , a gain of 20.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

Use of end of chapter/unit tests, writing samples, teacher generated assessments (scanned in Data Director), 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:

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. The cycles are:

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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 07/21/2016, 50 % of Porter Elementary Grade 03, Students will perform at 38 level in DRA , increasing from 30 % to 50 % , a gain of 20.00 %
- * By 07/21/2016, 50 % of Porter Elementary Grade 03, Students will perform at P level in DRA , increasing from 30 % to 50 % , a gain of 20.00 %
- * By 07/21/2016, 50 % of Porter Elementary Grade 03, Students will perform at Proficient or Advanced level in DRA , increasing from 30 % to 50 % , a gain of 20.00 %

Closing the Gap SMART Goal:

- * By 07/21/2016, 50 % of Porter Elementary English Learner, Grade 03, Students will perform at Proficient or Advanced level in DRA , increasing from 30 % to 50 % , a gain of 20.00 %
- * By 07/21/2016, 50 % of Porter Elementary Black or African American, Grade 03, Students will perform at Proficient or Advanced level in DRA , increasing from 30 % to 50 % , a gain of 20.00 %

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- API
 AYP
 CAHSEE
 CELDT
 Other
 Interim Assessments
 End-Of-Course Exams

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:

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. The cycles are:

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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 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

* By 07/21/2016, 75 % of Porter Elementary Parents/Guardians, Grades K-5 will achieve a participate in school events that assists in helping their children with courses in Parent and Community Engagement

Targeted Population:**Third Grade: African American Students**

By July 2016, 50% (or 15 of 30) of all 3rd grade 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 2013, 13.8% (or 4 of 29) of our African American students in 3rd grade scored proficient or above on the CST.

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.

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 rubrics and ELDPI 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.
- ELST will work with targeted students to improve language development.
- All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, 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 district 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.
- ELST will consult with teachers to provide supports for targeted English Learners.

- 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 (Power Team) 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
- ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk students
- PAL will provide monthly check in with families of at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst	0.2500	\$6,277.75	0236-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03	Library support to students for selecting appropriate leveled books of interest.
Position School Counselor	0.2500	\$18,873.50	0236-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 05	Supporting students' social, emotional and functional needs. Response to Intervention Services.
Position Guidance Asst	0.6000	\$16,917.00	0236-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 05	Support the Counselor in helping students addressing their social, emotional, and functional needs. Assist with attendance and notification of parents.
Position Inschool Resource Tchr,	1.0000	\$80,272.00	0236-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 05	Project Resource Teacher, supporting teacher professional development, curriculum development, small group instruction for below basic students and parent engagement.
Position Health Technician	0.4000	\$13,378.00	0236-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 05	Health support to students to improve attendance, such administration of medication and tending to scrapes and bumps and notification of parents.
Position Inschool Resource Tchr,	0.2000	\$16,054.40	0236-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	03	English Learner Support Teacher for Beginner Students.
Prof&Curriclm Dev Vist Tchr	-	\$50,000.00	0236-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Release for PLCs for teachers to review data, analyze, and plan effective instruction.
Supplies	-	\$238.00	0236-30100-00-4301-	Title I Basic	01, 02, 03,	Supplemental instructional supplies such as journals, binders, markers, ink

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			1000-1110-01000-0000	Program	04	for printers, manipulatives, etc...
PullOut/Push in Hrly	-	\$25,000.00	0236-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	Push in support for students performing below and far below basic in literacy.
Conference Local	-	\$700.00	0236-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	05	Conference and registration fees for parents.
Supplies	-	\$2,765.00	0236-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments and inservice materials for parent events and meetings.
Other Support Prsnl PARAS Hrly	-	\$500.00	0236-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare and/or translation for parent events and meetings.
Inservice supplies	-	\$1,200.00	0236-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments and inservice materials for parent events and meetings.
Supplies	-	\$2,904.00	0236-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	01, 02, 03, 04	Supplemental instructional supplies such as journals, binders, markers, ink for printers, manipulatives, etc...
Prof&Curriclm Dev Vist Tchr	-	\$12,000.00	0236-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	01, 02, 03, 04	Release for PLCs for teachers to review data, analyze, and plan effective instruction.
Conference Local	-	\$6,000.00	0236-30106-00-5209-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	01, 02, 03, 04	Conference and registration fees for staff.

