

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT FLORENCE ELEMENTARY SCHOOL

2018-19

37-68338-6039572

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

Principal: Conerty, Alexis

Contact Person: Conerty, Alexis

Position: Principal

Telephone Number: 619-344-5900

Address: 3914 1st Ave, Florence Elementary, San Diego, CA, 92103-3016,

E-mail Address: aconerty@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

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

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Florence Elementary School

DUE: May 15, 2018 (Year Round)

SITE CONTACT PERSON: Angie Zatarain

PHONE: 619-344-5900 FAX: 619-344-5949 E-MAIL ADDRESS: azatarain@sandi.net

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

Title 1 Schoolwide Programs (SWP)

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>4/5/18</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/5/18

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

<u>Alexis Conerty</u> Type/Print Name of School Principal	<u>Alexis Conerty</u> Signature of School Principal	<u>6/8/18</u> Date
<u>Heidi Callahan</u> Type/Print Name of SSC Chairperson	<u>[Signature]</u> Signature of SSC Chairperson	<u>6/8/18</u> Date
<u>Mitzi Merino</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>6/8/18</u> Date

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

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

Students who attend Florence Elementary will have the academic and social skills to successfully continue their schooling path in order to be contributing citizens of our society.

Florence Elementary joyfully inspires all of our staff members to pursue excellence in teaching and learning in a child-centered atmosphere. Academic rigor is valued within an environment designed to support academic and social growth of each individual. We share the vision of empowering learners to reach their full potential as capable, healthy citizens of strong character. Staff, students, and families embrace responsibility for building and maintaining a culture of respect in which diversity is celebrated.

Academic rigor is valued within an environment designed to support the growth of each individual. We share the vision of providing rich experiences focused on our Florence Elementary Core Values and empowering learners to reach their full potential as capable, healthy citizens of strong character. Staff, students, and families embrace responsibility for building and maintaining a culture of respect, structure, dedication, unity of purpose, and self-discipline.

Florence Elementary Core Values

1. We believe all children can learn and grow.
2. We follow a cohesive and viable curriculum.
3. We recognize that student achievement is essential to our future.
4. We do the right thing (even if it is hard).

This Single Plan for Student Achievement (SPSA) document describes how the Florence Community will support students in the upcoming 2018-2019 school-year to grow and flourish academically and work towards being active, contributing citizens of our society.

Input from our School Site Council, Site Governance Team, ILT (Instructional Leadership Team), PTA Board Members, and staff helped to tailor the development of our 2018-2019 SPSA. The ILT also guides our professional development plan that emphasizes grade level collaboration and planning to ensure that students are meeting the expectations of the Common Core State Standards.

Student Performance Data

Florence Elementary serves a diverse student community: 60% Hispanic, 11% African American, 15% White, and 10% two or more races, and a small percentage (less than 2%) of Asian, Filipino, and Indochinese students. Approximately 75% of students are Socioeconomically Disadvantaged, 34% of our students are English learners, 21% of our students have been identified gifted, and 21% of our students have disabilities. Florence has a small population of foster youth and homeless families (less than 1%).

Last year on the 2016-17 CAASPP Florence Elementary scored as follows in English Language Arts (ELA) and Mathematics:

In **ELA** 42% of third graders met/exceeded standards, 45% of fourth graders met/exceeded standards and 68% in fifth grade met/exceeded standards. In total, 52% of students in grades third-fifth grade met or exceeded Common Core State Standards.

In **Mathematics**, 50% of third graders met/exceeded standards, 30% of fourth graders met/exceeded standards and 66% in fifth grade met/exceeded standards. In total, 48% of students in grades third-fifth grade met or exceeded Common Core State Standards.

The targeted sub-groups for Florence are English Learners and students with disabilities.

Our English Learners were our lowest performing subgroup for all grades. 5% (1 student) of our English Learners met/exceeded standards in ELA and 27% (6 students) of our English Learners met/exceeded standards in Mathematics.

Students with disabilities were our second lowest performing subgroup for all grades. 27% (5 students) of our students with disabilities met/exceeded standards in ELA and 22% (4 students) of our students with disabilities met/exceeded standards in Mathematics.

We will continue to target our English Learner subgroup and Students with Disabilities to close the achievement gap while maintaining a focus upon the improvement of all students at Florence Elementary. English Learners have been clustered by CELDT and ELPAC scores for student placement so that teachers can target specific language acquisition needs when engaging in FELD (Focused English Language Development). Students with disabilities are provided with IEPs to support specific learning goals in both ELA and Math.

The focused area of need is to increase the overall percentage of students who are meeting or exceeding the CCSS in both ELA and Mathematics. Our EL Students with Disabilities population is struggling the most in this area.

Factors contributing to this need are not limited to a systematic approach to teaching literacy and math skills using an integrated approach to support English Learners and Students with Disabilities.

Challenges include, but are not limited to, availability of instructional materials, opportunities for trainings, and availability of visiting teachers. Visiting teachers will be funded from the site to enable teachers to participate in these learning opportunities. Additional funds will be used to provide professional books, and intervention/supplemental materials as well as computer licenses to promote the academic success of all students.

