# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT PORTER ELEMENTARY SCHOOL

## 2022-23

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:** Anthony, Vincent
**Contact Person:** Anthony, Vincent
**Position:** Principal
**Telephone Number:** 619/266-4500;
**Address:** 4800 T St, Porter Elementary, San Diego, CA, 92113,
**E-mail Address:** vanthony@sandi.net

**The following items are included:**
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent & Family Engagement Policy
☒ School Parent Compact

## Board Approval: *October 25, 2022*

### 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

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Porter Elementary   PHONE: (619) 266-7700   FAX: (619) 266-4590

SITE CONTACT PERSON: Vincent Anthony (Principal)      E-MAIL ADDRESS: vanthony@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

     x Title I Schoolwide Programs (SWP)     x CSI School     ☐ ATSI School

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 composed correctly, and 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:

| | | |
|---|---|---|
| x | English Learner Advisory Committee (ELAC) | Date of presentation: 10/6/22 |
| ☐ | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| ☐ | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| x | Site Governance Team (SGT) | Date of presentation: 10/6/22 |
| ☐ | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on:   10|6|22

**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.**

| | |
|---|---|
| Vincent Anthony | 10/5/22 |
| Type/Print Name of School Principal | Signature of School Principal / Date |
| Stephen Kelley | 10/06/22 |
| Type/Print Name of SSC Chairperson | Signature of SSC Chairperson / Date |
| ROSA LINDA DIAZ | ROSA LINDA 10/06/22 |
| Type/Print Name of ELAC Representative | Signature of ELAC Representative / Date |
| | 10/06/22 |
| Type/Print Name of Area Superintendent | Signature of Area Superintendent / Date |

**Email & Submit Document with Original Signatures**
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, **Room 3126**

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## SCHOOL PLAN FOR STUDENT ACHIEVEMENT:  EXECUTIVE SUMMARY

### PURPOSE AND DESCRIPTION
This School Plan for Student Achievement fulfills the requirements of the school-wide Title 1 Program and the Comprehensive Support and Improvement Plan.

The staff at Porter Elementary strives for excellence in meeting the needs of our diverse student population.  School programs are strategically designed to engage students and staff in the teaching and learning of the state standards so that our students have a strong foundation for continued success in their learning.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates.  The goal is to continue our work in ensuring a Safe, Collaborative, and Inclusive culture for all stakeholders within the Porter community. Our Mission is to constantly strive to empower all students to become effective members of their communities through instilling high expectations, developing problem-solving skills--all while fostering positive relationships.

### PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)
All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below.  All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

### ENGAGING EDUCATIONAL PARTNERS
At Porter, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2020-2021, stakeholders were involved in the 2021-2022 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included School Site Council (SSC), Instructional Leadership Team (ILT), School Governance Team (SGT), English Learner Advisory Committee (ELAC), and staff meetings held throughout the year.
-September 27th, 2022 the Annual Title I Parent Meeting was held.
-October 6th 2022 SSC/ELAC voted to approve SPSA Goals
-January 2022- ILT met to analyze data and provided budget recommendations.
-January 2022- Staff met to analyze data and provided budget recommendations. Staff completed surveys about their recommendations for the budget.
-January 2022- Porter families were sent surveys to support with providing budget recommendations.
-February 2nd & 17th, 2022- SSC met to discuss the evaluation and assessment survey, the SPSA goals, and to look at other data gathered to approve the budget.

-February 22nd, 2022-SSC reviewed and approved the 2021-2022 budget.
-September 13th, 2022-SSC developed and made recommendations for 2021-2022 SPSA.
-September 23rd, 2022--SGT gave input about 2021-2022 SPSA.
September 2021- ELAC gave input about 2021-2022 SPSA.
-September 27th, 2021- SSC developed, revised, and approved 2020-2021 SPSA.

### RESOURCE INEQUITIES

Porter's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data, and a review of the previous SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate minimal growth in the area of ELA and a decrease in math.  The 2021-2022 3rd grade-5th grade student group met or exceeded grade level standards at 19.8% (ELA) and 13.7% (Math). The 2021-2022 SPSA was focused on ELA and funding supported ELA development.

To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of common core standards teachers will participate in bi-weekly PLCs while students have opportunities to engage in Social Emotional Learning and Physical Education rotations; strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team on a bi-weekly basis. The i-Ready diagnostic will be administered three times a year. The data analysis from the diagnostic assessments will support teachers as they provide differentiated instruction. Intervention groups will be formed in all grade-levels with two support teachers (TK/K-2) (3-5) that will assess struggling learners, target specific deficiencies, and monitor progress throughout this work.
This year, we know many of our students need support in literacy and foundational skills. Due to this, we have continued to employ a Resource Teacher that will support our 3rd-5th grade students in Reading and with ELD. It is the goal to continue to move our Multilingual Learners up a level or more in their Language Acquisition and with their reading comprehension skills. Our main focus will be phonics and vocabulary development. We are also part of the Literacy Acceleration Plan that focuses our work in UTK-2nd grade. The goal is to have all of our students show yearly adequate growth. With the Literacy Acceleration Plan, we are also receiving extra support for our Multilingual Learners from the Office of Language Acquisition.  With these extra resources, our students will be able to get push in small group support that will assist in strengthening their reading and language skills.

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism (red rating) and suspension rates (orange rating).  The school community will be doing extensive work in iMTSS and will put systems and structures in place to address and decrease chronic absenteeism and suspension rates.  The counselor and office staff will work collaboratively and closely with the principal, guidance assistant, Restorative Justice Coordinator, and certificated staff to monitor attendance and social emotional needs.  There will be consistent communication with families to ensure that students are in school. Groups will be formed to address the reasons why students are having issues with Chronic Absenteeism. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families.  There will be a Restorative Justice Coordinator  on-site (5 days a week) to support students with social and emotional needs and be proactive in identifying students who need extra support. Students will have a venue to practice and apply coping skills to deal with emotions and make positive choices. In addition, the Restorative Justice Coordinator,

together with the PBIS team, will work directly with staff and families to provide professional development and strategies to support students in class and at home.  The school community recognizes the importance of a Safe, Collaborative, and Inclusive school environment and will continue to implement PBIS and IMTSS school wide to cultivate a positive school culture for all stakeholders.

## SCHOOL SITE COUNCIL MEMBERSHIP

| Member Name | Role |
|---|---|
| Vincent Anthony | Principal |
| Stephanie Davies | Classroom Teacher |
| Frances Barragan | Classroom Teacher |
| Jennifer Prudencio | Parent |
| Stephen Kelley | Community Member |
| Ramon Ramos | Parent |
| Samoa Koria | Parent |
| Theodosia Ballard | Classroom Teacher |
| Moises Adame | Parent |
| Nancy Knorr | Other School Personnel |

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

**Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students.  We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2021-22

**\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Porter Elementary implemented a variety of strategies to address having a Safe, Collaborative and Inclusive school. We had our administration team, Restorative Practices Coordinator, counselors, and parent liaison that supported us with ensuring that our students were attending school and engaged in their learning.  Our teams still met in bimonthly PLCs to ensure that our students' social emotional needs were being addressed.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Porter's suspension rate went up to .6 increase from the previous year. We think this a result of students returning after being online. However, we did see our chronic absenteeism grow as we had some students that had difficulties with Covid-19 illnesses.   Our Restorative Practices Coordinator, counselors, parent liaisons, and administration team worked daily to try to connect with those students that were not attending class. Our Restorative Practices coordinator and our counselors also prepared lessons that supported our students with their Social Emotional needs.  We continued to monitor our students in the MTSS process, gathered data, and made plans for students that were experiencing difficulties.

| *Changes |
|---|
| Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

For 2022-2023, our school will continue to implement many of the same strategies to support all students and continue to use our Parent Liaison and Restorative Practices coordinator to strengthen family and community support to ensure student success. We will be adding another layer with our partnership with the San Diego County of Education to support our Attendance Team which consists of our administration team, Restorative Practices Coordinator, counselor, and our attendance clerks. They will be meeting and making plans on how to ensure our students want to attend school every single day. We have formed both a Parent Engagement Committee and Restorative Practices Committee that will continue to support our work around building strong alliances with our families as we continue to emphasize the Porter Way and Porter Pride to support our student with their Social and Emotional well-being. We also have added a Restorative Practices Center on our South Campus to continue to create spaces where our students feel comfortable to talk about their feelings and have additional safe places. |

| *Identified Need |
|---|
| On the California Dashboard (2019 -Last reported data) Porter is in the red in the following indicator--Chronic Absenteeism. The overall Chronic Absenteeism rate is 68%
Chronic Absenteeism Rates (subgroups):
African American Students = 29.2%
English Learners= 23.2%
Hispanic Students= 26.3%
Socioeconomically Disadvantaged=26.5%
Homeless = 39.4%
On the California Dashboard (2019) Porter is in the red in the following indicators--Suspension rates. The overall Suspension rate is 7.7 (students were suspended at least one time).
Chronic Suspension Rates (subgroups):
African American Students = 13.5%
English Learners = 6.5%
Hispanic Students = 6.5%
Students with Disabilities = 14.4%
Socioeconomically Disadvantaged = 7.9%
Homeless = 13.7% |

According to the 2018 California School Parent Survey the average parent involvement rate is at 36.25% (with the response of strongly agree in each of the four indicators--see below)
School allows input and welcomes parent contributions.
School encourages me to be an active partner with the school in educating my child.
School actively seeks the input of parents before making important decisions.
Parents feel welcomed to participate at the school.

**\*Goal 1 - Safe, Collaborative and Inclusive Culture**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|
| June 2023 | TK-5 | Decrease the overall school-wide chronic absenteeism rate | 26.5% | 17.5% | Attendance | Trimester |
| June 2023 | TK-5 | Decrease the overall school-wide suspension rate | 7.7% | 1.5% | Suspension | Trimester |
| June 2023 | TK-5 | Increase the average parent involvement rate (strongly agree in the first 4 indicators) | 36.25% | 46.25% | CAL-SCHLS (CSPS) | Annually |

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|---|
| June 2023 | TK-5 | Black or African American | Decrease Chronic Absenteeism rate | 29.2% | 23% | Attendance | Monthly |
| June 2023 | TK-5 | Students with Disabilities | Decrease Chronic Absenteeism rate | 26.6% | 21.6% | Attendance | Monthly |
| June 2023 | TK-5 | Hispanic or Latino | Decrease Chronic Absenteeism rate | 22.1% | 17.1% | Attendance | Monthly |
| June 2023 | TK-5 | English Learner | Decrease Chronic Absenteeism rate | 19.5% | 14.5% | Attendance | Monthly |
| June 2023 | TK-5 | Black or African American | Decrease Suspension rate | 7.8% | 4% | Suspension | Trimester |
| June 2023 | TK-5 | Students with Disabilities | Decrease Suspension rate | 3.4% | 2% | Suspension | Trimester |

| Supporting Black Youth - Additional Goals |
|---|

✓ 1. Porter's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.

✓ 2. The staff diversity goal at Porter is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Porter's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

✓ 3. In the 2022-23 school year, Porter will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.

✓ 4. Porter will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.

✓ 5. Porter's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.

✓ 6. Porter will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓ 8. Porter will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

# Restorative Practices

| *Students to be served by this Strategy/Activity |
|---|

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism,** specifically the following: African/American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

All students at the school will benefit from this strategy/activity in the area of **Suspensions,** specifically the following subgroups**:** African/American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

Note: 100% of Porter's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

| *Strategy/Activity - Description |
|---|

Our Restorative Justice Coordinator will support students' social and emotional wellbeing and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Restorative Justice Coordinator will work collaboratively with our students, administration, site counselor, district counselor, parent liaison, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will

decrease chronic absenteeism and suspension rates. The Restorative Justice Coordinator will also lead the Restorative Practices team and/or other subcommittees as needed to support the positive school culture.

Restorative Justice Coordinator will be onsite 5 days a week to provide direct social-emotional support to students by being proactive and establishing different groups that will support student's social-emotional needs. Restorative Justice Coordinator will also provide professional development for staff and parent trainings (strategies to support students in class and at home). Restorative Justice Coordinator will work collaboratively with principal, counselor, office staff, and certified staff to help improve attendance (decrease chronic absenteeism rate) and promote positive school culture (decrease suspension rate). This will support the effort to close the achievement gap.

Our Community Assistant/Parent Liaison will serve as a support who will be a part of our Restorative Practices & iMTSS team to support with Chronic Absenteeism, Suspensions, and parent involvement. She will support with creating classes and presentations that will support our families with the resources necessary to ensure their students are feeling safe and supported at school. This person would assist in creating a culture where families feel they can give input about the school, where our families feel welcomed in all venues, and where our families are active participants in making important decisions about our school to empower ALL learners. They will work closely with administration, Restorative Practices Coordinator, and other support staff to help problem solve concerns that arise and assist in making plans that support all families.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Inschool Resource Tchr | | | | 0236-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | [no data] | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All \| Ref Id : F02362V | Restorative teacher providing professional learning and behavioral supports. |

**\*Additional Supports for this Strategy/Activity**

## Attendance and Wellness Supports

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism,** specifically the following subgroups**:** African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

| **\*Strategy/Activity - Description** |
| --- |

We want to be able to give our Attendance Clerks additional hourly time for them to review attendance data and implement a plan to decrease chronic absenteeism rate (SARB, parent connection, school/home communication). We utilize both our Health Technician and Nurse to support us in ensuring our students are healthy and safe. Because of Covid-19 and all that is required to ensure that students are in school every day to learn, it is vital that we have both a Health Technician and Nurse daily throughout the week.  Our nurse also heads up our Health and Safety Committee.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| F02362Z | Clerk Typist I | 0.50000 | $14,306.00 | $29,421.80 | 0236-09800-00-2401-2700-0000-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Clerk Typist will focus on attendance and chronic Absenteeism |
| F023630 | Community Asst I | 0.60000 | $21,201.00 | $48,651.08 | 0236-30106-00-2905-2495-0000-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | | PBIS and IMTSS community assistant to support students and families in resources for overcoming Chronic Absenteeism and Suspension |
| F023631 | School Nurse | 0.40000 | $35,905.20 | $52,445.90 | 0236-09800-00-1240-3140-0000-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | To have support for students safety and wellbeing for 5 days |

# PLCs

| **\*Students to be served by this Strategy/Activity** |
| --- |

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism,** specifically the following: African/American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.
All students at the school will benefit from this strategy/activity in the area of **Suspensions,** specifically the following subgroups**:** African/American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

| **\*Strategy/Activity - Description** |
|---|
| Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development with support staff such as the Restorative Practices Coordinator and community partners to improve the following:  Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent classes/support). Teachers meet together after such learning to look at data, problem-solve around what is the best way to assist our students to ensure the reduction of the chronic absenteeism rate, the reduction of the suspension rate and increased family engagement.  Visiting teachers will be focusing on Social Emotional Learning and teaching lessons that focus on Science and Social Studies. This would be an additional enhancement for our students so that we are focusing on their strengths and cultivating their genius in other disciplines. This will support the efforts to close the achievement gap. |

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Contracted Svcs > $25K | | | | 0236-31820-23-5100-1000-1110-01000-0000 | ESSA Schl Imp (CSI) Funding | [no data] | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All \| Ref Id : N0236FQ | Elevo will support students with social emotional learning and physical education activities which will increase student wellbeing and engagement. |

**\*Additional Supports for this Strategy/Activity**

## LCAP 2 and 3: Access to Broad and Challenging Curriculum  Accelerating Student Learning with High Expectations for All

### Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative.  We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities. Access: Students with disabilities are general education students first and should have access to a meaningful course of study.  Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: 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.

### District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

## Annual Review of This Goal: SPSA Reviewed 2021-22

### *Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Resources were allocated to fund the following:
Two intervention teachers to support students in reading interventions, Visiting Teachers to support with grade-level Professional Learning Communities (PLC), and a librarian to support with checking out books for our students that may not have books at home. A screening system, i-Ready, with imbedded technology to support our students in reading and math was purchased to monitor our students' proficiency in Reading and provide support for those who were struggling.

### *Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to the return of in person learning, we will implement our student supports to include intervention/restorative practice teachers, and resume our weekly PLC meeting for teachers.

### *Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

An in-school resource teacher will be used to support our 3rd-5th grade teachers to provide intervention and support for our Multilingual Learners.  The in-school resource teacher will  collaborate with administration, teachers, and other support staff  (Ed. Specialists, School Psychologist, Speech Pathologists, and Occupational Therapist) in order to help accomplish the following: increase academic achievement; support in creating meaningful ongoing formative assessments; monitor student progress; provide interventions to our Multilingual Learners that are not meeting grade-level standards. The in-school resource teacher will also be key in supporting our work with our Multi-Tiered System of Support to ensure all students are making progress and that those that may need additional support are monitored and given the resources they may need.

