

2017-2020 Single Plan for Student Achievement (SPSA)

SPSA Year:

- 2017-18
 2018-19
 2019-20

School Name and School Code	PORTER ELEMENTARY 36-67710-6120042		SSC Approval Date: 10/23/2019
School Address	8330 Locust Avenue Fontana, CA 92335		Local Governing Board Approval Date: _____
Name of Principal	Jawad Pearson	Phone # and Email	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Addendum
Name of SSC Chairperson	Stephanie James	Phone # (909) 499- 0393 Email: Sgarcia 81608 @yaho o.com	(909) 357-5320 Jawad.pearson@fusd.net
SCHOOLWIDE PROGRAM (SWP)	TARGETED ASSISTANCE PROGRAM (TAS)	SCHOOL IMPROVEMENT	
<input checked="" type="checkbox"/> SWP	<input type="checkbox"/> Targeted Assistance Program (TAS)	<input type="checkbox"/> Comprehensive Support and Improvement (CSI)	
<input type="checkbox"/> SWP Consolidates Applicable Federal Funds		<input type="checkbox"/> Targeted Support and Improvement (TSI)	
		<input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)	

SCHOOL BACKGROUND

What We Will Do for Our Students:

We will examine our own personal assumptions, values, and beliefs to address each student’s various academic, linguistic, cultural, social-emotional, physical, economic assets and needs. We will promote equitable practices and access appropriate resources.

All students will learn at Porter through positive relationships, strategic planning and research proven instructional strategies

Observable Skills Based Leadership

According to Aubrey C. Daniels, Ph.D. and Jon S. Bailey, Ph.D. the authors of Performance Management: Changing Behaviors That Drives Organizational Effectiveness, *"Results are the outcomes or products of behavior. A result is what is left when the behavior is completed. You may observe the result independent of the performer. That is, you do not have to see the performer to see his/her output. Results, in fact, tell you nothing about behavior. Unless you see the behavior that creates the output, you must infer actions. Your inferences could be wrong (Daniels and Bailey, 2014)."*

Every goal in this document is based on research proven instructional strategies. Each goal contains behaviors that will be observed by administration and feedback will be provided. To ensure specific, concise and objective feedback each goal includes success criteria of observable behaviors or patterns. This Observable Skills Based Leadership approach will lead to a positive change in numerical data/results.

Overall Goal: Decrease & Eliminate the Achievement Gap According to State Testing Results

VISION
AND
MISSION

LEARNING FOR ALL STUDENTS

Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS

Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE

Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION

Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS

Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

Porter currently serves the following student demographics:

- ❖ Black or African American 5.9%
- ❖ Asian 0.1%

SCHOOL
AND
COMMUNITY
PROFILE

	<ul style="list-style-type: none"> ❖ Filipino 0.3% ❖ Hispanic or Latino 91.1% ❖ Native Hawaiian or Pacific Islander 0.1% ❖ White 1.8% ❖ Two or More Races 0.6% ❖ EL Students 47.6% ❖ Socioeconomically Disadvantaged 86.4% ❖ Students with Disabilities 8.0% Foster Youth 0.5% 																														
<p>SPSA HIGHLIGHTS (bullet points)</p>	<p style="text-align: center;">State Assessment Data (Met or Exceeded State Standards and Percentage of Change)</p> <ul style="list-style-type: none"> ❖ Porter demonstrated significant point growth in both ELA and Math. ❖ Our overall percentage of positive change was higher than the state's average point growth. <p style="text-align: center;">❖ Porter will soon surpass the state's overall percentage of students who Met or Exceeded State Standards</p> <p style="text-align: center;">ELA</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 15%;">ELA 2017</th> <th style="width: 15%;">ELA 2018</th> <th style="width: 15%;">ELA 2019</th> <th style="width: 20%;">Percentage of Change Since 2017</th> </tr> </thead> <tbody> <tr> <td>Ted J. Porter Point Growth (Met or Exceeded & Percentage of Change)</td> <td style="text-align: center;">32% <i>(Achievement Gap: 17% points below state average)</i></td> <td style="text-align: center;">37% <i>(Achievement Gap: 13% points below state average)</i></td> <td style="text-align: center;">49% <i>(Achievement Gap: 2% points below state average)</i></td> <td style="text-align: center;">+17%</td> </tr> <tr> <td>California Point Growth (Met or Exceeded & Percentage of Change)</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">51%</td> <td style="text-align: center;">+2%</td> </tr> </tbody> </table> <p style="text-align: center;">Math</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 15%;">Math 2017</th> <th style="width: 15%;">Math 2018</th> <th style="width: 15%;">Math 2019</th> <th style="width: 20%;">Percentage of Change Since 2017</th> </tr> </thead> <tbody> <tr> <td>Ted J. Porter Point Growth (Met or Exceeded & Percentage of Change)</td> <td style="text-align: center;">19% <i>(Achievement Gap: 18% points below state average)</i></td> <td style="text-align: center;">31% <i>(Achievement Gap: 8% points below state average)</i></td> <td style="text-align: center;">37% <i>(Achievement Gap: 3% points below state average)</i></td> <td style="text-align: center;">+17%</td> </tr> <tr> <td>California Point Growth (Met or Exceeded & Percentage of Change)</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">+2%</td> </tr> </tbody> </table>		ELA 2017	ELA 2018	ELA 2019	Percentage of Change Since 2017	Ted J. Porter Point Growth (Met or Exceeded & Percentage of Change)	32% <i>(Achievement Gap: 17% points below state average)</i>	37% <i>(Achievement Gap: 13% points below state average)</i>	49% <i>(Achievement Gap: 2% points below state average)</i>	+17%	California Point Growth (Met or Exceeded & Percentage of Change)	49%	50%	51%	+2%		Math 2017	Math 2018	Math 2019	Percentage of Change Since 2017	Ted J. Porter Point Growth (Met or Exceeded & Percentage of Change)	19% <i>(Achievement Gap: 18% points below state average)</i>	31% <i>(Achievement Gap: 8% points below state average)</i>	37% <i>(Achievement Gap: 3% points below state average)</i>	+17%	California Point Growth (Met or Exceeded & Percentage of Change)	38%	39%	40%	+2%
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<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> ❖ Goal 1A: Support and Development in ELA and Math (Increased and Improved Services) <ul style="list-style-type: none"> ❖ Goal 4D: Cultivate Effective Teachers and Leaders (Increased Services) 																														

