

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT FLORENCE ELEMENTARY SCHOOL

2014-16

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: Estill, Mary

Contact Person: Estill, Mary

Position: Principal

Telephone Number: 619/293-4440;

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

E-mail Address: mestill@sandi.net

The following items are included:

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

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

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



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

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

SCHOOL NAME: Florence Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Clemen Vargas

PHONE: 619-344-5900

FAX: 619-344-5949

E-MAIL ADDRESS: cvargas@sandi.net

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

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

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

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

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

- English Learner Advisory Committee (ELAC) Date of presentation: 3/9/15
Community Advisory Committee for Special Education Programs (CAC) Date of presentation:
Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation:
Site Governance Team (SGT) Date of presentation: 3/9/15
Other (list): Date of presentation:

- 4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3/9/15

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.

Mary Estill Signature of School Principal Date 3/9/2015
Ellinor Taylor-Stoval Signature of SSC Chairperson Date 3/13/15
Mitzi Merino Signature of Area Superintendent Date

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

TABLE OF CONTENTS

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

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

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

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

SCHOOL VISION AND REALITY

The vision for Florence:

I believe Florence is the ideal place for all children to learn, grow, and thrive as they prepare to become citizens of tomorrow

I want all members of our community to value our school, work together, and continually look for ways to improve our school for optimum academic, social, and emotional development for all students.

A school culture where students, families, staff, and community love and respect our school, what we stand for, and believe that we are part of something special when we all work together to achieve our personal best.

A culture that has high expectations for all students, believes that what we do matters to the future of each and every student, and we are accountable as a community for their learning.

A culture of life-long learners that value ongoing learning, respect one another, believe in teamwork, appreciates diversity, works hard, dreams big, and is accountable to students, families, one another for learning, growth, and achievement.

Instruction and assessments are aligned Common Core Standards (CCSS) through best practice. Students are engaged in rigorous and meaningful tasks which will prepare them for the world of work.

Instruction is based on CCSS standards, rigorous, well organized, and strategic.

Formal and informal assessments are used regularly to monitor students' understanding and instruction is adjusted to support students at all levels.

Instruction is differentiated for students

Florence's Current Reality:

With the request for a name change for our school and the resulting change in theme or focus, we are in a unique position. My primary goal is to keep the academic work focused and strong. This is proving to be challenging every day. The community and staff have many factions, all wanting the school to be successful for students. The school culture is focused on all students learning to the highest possible level. How that learning might change over the next few years is the focus of great discussion. Some parents are positive, want to be involved, and are supporting learning on campus. Staff is working to balance enthusiasm with meeting the high expectations and instructional demands. We need to make sure we are always being inclusive of all students, families, and community members to make our vision a reality that will serve our students in the best manner possible.

Florence Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Most lessons are aligned to the CCSS and teachers are working during Common Core training to complete that task. Teachers are working hard to incorporate new learning particularly with math and writing.

Teachers are working in PLC to align their instruction, assessments, and rubrics to meet CCSS.

Data is used to inform instruction to a certain extent, but not systematically.

CORE AND SUPPLEMENTAL SUPPORTS

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

TEACHER ALLOCATIONS:

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

| | |
|----------------------|---------|
| Grades K-3: | 1:24 |
| Grades K-3 with CSR: | 1:22 |
| Grade 4-5: | 1:32.13 |

NURSE:

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

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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

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

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

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

| Member Name | Role |
|----------------------|-----------|
| Mary Estill | Principal |
| Christine Kratt | Teacher |
| Melissa Damasco | Teacher |
| Samantha Holcomb | Teacher |
| Clemen Vargas | Other |
| Elinor Taylor-Stoval | Parent |
| Maribel Gadea | Parent |
| Susana Carillo | Parent |
| Kathleen Hogan | Parent |
| Josh Hamilton | Parent |
| | |

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/21/2016, 74 % of Florence Elementary Students will achieve a score of proficient in common core grade level standards in ELA as measured on the common formative assessment

