

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT FLORENCE ELEMENTARY SCHOOL

2020-21

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
 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities

Parent&Family Engagement Policy

School Parent Compact

Board Approval: *12/15/2020*

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.



2020-21 SCHOOL PLAN FOR STUDENT A CHIEVEMENT RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Florence El	ementary School		DUE: 0-4-15 2020
SITE CONTACT PERSON: Ale	xis Conerty		DUE: October 5,2020
Phone: 619-344-5900	FAX: 619-344-5949	E-MAIL ADD	RESS: aconerty@sandi.net
Indicate which of the follow	ving federal and state programs are cons	olidated in t	his SPSA (Check all that apply):
X Title 1 Schoolwide	Programs (SWP) 🛛 CSI School		
	SC) recommends this school's site plan a d assures the Board of the following:	nd its relate	d expenditures to the district Board of
1. The SSC is correctly con	stituted, and was formed in a ccordance wi	th SDUSD B	oard of Education policy and state law.
	ponsibilities under state law and SDUSD rial changes in the school plan requiring Bo		
3. The SSC sought and con	sidered all recommendations from the follo	owing site gro	oups or committees before a dopting this plan.
CHECK ALL THAT APPLY	TO YOUR SITE AND LIST THE DATE OF	THE PRESEN	TATION TO SSC:
English Learner A	Advisory Committee (ELAC)		Date of presentation:
Community Advis	sory Committee for Special Education Pro	grams (CAC) Date of presentation:
□ Gifted and Talent	ed Education Program Advisory Committe	e(GATE)	Date of presentation:
X Site Governance	Гeam (SGT)		Date of presentation: $10/5/20$
Other(list):			Date of presentation:
	ontent requirements for school plans of prove been met, including those found in SDU A) Plan.		
	on a thorough analysis of student a cademic oordinated plan to reach stated school goa		

6. The site plan or revisions to the site plan were adopted by the SSC on: $\frac{10/8}{20}$

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.

Alexis Conerty

Type/Print Name of School Principal

Heidi Callahan Type/Print Name of SSC Chairperson /Alexis Conerty/

Signature of School Principal / Date

/Heidi Callahan/ Signature of SSC Chairperson / Date

Type/Print Name of ELAC Chairperson

Mitzi Merino Type/Print Name of Area Superintendent Signature of ELAC Chairperson / Date

Signature of Area Superintendent / Date

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

Revised 9/7/2020

Attachment 2 – R/A Modification of SPSA 2020-21

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a Title I Schoolwide Program. The staff at Florence Elementary strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. Academic rigor is valued within an environment designed to support academic and social growth of each individual. As a school, we have developed core values which drives our decision making:

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 School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates for all students. The goal is to cultivate a safe, collaborative, and inclusive learning environment for all stakeholders.

PURPOSE AND DESCRIPTION

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT

At Florence Elementary, our community engaged in a collaborative process in the development of the SPSA. During the 2019-2020 school year stakeholders were involved in the 2020-2021 budget development process to solicit input. These stakeholder groups include SSC, PTA, and staff/SGT meetings held throughout the year. During these meetings, we analyzed formal student data, discussed budget alignment, and made adjustments as needed. Due to the COVID-19 School Closure beginning on March 13, 2020, it was difficult to meet quorum due to the various stakeholder schedules and uncertainties. We met virtually, via zoom, to hold our meetings.

On October 5, 2020, our SSC Committee met and reviewed the allocated budget for the 2020-2021 school year including the Title 1 Basic budget, the Title 1 Parent Involvement budget as well as the most recent CAASPP results for ELA and Math. We recognize that there is no CAASPP data for the 2019-2020 school year as testing was halted by the state due to COVID-19 school closure. We also analyzed report card data from the 2019-2020 school year.

Resource Inequities

Florence's root cause analysis involved examining data from CAASPP, the California Dashboard, site data; and a review of the 2019-20 SPSA. We analyzed the **CAASPP** scores over a 4-year span of time. This is an analysis of the same teachers and different group of students:

- **In 3rd grade ELA**, between the years of 2016-2018, there was a gain of 44 percentage points (from 39% meeting/exceeding to 83% meeting exceeding). In 2019, there was a 29 percentage drop (from 83% meeting/exceeding to 54% meeting/exceeding). **In 3rd grade MATH**, between the years of 2016-2018, there was a gain of 41 percentage points (from 34% meeting/exceeding to 75% meeting/exceeding). In 2019, there was a 24 percentage point drop (from 75% meeting/exceeding to 51% meeting/exceeding).

- In 4th grade ELA, between the years of 2016-2019, there was a gain of 32 percentage points (from 45% meeting/exceeding to 74% meeting/exceeding). In 4th grade MATH, between the years of 2016-2019, there was a 56 percentage point gain (from 27% meeting/exceeding to 83% meeting/exceeding).

- In 5th grade ELA, between the years of 2016-2019, there was a 32 percentage point gain (from 59% meeting/exceeding to 67% meetings/exceeding). In 5th grade MATH between the years of 2016-2019, there was an 8 percentage point drop (from 63% meeting/exceeding to 55% meeting/exceeding).

As grade-level teams, we analyzed FAST aReading and aMath data. The results are the following:

- Third-grade FAST aReading indicated that 73% of the students were either on the college pathway or at low risk of needing reading intervention. The Third-grade FAST aMath indicated that 68% of the students were either on the college pathway or at low risk of needing math intervention.

- Fourth-grade FAST aReading indicated that 83% of the students were either on the college pathway or at low risk of needing reading intervention. The Fourth-grade FAST aMath indicated that 61% of the students were either on the college pathway or at low risk of needing math intervention.

- Fifth-grade FAST aReading indicated that 63% of the students were either on the college pathway or at low risk of needing reading intervention. The Fifth-grade FAST aMath indicated that 53% of the students were either on the college pathway or at low risk of needing math intervention. As a school, we analyzed **independent reading scores** from the final quarter. The results are as follows:

- 75% of students in TK/K are independently reading at or above grade level based on DRA
- 75% of students in TK/K are independently reading at or above grade level based on DRA
- 71% of students in first grade are independently reading at or above grade level based on DRA
- 56% of students in second grade are independently reading at or above grade level based on DRA
- 55% of students in third grade are independently reading at or above grade level based on DRA
- 58% of students in fourth grade are independently reading at or above grade level based on DRA
- **60% of students in fifth grade** are independently reading at or above grade level based on DRA Math **report cards** data indicates the following:
- 73% of students in second grade are meeting or exceeding math standards based on the report card
- 54% of students in third grade are meeting or exceeding math standards based on the report card
- 70% of students in fourth grade are meeting or exceeding math standards based on the report card
- 45% of students in fifth grade are meeting or exceeding math standards based on the report card.

This analysis of the CAASPP data, the FAST data, and Site Data indicates inequities in the area of both ELA and MATH. A closer analysis of the curriculum used in instruction has indicated that there is not yet continuity across grade levels in the area of literacy instruction and a stronger continuity in math instruction.

This SPSA will address these inequities in an effort to strengthen tier 1 instruction across all grade levels, especially in the area of ELA and Math instruction.



SCHOOL SITE COUNCIL MEMBERSHIP

Role
Principal
Classroom teacher
Classroom teacher
Parent
Parent
Parent
Other Staff
Parent
Parent
Classroom Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

According to the CA Dashboard, Florence is the "orange" in chronic absenteeism and suspension rate.