MOONSHOT	Overall Goal:		
	Decrease & Eliminate the Achievement Gap According to State Testing Results		
	What We Will Do for Our Students:		
	We will examine our own personal assumptions, values, and beliefs to address each student’s various academic, linguistic, cultural, social-emotional, physical, economic assets and needs. We will promote equitable practices and access appropriate resources.		
<i>All students will learn at Porter through positive relationships, strategic planning and research proven instructional strategies.</i>			
The following are some examples and observable behaviors of what a Porter classroom looks like:			
Critical Thinking	Positive Environment	Differentiation	
<ul style="list-style-type: none"> ❖ Provide opportunities for students to think about, discuss, and evaluate content. ❖ Build on students’ life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students. ❖ Print rich environment-Rubrics and points of reference for students to utilize. 	<ul style="list-style-type: none"> ❖ Inclusive seating arrangements. ❖ No publicized behavior charts ❖ Promote fairness, equity, and respect that values all individuals and cultures. (Mistakes are Welcomed) 	<ul style="list-style-type: none"> ❖ Explicit direct and engaging instruction during whole and small-group learning. (Frequent student-to student & teacher-to-student interactions) ❖ Collaborative student atmosphere. (Blended Learning/Small Group Instruction) ❖ Establish learning goals that are set for individual students and /or groups of students. 	

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	Goal: -15 Points from Standard Met	Results/Outcomes: -11 Points from Standard Met Goal: Met (Still below standard)
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	Goal: -21.4 Points from Standard Met	Results/Outcomes: -30.3 Points from Standard Met Goal: Not Met (Still well below standard)
NWEA MAP Reading: % of students who meet expected fall to fall growth	53%	54.4% Goal: Met
NWEA Math: % of students who meet expected fall to fall growth	53%	59.6% Goal: Met
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	50%	50% Goal: Met

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue						
	Title 1	SUPC								
1A— Support and Development in ELA and/or Mathematics (Deliver Effective Differentiated Whole & Small Group Instruction) <ul style="list-style-type: none"> • Teacher Additional Hourly 	\$17,510		MAP Data <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 20%;"></th> <th style="width: 40%;">Reading: Percentage who met expected Fall to Fall growth</th> <th style="width: 40%;">Math: Percentage who met expected Fall to Fall growth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Porter</td> <td style="text-align: center;">54.4%</td> <td style="text-align: center;">59.6%</td> </tr> </tbody> </table>		Reading: Percentage who met expected Fall to Fall growth	Math: Percentage who met expected Fall to Fall growth	Porter	54.4%	59.6%	Continue Services for 1A
	Reading: Percentage who met expected Fall to Fall growth	Math: Percentage who met expected Fall to Fall growth								
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<ul style="list-style-type: none"> • Instructional Materials • Accelerated Reader (AR) Coordinators • Instructional Technology (hardware) laptops and desktops • Instructional Software (AR, Math Facts) • Flexible seating/furniture to facilitate small group instruction and blended learning • Supplemental Instructional Materials • Supplemental Printing • Workshops/Trainings 	\$9,473.75	\$3,235	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">District Average</td> <td style="width: 35%; text-align: center;">51.89%</td> <td style="width: 35%; text-align: center;">49.47%</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;">Entire School Year</th> <th style="width: 10%;">Engaged Time per Day</th> <th style="width: 10%;">% At-Risk</th> <th style="width: 10%;">Avg. Lexile Level</th> <th style="width: 10%;">Avg. Book Level</th> <th style="width: 10%;">Quiz Taken</th> <th style="width: 10%;">Quiz Passed</th> <th style="width: 10%;">Avg. Quiz Score %</th> </tr> </thead> <tbody> <tr> <td>16-17</td> <td>11 min.</td> <td>70%</td> <td>456</td> <td>3.1</td> <td>15,208</td> <td>12,223</td> <td>75%</td> </tr> <tr> <td>17-18</td> <td>24 min.</td> <td>50%</td> <td>566</td> <td>3.8</td> <td>26,903</td> <td>23,489</td> <td>78%</td> </tr> <tr> <td>18-19</td> <td>26 min.</td> <td>47%</td> <td>570</td> <td>3.9</td> <td>27,324</td> <td>24,096</td> <td>80%</td> </tr> </tbody> </table> <p style="text-align: center;">Based on Classroom Walkthrough Data Grades 2-5 utilizes Math Facts in a Flash as a student led small group rotation.</p>	District Average	51.89%	49.47%	Entire School Year	Engaged Time per Day	% At-Risk	Avg. Lexile Level	Avg. Book Level	Quiz Taken	Quiz Passed	Avg. Quiz Score %	16-17	11 min.	70%	456	3.1	15,208	12,223	75%	17-18	24 min.	50%	566	3.8	26,903	23,489	78%	18-19	26 min.	47%	570	3.9	27,324	24,096	80%	
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<p>1D—Professional Learning Community (PLC) & Grade Level Collaboration</p> <ul style="list-style-type: none"> • Substitutes • Materials 	\$11,500 \$8,400 \$500	\$15,579	<p style="text-align: center;">Goal 1D: Collaboration Notes</p> <p>100% of our staff participated in grade level collaboration on a consistent basis. Each grade level submitted their collaboration notes throughout the entire school year. Based on grade level collaboration notes and observations we will need to continue to strategic plan specific engagement strategies to implement during whole and small group instruction.</p> <p style="text-align: center;">The following are some examples:</p> <ul style="list-style-type: none"> ❖ Allow Think-time after posing a question ❖ Integrate what am I learning questions within whole & small group instruction ❖ Integrate why am I learning questions within whole & small group instruction 	Continue Services for the following: 1D																																			
<p>1E—Awards</p> <ul style="list-style-type: none"> • Academic awards for ELA, Math, and/or EL achievement <p>1F— Technology</p> <ul style="list-style-type: none"> • Laptops, projectors, classroom sound system, document cameras • Instructional Technology Coach 	\$68,227.40	\$371 \$12,949	<p style="text-align: center;">Goal 1E: No Data was collected for this goal.</p> <p style="text-align: center;">Goal 1F: Laptops to Support Blended Learning</p> <p>75% of our staff utilized laptops to support blended learning, station rotation or small group instruction on a consistent basis.</p> <p>We did not utilize an Instructional Technology Coach.</p>	Discontinue Services for the following: 1E Modify Services for 1F to the following: 1C— Technology: Devices to support Blended Learning/Small Group Instruction Classroom Furniture to support Blended Learning/Small Group Instruction																																			
<p>1G— Intervention Supports</p> <ul style="list-style-type: none"> • Instructional SIT Coordinator 	\$1,000		<p style="text-align: center;">Goal 1G: SIT Meetings</p> <p>Coordinator participated in SIT meetings throughout the entire school year to support student needs.</p>	Continue Services for the following: 1G																																			