Closing the Gap SMART Goal:

* By 06/15/2016, 69 % of Florence Elementary English Learner, Students will score of proficient in writing strategies within ELA as measured in common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Formative assessments, student portfolios

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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

Area 2: Mathematics**Mathematics SMART Goal:**

* By 06/21/2016, 75 % of Florence Elementary Students will meet common core grade level standards on the common formative assessment

Closing the Gap SMART Goal:

* By 06/15/2016, 50 % of Florence Elementary English Learner, Students will meet proficiency in common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Formative assessments, student portfolios

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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

Area 3: English Learner

English Learner SMART Goal:
 * By 06/15/2016, 63 % of Florence Elementary English Learner, Students will meet common core grade level standards in English Language Development on the common formative assessment

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Formative assessments and student portfolios

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 06/21/2016, 74 % of Florence Elementary Grade 03, Students will perform at a proficient reading level level in DRA

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Formative assessments and student portfolios

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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

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

* By 06/21/2016, 85 % of Florence Elementary Parents/Guardians will participate in a minimum of 3 parent events, increasing their involvement in Parent and Community Engagement

Targeted Population:

All students

What data did you use to form these goals?:

sign-in sheets from parent events

Progress and Growth Monitoring:

SSC will evaluate after each event and proactively plan for increased involvement in the next event for parents.

BUDGET: Resources Aligned to Area Goals**Core Program: Universal Access to Strong Core Instructional Program (Tier 1)**

All teachers will use the Seminars in Critical Thinking, Lucy Calkin's Writing Program, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., pre and post assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding..

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

Counselor, nurse, 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 district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy and mathematics

Teachers will make a home contact i.e. progress report, phone call, home visit 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..

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.

Florence Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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.
 Speech and language pathologist will provide supplemental support to English learners with language needs.
 Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

| Proposed Expenditures | FTE | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|-----------------------------|-----|----------------|---|----------------------------|--------------------|--|
| Software License | - | \$18,943.00 | 0107-30100-00-5841-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03, 04 | Computer programs which include the following:1. RazKids for grades K-2 to supplement reading and vocabulary instruction, 2. ST Math to supplement mathematics instruction to enrich and provide remediation for at risk,and EL students, 3. Achieve 3000 for grades 3-5 to enrich literacy instructional for all students. |
| Supplies | - | \$8,614.71 | 0107-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03, 04 | Provide additional enrichment materials to strengthen student achievement in mathematics and literacy for all students |
| Interprogram Svcs/Paper | - | \$2,000.00 | 0107-30100-00-5733-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03, 04 | Used for student work to provide additional materials for at risk and ELs for all curricular areas. |
| Consultants <=\$25K | - | \$11,000.00 | 0107-30100-00-5801-1000-1110-01000-0000 | Title I Basic Program | 01, 03, 04 | Provide planning time for PLCs with principal to look at student work in critical literacy (Seminars)through the use of the YMCA PLAY program |
| Prof&Curriclm Dev Vist Tchr | - | \$10,959.20 | 0107-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03 | These dollars will be spent for two main functions: 1. student monitoring throughout the year, where the principal meets individually with teachers to review data and identify growth targets for students and 2. PLCs will meet to review student assessments and plan collaboratively to meet needs of ELs and all students in the areas of literacy and mathematics. |
| Supplies | - | \$1,120.00 | 0107-30103-00-4301-2495-0000-01000-0000 | Title I Parent Involvement | 01, 02, 03, 04, 05 | Provide for weekly communication planners between parents, students, and teachers to raise academic achievement through monitoring of attendance, schoolwork, and homework. |

Local Control Funding Formula Goals**Goal 1: Intervention Supports****Intervention Support Goal:**

Additional instruction in Critical Thinking within the areas of mathematics and literacy.

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.

Target Group:

Students not meeting grade level standards.