*Major Differences

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

We will continue to work in collaboration with the attendance clerk and school counselor in order to work with the chronic absenteeism and suspension rates

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Modifications in the area of chronic absenteeism due to Remote Learning will include a three tiered approach to ensure that students are coming to class. The three tiers include the teacher, the attendance clerk, the principal and home visits, if needed.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By DateGradeObjectiveBaseline PercentageTarget PercentageMeasure of Succe	ss Frequency
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Florence Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK-5	Decrease the overall	15%	13%	Chronic Absente	eism Annually
		school wide chronic				
		absenteeism rate.				
June 2021	TK-5	Decrease the overall	4%	2%	Suspension	Annually
		school wide				
		suspension rate.				
*Identified Nee	d					
On the Californi	a Dashboard (2019)) Florence is in the "orange" in	n the followir	g indicators: Chronic	Absenteeism and Suspens	ion Rates.
Chronic Absen	teeism Rates subgr	oups that are not green or b	olue on the C	A Dashboard are the	following:	
Students with D	isabilities (Red): 20	.4%				
Hispanic (Orang	ge): 18.2%					
Socioeconomica	ally Disadvantaged:	(Orange): 16.6%				
English Learners	s (Yellow):17.4%					
White (Yellow):	7.7%					
Suspension Rate	es (subgroups):					
White (Orange):						
English Learners	s (Yellow): 1.4%					
Hispanic (Yellov	w): 4.1%					
Socioeconomica	ally Disadvantaged ((Yellow): 4.4%				
Students with D	isabilities (Yellow):	4.1%				
	· · · ·	e overall number of students	suspended at	least once.		
	ng Implications		•			
		L) will be embedded in the in	structional co	re during online and o	nsite learning. Social-Emo	tional Learning -
	0,	well-being of our students by		0	0	6

Supporting the physical and mental well-being of our students by including social-emotional learning into daily lessons and units of instruction. Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

Three Tier approach to decrease chronic absenteeism. The three-tiered process is as follows:

Tier 1: Teacher updates site created attendance tracking with student names of students who have missed 2 or more days of school. The teacher will make contact with families and record the outcomes of the attempts on the tracking sheet.

Tier 2: if the Tier 1 supports are ineffective, the school clerk will call the family and record the outcome on the tracking sheet.

Tier 3: If Tier 2 has not yielded positive change, attendance team members will engage in a home contact and or/ reach out to district staff for additional support.

*Annual Measurable Outcomes (Closing the Equity Gap)



By Date	Grade	Student Group	Objective	Baseline	Target	Measure of	Frequency
				Percentage	Percentage	Success	
June 2021	TK-5	English Learner	Decrease chronic	17.4%	15.95%	Attendance	Annual
			absenteeism rate				
June 2021	TK-5	Students with	Decrease chronic	20.4%	18.37%	Attendance	Annual
		Disabilities	absenteeism rate				
June 2021	TK-5	English Learner	Decrease chronic	13%	11%	Attendance	Annual
			absenteeism rate				
June 2021	TK-5	Black or African	Decrease chronic	18.2%	16.08%	Suspension	Annual
		American	absenteeism rate				
June 2021	TK-5	English Learner	Decrease	1.3%	0.13%	Suspension	Annual
			suspension rate				
June 2021	TK-5	Students with	Decrease	5%	3.33%	Suspension	Annual
		Disabilities	suspension rate				
June 2021	TK-5	Black or African	Decrease	0.37%	0%	Suspension	Annual
		American	suspension rate				

Social Emotional Teaching and Learning

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically the following subgroups: English Learners, Students with disabilities, Black Youth.

All students at the school will benefit from this strategy/activity in the area of Suspensions, specifically the following subgroups: English Learners, Students with disabilities, Black Youth.

*Strategy/Activity - Description

Florence, in partnership with the Mental Health Department, has implemented a Social-Emotional Learning (SEL) program called The Incredible Years. This SEL program has an emphasis on TK-3rd grade whole-group lessons about the importance of rule following, showing respect, and managing frustrating emotions. Additionally, the school counselor is supporting students in grades 3rd-5th with whole group SEL lessons that mirror the Incredible Years curriculum. Together as a team, the Florence Staff have created and are implementing a school-wide expected behavior plan which creates an inclusive learning culture on campus.

The goal of these strategies is to increase a positive and welcoming school culture in which students do not want to miss out on learning experiences as well as know how to follow the rules in a safe manner when on campus. As a school community, we are striving to create a safe, collaborative, and inclusive school culture.

Note: the Incredible Years SEL curriculum is funded through the SDUSD and has no cost to Florence Elementary. Additionally, the school counselor is funded by the SDUSD counseling allocation. There is no budget resource for these services.

*Proposed Expenditures for this Strategy/Activity

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	*Studer	nts to be serve	l by th	nis Strategy/	Activity							
	All stud	ents at the scho	ol will	benefit from	n this strate;	gy in the area of Chro	nic Absente	eism a	nd Suspensions	s specifically	y the following sub	groups:
									*		C C	- 1

*Strategy/Activity - Description

In an effort to provide support to the students who are chronically absent, the school counselor, the ESA, the clerk, and the principal will meet on a monthly basis to review student attendance records. Based on this analysis, parent attendance meetings will be arranged on a monthly basis. These meetings will consist of the ESA/Clerk, the school counselor, and the principal. Additionally, students will be invited to attend Core Academy to make up the absences.

Note: Core Academy is funded by the district, however funds will be used to compensate the OTBS staff for additional support in assisting to serve the students who are chronically absent. This also includes additional custodial services.

This strategy may be halted until we can return to In-person Learning.

*Proposed Expenditures for this Strategy/Activity

Ι	D Proposed Expenditures	FTE Salar	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Clerical OTBS Hrly			0107-30100-00-2451-	Title I Basic	[no data]	Goal 1 - Safe, Collaborative and	Support for chronic
				2700-0000-01000-0000	Program		Inclusive Culture Ref Id : N0107A0	absenteeism.

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

- 1. Closing the Achievement Gap with High Expectations for All
- 2. Access to Broad and Challenging Curriculum
- 3. Quality Leadership, Teaching and Learning
- 4. Positive School Environment, Climate and Culture with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Due to a lack of new data from the 2019-2020 school year, we have analyzed growth from the past five years (from 2015-16 to 2018-2019) on SBAC ELA. Overall, there has been a steady increase in the overall percentage of students meeting or exceeding grade-level standards in ELA.

For example, In the 2015-2016 school year, 38% of the students in grades 3-5 met or exceeded standards on the SBAC for ELA. In the 2018-2019 school year, 64% of students in grades 3-5 met or exceeded standards on the SBAC for ELA. That is a 26 percentage point growth.

For students in grades K-2, we analyzed growth over time for the students who were supported in Tier 2 instruction for reading and writing (retired teacher intervention.)

Visiting teachers to release classroom teachers from classroom responsibilities for professional development/collaboration in order to design lessons, analyze student work/data, and improve instructional strategies.

*Major Differences

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

Due to the COVID-19 School Closure, we were not able to see the plan through to the end of the school year.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will have to make changes to our plan in order to utilize online learning platforms and distance learning. As soon as it is possible, we will continue to support our students in grades K-2 with tier 2 intervention as well as engage in PLCs utilizing visiting teachers.

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting	55.6%	61.11%	CAASPP ELA	Annually
		and exceeding grade level standards				
June 2021	4	Increase the percentage of students meeting	62.5	68.75%	CAASPP ELA	Annually
		and exceeding grade level standards				
June 2021	5	Increase the percentage of students meeting	66.7%	73.37%	CAASPP ELA	Annually
		and exceeding grade level standards				
June 2021	3	Increase the percentage of students meeting	53%	61%	Other (Describe in	Annually
		and exceeding grade level standards as			Objective)	
		determined by end of year report cards				
June 2021	4	Increase the percentage of students meeting	56%	63%	Other (Describe in	Annually
		and exceeding grade level standards as			Objective)	
		determined by end of year report cards				
June 2021	5	Increase the percentage of students meeting	72%	79%	Other (Describe in	Annually
		and exceeding grade level standards as			Objective)	
		determined by end of year report cards				

*Identified Need

Due to a lack of new data from the 2019-2020 school year, we have analyzed growth from the past five years (from 2015-16 to 2018-2019) on SBAC ELA. Overall, there has been a steady increase in the overall percentage of students meeting or exceeding grade-level standards in ELA. For example, In the 2015-2016 school year, 38% of the students in grades 3-5 met or exceeded standards on the SBAC for ELA. In the 2018-2019 school year, 64% of students in grades 3-5 met or exceeded standards on the SBAC for ELA.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

- It is critical that summative assessments be used to assess mastery toward grade-level standards and in determining student grades.