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC		Pending Anticipated CDE Update December 2019
Maintain or increase English Learner Reclassification rate	≥12.6%	12.7% Goal: Met
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	Goal: -75.1 Points from Standard Met	Results/Outcomes: -59.1 Points from Standard Met Goal: Met (Still well below standard)
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	Goal: -83 Points from Standard Met	Result/Outcomes: -63.6 Points from Standard Met Goal: Met (Still well below standard)

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue		
	Title 1	SUPC				
2A - English Language Proficiency Assessment for California (ELPAC) Support for English Learners * Teacher Additional Hourly * Instructional Materials * Substitute coverage	\$3,100	\$5,458	Goal 2A: Demonstrating Growth & Reclassification Rate %	Continue Services for 2A		
			Demonstrating at least one level of growth toward proficiency		Reclassification Rate %	
			Porter		44%	12.7%
			District		36.7	5%

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase the number of college and career readiness activities Parent/Guardian sign-in for College and Career Day, Coffee with the Principal and Community Letters	4	8

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
<u>3A – Increase Career and College Readiness</u> -Porter will continue to integrate 21 st Century learning strategies in every classroom.	0	0	Parent/Guardian sign-in for College and Career Day, Coffee with the Principal and Community Letters	Continue with modifications (Inform the community about 21st Century Learning and how it looks in an elementary classroom. Community will be informed through workshops, letters and Coffee with the Principal.)

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Certificated Professional Development Rating	Proficient, Advanced	Proficient
Instructional Leadership Team Rating	Proficient, Advanced	Proficient

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue																		
	Title 1	SUPC																				
4A—Cycle of Professional Learning <ul style="list-style-type: none"> • Substitute Costs • Materials • Books 	\$6,396	\$2,000	<p style="text-align: center; margin: 0;">4A-MAP Data & State Testing Data</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 35%;">% of students who met expected Fall to Fall growth (Reading)</th> <th style="width: 35%;">% of students who et expected Fall to Fall growth (Math)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Porter</td> <td style="text-align: center;">54.4%</td> <td style="text-align: center;">59.6%</td> </tr> <tr> <td style="text-align: center;">District Avg.</td> <td style="text-align: center;">51.89%</td> <td style="text-align: center;">49.7%</td> </tr> </tbody> </table> <p style="text-align: center; margin: 5px 0;">State Testing Data</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 35%;">Distance from Meeting Standard (Read)</th> <th style="width: 35%;">Distance from Meeting Standard (Math)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Porter</td> <td style="text-align: center;">2018: -25 points below 2019: -11 points below</td> <td style="text-align: center;">2018: -37 points below 2019: -30 points below</td> </tr> <tr> <td style="text-align: center;">District Avg.</td> <td style="text-align: center;">2018: -29 points below 2019: -25 points below</td> <td style="text-align: center;">2018: -68 points below 2019: -66 points below</td> </tr> </tbody> </table>		% of students who met expected Fall to Fall growth (Reading)	% of students who et expected Fall to Fall growth (Math)	Porter	54.4%	59.6%	District Avg.	51.89%	49.7%		Distance from Meeting Standard (Read)	Distance from Meeting Standard (Math)	Porter	2018: -25 points below 2019: -11 points below	2018: -37 points below 2019: -30 points below	District Avg.	2018: -29 points below 2019: -25 points below	2018: -68 points below 2019: -66 points below	Continue Services for 4A & 4D
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4B – Software licenses and related materials <ul style="list-style-type: none"> • Thinking Maps Learning Community & Math in a Flash 	\$2,100		<p style="text-align: center; margin: 0;">4B-Software</p> <p style="text-align: center; margin: 5px 0;">Math Facts in a Flash was purchased along with Accelerated Reader.</p> <p style="text-align: center; margin: 5px 0;">About 60% to70% of our teaching staff utilize Math Facts in a Flash Software on a consistent basis.</p>	Discontinue Services for 4B																		

			All teachers utilize Thinking Map Strategies based on classroom observations	
4C-Thinking Maps/Write from the beginning materials/binders (WFTB)	\$3,777.85	\$2,294	4C: No Data was collected for this goal.	Discontinue Services for 4C
4D-Travel and Conference expenses	\$2,429		<p>4D: Conferences</p> <p>Observed reading strategies and differentiated instruction after this grade level attended the following conference: Bureau of Education & Research Guided Reading: Differentiating Using Small Group Instruction (Grades K-2) Conference</p> <p>The second-grade team attended this conference and stated the following: “There was a wealth of strategies and resources that can be used for students at different reading levels. There were videos that demonstrated how to implement the resources and strategies in the classroom. Judy Lynch was very energetic and made the conference fun and engaging. Many of the resources she had were easy to access and use in the classroom. It reminded us of things we learned in school or at previous trainings and was a good refresher course to bring back some those ideas. She provided a book and samples of each strategy and resources.”</p>	Continue Services for 4D

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Expected Outcomes	2018-19 Actual Outcomes
Dropout rate		N/A	N/A
Suspension rate:	SW	0.1%	0.7% Not Met
	FY (homeless)	0%	0% Met
	Hisp	0%	0.4% Not Met
	ELL	0%	0% Met
	AA	0%	3.2% Not Met
	Sped	0%	0% Met
Expulsion rate		0%	0% Met
Attendance Rate		97%	95.85% Not Met
Chronic Absenteeism Rate		7.5%	12.4% Not Met

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
5A—Attendance Incentives <ul style="list-style-type: none"> • Student Awards • Fieldtrip • Additional hours for Counselor to meet w/students with attendance issues 		\$2,000	5A: We did not utilize funds for the Counselor to meet with students with attendance issues during the 2018-19 school year.	Modify Services for 5A to the following: <u>5A-School-wide or Grade Level events that promote positive school environment:</u> <ul style="list-style-type: none"> ❖ Engage all students in a variety of learning experiences that accommodate the different ways students learn.