The additional Benchmark Curriculum focusing on Phonics, along with their Professional Development, will provide a Guaranteed and Viable Curriculum in English Language Arts to provide all students with similar curriculum and teaching of all ELA standards. The program will also support students who are not meeting grade-level standards and provide curriculum for Designated ELD for all English Learners.

We will continue to use iReady Reading as a diagnostic to determine students' strengths in Reading and pinpoint areas where they need more support, practice, and re-teaching. The system will give teachers targeted areas that can be monitored for progress and instruction can be adjusted to meet the needs of all learners.

Visiting teachers will release classroom teachers for bi-weekly Professional Learning Community (PLC) meetings and provide instruction in Science and Social Studies to ensure that our students' needs are being met in reading.

**\*Identified Need - English Language Arts**

The school's overall data for the 2021-2022 school year on the CAASPP test indicates 20% of 3rd-5th grade students met or exceeded standards in ELA. In the 2019 school year, the data indicates 25.4% of 3rd-5th grade students met or exceeded grade level standards in ELA. There was a slight gain of 1.4% in the area of ELA from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. 100% of Porter's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in bi-weekly PLCs while students have opportunities to engage in Science and Social Studies lessons); strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade level team on a bi-weekly basis. The Benchmark Curriculum, along with their Professional Development, will provide a Guaranteed and Viable Curriculum in English Language Arts to provide all students with a similar curriculum and teaching of all ELA standards. The program will also support students who are not meeting grade-level standards and provide curriculum for Designated ELD for all English Learners. We will use iReady Reading as a diagnostic to determine students' strengths in Language Arts and pinpoint areas where they need more support, practice, and re-teaching. The system will give teachers targeted areas that can be monitored for progress and instruction can be adjusted to meet the needs of all learners. The program will create a pathway for our students so that they are growing in different ELA skills over time.

At this time, due to a small student subgroup in each grade level we will use this year for our i-Ready baseline. We will continue to use the i-Ready tool, along with other Common Formative Assessments, to monitor progress and adjust our tier 1/universal instruction for ALL of our students.

**\*Goal 2 - English Language Arts**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2023 | 3rd Grade | Increase the percentage of students meeting and exceeding grade-level standards | 22.7% | 35% | CAASPP ELA | Annually |
| June 2023 | 4th Grade | Increase the percentage of students meeting and exceeding grade-level standards | 20.2% | 25% | CAASPP ELA | Annually |
| June 2023 | 5th Grade | Increase the percentage of students meeting and exceeding grade-level standards | 16.7% | 20% | CAASPP ELA | Annually |
| June 2023 | 3rd-5th Grades | Increase the percentage of students meeting and exceeding grade-level standards | 19.9% | 25% | CAASPP ELA | Annually |

**\*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|---------------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2023 | 3rd Grade | Hispanic or Latino | Increase the percentage of students meeting and exceeding grade-level standards | 21.8% | 30% | CAASPP ELA | Annually |
| June 2023 | 3rd Grade | Students with Disabilities | Increase the percentage of students meeting | 8.3% | 12% | CAASPP ELA | Annually |

| | | | and exceeding grade-level standards | | | | |
|---|---|---|---|---|---|---|---|
| June 2023 | 3rd Grade | English Learner | Increase the percentage of students meeting and exceeding grade-level standards | 15.8% | 25% | CAASPP ELA | Annually |
| June 2023 | 3rd Grade | Black or African American | Increase the percentage of students meeting and exceeding grade-level standards | 28.6% | 35% | CAASPP ELA | Annually |
| June 2023 | 4th Grade | Hispanic or Latino | Increase the percentage of students meeting and exceeding grade-level standards | 20.5% | 25% | CAASPP ELA | Annually |
| June 2023 | 4th Grade | Students with Disabilities | Increase the percentage of students meeting and exceeding grade-level standards | 0.0% | 7% | CAASPP ELA | Annually |
| June 2023 | 4th Grade | English Learner | Increase the percentage of students meeting and exceeding grade-level standards | 13.5% | 25% | CAASPP ELA | Annually |
| June 2023 | 4th Grade | Black or African American | Increase the percentage of | 14.3% | 25% | CAASPP ELA | Annually |

| | | | students meeting and exceeding grade-level standards | | | | |
|---|---|---|---|---|---|---|---|
| June 2023 | 5th Grade | Hispanic or Latino | Increase the percentage of students meeting and exceeding grade-level standards | 12.8% | 29% | CAASPP ELA | Annually |
| June 2023 | 5th Grade | Students with Disabilities | Increase the percentage of students meeting and exceeding grade-level standards | 5.6% | 10% | CAASPP ELA | Annually |
| June 2023 | 5th Grade | English Learner | Increase the percentage of students meeting and exceeding grade-level standards | 4.6% | 10% | CAASPP ELA | Annually |
| June 2023 | 5th Grade | Black or African American | Increase the percentage of students meeting and exceeding grade-level standards | 26.3% | 35% | CAASPP ELA | Annually |
| June 2023 | 3rd Grade | Hispanic or Latino | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline Year | 46% | Other (Describe in Objective) | Three times a year |

| June 2023 | 3rd Grade | Students with Disabilities | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline Year | 46% | Other (Describe in Objective) | Three times a year |
|---|---|---|---|---|---|---|---|
| June 2023 | 3rd Grade | English Learner | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline Year | 46% | Other (Describe in Objective) | Three times a year |
| June 2023 | 3rd Grade | Black or African American | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline Year | 46% | Other (Describe in Objective) | Three times a year |
| June 2023 | 4th Grade | Hispanic or Latino | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline Year | 38% | Other (Describe in Objective) | Three times a year |
| June 2023 | 4th Grade | Students with Disabilities | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline Year | 38% | Other (Describe in Objective) | Three times a year |

| June 2023 | 4th Grade | English Learner | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline Year | 38% | Other (Describe in Objective) | Three times a year |
|---|---|---|---|---|---|---|---|
| June 2023 | 4th Grade | Black or African American | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline Year | 38% | Other (Describe in Objective) | Three times a year |
| June 2023 | 5th Grade | Hispanic or Latino | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline Year | 31% | Other (Describe in Objective) | Three times a year |
| June 2023 | 5th Grade | Students with Disabilities | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline Year | 31% | Other (Describe in Objective) | Three times a year |
| June 2023 | 5th Grade | English Learner | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline Year | 31% | Other (Describe in Objective) | Three times a year |

| June 2023 | 5th Grade | Black or African American | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline Year | 31% | Other (Describe in Objective) | Three times a year |
|-----------|-----------|---------------------------|--------------------------------------------------------------------------------------------|---------------|-----|--------------------------------|--------------------|

**\*Identified Need - Math**

The school's overall data for the 2021-2022 school year on the CAASPP test indicates 14% of 3rd-5th grade students met or exceeded standards in Math.
The 2021-2022 3rd grade student group met or exceeded grade level standards at 19.7% (Math).
The 2021-2022 4rd grade student group met or exceeded grade level standards at 11.5% (Math).
The 2021-2022 3rd grade student group met or exceeded grade level standards at 9.8% (Math).

When examining the data of 3rd to 5th grade students in math, all groups of students dropped in met or exceeded grade level standards. However the overall school data in math indicates that in 2019 students who met or exceeded was at 19.9%. Two years later the overall student score in math was 18.7%, this is a decrease of 1.2% in math. This data shows that throughout the pandemic shut down our students were close to maintaining the school wide average.

To support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in bi-weekly PLCs while students have opportunities to engage in lessons around Science and Social Studies), strengthening tier 1/universal instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common diagnostic-*Ready*(3 times a year), common formative assessments (for all UTK-5th grade students), and monitoring student progress together as a grade level team on a bi-weekly basis.

At this time, the 2021-2022  i-Ready data shows that 21% of those students that took the end of the year diagnostic in math were performing at grade-level in math. We will continue to use this tool, along with other Common Formative Assessments, to monitor progress and adjust our tier 1/universal instruction for ALL of our students.

**\*Goal 3 - Mathematics**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2023 | 3rd Grade | Increase the percentage of students meeting and | 19.8 | 25% | CAASPP Math | Annually |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | exceeding grade-level standards | | | | |
| June 2023 | 4th Grade | Increase the percentage of students meeting and exceeding grade-level standards | 11.5% | 20% | CAASPP Math | Annually |
| June 2023 | 5th Grade | Increase the percentage of students meeting and exceeding grade-level standards | 9.8% | 17% | CAASPP Math | Annually |
| June 2023 | 3rd-5th Grade | Increase the percentage of students meeting and exceeding grade-level standards | 20% | 25% | CAASPP Math | Annually |
| June 2023 | 3-5 | Increase the percentage of students meeting standards on DEMI (Knowledge) | 55% | 62% | DEMI | Three times a year |
| June 2023 | 3-5 | Increase the percentage of students meeting standards on DEMI (Application) | 46% | 60% | DEMI | Three times a year |
| June 2023 | 3-5 | Increase the percentage of students meeting standards on DEMI (Communication) | 44% | 50% | DEMI | Three times a year |
| June 2023 | 3 | Increase the percentage of students meeting | 52% | 60% | DEMI | Three times a year |

| | | standards on DEMI (Knowledge) | | | | |
|---|---|---|---|---|---|---|
| June 2023 | 3 | Increase the percentage of students meeting standards on DEMI (Application) | 37% | 50% | DEMI | Three times a year |
| June 2023 | 3 | Increase the percentage of students meeting standards on DEMI (Communication) | 19% | 31% | DEMI | Three times a year |
| June 2023 | 4 | Increase the percentage of students meeting standards on DEMI (Knowledge) | 49% | 60% | DEMI | Three times a year |
| June 2023 | 4 | Increase the percentage of students meeting standards on DEMI (Application) | 42% | 60% | DEMI | Three times a year |
| June 2023 | 4 | Increase the percentage of students meeting standards on DEMI (Communication) | 58% | 70% | DEMI | Three times a year |
| June 2023 | 5 | Increase the percentage of students meeting standards on DEMI (Knowledge) | 63% | 70% | DEMI | Three times a year |
| June 2023 | 5 | Increase the percentage of students meeting | 60% | 75% | DEMI | Three times a year |

| June 2023 | 5 | Increase the percentage of students meeting standards on DEMI (Application) standards on DEMI (Communication) | 60% | 75% | DEMI | Three times a year |
|---|---|---|---|---|---|---|

**\*Annual Measurable Outcomes (Closing the Equity Gap) - Math**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|---|
| June 2023 | 3rd Grade | Hispanic or Latino | Increase the percentage of students meeting and exceeding grade-level standards | 21.8% | 30% | CAASPP Math | Annually |
| June 2023 | 3rd Grade | Students with Disabilities | Increase the percentage of students meeting and exceeding grade-level standards | 8.3% | 19% | CAASPP Math | Annually |
| June 2023 | 3rd Grade | English Learner | Increase the percentage of students meeting and exceeding grade-level standards | 13.8% | 19% | CAASPP Math | Annually |
| June 2023 | 3rd Grade | Black or African American | Increase the percentage of students meeting and exceeding grade-level standards | 31.3% | 36% | CAASPP Math | Annually |

| June 2023 | 4th Grade | Hispanic or Latino | Increase the percentage of students meeting and exceeding grade-level standards | 13.7% | 19% | CAASPP Math | Annually |
|-----------|-----------|--------------------|--------------------------------------------------------------------------------|-------|-----|-------------|----------|
| June 2023 | 4th Grade | Students with Disabilities | Increase the percentage of students meeting and exceeding grade-level standards | 3.5% | 8.5% | CAASPP Math | Annually |
| June 2023 | 4th Grade | English Learner | Increase the percentage of students meeting and exceeding grade-level standards | 6.3% | 11% | CAASPP Math | Annually |
| June 2023 | 4th Grade | Black or African American | Increase the percentage of students meeting and exceeding grade-level standards | 8.3% | 13% | CAASPP Math | Annually |
| June 2023 | 5th Grade | Hispanic or Latino | Increase the percentage of students meeting and exceeding grade-level standards | 11.9% | 17% | CAASPP Math | Annually |
| June 2023 | 5th Grade | Students with Disabilities | Increase the percentage of students meeting and exceeding | 3.5% | 8.5% | CAASPP Math | Annually |

| By Date | Grade | Student Group | Objective | Baseline | Target | Measure of Success | Frequency |
|---|---|---|---|---|---|---|---|
| | | | grade-level standards | | | | |
| June 2023 | 5th Grade | English Learner | Increase the percentage of students meeting and exceeding grade-level standards | 3.1% | 8% | CAASPP Math | Annually |
| June 2023 | 5th Grade | Black or African American | Increase the percentage of students meeting and exceeding grade-level standards | 11.1% | 16% | CAASPP Math | Annually |

| **\*Identified Need - English Learners** |
|---|
| |
| In 2021-2022 English Learner students make up 54% of the overall student population. According to the SBAC English Learner students are performing 10.3% meeting or exceeding standards in ELA. In Math 6.2% of English Language Learners are meeting or exceeding grade level standards. |
| |
| According to the K-5 Summative ELPAC data, 344 students were tested in 2021-2022. 17 (4.94%) students performed at a Level 4 (well developed), 94 (27.33%) students performing at Level 3 (moderately developed), 143 (41.57%) of students performing at Level 2 (somewhat developed), and 90 (26.16%) students performing at a Level 1 (minimally developed). |
| |
| According to the English Language Proficiency for Summative ELPAC, out of our 344 English Learners 111 students (or 32.27%) have either moderately developed or have become proficient. |
| |

| **\*Goal 4 - English Learners** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **By Date** | **Grade** | **Student Group** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2023 | UTK-5 | English Learner | Reclassification | 9% | 14% | Reclassification Rates | annually |

| **\*Identified Need - Graduation/Promotion Rate** |
|---|
| This year we will be using our 2022-2023 i-Ready assessment data as our baseline. This is due to the previous year's data not being available at this time. However, in order to continue to support student progress in ELA, professional development will focus on strategically constructing small groups where teachers will support students in ELA and Math. Teachers will participate in bi-weekly PLCs while students have opportunities to engage in |

physical education and social emotional learning. Teachers will continue to strengthen tier one instruction by integrating guided reading and designated ELD within small group instruction throughout the school year. We will continue to administer common formative assessments (for all TK-5th grade students) and monitor student progress together as a grade level team on a bi-weekly basis. The Benchmark Curriculum, along with their Professional Development, will provide a Guaranteed and Viable Curriculum in English Language Arts to provide all students with a similar curriculum and teaching of all ELA standards. The program will also support students who are not meeting grade-level standards and provide curriculum for Designated ELD for all English Learners. We will use iReady Reading as a diagnostic to determine students' strengths in Language Arts and pinpoint areas where they need more support, practice, and re-teaching. The system will give teachers targeted areas that can be monitored for progress and instruction can be adjusted to meet the needs of all learners. The program will create a pathway for our students so that they are growing in different ELA skills over time.

**\*Goal 5- Graduation/Promotion Rate**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2023 | 3rd Grade | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline | 40% | Other (Describe in Objective) | Trimester |
| June 2023 | 5th Grade | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline | 30% | Other (Describe in Objective) | Trimester |

**\*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|---------------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2023 | 3rd Grade | English Learner | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline | 46% | Other (Describe in Objective) | Trimester |
| June 2023 | 3rd Grade | Students with Disabilities | Increase the percentage of | Baseline | 46% | Other (Describe in Objective) | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | students being at or above grade-level. (As measured by iReady) | | | | |
| June 2023 | 5th Grade | English Learner | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline | 31% | Other (Describe in Objective) | Trimester |
| June 2023 | 5th Grade | Students with Disabilities | Increase the percentage of students being at or above grade-level. (As measured by iReady) | Baseline | 31% | Other (Describe in Objective) | Trimester |

## MTSS

### *Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

### *Strategy/Activity - Description

An in-school resource teacher will be used to support our 3rd-5th grade teachers to provide intervention and support for our Multilingual Learners.  The in-school resource teacher will  collaborate with administration, teachers, and other support staff  (Ed. Specialists, School Psychologist, Speech Pathologists, and Occupational Therapist) in order to help accomplish the following: increase academic achievement; support in creating meaningful ongoing formative assessments; monitor student progress; provide interventions to our Multilingual Learners that are not meeting grade-level standards. She will also be key in supporting our work with our Multi-Tiered System of Support to ensure all students are making progress and that those that may need additional support are monitored and given the resources they may need.

Additional support for our Instructional Leadership team and administration will enhance our overall work especially in strengthening our tier 1/universal instruction, supporting with data analysis, providing additional leadership learning opportunities, and assisting in strengthening our overall Multi-Tiered System of Support. Providing outside learning opportunities for all staff will enhance overall instruction and support which will benefit all of our learners.