- Structures and digital tools to support student collaboration.

- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)



By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	20%	30%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	100%	67.21%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	42.86%	52.91%	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	0%	10%	CAASPP ELA	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	0%	10%	CAASPP ELA	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	25%	30%	CAASPP ELA	Annually
June 2021	3	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	64%	70%	CAASPP ELA	Annually
June 2021	4	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	50%	55%	CAASPP ELA	Annually
June 2021	5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	50%	55%	CAASPP ELA	Annually
June 2021	4	Black or African American	Increase the percentage of students meeting and exceeding grade level standards as determined by end of year report cards	62%	70%	Other (Describe in Objective)	Annually
June 2021	3	Black or African American	Increase the percentage of students meeting and exceeding grade level standards as determined by end of year report cards	57%	70%	Other (Describe in Objective)	Annually
June 2021	3	Black or African American	Increase the percentage of students meeting and exceeding grade level standards as determined by end of year report cards	57%	70%	Other (Describe in Objective)	
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards as determined by end of year report cards	25%	50%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards as determined by end of year report cards	0%	50%	Other (Describe in Objective)	Annually

June 2021	3	Students with	Increase the percentage of students meeting	33%	50%	Other (Describe in Annually
		Disabilities	and exceeding grade level standards as			Objective)
			determined by end of year report cards			
June 2021	3	Students with	Increase the percentage of students meeting	33%	50%	Other (Describe in Annually
		Disabilities	and exceeding grade level standards as			Objective)
			determined by end of year report cards			
June 2021	5	English Learner	Increase the percentage of students meeting	40%	50%	Other (Describe in Annually
			and exceeding grade level standards as			Objective)
			determined by end of year report cards			
June 2021	3	English Learner	Increase the percentage of students meeting	40%	50%	Other (Describe in Annually
			and exceeding grade level standards as			Objective)
			determined by end of year report cards.			
June 2021	4	English Learner	Increase the percentage of students meeting	25%	50%	Other (Describe in Annually
			and exceeding grade level standards as			Objective)
			determined by end of year report cards.			
June 2021	3	Black or African	Increase the percentage of students meeting	57%	70%	Other (Describe in Annually
		American	and exceeding grade level standards as			Objective)
			determined by end of year report cards			
June 2021	4	Black or African	Increase the percentage of students meeting	62%	70%	Other (Describe in Annually
		American	and exceeding grade level standards as			Objective)
			determined by end of year report cards			
June 2021	5	Black or African	Increase the percentage of students meeting	60%	70%	Other (Describe in Annually
		American	and exceeding grade level standards as			Objective)
			determined by end of year report cards			

Tier 1 Instruction

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: English Learners, Students with Disabilities, and Black Youth.

*Strategy/Activity - Description

Purchase a common curriculum in ELA (Benchmark) to support literacy instruction in grades TK-5th.

NOTE: The District has purchased Benchmark Learning Curriculum to be utilized for ELA instruction in grades TK-5. Resources will be reallocated to support the implementation of the curriculum schoolwide.

*Proposed Expenditures for this Strategy/Activity



ID	Expenditures		· ·	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference		Rationale
N0107A	Supplies	\$	511,525.00	\$11,525.00	0107-30106-00- 4301-1000- 1110-01000- 0000	Title I Supplmnt Prog Imprvmnt	[no data]		instructio studen	ctional materials (books, curriculum) and onal supplies that support the standards and at achievement/improvement. Purchasing achmark Publishing for teachers K-5th.
N01075M	Supplies		\$2,952.00	\$2,952.00	0107-30100-00- 4301-1000- 1110-01000- 0000	Title I Basic Program	[no data]		instructio studen	ctional materials (books, curriculum) and onal supplies that support the standards and at achievement/improvement. Purchasing achmark Publishing for teachers K-5th.
N0107AX	Supplies	2	\$6,000.00	\$6,000.00	0107-09800-00- 4301-1000- 1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		Instruction instruction studen	ctional materials (books, curriculum) and onal supplies that support the standards and at achievement/improvement. Purchasing achmark Publishing for teachers K-5th.
Learners	, Students with I	Disabil	ities, and			the area of Er	iglish Langua	ge Arts, spe	cifically the	he following subgroups: English
Learners. * Strateg A retired resumes.	, Students with I y/Activity - Des teacher will con	Disabil criptio tinue t	ities, and o n to provide	Black Yout	h. vention reading					he following subgroups: English be enacted when in-person instruction
Learners * Strateg A retired resumes. * Propos	, Students with I y/Activity - Des teacher will con ed Expenditure	Disabil cription tinue t s for t	ities, and on to provide his Strat	Black Yout e tier 2 inter egy/Activity	h. vention reading	g support to s	tudents in grad	les TK-5.	This will b	be enacted when in-person instruction
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Learners *Strateg A retired resumes. *Propose ID N010711 *Addition Softwar *Studen All stude Learners	, Students with I y/Activity - Des teacher will con ed Expenditure Proposed Expenditures Retired Clsrm Teacher Hrly onal Supports for are Licenses ts to be served I ents at the school , Students with I y/Activity - Des	Disabil cription tinue to s for to FTE or this will bo Disabil cription	ities, and on to provide his Strat Salary \$4,730.00 Strategy enefit fro ities and on	Black Yout e tier 2 inter egy/Activity Estimated Cost \$5,784.33 7/Activity y/Activity om this strate Black Yout	h. vention reading y I Funding S Budget (0107-30100-(1000-1110-01) egy/activity in t	g support to s Source Fu Code S 00-1189- Titl 000-0000 P the area of Er	tudents in grad inding I ource S e I Basic [1 rogram [1 nglish Languag	des TK-5. T	This will b	be enacted when in-person instruction Rationale Compensation for a retired teacher to provid reading instruction to struggling readers.



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*Strategy/Activity - Description

Grade level teams will meet a minimum of twice/year outside of the contract day to analyze student data and design lessons to support all students, especially English Learners, Students with Disabilities, and Black Youth.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01079I	Classroom Teacher		\$2,040.00	\$2,494.72	0107-30100-00-1157-	Title I Basic	[no data]		Compensation for teachers to plan and assess
	Hrly				1000-1110-01000-0000	Program			for students outside of the contract day.

Goal 3 - Mathematics

Call to Action Belief Statement

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

District LCAP Goals

- 1. Closing the Achievement Gap with High Expectations for All
- 2. Access to Broad and Challenging Curriculum
- 3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Due to a lack of new data from the 2019-2020 school year, we have analyzed growth from the past five years (from 2015-16 to 2018-2019) on SBAC Math. Overall, there has been a steady increase in the overall percentage of students meeting or exceeding grade-level standards in ELA. For example, In the 2015-2016 school year, 33% of the students in grades 3-5 met or exceeded standards on the SBAC for Math. In the 2018-2019 school year, 61% of students in graded 305 met or exceeded standards on the SBAC for ELA. That is a 28 percentage point growth.

The CA Dashboard, Florence data is as follows:

The overall color for student achievement is "Green". Florence students are 4.6 points above standard in math.

No Students in "RED"

No Students in "Orange"

ELs and Socioeconomically Disadvantaged students in "Yellow"

Hispanic Students in "Green".

Although the overall achievement in ELA has grown over the past five years, there is still room for growth.

Additionally, we analyzed report card data from the end of the 2019-2020 school year. End of year report card data is as follows:

TK/K: 70% of students met or exceeded standards

1st: 74% of students met or exceeded standards

2nd: 77% of students met or exceeded standards

3rd: 60% of students met or exceeded standards

4th: 43% of students met or exceeded standards

5th: 50% of students met or exceeded standards

Analysis of this data indicates a need to support our students in the upper grades to increase their ability to achieve grade-level standards. Our goal is to continue to support our students in all grade levels to grow in ELA achievement by engaging in professional development around aligning our understanding of the Common Core State Standards, PLC (release time for teachers) to engage in developing common formative assessments and curriculum to engage in a teach, assess, reteach cycle, and to continue to utilize online learning platforms such as ST Math.