				❖ Offer various incentives that inspire, innovate and improve student outcomes. (Sup-C)
5B—After School Education & Safety Program (ASES) <ul style="list-style-type: none"> • Staffing • Supplies and Equipment • Consultant and Vendor Contracts • Transportation • Nutrition 	N/A	N/A	5B: N/A	

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table		
Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	8 parent/community events	51 parent/community events Goal: Met
Parent Engagement and Local Climate Survey	25% Parents Surveys Completed by Household	32% Completed the Survey Goal: Met

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC's Decision based on the Results: Continue Modify (list the modifications) Discontinue															
	Title 1	SUPC																	
6A—Parent/Guardian Workshops <ul style="list-style-type: none"> Materials and Supplies Refreshments Child Care Printing/Duplo 	\$1,500	\$1,000	<div style="text-align: center; font-weight: bold;">Goal 6A</div> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">Committees</th> <th style="width: 15%;">Community Engagement</th> <th style="width: 15%;">Awards/ Performances</th> <th style="width: 15%;">Parent Information Meetings</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Number of Events</td> <td style="text-align: center;">13</td> <td style="text-align: center;">7</td> <td style="text-align: center;">22</td> <td style="text-align: center;">9</td> </tr> <tr> <td colspan="5" style="text-align: center; font-weight: bold;">Total: 51</td> </tr> </tbody> </table>		Committees	Community Engagement	Awards/ Performances	Parent Information Meetings	Number of Events	13	7	22	9	Total: 51					Continue Services for 6A
	Committees	Community Engagement	Awards/ Performances	Parent Information Meetings															
Number of Events	13	7	22	9															
Total: 51																			
6B—Parent/Guardian Communication <ul style="list-style-type: none"> Folders/Agendas 	\$2,500		6B: No data was collected for this goal.	Discontinue Services 6B															
6C— Parent/Guardian College Visits <ul style="list-style-type: none"> Transportation 	\$2,375		6C: No data was collected for this goal.	Discontinue Services 6C															

2018-2019 SPSA Annual Evaluation of Effectiveness

LEA/School GOAL 7: Promote Healthy Environments		
School Metrics/Indicators	2018-19 Expected Outcomes	2018-19 Actual Outcomes
Increase number of fifth/seventh/ninth grade students meeting Healthy Fitness Zone (HFZ) on the Physical Fitness Test	41%	Physical Fitness Results: Percentage Meeting Standard Aerobic Capacity: 58.7% Body Composition: 4% Abdominal Strength: 65.3% Trunk Extension Strength: 86% Upper Body Strength: 48.8% Flexibility: 67.8%

2018-19 Actions/Services	Estimated Expenditures		Actual Results Include the metric(s) for evaluating the Action/Service	SSC’s Decision based on the Results: Continue Modify (list the modifications) Discontinue
	Title 1	SUPC		
7A—Restorative Approaches for Positive Classroom and School Management <ul style="list-style-type: none"> • Books • Materials and Supplies • Teacher Additional Hourly 		\$100 \$100 \$800	California Healthy Kids Survey Results- Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time” Academic Motivation: 89% Anti-Bullying Climate: 82% Caring Adult Relationships:76% Fairness Scale:75% High Expectations: 88% Meaningful Participation: 53% Parent Involvement: 82% Positive Student Behavior: 92% School Connectedness: 75% Supports for Social and Emotional Learning: 80% Rules Clarity:85% Students Treated Fairly When Break Rules: 50% Students Treated with Respect: 86%	Continue Services

			<p>Students Well Behaved: 51% Been Called Bad Names or Target of Mean Jokes: 47% Been Hit or Pushed: 43% Had Mean Rumors or Lies Spread About: 46% Perceived Safety at School: 80% Perceived Safety Walking to and from School: 82% Weapons Possession on School Property: 20%</p>	
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2018-2019 SPSA Evaluation Summary

Summarize the evaluation process and the conclusions drawn.

<p>Describe how the evaluation was conducted:</p>	<p>During several school site council meetings, we looked at and discussed Smarter Balanced data trends over the past three years. We discussed effective strategies and areas we need to continue to grow in to eliminate the achievement gap.</p> <p style="text-align: center;">Overall Goal: Decrease & Eliminate the Achievement Gap According to State Testing Results</p> <p style="text-align: center;">Red = (2) Groups that Increased the Achievement Gap “Not Moving Towards Standard Met”</p> <p style="text-align: center;">Yellow = (8) Groups that Decreased the Achievement Gap “Moving Towards Standard Met”</p> <p style="text-align: center;">Green = (3) Groups that Eliminated the Achievement Gap- “Points Above Standard Met”</p> <p style="text-align: center;">Blue = Evidence Proven Practices to Eliminate the Achievement Gap</p>															
<p>Describe the conclusions drawn from the overall results:</p>	<p style="text-align: center;">2 Groups that Increased the Achievement Gap “Not Moving Towards Standard Met”</p> <p style="text-align: center;">Student groups that contain 10 or more:</p> <p style="text-align: center;">Black/African American Student Group ELA & Math-</p> <p>At Porter we will acknowledge this performance deficit and continue to implement high yielding evidence proven instructional practices that will eliminate the achievement gap for this student population.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 45%;">ELA: Increased the Achievement Gap</th> <th style="width: 45%;">Math: Increased the Achievement Gap</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>-57 (22 Students)</td> <td>-79 (22 Students)</td> </tr> <tr style="background-color: #ff0000; color: white;"> <td>2019</td> <td>-62 (30 Students)</td> <td>-86 (30 Students)</td> </tr> </tbody> </table> <p style="text-align: center;">Third Grade ELA-</p> <p>This specific grade level population was one of the first to narrow the achievement gap in both ELA and Math when compared to other testing grade levels at Porter. This population was less than seven points away from Eliminating the Achievement Gap in ELA. This identified group did eliminate the achievement gap in Math. At Porter we will consider this slight change in data as an anomaly and continue to implement evidence proven instructional strategies.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 45%;">ELA: Increased the Achievement Gap</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>-3.5(116 Students)</td> </tr> <tr style="background-color: #ff0000; color: white;"> <td>2019</td> <td>-6 (121 Students)</td> </tr> </tbody> </table>		ELA: Increased the Achievement Gap	Math: Increased the Achievement Gap	2018	-57 (22 Students)	-79 (22 Students)	2019	-62 (30 Students)	-86 (30 Students)		ELA: Increased the Achievement Gap	2018	-3.5(116 Students)	2019	-6 (121 Students)
	ELA: Increased the Achievement Gap	Math: Increased the Achievement Gap														
2018	-57 (22 Students)	-79 (22 Students)														
2019	-62 (30 Students)	-86 (30 Students)														
	ELA: Increased the Achievement Gap															
2018	-3.5(116 Students)															
2019	-6 (121 Students)															