SCHOOL VISION AND REALITY

It is our vision to create a true community of learners at Florence Elementary School. We want to cultivate a place where all stakeholders are eager for learning and demand for themselves best practices that include purposeful instruction that creates high levels of student engagement in lessons and tasks that are aligned to common core state standards; an environment that supports and enriches teaching and learning with a foundation in high expectations for all. Our goal is to support students in becoming caring, responsible, productive citizens of our future.

Current Reality:

- Instruction is aligned with CCSS – which demands content knowledge and understanding
- Data is used to inform instruction and is not yet systematic
- The structures for PLCs are in place, and moving toward a teach, assess, analyze, reteach and reteach protocol
- A balance between excitement for teaching and instructional demands is growing with the teachers.
- Students are increasing their content knowledge and understanding of the world by engaging in projects.

Though we have worked hard to reach this level, we still have work to do before I can honestly say that ALL stakeholders have developed ‘habits of mind’ in all areas to meet our ideal state. We continue to work toward the ideal state to have all teachers set and maintain high academic expectations for all students throughout the entire school day five days a week. In the 2018-19 school year, we will integrate Lucy Calkins’ Reading and Writing Units and Engage NY Reading with the SDUSD Critical Concepts and Proficiency Scales to strengthen academic achievement for all students.

Teachers continue to need coaching and support to shift the ‘productive struggle’ and ‘thinking work’ to the students. Support will be provided to teachers in modified day professional development, during ILT (Instructional Leadership Team) and PLCs (Professional Learning Communities) as

well as professional development with another school in our cluster. Teachers will also have the opportunity to attend trainings/workshops provided by the district.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

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

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

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

Professional learning and growth is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals.

Our focus for this year and next is to strengthen Tier 1 instruction by using common formative assessment to drive instruction. We will do this by utilizing standards based assessments in order to guide our teaching.

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

Advisory groups were consulted during the SPSA development process.

LCFF COMMUNITY AND STAFF ENGAGEMENT

The SCC, ILT and the staff provided input in the development of the SBB/SPSA for the 2018-2019 school year. Revisions were made based on feedback. The SSC voted on the proposed budget on February 8, 2018. The SPSA goals have been generated with staff input and will be presented to SSC.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Brian Fixel	Classroom teacher
Alexis Conerty	Principal
Melissa Damasco	Classroom teacher
Samantha Holcomb	Classroom teacher
Elinor Taylor-Stoval	Parent
Haja Turay	Parent
Heidi Callahan	Parent
Brittney Garcia	Parent
Angelica Zatarain	Other Staff
Norma Cabral	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 47% (approx. 15 3rd graders) will meet or exceed standards in ELA on the SBAC exam, an increase of 10%.

By June 2019, 71% (approx. 16 5th graders) will meet or exceed standards in ELA on the SBAC exam an increase of 10%.

Closing the Gap SMART Goal:

Subgroup: Hispanic/Latino Students

By June 2019, 52% (approx. 11 3rd graders) will meet or exceed standards in ELA on the SBAC exam an increase of 10%.

By June 2019, 73% (approx. 16 5th graders) will meet or exceed standards in ELA on the SBAC exam an increase of 10%.

Subgroup: English Learners

By June 2019, 40% (approx. 2 3rd graders) will meet or exceed standards in ELA on the SBAC exam an increase of 10%.

By June 2019, 50% (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam an increase of 10%.

Subgroup: Students with Disabilities

By June 2019, 40% (approx. 2 3rd graders) will meet or exceed standards in ELA on the SBAC exam an increase of 10%.

By June 2019, 50% (approx. 2 5th graders) will meet or exceed standards in ELA on the SBAC exam an increase of 10%.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Formative assessments, student writing (formal and informal), Illuminate Interim Assessments, Achieve 3000 Lexile Level Set Assessments.

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

Teachers will meet individually with administrator to analyze Independent Reading Levels and Achieve 3000 growth eight (8) times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 55% (*approx. 19 3rd graders*) will meet or exceed standards in Math on the SBAC exam an increase of 10%.

By June 2019, 75% (*approx. 23 5th graders*) will meet or exceed standards in Math on the SBAC exam an increase of 10%.

Closing the Gap SMART Goal:

Subgroup: Hispanic/Latino Students

By June 2019, 50% (*approx. 11 3rd graders*) will meet or exceed standards in Math on the SBAC exam an increase of 10%.

By June 2019, 65% (*approx. 14 5th graders*) will meet or exceed standards in Math on the SBAC exam an increase of 10%.

Subgroup: English Learners students

By June 2019, 56% (*approx. 5 3rd graders*) will meet or exceed standards in Math on the SBAC exam an increase of 10%.

By June 2019, 67% (*approx. 2 5th graders*) will meet or exceed standards in Math on the SBAC exam an increase of 10%.

Subgroup: Students with Disabilities

By June 2019, 60% (*approx. 3 3rd graders*) will meet or exceed standards in Math on the SBAC exam an increase of 10%.

By June 2019, 50% (*approx. 2 5th graders*) will meet or exceed standards in Math on the SBAC exam an increase of 10%.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Formative assessments, exit slips, end of chapter assessments, Illuminate Interim Assessments.