*Major Differences

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

Math number talks are being utilized across grades TK-4. Due to the COVID-19 school closure, we were limited to conducting number of talks virtually.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are not able to continue with the Math Coaching Cycle for the 2019-2020 school year. Teachers are still implementing the strategies from the math coaching cycle, however, it is not with the same fidelity.

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting or exceeding grade level standards	50%	55%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting or exceeding grade level standards	82.6%	90%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting or exceeding grade level standards	52.2%	57.42%	CAASPP Math	Annually
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards as determined by end of year report cards	77%	80%	Other (Describe in Objective)	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards as determined by end of year report cards	53%	60%	Other (Describe in Objective)	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards as determined by end of year report cards	72%	80%	Other (Describe in Objective)	Annually

Due to a lack of new data from the 2019-2020 school year, we have analyzed growth from the past five years (from 2015-16 to 2018-2019) on SBAC MATH. Overall, there has been a steady increase in the overall percentage of students meeting or exceeding grade-level standards in MATH. According to the CA Dashboard. Florence data is as follows: The CA Dashboard indicates the following: No Students in "RED" No Students in "Orange" English Learners in "Yellow" Hispanic and Socioeconomically Disadvantaged Students in "Green" Although the overall achievement in MATH has grown over the past five years, there is still room for growth ***Online Learning Implications** -In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments. -Structures and digital tools to support student collaboration -Flexibility for teachers to provide both whole group, small group, and individual instruction -Standards-Based Grading *Annual Measurable Outcomes (Closing the Equity Gap) Grade Student Group Objective **By Date** Target Frequency Baseline Measure of **Percentage Percentage** Success June 2021 3 English Learner Increase the percentage of students meeting CAASPP Math Annually 20% 30% or exceeding grade level standards. June 2021 4 English Learner Increase the percentage of students meeting 75% 82.5% CAASPP Math Annually or exceeding grade level standards. Increase the percentage of students meeting English Learner 48.84% CAASPP Math June 2021 5 57% Annually or exceeding grade level standards. Increase the percentage of students meeting 33% June 2021 3 Students with 40% CAASPP Math Annually or exceeding grade level standards. Disabilities June 2021 4 Students with Increase the percentage of students meeting CAASPP Math Annually 0% 20% Disabilities or exceeding grade level standards. June 2021 5 Increase the percentage of students meeting 25% 30% CAASPP Math Annually Students with or exceeding grade level standards. Disabilities June 2021 3 Black or African Increase the percentage of students meeting 45% 50% CAASPP Math Annually or exceeding grade level standards. American June 2021 4 Black or African Increase the percentage of students meeting 83% CAASPP Math 75% Annually American or exceeding grade level standards.

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June 2021	5	Black or African	Increase the percentage of students meeting	80%	88%	CAASPP Math	Annually
		American	or exceeding grade level standards.				
June 2021	3	English Learner	Increase the percentage of students meeting	70%	75%	Other (Describe in	Annually
			and exceeding grade level standards as			Objective)	
			determined by end of year report cards				
June 2021	4	English Learner	Increase the percentage of students meeting	50%	60%	Other (Describe in	Annually
			and exceeding grade level standards as			Objective)	
			determined by end of year report cards				
June 2021	5	English Learner	Increase the percentage of students meeting	43%	50%	Other (Describe in	Annually
			and exceeding grade level standards as			Objective)	
			determined by end of year report cards				
June 2021	3	Students with	Increase the percentage of students meeting	25%	35%	Other (Describe in	Annually
		Disabilities	and exceeding grade level standards as			Objective)	
			determined by end of year report cards				
June 2021	4	Students with	Increase the percentage of students meeting	0%	20%	Other (Describe in	Annually
		Disabilities	and exceeding grade level standards as			Objective)	
			determined by end of year report cards				
June 2021	5	Students with	Increase the percentage of students meeting	100%	100%	Other (Describe in	Annually
		Disabilities	and exceeding grade level standards as			Objective)	
			determined by end of year report cards				
June 2021	3		Increase the percentage of students meeting	71%	75%	Other (Describe in	Annually
		American	and exceeding grade level standards as			Objective)	
			determined by end of year report cards				
June 2021	4		Increase the percentage of students meeting	63%	68%	Other (Describe in	Annually
		American	and exceeding grade level standards as			Objective)	
			determined by end of year report cards				
June 2021	5		Increase the percentage of students meeting	60%	65%	Other (Describe in	Annually
		American	and exceeding grade level standards as			Objective)	
			determined by end of year report cards				

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: English Learners, Students with Disabilities, and Black Youth.

*Strategy/Activity - Description

Opportunities for teacher release time to engage in PLCs to analyze student data in order to increase student achievement in Mathematics.



*Propos	ed Expenditure	s for	this Strat	egy/Activity						
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Source	LCFF Student Group	Reference		Rationale
N010736	Interprogram Svcs/VAPA		\$10,000.00	\$10,000.00	0107-30106-00- 5738-1000-1110- 01000-1313	Title I Supplmm Prog Imprvmnt			enable teacher	arts in Education program to rs to participate in PLCs to and ELA student achievement.
	onal Supports fo									
assessm	ents.	_			g the day to engage ay be affected due			plan lessons, a	nd generate co	mmon formative
Profes	ssional Deve	lopr	nent		-					
*Studer	ts to be served h	by thi	s Strategy	/Activity						
	ents at the school abilities, and Blac			m this strate	gy/activity in the a	rea of Math, sj	pecifically th	e following su	ibgroups: Engl	sh Learners, students
	gy/Activity - Des									
support related t	teachers to create o their academic	inclu curric	sive class ula outsid	rooms to sup le of the cont	port mathematical ract day.					nool. Compensation to for teachers to do work
-	ed Expenditure							-		
ID	Proposed Expenditur	es	FTE Sa	lary Estim		g Source et Code	Funding Source	LCFF Stude Group	ent Reference	Rationale
N01079H	Prof&Currich DevHrlyClsrmT		\$3,6	532.32 \$4,44		·00-1170-1000- 1000-0000	Title I Basic Program	[no data]		to support Math and ELA student Achievement.
Suppl	emental Inst	truc	tional I	Materials	5					
*Studer	ts to be served b	by thi	s Strategy	y/Activity						
	ents at the school abilities, and Blac			m this strate	gy/activity in the a	rea of Math, sj	pecifically th	e following su	ibgroups: Engl	ish Learners, students
*Strateg	gy/Activity - Des	cript	ion							
	,				and instruction print services for	11	11			1
*Propos	ed Expenditure	s for	this Strat	egy/Activity						
ID	Proposed Expenditures		'E Salary	Estimated Cost	I Funding Sou Budget Cod		0	CFF Student Group	Reference	Rationale

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				•				
N01079D	Supplies	\$4,84	\$4,845.	00 0107-09800-00-4	301- LCFF Inter	vention English Learne	rs, Foster Instr	uctinal Supplies to support
				1000-1110-01000-	-0000 Suppo	ort Youth, Low-	Income a	cademic achievement.
Profe	ssional Dev	elopment						
*Studer	nts to be served	by this Strat	tegy/Activity					
All stud	ents at the schoo	ol will benefit	from this stra	ategy/activity in the a	rea of Math, sp	ecifically the follow:	ing subgroups: English l	Learners, students with
disabilit	ies, and Black Y	outh students	5.			•		
*Strate	gy/Activity - De	escription						
Grade le	evel teams will n	neet a minim	um of twice/y	ear outside of the con	tract day to ana	alyze student data an	d design lessons to supp	oort all students,
especial	ly English Learr	ners, Students	with Disabil	ities, Hispanic studen	ts, and Socioec	onomically Disadva	ntaged students.	
*Propos	sed Expenditur	es for this St	rategy/Activ	ity				
ID	Proposed	FTE Salary	Estimated	Funding Source	Funding	LCFF Student	Reference	Rationale
E	xpenditures		Cost	Budget Code	Source	Group		
I	Prof&Curriclm			0107-09800-00-1170-	LCFF	English Learners,	Goal 2 - English Language	To support academic
De	vHrlyClsrmTchr			1000-1110-01000-0000	Intervention	Foster Youth, Low-	Arts Ref Id : N01079J	achievement and growth.
					Support	Income		



Goal 4- Supporting English Learners

Call to Action Belief Statement

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

District LCAP Goals

- 1. Closing the Achievement Gap with High Expectations for All
- 2. Access to Broad and Challenging Curriculum
- 3. Quality Leadership, Teaching and Learning
- 4. Positive School Environment, Climate and Culture with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

We met our reclassification goal provided by SDUSD. Each teacher identifies an EL to monitor academically throughout the school year. Additionally, we have implemented our Integrated and Designated ELD into our academic days.

