

2021-2022 Single Plan for Student Achievement (SPSA)

SPSA Year:

X2021-22

School Name and School Code	Ted Porter Elementary School 36 67710 6120042		SSC Approval Date: 4/28/21
School Address	8330 Locust Avenue, Fontana, CA 92335		Local Governing Board Approval Date: Presented to the Board on 6/2/2021 Original
Name of Principal	Jawad Pearson	Phone # and Email	(909) 357-5320, Jawad.pearson@fusd.net
Name of SSC Chairperson	Maria Castillo Caprio	Phone # and Email	(909) 357-5320, CastMA@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

VISION AND MISSION

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

SCHOOL AND COMMUNITY PROFILE

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 BACKGROUND

	<p>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.</p> <p>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.</p> <p>Porter currently serves the following student demographics:</p> <ul style="list-style-type: none"> • Black or African American 6.4% • Asian 0.7% • Hispanic or Latino 88.7% • White 2.9% • Two or More Races 1.1% • EL Students 30.4% • Socioeconomically Disadvantaged 97.4% • Students with Disabilities 11.2% • Foster Youth 0.4%
<p>SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> • Ted Porter will continue to focus on closing the achievement gap through evidence based practices focusing on 21st Century Learning - Critical Thinking, Communication, Collaboration and Creativity. • Ted Porter will continue to promote Collaboration with teachers to build teacher efficacy, foster growth mindsets, and provide timely and specific feedback.
<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) • Goal 1F: Cultivate Effective Teachers and Leaders (Increased Services)
<p>MOONSHOT</p>	<p>Overall Goal: Decrease & Eliminate the Achievement Gap According to State Testing Results</p> <p>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.</p>

SCHOOL BACKGROUND

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.

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
733	97.4	30.4	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	223	30.4
Foster Youth	3	0.4
Homeless	9	1.2
Socioeconomically Disadvantaged	714	97.4
Students with Disabilities	82	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	47	6.4
American Indian	1	0.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	5	0.7
Hispanic	650	88.7
Two or More Races	8	1.1
White	21	2.9

These data points indicate:

1. Socioeconomically Disadvantaged (SED) students account for 97.4% of the student population at Ted J. Porter Elementary. The SED student group is the most significant at the school site, therefore when looking to improve student success focus must be given to research based teaching strategies that have maximum effect size.
2. Additional large student groups represented at Ted J. Porter Elementary are English Learners (EL) at 30.% and Students with Disabilities (SWD) at 11.2%. To improve the academic achievement of the student groups, focus must be given to research based teaching strategies that allow for differentiation.
3. The primary race/ethnicity at Ted J. Porter Elementary is Hispanic at 88.7%. African American students account for the second largest race/ethnicity at 6.4%. To improve the academic achievement of students, focus must be given to research based teaching strategies that promote social equity.

School and Student Performance Data

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)]

A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Green

These data points indicate:

1. In the area of ELA Academic Performance, two student groups (EL and SED) fall in the Yellow range and one group (Hispanics) falls in the Green range. In the area of Math Academic Performance, three student groups (EL, Hispanic and SED) fall in the Yellow range. Focus on instructional practices in ELA and Math needs to be addressed to move student groups to the Green and Blue range.
2. In the area of Academic Engagement, over all the school falls in the Red range. When the color bands are looked at independently; two student groups, African American and SED, fall in the Red range, one student group, Hispanic, falls in the Orange range, one student group, EL, falls in the Yellow range, one student group, SWD, falls in the Green range and no groups fall in the Blue range. Attention needs to be paid to improve the attendance habits of students and minimize Chronic Absenteeism. Student groups need to show improvement and move from the red and orange zones, into the yellow, green and blue zones.
3. In the area of Conditions and Climate, over all the school falls in the Green range. When the color bands are broken down by student groups; no student groups falls in the Red range, one student group, African American, falls in the Orange range, no student groups fall in the Yellow range, one student group, SED, falls in the Green range and three student groups: EL, Hispanic and SWD fall n the Blue range. Continued cultivation of positive adult relationships, counseling focused on growth mindset and goal setting, and implementation of educational policies that promote social justice and equitable expectations will be maintained and fine tuned to continue with low suspension rates.

School and Student Performance Data

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)]

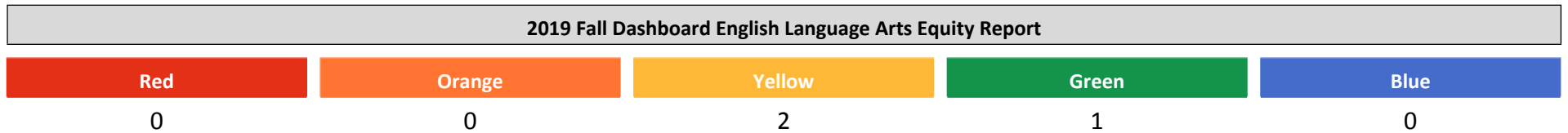
A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 6.2 points below standard Increased Significantly ++18.4 points 346	 Yellow 14.1 points below standard Increased ++13.7 points 176	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 10.7 points below standard Increased Significantly ++15.7 points 278	 No Performance Color 58.2 points below standard Increased Significantly ++57.3 points 35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 51.9 points below standard Increased ++5 points 26	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.3 points below standard Increased Significantly ++20.9 points 301	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 48.8 points above standard 12

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
53.4 points below standard Increased Significantly ++28.4 points 97	34.1 points above standard Increased ++11.4 points 79	2.1 points below standard Increased Significantly ++21.5 points 163

These data points indicate:

1. Students at Ted J. Porter are increasing in academic performance in ELA, regardless of student group, race/ethnicity, or EL classification. The range of increased performance goes from 5 points with African American students to SWD at 57.3 point increase. Focus needs to remain on the practices currently in place at school that have been effective in achieving positive growth towards minimizing the achievement gap.
2. Students at Ted J. Porter are demonstrating improvement in academic achievement, but performance gaps between student groups exist. African American students are performing 51.9 points below standard, whereas Hispanic students are performing only 3.3 points below standard creating discrepancy of 48.6 points. On the other hand, White students are performing 48.8 points above standard creating a 52.1 point and 100.7 point discrepancy with Hispanic and African American students respectively. Focus needs to be placed on differentiation in the classroom, so as to minimize the achievement gaps amongst student groups while still closing the overall achievement gaps.
3. Students at Ted J. Porter who are designated as EL are showing significant increases in ELA performance. Reclassified EL students are out performing English only and EL learners, by scoring above standard in ELA. Current EL students are performing at a 51.3 point deficit as compared to their English only counterparts. Focus needs to be on differentiation in the classroom to meet the needs of all learners, but specifically EL learners to work towards closing the achievement gap and moving towards English language proficiency.