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

Teachers will meet individually with administrator to analyze data from math assessments 7 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner**English Learner SMART Goal:**

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

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

Other Assessments (Please Specify):

EPPAC and writing assessments.

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

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

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 72% (*approx. 30 3rd graders*) will meet or exceed level 38 in DRA.

By June 2019, at least 63% (*approx. 21 5th graders*) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

Other Assessments (Please Specify):

Informal reading conference notes and Running Records and KidBiz (Achieve 3000) Lexile growth patterns.

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

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA 8 (eight) times per year. Analysis will inform subsequent instruction.

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

By June 2019, 100% (approx. 250 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 10% (approx. 27 families) will attend school-based training on SBRC to increase the milestones necessary for meaningful graduation.

Targeted Population:

The target population is for all students. There have been several opportunities for parents to participate in school events, however, there has been minimal attendance at these events. We will target all families (e.g.: English Learners, SPED, general ed) to attend school events by updating our school website and posting signs in highly visible places on campus. We will continue to send messages via School Messenger and sending information home via the Monthly Falcon Newsletter. Front office staff will also promote the activities when parents come into the office.

What data did you use to form these goals?:

Sign-in Sheets from Florence Events and Activities including Back to School Night, Open House, Parent-Teacher Conferences, ELAC Meetings, and Coffee with the Principal meetings and PTA sponsored events.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet 3 times per year to analyze student progress using site developed criteria. Families are formally contacted 2 times per year based on progress. Families are informally contacted regularly based on progress.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use, Lucy Calkin's Reading and Writing Program, SDUSD's Math Concept Guides, SDUSD's Critical Concepts for ELA and Math, ELA and Math Frameworks and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading/ and or small group instruction.
- Staff will use multiple measures of assessment (i.e., pre and post assessments, Illuminate Interim Assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.) Staff will utilize a pre- and post- assessments to engage in a teach, assess, re-teach, re-assess cycle.
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- All English learners will be assessed using ELPAC and placed accordingly.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of Interim Assessments and other common formative assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy and math instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy and mathematics
- Teachers will make a home contact i.e. progress report, phone call to discuss the progress of their at risk students. This is logged by teacher.
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts in both literacy and math.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction.

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Intensive Intervention (Tier 3)
 - Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
 - Counselor will provide monthly check in with at risk students
 - Support by Support staff to address literacy needs of students who are two or more years below proficiency.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):
 Teachers will engage in professional development, PLCs, and grade-level planning opportunities throughout the school year. These opportunities will include participating in professional book clubs, professional development around reading, writing, language development and mathematics instruction, as well as developing long- and short-term curriculum plans (including common formative assessments and exit slips). These activities will support maximizing instructional time so teachers can focus on planning and executing effective instruction to support ELA, math and ELD.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Software License		\$17,000.00	\$17,000.00	0107-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, LCFF 2	Tier 1 and Tier 2 online learning tools to support reading and math growth.
Supplies		\$5,496.50	\$5,496.50	0107-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 05, LCFF 1, LCFF 2, LCFF 3	These monies will provide the necessary supplies to support the academic, social and emotional growth of students. Ex. pencils, charts, batteries, etc.
Clerical OTBS Hrly		\$300.00	\$385.23	0107-30100-00-2451-2495-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 2	Additional clerical support to open and close the school year.

How will you monitor these strategies/activities?:
 Monitoring of these activities will include, but are not limited to: sign in sheets, monthly monitoring meeting notes and data sheets.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
 Teachers will engage in professional development, PLCs, and grade-level planning opportunities throughout the school year. These opportunities will include participating in professional book clubs, professional development around reading, writing, language development and mathematics instruction, as well as developing long- and short-term curriculum plans (including common formative assessments and exit slips). These activities will support closing the gap so teacher can focus on planning and executing effective instruction to support the core content areas.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		\$884.32	\$1,064.63	0107-30100-00-1157-1000-4760-01000-0163	Title I Basic Program	01, 02, 04, LCFF 1, LCFF 2	To compensate teachers to do academic screenings of their students prior to school beginning.
Retired Clrm Teacher Hrly		\$5,908.00	\$7,112.64	0107-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	These monies will compensate hourly a retired teacher to provide tier 2 intervention in ELA and Math.

How will you monitor these strategies/activities?:
 Monitoring of these activities will include, but are not limited to: sign-in sheets, monthly meeting notes and data sheets.

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3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
 Teachers will engage in professional development, PLCs, and grade-level planning opportunities throughout the school year. These opportunities will include participating in professional book clubs, professional development around reading, writing, language development and mathematics instruction, as well as developing long- and short-term curriculum plans (including common formative assessments and exit slips). These activities will support professional development so support teachers in focusing on planning and executing effective instruction to support the core content areas.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm DevHrlyClsrmTchr		\$1,942.85	\$2,339.00	0107-30100-00-1170-2130-0000-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1, LCFF 2	These monies will compensate ILT members to engage in 1 ILT retreat prior to school starting and teachers to be compensated for curriculum development prior to school starting.
Prof&Curriclm Dev Vist Tchr		\$7,287.98	\$8,774.00	0107-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	These monies will pay for substitutes to cover classroom teachers 4 times per year to come together in PLCs. These monies will also pay for 2 ILT retreats during the school year.