8 Groups that Decreased the Achievement Gap “Moving Towards Standard Met” –

Student groups that contain 10 or more:

School-wide

	ELA: Decreased the Achievement Gap	Math: Decreased the Achievement Gap
2018	-25 (348 Students)	-36.4 (352 Students)
2019	-11 (363 Students)	-30.3 (363 Students)

Fourth Grade

	ELA: Decreased the Achievement Gap	Math: Decreased the Achievement Gap
2018	-39 (119 Students)	-44 (121 Students)
2019	-15.5 (123 Students)	-31 (123 Students)

Fifth Grade

	ELA: Decreased the Achievement Gap	Math: Decreased the Achievement Gap
2018	-69 (113 Students)	-69 (113 Students)
2019	-10 (119 Students)	-63 (119 Students)

Hispanic/Latino

	ELA: Decreased the Achievement Gap	Math: Decreased the Achievement Gap
2018	-24 (315 Students)	-35 (319 Students)
2019	-7 (314 Students)	-27 (314 Students)

English Only

	ELA: Decreased the Achievement Gap	Math: Decreased the Achievement Gap
2018	-24 (164 Students)	-32 (164 Students)
2019	-7 (172 Students)	-31 (172 Students)

English Learner

	ELA: Decreased the Achievement Gap	Math: Decreased the Achievement Gap
2018	-85 (84 Students)	-89 (85 Students)
2019	-59 (101 Students)	-64 (101 Students)

Student with Disability		
	ELA: Decreased the Achievement Gap	Math: Decreased the Achievement Gap
2018	-121 (23 Students)	-111 (23 Students)
2019	-97 (23 Students)	-106 (23 Students)

Socio-economic Disadvantage		
	ELA: Decreased the Achievement Gap	Math: Decreased the Achievement Gap
2018	-27(288 Students)	-36.5 (289 Students)
2019	-14 (294 Students)	-33 (294 Students)

3 Groups that Eliminated the Achievement Gap "Points Above Standard Met" –
Student groups that contain 10 or more:

Reclassified Fluent English Proficient (RFEP) ELA & Math		
	ELA Points Above Standard Met	Math Points Above Standard Met
2018	+23 (95 Students)	+ less than 1 point (96 Students)
2019	+33.5 (83 Students)	+7 (83 Students)

White Student Group ELA & Math		
	ELA Points Above Standard Met	Math Points Above Standard Met
2018	No Data	No Data
2019	+49 (12 Students)	+32 (12 Students)

Third Grade Math	
	Math Points Above Standard Met
2018	-6 (118 Students)
2019	+2 (121 Students)

Evidence Proven Practices to Eliminate the Achievement Gap

The following are effective evidence proven practices that Porter will continue to implement to improve academic performance for groups that increased, decreased or eliminated the achievement gap:

Maintain High Expectations for Learning-Foster Critical Thinking	Collective Teacher Efficacy-Maintain Positive Learning Atmosphere	Increase Student Ownership-Differentiation
Manage personal bias about individuals learning & prior experiences (Think-time and Think-pair-share) Maintain classroom movement (The part of the brain that processes movement also processes learning) Maintain high and equitable expectations	Develop and Deliver Student-Centered Standard Based Lessons No isolated seating (Proximity) Demonstrate- Trust, Competency, Passion & Immediacy (Mistakes are Welcomed!) No publicized behavior charts Individual Growth and Goal Setting	Integrate frequent Interaction & engagement strategies during whole-group & small-group instruction Utilize Cooperative Learning Strategies Integrate Blended Learning & Station Rotation Students Utilize Learning Targets & Success Criteria to monitor their own learning

Porter has Eliminated the Achievement Gap when Compared to the District's State Testing Results: (Students who Met & Exceeded Standards)

ELA

	2014-15	2015-16	2016-17	2017-18	2018-19	Total Growth Since 2014-15
Ted J. Porter Average	22%	31%	32%	37%	49%	+27%
District Average	28%	33%	33%	38%	41%	+13%
State Average	44%	49%	48.5%	50%	51%	+7%

Math

	2014-15	2015-16	2016-17	2017-18	2018-19	Total Growth Since 2014-15
Ted J. Porter Average	18%	21%	19%	31%	37%	+19%
District Average	17%	19%	19%	23%	25%	+8%
State Average	33%	37%	37.5%	38%	40%	+7%

Effective Actions/Services:

Continue to allocate funds towards Collaboration Wednesdays, Professional Development, and Blended Learning/Small Group Instructional Strategies.

	Eleven out of the thirteen identified student groups decreased or eliminated the achievement gap according to state testing results
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2017-2020 Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

2018-19 Outcomes provided by Assessment and Accountability in the Fall SPSA Data Workbook

LEA/School GOAL 1: Increase Proficiency and Strategic Thinking		
Elementary and Middle School Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	2018-19: -11 Points from Standard Met	2019 Goal: -1 Points from Standard Met
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards <i>(Change in Distance from Standard or DFS)</i>	2018-19: -30.3 Points from Standard Met	2019 Goal: -15.3 Points from Standard Met
NWEA MAP Reading: % of students who meet expected fall to fall growth	54.4%	Goal: 57.4%
NWEA Math: % of students who meet expected fall to fall growth	59.6%	Goal: 62.6%
Depth of Knowledge: % of classrooms visited demonstrate Level 3 strategic thinking	50%	Goal: 60%

Identified Need(s):	What it will look like at Porter -Evidence Based Practices	
	We will need to continue to demonstrate the following to support ongoing teacher professional development and student learning/engagement:	
	Teacher Estimates of Achievement	<ul style="list-style-type: none"> ❖ Fostering Relationships Through Strategic Thinking “Think-Time” ❖ Understand Cultural Values/Learning Environments (<i>Examine our personal assumptions</i>)
	Collective Teacher Efficacy	<ul style="list-style-type: none"> ❖ Observe, Collaborate, Analyze, Reflect & Implement Effective Teaching Practices (Collaboration Wednesday-75 min.) ❖ Implementing Blended Learning Strategies
Assessment Capable Learners	<ul style="list-style-type: none"> ❖ Growth & Goal Setting for all Students ❖ All students receive individual feedback. 	