School and Student Performance Data

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)]

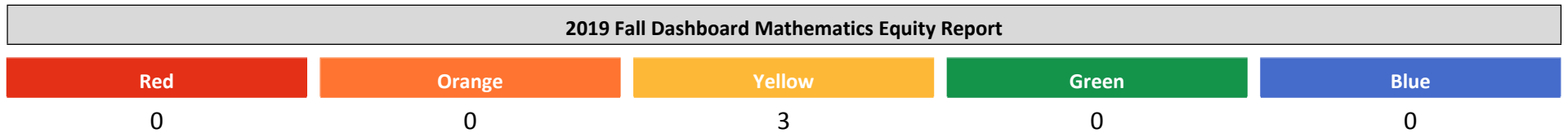
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:




This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



 Yellow

27.3 points below standard

Increased ++9.2 points

346

English Learners



 Yellow

30.7 points below standard

Increased ++11 points

176


Foster Youth


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2


Homeless


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

Socioeconomically Disadvantaged



 Yellow

29.8 points below standard

Increased ++6.8 points

278

Students with Disabilities










 No Performance Color

79.8 points below standard

Increased Significantly
++37.6 points

35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 71.7 points below standard Increased ++7.3 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 34.2 points above standard 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.2 points below standard Increased ++9.8 points 301	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 34.2 points above standard 12

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62.9 points below standard Increased Significantly ++24.3 points 97	8.9 points above standard Increased ++8.5 points 79	26.4 points below standard Increased ++5.8 points 163

These data points indicate:

1. Students at Ted J. Porter are increasing in academic performance in Math, regardless of student group, race/ethnicity, or EL classification. The range of increased performance goes from 6.8 points with SED students to SWD at 37.6 point increase. Continued focus on instructional practices and strategies need to be maintained and improved, so as to continue to grow and lessen the achievement gap.
2. Students at Ted J. Porter are demonstrating improvement in academic achievement, but performance gaps between sub-groups exist. African American students are performing 71.7 points below standard, whereas Hispanic students are performing 25.2 points below standard creating discrepancy of 46.5 points. On the other hand, White students are performing 34.2 points above standard creating a 59.4 point and 105.9 point discrepancy with Hispanic and African American students respectively. Focus needs to be placed on differentiation in the classroom, so as to minimize the achievement gaps amongst student groups while still closing the overall achievement gaps.
3. Students at Ted J. Porter who are designated as EL are showing significant increases in Math performance. Reclassified EL students are out performing English only and EL learners, by scoring above standard in Math. Current EL students are performing at a 36.5 point deficit to their English Only counterparts. Focus needs to be placed on differentiation in the classroom to meet the needs of all learners, but specifically EL learners to work towards closing the achievement gap and moving towards English language proficiency.

School and Student Performance Data

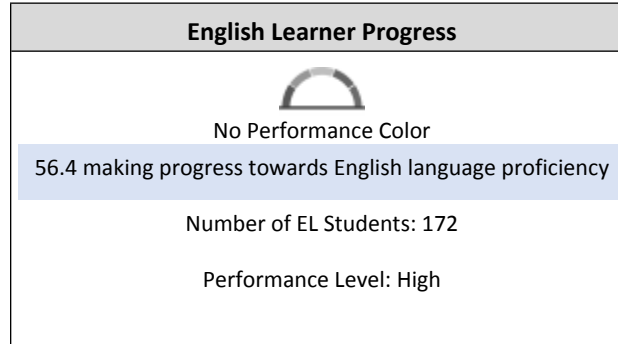
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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.2	27.3	5.8	50.5

These data points indicate:

1. EL students at Ted J. Porter showed high performance in making progress toward English language proficiency with 56.4% showing expected growth. Continued focus on instructional practices and strategies must be addressed, but also ways to improve those practices so all EL students make growth towards proficiency.

2. Ted J. Porter had 27.3% of EL students who maintained their ELPI levels 1 through 3H. Focus needs to be given to differentiation practices in the classroom to insure EL students are progressing towards the next level. Differentiation practices must be maintained beyond ELD instruction to insure EL students are able to be reclassified.
3. Ted J. Porter had 16.2% of EL students who decreased by one ELPI level. Focus needs to be given to differentiation practices, but past practices need to be revisited and improved so that EL students grow. EL students need to be identified, so that supports can be implemented to insure their growth in English language acquisition.

School and Student Performance Data

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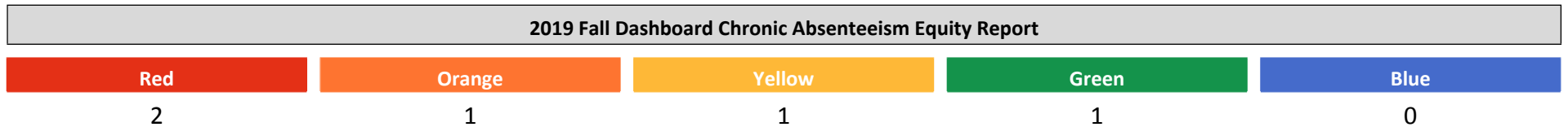
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Red 12.4 Increased Significantly +3.1 783	 Yellow 7.8 Maintained -0.4 245	 No Performance Color 30.8 Increased +7.7 13
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 23.8 Increased +3.8 21	 Red 13.3 Increased Significantly +4 647	 Green 9.9 Declined -4.4 91

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 22 Increased +6.6 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.6 Increased +2 679	 No Performance Color 30.8 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 29.2 Increased +15.8 24

These data points indicate:

- Ted J. Porter Elementary's overall status in Academic engagement falls in the lowest performance category, Red with 12.4% an increase of 3.1 points from the previous year. Focus needs to be given to strategies and protocols to combat chronic absenteeism. Time to identify the students and families need to be allotted and from the findings plans to improve attendance that include Socioemotional concerns, academic support, and extended school/community support.
- Ted J. Porter's students who are African American are performing lower than in the area of chronic absenteeism by 22% and 10.6% respectively. Both student groups increased their academic performance during the measured time, but continue to fall in the Red and Orange levels for chronic absenteeism. Focus needs to be given to create programs that include all students that are equally accessible and preferred by students regardless of race, gender, or socioeconomic status. Programs should focus on skill sets that promote self-esteem, self-efficacy and student advocacy, to help create individuals with skills that go beyond the school years.

3. Ted J. Porter Elementary had a 3.1% overall increase in chronic absenteeism, that reflected an increase in all but one of the significant subgroups. Focus needs to continue with protocols already in place, but further fine tuning is needed to increase attendance. The established SART process, use of Community Aide, MTSS services and continued support from stakeholders can be improved to reach increased attendance by all students.

School and Student Performance Data

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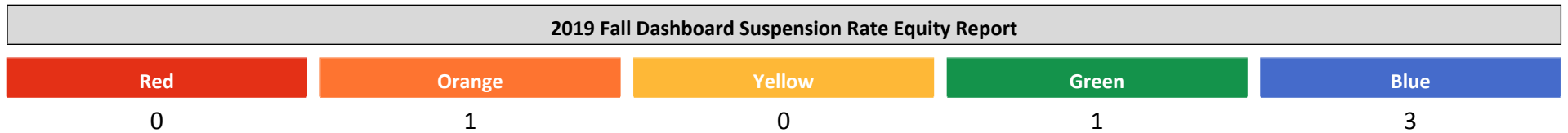
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.