Recent ELPAC Data indicates the following:

25% of EL students are performing at Level 1 (Minimally Developed), 16% of EL students are performing at Level 2 (Somewhat Developed), 50% of EL students are performing at Level 3 (Moderately Developed) and 9% of EL students are performing at Level 4 (Well Developed).

Resources were allocated to fund the following:

Professional Learning Communities to engage in lesson design and support for students in ELA and other content areas, professional development to strengthen ELD instruction, and instructional materials such as online learning tools to strengthen achievement.

*Major Differences

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

We were unable to implement parts of our plan due to the COVID-19 school closure.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to implement the close progress monitoring of ELs in our classrooms.

*Integrated English Language Development

Our EL students will be served in an Integrated English class. Teachers will be trained to support our students in order to accelerate their language acquisition. All our teachers have the credential to support English Learners.

*Designated English Language Development

Professional Development will include specific topics for Designated ELD. Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning. Classrooms will dedicate 30 minutes of Designated ELD in their classroom schedule.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline	Target	Measure of	Frequency
				Percentage	Percentage	Success	
June 2021	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standards in ELA	46%	50%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standards in MATH	60%	66%	CAASPP Math	Annually
June 2021	Tk-5	English Learner	Increase a minimum of one performance level.	47%	52%	Summative ELPAC	Annually

*Identified Need

English Learners make up about 30% of the overall student population. According to the CA Dashboard, English Learners are performing 3.4 points above the standard in ELA and 5.1 points below the standard in MATH. According to the CA Dashboard, English Learner progress on the ELCAP indicates 33.3% of students are Well Developed (Level 4) in their English proficiency, 30.6% are Moderately Developed (Level 3), 13.9% are Somewhat Developed (Level 2), and 22.2% are at the Beginning Stage (Level 1).

***Online Learning Implications**

-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.

-Formative assessment data will be collected, analyzed and feedback given to students.

-Professional development will also be offered to teachers across the district serving this English Learner group

-The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

*Annual Measurable Outcomes (Closing the Equity Gap)



By Date	Grade	Student Gr	oup Ob	jective		Baseline Percentage		arget ercentage	Measure Success	e of	Frequency
June 2021	3	English Lea	mee	-	ntage of students ling grade level	20%		9%	CAASPI	P ELA	Annually
June 2021	4	English Lea	mee		ntage of students ling grade level	100%	10	0%	CAASPI	PELA	Annually
June 2021	5	English Lea	mee	-	ntage of students ling grade level	43%	53	%	CAASPI	P ELA	Annually
June 2021	3	English Lea	mee	-	ntage of students ling grade level H.	20%	30	9%	CAASPI	P Math	Annually
June 2020	4	English Lea	mee	-	ntage of students ling grade level H.	75%	80	9%	CAASPI	P Math	Annually
June 2020	5	English Lea	mee		ntage of students ling grade level 'H.	58%	64	%	CAASPI	P Math	Annually
June 2020	2-5	English Lea		-	ntage of English for reclassification	64%	70	9%	Summat ELPAC	ive	Annually
June 2021	2-5	English Lea		ease the perce	ntage of students ELPI Level.	47%	52	2%	Summat ELPAC	ive	Annually
ELPAC	Admi	inistratio	n								
*Students	to be ser	rved by this	Strategy	/Activity							
All student	ts at the s	chool will be	enefit from	n this strategy/	activity, specificall	y English Lear	mers.				
0		- Descriptio									
-					mative ELPAC. Co	mpensation fo	or EL Coo	ordinator to add	minister EL	PAC and	IPT as well as
	0		<u> </u>	g English Lear	ners.						
		litures for th			Eunding Com	Terrer	ling	I CEE Standard	t Chorry D	fonces	Rationale
ID	Propo Expendi		E Salary	Estimated Cost	Funding Source Budget Code		0	LCFF Studen	Group R	elerence	Kationale
N01079C Ret		Clsrm Tchr	\$1,430.00		0107-09800-00-1986- 4760-01000-0000	3160- LCFF Inte	ervention	English Learner Youth, Low-I			ELPAC testing of English Learners.

*Additional Supports for this Strategy/Activity

Professional Learning Communities

*Students to be served by this Strategy/Activity

All students will benefit from this strategy/activity, specifically English Learners.

*Strategy/Activity - Description

Grade level teams will meet a minimum of twice/year outside of the contract day to analyze student data and design lessons to support all students, especially English Learners. This strategy may not be able to be fully implemented due to COVID-19 Online Learning.

Students will participate in Arts in Education Program (AEP) VAPA classes (fine art, theater & music/dance) while teachers participate in twice-monthly half-day PLCs to analyze student work, adjust lessons to improve instructional practices and create common formative assessments to monitor student achievement. Additionally, teachers will have 3 full day PLC assessment days to develop common formative assessments to drive instruction. This strategy will not be able to be fully implemented due to COVID-19 Online Learning.

*Proposed Expenditures for this Strategy/Activity

	roposta Empenante							
]	D Proposed	FTE Salar	y Estimated	Funding	Funding	LCFF Student	Reference	Rationale
	Expenditures		Cost	Source Budget	Source	Group		
				Code				
	Prof&Curriclm			0107-09800-00-	LCFF	English Learners,	Goal 2 - English	To support English Learner academic
	DevHrlyClsrmTchr			1170-1000-1110-	Intervention	Foster Youth,	Language Arts Ref Id	achievement.
				01000-0000	Support	Low-Income	: N01079J	
	Interprogram			0107-30106-00-	Title I Supplmnt	[no data]	Goal 3 - Mathematics	To pay for the Arts in Education program to
	Svcs/VAPA			5738-1000-1110-	Prog Imprvmnt		Ref Id : N010736	enable teachers to participate in PLCs to
				01000-1313				strengthen English Learner student
								achievement.

*Additional Supports for this Strategy/Activity

Supplemental Materials for English Learners

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity, specifically English Learners.

*Strategy/Activity - Description

Purchase instructional materials (books, supplemental curriculum) and instructional supplies that support English Learners and their academic achievement. Additionally, sending items to SDUSD's print services. Supplies also include journals, pencils, chart paper, etc.