Monitoring:

DRA scores and results of site developed assessments.

Personnel Responsible:

Principal, ILT, Classroom Teachers.

Goal 2: Classroom Supports**Classroom Support Goal:**

To increase access to grade level standards and improve learning, basic supplies are necessary.

Identified Need:

All students are in need of basic classroom supplies.

Target Group:

All students are in need of basic supplies for learning.

Monitoring:

Administrative approval of instructional requests will be based on academic rationale provided.

Personnel Responsible:

Principal, Classroom Teachers.

| |
|---|
| Goal 3: Professional Development |
| Professional Development Goal: |
| Professional development opportunities and collaboration among teachers to calibrate common core instruction and develop site based assessments. |
| Identified Need: |
| Teachers benefit from additional PD time to analyze student achievement and collaboratively plan instruction. |
| Target Group: |
| All students. |
| Monitoring: |
| Monitoring of progress is conducted through the PLCs and regularly scheduled collaborative time. Additional monitoring is conducted through the evaluation and observation processes by the Administration. |
| Personnel Responsible: |
| Principal, ILT, Classroom Teachers. |

LCFF INTERVENTION SUPPORTS

| Proposed Expenditures | FTE | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|-----------------------------|-----|----------------|---|---------------------------|--------------|--|
| Supplies | - | \$6,935.19 | 0107-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 2 | Provide additional enrichment materials to strengthen student achievement in mathematics and literacy for all students |
| Prof&Curriclm Dev Vist Tchr | - | \$1,658.30 | 0107-09800-00-1192-1000-4760-01000-0000 | LCFF Intervention Support | LCFF 3 | These dollars will be spent for two main functions: 1. student monitoring throughout the year, where the principal meets individually with teachers to review data and identify growth targets for students and 2. PLCs will meet to review student assessments and plan collaboratively to meet needs of EIs and all students in the areas of literacy and mathematics. |
| Clerical OTBS Hrly | - | \$678.00 | 0107-09800-00-2451-2700-4760-01000-0000 | LCFF Intervention Support | LCFF 2 | Time to conduct IPT testing. |
| Classroom PARAS Hrly | - | \$1,635.00 | 0107-09800-00-2151-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 1 | Hourly time in order for PARAS to attend training. |
| Travel Conference | - | \$13,000.00 | 0107-09800-00-5207-2100-0000-01000-0000 | LCFF Intervention Support | LCFF 3 | Registration fees for Institute for Equity. |
| Interprogram Svcs/Paper | - | \$1,500.00 | 0107-09800-00-5733-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 2 | Used for student work to provide additional materials for at risk and ELs for all curricular areas. |

APPENDICES

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

- A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
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APPENDIX A

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



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Florence Elementary
TITLE I PARENT INVOLVEMENT POLICY

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

Florence has developed a written Title I parental involvement policy with input from Title I parents. The policy was developed through discussion with SSC members.

It has distributed the policy to parents of Title I students. It is distributed annually to parents and discussed at the Annual Title 1 meeting held at the Fall Open House.

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

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Florence Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The Annual Title 1 meeting is held at the Fall Open House in September of each year.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. After each SSC election a survey is taken to establish times parents are available to attend meetings. Meetings are then set for the year to meet the availability of parents.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Progress of students in Title 1 programs are reviewed on a quarterly basis through a presentation from the Instructional Leadership Team to the SSC. Each Spring the SSC reviews the viability, sustainability, and impact of programs designated to increase student achievement. The SSC uses this information to develop the budget for the next school year.
- The school provides parents of Title I students with timely information about Title I programs. Through information presented at the annual meeting and written communication throughout the year parents are kept abreast of program information.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. At the Fall Open House, teachers share the curriculum to support reaching Common Core Standards and the assessments used to measure student growth throughout the year and the proficiency levels expected for yearly growth.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their

children. In addition to holding any requested meeting, Florence Elementary regularly schedules opportunities throughout the year for parents to participate in various curricula activities in classrooms and large group presentations.