This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 0.7 Maintained 0 808	 Blue 0 Declined -0.3 251	 No Performance Color 0 Maintained 0 14
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Maintained 0 24	 Green 0.6 Declined -0.3 662	 Blue 0 Declined -1.2 92

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 3.2 Increased +1.5 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4 Maintained -0.2 700	 No Performance Color 0 Maintained 0 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 4.2 Increased +4.2 24

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.7

These data points indicate:

- Ted J. Porter Elementary students' fall in the Green Range when analyzing the Suspension Rate at 0.7%. The school was able to maintain their rate from previous year. Continued focus needs to be placed on the practices and protocols that have kept the suspension rate low. Improvements to the process should always be sought out and made.

2. Students within the African American and White demographic had a an increase in suspension rates. Focus must given to proactive programs that the school has in place and check to be sure the intended audience includes equal access and is appropriate for all learners. Focus needs to continue to address positive behaviors and self discipline strategies to handle difficult situations.
3. Ted J. Porter Elementary needs to continue to maintain a priority on building and creating adult-student and peer relationships. Structures at the school need to support academic learning and social emotional growth of students. Strong adult-student realtionships allow for additonal student in support in making better decisions.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.06 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.50
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.03 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Ted J. Porter Elementary met site specific measures, by promoting Critical thinking and Problem Solving skills in the classrooms. The data also indicates that students on average made one year's growth in one year's time in Reading and Math and less than one year's growth in one year's time in Language, focus needs to be given to rigorous grade level content and obtain positive growth measuring over 0.4.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.21 (Excludes invalid Fall 2020 K-1 results)
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.44
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.27 (Excludes invalid Fall 2020 K-1 results)
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

EL students at Ted J. Porter Elementary demonstrated more growth in Reading and Math when compared to the overall school population, but made similar growth in Language (writing) then the overall school population. The data indicates that continued focus on EL instruction needs to be maintain to promote current levels, and differentiation strategies need to be placed so that all EL students succeed.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2018-2019 % by ELPAC Level	Level 4: 21.15% Level 3: 41.41% Level 2: 26.43% Level 1: 11.01%
2018-2019 ELPAC Listening Domain: % by Performance Level	31.72% - Well Developed 57.71% - Somewhat/Moderately Developed 10.57% - Beginning Development
2018-2019 ELPAC Speaking Domain: % by Performance Level	43.17% - Well Developed 45.37% - Somewhat/Moderately Developed 11.45% - Beginning Development
2018-2019 ELPAC Reading Domain: % by Performance Level	11.89% - Well Developed 69.16% - Somewhat/Moderately Developed 18.94% - Beginning Development
2018-2019 ELPAC Writing Domain: % by Performance Level	15.42% - Well Developed 62.56% - Somewhat/Moderately Developed 22.03% - Beginning Development
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

Focus must continue to be placed on differentiation of instruction to meet the needs of all learners. There is also an over dependency on Thinking Maps.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes

Parent/Family Engagement	
2020-2021 Household Participation Rate on Parent/Family Climate Survey	10%
Site Specific Measures: Ted J. Porter will host at least eight (8) parent/community events.	3 virtual events held
Site Specific Measures:	

These data points indicate:

Our site did not meet the 25% participation rate. We will continue to reach out to our community.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: 0.39 Fall 2nd to Fall 3rd: 0.14 Fall 3rd to Fall 4th: -0.33
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 30% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 34% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 29% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

The data indicates that over 50% of students in each grade level at K - 3 are on track to be reading by the third grade. Emphasis needs to be placed on Kindergarten instruction, so that practices diminish the achievement gap, rather than widen the gap. Focus on differentiated instruction, including small groups, blended learning, early intervention, etc. needs to be continued and improved so that all students are developing the literacy skills by grade three. Early literacy skills need to be spotlighted in first and second grades so as to increase the number of at-promise students reading at grade level by the end of third grade.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	
Site Specific Measures:	

These data points indicate:

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

The effective implementation of integrated ELD is shown through the achievements made by the EL students at Ted Porter Elementary.

- * Of the total EL students at the school, 56.4% made progress toward English Language Proficiency - surpassing the district average by 9.3% and the state average by 8.1%
- * Current EL students decreased the span from meeting standard by 28.4 points in ELA, thus further diminishing the achievement gap
- * Reclassified EL students decreased the span from meeting standards by 11.4 points in ELA, thus further diminishing the achievement gap
- * Current EL students decreased the span from meeting standard by 24.3 points in math, thus further diminishing the achievement gap
- * Reclassified EL students decreased the span from meeting standards by 8.5 points in ELA, thus further diminishing the achievement gap
- * Using ELPAC data, 12% of EL students achieved Level 4 - Well Developed

Observational data reflects effective integrated ELD practices being used across curriculum and throughout the day. These practices include; think time, speaking in complete sentences, use of graphic organizers, academic language, student collaboration, cooperative learning and classroom discussions.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

The effective implementation of designated ELD is shown through the achievements made by the EL students at Ted Porter Elementary.

- * Of the total EL students at the school, 56.4% made progress toward English Language Proficiency - surpassing the district average by 9.3% and the state average by 8.1%
- * Current EL students decreased the span from meeting standard by 28.4 points in ELA, thus further diminishing the achievement gap
- * Reclassified EL students decreased the span from meeting standards by 11.4 points in ELA, thus further diminishing the achievement gap
- * Current EL students decreased the span from meeting standard by 24.3 points in math, thus further diminishing the achievement gap
- * Reclassified EL students decreased the span from meeting standards by 8.5 points in ELA, thus further diminishing the achievement gap
- * Using ELPAC data, 12% of EL students achieved Level 4 - Well Developed

Observational data reflects effective designated ELD practices occur during the day in individual classrooms. The designated ELD block is supported with the push-in of the bilingual aide.

What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

Focus on the differentiation of instruction needs to continue, so that teachers can implement strategies that help all students succeed. Differentiation must highlight the use of academic language, productive pairing, and scaffolding to insure EL students continue to receive quality instruction in all areas of the curriculum.

Comprehensive Needs Assessment

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)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>The California School Parent Survey, “Annual Family Climate Survey” had 55 parent responses.</p> <ul style="list-style-type: none"> o This rate represents 7% of the student population, a decrease of 24% over the previous year. o The survey covered areas ranging from staff and parental involvement, school climate and culture, cultural sensitivity, academic readiness and opportunities for success, school environment and conditions, school nutrition, substance abuse and awareness, and the safety of the school site. These areas are summarized below. <ul style="list-style-type: none"> • Parent survey results to parental involvement responded unfavorably. The results ranged from 12% to 41% when it came to parents being involved in school such as meeting in person, attending parent groups, and helping on the school site. In the area of parents helping at the school site, this only had 12% respond favorably. Whereas, if parents have visited the school this year, 41% responded favorably. • Parents survey results ranged from 82% to 83% favorable when questions were specific to staff supporting parents and addressing parental concerns. More specifically, 83% responded favorable to school staff members go out of their way to assist parents. • Parent survey results for school climate and culture ranged from 54% to 96% showing favorable responses. 46% of parents responded favorably to activities offered on school site that interest the child, and 54% responded favorably to their child feeling comfortable in asking for help. Additionally, 59% of parents responded favorably to their child feeling a sense of belonging at the school site. When it came to respect for staff and children, parents responded favorably with 82%. One of the higher areas with a favorable outcome was with if the school encourages students to care about one another. This resulted in 96% of parents responding favorably. • Parent survey results for cultural sensitivity responded favorably with 68% of parents seeing Ted Porter as a good fit given child’s cultural background. Furthermore, parents responded favorably with 69% agreeing that the school values diversity. • Parent survey results for academic readiness and opportunities for success ranged from 63% to 94%. 63% of parents responded favorably that they feel their child is preparing for their next academic year. 75% of parents

Analysis of Qualitative Data

responded favorably in that their child is given opportunities to participate in classroom activities, and 94% of parents responded favorably that they feel that the school believes that every student can excel academically.