Local Control Funding Formula Goals

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, English Language Support Teacher

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, Guidance Assistance

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:
Identified Need:
Target Group:
Monitoring:
Personnel Responsible:

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst	0.2500	\$6,277.75	0236-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Library support to students for selecting leveled books of interest.
Position School Counselor	0.2500	\$18,873.50	0236-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supporting students with social, emotional and functional needs. Response to Intervention Meetings and services to teachers and parents. Monitoring Attendance.
Position School Clerical Asst	0.5000	\$13,979.50	0236-09800-00-2401-2700-0000-01000-0000	LCFF Intervention Support	LCFF 2	Facilitating information to parents, students and staff. Monitoring attendance and students' records.
Position Inschool Resource Tchr	0.4000	\$32,108.80	0236-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support English Language Development for Beginner English Speakers.
Classroom Teacher Hrly	-	\$15,000.00	0236-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, LCFF 1	Tutoring support for students not at grade level in literacy and mathematics.
Supplies	-	\$2,202.00	0236-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supplemental instructional supplies such as journals, manipulatives, markers, etc...
Prof&Curriclm Dev Vist Tchr	-	\$8,000.00	0236-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	03, 04, LCFF 1	CELDT testing of English Learners.

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A**TITLE I PARENT INVOLVEMENT POLICY**
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)



San Diego Unified School District

Walter Porter Elementary School

South campus: 4800 T Street, San Diego, CA 92113. Phone (619) 266-4500; Fax (619) 266-4590

North campus: 445 S. 47th Street, San Diego, CA 92113. Phone (619) 266-7700; Fax (619) 266-7790

Walter J. Porter Elementary School **TITLE I PARENT INVOLVEMENT POLICY** **2015-2016**

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 website. 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 B

HOME/SCHOOL COMPACT

(Provided by the School Site)



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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 2015-2016.

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 17-20, 2015 (students will be dismissed at 1:20 p.m.)

March 22-25, 2016 (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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Lillie K. McMillan
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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Lillie K. McMillan
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 C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
 Site: 0236 Porter Elementary
 As of Date 04-14-2015
 Extended Summary

Name	30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog Imprvmnt	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		321,520.00		5,281.00		22,732.00
		321,519.64		5,281.50		22,731.60
		0.36		(0.50)		0.40
Certificated Salaries / Monthly	1.45	115,199.90	-	-	-	-
2040 Inschool Resource Tchr	1.20	96,326.40	-	-	-	-
2605 School Counselor	0.25	18,873.50	-	-	-	-
Classified Salaries / Monthly	1.25	36,572.75	-	-	-	-
6410 Health Technician	0.40	13,378.00	-	-	-	-
6425 Guidance Asst	0.60	16,917.00	-	-	-	-
6472 Library Asst	0.25	6,277.75	-	-	-	-
Certificated Salaries		75,000.00		-		12,000.00
1159 PullOut/Push in Hrly		25,000.00		-		-
1192 Prof&Curriclm Dev Vist Tchr		50,000.00		-		12,000.00
Classified Salaries		-		500.00		-
2281 Other Support Prsnl PARAS Hrly		-		500.00		-
Employee Benefits		94,508.99		116.50		1,827.60
Books and Supplies		238.00		3,965.00		2,904.00
4301 Supplies		238.00		2,765.00		2,904.00
4304 Inservice supplies		-		1,200.00		-
Services and Other Operating		-		700.00		6,000.00
5209 Conference Local		-		700.00		6,000.00