How will you monitor these strategies/activities?:
 Monitoring of these activities will include, but are not limited to: sign in sheets, monthly monitoring meeting notes and data sheets.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
 Teachers will engage in professional development, PLCs, and grade-level planning opportunities throughout the school year. These opportunities will include participating in professional book clubs, professional development around reading, writing, language development and mathematics instruction, as well as developing long- and short-term curriculum plans (including common formative assessments and exit slips). These activities will support social/emotional supports time so teachers can focus on planning and executing effective instruction to support the whole child.

How will you monitor these strategies/activities?:
 Monitoring of these activities will include, but are not limited to: sign in sheets, monthly monitoring meeting notes and data sheets.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 Parent involvement activities will occur throughout the year via meetings (including coffee with the principal, SSC/SGT meetings, whole school assemblies, Open House, etc..). Communication for these events will include fliers that are sent home. During these meetings, childcare will be offered and paraprofessionals will be compensated for their time. Additionally, light refreshments will be served.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Paper		\$600.00	\$600.00	0107-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Various colors of blank paper is needed to provide information to families (including newsletters, IEPs, report cards.

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Supplies		\$317.00	\$317.00	0107-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	These monies will provide the necessary supplies to support the academic, social and emotional growth of students.
Classroom PARAS Hrly		\$116.81	\$150.00	0107-30103-00-2151-1000-1110-01000-0000	Title I Parent Involvement	05	To compensate paraprofessionals for providing childcare at parent events.

How will you monitor these strategies/activities?:
Sign-in sheets, feedback forms

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Fund visiting teachers in order to provide opportunities for teachers to collaborate (including, but not limited to: lesson design, lesson study, analyze student work), attend workshops/trainings/conferences and other professional development. Instructional materials will be purchased to support student learning for students including English learners and students who are performing below grade level expectations.</p> <p>Identified Need:: There are students at all grade levels who are not meeting grade level standards. These students would benefit from additional instruction in critical thinking.</p> <p>Target Group:: English Learners and students not meeting grade level standards.</p> <p>Monitoring:: Interim Assessments, CELDT, DRA, Common Formative Assessments, student writing samples</p> <p>Personnel Responsible:: Classroom Teachers, Principal</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Fund visiting teachers in order to provide opportunities for teachers to collaborate (including, but not limited to: lesson design, lesson study, analyze student work), attend workshops/trainings/conferences and other professional development. Instructional materials will be purchased to support student learning for students including English learners and students who are performing below grade level expectations.</p> <p>Identified Need:: Provide support to English Learners and students performing below grade level expectations.</p> <p>Target Group:: English Learners and students performing below grade level expectations.</p> <p>Monitoring:: Interim Assessments, CELDT, DRA, Common Formative Assessments, student writing samples</p> <p>Personnel Responsible:: Principal, Classroom Teachers.</p>

Goal 3: Professional Development

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

Professional Development Goal:

Provide visiting teachers to allow teachers time to collaborate as well as attend workshops/trainings/conferences and other professional development. Instructional materials will be purchased to support student learning for all students including English Learners and students who are performing below grade level expectations.

Identified Need::

Provide support to English Learners and students performing below grade level expectations.

Target Group::

Provide support to English Learners and students performing below grade level expectations.

Monitoring::

Monthly monitoring meetings with administration, PLC/collaboratives, and ILT. During this time, we will analyze and discuss Interim Assessments, CELDT, DRA, Exit Slips, and student writing.

Personnel Responsible::

Principal, Classroom Teachers.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Paper		\$800.00	\$800.00	0107-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 05, LCFF 1, LCFF 2, LCFF 3	Various colors of blank paper is needed to provide student work spaces, information to families (including newsletters, IEPs, report cards), and teachers (including reports and professional development materials).
Non Clsrn Tchr Hrly		\$1,633.00	\$1,965.97	0107-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 2	Planning/prepping for non-classroom events, before and or after school prep.
Clerical OTBS Hrly		\$2,747.00	\$3,527.43	0107-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 2	To provide compensation for EL Coordination/EPLAC administration/IPT administration. Also to provide compensation to office staff to prepare for the opening and closing of a school year.
Interprogram Svcs/Duplicating		\$200.00	\$200.00	0107-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 2	To pay for documents that need to be sent to print services for print.

Florence Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Prof&Curriclm Dev Vist Tchr	\$1,536.68	\$1,850.01	0107-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	These monies will pay for substitutes to cover classroom teachers 4 times per year to come together in PLCs. These monies will also pay for 2 ILT retreats during the school year.
Prof&Curriclm DevHrlyClstrmTchr	\$2,000.00	\$2,407.80	0107-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	These monies will compensate ILT members to engage in 1 ILT retreat prior to school starting and teachers to be compensated for curriculum development prior to school starting.
Postage Expense	\$200.00	\$200.00	0107-09800-00-5920-1000-1110-01000-0000	LCFF Intervention Support	05, LCFF 2	This resource will pay for postage stamps in order to communicate with parents via the US Mail.
Software License	\$2,000.00	\$2,000.00	0107-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	These monies will pay for Tier 1 and Tier 2 online learning tools to support reading and math growth.
Retired Clstrm Teacher Hrly	\$1,000.00	\$1,203.90	0107-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1	These monies will compensate hourly a retired teacher to provide tier 2 intervention in ELA and Math.
Supplies	\$14,761.00	\$14,761.00	0107-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	These monies will provide the necessary supplies to support the academic, social and emotional growth of students.