<p>SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:</p>	<p>DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT</p>	<p>TIMEFRAME(s)</p>				
<p>Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards</p>	<p>The following will be monitored on a daily, weekly and monthly basis:</p> <ul style="list-style-type: none"> ❖ evaluate teaching and the curriculum ❖ regular classroom visits ❖ provide formative & summative feedback 	<p>The items listed in the section to the left will be monitored on a daily, weekly and monthly basis from 8/12/2019 to 5/11/2020.</p>				
<p>Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education</p>	<ul style="list-style-type: none"> ❖ Principal will exceed 800 informal classroom walkthroughs from 8/12/19 to 5/11/20 and provide individual, grade level, and school-wide formative and summative feedback on frequent and consistent basis. ❖ Ensure teachers are differentiating instruction and providing small group instruction daily. (Blended Learning/Station Rotation Strategies) ❖ Ask students- Do you know what you're learning? Do you know why you're learning it? 	<p>The items listed in the section to the left will be monitored on a daily, weekly and monthly basis from 8/12/2019 to 5/11/2020.</p>				
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards</p>	<p>The following will continue to be implemented:</p> <table border="1" data-bbox="881 997 2085 1503"> <tr> <td data-bbox="881 997 1118 1317"> <p>Teacher Estimates of Achievement</p> </td> <td data-bbox="1118 997 2085 1317"> <ul style="list-style-type: none"> ❖ Fostering Relationships Through Strategic Thinking “Think-Time” ❖ Demonstrate a growth mindset ❖ Teach & Model (College & Career Practices)- Critical Thinking (<i>Self-management Skills</i>), Collaboration & Communication ❖ Integrate frequent Interaction & engagement strategies <i>during</i> whole-group & small-group instruction ❖ Understand Cultural Values/Learning Environments (<i>Examine our personal assumptions</i>) </td> </tr> <tr> <td data-bbox="881 1317 1118 1503"> <p>Collective Teacher Efficacy</p> </td> <td data-bbox="1118 1317 2085 1503"> <ul style="list-style-type: none"> ❖ Observe, Collaborate, Analyze, Reflect & Implement Effective Teaching Practices (Collaboration Wednesday-75 min.) ❖ Content Standards- Focus on delivery, engagement and follow through ❖ Demonstrate- Trust, Competency, Passion & Immediacy </td> </tr> </table>	<p>Teacher Estimates of Achievement</p>	<ul style="list-style-type: none"> ❖ Fostering Relationships Through Strategic Thinking “Think-Time” ❖ Demonstrate a growth mindset ❖ Teach & Model (College & Career Practices)- Critical Thinking (<i>Self-management Skills</i>), Collaboration & Communication ❖ Integrate frequent Interaction & engagement strategies <i>during</i> whole-group & small-group instruction ❖ Understand Cultural Values/Learning Environments (<i>Examine our personal assumptions</i>) 	<p>Collective Teacher Efficacy</p>	<ul style="list-style-type: none"> ❖ Observe, Collaborate, Analyze, Reflect & Implement Effective Teaching Practices (Collaboration Wednesday-75 min.) ❖ Content Standards- Focus on delivery, engagement and follow through ❖ Demonstrate- Trust, Competency, Passion & Immediacy 	<p>The items listed in the section to the left will be monitored on a daily, weekly and monthly basis from 8/12/2019 to 5/11/2020.</p>
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	<p>Assessment Capable Learners</p> <ul style="list-style-type: none"> ❖ Small Group/Blended Learning in Every Classroom ❖ Growth & Goal Setting for all Students ❖ All students receive individual feedback. ❖ Learning Environment Preferences Questionnaire ❖ Utilize Learning Targets & Success criteria 	
<p>Student Movement Link: SSC May 22 2019.docx</p>		

<p>2019-20 Evidence-based Actions/Services Must address the Identified Needs</p>	<p>Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing samples/projects, fall/winter MAP)</p>	<p>Pupils to be served</p>	<p>Person(s) Responsible</p>	<p>2019-20 Estimated Cost</p>
				<p>Title 1</p>
<p><u>1A—Support for ELA and/or Mathematics</u></p> <ul style="list-style-type: none"> ❖ Teacher Additional Hourly (Tutoring) ❖ Instructional Materials ❖ Accelerated Reader (AR) Coordinators ❖ Workshops/Trainings 	<p>MAP , Accelerated Reader Results Pre/Post Assessment</p>	<p>All TK-5th Grade students will benefit and served through these actions.</p> <p>Identified students that would benefit from additional instructional support outside of normal school operation hours will be offered these services and actions.</p> <p>All teachers will be served to ensure students benefit from research proven instructional ELA & Math practices.</p>	<p>Administration (Admin.) and Teaching Staff</p>	<p style="text-align: center;">\$15,846.75</p>

		All teachers who would like to further their professional development will benefit and be served through these actions and services.		
<u>1B—Software Licenses</u>				
❖ Accelerated Reader	Accelerated Reader Results	All TK-5 th Grade students will benefit and be served through these actions and services	Administration (Admin.) and Teaching Staff	\$9,661.25
<u>1C— Technology</u>				
❖ Devices to support Blended Learning/Small Group Instruction ❖ Classroom Furniture to support Blended Learning/Small Group Instruction	Classroom Walkthroughs Data/ Observations	All TK-5 th Grade students will benefit and be served through these actions and services	Administration (Admin.) and Teaching Staff	\$34,500.00
<u>1D— Intervention Supports</u>				
❖ Instructional SIT Coordinator -Additional hourly	MAP or Accelerated Reader Results	Identified students that need additional instructional support will benefit and be served through these actions and services.	Administration (Admin.) and SIT Coordinator	\$1,000.00
Total Estimated Cost for This Goal:				\$61,008.00

LEA/School GOAL 2: Promote Multilingualism and Multiculturalism		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the percentage of EL demonstrating at least one level growth toward EL proficiency: ELPAC	Pending Anticipated CDE Update December 2019	
Maintain or increase English Learner Reclassification rate	Results/Outcomes: 12.7%	≥12.6%
SBAC ELA for English Learners: Change in average scaled score points from Meets Standards	Results/Outcomes: -59.1 Points from Standard Met	Goal: -49.1
SBAC Mathematics for English Learners: Change in average scaled score points from Meets Standards	Result/Outcomes: -63.6 Points from Standard Met	Goal: -57.6