*Pro	*Proposed Expenditures for this Strategy/Activity											
ID	Proposed	FTE Salary	Estimated	Funding Source	Funding	LCFF Student	Reference	Rationale				
	Expenditures		Cost	Budget Code	Source	Group						
	Supplies			0107-30106-00-4301-	Title I Supplmnt	[no data]	Goal 2 - English Language	Supporting English Learner				
				1000-1110-01000-0000	Prog Imprvmnt		Arts Ref Id : N0107A	achievement and growth.				



alias		0107-30100-00-4301- 1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N01075M	Supporting English Learn achievement and growth
plies			LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 2 - English Language Arts Ref Id : N0107AX	
plies		0107-09800-00-4301- 1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 3 - Mathematics Ref Id : N01079D	Supporting English Learn achievement and growth
e Licenses						
o be served by t	his Strategy/Activ	vity				
l l		ecially English Learne	ers.			
ctivity - Descrip		, ,				
V 1		and fees for software	and/or online rea	ding resources, inc	luding but not limited to	: Smarty Ants, KidBiz
pelling City, etc						, Sinary Thus, Hubb
	r this Strategy/Ac	ctivity				
posed FTES		• •	Funding	LCFF	Reference	Rationale
ditures	Cost	Budget Code	Source	Student		
		0		Group		
e License		0107-30100-00-5841	- Title I Basic	A	al 2 - English Language	To support English Learne
		1000-1110-01000-000	00 Program	A	arts Ref Id : N010791	achievement and growth.
e License						

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

- 1. Closing the Achievement Gap with High Expectations for All
- 2. Access to Broad and Challenging Curriculum
- 3. Quality Leadership, Teaching and Learning
- 4. Positive School Environment, Climate and Culture with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Data ongoing analysis - including but not limited to: FAST, Site-Based Assessments, DRA, and progress towards goals was used throughout the year to inform instruction of students. Additionally, we examined ELA and Math Goals.

*Major Differences

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

Due to the COVID-19 school closure, we were not able to follow through with all of our plans. Students with disabilities appear to need additional support during distance learning.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Online learning will need adjustments to address the needs of SWD.

*Goal 5- S	C 1						ID
By Date		Objective		Baseline Percentage	0 0	Measure of Success	
June 2021	TK-5th	-	ercentage of students meeting		41%	Other (Describe in	Annually
			rade level standards in ELA as			Objective)	
			ne final report card.				
June 2021	or exceeding g		ercentage of students meeting	42%	46%	Other (Describe in	Annually
			rade level standards in MATH			Objective)	
		as measured by	y the final report card.				
*Identified	d Need						
CA Dashb	oard in	dicates the follo	owing:				
Students w	ith Disa	bilities are perfo	orming 36 points below standar	d in ELA.			
Students w	ith Disa	bilities are perfo	orming 61 points below the star	ndard in Math.			
We will me	onitor m	onthly Independent	lent Reading Data and monitor	progress towards IEP	goals.		
		Implications	-		-		
· Onnie L	Cut ming						
			n Online Learning Setting				
-Implemen	itation of	f IEP Services ir	n Online Learning Setting ssional learning on how to impl	ement IEP services on	line as well as how to	o implement a robust e	lucational plan
-Implemen -Educators	tation of will be	f IEP Services ir receiving profes	ssional learning on how to impl			o implement a robust e	lucational plan
-Implemen -Educators online lear	tation of will be ning pla	f IEP Services ir receiving profes tform with speci	ssional learning on how to implific examples for the role of each	ch educator (SLP, Ed S	pecialist, etc).	-	_
-Implemen -Educators online lear -All studen	tation of will be ning pla nts with	f IEP Services ir receiving profes tform with speci IEP's have acces	ssional learning on how to implific examples for the role of eaches to assistive technology supports	ch educator (SLP, Ed S	pecialist, etc).	-	_
-Implemen -Educators online lear -All studen will have a	tation of will be ning pla nts with	f IEP Services ir receiving profes tform with speci IEP's have acces this equipment	ssional learning on how to implific examples for the role of eaches to assistive technology suppoint their homes	ch educator (SLP, Ed S ort to provide access to	pecialist, etc). online learning as no	eeded. Some students v	vith equipment
-Implemen -Educators online lear -All studen will have a -The integr	tation of will be ning pla nts with access to rated tea	f IEP Services ir receiving profes tform with speci IEP's have access this equipment m will consist o	ssional learning on how to implific examples for the role of eachers to assistive technology support in their homes f general education teachers, eachers	ch educator (SLP, Ed S ort to provide access to ducational specialists,	pecialist, etc). online learning as no	eeded. Some students v	vith equipment
Implemen Educators online lear All studen will have a The integr All staff w	tation of will be ning pla nts with access to rated tea will be w	f IEP Services in receiving profes tform with speci IEP's have access this equipment m will consist o orking as a tean	ssional learning on how to implific examples for the role of eaches to assistive technology suppoint their homes	ch educator (SLP, Ed S ort to provide access to ducational specialists,	pecialist, etc). online learning as no	eeded. Some students v	vith equipment
Implemen Educators online lear All studen will have a The integr All staff w	tation of will be ning pla nts with nccess to rated tea vill be w Measura	f IEP Services in receiving profes tform with speci IEP's have access this equipment m will consist o orking as a team ble Outcomes	ssional learning on how to implific examples for the role of each ss to assistive technology support in their homes f general education teachers, each to support all students to acce	ch educator (SLP, Ed S ort to provide access to ducational specialists, lerate their learning.	pecialist, etc). online learning as no related services provi	eeded. Some students v	vith equipment :
Implemen Educators online lear All studen will have a The integr All staff w	tation of will be ning pla nts with access to rated tea vill be w Measura Grade	f IEP Services in receiving profes tform with speci IEP's have access this equipment m will consist o orking as a team ble Outcomes Student	ssional learning on how to implific examples for the role of eachers to assistive technology support in their homes f general education teachers, eachers	ch educator (SLP, Ed S ort to provide access to ducational specialists, lerate their learning. Baselin	pecialist, etc). online learning as no related services provi e Target	eeded. Some students v iders and paraeducators Measure of	vith equipment
-Implemen -Educators online lear -All studen will have a -The integr -All staff w *Annual M By Date	tation of will be ning pla nts with access to rated tea vill be w Measura Grade	f IEP Services in receiving profes tform with speci IEP's have access this equipment m will consist o orking as a team ble Outcomes	ssional learning on how to implific examples for the role of each ss to assistive technology support in their homes f general education teachers, each to support all students to accertate Objective	ch educator (SLP, Ed S ort to provide access to ducational specialists, lerate their learning. Baselin Percent	pecialist, etc). online learning as no related services provi e Target	eeded. Some students v ders and paraeducators Measure of Success	Frequency
-Implemen -Educators online lear -All studen will have a -The integr -All staff w *Annual M By Date	tation of will be ning pla nts with access to rated tea vill be w Measura Grade 3	f IEP Services in receiving profes tform with speci IEP's have access this equipment m will consist o orking as a team ble Outcomes Student Students with	ssional learning on how to implific examples for the role of each ss to assistive technology support in their homes f general education teachers, each to support all students to accertate Objective Increase the percentage of students	ch educator (SLP, Ed S ort to provide access to ducational specialists, lerate their learning. Baselin Percent dents meeting 36.6	pecialist, etc). online learning as no related services provi e Target age Percentage	eeded. Some students v ders and paraeducators Measure of Success Other (Describe	Frequency
-Implemen -Educators online lear -All studen will have a -The integr -All staff w *Annual M By Date	tation of will be ning pla nts with access to rated tea vill be w Measura Grade 3	f IEP Services in receiving profes tform with speci IEP's have acces this equipment m will consist o orking as a team ble Outcomes Student Subgroup	ssional learning on how to implific examples for the role of each ss to assistive technology support in their homes f general education teachers, each to support all students to accertate Objective Increase the percentage of students and or exceeding grade level standards	ch educator (SLP, Ed S ort to provide access to ducational specialists, lerate their learning. Baselin Percent dents meeting 36.6	pecialist, etc). online learning as no related services provi e Target age Percentage	eeded. Some students v ders and paraeducators Measure of Success	Frequency
-Implemen -Educators online lear -All studen will have a -The integr -All staff w *Annual M By Date June 2020	atation of will be ning pla nts with access to rated tea vill be w Veasura Grade 3	f IEP Services in receiving profes tform with speci IEP's have acces this equipment m will consist o orking as a team ble Outcomes Student Student Students with Disabilities	 ssional learning on how to implific examples for the role of each sis to assistive technology support in their homes f general education teachers, each to support all students to acce Objective Increase the percentage of student or exceeding grade level standard as measured by CAASPP 	ch educator (SLP, Ed S ort to provide access to ducational specialists, lerate their learning. Baselin Percent dents meeting 36.6 dards in ELA	pecialist, etc). online learning as no related services provi e Target age Percentage 40%	eeded. Some students v iders and paraeducators Measure of Success Other (Describe Objective)	rin Annually
-Implemen -Educators online lear -All studen will have a -The integr -All staff w *Annual M By Date June 2020	atation of will be ning pla nts with access to rated tea vill be w Measura Grade 3	f IEP Services in receiving profes tform with speci IEP's have acces this equipment m will consist o orking as a team ble Outcomes Student Student Students with Disabilities	 ssional learning on how to implific examples for the role of each site to assistive technology support in their homes f general education teachers, each to support all students to acces Objective Increase the percentage of students as measured by CAASPP Increase the percentage of students 	ch educator (SLP, Ed S ort to provide access to ducational specialists, lerate their learning. Baselin Percent dents meeting 36.6 dards in ELA dents meeting 33.3&	pecialist, etc). online learning as no related services provi e Target age Percentage	eeded. Some students v iders and paraeducators Measure of Success Other (Describe Objective) Other (Describe	rin Annually
-Implemen -Educators online lear -All studen will have a -The integr -All staff w *Annual M By Date June 2020	atation of will be ning pla nts with access to rated tea vill be w Measura Grade 3	f IEP Services in receiving profes tform with speci IEP's have acces this equipment m will consist o orking as a team ble Outcomes Student Student Students with Disabilities	 ssional learning on how to implific examples for the role of each ss to assistive technology support in their homes f general education teachers, each to support all students to acces Objective Increase the percentage of students or exceeding grade level standards measured by CAASPP Increase the percentage of students or exceeding grade level standards measured by CAASPP 	ch educator (SLP, Ed S ort to provide access to ducational specialists, lerate their learning. Baselin Percent dents meeting 36.6 dards in ELA dents meeting 33.3&	pecialist, etc). online learning as no related services provi e Target age Percentage 40%	eeded. Some students v iders and paraeducators Measure of Success Other (Describe Objective)	rin Annually
-Implemen -Educators online lear -All studen will have a -The integr -All staff w *Annual M By Date June 2020	atation of will be ning pla nts with access to rated tea vill be w Measura Grade 3	f IEP Services in receiving profes tform with speci IEP's have acces this equipment m will consist o orking as a team ble Outcomes Student Student Students with Disabilities Students with Disabilities	 ssional learning on how to implific examples for the role of each sis to assistive technology support in their homes f general education teachers, each to support all students to accer Objective Increase the percentage of students or exceeding grade level standards measured by CAASPP Increase the percentage of students or exceeding grade level standards measured by CAASPP Increase the percentage of students as measured by CAASPP 	ch educator (SLP, Ed S ort to provide access to ducational specialists, lerate their learning. Baselin Percent dents meeting 36.6 dards in ELA dents meeting 33.3& dards in ELA	pecialist, etc). online learning as normalized services provide e Target age Percentage 40%	eeded. Some students v iders and paraeducators Measure of Success Other (Describe Objective) Other (Describe Objective)	rin Annually
-Implemen -Educators online lear -All studen will have a -The integr -All staff w *Annual M By Date June 2020	atation of will be ning pla nts with access to rated tea vill be w Measura Grade 3	f IEP Services in receiving profes tform with speci IEP's have acces this equipment m will consist o orking as a team ble Outcomes Student Student Students with Disabilities	 ssional learning on how to implific examples for the role of each ss to assistive technology support in their homes f general education teachers, each to support all students to acces Objective Increase the percentage of students or exceeding grade level standards measured by CAASPP Increase the percentage of students or exceeding grade level standards measured by CAASPP 	ch educator (SLP, Ed S ort to provide access to ducational specialists, lerate their learning. Baselin Percent dents meeting 36.6 dards in ELA dents meeting 33.3& dards in ELA	pecialist, etc). online learning as no related services provi e Target age Percentage 40%	eeded. Some students v iders and paraeducators Measure of Success Other (Describe Objective) Other (Describe	rin Annually