The Benchmark Curriculum with Professional Development, will provide a Guaranteed and Viable Curriculum in English Language Arts to provide all students with similar curriculum and teaching of all ELA standards. The program will also support students who are not meeting grade-level standards and provide curriculum for Designated ELD for all English Learners.

Funding has been allocated to purchase license and fees for software and/or online reading resources.  Each classroom teacher will be able to use the following programs to enhance literacy instruction and comprehension: RAZ-KIDS, Social Studies Weekly,  Nearpod, Flocabulary and iReady for Reading.  RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction.  Social Studies Weekly: Important news stories to build non-fiction reading skills, increase content-area knowledge in Social Studies and inspire a love of learning. Flocabulary: Program that supports vocabulary and comprehension learning for students. Nearpod: Provides interactive lessons that support the Benchmark Advance ELA curriculum. iReady for Reading is a computer generated, adaptive, individualized, diagnostic assessment which determines competency on Common Core reading skills. The adaptive diagnostic test is used to determine areas of student strength and need in key strands or domains.

Continue to allocate funds to purchase other instructional supplies that support ELA.  Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.  Purchasing additional books would support our aim at presenting our students with more culturally relevant materials to engage them in their learning.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| F02362X | Inschool Resource Tchr | 0.20000 | $19,783.20 | $28,498.15 | 0236-30106-00-1109-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | | Resource teacher who will provide small group instruction in the area of ELA. Teacher will also provide professional learning for staff in the area of ELD and small group instruction. |
| F02362Y | Inschool Resource Tchr | 0.80000 | $79,132.80 | $113,992.58 | 0236-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | [no data] | | Resource teacher who will provide small group instruction in the area of ELA. Teacher will also provide professional |

| ID | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | learning for staff in the area of ELD and small group instruction. |
| N023662 | Contracted Svcs Less Than $25K | | $20,000.00 | $20,000.00 | 0236-31820-23-5853-1000-1110-01000-0000 | ESSA Schl Imp (CSI) Funding | [no data] | Professional development for teachers to efficiently use curriculum such as the Benchmark curriculum to support all students. |
| N0236D7 | Prof&Curriclm Dev Vist Tchr | | $17,899.00 | $22,160.76 | 0236-30106-00-1192-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | Visiting teachers are used to give teachers time to meet within grade levels PLCs to support student learning |

## PLCs

### *Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

### *Strategy/Activity - Description

Teachers will participate PLCs while students are with ELEVO coaches. ELEVO coaches will be focusing on Physical Education and Social Emotional Learning. This would be an additional enhancement for our students so that we are supporting their physical and social emotional needs. Teachers will work on the following during their PLC time: analyze student data to discover trends. Teachers will use the data to adjust lessons to improve instructional practices and create common formative assessments based on common core state standards/critical concepts and learning targets.

Professional development will be provided for all classroom teachers and Educational Specialists on how to maximize the Benchmark Curriculum and online Benchmark Universe. Benchmark Advance professional development will be provided throughout the school year as needed by our grade-level teams. Some professional development topics include the following: Integrated and Designated ELD; Data collection, assessments and next steps, Writing. Teachers will also meet with i-Ready consultants to understand implementation or program and how to access reports and analyze data to support all students in ELA. Funds will be allocated so that teachers can attend conferences in ELA for further learning and professional development.

### *Proposed Expenditures for this Strategy/Activity

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N0236FQ | Contracted Svcs > $25K | | $99,500.00 | $99,500.00 | 0236-31820-23-5100-1000- | ESSA Schl Imp (CSI) Funding | [no data] | | Teachers participate in PLCs to review student data, plan, and develop curriculum while contract such as ELEVO will |

| | | | | | 1110-01000-0000 | | | | provide social emotional and physical education to all students in grades TK-5. |
|---|---|---|---|---|---|---|---|---|---|

**\*Additional Supports for this Strategy/Activity**

## Supplies  Programs

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies.  Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.
Funding has been allocated to purchase license and fees for software and/or online reading resources.  Each classroom teacher will be able to use the following programs to enhance learning of mathematical concepts: Nearpod, Flocabulary, and i-Ready. Nearpod: Provides interactive lessons that support the math curriculum. iReady for Math is a computer generated, adaptive, individualized, diagnostic assessment which determines competency on Common Core math skills. The adaptive diagnostic test is used to determine areas of student strength and need in key strands or domains.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N02367L | Software License | | $22,160.00 | $22,160.00 | 0236-30106-00-5841-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | | Software to support academics such Nearpod, i-Ready, etc. |
| N02368E | Supplies | | $5,170.00 | $5,170.00 | 0236-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | [no data] | | Supplies and materials such as pencils, white board markers, paper, journals, and binders, etc to supplement classroom instruction |
| N02368N | Software License | | $8,096.00 | $8,096.00 | 0236-31820-23-5841-1000-1110-01000-0000 | ESSA Schl Imp (CSI) Funding | [no data] | | Software to support instruction such as Raz Kids, Flocabulary, etc. |
| N0236AR | Supplies | | $9,635.00 | $9,635.00 | 0236-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Supplies and materials such as pencils, white board markers, paper, journals, and binders, etc to supplement classroom instruction |

| N0236C3 | Supplies | | $40,000.00 | $40,000.00 | 0236-31820-23-4301-1000-1110-01000-0000 | ESSA Schl Imp (CSI) Funding | [no data] | | Supplies and materials such as pencils, white board markers, paper, journals, and binders, etc to supplement classroom instruction |

## Tutoring

### *Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

### *Strategy/Activity - Description

Funds to purchase additional hours from teaching staff to tutor students who identify as needing additional academic support in ELA /Math.   Teachers will provide this support before or after school.

## Curriculum Preparation - Summer

### *Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity.

### *Strategy/Activity - Description

Over the summer, teachers met in grade level teams to prepare lesson plans for the start of the school year. Teachers collaborated on providing best practice strategies for students during this time.

### *Proposed Expenditures for this Strategy/Activity

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N0236BH | Prof&Curriclm DevHrlyClsrmTchr | | $24,690.00 | $30,568.69 | 0236-31820-23-1170-2140-0000-01000-0000 | ESSA Schl Imp (CSI) Funding | [no data] | | Provide teachers with additional time to collaborate, analyze data, plan, and create curriculum for the start of the school year. |

## Restorative Practices

### *Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity, specifically our Black Youth.

### *Strategy/Activity - Description

Our Restorative Justice Coordinator will support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Restorative Justice Coordinator will work collaboratively with our students, administration, site counselor, district counselor, parent liaison, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Restorative Justice Coordinator will also lead the Restorative Practices team and/or other subcommittees as needed to support the positive school culture.

The restorative Justice Coordinator will be onsite 5 days a week to provide direct social-emotional support to students by being proactive and establishing different groups that will support students' social-emotional needs. The restorative Justice Coordinator will also provide professional development for staff and parent trainings (strategies to support students in class and at home). Restorative Justice Coordinator will work collaboratively with principal, counselor, office staff, and certificated staff to help improve attendance (decrease chronic absenteeism rate) and promote positive school culture (decrease suspension rate). This will support the effort to close the achievement gap.

Our Community Assistant/Parent Liaison will serve as a support who will be a part of our Restorative Practices & iMTSS team to support with Chronic Absenteeism, Suspensions, and parent involvement. She will support with creating classes and presentations that will support our families with the resources necessary to ensure their students are feeling safe and supported at school. This person would assist in creating a culture where families feel they can give input about the school, where our families feel welcomed in all venues, and where our families are active participants in making important decisions about our school to empower ALL learners. They will work closely with administration, Restorative Practices Coordinator, and other support staff to help problem solve concerns that arise and assist in making plans that support all families.

### *Proposed Expenditures for this Strategy/Activity

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| F02362V | Inschool Resource Tchr | 1.00000 | $98,916.00 | $142,490.73 | 0236-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | [no data] | | Restorative Justice Coordinator provides professional learning for staff and supports restorative justice efforts on campus. The coordinator also supports students daily. |

## English Language Learner Support

**\*Students to be served by this Strategy/Activity**

Students to be served are multilingual learners.

**\*Strategy/Activity - Description**

Our school will benefit from this activity because all multilingual learners will take the ELPAC. These scores will allow us to accurately identify multilingual student language levels.

Testing coordinator will organize testing to be conducted by a retired teacher.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N0236FO | Prof&Curriclm DevHrlyClsrmTchr | | $16,154.00 | $20,000.26 | 0236-09800-00-1170-2140-0000-01000-0000 | LCFF Intervention Support | English Learners, Low-Income | | Testing proctor will organize testing materials and assess multilingual students. |

## LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

## Annual Review of This Goal: SPSA Reviewed 2021-22

### *Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

In order for parents to be involved, we need to be able to communicate with our families in a variety of ways and in their first language. Parents also feel welcomed when light snacks are provided for the trainings.

### *Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We did not need light snacks as we were unable to meet in person.

### *Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Continue to provide light refreshments for our parents to get their support once we are able to meet together in person. In addition, our Parent Engagement Committee will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings. All staff will work collaboratively to increase parent awareness on

the importance and impact of parent involvement and academic achievement. We will utilize our Family Room to support with trainings and volunteer opportunities for our families.

**\*Identified Need**

Based on the 2021-2022 California Parent Survey, 137 families participated and our goal is to increase participation to 300 or more families. According to the 2022 California Dashboard, inequities in the areas of chronic absenteeism (red rating) and suspension rates (red rating). The school community will be doing extensive work in iMTSS and will put systems and structures in place to address and decrease chronic absenteeism and suspension rates.  Our counselor, Restorative Practices Coordinator, administration and office staff will work collaboratively and closely with certificated staff to monitor attendance and social-emotional needs.

There will be consistent communication with families to ensure that students are in school. The Attendance Team will address the reasons why students are having issues with Chronic Absenteeism. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families.  There will be a Restorative Justice Coordinator on-site (5 days a week) to support students with social and emotional needs and be proactive in identifying students who need extra support. Students will have a venue to practice and apply coping skills to deal with emotions and make positive choices. In addition, the Restorative Justice Coordinator, together with the Restorative Practices team, will work directly with staff and families to provide professional development and strategies to support students in class and at home.  The school community recognizes the importance of a Safe, Collaborative, and Inclusive school environment and will continue to implement MTSS school wide to cultivate a positive school culture for all stakeholders.

According to the 2021-2022 California School Parent Survey (CSPS), the average parent involvement rate is at 40.25% (see indicators below).  \*Note: The percentages only include the response of "Strongly Agree." 137 parents completed the survey in a student population 656 of students.
According to the 2022 California School Parent Survey the average parent involvement rate is at 39% (with the response of strongly agree in each of the four indicators--see below)

School allows input and welcomes parent contributions.
School encourages me to be an active partner with the school in educating my child.
School actively seeks the input of parents before making important decisions.
Parents feel welcome to participate at the school.

| *Goal 6- Family Engagement | | | | | |
|---|---|---|---|---|---|
| **By Date** | **Participants** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** |
| June 2023 | Other (Describe in Objective) | Increase the number of parent participation from all parent groups. | 132 families participated | 300 parents | CAL - SCHLS (CSPS) |
| June 2023 | Other (Describe in Objective) | Increase the average percentage of parents responding "strongly agree" in the first 4 indicators of parent involvement. | 36.25% | 40% | CAL - SCHLS (CSPS) |
| **\*Annual Measurable Outcomes** | | | | | |
| **By Date** | **Participants** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** |
| June 2023 | Other (Describe in Objective) | Increase the percentage of parents responding "strongly agree" in indicator 1: School allows input and welcomes parent contributions. | 34% | 44% | Other - Describe in Objective |
| June 2023 | Other (Describe in Objective) | Increase the percentage of parents responding "strongly agree" in indicator 2: School encourages me to be an active partner with the school in educating my child. | 35% | 45% | Other - Describe in Objective |
| June 2023 | Other (Describe in Objective) | Increase the percentage of parents responding "strongly agree" in indicator 3: School actively seeks the input of parents before making important decisions. | 31% | 41% | Other - Describe in Objective |

| June 2023 | Other (Describe in Objective) | Increase the percentage of parents responding "strongly agree" in indicator 4: Parents feel welcomed to participate at this school. | 45% | 55% | Other - Describe in Objective |

## Supplies

**\*Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

**\*Strategy/Activity - Description**

Allocate funds for In-service supplies for parent meetings and workshops. Supplies are needed for when our families meet together and to support with the Family room.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N0236DO | In-service supplies | | $2,295.00 | $2,295.00 | 0236-30103-00-4304-2495-0000-01000-0000 | Title I Parent Involvement | [no data] | | Funds to purchase materials for parent meetings and workshops - also supports the Family room |

## Communication

**\*Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

| *Strategy/Activity - Description |
|---|
| Allocate funds for School/Home communication through app that informs parents of what is going on. This will keep our parents informed and supportive of the work at school. As we meet in person and online with our families, we want to ensure that we are able to have translators available to reach the majority of our families. |

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Estimated Salary/Non Salary Cost | Total Estimated Salary With Benefits/Non Salary cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N0236U | Tech Professional OTBS Hrly | | $1,675.00 | $2,294.93 | 0236-30103-00-2455-2495-0000-01000-0000 | Title I Parent Involvement | [no data] | | Oral translation for better communication during parent meetings and family events |

# APPENDICES

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

# APPENDIX A

# BUDGET SUMMARY

# Porter Elementary Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application (30100, 30103) | $ 266,243 |
| Total Federal Funds Provided to the School from the LEA for CSI (31820) | $ 198,165 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820) | $ 697,381 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
|---|---|
| Title I Supplemental (30106) | $ 121,470 |
| [List federal program here] | $[Enter amount here] |
| [List federal program here] | $[Enter amount here] |

Subtotal of additional federal funds included for this school (30106):  $ 121,470

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| LCFF Intervention (09800) | $ 111,503 |
| [List state or local program here] | $[Enter amount here] |
| [List state or local program here] | $[Enter amount here] |

Subtotal of state or local funds included for this school (09800): $ 111,503

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 697,381

| School | Resource Description | Job Code Title | Account Description2 | Account Description | FTE | Budgeted Amount |
|---|---|---|---|---|---|---|
| Porter Elementary | 09800 LCFF Intervention Support | Clerk Typist I | 2401 Clerical OTBS | Clerical OTBS | 0.5 | $14,306.00 |
| Porter Elementary | | | 3000 Benefits | | 0 | $15,115.80 |
| Porter Elementary | | **Clerk Typist I Total** | | | **0.5** | **$29,421.80** |
| Porter Elementary | | School Nurse | 1240 Nurse | Nurse | 0.4 | $35,905.20 |
| Porter Elementary | | | 3000 Benefits | | 0 | $16,540.70 |
| Porter Elementary | | **School Nurse Total** | | | **0.4** | **$52,445.90** |
| Porter Elementary | | (blank) | 1170 Prof&Curriclm DevHrlyClsrmTchr | Prof&Curriclm DevHrlyClsrmTchr | 0 | $16,154.00 |
| Porter Elementary | | | 3000 Benefits | | 0 | $3,846.26 |
| Porter Elementary | | | 4301 Supplies | Supplies | 0 | $9,635.00 |
| Porter Elementary | | **(blank) Total** | | | **0** | **$29,635.26** |
| Porter Elementary | 09800 LCFF Intervention Support Total | | | | **0.9** | **$111,502.96** |
| Porter Elementary | 30100 Title I Basic Program | Inschool Resource Tchr | 1109 Pull/Out Push In | Pull/Out Push In | 1.8 | $178,048.80 |
| Porter Elementary | | | 3000 Benefits | | 0 | $78,434.51 |
| Porter Elementary | | **Inschool Resource Tchr Total** | | | **1.8** | **$256,483.31** |
| Porter Elementary | | (blank) | 4301 Supplies | Supplies | 0 | $5,170.00 |
| Porter Elementary | | **(blank) Total** | | | **0** | **$5,170.00** |
| Porter Elementary | 30100 Title I Basic Program Total | | | | **1.8** | **$261,653.31** |
| Porter Elementary | 30103 Title I Parent Involvement | (blank) | 2455 Tech Professional OTBS Hrly | Tech Professional OTBS Hrly | 0 | $1,675.00 |
| Porter Elementary | | | 3000 Benefits | | 0 | $619.93 |
| Porter Elementary | | | 4304 Inservice supplies | Inservice supplies | 0 | $2,295.00 |
| Porter Elementary | | **(blank) Total** | | | **0** | **$4,589.93** |
| Porter Elementary | 30103 Title I Parent Involvement Total | | | | **0** | **$4,589.93** |
| Porter Elementary | 30106 Title I Supplmnt Prog Imprvmnt | Community Asst I | 2905 Other Nonclsrm PARAS | Other Nonclsrm PARAS | 0.6 | $21,201.00 |
| Porter Elementary | | | 3000 Benefits | | 0 | $27,450.08 |
| Porter Elementary | | **Community Asst I Total** | | | **0.6** | **$48,651.08** |
| Porter Elementary | | Inschool Resource Tchr | 1109 Pull/Out Push In | Pull/Out Push In | 0.2 | $19,783.20 |
| Porter Elementary | | | 3000 Benefits | | 0 | $8,714.95 |
| Porter Elementary | | **Inschool Resource Tchr Total** | | | **0.2** | **$28,498.15** |
| Porter Elementary | | (blank) | 1192 Prof&Curriclm Dev Vist Tchr | Prof&Curriclm Dev Vist Tchr | 0 | $17,899.00 |
| Porter Elementary | | | 3000 Benefits | | 0 | $4,261.76 |
| Porter Elementary | | | 5841 Software License | Software License | 0 | $22,160.00 |
| Porter Elementary | | **(blank) Total** | | | **0** | **$44,320.76** |
| Porter Elementary | 30106 Title I Supplmnt Prog Imprvmnt Total | | | | **0.8** | **$121,469.99** |
| Porter Elementary | 31820 ESSA Schl Imp (CSI) Funding | (blank) | 1170 Prof&Curriclm DevHrlyClsrmTchr | Prof&Curriclm DevHrlyClsrmTchr | 0 | $24,690.00 |
| Porter Elementary | | | 3000 Benefits | | 0 | $5,878.69 |
| Porter Elementary | | | 4301 Supplies | Supplies | 0 | $40,000.00 |
| Porter Elementary | | | 5100 Contracted Svcs > $25K | Contracted Svcs > $25K | 0 | $99,500.00 |
| Porter Elementary | | | 5841 Software License | Software License | 0 | $8,096.00 |
| Porter Elementary | | | 5853 Contracted Svcs Less Than $25K | Contracted Svcs Less Than $25K | 0 | $20,000.00 |
| Porter Elementary | | **(blank) Total** | | | **0** | **$198,164.69** |
| Porter Elementary | 31820 ESSA Schl Imp (CSI) Funding Total | | | | **0** | **$198,164.69** |

# APPENDIX B

# PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

*Porter Elementary School*

TITLE I PARENT & FAMILY ENGAGEMENT POLICY (2023)

2.0 With approval from the local governing board, Porter Elementary School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) Title 1 family and parent engagement policy was co-formulated by the SSC and school administrator on October 6, 2022.