School-Parent Compact

Florence Elementary 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

Florence has developed a written School-Parent Compact with input from Title I parents. The policy was developed through discussion with SSC members. It has distributed the policy to parents of Title I students. It is distributed annually to parents and discussed at the Annual Title I meeting held at the Fall Open House.

Building Capacity for Involvement

Florence Elementary 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. Information is provided at parent-teacher conferences (3 times a year); frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe and participate in classroom activities
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Teachers provide toolkits at many grade levels. Additionally through Family Friday activities parents receive ideas and home activities in Science, Mathematics, and Language Arts.
- 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. Parents share their perceptions during SSC/SGT meetings.
- The school coordinates and integrates the Title I parental involvement program with other programs 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. All communication is processed in English and Spanish. The Falcon Folder is a weekly communication tool for parents which informs parents of effort, behavior, homework, and attendance for their child.
- The school provides support for parental involvement activities requested by Title I parents. A yearly calendar is developed by parents and staff to plan activities to encourage and inform parents.

Accessibility

Florence Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All communication is provided in English and Spanish. Accommodations for the Hearing and Visually Impaired are provided for all activities as needed.

Updated 3-9-2015

APPENDIX B

HOME/SCHOOL COMPACT

(Provided by the School Site)

**SAN DIEGO UNIFIED SCHOOL DISTRICT
FLORENCE LEARNING COMMUNITY
HOME/SCHOOL COMPACT
2014-2015**

RECEIVED NOV 06 2014

Florence Learning Community and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards. This Home/School Compact is in effect during school year 2014-2015.

School Responsibilities

Florence Learning Community 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. All instructional practice implements best practices for learning and high achievement. Teachers receive professional development to increase knowledge and skills and enable students to reach State standards.
2. Hold parent-teacher conferences three times a 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. Each week the Falcon Folder is used to communicate with families concerning student effort, behavior, attendance, and homework for the week. Important parent information is also sent through this folder system.
4. Provide parents reasonable access to staff. Staff is available before and after school by telephone or appointment. On-line addresses are provided for all teachers. Teachers will have classroom information on the Florence web-site.
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 of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- 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, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee 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.

- Try my hardest at all time to be a good learner and member of the Florence Community
- 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 C**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District
 Site: 0107 Florence Elementary
 As of Date 04-10-2015
 Extended Summary

| Name | 30100 Title I Basic | | 30103 Title I | |
|-------------------------------------|---------------------|--------------------|---------------|-------------------|
| | FTE | TOTAL | FTE | TOTAL |
| | | \$53,186.00 | | \$1,120.00 |
| | | \$53,186.00 | | \$1,120.00 |
| | | \$0.00 | | \$0.00 |
| Certificated Salaries | | \$10,959.20 | | \$0.00 |
| 1192 Prof&Curriclm Dev Vist Tchr | | \$10,959.20 | | \$0.00 |
| Employee Benefits | | \$1,669.09 | | \$0.00 |
| Books and Supplies | | \$8,614.71 | | \$1,120.00 |
| 4301 Supplies | | \$8,614.71 | | \$1,120.00 |
| Services and Other Operating | | \$31,943.00 | | \$0.00 |
| 5733 Interprogram Svcs/Paper | | \$2,000.00 | | \$0.00 |
| 5801 Consultants <=\$25K | | \$11,000.00 | | \$0.00 |
| 5841 Software License | | \$18,943.00 | | \$0.00 |