- Parent survey results for school environment and conditions ranged from 76% when looking at school environment creating conducive learning environment, and 87% responded favorably when asked about the condition of the buildings, playgrounds, and fields.
- Parent survey results on school nutrition, showed that 85% responded favorably that they agreed that students were provided with healthy food options.
- Parent survey results on substance abuse showed favorable ranges from 89% to 94%. This range came from questions on if there are drug problems, issues with tobacco or vaping, and alcohol abuse at the school site.
- Parent survey results on student safety on the school site ranged from 34% to 94%. This wide range varied dependent upon safety protocols due to COVID. Questions regarding COVID did not have favorable responses such as, 34% responded favorable on parent concerns in regard to their child's health if in person learning resumes. Additionally, 53% responded favorably in that there has been clear communication in regard to COVID related safety measures and protocols that are in place. When looking at overall school safety, not including COVID related concerns, 94% responded favorably on the topic of physical fighting between students, and 80% responded favorably on if the child feels safe at school.

Parents were asked to submit nomination names for School Site Council representatives.

- * Two parents were voted to the council

Teachers are informally surveyed twice monthly through the use of PLC collaboration notes. PLC teams have a real time document that is accessible through Microsoft Teams that allows administration to see teacher needs and questions.

- * Teachers across the grade levels were interested in additional technology devices in the classroom.

- * Teachers across all grade levels were interested in flexible seating options

Classroom Observations

Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.

Classroom observations are conducted on a daily basis, with all classrooms visited at least once weekly. Classrooms are observed to identify four observable measures; frequency, duration, rate and percentage/proportion and four observable descriptors; topography, accuracy, latency, and intensity. Skills that are monitored and provided feedback on include, Critical Thinking Skills, Collaboration/Problem Solving Skills and Communication/Interpersonal Skills. Feedback is given to staff as a whole as needed and individually. The frequency and immediacy of the feedback allows for quick intervention to remedy any concerns.

Classroom observations yielded proof of Site expectations being met.

- * Students are no longer seated in isolation
- * Desk configuration supports cooperative groups with no "peninsula" seating
- * Small group instruction is occurring in 100% of the classrooms
- * Technology is being incorporated throughout the day in the classroom

Analysis of Qualitative Data

* Learning Targets and Success Criteria are posted in 100% of the classrooms

Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Overall the students at Ted J Porter Elementary are making growth towards the state expectation of meeting standards based on CAASPP performance.

* The overall student population increased 18.4 points in ELA and 27.3 points in Math

The largest student subgroups also showed growth by decreasing the gap of meeting standard.

* EL learners increased 13.7 points in ELA and 11 points in Math

* SED students increased 15.7 points in ELA and 6.8 points in Math

* SWD students increased 57.3 points in ELA and 37.6 points in Math

* Hispanic students increased 20.9 points in ELA and 9.8 Points in Math

Ted J. Porter uses Common Formative Assessments (CFA) four times throughout the year in both ELA and Math to modify and drive instruction. The CFA are given universally throughout the grade level and then the PLC meets to analyze the data. Twice annually the school meets with a sister school and the two schools discuss assessment results.

Grades second through fifth administer the STAR reading test from Renaissance to determine beginning zone of proximal development (ZPD). The test is re-administered at the mid year and end of year to track progress in reading.

Through PLC collaboration grade levels decide on diagnostic assessments to monitor student growth in the classroom.

This growth by students across the school and grade levels provides proof that Ted J. Porter's instructional Program is making progress in moving all students towards academic success.

Standards, Assessment, and Accountability

	<p>The instructional practices that Ted J. Porter has implemented, include Teacher Collaboration, Blended Learning in Classrooms, Small Group instruction, Differentiated Instruction, Visible Learning, and the Science of Objectives/Criteria (Four Observable Measures and Four Observable Descriptors).</p>
<p>Use of state and local EL academic performance and language development data to determine EL student and program needs.</p>	<p>Ted J. Porter ELD instructional practices include both integrated and designated ELD protocols. EL learners continue to show progress towards English language proficiency and Reclassified learners continue to make progress in academics.</p> <ul style="list-style-type: none"> * Overall 56.4% of EL students made progress towards proficiency * EL students at lower levels maintained at 27.3% * Current EL students increased 28.4 points in ELA and 24.3 points in Math * Reclassified students increased 11.4 points in ELA and 8.5 points in Math <p>This growth by EL students across the school and grade levels provides proof that Ted J. Porter's instructional Program is making progress in moving all students towards academic success.</p> <p>The instructional practices that Ted J. Porter has implemented rest heavily on integrated ELD strategies that help students succeed throughout the day, rather than one specified time. These instructional practices, include but are not limited to; Teacher Collaboration, Scaffolding instruction, Providing academic Language Supports, Blended Learning in Classrooms, Small Group instruction, Differentiated Instruction, Visible Learning, and the Science of Objectives/Criteria (Four Observable Measures and Four Observable Descriptors).</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>Ted J. Porter Elementary monitors on a daily, weekly and monthly basis. This model allows teaching and curriculum to be monitored on a continuous basis. Timely feedback is provided to staff as a whole (staff meetings), small groups (Grade Level PLCs) and individually to promote change of practices and highlight effective practices. Formative and summative data is collected through class walk-throughs, which allow for monitoring of differentiated practices, small group learning, and student engagement.</p> <p>Daily, weekly and monthly monitoring insure the following expectations are implemented:</p> <p>Teacher Estimates of Achievement</p> <ul style="list-style-type: none"> * Fostering Relationships Through Strategic Thinking “Think-Time” * Demonstrating a growth mindset * Teaching & Modeling (College & Career Practices)- Critical Thinking (Self-management Skills), Collaboration & Communication * Integrating frequent Interaction & engagement strategies during whole-group & small-group instruction * Understanding Cultural Values/Learning Environments (Examine our personal assumptions) <p>Collective Teacher Efficacy</p> <ul style="list-style-type: none"> * Observing, Collaborating, Analyzing, Reflecting & Implementing Effective Teaching Practices (Collaboration Wednesday-75 min.) * Content Standards- Focusing on delivery, engagement and follow through * Demonstrating - Trust, Competency, Passion & Immediacy <p>Assessment Capable Learners</p> <ul style="list-style-type: none"> * Small Group/Blended Learning in Every Classroom * Growth & Goal Setting for all Students

Standards, Assessment, and Accountability

	<ul style="list-style-type: none"> * All students receiving individual feedback. * Learning Environment Preferences Questionnaire * Utilizing Learning Targets & Success criteria
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>Ted J. Porter Elementary monitors on a daily, weekly and monthly basis. This model allows teaching and curriculum to be monitored on a continuous basis. Timely feedback is provided to staff as a whole (staff meetings), small groups (Grade Level PLCs) and individually to promote change of practices and highlight effective practices. Formative and summative data is collected through class walk-throughs, which allow for monitoring of differentiated practices, small group learning, and student engagement.</p> <p>Through Evidence Based Practices, Ted J. Porter Elementary will insure EL program goals by monitoring the following expectations:</p> <ul style="list-style-type: none"> * Incorporating Academic Language Acquisition Strategies such as productive partnering, think-pair-share, utilizing sentence/response frames, and academic discussions within the daily classroom instruction * Implementing designated ELD time * Incorporating Integrated English Language Development (ELD) supports * Differentiating curriculum through small-group instruction * Ensuring teachers are up to date & trained on effective practices, * Ensuring parents/guardians are aware of their child's language acquisition levels * Applying goal setting for students to achieve proficiency

Identified Needs based on Findings:

Ted J. Porter is meeting goals and closing the Achievement Gap of its learners by increasing their average growth and diminishing the difference between the "Meets Standard" criteria. Focus needs to continue in these areas to continue with the progress that has been made.