Porter Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. Last fall an annual meeting was held to share with parents a description of the Title I program and its requirements. An open invitation was extended to parents to meet with the principal to develop the Title 1 Parent Involvement Policy for Porter Elementary School. Parents in attendance studied the template for the Policy and discussed the specifics regarding what should be included in the Policy. Through open discussion, parents and principal reached consensus as to the information to be included in the answer to each item.

It has distributed the policy to parents of Title I students.

● 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.
● Voice messages to all homes through School Messenger alerting parents that a document will be sent home.
● Email, School Messenger, and messages sent home alerting parents that the document will be sent home.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Porter Elementary school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

On September 27, 2022 Title 1 Night was hosted by the school principal over Zoom. The parents that attended were presented with the Title 1 presentation that explained parent rights. Those parents who were not in attendance were provided the presentation through School Messenger.

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.

- Monthly SSC meetings are scheduled at a time convenient for parents to attend.

- Input on Title 1 Policy and programming main topic on SSC agenda.

- The School provides parents with timely information through the school bulletin boards, school calendars, flyers, phone calls, marquee, and website to advertise parent meetings.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, childcare, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

An annual Title 1 Meeting is held each year. Monthly Principal Chats are held via Zoom. In addition to this, Fall and Spring Conferences are held on site and are in person.

The school convenes an annual meeting to inform parents of Title I students about Title 1 requirements and about the right of parents to be involved in the Title I program.

- Monthly SSC meetings are scheduled at a time convenient for parents to attend and on Zoom.
- Input on Title 1 Policy and programming main topic on SSC agenda.

c)  The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- School Site Council Meeting

- Site Governance Team (SGT) meeting

- Family Fridays

- Principal's Chats

d)  The school provides parents of participating children with the following:

> Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

> The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and evenings. Meetings on Zoom are held on various days of the week to support distance learning and Covid-19 restrictions. Some meetings are held during the school day or after school. Meeting times and days are based on parent input.

> ii.  A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- The school provides parents of Title I students with an explanation of the curriculum used at school, the assessments used to measure progress, and the proficiency levels students are expected to meet. Back to School Night, Parent/Teacher conferences and report cards are a few ways in which our school informs parents.

- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.

iii.   If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

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. These parent meetings will be offered with opportunities for the formulation of parent suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- All assemblies for students are open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Principal's Chat.
- Monthly Calendars with meeting announcements and information.
- School Messenger calls and emails with meeting announcements and information.

e)  If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- The school promotes the importance of ongoing communication between parents and teachers though, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a)    The school aids parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- The school promotes the importance of ongoing communication between parents and teachers though, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities.

b)  The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

- As part of our Title 1 funding, we set aside funds to buy needed materials for parent workshops
- Parents are provided workshops to support their children academically and socially.
- Parent Engagement office, Dino school, counselor and UCSD will have monthly support meeting to address

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- Teachers adhere to the district at-risk identification, intervention, and support timelines
- The principal and teachers meet with parents when students are in academic jeopardy to put a plan in place to support them

When necessary, the principal and support staff, school nurse, counselor will reach out to parents to address any concerns. In addition, the school will provide opportunities for the participation of all Title 1 parents, including parents with limited English proficiency, parents with disabilities and parents of foster children.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- Porters' partners will with outside agencies to support parents such as UPAC, Family engagement and UCSD mental health/Covid testing

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- Porter uses funds to support parent communication for translating messages in multiple languages. We also utilize district interpreters to support parent at meeting if requested

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- Porter makes every effort to give parent different entry points for when and how they can participate in their child's education, they are the following

1. SSC/ELAC
2. Volunteering in classroom or field trips
3. Events

## 2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Porter Elementary School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Porter staff build relationships with parents to ensure that they are supported and have access to parent involvement. This helps us understand individual parent needs and request needed to support their children.

# APPENDIX C

# SCHOOL PARENT COMPACT

San Diego Unified School District
Finance Division
**Strategic Planning for Student Achievement Department**

# Title I School-Parent Compact 2022/23
# Porter Elementary School

## 2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

> a)  Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

*Porter Elementary* distributes to parents and family members a School-Parent Compact. This Compact, which has been jointly developed with parents and staff, outlines how parents, students and staff will share the responsibility for improved student academic achievement. This Compact describes specific ways stakeholders will partner to help children achieve the state's high academic standards. These Compact addresses the following legally required items, as well as other items suggested by parents and family members of students

> b)  Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

● Porter Elementary convenes annual meetings to inform parents about the right to be involved. This is usually done in connection with our school-wide parent meetings, Back to School night and online learning formats such as Bloomz.

● Back to School Night and Parent Teacher Conferences, ongoing meetings, and report cards are a few ways in which our school informs our parents about their student's progress.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement.  The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

1.  Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

Hold parent-teacher conferences annually during which this compact will be discussed as it relates to the individual child's achievement. Provide parents with frequent reports on their child's progress and provides parents reasonable access to staff. In addition, access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

2.  Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

●  During Back to School Night, school staff provide an in-depth outline of what students will be learning during the year and the academic standards for students. Teachers demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.

3.  Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Parents are encouraged to volunteer in the classroom, participate in meetings such as SSC, ELAC, or join their child on a field trip. Volunteer forms are sent out in the new year packet and collected as soon as possible. Parents know they are welcomed on our campus at any time to support Porter Elementary and their children.

4.    Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

● Porter Elementary convenes an annual meeting to inform parents about their rights to be involved in SSC, and ELAC. This is usually done in connection with our Back-to-School nights. Porter's bulletin boards, monthly calendars, school newsletters, flyers, phone calls, marquee, and website are used to advertise parent meetings and training sessions offered at Porter and off site, such as:

● The school distributes information related to school and parent programs, meetings, and other activities to parents and guardians in a format and language that they can understand.

● The school provides written and oral information to families in both Spanish and English. Translation is also provided to better serve our families.

# APPENDIX D

# DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at: https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

Additional data for schools can be found in:

• Illuminate

• California Dashboard

\* 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.

# California Department of Education

## Porter Elementary (San Diego, CA)
### San Diego Unified

[Return to Search](#)

**Reporting Year:** 2019 ▾

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

## Student Group Report for 2019

| Student Group | Chronic Absenteeism | Suspension Rate | Graduation Rate | College/Career | English Language Arts | Mathematics |
|---|---|---|---|---|---|---|
| All Students | Red | Red | None | None | Orange | Orange |
| English Learners | Red | Red | None | None | Red | Orange |
| Foster Youth | None | None | None | None | None | None |
| Homeless | Red | Red | None | None | Orange | None |
| Socioeconomically Disadvantaged | Red | Red | None | None | Red | Orange |
| Students with Disabilities | Orange | Red | None | None | Red | Red |
| African American | Red | Red | None | None | Yellow | Orange |
| American Indian or Alaska Native | None | None | None | None | None | None |
| Asian | None | None | None | None | None | None |
| Filipino | None | None | None | None | None | None |
| Hispanic | Red | Red | None | None | Red | Orange |
| Native Hawaiian or Pacific Islander | None | None | None | None | None | None |
| White | None | None | None | None | None | None |
| Two or More Races | Red | Orange | None | None | None | None |

# 2016-2022 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 | | | | | | | | | | Chg From | | Mathematics | | | | | | | | | | Chg From | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016 | | 2017 | | 2018 | | 2019 | | 2022 | | 2016 | 2019 | 2016 | | 2017 | | 2018 | | 2019 | | 2022 | | 2016 | 2019 |
| | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % |
| Total | 474 | 32.1 | 483 | 28.4 | 446 | 24.0 | 398 | 25.4 | 327 | 19.9 | -12.2 | -5.5 | 475 | 21.1 | 488 | 21.7 | 446 | 18.4 | 386 | 19.9 | 336 | 13.7 | -7.4 | -6.2 |
| Female | 224 | 41.1 | 233 | 31.8 | 207 | 28.5 | 187 | 27.8 | 152 | 17.8 | -23.3 | -10.0 | 231 | 22.5 | 238 | 21.0 | 206 | 15.0 | 184 | 19.0 | 155 | 11.6 | -10.9 | -7.4 |
| Male | 250 | 24.0 | 250 | 25.2 | 239 | 20.1 | 211 | 23.2 | 175 | 21.7 | -2.3 | -1.5 | 244 | 19.7 | 250 | 22.4 | 240 | 21.3 | 202 | 20.8 | 181 | 15.5 | -4.2 | -5.3 |
| African American | 66 | 27.3 | 71 | 29.6 | 75 | 32.0 | 60 | 30.0 | 47 | 23.4 | -3.9 | -6.6 | 63 | 17.5 | 69 | 20.3 | 74 | 18.9 | 58 | 15.5 | 51 | 11.8 | -5.7 | -3.7 |
| Asian | 2 | - | 2 | - | 1 | - | 6 | - | 9 | - | - | - | 4 | - | 3 | - | 2 | - | 6 | - | 9 | - | - | - |
| Filipino | 5 | - | 7 | - | 2 | - | 5 | - | 1 | - | - | - | 5 | - | 7 | - | 2 | - | 4 | - | 1 | - | - | - |
| Hispanic | 365 | 30.1 | 368 | 25.3 | 339 | 20.9 | 304 | 23.7 | 239 | 18.4 | -11.7 | -5.3 | 368 | 18.5 | 374 | 20.3 | 340 | 17.9 | 295 | 19.3 | 244 | 13.5 | -5.0 | -5.8 |
| Native American | 1 | - | 0 | - | 1 | - | 3 | - | 5 | - | - | - | 1 | - | 0 | - | 1 | - | 2 | - | 5 | - | - | - |
| Pacific Islander | 6 | - | 4 | - | 5 | - | 7 | - | 3 | - | - | - | 6 | - | 4 | - | 5 | - | 8 | - | 3 | - | - | - |
| White | 8 | - | 7 | - | 5 | - | 5 | - | 10 | 10.0 | - | - | 7 | - | 7 | - | 5 | - | 5 | - | 10 | 10.0 | - | - |
| Multiracial | 11 | 63.6 | 17 | 47.1 | 12 | 25.0 | 8 | - | 13 | 30.8 | -32.8 | - | 11 | 63.6 | 17 | 23.5 | 11 | 0.0 | 8 | - | 13 | 0.0 | -63.6 | - |
| English Learner | 201 | 10.9 | 201 | 6.5 | 205 | 8.3 | 190 | 5.8 | 154 | 10.4 | -0.5 | 4.6 | 206 | 5.3 | 208 | 12.0 | 211 | 11.8 | 186 | 7.5 | 162 | 6.2 | 0.9 | -1.3 |
| English-Speaking | 273 | 47.6 | 282 | 44.0 | 241 | 37.3 | 208 | 43.3 | 173 | 28.3 | -19.3 | -15.0 | 269 | 33.1 | 280 | 28.9 | 235 | 24.3 | 200 | 31.5 | 174 | 20.7 | -12.4 | -10.8 |
| Reclassified† | 118 | 61.0 | 96 | 56.3 | 53 | 50.9 | 57 | 68.4 | 45 | 42.2 | -18.8 | -26.2 | 116 | 42.2 | 97 | 33.0 | 52 | 42.3 | 54 | 61.1 | 45 | 31.1 | -11.1 | -30.0 |
| Initially Eng. Speaking | 155 | 37.4 | 186 | 37.6 | 188 | 33.5 | 151 | 33.8 | 128 | 23.4 | -14.0 | -10.4 | 153 | 26.1 | 183 | 26.8 | 183 | 19.1 | 146 | 20.5 | 129 | 17.1 | -9.0 | -3.4 |
| Econ. Disadv.* | 451 | 31.9 | 459 | 27.7 | 430 | 23.7 | 374 | 24.9 | 300 | 19.7 | -12.2 | -5.2 | 450 | 20.2 | 462 | 21.4 | 431 | 18.1 | 361 | 19.9 | 308 | 13.0 | -7.2 | -6.9 |
| Non-Econ. Disadv. | 23 | 34.8 | 24 | 41.7 | 16 | 31.3 | 24 | 33.3 | 27 | 22.2 | -12.6 | -11.1 | 25 | 36.0 | 26 | 26.9 | 15 | 26.7 | 25 | 20.0 | 28 | 21.4 | -14.6 | 1.4 |
| Gifted | 85 | 62.4 | 52 | 69.2 | 30 | 63.3 | 24 | 75.0 | 2 | - | - | - | 84 | 54.8 | 54 | 66.7 | 28 | 46.4 | 22 | 77.3 | 2 | - | - | - |
| Not Gifted | 389 | 25.4 | 431 | 23.4 | 416 | 21.2 | 374 | 22.2 | 325 | 19.4 | -6.0 | -2.8 | 391 | 13.8 | 434 | 16.1 | 418 | 16.5 | 364 | 16.5 | 334 | 13.5 | -0.3 | -3.0 |
| With Disabilities | 47 | 2.1 | 60 | 3.3 | 64 | 0.0 | 55 | 1.8 | 53 | 3.8 | 1.7 | 2.0 | 42 | 0.0 | 57 | 10.5 | 64 | 0.0 | 54 | 3.7 | 53 | 3.8 | 3.8 | 0.1 |
| WO Disabilities | 427 | 35.4 | 423 | 31.9 | 382 | 28.0 | 343 | 29.2 | 274 | 23.0 | -12.4 | -6.2 | 433 | 23.1 | 431 | 23.2 | 382 | 21.5 | 332 | 22.6 | 283 | 15.5 | -7.6 | -7.1 |
| Homeless | 38 | 26.3 | 36 | 11.1 | 33 | 6.1 | 39 | 15.4 | 34 | 14.7 | -11.6 | -0.7 | 36 | 19.4 | 35 | 5.7 | 33 | 9.1 | 40 | 10.0 | 31 | 6.5 | -12.9 | -3.5 |
| Foster | 7 | - | 7 | - | 6 | - | 1 | - | 0 | - | - | - | 7 | - | 6 | - | 6 | - | 1 | - | 2 | - | - | - |
| Military | 0 | - | 6 | - | 4 | - | 4 | - | 6 | - | - | - | 0 | - | 6 | - | 3 | - | 4 | - | 5 | - | - | - |

\* 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.