Identified Need(s):	<p style="text-align: center;">What it will look like at Porter -Evidence Based Practices</p> <p style="text-align: center;">We will need to continue to demonstrate the following to support student language proficiency and academic growth:</p> <ul style="list-style-type: none"> ❖ We will continue to incorporate productive partnering, think-pair-share, sentence/response frames, productive partnering and academic discussions within our daily classroom instruction. <ul style="list-style-type: none"> ❖ Continue with designated and integrated English Language Development (ELD) supports and small-group instruction. ❖ We will continue to support our English Language Learners by ensuring that teachers are up to date & trained on effective practices, ensure that parents/guardians are aware of their child’s language acquisition levels and have growth and goal setting for students to achieve proficiency
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as A2i, Lexia Units gained, scored writing	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1

	samples/projects, fall/winter MAP)			
2A -Support Student Language Proficiency ❖ Instructional Materials-Create sentence frames, visuals, and additional readings ❖ Teacher Professional Development ❖ Student Growth & Goal Setting	MAP, State Testing or Accelerated Reader Results	Identified English Learners will benefit and be served through these actions and services.	Administration (Admin.) and Teaching Staff	\$2,223.00
Total Estimated Cost for This Goal:				\$2,223.00

LEA/School GOAL 3: Increase Graduation and College & Career Readiness		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Increase the number of college and career awareness activities. Parent/Guardian sign-in for College and Career Day, Coffee with the Principal and Community Letters	8	12

Identified Need(s):	<p align="center">What it will look like at Porter -Evidence Based Practices</p> <p>We will need to continue to demonstrate the following to prepare students for High School A-G requirements: student language proficiency and academic growth:</p> <ul style="list-style-type: none"> ❖ Teach & Model 21st Century Learning (College & Career Practices)- Critical Thinking (<i>Self-management Skills</i>), Collaboration & Communication & Learning Environment Preferences ❖ Integrate frequent interactions & engagement strategies <i>during</i> whole-group & small-group instruction ❖ Each student has a A-G Visual placed on their desk.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as scored writing samples/projects, course enrollment, quarter/semester grades, student attitudes and perceptions about college and careers)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1
<u>3A – Increase Career and College Readiness</u> ❖ Porter will continue to integrate 21 st Century learning strategies in every classroom.	Classroom Walkthroughs/ Observations	All students will benefit and be served through these actions and services.	Administration (Admin.) and Teaching Staff	

Total Estimated Cost for This Goal:				

LEA/School GOAL 4: Cultivate Effective Teachers and Leaders Sites to complete this table		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Certificated Professional Development Rating	Proficient	Proficient, Advanced
Instructional Leadership Team Rating	Proficient	Proficient, Advanced

Identified Need(s):	<p style="text-align: center;">What it will look like at Porter -Evidence Based Practices</p> <p>We will need to continue to demonstrate the following to support ongoing teacher professional development in the delivery of instruction:</p> <ul style="list-style-type: none"> ❖ Continue to conduct staff meetings that support how to manage bias and demonstrate a growth mindset when planning and delivering instruction ❖ Continue to provide teachers Classroom Walkthrough Criteria/Teacher Goals-Fostering Critical Thinking, Maintaining a Positive Classroom Environment and Differentiation <ul style="list-style-type: none"> ❖ Continue training our staff on DOK Levels, CCSS, the new ELA/ELD adoption and Thinking Maps
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2019-20 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1

<p>4A-Ongoing Professional Development & Collaboration to Support the Delivery of Instruction</p> <ul style="list-style-type: none"> ❖ Fostering Critical Thinking Skills (Math & ELA) ❖ Differentiation-Small Group Instruction ❖ Positive Classroom Environment ❖ Subs, additional hourly, travel and conference, workshops 	<p>Teacher Collaboration Notes Classroom Walkthrough Data</p>	<p>All teachers will be served to ensure students benefit from research proven instructional practices.</p> <p>All teachers who would like to further their professional development will benefit and be served through these actions and services.</p>	<p>Administration (Admin.) and Teaching Staff</p>	<p>\$14,000.00</p>
Total Estimated Cost for This Goal:				<p>\$14,000.00</p>

LEA/School GOAL 5: Engage Students & Decrease Dropout Rates			
Metrics/Indicators		2018-19 Outcomes	2019-20 Expected Outcomes
Dropout rate		N/A	N/A
Suspension rate:	SW	0.7%	0.1%
	FY (homeless)	0%	0%
	Hisp	0.4%	0%
	ELL	0%	0%
	AA	3.2%	0%
	Sped	0%	0%
Expulsion rate		0%	0%

Attendance Rate	95.85%	97%
Chronic Absenteeism	12.4%	7.5%

Identified Need(s):	<p style="text-align: center;">We will need to continue to provide a learning environment that encourages students to attend school and collaborate in a positive school environment:</p> <ul style="list-style-type: none"> ❖ Collaborative student atmosphere. (Learning to work together to complete tasks, activities, inclusive seating and goals.) <li style="padding-left: 40px;">❖ Promote fairness, equity, and respect that values all individuals and cultures. ❖ Build on students' life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students.
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2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as monthly attendance/behavior reports)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>Attendance supports and incentives are not allowable out of Title I.</i>
<p><u>5A-School-wide or Grade Level events that promote positive school environment:</u></p> <ul style="list-style-type: none"> ❖ Engage all students in a variety of learning experiences that accommodate the different ways students learn. ❖ Offer various incentives that inspire, innovate and improve student outcomes. (Sup-C) 	Attendance & Behavior Reports	<p>All students will benefit and be served through these actions and services.</p> <p>Students who have been identified as chronic absentees will benefit and be served through these actions and services.</p> <p>Students who consistently demonstrate undesired behaviors will benefit and be served.</p>	Administration (Admin.) and Teaching Staff	
Total Estimated Cost for This Goal:				

LEA/School GOAL 6: Strengthen Family and Community Engagement Sites to complete this table		
Metrics/Indicators	2018-19 Outcomes	2019-20 Expected Outcomes
Schools will host at least eight (8) parent/community events annually. Local Metric: Participation sign-in sheets	51	8
Parent Engagement and Local Climate Survey	32%	25%

Identified Need(s):	What it will look like at Porter -Evidence Based Practices		
	We will need to continue to provide relevant community engagement opportunities that will support students social, academic and emotional growth:		
	<u>Committees</u>	<u>Events</u>	<u>Awards/Performances</u>
	<ul style="list-style-type: none"> ❖ School Site Council (SSC) ❖ English Learner Advisory Committee (ELAC) ❖ PTA ❖ Etc. 	<ul style="list-style-type: none"> ❖ Coffee with the Principal ❖ Coffee with a Cop ❖ Shakey’s Fundraiser ❖ Family Fun Night ❖ Etc. 	<ul style="list-style-type: none"> ❖ Student of the Month ❖ Semester Awards ❖ Holiday Performances ❖ Etc.