APPENDICES

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

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

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

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	113	38.9	103	44.7	98	52.0	13.1	7.3	113	36.3	105	40.0	99	48.5	12.2	8.5
Female	60	36.7	52	53.8	44	63.6	26.9	9.8	60	30.0	52	46.2	44	59.1	29.1	12.9
Male	53	41.5	51	35.3	54	42.6	1.1	7.3	53	43.4	53	34.0	55	40.0	-3.4	6.0
African American	9	-	11	36.4	12	41.7	-	5.3	9	-	11	36.4	12	50.0	-	13.6
Asian	2	-	1	-	2	-	-	-	2	-	1	-	2	-	-	-
Filipino	2	-	2	-	1	-	-	-	2	-	2	-	1	-	-	-
Hispanic	73	30.1	63	34.9	62	50.0	19.9	15.1	73	30.1	65	33.8	63	42.9	12.8	9.1
Indochinese	2	-	2	-	2	-	-	-	2	-	2	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	14	57.1	12	58.3	9	-	-	-	14	42.9	12	58.3	9	-	-	-
Multiracial	11	63.6	12	66.7	10	70.0	6.4	3.3	11	45.5	12	50.0	10	60.0	14.5	10.0
English Learner	31	16.1	29	20.7	21	4.8	-11.3	-15.9	31	25.8	31	19.4	22	27.3	1.5	7.9
English-Speaking	82	47.6	74	54.1	77	64.9	17.3	10.8	82	40.2	74	48.6	77	54.5	14.3	5.9
Reclassified†	25	40.0	5	-	26	73.1	33.1	-	25	36.0	5	-	26	69.2	33.2	-
Initially Eng. Speaking	57	50.9	69	50.7	51	60.8	9.9	10.1	57	42.1	69	46.4	51	47.1	5.0	0.7
Econ. Disadv.*	89	30.3	78	35.9	83	49.4	19.1	13.5	89	29.2	80	31.3	84	44.0	14.8	12.7
Non-Econ. Disadv.	24	70.8	25	72.0	15	66.7	-4.1	-5.3	24	62.5	25	68.0	15	73.3	10.8	5.3
Gifted	25	64.0	24	66.7	18	72.2	8.2	5.5	25	68.0	24	66.7	18	88.9	20.9	22.2
Not Gifted	88	31.8	79	38.0	80	47.5	15.7	9.5	88	27.3	81	32.1	81	39.5	12.2	7.4
With Disabilities	18	16.7	21	23.8	18	27.8	11.1	4.0	18	16.7	22	13.6	18	22.2	5.5	8.6
WO Disabilities	95	43.2	82	50.0	80	57.5	14.3	7.5	95	40.0	83	47.0	81	54.3	14.3	7.3
Homeless	4	-	4	-	4	-	-	-	4	-	4	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	3	-	3	-	-	-	3	-	3	-	3	-	-	-

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

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	36	27.8	38	39.5	33	42.4	14.6	2.9	36	36.1	38	34.2	34	50.0	13.9	15.8
Female	17	11.8	14	57.1	15	53.3	41.5	-3.8	17	17.6	14	57.1	15	66.7	49.1	9.6
Male	19	42.1	24	29.2	18	33.3	-8.8	4.1	19	52.6	24	20.8	19	36.8	-15.8	16.0
African American	4	-	6	-	3	-	-	-	4	-	6	-	3	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	23	21.7	21	23.8	21	42.9	21.2	19.1	23	30.4	21	33.3	22	45.5	15.1	12.2
Indochinese	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	2	-	5	-	6	-	-	-	2	-	5	-	6	-	-	-
Multiracial	6	-	4	-	3	-	-	-	6	-	4	-	3	-	-	-
English Learner	18	16.7	16	31.3	8	-	-	-	18	33.3	16	31.3	9	-	-	-
English-Speaking	18	38.9	22	45.5	25	56.0	17.1	10.5	18	38.9	22	36.4	25	52.0	13.1	15.6
Reclassified†	0	-	0	-	7	-	-	-	0	-	0	-	7	-	-	-
Initially Eng. Speaking	18	38.9	22	45.5	18	50.0	11.1	4.5	18	38.9	22	36.4	18	44.4	5.5	8.0
Econ. Disadv.*	29	17.2	31	32.3	27	40.7	23.5	8.4	29	31.0	31	29.0	28	42.9	11.9	13.9
Non-Econ. Disadv.	7	-	7	-	6	-	-	-	7	-	7	-	6	-	-	-
Gifted	8	-	5	-	7	-	-	-	8	-	5	-	7	-	-	-
Not Gifted	28	21.4	33	33.3	26	38.5	17.1	5.2	28	25.0	33	33.3	27	40.7	15.7	7.4
With Disabilities	7	-	7	-	6	-	-	-	7	-	7	-	6	-	-	-
WO Disabilities	29	27.6	31	41.9	27	48.1	20.5	6.2	29	37.9	31	38.7	28	57.1	19.2	18.4
Homeless	1	-	4	-	2	-	-	-	1	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	1	-	-	-	2	-	0	-	1	-	-	-