The evidence based practices that need to continue include:

Teacher Estimates of Achievement

- * The ability to Foster Relationships Through Strategic and Intentional Practices
- * Understand Cultural Values
- * The aptitude to create Learning Environments that are beneficial to all learners

Collective Teacher Efficacy

- * Observe, Collaborate, Analyze, Reflect & Implement Effective Teaching Practices
- * Implement Blended Learning Strategies

Assessment Capable Learners

- * Facilitate Growth & Goal Setting for all Students

Standards, Assessment, and Accountability

* Provide All students with individual, specific and precise feedback

Support student language acquisition

- * Incorporate productive partnering, think-pair-share tasks, sentence/response frames, and academic discussions within daily routines
- * Create designated ELD support time for the most in need ELD students that incorporate real-life scenarios and real world adaptations to help acquire the new language in a natural progression
- * Utilize integrated English Language Development (ELD) supports throughout content areas and curriculum to make material accessible
- * Implement small-group instruction to differentiate studies
- * Insure teachers are current on effective practices
- * Aide parents/guardians in understanding their child's progress towards language proficiency
- * Facilitate growth and goal setting for students achieve proficiency

Staffing and Professional Development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development at Ted J. Porter Elementary focused around the three goals of :

1. Teachers realizing their own personal assumptions/biases, modifying as needed and in turn creating High Teacher Estimates of Achievement
2. Empowering teachers' to create Collective Teacher Efficacy
3. Providing teachers with the tools and skills necessary to create Assessment Capable Learners

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

These skills are the focus throughout the school year and are repeated every staff meeting and ILC meeting. TOAs are available to teachers on a weekly basis, where they provide coaching, curricular ideas, hands-on lessons, and data analysis. TOAs are included in schoolwide communication, invited to staff meetings and allotted their own space at the site.

Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)

Teachers are provided collaboration time every other week on site, where planning, reflection, data analyzation, assessment creation, and discussion around effective teaching practices.

Identified Needs based on Findings:

Ted J. Porter is meeting goals and closing the Achievement Gap of its learners by increasing their average growth and diminishing the difference between the "Meets Standard" criteria. Staffing and Professional Development needs to continue in these areas to continue with the progress that has been made.

The evidence based practices that need to continue include:

- * Conduct staff meetings that support how to manage bias

Staffing and Professional Development

- * Model growth mindset practices in all aspects of the school day that carry over into the planning and delivering instruction
- * Provide teachers with Classroom Walkthrough Criteria focusing on
Teacher Goals
Fostering Critical Thinking
Maintaining a Positive Classroom Environment
Differentiation
Student Engagement
Critical Thinking, Collaboration and Communication
Collaboration/Problem Solving
Communication / Interpersonal Skills
- * Training staff on Blended Learning, CCSS, Integrated and Designated ELD supports, Differentiation Strategies, SEL supports

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Ted J. Porter Elementary readily uses the district adopted curriculum in the classrooms. Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:

- * TK-5th grade My Math, McGraw Hill
- * TK-5th grade Wonders, McGraw Hill
- * TK-5th Social Studies Alive! TCI

Ancillary products are used to support designated ELD.

*Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.

Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies.

Teachers on Assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching.

Teachers utilize differentiated instructional groups during class.

The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, WonderWorks, and Lexia.

Teaching and Learning

	<p>The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p> <p>Grade levels implement Common Formative Assessments (CFA) in accordance to the timeline given by the district office.</p> <p>MAPs tests are given twice annually by K-2 and minimally one in grades 3-5.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<ul style="list-style-type: none"> * All students have access to the grade level adopted curriculum. * Instruction is delivered in small group fashion to support differentiation. * Modifications and scaffolding is provided to students with identified needs through documents such as an IEP. * Bilingual aide support is afforded to students, whose language development interferes with instruction. * Students requiring reading interventions receive additional support through the IST. In addition to the support the IST provides, Read 180 /System 44 are utilized to deliver remedial reading instruction to students in third through fifth grades. * STEAM and enrichment curriculums are delivered through district adopted programs. * Lexia and Moby Max are online resources that support students in the classroom and are also available to students at home * Math Facts in a Flash and AR are online programs that support student learning in the classroom <p>Ted J. Porter Elementary students have access to the curriculum and supports as necessary by their skill level.</p>

Identified Needs based on Findings:

Ted J. Porter is meeting goals and closing the Achievement Gap of its learners by increasing their average growth and diminishing the difference between the "Meets Standard" criteria. Teaching and Learning support and materials needed to continue to support this progress include:

- * Collaboration time for teachers to design, analyze, implement and reflect on effective practices
- * Implementation of Renaissance Learning software/licenses to provide in class and at home learning opportunities
- * Coordination personnel of software/licenses to troubleshoot and master products in-house
- * Funding to support universal access materials for all students

Opportunity and Equal Educational Access

<p>Services provided by the regular program that enable underperforming students to meet standards (ESEA)</p>	<p>Ted J. Porter Elementary enables its instructional program by implementing teaching strategies designed to meet the needs of all learners. Teachers regularly implement small group instruction as a way to differentiate the curriculum being presented. This protocol allows teacher to enrich, reteach, and challenge as necessary. The use of small groups also works in conjunction with SEL practices, by lowering the affective filter and encouraging students to take risks and engage more with the lesson.</p> <p>Ted J. Porter Elementary teaching staff work in collaboration with the school counselor to provide SEL lessons to students. The counselor provides services, small group instruction and individually to designated student groups (Foster students, At-Promise, etc.) to insure equal access to learning needs.</p>
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Opportunity and Equal Educational Access