# 2016-2022 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 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016 | | 2017 | | 2018 | | 2019 | | 2022 | | 2016 | 2019 | | 2016 | | 2017 | | 2018 | | 2019 | | 2022 | | 2016 | 2019 | | |
| | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % | | |
| Total | 141 | 29.8 | 166 | 24.1 | 158 | 25.3 | 0 | - | 110 | 22.7 | -7.1 | - | 144 | 24.3 | 168 | 27.4 | 155 | 32.9 | 120 | 34.2 | 111 | 19.8 | -4.5 | -14.4 | | |
| Female | 60 | 36.7 | 83 | 26.5 | 69 | 26.1 | 0 | - | 55 | 20.0 | -16.7 | - | 67 | 23.9 | 84 | 25.0 | 69 | 30.4 | 58 | 31.0 | 54 | 13.0 | -10.9 | -18.0 | | |
| Male | 81 | 24.7 | 83 | 21.7 | 89 | 24.7 | 0 | - | 55 | 25.5 | 0.8 | - | 77 | 24.7 | 84 | 29.8 | 86 | 34.9 | 62 | 37.1 | 57 | 26.3 | 1.6 | -10.8 | | |
| African American | 28 | 35.7 | 23 | 26.1 | 32 | 31.3 | 0 | - | 14 | 28.6 | -7.1 | - | 26 | 19.2 | 23 | 34.8 | 32 | 31.3 | 16 | 31.3 | 14 | 28.6 | 9.4 | -2.7 | | |
| Asian | 1 | - | 0 | - | 0 | - | 0 | - | 4 | - | - | - | 3 | - | 1 | - | 1 | - | 2 | - | 4 | - | - | - | | |
| Filipino | 0 | - | 2 | - | 0 | - | 0 | - | 1 | - | - | - | 0 | - | 2 | - | 0 | - | 3 | - | 1 | - | - | - | | |
| Hispanic | 100 | 26.0 | 128 | 22.7 | 118 | 22.0 | 0 | - | 78 | 21.8 | -4.2 | - | 104 | 23.1 | 129 | 27.1 | 114 | 31.6 | 92 | 33.7 | 79 | 19.0 | -4.1 | -14.7 | | |
| Native American | 0 | - | 0 | - | 0 | - | 0 | - | 3 | - | - | - | 0 | - | 0 | - | 0 | - | 1 | - | 3 | - | - | - | | |
| Pacific Islander | 2 | - | 2 | - | 2 | - | 0 | - | 2 | - | - | - | 2 | - | 2 | - | 2 | - | 1 | - | 2 | - | - | - | | |
| White | 3 | - | 1 | - | 3 | - | 0 | - | 1 | - | - | - | 2 | - | 1 | - | 3 | - | 1 | - | 1 | - | - | - | | |
| Multiracial | 6 | - | 7 | - | 0 | - | 0 | - | 7 | - | - | - | 6 | - | 7 | - | 0 | - | 4 | - | 7 | - | - | - | | |
| English Learner | 73 | 12.3 | 84 | 9.5 | 75 | 14.7 | 0 | - | 57 | 15.8 | 3.5 | - | 77 | 11.7 | 86 | 20.9 | 74 | 27.0 | 58 | 13.8 | 58 | 10.3 | -1.4 | -3.5 | | |
| English-Speaking | 68 | 48.5 | 82 | 39.0 | 83 | 34.9 | 0 | - | 53 | 30.2 | -18.3 | - | 67 | 38.8 | 82 | 34.1 | 81 | 38.3 | 62 | 53.2 | 53 | 30.2 | -8.6 | -23.0 | | |
| Reclassified† | 11 | 90.9 | 8 | - | 9 | - | 0 | - | 7 | - | - | - | 11 | 90.9 | 8 | - | 9 | - | 19 | 78.9 | 7 | - | - | - | | |
| Initially Eng. Speaking | 57 | 40.4 | 74 | 35.1 | 74 | 28.4 | 0 | - | 46 | 21.7 | -18.7 | - | 56 | 28.6 | 74 | 29.7 | 72 | 30.6 | 43 | 41.9 | 46 | 23.9 | -4.7 | -18.0 | | |
| Econ. Disadv.* | 136 | 30.1 | 161 | 24.2 | 152 | 25.7 | 0 | - | 101 | 23.8 | -6.3 | - | 137 | 24.1 | 162 | 27.2 | 150 | 32.7 | 111 | 33.3 | 102 | 18.6 | -5.5 | -14.7 | | |
| Non-Econ. Disadv. | 5 | - | 5 | - | 6 | - | 0 | - | 9 | - | - | - | 7 | - | 6 | - | 5 | - | 9 | - | 9 | - | - | - | | |
| Gifted | 14 | 85.7 | 12 | 50.0 | 6 | - | 0 | - | 2 | - | - | - | 14 | 78.6 | 13 | 92.3 | 6 | - | 7 | - | 2 | - | - | - | | |
| Not Gifted | 127 | 23.6 | 154 | 22.1 | 152 | 23.7 | 0 | - | 110 | 22.7 | -0.9 | - | 130 | 18.5 | 155 | 21.9 | 149 | 31.5 | 113 | 30.1 | 111 | 19.8 | 1.3 | -10.3 | | |
| With Disabilities | 16 | 6.3 | 16 | 6.3 | 15 | 0.0 | 0 | - | 12 | 8.3 | 2.0 | - | 11 | 0.0 | 17 | 17.6 | 14 | 0.0 | 14 | 14.3 | 12 | 8.3 | 8.3 | -6.0 | | |
| WO Disabilities | 125 | 32.8 | 150 | 26.0 | 143 | 28.0 | 0 | - | 98 | 24.5 | -8.3 | - | 133 | 26.3 | 151 | 28.5 | 141 | 36.2 | 106 | 36.8 | 99 | 21.2 | -5.1 | -15.6 | | |
| Homeless | 14 | 21.4 | 15 | 0.0 | 8 | - | 0 | - | 7 | - | - | - | 13 | 23.1 | 15 | 6.7 | 8 | - | 13 | 15.4 | 5 | - | - | - | | |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | | |
| Military | 0 | - | 3 | - | 1 | - | 0 | - | 2 | - | - | - | 0 | - | 3 | - | 0 | - | 1 | - | 2 | - | - | - | | |

\* 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.

## 2016-2022 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 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016 | | 2017 | | 2018 | | 2019 | | 2022 | | 2016 | 2019 | 2016 | | 2017 | | 2018 | | 2019 | | 2022 | | 2016 | 2019 |
| | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % |
| Total | 169 | 34.3 | 144 | 26.4 | 154 | 22.7 | 0 | - | 109 | 20.2 | -14.1 | - | 171 | 17.5 | 142 | 23.9 | 153 | 9.8 | 135 | 14.8 | 113 | 11.5 | -6.0 | -3.3 |
| Female | 88 | 43.2 | 62 | 27.4 | 75 | 29.3 | 0 | - | 51 | 9.8 | -33.4 | - | 89 | 21.3 | 63 | 23.8 | 75 | 6.7 | 60 | 15.0 | 54 | 11.1 | -10.2 | -3.9 |
| Male | 81 | 24.7 | 82 | 25.6 | 79 | 16.5 | 0 | - | 58 | 29.3 | 4.6 | - | 82 | 13.4 | 79 | 24.1 | 78 | 12.8 | 75 | 14.7 | 59 | 11.9 | -1.5 | -2.8 |
| African American | 20 | 35.0 | 25 | 20.0 | 21 | 38.1 | 0 | - | 14 | 14.3 | -20.7 | - | 20 | 20.0 | 23 | 13.0 | 19 | 10.5 | 24 | 8.3 | 17 | 5.9 | -14.1 | -2.4 |
| Asian | 0 | - | 2 | - | 0 | - | 0 | - | 2 | - | - | - | 0 | - | 2 | - | 0 | - | 2 | - | 2 | - | - | - |
| Filipino | 3 | - | 0 | - | 2 | - | 0 | - | 0 | - | - | - | 3 | - | 0 | - | 2 | - | 0 | - | 0 | - | - | - |
| Hispanic | 135 | 30.4 | 104 | 26.0 | 118 | 18.6 | 0 | - | 83 | 20.5 | -9.9 | - | 137 | 13.1 | 104 | 25.0 | 119 | 10.9 | 102 | 13.7 | 84 | 11.9 | -1.2 | -1.8 |
| Native American | 1 | - | 0 | - | 1 | - | 0 | - | 1 | - | - | - | 1 | - | 0 | - | 1 | - | 0 | - | 1 | - | - | - |
| Pacific Islander | 0 | - | 2 | - | 2 | - | 0 | - | 0 | - | - | - | 0 | - | 2 | - | 2 | - | 3 | - | 0 | - | - | - |
| White | 2 | - | 4 | - | 0 | - | 0 | - | 7 | - | - | - | 2 | - | 4 | - | 0 | - | 4 | - | 7 | - | - | - |
| Multiracial | 4 | - | 6 | - | 8 | - | 0 | - | 2 | - | - | - | 4 | - | 6 | - | 8 | - | 0 | - | 2 | - | - | - |
| English Learner | 84 | 14.3 | 58 | 6.9 | 76 | 6.6 | 0 | - | 52 | 13.5 | -0.8 | - | 87 | 2.3 | 59 | 10.2 | 78 | 3.8 | 63 | 6.3 | 56 | 7.1 | 4.8 | 0.8 |
| English-Speaking | 85 | 54.1 | 86 | 39.5 | 78 | 38.5 | 0 | - | 57 | 26.3 | -27.8 | - | 84 | 33.3 | 83 | 33.7 | 75 | 16.0 | 72 | 22.2 | 57 | 15.8 | -17.5 | -6.4 |
| Reclassified† | 28 | 78.6 | 32 | 59.4 | 12 | 50.0 | 0 | - | 11 | 45.5 | -33.1 | - | 28 | 46.4 | 32 | 43.8 | 11 | 36.4 | 15 | 53.3 | 11 | 18.2 | -28.2 | -35.1 |
| Initially Eng. Speaking | 57 | 42.1 | 54 | 27.8 | 66 | 36.4 | 0 | - | 46 | 21.7 | -20.4 | - | 56 | 26.8 | 51 | 27.5 | 64 | 12.5 | 57 | 14.0 | 46 | 15.2 | -11.6 | 1.2 |
| Econ. Disadv.* | 161 | 34.8 | 139 | 25.2 | 149 | 22.1 | 0 | - | 99 | 20.2 | -14.6 | - | 163 | 16.6 | 136 | 23.5 | 148 | 9.5 | 125 | 16.0 | 103 | 11.7 | -4.9 | -4.3 |
| Non-Econ. Disadv. | 8 | - | 5 | - | 5 | - | 0 | - | 10 | 20.0 | - | - | 8 | - | 6 | - | 5 | - | 10 | 0.0 | 10 | 10.0 | - | 10.0 |
| Gifted | 27 | 63.0 | 14 | 85.7 | 12 | 41.7 | 0 | - | 2 | - | - | - | 27 | 51.9 | 14 | 71.4 | 10 | 40.0 | 4 | - | 2 | - | - | - |
| Not Gifted | 142 | 28.9 | 130 | 20.0 | 142 | 21.1 | 0 | - | 109 | 20.2 | -8.7 | - | 144 | 11.1 | 128 | 18.8 | 143 | 7.7 | 131 | 13.0 | 113 | 11.5 | 0.4 | -1.5 |
| With Disabilities | 47 | 2.1 | 25 | 0.0 | 25 | 0.0 | 0 | - | 23 | 0.0 | -2.1 | - | 15 | 0.0 | 20 | 5.0 | 27 | 0.0 | 18 | 0.0 | 23 | 4.3 | 4.3 | 4.3 |
| WO Disabilities | 154 | 37.7 | 119 | 31.9 | 129 | 27.1 | 0 | - | 86 | 25.6 | -12.1 | - | 156 | 19.2 | 122 | 27.0 | 126 | 11.9 | 117 | 17.1 | 90 | 13.3 | -5.9 | -3.8 |
| Homeless | 12 | 33.3 | 11 | 0.0 | 15 | 6.7 | 0 | - | 14 | 14.3 | -19.0 | - | 12 | 16.7 | 10 | 0.0 | 15 | 6.7 | 10 | 10.0 | 11 | 9.1 | -7.6 | -0.9 |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 0 | - | 2 | - | 2 | - | 0 | - | 3 | - | - | - | 0 | - | 2 | - | 2 | - | 2 | - | 2 | - | - | - |

* 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.

# 2016-2022 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 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016 | | 2017 | | 2018 | | 2019 | | 2022 | | | 2016 | 2019 | 2016 | | 2017 | | 2018 | | 2019 | | 2022 | | | 2016 | 2019 |
| | N | % | N | % | N | % | N | % | N | % | | % | % | N | % | N | % | N | % | N | % | N | % | | % | % |
| Total | 164 | 31.7 | 173 | 34.1 | 134 | 23.9 | 0 | - | 108 | 16.7 | | -15.0 | - | 160 | 21.9 | 178 | 14.6 | 138 | 11.6 | 131 | 12.2 | 112 | 9.8 | | -12.1 | -2.4 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 76 | 42.1 | 88 | 39.8 | 63 | 30.2 | 0 | - | 46 | 23.9 | | -18.2 | - | 75 | 22.7 | 91 | 15.4 | 62 | 8.1 | 66 | 12.1 | 47 | 10.6 | | -12.1 | -1.5 |
| Male | 88 | 22.7 | 85 | 28.2 | 71 | 18.3 | 0 | - | 62 | 11.3 | | -11.4 | - | 85 | 21.2 | 87 | 13.8 | 76 | 14.5 | 65 | 12.3 | 65 | 9.2 | | -12.0 | -3.1 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | 18 | 5.6 | 23 | 43.5 | 22 | 27.3 | 0 | - | 19 | 26.3 | | 20.7 | - | 17 | 11.8 | 23 | 13.0 | 23 | 8.7 | 18 | 11.1 | 20 | 5.0 | | -6.8 | -6.1 |
| Asian | 1 | - | 0 | - | 1 | - | 0 | - | 3 | - | | - | - | 1 | - | 0 | - | 1 | - | 2 | - | 3 | - | | - | - |
| Filipino | 2 | - | 5 | - | 0 | - | 0 | - | 0 | - | | - | - | 2 | - | 5 | - | 0 | - | 1 | - | 0 | - | | - | - |
| Hispanic | 130 | 33.1 | 136 | 27.2 | 103 | 22.3 | 0 | - | 78 | 12.8 | | -20.3 | - | 127 | 20.5 | 141 | 10.6 | 107 | 11.2 | 101 | 11.9 | 81 | 9.9 | | -10.6 | -2.0 |
| Native American | 0 | - | 0 | - | 0 | - | 0 | - | 1 | - | | - | - | 0 | - | 0 | - | 0 | - | 1 | - | 1 | - | | - | - |
| Pacific Islander | 4 | - | 0 | - | 1 | - | 0 | - | 1 | - | | - | - | 4 | - | 0 | - | 1 | - | 4 | - | 1 | - | | - | - |
| White | 3 | - | 2 | - | 2 | - | 0 | - | 2 | - | | - | - | 3 | - | 2 | - | 2 | - | 0 | - | 2 | - | | - | - |
| Multiracial | 1 | - | 4 | - | 4 | - | 0 | - | 4 | - | | - | - | 1 | - | 4 | - | 3 | - | 4 | - | 4 | - | | - | - |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learner | 44 | 2.3 | 59 | 1.7 | 54 | 1.9 | 0 | - | 45 | 0.0 | | -2.3 | - | 42 | 0.0 | 63 | 1.6 | 59 | 3.4 | 65 | 3.1 | 48 | 0.0 | | 0.0 | -3.1 |
| English-Speaking | 120 | 42.5 | 114 | 50.9 | 80 | 38.8 | 0 | - | 63 | 28.6 | | -13.9 | - | 118 | 29.7 | 115 | 21.7 | 79 | 17.7 | 66 | 21.2 | 64 | 17.2 | | -12.5 | -4.0 |
| Reclassified† | 79 | 50.6 | 56 | 51.8 | 32 | 40.6 | 0 | - | 27 | 29.6 | | -21.0 | - | 77 | 33.8 | 57 | 21.1 | 32 | 28.1 | 20 | 50.0 | 27 | 25.9 | | -7.9 | -24.1 |
| Initially Eng. Speaking | 41 | 26.8 | 58 | 50.0 | 48 | 37.5 | 0 | - | 36 | 27.8 | | 1.0 | - | 41 | 22.0 | 58 | 22.4 | 47 | 10.6 | 46 | 8.7 | 37 | 10.8 | | -11.2 | 2.1 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Econ. Disadv.* | 154 | 30.5 | 159 | 33.3 | 129 | 23.3 | 0 | - | 100 | 15.0 | | -15.5 | - | 150 | 20.7 | 164 | 14.0 | 133 | 11.3 | 125 | 12.0 | 103 | 8.7 | | -12.0 | -3.3 |
| Non-Econ. Disadv. | 10 | 50.0 | 14 | 42.9 | 5 | - | 0 | - | 8 | - | | - | - | 10 | 40.0 | 14 | 21.4 | 5 | - | 6 | - | 9 | - | | - | - |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gifted | 44 | 54.5 | 26 | 69.2 | 12 | 83.3 | 0 | - | 2 | - | | - | - | 43 | 48.8 | 27 | 51.9 | 12 | 41.7 | 11 | 63.6 | 2 | - | | - | - |
| Not Gifted | 120 | 23.3 | 147 | 27.9 | 122 | 18.0 | 0 | - | 106 | 15.1 | | -8.2 | - | 117 | 12.0 | 151 | 7.9 | 126 | 8.7 | 120 | 7.5 | 110 | 9.1 | | -2.9 | 1.6 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| With Disabilities | 47 | 2.1 | 19 | 5.3 | 24 | 0.0 | 0 | - | 18 | 5.6 | | 3.5 | - | 16 | 0.0 | 20 | 10.0 | 23 | 0.0 | 22 | 0.0 | 18 | 0.0 | | 0.0 | 0.0 |
| WO Disabilities | 148 | 35.1 | 154 | 37.7 | 110 | 29.1 | 0 | - | 90 | 18.9 | | -16.2 | - | 144 | 24.3 | 158 | 15.2 | 115 | 13.9 | 109 | 14.7 | 94 | 11.7 | | -12.6 | -3.0 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Homeless | 12 | 25.0 | 10 | 40.0 | 10 | 0.0 | 0 | - | 13 | 15.4 | | -9.6 | - | 11 | 18.2 | 10 | 10.0 | 10 | 0.0 | 17 | 5.9 | 15 | 6.7 | | -11.5 | 0.8 |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | | - | - |
| Military | 0 | - | 1 | - | 1 | - | 0 | - | 1 | - | | - | - | 0 | - | 1 | - | 1 | - | 1 | - | 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 E