APPENDIX D

2014-15 SPSA ADDENDUM

Florence Elementary

| | |
|--|---|
| Area Goals for 2014-15 SY | |
| English Language Arts: | By June 2015, 60 % of Florence students will reach proficiency in literacy as measured by the DRA and site developed assessments. |
| Mathematics | By June 2015, 65% of Florence students will achive proficiency in mathematics as measured by site based assessments. |
| English Language Development | By June 2015, the number of long term English Learners will decrease by 40% as measured by reclassification data |
| Graduation/Promotion Rate | By June 2015, 60 % of Florence third grade students will reach proficiency in literacy as measured by the DRA and site developed assessments. |
| Parent Involvement and Community Engagement | By June 2015, parents will have the opportunity to participate in a minimum of six parent/student classroom academic activities in the areas of science, literacy, mathematics, and visual and performing arts. |

| | |
|--------------------------------------|---|
| Academic Program Description: | The budget listed below is supplemental to the base program. Please see the base program model in the following pages. |
|--------------------------------------|---|

* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

| | Title I 30100 TOTAL | Title I 30103 TOTAL | |
|------------------------------|------------------------|------------------------|---|
| | \$58,795.00 | \$1,045.00 | |
| Certificated Salaries | \$35,464.65 | | |
| 1157 Classroom Teacher Hrly | \$24,673.46 | | Provide tutoring support for at-risk and EL students to reach proficiency.in literacy and mathematics |
| Classified Salaries | \$9,791.19 | | |
| 2151 Classroom PARAS Hrly | \$1,000.00 | | Paraprofessionals will participate in PD to increase strategies to assist students in meeting academic goals. |
| | | | Funding to support students through IPT testing, translation at teacher/parent meetings and development of bilingual support materials to be used by students at home. |
| 2451 Clerical OTBS Hrly | \$4,477.68 | | |
| Employee Benefits | \$4,313.51 | | |
| Books and Supplies | \$24,329.73 | 1,045.00 | |
| | | 1,045.00 | Provide supplemental materials for critical thinking to increase student academic levels. Communication folders and planners for home/school communication to increase student achievement. |
| 4301 Supplies | \$12,705.61 | | |

4307 Outside Printing/Pmt Supplies \$709.00
Services and Other Operating 10,915.12

5733 Interprogram Svcs/Paper \$915.12

5801 Consultants <=\$25K \$10,000.00

Duplicate positive Falcon Five referrals as part of PBIS program.

Additional materials for developing critical thinking in all areas

Provide teacher time for PD and PLC planning to increase student achievement through critical literacy while students participate in the YMCA PLAY program.

TEACHER ALLOCATIONS:

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

Grades K-3: 1:25.5
 Grades K-3 with CSR: 1:24
 Grade 4-5: 1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.
 Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

APPENDIX E

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

School Name: Florence Elementary

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

| | |
|--|-------------|
| Enter Total Allocation: Resource 30100 | \$53,186.00 |
| Enter Total Allocation: Resource 30106 | \$0.00 |
| Sum or Resources 30100 & 30106 | \$53,186.00 |
| 10% allocation needed for PD | \$5,318.60 |

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

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

| Resource | Acct | Description of how funds reserved for PD will be used to remove the school from PI status | Amount |
|---|------|--|-------------|
| <input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106 | 1192 | These dollars will be spent for two main functions: 1. student monitoring throughout the year, where the principal meets individually with teachers to review data and identify growth targets for students and 2. PLCs will meet to review student assessments and plan collaboratively to meet needs of EIs and all students in the areas of literacy and mathematics. | \$10,959.00 |
| <input type="checkbox"/> 30100 <input type="checkbox"/> 30106 | 5801 | Provide planning time for PLCs with principal to look at student work in critical literacy (Seminars)through the use of the YMCA PLAY program | \$11,000.00 |
| <input type="checkbox"/> 30100 <input type="checkbox"/> 30106 | | | \$0.00 |
| <input type="checkbox"/> 30100 <input type="checkbox"/> 30106 | | | \$0.00 |
| <input type="checkbox"/> 30100 <input type="checkbox"/> 30106 | | | \$0.00 |
| Total Allocated - Must be at least 10% of the sum of 30100 and 30106 | | | \$21,959.00 |
| 10 % allocation has been met | | | YES |