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

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	33	42.4	36	38.9	33	45.5	3.1	6.6	33	36.4	37	27.0	33	30.3	-6.1	3.3
Female	21	38.1	19	42.1	13	61.5	23.4	19.4	21	38.1	19	15.8	13	53.8	15.7	38.0
Male	12	50.0	17	35.3	20	35.0	-15.0	-0.3	12	33.3	18	38.9	20	15.0	-18.3	-23.9
African American	2	-	4	-	5	-	-	-	2	-	4	-	5	-	-	-
Asian	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Filipino	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Hispanic	21	33.3	23	34.8	19	42.1	8.8	7.3	21	33.3	24	16.7	19	21.1	-12.2	4.4
Indochinese	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	5	-	3	-	2	-	-	-	5	-	3	-	2	-	-	-
Multiracial	3	-	5	-	4	-	-	-	3	-	5	-	4	-	-	-
English Learner	9	-	11	9.1	9	-	-	-	9	-	12	0.0	9	-	-	-
English-Speaking	24	54.2	25	52.0	24	58.3	4.1	6.3	24	41.7	25	40.0	24	37.5	-4.2	-2.5
Reclassified†	5	-	1	-	7	-	-	-	5	-	0	-	7	-	-	-
Initially Eng. Speaking	19	47.4	24	50.0	17	52.9	5.5	2.9	19	36.8	24	41.7	17	29.4	-7.4	-12.3
Econ. Disadv.*	25	32.0	27	33.3	29	37.9	5.9	4.6	25	28.0	28	21.4	29	24.1	-3.9	2.7
Non-Econ. Disadv.	8	-	9	-	4	-	-	-	8	-	9	-	4	-	-	-
Gifted	8	-	8	-	5	-	-	-	8	-	8	-	5	-	-	-
Not Gifted	25	32.0	28	39.3	28	39.3	7.3	0.0	25	28.0	29	17.2	28	21.4	-6.6	4.2
With Disabilities	6	-	9	-	6	-	-	-	6	-	10	20.0	18	22.2	-	2.2
WO Disabilities	27	51.9	27	44.4	27	48.1	-3.8	3.7	27	44.4	27	29.6	27	37.0	-7.4	7.4
Homeless	2	-	1	-	4	-	-	-	2	-	1	-	4	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	-	-	1	-	0	-	1	-	-	-

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

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	44	45.5	29	58.6	32	68.8	23.3	10.2	44	36.4	30	63.3	32	65.6	29.2	2.3
Female	22	54.5	19	63.2	16	75.0	20.5	11.8	22	31.8	19	68.4	16	56.3	24.5	-12.1
Male	22	36.4	10	50.0	16	62.5	26.1	12.5	22	40.9	11	54.5	16	75.0	34.1	20.5
African American	3	-	1	-	4	-	-	-	3	-	1	-	4	-	-	-
Asian	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Filipino	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Hispanic	29	34.5	19	47.4	22	63.6	29.1	16.2	29	27.6	20	55.0	22	59.1	31.5	4.1
Indochinese	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	7	-	4	-	1	-	-	-	7	-	4	-	1	-	-	-
Multiracial	2	-	3	-	3	-	-	-	2	-	3	-	3	-	-	-
English Learner	4	-	2	-	4	-	-	-	4	-	3	-	4	-	-	-
English-Speaking	40	47.5	27	63.0	28	78.6	31.1	15.6	40	40.0	27	66.7	28	71.4	31.4	4.7
Reclassified†	20	30.0	4	-	12	75.0	45.0	-	20	30.0	4	-	12	75.0	45.0	-
Initially Eng. Speaking	20	65.0	23	56.5	16	81.3	16.3	24.8	20	50.0	23	60.9	16	68.8	18.8	7.9
Econ. Disadv.*	35	40.0	20	45.0	27	70.4	30.4	25.4	35	28.6	21	47.6	27	66.7	38.1	19.1
Non-Econ. Disadv.	9	-	9	-	5	-	-	-	9	-	9	-	5	-	-	-
Gifted	9	-	11	81.8	6	-	-	-	9	-	11	81.8	6	-	-	-
Not Gifted	35	40.0	18	44.4	26	65.4	25.4	21.0	35	28.6	19	52.6	26	57.7	29.1	5.1
With Disabilities	5	-	5	-	6	-	-	-	5	-	22	13.6	6	-	-	-
WO Disabilities	39	48.7	24	66.7	26	76.9	28.2	10.2	39	38.5	25	76.0	26	69.2	30.7	-6.8
Homeless	1	-	4	-	2	-	-	-	1	-	4	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	-	-	0	-	1	-	0	-	-	-

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

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

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District
Florence Elementary School
TITLE I PARENT INVOLVEMENT POLICY 2018-19

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

Florence Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Florence Elementary School will provide a flexible number of School Site Council (SSC) meetings to allow for parent involvement. Topics covered during the meetings will include the following:

- Improving communication between the school and home.
- Discussing current student assessment data and student progress.
- Providing information about school and district resources for student academic improvement.
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in all school and Title I activities.
- Providing training programs to help parents support and work with their children at home and at school.
- Advocating for teachers and parents
- Valuing cultural diversity

Parental input from the parent meetings and training sessions will be shared with the SSC to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

The school-wide parent newsletter is mailed home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The newsletter and calendar are sent home in English and Spanish. Every attempt is made to communicate with parents in their primary language.