# 2022-23 SPSA ASSESSMENT AND EVALUATION

| SCHOOL NAME: PORTER ELEMENTARY |
| --- |
| **SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820** |
| **SCHOOL YEAR: 2021-2022** |

## Goal 1 - Safe, Collaborative and Inclusive Culture

### Restorative Practices

**\*Strategy/Activity - Description**

Our Restorative Justice Coordinator will support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Restorative Justice Coordinator will work collaboratively with our students, administration, site counselor, district counselor, parent liaison, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates.  The Restorative Justice Coordinator will also lead the Restorative Practices team and/or other subcommittees as needed to support the positive school culture.

Restorative Justice Coordinator will be onsite 5 days a week to provide direct social-emotional support to students by being proactive and establishing different groups that will support student's social-emotional needs. Restorative Justice Coordinator will also provide professional development for staff and parent trainings (strategies to support students in class and at home).  Restorative Justice Coordinator will work collaboratively with principal, counselor, office staff, and certificated staff to help improve attendance (decrease chronic absenteeism rate) and promote positive school culture (decrease suspension rate).  This will support the effort to close the achievement gap.

Our Community Assistant/Parent Liaison will serve as a support who will be a part of our Restorative Practices & iMTSS team to support with Chronic Absenteeism, Suspensions, and parent involvement.  She will support with creating classes and presentations that will support our families with the resources necessary to ensure their students are feeling safe and supported at school.  This person would assist in creating a culture where families feel they can give input about the school, where our families feel welcomed in all venues, and where our families are active participants in making important decisions about our school to empower ALL learners. They will work closely with administration, Restorative Practices Coordinator, and other support staff to help problem solve concerns that arise and assist in making plans that support all families.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative | What is not working (ineffective indicators) and | Modifications based on qualitative and quantitative data. |
| --- | --- | --- | --- | --- | --- | --- | --- |

| | | | | | (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Inschool Resource Tchr | 1.00000 | $134,737.83 | 30100-1109 | Restorative Practice coordinator | Restorative Justice Coordinator is working with students who are dysregulated is working. She is working with small groups and students who now have a safe place to go to problem solve conflicts. | The percent of students who are chronic absent has not significantly changed. | The Restorative Justice Coordinator has organized times to push into classroom to support students and classroom teachers with implementing RJ practices. Home visits will also take place to support with student absences. |
| Community Asst I | 0.60000 | $46,402.72 | 30106-2905 | PBIS and IMTSS community assistant. | To make connections with families. Support teachers with parents who have not interacted with them via the | Constraint of COVID-19 protocols for in person learning has made this work difficult. | As restrictions have changed, there now is an opportunity for parent volunteer to support the school. Through |

| | | | | | Bloomz application. | engagement is expected. | participating with events and in classrooms. |
|---|---|---|---|---|---|---|---|

| **Attendance Supports** |
|---|

| **\*Strategy/Activity - Description** |
|---|
| We want to be able to give our Attendance Clerks additional hourly time for them to review attendance data and implement a plan to decrease chronic absenteeism rate (SARB, parent connection, school/home communication). We utilize both our Health Technician and Nurse to support us in ensuring our students are healthy and safe. Because of Covid-19 and all that is required to ensure that students are in school everyday to learn, it is vital that we have both a Health Technician and Nurse daily throughout the week.  Our nurse also heads up our Health and Safety Committee. |

| **\*Proposed Expenditures for this Strategy/Activity** |
|---|
| Directions: |
| Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. |
| Guiding Questions: |
| Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. |

| **Proposed Expenditures** | **FTE** | **Estimated Cost** | **Funding Source** | **Rationale** | **What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).** | **What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).** | **Modifications based on qualitative and quantitative data.** |
|---|---|---|---|---|---|---|---|
| Health Technician | 0.30000 | $23,371.46 | 30100-2236 | Health tech to support student | Health tech is stationed on Porter South to support | No modifications at this time. | No modifications at this time. |

| | | | | needs to improve attendance. | students who need medical support. This has been a successful intervention to support our students. All students can receive medical attention when needed. | | |
|---|---|---|---|---|---|---|---|
| Clerical OTBS Hrly | | $5,967.76 | 31820-2451 | Our clerks need additional time to focus on our students who are Chronically Absent. | Build relationships and rapport with our families, especially those who have students that are chronically absent. | Our chronic absenteeism is still high, and interventions need to be evaluated.<br><br>**2019-2020 Attendance Data**<br><br>California Dashboard Indicator: Red<br><br>Chronic Absenteeism Rate:68% School Wide: 26.5% | Collaborate with district support to proactively identify students who are on the verge of becoming chronically absent. This of families will be contacted regarding their student's attendance. Porter Staff will conduct home visits if the student's attendance doesn't improve. Additionally, pizza parties were added into our all school assemblies to honor the top classes with the highest attendance |

| | | | | | | | on Porter North and Porter South. |
|---|---|---|---|---|---|---|---|
| t. | | | | | | | |

| **PLCs** |
|---|

| ***Strategy/Activity - Description*** |
|---|
| Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development with support staff such as the Restorative Practices Coordinator and community partners to improve the following:  Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent classes/support). Teachers meet together after such learning to look at data, problem-solve around what is the best way to assist our students to ensure the reduction of the chronic absenteeism rate, the reduction of the suspension rate and increased family engagement.  Visiting teachers will be focusing on Social Emotional Learning and teaching lessons that focus on Science and Social Studies. This would be an additional enhancement for our students so that we are focusing on their strengths and cultivating their genius in other disciplines. This will support the efforts to close the achievement gap. |

| ***Proposed Expenditures for this Strategy/Activity*** |
|---|
| Directions: |
| Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. |
| Guiding Questions: |
| Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. |

| **Proposed Expenditures** | **FTE** | **Estimated Cost** | **Funding Source** | **Rationale** | **What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).** | **What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).** | **Modifications based on qualitative and quantitative data.** |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| Prof&Curriclm Dev Vist Tchr | | $35,943.00 | 30106-1192 | Visiting Teachers are used to give teachers time to meet within their grade-levels to support student learning. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education opportunities for our students. This contact allows our teachers to have protected PLC time every month. |
|---|---|---|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | | $59,102.29 | 31820-1192 | Visiting Teachers are used to give teachers time to meet within their grade-levels to support student learning. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education opportunities for our students. This contact allows our teachers to have protected PLC time every month. |

## Goal 2 - English Language Arts

### MTSS

**\*Strategy/Activity - Description**

An in-school resource teacher will be used to support our 3rd-5th grade teachers to provide intervention and support for our Multilingual Learners.  The in-school resource teacher will  collaborate with administration, teachers, and other support staff (Ed. Specialists, School Psychologist, Speech Pathologists, and Occupational Therapist) in order to help accomplish the following: increase academic achievement; support in creating meaningful ongoing formative assessments; monitor student progress; provide interventions to our Multilingual Learners that are not meeting grade-level standards.

She will also be key in supporting our work with our Multi-Tiered System of Support to ensure all students are making progress and that those that may need additional support are monitored and given the resources they may need.

Additional support for our Instructional Leadership team and administration will enhance our overall work especially in strengthening our tier 1/universal instruction, supporting with data analysis, providing additional leadership learning opportunities, and assisting in strengthening our overall Multi-Tiered System of Support. Providing outside learning opportunities for all staff will enhance overall instruction and support which will benefit all of our learners.

The additional Benchmark Curriculum focusing on Phonics, along with their Professional Development, will provide a Guaranteed and Viable Curriculum in English Language Arts to provide all students with similar curriculum and teaching of all ELA standards. The program will also support students who are not meeting grade-level standards and provide curriculum for Designated ELD for all English Learners.

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will be able to use the following programs to enhance literacy instruction and comprehension: RAZ-KIDS, Social Studies Weekly, Nearpod, Flocabulary and iReady for Reading. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Social Studies Weekly: Important news stories to build non-fiction reading skills, increase content-area knowledge in Social Studies and inspire a love of learning. Flocabulary: Program that supports vocabulary and comprehension learning for students. Nearpod: Provides interactive lessons that support the Benchmark Advance ELA curriculum. iReady for Reading is a computer generated, adaptive, individualized, diagnostic assessment which determines competency on Common Core reading skills. The adaptive diagnostic test is used to determine areas of student strength and need in key strands or domains.

Continue to allocate funds to purchase other instructional supplies that support ELA. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Purchasing additional books would support our aim at presenting our students with more culturally relevant materials to engage them in their learning.

| **\*Proposed Expenditures for this Strategy/Activity** |
|---|

Directions:

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

Guiding Questions:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|

| | | | | | (curriculum assessments, pre/post test, progress monitoring results, etc.). | minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Inschool Resource Tchr | 0.90000 | $121,264.04 | 30100-1109 | Coordinate student referrals for SSTs, student interventions, and progress monitoring | Monthly meetings looking at data and identifying area of need. | 3-5th grade ELA Data in 2019-2020 on the CAASPP: 25% 3-5th grade ELA Data in 2020-2021 on the CAASPP: 19.9% This data shows the continued need for additional supports for all students. | No modifications needed at this time. |
| Inschool Resource Tchr | 0.10000 | $13,473.79 | 30106-1109 | Coordinate student referrals for SSTs, student interventions, and progress monitoring. | Monthly meetings looking at data and identifying area of need. | 3-5th grade ELA Data in 2019-2020 on the CAASPP: 25% 3-5th grade ELA Data in 2020-2021 on the CAASPP: 19.9% This data shows the continued need for additional | No modifications needed at this time. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | supports for all students. | |
| Supplies | | $5,779.00 | 30100-4301 | Supplemental supplies such as classroom library books, journals, markers, highlighters, etc. | Teachers purchased additional books to support student interest. | The purchase of supplies has supported our teachers with motivating our students in the area of English Language Arts. This supplies assisted teachers in differentiating instruction to meet the needs of all students. | No modifications needed at this time. |
| Prof&Curriclm DevHrlyClsrmTchr | | $17,971.50 | 30106-1170 | Teachers are given extra time to work together in grade-levels and to meet in vertical teams through the Instructional Leadership team. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education opportunities for our students. This contact allows our teachers to have protected PLC time every month. |
| Supplies | | $6,194.00 | 30106-4301 | Supplemental supplies such as classroom library books, journals, | Teachers purchased additional supplies and materials to | The purchase of supplies has supported our teachers with motivating and | No modifications needed at this time. |

| | | | | markers, highlighters, etc. | support student learning. | engaging students in all academic areas. This supplies assisted teachers in differentiating instruction to meet the needs of all students. | |
|---|---|---|---|---|---|---|---|
| Software License | | $5,990.00 | 30106-5841 | Software such as Raz Kids, Near Pod, and Flocabulary. | Software was used to supplement student learning. These programs provided additional opportunities for students to practice and engage with the academic content they were learning in class. | No modifications needed at this time. | No modifications needed at this time. |
| Contracted Svcs Less Than $25K | | $5,000.00 | 30106-5853 | Support in providing Professional Development for purchased programs/curriculum. | Teachers participated in professional learning to deepen understanding of platforms and curriculum to support student progress. | This learning was essential as it supported teacher development and understanding of the programs used by staff to engage and educate students. | No modifications needed at this time. |
| | | | | | | | |

| Software Purchase | | $25,000.00 | 31820-4310 | Software such as Raz Kids, Near Pod, and Flocabulary. | Software was used to supplement student learning. These programs provided additional opportunities for students to practice and engage with the academic content they were learning in class. | No modifications needed at this time. | No modifications needed at this time. |
|---|---|---|---|---|---|---|---|
| Conference Local | | $15,000.00 | 31820-5209 | Local conferences provide additional learning to staff. | All staff did not utilize this professional learning opportunity. | This opportunity wasn't utilized due to COVID-19. Conferences that were preferred did not happen. | We will not send staff to conferences. However, we will provide professional learning opportunities on site. |
| Contracted Svcs Less Than $25K | | $20,000.00 | 31820-5853 | Support with additional Professional Development. | Teachers participated in professional learning with Benchmark facilitators to deepen understanding of curriculum. | This learning was essential as it supported teacher development and understanding of the Benchmark program used by staff. | No modifications needed at this time as this will continue to happen annually. |
| **PLCs** | | | | | | | |

| *Strategy/Activity - Description |
|---|

Teachers will participate in bi-weekly PLCs while students are with visiting teachers. Visiting teachers will be focusing on Social Emotional Learning and teaching lessons that focus on Science and Social Studies. This would be an additional enhancement for our students so that we are focusing on their strengths and cultivating their genius in other disciplines. This will support the efforts to close the achievement gap. Teachers will work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets.