APPENDIX D

2014-15 SPSA ADDENDUM

Porter Elementary

Area Goals for 2014-15 SY	
English Language Arts:	To ensure that students are prepared to learn on a daily and consistent basis, the Resource Teacher is instrumental in supporting professional development and curriculum design; the Counselor and Guidance Assistant for monitoring attendance and behavior; Teacher Hourly time offered extended learning time for students performing below and far below basic; Visiting Teacheres are instumental in allowing time for teachers to meet in their Professional Learning Communities (PLC); Supplies and Paper support students and parents to have greater access to adequate level curriculum; and Local Conferences offer skills and strategies that enhanced the pedagogy of staff and parents.
Mathematics	To ensure that students are prepared to learn on a daily and consistent basis, the Resource Teacher is instrumental in supporting professional development and curriculum design; the Counselor and Guidance Assistant for monitoring attendance and behavior; Teacher Hourly time offered extended learning time for students performing below and far below basic; Visiting Teacheres are instumental in allowing time for teachers to meet in their Professional Learning Communities (PLC); Supplies and Paper support students and parents to have greater access to adequate level curriculum; and Local Conferences offer skills and strategies that enhanced the pedagogy of staff and parents.
English Language Development	The use of the English Language Development Teacher supports Newcomer students develop their knowledge and use of the English Language, in order that they progress along the continuum of language developeent on a yearly basis. To ensure that students are prepared to learn on a daily and consistent basis, the Resource Teacher is instrumental in supporting professional development and curriculum design; the Counselor and Guidance Assistant for monitoring attendance and behavior; Teacher Hourly time offered extended learning time for students performing below and far below basic; Visiting Teacheres are instumental in allowing time for teachers to meet in their Professional Learning Communities (PLC); Supplies and Paper support students and parents to have greater access to adequate level curriculum; and Local Conferences offer skills and strategies that enhanced the pedagogy of staff and parents.
Graduation/Promotion Rate	To ensure that students are prepared to learn on a daily and consistent basis, the Resource Teacher is instrumental in supporting professional development and curriculum design; the Counselor and Guidance Assistant for monitoring attendance and behavior; Teacher Hourly time offered extended learning time for students performing below and far below basic; Visiting Teacheres are instumental in allowing time for teachers to meet in their Professional Learning Communities (PLC); Supplies and Paper support students and parents to have greater access to adequate level curriculum; and Local Conferences offer skills and strategies that enhanced the pedagogy of staff and parents.

Parent Involvement and Community Engagement	To offer opportunities for parent involvement in activities such as, Common Core Literacy, Math and Science Workshops; Family Friday, Principal Coffees, and Celebrations.
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Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following pages
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		326,160.00		4,583.00		22,897.00	
2040 Inschool Resource Tchr	1.55	124,420.05	-	-	-	-	Project Resource Teacher, supporting teacher professional development, curriculum development, small group instruction for below basic students and parent engagement.
2605 School Counselor	0.25	19,277.75	-	-	-	-	Supporting students' social, emotional and functional needs. Response to Intervention Services.
6425 Guidance Asst	0.60	17,026.20	-	-	-	-	Counselor in helping students addressing their social, emotional, and functional needs. Assist with attendance and notification of parents.
6472 Library Asst	0.25	6,362.75	-	-	-	-	Library support to students for selecting appropriate leveled books of interest.
1157 Classroom Teacher Hrly		24,000.00		-		-	Tutoring support for students not at grade level.
1192 Prof&Curriclm Dev Vist Tchr		10,000.00		-		20,000.00	Release for PLCs for teachers to review data, analyze, and plan effective instruction.
2281 Other Support Prsnl PARAS Hrly		-		500.00		-	Childcare and/or translation for parent events and meetings.
Employee Benefits		85,616.38		109.96		2,520.00	Fixed Costs
4301 Supplies		19,457.00		1,200.00		377.00	Supplemental instructional supplies such as journals, binders, markers, ink for printers, manipulatives, etc...:
4304 Inservice supplies		-		2,073.00		-	Light refreshments and inservice materials for parent events and meetings
5209 Conference Local		5,000.00		700.00		-	Conference and registration fees for staff and parents

5733 Interprogram Svcs/Paper		5,000.00		-		-	Purchase of paper for duplicating instructional materials for supporting the teaching and learning of the grade level Common Core Standards.
5735 Interprogram Svcs/Field Trip		10,000.00		-		-	To pay for buses that take students to extended learning opportunities, such as Sea World, the Zoo, Balboa Park, Biz Town, etc.

2014-15 Elementary Core

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**



APPENDIX E

School Name: Porter Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	\$321,520.00
Enter Total Allocation: Resource 30106	\$22,732.00
Sum or Resources 30100 & 30106	\$344,252.00
10% allocation needed for PD	\$34,425.20

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100			
<input type="checkbox"/> 30106	1192	Release for PLCs for teachers to review data, analyze, and plan effective instruction.	\$50,000.00
<input type="checkbox"/> 30100			
<input checked="" type="checkbox"/> 30106	1192	Release for PLCs for teachers to review data, analyze, and plan effective instruction.	\$12,000.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$62,000.00
10 % allocation has been met			YES