During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

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

Involvement of Parents in the Title I Program:

In order to assure collaborative partnerships among Title I schools, parents, and the community, the board, working through the administration, is committed to:

1. Involving parents/guardians in the joint development of the district's Title I plan, and the process of school review and improvement. The district will provide opportunities for parent involvement through:
 - a. Participation in the development or revision of the Local Education Agency (LEA) Plan.
 - b. Participation in the Annual Evaluation of the LEA Plan, coordinated by District Advisory Council (DAC) for compensatory education programs.
 - c. Sharing of information through local Board of Education reports on each school's progress in meeting all accountability measures. (Adequate Yearly Progress, District Accountability Agreement)
2. Providing the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. The district will:
 - a. Provide centralized training through the Harold J. Ballard Parent Center and FACE department opportunities.
 - b. Provide centralized training for School Site Councils and English Learner Advisory Committees through the financial Planning, Monitoring and Accountability Department.
 - c. Provide Parent Volunteer Training through the Partnerships Office.
 - d. Provide staff training and/or materials for developing effective parent involvement activities to improve student academic achievement.
3. Building the capacity of schools, staffs, and families for strong, effective, and ongoing parent involvement in the education of their children to improve student achievement. The district will:
 - a. Provide centralized training through the Harold J. Ballard Parent Center opportunities.
 - b. Provide centralized training for School Site Councils and English Learner Advisory Committees through the financial Planning, Monitoring and Accountability Department.
 - c. Provide Parent Volunteer Training through the Partnerships Office.
 - d. Provide staff training and/or materials for developing effective parent involvement activities to improve student academic achievement.
4. Coordinating and integrating Title I parent involvement strategies with parent involvement strategies under other programs. The district will provide coordination of services between:
 - a. California Community Parent Resource Center (CPRC) and the Harold J. Ballard Parent Center.
 - b. San Diego City Schools Student Services and the Harold J. Ballard Parent Center and FACE Department.
 - c. San Diego City Schools Child Development Programs and the Harold J. Ballard Parent Center and FACE Department.

Florence Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic

standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement:

Florence Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- The school provides support for parental involvement activities requested by Title I parents.
- This is done via the following:
 - Monthly Coffee with The Principal meetings
 - Bi-monthly Newsletters
 - SSC Meetings

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District

FLORENCE ELEMENTARY SCHOOL

TITLE I - HOME/SCHOOL COMPACT 2018-2019

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

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

Florence Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:
 - All instructional practice implements best practices for learning and achievement.
 - Teachers participate in ongoing professional development to increase knowledge and skills to enable students successfully meet or exceed the standards called out in the California Common Core State Standards (CCSS).
2. Hold parent-teacher conferences three times per year during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held in November, March and June.
3. Provide parents with frequent reports on their child's progress. Teachers will develop a communication system (e.g. Remind App; emails, written communication) to communicate with parents in an ongoing manner.
4. Provide parents reasonable access to staff. Staff is available before and after school by telephone or appointment. Teacher emails are provided for for all teachers in order for parents to access. Teachers will utilize online school communication tools (such as remind.com, Class Dojo, Blooms.com) to instantly communicate with families.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Appointments to visit classrooms may be made twenty-four hours in advance. Volunteers are coordinated through our Volunteer Program.

PARENT RESPONSIBILITIES

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount screen time my child uses (including TV, non-academic computer programs, I-pad, Smart Phone, etc...).
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

STUDENT RESPONSIBILITIES

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

- ✓ Do my homework every day and ask for help when I need it.
- ✓ Read at least 30 minutes every day outside of school time.
- ✓ Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount		
Florence Elementary	09800	1170	Prof&Curriclm DevHrlyClsrmTchr			\$ 2,000.00		
		1189	Retired Clsrm Teacher Hrly			\$ 1,000.00		
		1192	Prof&Curriclm Dev Vist Tchr			\$ 1,536.68		
		1957	Non Clsrm Tchr Hrly			\$ 1,633.00		
		2451	Clerical OTBS Hrly			\$ 2,747.00		
		3000	Employee Benefits			\$ 2,038.43		
		4301	Supplies			\$ 14,761.00		
		5721	Interprogram Svcs/Duplicating			\$ 200.00		
		5733	Interprogram Svcs/Paper			\$ 800.00		
		5841	Software License			\$ 2,000.00		
		5920	Postage Expense			\$ 200.00		
		09800 Total						\$ 28,916.11
		30100	30100	1157	Classroom Teacher Hrly			\$ 884.32
				1170	Prof&Curriclm DevHrlyClsrmTchr			\$ 1,942.85
1189	Retired Clsrm Teacher Hrly					\$ 5,908.00		
1192	Prof&Curriclm Dev Vist Tchr					\$ 7,287.98		
2451	Clerical OTBS Hrly					\$ 300.00		
3000	Employee Benefits					\$ 3,352.35		
4301	Supplies					\$ 5,496.50		
5841	Software License			\$ 17,000.00				
30100 Total						\$ 42,172.00		
30103	30103	2151	Classroom PARAS Hrly			\$ 116.81		
		3000	Employee Benefits			\$ 33.19		
		4301	Supplies			\$ 317.00		
		5733	Interprogram Svcs/Paper			\$ 600.00		
30103 Total						\$ 1,067.00		