<p>Student groups for whom there exist disparities in achievement and summary of the root causes.</p>	<p>Students at Ted J. Porter are demonstrating improvement in academic achievement, but performance gaps, in both ELA and Math, between student groups exist.</p> <ul style="list-style-type: none"> * White students are performing 48.8 points above standard in ELA and 34.2 points above standard in Math * Reclassified EL students are performing 34.1 points above standard in ELA and 8.1 points above standard in Math * African American students are performing 51.9 points below standard in ELA and 71.7 points below standard in Math * Hispanic students are performing only 3.3 points below standard in ELA and 25.2 points below standard in Math * EL students are performing 14.1 points below standard in ELA and 30.7 points below standard in Math * SED students are performing 10.7 points below standard in ELA and 29.8 points below standard in Math * SWD students are performing 58.2 points below standard in ELA and 79.8 points below standard in Math <p>Although all groups are making progress in closing the achievement gap, works is still needed to insure ALL students are achieving at similar rates. With SWD students, transitioning into new programs was found to be disruptive in the learning of the new student and established students. Students were found to regress in behaviors and academics, resulting in gains that may not have been truly reflective of highest achievement. The underperformance of African American and Hispanic students is a result of changing perceptions and assumptions of learners. Although that has been a focus and positive movement is noted, teacher bias is still an area of improvement. The data is reflective of a teaching culture change to small group and blended learning instruction. The increase across the board provides evidence that the process works, however the staff is still at various levels of implementation.</p>
<p>Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.</p>	<p>Students at Ted J. Porter are demonstrating growth in academic achievement and are closing the achievement gap by decreasing the difference between "Meets Standard" and "Below Standard."</p> <ul style="list-style-type: none"> * Reclassified EL students increased 11.4 points in ELA and 8.5 points above standard in Math * African American students are performing 5 points below standard in ELA and 7.3 points below standard in Math * Hispanic students are performing only 20.9 points below standard in ELA and 9.8 points below standard in Math * EL students are performing 11 points below standard in ELA and 13.7 points below standard in Math * SED students are performing 15.7 points below standard in ELA and 6.8 points below standard in Math * SWD students are performing 57.3 points below standard in ELA and 37.6 points below standard in Math
<p>Identified Needs based on Findings:</p> <p>Ted J. Porter is meeting goals and closing the Achievement Gap of its learners by increasing their average growth and diminishing the difference between the "Meets Standard" criteria. Focus on Opportunity and Equal Education Access needs to be supported through materials and assistance in the following areas:</p> <ul style="list-style-type: none"> * Collaboration time for teachers to design, analyze, implement and reflect on effective practices 	

Opportunity and Equal Educational Access

- * Funding to support universal access materials for all students
- * Funding to support access to technology through the use of devices, software, listens and technology accessories
- * Opportunity for learning prospects through professional development, trainings, relevant resources

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

Ted J. Porter Elementary allocated resources for parental engagement/ involvement. The school was able to host the following activities open to families and the public:

- * Committee Meeting - 7
- * Community Engagement - 2
- * Awards/Performances - 14
- * Parent Information Meetings - 5

Identified Needs based on Findings:

Ted J. Porter will continue to conduct opportunities for Parents to become involved in school. The school will host three general school meetings, provide community two engagements, the school will hold twelve award and recognition ceremonies, the school will host ten committee meetings. In total, Ted J. Porter will hold at a minimum twenty five community engagement opportunity.

Ted J. Porter Elementary needs to continue to allocate funds to support Parental Engagement. Student families are a viable part of the learning process. Families must be informed on school policies and protocols.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.

Ted J. Porter Elementary allocated resources for its instructional programs that service at-promise students in the following manner:

Purchase iReady Program to aid in reading comprehension and math skills

Substitute coverage was provided for all teachers, to allow for PLC Collaboration every Wednesday. Grade Levels alternate Wednesdays. Collaboration time allows for grade levels to dive into data, refine effective teaching practices and create differentiated lessons to meet the needs of EL, SWD, and at-promise students.

Additional AR reading books were purchased to provide more titles of high interest low reading levels to meet the reading needs of at-promise students.

Funding

	<p>Technology devices and instruction materials were purchased to support Blended Learning/Small group instruction across all grade levels to benefit students in need of differentiated instruction to meet CCSS.</p> <p>Classrooms were outfitted with Flexible Seating options, to meet the diverse needs of at-promise students.</p> <p>Workshop attendance was provided to cover Kindergarten teachers' attendance to build on effective teaching practices.</p> <p>Students Assembly was offered to students to help maintain and promote positive SEL practices.</p>
<p>Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)</p>	<p>Ted J. Porter Elementary allocated resources for its instructional programs that service at-promise students students in the following manner:</p> <p>Additional hourly was provided for teachers to conduct afterschool tutoring in ELA and Math to help students meet grade level standards.</p> <p>Additional hourly was provide to maintain experts in Software Programs, to better meet the needs of at-promise students.</p> <p>Additional AR reading books were purchased to provide more titles of high interest low reading levels to meet the reading needs of at-promise students.</p> <p>Additional instructional materials were purchased to support the scaffolding of curriculum to meet the needs of students struggling at grade level and students who need enriching activities to stimulate learning.</p> <p>Software licensing and programs were purchased to aid in comprehension and reading goals of students.</p> <p>Technology devices and instruction materials were purchased to support Blended Learning/Small group instruction across all grade levels to benefit students in need of differentiated instruction to meet CCSS.</p> <p>Classrooms were outfitted with Flexible Seating options, to meet the diverse needs of at at-promise students.</p> <p>Additional hourly was provided to support the coordination efforts of students not meeting grade level and prepare for proper SIT support.</p> <p>Provide staff development through workshops to build on effect teaching practices.</p> <p>Provide childcare services for Porter families to attend workshops provided at school.</p>

Funding

Identified Needs based on Findings:

Ted J. Porter will continue funding the majority of items/services funded in the school year. Exceptions would include the allotted funds for flexible seating/furniture and modifications for collaboration time due to the current COVID-19 limitations.

Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

In March SSC met to discuss progress monitoring on the SPSA actions and services most were partially implemented. However, Professional Development (PD) and Collaboration Wednesdays were not fully implemented due to distance learning scheduling.

In April ELAC conducted Progress Monitoring on the SPSA actions and services

In late April SSC with input from ELAC determined which actions to continue modify or discontinue based on Progress Monitoring and the anticipated needs of students. SSC determined that all actions and services will be continued.

On April 28th SSC approved the 21-22 SPSA .

Identified Needs based on Findings:

Ted J. Porter will continue to support and encourage stakeholder involvement. Protocols and procedures established by Fontana Unified School District will continue to be upheld. Porter will continue to offer virtual meetings to accommodate all members and uphold safety measures.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

SWP Requirements

<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>Classroom walkthroughs are conducted by administration on a regular basis. Informal and formal data is collected at this time and feedback is provided at the necessary level. For example: if the action is observable schoolwide, the redirect is addressed at a staff meeting to all staff members. If the action is observable throughout a grade level, than the redirect is addressed during a PLC. Teachers receive individual positive feedback based on what is observed in the classroom.</p> <p>Redirection and continuous improvement of teaching practices, helps students succeed at a greater level. With continuous feedback and encouraged self-reflective practices, teachers become better at meeting the needs of learners in their classroom.</p>	<p>Classroom walkthroughs- weekly and monthly basis</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 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>Classroom walkthroughs -weekly and monthly basis</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> <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 (Self-management Skills), Collaboration & Communication • Integrate frequent Interaction & engagement strategies during whole-group & small-group instruction 	<p>Teacher Estimates of Achievement -Daily: Aug-May Collective Teacher Efficacy-Every week Aug-May Assessment Capable Learners- Daily: Aug-May</p>