Professional development will be provided for all classroom teachers and Educational Specialists on how to maximize the Benchmark Curriculum and online Benchmark Universe. Benchmark Advance professional development will be provided throughout the school year as needed by our grade-level teams. Some professional development topics include the following: Integrated and Designated ELD; Data collection, assessments and next steps, Writing. Teachers will also meet with i-Ready consultants to understand implementation or program and how to access reports and analyze data to support all students in ELA. Funds will be allocated so that teachers can attend conferences in ELA for further learning and professional development.

| *Proposed Expenditures for this Strategy/Activity |
|---|

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Contracted Svcs Less Than $25K | | $23,000.00 | 31820-5853 | Additional Professional Development for teachers. | Teachers participated in professional learning with Benchmark facilitators to deepen understanding of curriculum. | This learning was essential as it supported teacher development and understanding of the Benchmark program used by staff. | No modifications needed at this time as this will continue to happen annually. |
| Inschool Resource Tchr | -- | -- | 30100-1109 | Supports PLCS with lesson planning and data. | Resource teachers assisted with lesson planning for PLCs for visiting teachers in the areas of science, social studies, and social emotional learning. | When PLCs we able to occur, the substitute teachers have premade plans ready to go. Due to a lack of visiting teachers, PLCs did not happen as frequently as planned. | This worked well and created an academic focus during PLC time school wide. |
| Inschool Resource Tchr | -- | -- | 30106-1109 | Supports PLCS with lesson planning and data. | Resource teachers assisted with lesson planning for PLCs for visiting teachers in the areas of science, social studies, and social emotional learning. | When PLCs we able to occur, the substitute teachers have premade plans ready to go. Due to a lack of visiting teachers, PLCs did not happen as frequently as planned. | This worked well and created an academic focus during PLC time school wide. |
| Prof&Curriclm Dev Vist Tchr | -- | -- | 30106-1192 | Visiting Teachers are able to release teachers to meet in grade-levels to | This intervention was not consistent | Due to the lack of available substitute teachers, the time | We have contracted with an outside company named Elevo to |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | discuss students' needs. | | allotted for teacher collaboration was not consistent. | provide social emotional and physical education opportunities for our students. This contact allows our teachers to have protected PLC time every month. |
| Prof&Curriclm Dev Vist Tchr | -- | -- | 31820-1192 | Visiting Teachers are able to release teachers to meet in grade-levels to discuss students' needs. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education opportunities for our students. This contact allows our teachers to have protected PLC time every month. |
| Conference Local | -- | -- | 31820-5209 | Conferences provide additional learning to all staff. | All staff did not utilize this professional learning opportunity. | This opportunity wasn't utilized due to COVID-19. Conferences that were preferred did not happen. | We will not send staff to conferences. However, we will provide professional learning opportunities on site. |

## Goal 3 - Mathematics

### Supplies Programs

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will be able to use the following programs to enhance learning of mathematical concepts: Nearpod, Flocabulary, and i-Ready. Nearpod: Provides interactive lessons that support the math curriculum. iReady for Math is a computer generated, adaptive, individualized, diagnostic assessment which determines competency on Common Core math skills. The adaptive diagnostic test is used to determine areas of student strength and need in key strands or domains.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| Software Purchase | -- | -- | 31820-4310 | For software such as Nearpod and iReady. | Software was used to supplement student learning. These programs provided additional opportunities for students to practice and engage with the academic content they were learning in class. | No modifications needed at this time. | No modifications needed at this time. |
|---|---|---|---|---|---|---|---|

| PLCs |
|---|

**\*Strategy/Activity - Description**

Teachers will participate in bi-weekly PLCs while students are with visiting teachers. Visiting teachers will be focusing on Social Emotional Learning and teaching lessons that focus on Science and Social Studies. This would be an additional enhancement for our students so that we are focusing on their strengths and cultivating their genius in other disciplines. This will support the efforts to close the achievement gap. Teachers will work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, | What is not working (ineffective indicators) and why? Include qualitative | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|

| | | | | | notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | -- | -- | 30106-1192 | Release for PLC time. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education opportunities for our students. This contact allows our teachers to have protected PLC time every month. |
| Prof&Curriclm Dev Vist Tchr | -- | -- | 31820-1192 | Release for PLC time. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education opportunities for our students. This |

| | | | | | | | contact allows our teachers to have protected PLC time every month. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| **Tutoring** |
|---|

| **\*Strategy/Activity - Description** |
|---|
| Teachers will provide tutoring for students that need support in understanding math concepts.  Teachers will provide this support before or after school. |

| **\*Proposed Expenditures for this Strategy/Activity** |
|---|
| Directions:<br>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.<br>Guiding Questions:<br>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. |

| **Proposed Expenditures** | **FTE** | **Estimated Cost** | **Funding Source** | **Rationale** | **What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).** | **What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).** | **Modifications based on qualitative and quantitative data.** |
|---|---|---|---|---|---|---|---|
| Classroom Teacher Hrly | | | | Tutoring for math. | Students had opportunities to receive support after school from teachers on site. | This system of support was not implemented early enough nor could reach the need of | Moving forward we will reevaluate the impact this and other systems of support have on |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | This need came from our 2019 CAASPP math data that showed 19.9% of students meeting or exceeding. | the greater percentage of students. | student achievement. |
| Classroom Teacher Hrly | | | | | Tutoring for math. | Students had opportunities to receive support after school from teachers on site. This need came from our 2019 CAASPP math data that showed 19.9% of students meeting or exceeding. | This system of support was not implemented early enough nor could reach the need of the greater percentage of students. | Moving forward we will reevaluate the impact this and other systems of support have on student achievement. |

## Goal 4- Supporting English Learners

| MTSS |
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| *Strategy/Activity - Description |
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An in-school resource teacher will be used to support our 3rd-5th grade teachers to provide intervention and support for our Multilingual Learners.  The in-school resource teacher will collaborate with administration, teachers, and other support staff  (Ed. Specialists, School Psychologist, Speech Pathologists, and Occupational Therapist) in order to help accomplish the following: increase academic achievement; support in creating meaningful ongoing formative assessments; monitor student progress; provide interventions to our Multilingual Learners that are not meeting grade-level standards. She will also be key in supporting our work with our Multi-Tiered System of Support to ensure all students are making progress and that those that may need additional support are monitored and given the resources they may need.

The additional Benchmark Curriculum focusing on Phonics, along with their Professional Development, will provide a Guaranteed and Viable Curriculum in English Language Arts to provide all students with similar curriculum and teaching of all ELA standards. The program will also support students who are not meeting grade-level standards and provide curriculum for Designated ELD for all English Learners.

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will be able to use the following programs to enhance literacy instruction and comprehension: RAZ-KIDS, Social Studies Weekly, Nearpod, Flocabulary and iReady for Reading. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction.

Social Studies Weekly: Important news stories to build non-fiction reading skills, increase content-area knowledge in Social Studies and inspire a love of learning. Flocabulary: Program that supports vocabulary and comprehension learning for students. Nearpod: Provides interactive lessons that support the Benchmark Advance ELA curriculum. iReady for Reading is a computer generated, adaptive, individualized, diagnostic assessment which determines competency on Common Core reading skills. The adaptive diagnostic test is used to determine areas of student strength and need in key strands or domains.

Continue to allocate funds to purchase other instructional supplies that support ELA. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Purchasing additional books would support our aim at presenting our students with more culturally relevant materials to engage them in their learning.

| ***Proposed Expenditures for this Strategy/Activity** |

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
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| | | | | | | monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Prof&Curriclm DevHrlyClsrmTchr | | | | Additional grade-level meetings and for vertical team meetings. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education opportunities for our students. This contact allows our teachers to have protected PLC time every month. |
| Supplies | | | | Books and other supplies to support with language learning. | Teachers purchased additional supplies and materials to support student learning. | The purchase of supplies has supported our teachers with motivating and engaging students in all academic areas. This supplies assisted teachers in differentiating instruction to meet the needs of all students. | No modifications needed at this time. |
| Inschool Resource Tchr | -- | -- | | Intervention support. | Monthly meetings looking at data and identifying area of need. | 3-5th grade ELA Data in 2019-2020 on the CAASPP: 25% 3-5th grade ELA Data in 2020-2021 | No modifications needed at this time. |

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|---|---|---|---|---|---|---|---|
| | | | | | | on the CAASPP: 19.9%<br><br>This data shows the continued need for additional supports for all students. | |
| Inschool Resource Tchr | -- | -- | | Intervention support. | Restorative Justice Coordinator is working with students who are dysregulated is working. She is working with small groups and students who now have a safe place to go to problem solve conflicts. | The percent of students who are chronic absent has not significantly changed. | The Restorative Justice Coordinator has organized times to push into classroom to support students and classroom teachers with implementing RJ practices. Home visits will also take place to support with student absences. |
| Conference Local | -- | -- | | Conferences for additional learning for Multilingual Learners. | All staff did not utilize this professional learning opportunity. | This opportunity wasn't utilized due to COVID-19. Conferences that were preferred did not happen. | We will not send staff to conferences. However, we will provide professional learning opportunities on site. |

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|---|---|---|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | -- | -- | | Visiting teachers for PLC meetings. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education opportunities for our students. This contact allows our teachers to have protected PLC time every month. |
| Prof&Curriclm Dev Vist Tchr | -- | -- | | Visiting teachers for PLC meetings. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education opportunities for our students. This contact allows our teachers to have protected PLC time every month. |
| Software License | -- | -- | | Software like iReady, Raz Kids, etc. | Software was used to supplement student learning. These programs provided additional opportunities for students to practice and | No modifications needed at this time. | No modifications needed at this time. |

| | | | | engage with the academic content they were learning in class. | | |
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| PLCs |
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**\*Strategy/Activity - Description**

Teachers will participate in bi-weekly PLCs while students are with visiting teachers. Visiting teachers will be focusing on Social Emotional Learning and teaching lessons that focus on Science and Social Studies. This would be an additional enhancement for our students so that we are focusing on their strengths and cultivating their genius in other disciplines. This will support the efforts to close the achievement gap. Teachers will work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets.

Professional development will be provided for all classroom teachers and Educational Specialists on how to maximize the Benchmark Curriculum and online Benchmark Universe. Benchmark Advance professional development will be provided throughout the school year as needed by our grade-level teams. Some professional development topics include the following: Integrated and Designated ELD; Data collection, assessments and next steps Writing. Teachers will also meet with i-Ready consultants to understand implementation or program and how to access reports and analyze data to support all students in ELA. Funds will be allocated so that teachers can attend conferences in ELA for further learning and professional development. Retired teachers will support with gathering data that is vital for understanding how to best support our English Learners.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|

| | | | | | assessments, pre/post test, progress monitoring results, etc.). | quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | -- | -- | | Visiting teachers for PLCs. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education opportunities for our students. This contact allows our teachers to have protected PLC time every month. |
| Prof&Curriclm Dev Vist Tchr | -- | -- | | Visiting teachers for PLCs. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education opportunities for our students. This contact allows our teachers to have protected PLC time every month. |

| Contracted Svcs Less Than $25K | -- | -- | | Support with additional learning for all staff. | Teachers participated in professional learning to deepen understanding of platforms and curriculum to support student progress. | This learning was essential as it supported teacher development and understanding of the programs used by staff to engage and educate students. | No modifications needed at this time. |

## Goal 5 - Supporting Students with Disabilities

### Strategy/Activity 1

**\*Strategy/Activity - Description**

Funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.

**\*Proposed Expenditures for this Strategy/Activity**

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

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|

| | | | | | | monitoring results, etc.). | pre/post test, progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|---|
| Supplies | -- | -- | 30106-4301 | Supplemental supplies to support access to curriculum for students with disabilities. | | Teachers purchased additional supplies and materials to support student learning. | The purchase of supplies has supported our teachers with motivating and engaging students in all academic areas. This supplies assisted teachers in differentiating instruction to meet the needs of all students. | No modifications needed at this time. |
| Supplies | -- | -- | 30100-4301 | Supplemental supplies to support access to curriculum for students with disabilities. | | Teachers purchased additional supplies and materials to support student learning. | The purchase of supplies has supported our teachers with motivating and engaging students in all academic areas. This supplies assisted teachers in differentiating instruction to meet the needs of all students. | No modifications needed at this time. |
| | | | | **Strategy/Activity 2** | | | | |
| **\*Strategy/Activity - Description** | | | | | | | | |
| | | | | | | | | |

Teachers will participate in bi-weekly PLCs while students are with visiting teachers. Visiting teachers will be focusing on Social Emotional Learning and teaching lessons that focus on Science and Social Studies. This would be an additional enhancement for our students so that we are focusing on their strengths and cultivating their genius in other disciplines. This will support the efforts to close the achievement gap. Teachers will work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets.

**\*Proposed Expenditures for this Strategy/Activity**

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

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | -- | -- | 30106-1192 | Visiting Teachers support with PLCs. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education |

| | | | | | | opportunities for our students. This contact allows our teachers to have protected PLC time every month. |
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## Goal 7 - Family Engagement

| Supplies |
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**\*Strategy/Activity - Description**

Allocate funds for Inservice supplies for parent meetings and workshops. Supplies are needed for when our families meet together and to support with the Family room.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | monitoring results, etc.). | |
|---|---|---|---|---|---|---|
| Inservice supplies | | $1,500.00 | 30103-4304 | Supplies are needed for when our families meet together and to support with the Family room. | Supplies were used to create a welcoming environment where families could learn and connect. | Nothing to modify at this time. | Nothing to modify at this time. |

| Communication |
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| **\*Strategy/Activity - Description** |
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Allocate funds for School/Home communication through app that informs parents of what is going on. This will keep our parents informed and supportive of the work at school. As we meet in person and online with our families, we want to ensure that we are able to have translators available to reach the majority of our families.

| **\*Proposed Expenditures for this Strategy/Activity** |
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Directions:

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

Guiding Questions:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | | monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Tech Professional OTBS Hrly | | $3,047.77 | 30103-2455 | Translation for better communication. | This service was extremely useful in ensuring our families could access all information in meetings connected to their student's academic success. | We will continue to utilize these services to connect with our families. | No modifications at this time. |

## Goal 8- Graduation/Promotion Rate

| MTSS |
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**\*Strategy/Activity - Description**

An in-school resource teacher will be used to support our 3rd-5th grade teachers to provide intervention and support for our Multilingual Learners. The in-school resource teacher will collaborate with administration, teachers, and other support staff (Ed. Specialists, School Psychologist, Speech Pathologists, and Occupational Therapist) in order to help accomplish the following: increase academic achievement; support in creating meaningful ongoing formative assessments; monitor student progress; provide interventions to our Multilingual Learners that are not meeting grade-level standards. She will also be key in supporting our work with our Multi-Tiered System of Support to ensure all students are making progress and that those that may need additional support are monitored and given the resources they may need.

Additional support for our Instructional Leadership team and administration will enhance our overall work especially in strengthening our tier 1/universal instruction, supporting with data analysis, providing additional leadership learning opportunities, and assisting in strengthening our overall Multi-Tiered System of Support. Providing outside learning opportunities for all staff will enhance overall instruction and support which will benefit all of our learners.

The additional Benchmark Curriculum focusing on Phonics, along with their Professional Development, will provide a Guaranteed and Viable Curriculum in English Language Arts to provide all students with similar curriculum and teaching of all ELA standards. The program will also support students who are not meeting grade-level standards and provide curriculum for Designated ELD for all English Learners.

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will be able to use the following programs to enhance literacy instruction and comprehension: RAZ-KIDS, Social Studies Weekly, Nearpod, Flocabulary and iReady for Reading. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Social Studies Weekly: Important news stories to build non-fiction reading skills, increase content-area knowledge in Social Studies and inspire a love of learning. Flocabulary: Program that supports vocabulary and comprehension learning for students. Nearpod: Provides interactive lessons that support the

Benchmark Advance ELA curriculum. iReady for Reading is a computer generated, adaptive, individualized, diagnostic assessment which determines competency on Common Core reading skills. The adaptive diagnostic test is used to determine areas of student strength and need in key strands or domains.

Continue to allocate funds to purchase other instructional supplies that support ELA. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Purchasing additional books would support our aim at presenting our students with more culturally relevant materials to engage them in their learning.

| **\*Proposed Expenditures for this Strategy/Activity** |
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Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
| Inschool Resource | -- | -- | 30100-1109 | Support with interventions. | Monthly meetings looking at data and identifying area of need. | 3-5th grade ELA Data in 2019-2020 on the CAASPP: 25% 3-5th grade ELA Data in 2020-2021 | No modifications needed at this time. |

| | | | | | | on the CAASPP: 19.9%<br><br>This data shows the continued need for additional supports for all students. | |
|---|---|---|---|---|---|---|---|
| Inschool Resource Tchr | -- | -- | 30106-1109 | Support with interventions. | Restorative Justice Coordinator is working with students who are dysregulated is working. She is working with small groups and students who now have a safe place to go to problem solve conflicts. | The percent of students who are chronic absent has not significantly changed. | The Restorative Justice Coordinator has organized times to push into classroom to support students and classroom teachers with implementing RJ practices. Home visits will also take place to support with student absences. |
| Contracted Svcs Less Than $25K | -- | -- | 31820-5853 | Professional Development and support for staff. | Teachers participated in professional learning with Benchmark facilitators to deepen understanding of curriculum. | This learning was essential as it supported teacher development and understanding of the Benchmark program used by staff. | No modifications needed at this time as this will continue to happen annually. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Prof&Curriclm DevHrlyClsrmTchr | -- | -- | 30106-1170 | Additional time for grade-levels to meet and for vertical teaming. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education opportunities for our students. This contact allows our teachers to have protected PLC time every month. |
| Software Purchase | -- | -- | 31820-4310 | Programs such as i-Ready, Raz Kids, NearPod, etc. to support reading. | Software was used to supplement student learning. These programs provided additional opportunities for students to practice and engage with the academic content they were learning in class. | No modifications needed at this time. | No modifications needed at this time. |

| **PLCs** |
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| **\*Strategy/Activity - Description** |
| Teachers will participate in bi-weekly PLCs while students are with visiting teachers. Visiting teachers will be focusing on Social Emotional Learning and teaching lessons that focus on Science and Social Studies. This would be an additional enhancement for our students so that we are focusing on their strengths and cultivating their genius in other disciplines. This will support the efforts to close the achievement gap. Teachers will work on the following: |

analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets.

Professional development will be provided for all classroom teachers and Educational Specialists on how to maximize the the Benchmark Curriculum and online Benchmark Universe. Benchmark Advance professional development will be provided throughout the school year as needed by our grade-level teams. Some professional development topics include the following: Integrated and Designated ELD; Data collection, assessments and next steps, Writing. Teachers will also meet with i-Ready consultants to understand implementation or program and how to access reports and analyze data to support all students in ELA. Funds will be allocated so that teachers can attend conferences in ELA for further learning and professional development.