San Di	ego Unified	Florence l	Elementa	ry School Pla	AN FOR ST	UDENT ACHIEV	EMENT		
June 2020	3 Stud	lents with	Increase the p	percentage of studen	ts meeting 9%	25%	Other (De	scribe in Annually	
	Disa	bilities	or exceeding	grade level standard	ls in		Objective))	
			MATH as me	easured by CAASPP)				
June 2020			-	percentage of studen	-	.3% 45%		scribe in Annually	
	Disa			grade level standard			Objective))	
				easured by CAASPP					
June 2020			-	percentage of studen	0	30%		scribe in Annually	
	Disa		0	grade level standard			Objective)		
				easured by CAASPP	,				
Professi	ional Dev	elopment	t and Plar	nning					
			tegy/Activit						
			it from this st	trategy/activity, spec	cifically stude	ents with disabilities.			
	Activity - D								
			ucators to att	end meetings/profes	ssional develo	pment training outsi	de of contract hours in	order to better serve	
	ith disabilitie								
					e contract day	to plan lessons, deve	elop common formativ	e assessments, and monitor	
		· · · · ·	•	ith disabilities.					
			trategy/Activ						
	oposed	FTE Salary		Funding Source	Funding	LCFF Student	Reference	Rationale	
	enditures &Curriclm		Cost	Budget Code 0107-30100-00-1170-	Source	Group	Casl 2 Mathematica	To suggest the suggest hand	
	lyClsrmTchr			1000-1110-01000-	Title I Basic Program	[no data]	Goal 3 - Mathematics Ref Id : N01079H	To support the growth and achievement of Students with	
Devin	i y cisi ii i ciii			0000	Tiogram			Disabilities.	
	&Curriclm			0107-09800-00-1170-		English Learners,	Goal 2 - English	To support the growth and	
DevHr	lyClsrmTchr			1000-1110-01000-	Intervention	Foster Youth, Low-	Language Arts Ref Id :	achievement of Students with	
Instruct	tional Su	pplies		0000	Support	Income	N01079J	Disabilities.	
*Students	to be served	l by this Stra	tegy/Activit	у					
All student	s at the scho	ol will benefi	t from this st	rategy/activity, spec	ifically stude	nts with disabilities.			
*Strategy/	Activity - D	escription							
Purchase in	nstructional r	naterials (boo	oks, suppleme	ental curriculum) an	d instructiona	I supplies that suppo	ort student achievement	t/improvement, especially	
for student	s with disabi	lities. Additi	onally, sendi	ng items to SDUSD	's print servic	es.			
*Proposed	l Expenditu	res for this S	trategy/Activ	vity					
	posed F nditures	FE Salary E	stimated H Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale	