	<ul style="list-style-type: none"> • Understand Cultural Values/Learning Environments (Examine our personal assumptions) <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>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 	
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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)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-6.2	>= 8.8
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-27.3	>= -12.3
MAP Growth Reading (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.06 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	-0.50	>= 0
MAP Growth Math (ALL): Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.03 (Excludes invalid Fall 2020 K-1 results)	>= 0
2020-2021 Household Participation Rate on Parent/Family Climate Survey	10%	>= 25%

Identified Need(s):	<p>In looking at the SBAC data of Ted J. Porter Elementary, on average students are not meeting the DFS at the expected rate. SBA ELA is 6.2 points below standard and SBA Math is 27.3 points below standard. Focus need to placed on meeting the expected outcome of 15 point growth in both domains, through the implementation of evidence based practices delivered to students, taught to teachers and staff, and provided for our families. Professional Development needs to continue in these areas to continue making forward progress.</p> <p>Ted J. Porter students need to be surrounded by an environment that promotes literacy through the the use of components such as rubrics. print-rich environment, sentence/response frames, and vocabulary development.</p> <p>Ted J. Porter students need to be actively engaged in their learning through practices that promote, Critical Thinking, Collaboration and Communication.</p>
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	<p>Ted J. Porter teachers need to receive continued Professional Development based on the needs uncovered through Classroom observations and walk-throughs. Professional development needs may include support in Blended Learning Technics, Integrated and Designated ELD Supports, Differentiation Strategies, and SEL supports.</p> <p>Ted J. Porter teachers need opportunities to collaborate on ways to Fostering Critical Thinking, Maintaining a Positive Classroom Environment, and Differentiation of Instruction.</p> <p>Ted J. Porter teachers need appropriate modeling by administration of Management of Bias, Growth Mindsets and Specific and Timely Feedback.</p> <p>Ted J. Porter families need open communication with the school and classroom to best support their student.</p> <p>Ted J. Porter families need resources to help support their role in their student's education and help them voice questions and concerns pertaining to the welfare of their student.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<p>1A Provide differentiated instruction in ELA and Math.</p> <ul style="list-style-type: none"> * Additional instructional materials and instructional software * Additional hourly for certificated staff * Library books 	Renaissance Data Results Pre/Post Assessment and iReady Data	All TK-5th Grade students will benefit and served through these actions.	Administration (Admin.) and Teaching Staff	\$19,000.00	\$26,000
<p>1B Provide staff development opportunities to help teachers identify teaching practices that are aimed at identified student(s) and to promote collaboration in the areas of Delivery Instruction, Critical Thinking Skills, Differentiation/Small Group Instruction and Positive Classroom Environment.</p>	Classroom Walkthrough/Visit Data/ Observations	<p>All TK-5th Grade students will benefit and be served through these actions and services</p> <p>All teachers will be served to ensure students benefit from research</p>	Administration (Admin.) and Teaching Staff	\$16,000.00	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> * Additional certificated hourly to cover time outside of the work day * Substitute coverage * Additional PD materials 		<p>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>1C Provide support for Blended Learning and Small Group Instruction(All Content Areas).</p> <ul style="list-style-type: none"> * Technology devices and accessories including laptops, headphones, microphones, cameras, and keyboards for students * Flexible seating * Online resources and software licensing * Organizational supplies 	<p>Classroom Walkthrough/Visit Data/ Observations</p> <p>Renaissance Data Results</p>	<p>All TK-5th Grade students will benefit and be served through these actions and services</p>	<p>Administration (Admin.) and Teaching Staff</p>	<p>45,869.00</p>	<p>4,000.00</p>
<p>1D Provide materials and training to help parents work with their children to improve achievement and foster parental involvement. (As stated in Title 1 School-level Parent and Engagement Policy - Building Capacity for Involvement b)</p> <ul style="list-style-type: none"> * Newsletters to households to keep parents informed - printing costs 	<p>Parent Survey</p>	<p>All TK-5th Grade students will benefit and be served through these actions and services</p>	<p>Administration, Teacher Trainers</p>	<p>\$2959</p>	

2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
* Additional certificated and classified hourly					
Total Estimated Cost for This Goal:				83,828	30,000

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)]

LEA/School GOAL 1a Academic Needs of ELs: English Learners will demonstrate improved academic growth and achievement in reading through the use of academic discourse structured with response frames.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-14.1	>= 0.9
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-30.7	>= -15.7
MAP Growth Reading (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.21 (Excludes invalid Fall 2020 K-1 results)	>= 0
MAP Growth Language (EL): Avg Fall 2019 -to-Fall 2020 Conditional Growth Index (CGI)	-0.44	>= 0
MAP Growth Math (EL): Avg Fall 2019-to-Fall 2020 Conditional Growth Index (CGI)	0.27 (Excludes invalid Fall 2020 K-1 results)	>= 0

Identified Need(s):	<p>The ELPAC data shows that 45.6% of the EL students at Ted J. Porter are failing to increase the expected One or More ELPI levels annually. SBAC data supports that students are closing the Distance from Standard, however are still working below Expected Standard. Work needs to be done in the areas of academic discourse through the use of structured strategies, such as but not limited to response frames, vocabulary development, and productive partnering to build academic language proficiency.</p> <p>As a result of, EL students at Ted J. Porter Elementary continue to demonstrate academic growth through SBAC ELA and Math testing.</p> <p>Ted J. Porter needs to focus on increase small group, differentiated instruction to reinforce literacy, comprehension, and vocabulary.</p> <p>Ted J. Porter needs to utilize the bilingual support in classrooms, to deliver targeted instruction to EL students.</p> <p>Ted J. Porter needs to focus on instructional practices (academic discussion, cooperative learning, interpersonal, and critical thinking) to accelerate EL academic growth.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1aA Provide professional development on differentiating curriculum through small group and blended learning scenarios. * Instructional materials/supplies	Classroom walk-throughs	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	

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)]

LEA/School GOAL 1b Language Needs of ELs: English Learners will demonstrate English language proficiency growth in their receptive language by developing their reading skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 % of EL Students That Made Progress Toward English Proficiency (based on the ELPI)	56.4%	>= 59.4%

Identified Need(s):	<p>Using the ELPAC and Smarter Balance Ted J. Porter Elementary our students need the following support in developing reading skills. The ELPAC data shows that 45.6% of the EL students at Ted J. Porter are failing to increase the expected One or More ELPI levels annually. SBAC data supports that students are closing the Distance from Standard, however are still working below Expected Standard. Work needs to be done in the areas of receptive language through the use of structured strategies, such as but not limited to response frames, vocabulary development, and productive partnering to build academic language proficiency.</p> <p>As a result of current practices, EL students at Ted J. Porter Elementary continue to demonstrate increased language proficiency on SBAC ELA And Math tests.</p> <p>Ted J. Porter will continue to focus on instructional practices and strategies that address and improve EL specific strategies practices.</p> <p>Ted J. Porter needs to focus on increase small group, differentiated instruction to reinforce literacy, comprehension, and vocabulary in all content areas.</p> <p>Ted J. Porter needs to incorporating Integrated English Language Development (ELD) supports in all content areas, to deliver targeted instruction to EL students.</p> <p>Ted J. Porter needs to focus on instructional practices that incorporate Academic Language Acquisition Strategies such as productive partnering, think-pair-share, utilizing sentence/response frames, and academic discussions within the daily classroom instruction throughout all content areas, to deliver targeted instruction to EL students.</p> <p>Ted J. Porter families need open communication with the school and classroom to best support their student.</p>
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	Ted J. Porter families need resources to help support their role in their student's education and help them voice questions and concerns pertaining to the welfare of their student.
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
1bA Provide ongoing Professional Development and Additional time for teachers to Collaborate	Classroom Walkthroughs/Visits and Observations	All students will benefit and be served through these actions and services.	Administration & EL TOA	0.00	
Total Estimated Cost for This Goal:				0	