**\*Proposed Expenditures for this Strategy/Activity**

<u>Directions:</u>
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
<u>Guiding Questions:</u>
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
| Conference Local | -- | -- | 31820-5209 | Additional learning opportunities for staff. | All staff did not utilize this professional learning opportunity. | This opportunity wasn't utilized due to COVID-19. Conferences that | We will not send staff to conferences. However, we will provide |

| | | | | | | were preferred did not happen. | professional learning opportunities on site. |
|---|---|---|---|---|---|---|---|
| Contracted Svcs Less Than $25K | -- | -- | 31820-5853 | Professional Development for staff. | Teachers participated in professional learning with Benchmark facilitators to deepen understanding of curriculum. | This learning was essential as it supported teacher development and understanding of the Benchmark program used by staff. | No modifications needed at this time as this will continue to happen annually. |
| Prof&Curriclm Dev Vist Tchr | -- | -- | 31820-1192 | Visiting teachers to support with PLCs. | This intervention was not consistent | Due to the lack of available substitute teachers, the time allotted for teacher collaboration was not consistent. | We have contracted with an outside company named Elevo to provide social emotional and physical education opportunities for our students. This contact allows our teachers to have protected PLC time every month. |

## Goal 6 - Supporting Black Youth

| Restorative Practices |
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| *Strategy/Activity - Description |
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Our Restorative Justice Coordinator will support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Restorative Justice Coordinator will work collaboratively with our students, administration, site counselor, district counselor, parent liaison, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates.  The Restorative Justice Coordinator will also lead the Restorative Practices team and/or other subcommittees as needed to support the positive school culture.

The restorative Justice Coordinator will be onsite 5 days a week to provide direct social-emotional support to students by being proactive and establishing different groups that will support students' social-emotional needs. The restorative Justice Coordinator will also provide professional development for staff and parent trainings (strategies to support students in class and at home).  Restorative Justice Coordinator will work collaboratively with principal, counselor, office staff, and certificated staff to help improve attendance (decrease chronic absenteeism rate) and promote positive school culture (decrease suspension rate).  This will support the effort to close the achievement gap.

Our Community Assistant/Parent Liaison will serve as a support who will be a part of our Restorative Practices & iMTSS team to support with Chronic Absenteeism, Suspensions, and parent involvement.  She will support with creating classes and presentations that will support our families with the resources necessary to ensure their students are feeling safe and supported at school.  This person would assist in creating a culture where families feel they can give input about the school, where our families feel welcomed in all venues, and where our families are active participants in making important decisions about our school to empower ALL learners. They will work closely with administration, Restorative Practices Coordinator, and other support staff to help problem solve concerns that arise and assist in making plans that support all families.

| *Proposed Expenditures for this Strategy/Activity |
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Directions:

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

Guiding Questions:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | (curriculum assessments, pre/post test, progress monitoring results, etc.). | minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Inschool Resource Tchr | -- | -- | 30100-1109 | Support for our Black Youth. | Restorative Justice Coordinator is working with students who are dysregulated is working. She is working with small groups and students who now have a safe place to go to problem solve conflicts. | The percent of students who are chronic absent has not significantly changed. | The Restorative Justice Coordinator has organized times to push into classroom to support students and classroom teachers with implementing RJ practices. Home visits will also take place to support with student absences. |
| Community Asst I | -- | -- | 30106-2905 | Support for our Black Youth and their families. | To make connections with families. Support teachers with parents who have not interacted with them via the Bloomz application. | Constraint of COVID-19 protocols for in person learning has made this work difficult. engagement is expected. | As restrictions have changed, there now is an opportunity for parent volunteer to support the school. Through participating with events and in classrooms. |
| What are my leadership strategies in service of the goals? | | | | | | | |
| | | | | | | | |

## School Name: Porter Elementary
## SPSA Evaluation of LCFF Funded Actions/Activities: 09800
## School Year: 2021-22

## Goal 1 - Safe, Collaborative and Inclusive Culture

### Attendance Supports

**\*Strategy/Activity - Description**

We want to be able to give our Attendance Clerks additional hourly time for them to review attendance data and implement a plan to decrease chronic absenteeism rate (SARB, parent connection, school/home communication). We utilize both our Health Technician and Nurse to support us in ensuring our students are healthy and safe. Because of Covid-19 and all that is required to ensure that students are in school every day to learn, it is vital that we have both a Health Technician and Nurse daily throughout the week.  Our nurse also heads up our Health and Safety Committee.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | Modifications based on qualitative and quantitative data. |
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| School Nurse - | 0.40000 | $50,989.32 | 09800-1240 | Nurse to support student needs to improve attendance. | Nurse is 5 days a week and supports with home visits. Supports the health and safety of students and staff. | The constantly changing COVID-19 criteria. | Home visits |
| Clerk Typist I - | 0.50000 | $29,018.17 | 09800-2401 | Clerk typist will focus on attendance and chronic absenteeism. | Consistent monitoring of students who are approaching being chronically absent or already are chronically absent. | Difficulty getting in contact with parents. Often times parents would not respond. | Home visits |
| Clerical OTBS Hrly | | $5,323.60 | 09800-2451 | Additional time to support with attendance. | Extra time supports opportunities to connect with parents. This time allows for a more thorough understanding of student and family needs. | Difficulty getting in contact with parents. Often times parents would not respond. | Home visits |

## Goal 2 - English Language Arts

### MTSS

**\*Strategy/Activity - Description**

An in-school resource teacher will be used to support our 3rd-5th grade teachers to provide intervention and support for our Multilingual Learners. The in-school resource teacher will collaborate with administration, teachers, and other support staff (Ed. Specialists, School Psychologist, Speech Pathologists, and Occupational Therapist) in order to help accomplish the following: increase academic achievement; support in creating meaningful ongoing formative assessments; monitor student progress; provide interventions to our Multilingual Learners that are not meeting grade-level standards. She will also be key in supporting our work with our Multi-Tiered System of Support to ensure all students are making progress and that those that may need additional support are monitored and given the resources they may need.

Additional support for our Instructional Leadership team and administration will enhance our overall work especially in strengthening our tier 1/universal instruction, supporting with data analysis, providing additional leadership learning opportunities, and assisting in strengthening our overall Multi-Tiered System of Support. Providing outside learning opportunities for all staff will enhance overall instruction and support which will benefit all of our learners.

The additional Benchmark Curriculum focusing on Phonics, along with their Professional Development, will provide a Guaranteed and Viable Curriculum in English Language Arts to provide all students with similar curriculum and teaching of all ELA standards. The program will also support students who are not meeting grade-level standards and provide curriculum for Designated ELD for all English Learners.

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will be able to use the following programs to enhance literacy instruction and comprehension: RAZ-KIDS, Social Studies Weekly, Nearpod, Flocabulary and iReady for Reading. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Social Studies Weekly: Important news stories to build non-fiction reading skills, increase content-area knowledge in Social Studies and inspire a love of learning. Flocabulary: Program that supports vocabulary and comprehension learning for students. Nearpod: Provides interactive lessons that support the Benchmark Advance ELA curriculum. iReady for Reading is a computer generated, adaptive, individualized, diagnostic assessment which determines competency on Common Core reading skills. The adaptive diagnostic test is used to determine areas of student strength and need in key strands or domains.

Continue to allocate funds to purchase other instructional supplies that support ELA. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Purchasing additional books would support our aim at presenting our students with more culturally relevant materials to engage them in their learning.

**\*Proposed Expenditures for this Strategy/Activity**

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

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data | Modifications based on qualitative and quantitative data. |
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| | | | | | pre/post test, progress monitoring results, etc.). | (curriculum assessments, pre/post test, progress monitoring results, etc.). | |
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| Supplies | | $30,541.00 | 09800-4301 | Supplemental supplies such as classroom library books, journals, markers, highlighters, etc. | Supports student organization and teaching higher level thinking skills. Additionally, this will promote engagement within the curriculum. | Supplies often did not arrive in a timely manner. | Moving forward we will be strategic in ordering supplies as soon as possible to better support our school community. |
| Software License | | $5,000.00 | 09800-5841 | Software such as Raz Kids, Near Pod, and Flocabulary. | Software was used to supplement student learning. These programs provided additional opportunities for students to practice and engage with the academic content they were learning in class. | No modifications needed at this time. | No modifications needed at this time. |

## Goal 3 - Mathematics

| Supplies  Programs | | | | | | | |
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| **\*Strategy/Activity - Description** | | | | | | | |
| Continue to allocate funds to purchase instructional supplies.  Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.<br>Funding has been allocated to purchase license and fees for software and/or online reading resources.  Each classroom teacher will be able to use the following programs to enhance learning of mathematical concepts: Nearpod, Flocabulary, and i-Ready.  Nearpod: Provides interactive lessons that support the math curriculum. iReady for Math is a computer generated, adaptive, individualized, diagnostic assessment which determines competency on Common Core math skills. The adaptive diagnostic test is used to determine areas of student strength and need in key strands or domains. | | | | | | | |
| **\*Proposed Expenditures for this Strategy/Activity** | | | | | | | |
| Directions:<br>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.<br>Guiding Questions:<br>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. | | | | | | | |
| **Proposed Expenditures** | **FTE** | **Estimated Cost** | **Funding Source** | **Rationale** | **What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).** | **What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).** | **Modifications based on qualitative and quantitative data.** |
| Supplies | -- | -- | 09800-4301 | To purchase supplies like math manipulatives and | Teachers purchased additional materials and | The purchase of supplies has supported our teachers with | No modifications needed at this time. |

| | | | | other math supports. | manipulatives to support student learning in math. | motivating and engaging students in all academic areas. This supplies assisted teachers in differentiating instruction to meet the needs of all students. | |
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## Goal 4- Supporting English Learners

### MTSS

### *Strategy/Activity - Description

An in-school resource teacher will be used to support our 3rd-5th grade teachers to provide intervention and support for our Multilingual Learners.  The in-school resource teacher will  collaborate with administration, teachers, and other support staff (Ed. Specialists, School Psychologist, Speech Pathologists, and Occupational Therapist) in order to help accomplish the following: increase academic achievement; support in creating meaningful ongoing formative assessments; monitor student progress; provide interventions to our Multilingual Learners that are not meeting grade-level standards. She will also be key in supporting our work with our Multi-Tiered System of Support to ensure all students are making progress and that those that may need additional support are monitored and given the resources they may need.

The additional Benchmark Curriculum focusing on Phonics, along with their Professional Development, will provide a Guaranteed and Viable Curriculum in English Language Arts to provide all students with similar curriculum and teaching of all ELA standards. The program will also support students who are not meeting grade-level standards and provide curriculum for Designated ELD for all English Learners.

Funding has been allocated to purchase license and fees for software and/or online reading resources.  Each classroom teacher will be able to use the following programs to enhance literacy instruction and comprehension: RAZ-KIDS, Social Studies Weekly,  Nearpod, Flocabulary and iReady for Reading.  RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction.  Social Studies Weekly: Important news stories to build non-fiction reading skills, increase content-area knowledge in Social Studies and inspire a love of learning. Flocabulary: Program that supports vocabulary and comprehension learning for students. Nearpod: Provides interactive lessons that support the Benchmark Advance ELA curriculum. iReady for Reading is a computer generated, adaptive, individualized, diagnostic assessment which determines competency on Common Core reading skills. The adaptive diagnostic test is used to determine areas of student strength and need in key strands or domains.

Continue to allocate funds to purchase other instructional supplies that support ELA.  Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.  Purchasing additional books would support our aim at presenting our students with more culturally relevant materials to engage them in their learning.

| *Proposed Expenditures for this Strategy/Activity | | | | | | | |
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| Directions:<br>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.<br>Guiding Questions:<br>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. | | | | | | | |
| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | Modifications based on qualitative and quantitative data. |
| Software License | -- | -- | 09800-5841 | Software like iReady, Raz Kids, etc. | Software was used to supplement student learning. These programs provided additional opportunities for students to practice and engage with the academic content | No modifications needed at this time. | No modifications needed at this time. |

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| | | | | | they were learning in class. | | |
| Supplies | -- | -- | 09800-4301 | Books and other supplies to support with language learning. | Teachers purchased additional supplies and materials to support student learning. | The purchase of supplies has supported our teachers with motivating and engaging students in all academic areas. This supplies assisted teachers in differentiating instruction to meet the needs of all students. | No modifications needed at this time. |

| PLCs |
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**\*Strategy/Activity - Description**

Teachers will participate in bi-weekly PLCs while students are with visiting teachers. Visiting teachers will be focusing on Social Emotional Learning and teaching lessons that focus on Science and Social Studies. This would be an additional enhancement for our students so that we are focusing on their strengths and cultivating their genius in other disciplines. This will support the efforts to close the achievement gap. Teachers will work on the following: analyze student work to gather patterns and trends (data); adjust lessons to improve instructional practices; create common formative assessments based on common core state standards/critical concepts and learning targets.

Professional development will be provided for all classroom teachers and Educational Specialists on how to maximize the the Benchmark Curriculum and online Benchmark Universe.  Benchmark Advance professional development will be provided throughout the school year as needed by our grade-level teams. Some professional development topics include the following: Integrated and Designated ELD; Data collection, assessments and next steps Writing.  Teachers will also meet with i-Ready consultants to understand implementation or program and how to access reports and analyze data to support all students in ELA. Funds will be allocated so that teachers can attend conferences in ELA for further learning and professional development. Retired teachers will support with gathering data that is vital for understanding how to best support our English Learners.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:

| Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Proposed Expenditures** | **FTE** | **Estimated Cost** | **Funding Source** | **Rationale** | **What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).** | **What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).** | **Modifications based on qualitative and quantitative data.** |
| Retired NonClsrm Tchr Hrly | | $8,386.70 | 09800-1986 | Support with ELPAC testing. | Ret Teacher collaborates with staff to test all English Learners who are eligible to take the ELPAC. | This continues to be a successful practice. No modifications at this time. 9% of our English Learners reclassified. | This continues to be a successful practice. No modifications at this time. |

## Goal 8- Graduation/Promotion Rate

**MTSS**

**\*Strategy/Activity - Description**

An in-school resource teacher will be used to support our 3rd-5th grade teachers to provide intervention and support for our Multilingual Learners. The in-school resource teacher will collaborate with administration, teachers, and other support staff (Ed. Specialists, School Psychologist, Speech Pathologists, and Occupational Therapist) in order to help accomplish the following: increase academic achievement; support in creating meaningful

ongoing formative assessments; monitor student progress; provide interventions to our Multilingual Learners that are not meeting grade-level standards. She will also be key in supporting our work with our Multi-Tiered System of Support to ensure all students are making progress and that those that may need additional support are monitored and given the resources they may need.

Additional support for our Instructional Leadership team and administration will enhance our overall work especially in strengthening our tier 1/universal instruction, supporting with data analysis, providing additional leadership learning opportunities, and assisting in strengthening our overall Multi-Tiered System of Support. Providing outside learning opportunities for all staff will enhance overall instruction and support which will benefit all of our learners.

The additional Benchmark Curriculum focusing on Phonics, along with their Professional Development, will provide a Guaranteed and Viable Curriculum in English Language Arts to provide all students with similar curriculum and teaching of all ELA standards. The program will also support students who are not meeting grade-level standards and provide curriculum for Designated ELD for all English Learners.

Funding has been allocated to purchase license and fees for software and/or online reading resources. Each classroom teacher will be able to use the following programs to enhance literacy instruction and comprehension: RAZ-KIDS, Social Studies Weekly, Nearpod, Flocabulary and iReady for Reading. RAZ-Kids: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Social Studies Weekly: Important news stories to build non-fiction reading skills, increase content-area knowledge in Social Studies and inspire a love of learning. Flocabulary: Program that supports vocabulary and comprehension learning for students. Nearpod: Provides interactive lessons that support the Benchmark Advance ELA curriculum. iReady for Reading is a computer generated, adaptive, individualized, diagnostic assessment which determines competency on Common Core reading skills. The adaptive diagnostic test is used to determine areas of student strength and need in key strands or domains.

Continue to allocate funds to purchase other instructional supplies that support ELA. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development. Purchasing additional books would support our aim at presenting our students with more culturally relevant materials to engage them in their learning.

| **\*Proposed Expenditures for this Strategy/Activity** |
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Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|

| | | | | | quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Supplies | -- | -- | 09800-4301 | Book purchases to support literacy. | Teachers purchased additional supplies and materials to support student learning. | The purchase of supplies has supported our teachers with motivating and engaging students in all academic areas. This supplies assisted teachers in differentiating instruction to meet the needs of all students. | No modifications needed at this time. |

| What are my leadership strategies in service of the goals? |
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