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Florence Elementary School

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>Notes from surveys included:</p> <p>Professional development includes ideas for maximizing instructional time. Pacing guides for Math as well as Critical Concepts and Proficiency Scales for both ELA and Math are available on district website. The principal provided a pacing calendar that included pacing for formative and summative testing. As with last year, each teacher selected three students to target to closely monitor performance data and use information to provide needed instructional supports. The Team and the teachers voted to allocate monies to support Tier 2 intervention for reading and/or math by hiring a retired teacher hourly to provide this support. Teachers meet regularly with the principal to discuss instructional strategies to support students performing below grade level expectations.</p> <p>Florence is in the 2nd year of implementation for DreamBox Learning, an online TK-5th grade math program which supports students at their individual mathematical point of need. This online program supports students both inside and outside of the classroom. Teachers utilize the data to inform their math instruction. Both the team and SSC wish to purchase DreamBox Learning for the 2018-2019 school year.</p> <p>To maximize instruction in ELA, Florence is in the 2nd year of implementation of a TK-2nd grade online phonics program called Smarty Ants. Additionally, Florence has been utilizing the online program KidBiz for students in grades 3rd-5th grades for over five years. Both online programs are by Achieve 3000. The team and the SSC wish to purchase these two online programs to support and maximize student achievement for the 2018-2019 school year.</p> <p>Although the program is free of charge, the team and SSC wish to continue access to the online book program, Epic (getepic.com).</p>

	<p>In the area of technology, surveys indicated that students are in need of keyboarding skills. Free technology websites, including dancemat.com and other keyboarding games will be utilized in the classroom.</p>
<p>CLOSING THE ACHIEVEMENT GAP</p>	<p>English Learners are our lowest performing subgroup in both ELA and Math. We placed our English Learners so that they were grouped according to their ELPAC Speaking and Listening scores so that teachers at each grade level can target SELD at their specific point of need to strengthen their English acquisition. If funds become available, our surveys overwhelmingly indicated a teacher to support English Learners would like to be funded.</p> <p>Our students with disabilities receive appropriate accommodations and modifications.</p>
<p>PROFESSIONAL DEVELOPMENT</p>	<p>Our goal for this year has been on strengthening Tier 1 instruction by utilizing standards based assessments to drive instruction. We are using the district provided critical concepts and proficiency scales to guide our instruction. We will continue this focus for the 2018-2019 school year.</p> <p>Notes on the survey indicated that teachers feel that this year we have not had enough PLCs. Due to budget cuts, we were not able to increase the amount of PLCs for the 2018-19 school year. We have allocated monies for visiting teachers to release teachers for three rounds of PLCs.</p> <p>Professional texts will continue to be purchased for teachers. Due to budget cuts, monies have not been allocated for teachers to attend local conferences, trainings or workshops for professional growth in the 2018-19 school year.</p>
<p>GRADUATION/PROMOTION</p>	<p>On the 2016-17 CAASPP in ELA, 42% of third graders met or exceeded the achievement standard. This is a gain of 3 percentage points. In Mathematics, 50% in third grade met or exceeded the achievement standard. This is an increase of 16 percentage points. Although we have grown in both ELA and Math, we are still approximately 10 percentage points behind the SDUSD average. We will continue to target our third graders to ensure student progress.</p>
<p>PARENT ENGAGEMENT</p>	<p>We have worked hard to build our parent involvement at Florence. Surveys indicated that parents feel informed of school events and activities. In regards to school to home communication, survey's indicated that families appreciate tri-yearly parent newsletter, School Messenger, parent coffees and Florence Honors. Surveys did indicate that our school website has improved but still needs work. Additionally, surveys indicate that parents want to know more about what is happening academically as well a socially at school.</p>

	<p>Parents indicated on their survey that they did not know that Florence had a goal for parent involvement. We will publicize the goal next year to build participation.</p> <p>Surveys indicated that families feel that parents are involved in school decisions. Parents actively participate on our SSC and SGT, and the principal holds principal coffees and has an open door policy. We have an active PTA board of about 8 members. The principal meets bi-monthly with the PTA president.</p> <p>We have a high participation rate for Back to School Night, Open House and Parent-Teacher Conferences and PTA sponsored family. Survey data indicates that we need to continue building our participation rate for our English Learner families and our special education families.</p> <p>Surveys indicate that parents are in great support of our partnerships: Mission Federal Credit Union and UCSD school of Teacher Education, and The Assistance League of San Diego. Mission Federal Credit Union is on site every Thursday morning for the Misson2Save program. UCSD provides support in student mentors and tutors who visit the school on a weekly basis. The Assistance League of San Diego provides free school uniforms to students as well as sponsors a ballet program to all 3rd graders who wish to participate.</p>
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