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	51.2%	>= 54.2%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-6.4	>= 8.6
MAP Growth Reading: Average Fall 2019-to-Fall 2020 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: 0.39 Fall 2nd to Fall 3rd: 0.14 Fall 3rd to Fall 4th: -0.33	>= 0 for each grade level
Fall 2020 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	20-21 3rd Gr. Cohort: 30% 21-22 3rd Gr. Cohort (20-21 2nd Gr.): 34% 22-23 3rd Gr. Cohort (20-21 1st Gr.): Invalid for Fall 2020; Fall 2019 Cohort Results from K: 29% 23-24 3rd Gr. Cohort (20-21 Kinder): Invalid for Fall 2020	20-21 3rd Gr. Cohort(21-22 4th Gr.): 20% 21-22 3rd Gr. Cohort (21-22 3rd Gr.): 24% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 19% (Based on Fall 2019 baseline) 23-24 3rd Gr. Cohort (21-22 1st Gr.): Establish valid baseline

Identified Need(s):	<p>Ted J. Porter is committed to achieving grade level literacy skills by the third grade. In looking at the SBA ELA data of Ted J. Porter Elementary, 51.2 % of 3rd grade students met or exceeded standard. SBA ELA is 6.4 points below standard, therefore focus need to placed on meeting the expected outcome of 15 point growth. When looking at the cohorts of students and MAP data associated with each there is a increase of 16% of students from grade Kindergarten to grade 1 of students who are on track to meet third grade literacy skills. Little distinction lies with first and second graders, leaving both grade levels with less than 50% of students on track to meet third grade literacy.</p> <p>Focus needs to be given to Kindergarten to promote literacy skills to tighten the gap that is created from the beginning of Kindergarten to the beginning of first grade. Students are currently beginning Kindergarten with 71% on track, but entering first grade with only 55% on track.</p> <p>Focus needs to placed on differentiated instruction to close the achievement gap in grades kindergarten and first, so that less students fall into the at-risk qualifier.</p>
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	<p>Ted J. Porter teachers need to receive continued Professional Development based on the needs uncovered through MAPs data, SBA data, classroom observations and walk-throughs. Professional development needs may include support in Early Literacy, Blended Learning, Differentiated Strategies, and Intervention supports.</p> <p>Ted J. Porter teachers need to receive release time to build Collective Teacher Efficacy through observation, collaboration, analyzation, reflection, and Implementation of Effective Teaching Practices.</p> <p>Ted J. Porter teachers need to receive specific and timely feedback through classroom walkthroughs based on criteria that is font loaded and focused on fostering critical thinking, maintaining a positive classroom environment, differentiation and student engagement.</p>
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2021-22 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2021-22 Estimated Cost	
				Title 1	SUPC
2A Provide Ongoing Professional Development and Additional time for teachers to Collaborate	Classroom Walkthroughs/ Observations	All students will benefit and be served through these actions and services.	Administration (Admin.), Teaching Staff, and Core TOA	0.00	
Total Estimated Cost for This Goal:				0	

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>Goal 1A Provide funding for software licenses such as Accelerated Reader to help support identified learners.</p> <ul style="list-style-type: none"> • AR ready Library Books 	<p>All students will benefit and be served through these actions and services.</p>	<p>\$3,000</p>	<p>Librarian, Administration (Admin.) and Teaching Staff</p>
<p>Goal 1 New Action - Provide additional opportunities to promote Critical Thinking, Collaboration and Communication in the classroom.</p> <ul style="list-style-type: none"> • STEAM/STEM Materials 	<p>All students will benefit and be served through these actions and services.</p>	<p>\$5,000</p>	<p>Secretary, Administration (Admin.) and Teaching Staff</p>
<p>Goal 1C Provide funding for Online Resources to support Blended Learning, Small Group Instruction, and Distance Learning (All Content Areas)</p> <ul style="list-style-type: none"> • Blended Learning Supports, technology supports and instructional materials 	<p>All students will benefit and be served through these actions and services.</p>	<p>\$5,000</p>	<p>Secretary, Administration (Admin.) and Teaching Staff</p>
<p>Goal 1B Provide ongoing professional development through workshops, to promote collaboration in the areas of Delivery Instruction, Critical Thinking Skills, Differentiation/Small Group Instruction and Positive Classroom Environment. Multi Day - Out of Area</p> <ul style="list-style-type: none"> • Travel and conference fees • Substitute coverage and teacher hourly 	<p>All teachers who would like to further their professional development will benefit and be served through these actions and services</p>	<p>\$10,000</p>	<p>Secretary, Administration (Admin.) and Teaching Staff</p>

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
<p>Goal 1C Provide funding for Online Resources and Software Licensing to support Blended Learning, Small Group Instruction, Distance Learning (All Content Areas).</p> <ul style="list-style-type: none"> • Technology devices for students at all grade levels. 	<p>All students will benefit and be served through these actions and services.</p>	<p>\$15,000</p>	<p>Secretary, Administration (Admin.) and Teaching Staff</p>

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	\$48,263
X	Title I, Part A: Carryover	\$37,788
X	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).	\$2,154
X	Supplemental Concentration (SUPC) Allocation Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	\$30,000
	SUPC Carryover	
Total amount of state and federal funds allocated to this school		116,051
Total amount of state funds spent (SUPC)		30,000
Total amount of federal funds spent (Title I)		86,051
Total amount of state and federal funds spent		116,051
Balance		0

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	05/2021	1
Erica Perea	Teacher	2 years	05/2021	1
J Louise Kennedy	Teacher	2 years	05/2022	1
Maria Castillo	Other Staff Member (Specify): Librarian	2 years	05/2021	1
Estela Montano	Parent/Community Member	2 years	05/2021	1
Stephanie James	Parent/Community Member	2 years	05/2021	1
Rachel Godinez	Parent/Community Member	2 years	05/2022	1
Lisa Ortiz	Parent/Community Member	2 years	05/2022	1
Maria Nava	Parent/Community Member	2 years	05/2022	1

RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Name of School: Ted J. Porter

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 (Check those that apply):

English Learner Advisory Committee Felipa Negrete
Electronic Signature

Other committees established by the school or district (specify) _____
Electronic Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. 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.
7. This SPSA was adopted by the SSC at a public meeting on: 4/28/2021

Attested:

Jawad G. Pearson

Typed name of School Principal

[Signature]

Signature of School Principal

5/10/21

Date

Sherrie Downey

Typed name of SSC Chairperson

[Signature]

Electronic Signature of SSC Chairperson

5-10-21

Date