2019-20 Evidence-based Actions/Services Must address the Identified Needs	Metric(s) for evaluating Action/Service Include metrics for monitoring progress (such as the academic achievement of students receiving Title I services, # of events, sign-in sheets, parent event feedback forms)	Pupils to be served	Person(s) Responsible	2019-20 Estimated Cost
				Title 1 <i>May not be used for food</i>

<u>6A-Parent/Guardian Workshops that discuss how the site supports student social, academic and emotional growth</u> ❖ Materials and Supplies ❖ Childcare ❖ Printing	Number of Events & Sign-in Sheets	All Students & Community who participate in various outreaches will benefit and be served through these actions and services.	Administration (Admin.) and Teaching Staff	\$2,277.00
Total Estimated Cost for This Goal:				\$2,277.00

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
Library Books	All students will benefit and be served through these actions and services.	\$3,000.00	Librarian, Administration (Admin.) and Teaching Staff
STEAM/STEM-Support Blended Learning	All students will benefit and be served through these actions and services.	\$10,000.00	Secretary, Administration (Admin.) and Teaching Staff
Professional Development	All teachers who would like to further their professional development will benefit and be served through these actions and services.	10,000.00	Administration (Admin.) and Teaching Staff
Technology Devices	All teachers who would like to enhance their delver of instruction will benefit and be served through these actions and services.	\$15,000.00	Secretary, Administration (Admin.) and Teaching Staff

	All students will benefit from various technological approaches of engagement and be served through these actions and services.		

Programs Included in this Plan *Sites are not to edit this page.*

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation including carryover Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$79,508.00
<input checked="" type="checkbox"/>	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$2,277.00
Total amount of federal funds allocated to this school		\$79,508.00

The following site-level supports are included in the district’s 2017- 20 LCAP/LEAP:

LCAP/LEAP Goal	Description of Supports
Goal 1	<ul style="list-style-type: none"> • Supply closet to provide instructional supplies and materials for students • One full-time ELA Intervention Teacher/Instructional Support Teacher (IST) to provide literacy interventions to students that are not meeting the state’s Common Core Standards. • Read 180/System 44 Blended Learning Curriculum and computer adaptive software, library, headphones w/mic, CD players w/headphones • School-wide access to Lexia computer adaptive software and instructional activities • Add+Vantage Math Recovery; teacher professional development, assessments, student instructional activities, student manipulatives • School-wide access to Moby Max computer adaptive software and instructional activities • Instructional materials for GATE activities • GATE enrichment, PD and extended learning opportunities • Title I Alternative Supports to provide extended learning and intervention opportunities • Purchase/repair of musical instruments • VAPA sponsored field trip to performance
Goal 2	<ul style="list-style-type: none"> • CELDT and ELPAC administration and calibration • EL Site Monitors to assess and monitor the status of English Learners and English Learners who have reclassified • ELD curriculum, core and supplemental • Bilingual Aides • Translators • English Learner Teachers on Assignment for instructional support
Goal 3	<ul style="list-style-type: none"> • Naviance, a college planning tracking system • Credit recovery programs, online and on site • Extra hourly for counselors to support students academically • PSAT, ACT with Writing, and SAT for high school students • Extra hourly and professional development for the design, implementation, and continued support of CTE-Linked Learning pathways • Extra hourly and professional development for the design, implementation, and continued support of the High School Academies • Additional extra hourly support for the implementation of Next Generation Science Standards activities, professional development, and Science & Technology Fair • Site Coordinators for Advanced Placement and International Baccalaureate programs

	<ul style="list-style-type: none"> • Middle Years program and Elementary International Baccalaureate programs at Jurupa Hills and Dolores Huerta International Academy, with professional development for teaching staff • Supplemental funding for Advanced Placement and International Baccalaureate exams
Goal 4	<ul style="list-style-type: none"> • Professional development for teachers on adopted curriculum • Professional Learning Community (PLC) support for sites • Professional development for principals and assistant principals • Additional assistant principal support at select elementary sites • Extended work year for elementary and middle school principals • Induction and PAR support for school sites/teachers
Goal 5	<ul style="list-style-type: none"> • PBIS and Restorative Practice professional development for Cohorts • PBIS extra hourly for site coaching support • Extra hourly for PBIS implementation • PBIS and Restorative practice materials
Goal 6	<ul style="list-style-type: none"> • Community Aides, Community Aides – Bilingual, and Outreach Liaisons for parent and student engagement • Parent Workshops to increase parent engagement • Professional Development for Community Aides, Community Aides – Bilingual and Outreach Liaisons • Family Math and Literacy Nights
Goal 7	<ul style="list-style-type: none"> • District Safety Officers at elementary and middle school sites

School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Jawad Pearson	Principal			1
Sherrie Downey	Teacher	2 years	06/2021	1
Erica Perea	Teacher	2 years	06/2021	1
Kathy McDonald	Teacher	2 years	06/2020	1
Maria Castillo	Other Staff Member (Specify): Librarian	2 years	06/2021	1
Sub Total: 5				
Maria Mena	Parent/Community Member	2 years	06/2021	1
Estela Montano	Parent/Community Member	2 years	06/2021	1
Stephanie James	Parent/Community Member	2 years	06/2021	1
Asia Barbar	Parent/Community Member	2 years	06/2020	1
Lorena Camacho	Parent/Community Member	2 years	06/2020	1
Sub Total: 5				
Total: 10				

RECOMMENDATIONS AND ASSURANCES

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Required:

English Learner Advisory Committee Felipa Negrete M. Signature 11-07-2019.

Recommended:

Special Education Advisory Committee [Signature] Signature 10/23/19

Optional:

Other committees established by the school or district (specify) [Signature] Signature 10/29/19

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/23/2019.

Attested:

Jawad Pearson
Typed name of School Principal

[Signature]
Signature of School Principal

10/23/19
Date

Stephanie James
Typed name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

10/23/19
Date