Supplies		(0107-30106-00-4301-	Title I Supplmnt	[no data]	Goal 2 - English Language	To support the growth and
Supplies			1000-1110-01000-	Prog Imprvmnt	[no unu]	Arts Ref Id : N0107A	achievement of students with
			0000	1105 mpromit			disabilities.
Supplies		(0107-30100-00-4301-	Title I Basic	[no data]	Goal 2 - English Language	To support the growth and
TT TT			1000-1110-01000-	Program	[• • • • • • •]	Arts Ref Id : N01075M	achievement of students with
			0000	5			disabilities.
Supplies		(0107-09800-00-4301-	LCFF Intervention	English Learners,	Goal 2 - English Language	To support the growth and
			1000-1110-01000-	Support	Foster Youth, Low-	Arts Ref Id : N0107AX	achievement of students with
			0000		Income		disabilities.
Supplies		(0107-09800-00-4301-	LCFF Intervention	English Learners,	Goal 3 - Mathematics Ref	To support the growth and
			1000-1110-01000-	Support	Foster Youth, Low-	Id : N01079D	achievement of students with
			0000		Income		disabilities.
Additional Support	rts for this Stu	rategy/Activi	ty				
	nses						
Software Lice		rategy/Activi	ity				
Software Licen Students to be ser	ved by this St	0.	•	pecifically studer	nts with disabilities	5.	
Software Licent Students to be ser All students at this s	ved by this St chool will ben	0.	•	pecifically studer	nts with disabilities	5.	
Software Licen Students to be ser All students at this s Strategy/Activity	ved by this St chool will ben - Description	efit from this	strategy/activity, s	•			1 to: Smarty Ants. KidBiz
Software Licen Students to be ser All students at this s Strategy/Activity Funding has been all	ved by this St chool will ben - Description located to purc	efit from this	strategy/activity, s	•			d to: Smarty Ants, KidBiz
Software Licent Students to be ser All students at this s Strategy/Activity Funding has been all Raz Kids, Spelling C	ved by this St chool will ben - Description located to purc City, etc)	efit from this	strategy/activity, sj and fees for softwa	•			d to: Smarty Ants, KidBiz
Software Licer Students to be ser All students at this s Strategy/Activity Funding has been all Raz Kids, Spelling (Proposed Expend	ved by this St chool will ben - Description located to purc City, etc) itures for this	efit from this chase license a Strategy/Act	strategy/activity, sp and fees for softwar tivity	re and/or online r	reading resources,	including but not limited	d to: Smarty Ants, KidBiz
Software Lice Students to be ser All students at this s Strategy/Activity Funding has been al Raz Kids, Spelling (Proposed Expend D Proposed	 ved by this St chool will ben Description located to purc City, etc) itures for this FTE Salary 	efit from this chase license a Strategy/Act Estimated	strategy/activity, sp and fees for softwar tivity Funding Source	re and/or online r	reading resources,		d to: Smarty Ants, KidBiz Rationale
Software Licen Students to be ser All students at this s Strategy/Activity Funding has been all Raz Kids, Spelling (Proposed Expend	 ved by this St chool will ben Description located to purc City, etc) itures for this FTE Salary 	efit from this chase license a Strategy/Act	strategy/activity, sp and fees for softwar tivity	re and/or online r	reading resources,	including but not limited	•
Software Licen Students to be ser All students at this s Strategy/Activity Funding has been all az Kids, Spelling (Proposed Expend D Proposed	 ved by this St chool will ben Description located to purc City, etc) itures for this FTE Salary 	efit from this chase license a Strategy/Act Estimated	strategy/activity, sp and fees for softwar tivity Funding Source	re and/or online r	reading resources,	including but not limited	•
Software Lice Students to be ser All students at this s Strategy/Activity Funding has been al Raz Kids, Spelling (Proposed Expend D Proposed	 ved by this St chool will ben Description located to purc City, etc) itures for this FTE Salary 	efit from this chase license a Strategy/Act Estimated	strategy/activity, sp and fees for softwar tivity Funding Source	re and/or online r e Funding Source	reading resources, LCFF Student Group	including but not limited	•

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

- 1. Closing the Achievement Gap with High Expectations for All
- 2. Access to Broad and Challenging Curriculum
- 3. Quality Leadership, Teaching and Learning

4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth									
By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	TK-5	Black Youth	Increase the overall percentage of students meeting or exceeding grade level standards in ELA on the final report card	0	80%	Grades	Annual		
June 2021	TK-5	Black Youth	Increase the overall percentage of students meeting or exceeding grade level standards in Math on the final report card	Baseline year	80%	Grades	Annual		
*Goal 6 Su	pporting B	lack Youth - Ad	ditional Goals						

1. Beginning in the Fall of 2020, Florence Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.

2. In 2020-21 school year, Florence Elementary will develop and implement a site-specific system for tracking classroom referrals.

3. Florence Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.

4. Florence Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.

5. In the 2020-21 school year, Florence will develop and implement a site-specific system for tracking school police detainments.

6. The staff diversity goal at Florence Elementary is to maintain or increase the percentage of diverse educators from current year to the following school



year.

*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

This is a new district initiative to analyze how we are supporting our Black Youth.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Professional Development

*Students to be served by this Strategy/Activity

All students will benefit from this strategy, especially Black Youth students.

*Strategy/Activity - Description

All Florence staff will participate in book studies to increase our understanding of Black Youth experience in school and society. Titles of the book studies will include, but are not limited to Culturally Responsive Teaching and the Brain by Zaretta Hammond, We Want to do More than Survive by Bettina Love, and White Fragility by Robin DiAngelo.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies			0107-30100-00-4301- 1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N01075M	to support teacher understanding of Black Youth.

Software Licenses

*Students to be served by this Strategy/Activity

All students will benefit from this strategy, especially Black Youth students.

*Strategy/Activity - Description

Funding has been allocated to purchase license and fees for software and/or online reading resources, including but not limited to: Smarty Ants, KidBiz, Raz Kids, Spelling City, etc...)

*Proposed Expenditures for this Strategy/Activity



D	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rat	ionale
	Software License				0107-30100-00-5841- 1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N010791		the growth and of Black Youth
Pro	ofessional De	evelo	pmen	ıt						
Stu	idents to be serv	ed by	this Str	ategy/Activi	ty					
					ially Black Youth stud	lents.				
	ategy/Activity -				•					
			-	h Advocacy o	lepartment to provide	professional dev	elopment to	Florence staff regarding the	he experience	of Black
	th in our schools			2	1 1	1	1	6 6	I	
Note	e: There is no cos	t to thi	is strates	gy as this prot	fessional development	is provided by	he district.			
	oposed Expendit				*	1 2				
					Salary Estima	tad Fund:			D A	D. (* 1
	ID Pro	posed		FTE	Salary Estilla	ated Fundi	ng Fun	ding LCFF	Reference	Rationale
	ID Pro Expe	-		FTE	Cos		ce Sou	urce Student Group	Reference	Kationale
		-		FIE	•	st Sourc	ce Sou	Irce Student	Keference	Kationale
		-		FIE	•	st Sourc	ce Sou	Irce Student	Keference	Kationali
		-		FIE	•	st Sourc	ce Sou	Irce Student	Reference	
		-		FIE	•	st Sourc	ce Sou	Irce Student	Keference	Kational
		-		FIE	•	st Sourc	ce Sou	Irce Student	Reference	
		-		FIE	•	st Sourc	ce Sou	Irce Student	Reference	
		-		FIE	•	st Sourc	ce Sou	Irce Student	Reference	

Goal 7 - Family Engagement

Call to Action Belief Statement

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

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Florence has an active PTA which encourages parent participation. These activities invite families to come to the school to participate in activities such as family movie nights, make-it markets, cookies, and canvas, etc. Parents are counted on to run the events.

Florence utilizes the district-supported website and school messenger systems. Additionally, Florence has set up a School Dojo account to connect with families in real-time.

*Major Differences

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

We are growing parent involvement across the school.

San Diego Unified School District has reconfigured their Website platform. As a result, the Florence website is currently under construction.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school is advertising parent involvement opportunities in a more systematic way.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	SSC	Increase parent	70%	90%	Other - Describe in
		participation			objective



June 202	21	PTA	Incre	ase parent volunteer 50	0%	7	/0%	Othe	er - Describe in
			partic	cipation.				obje	ctive
*Identif	fied Need								
Florence	e has an active PT	A which encoura	ages parent par	rticipation. These activ	vities in	vite families to co	ome to the school	to participa	te in activities such
as famil	y movie nights, m	nake-it markets, c	cookies, and ca	anvas, etc. Parents are	e counted	l on to run the eve	ents.		
Florence	e utilizes the distr	ict-supported we	bsite and scho	ol messenger systems.	. Additio	onally, Florence h	nas set up a Schoo	l Dojo acco	ount to connect with
families	in real-time.								
We wish	n to increase the a	mount of parent	participation a	t events and meetings.					
*Online	e Learning Impli	cations							
-For stue	dents and families	s with unique cire	cumstances su	ch as challenges related	ed to tran	sportation, housi	ng, or other factor	s, the SDU	SD team developed a
'special	delivery' process.								
				f to initiate options to p		families with dev	vices and/or conne	ctivity via	local delivery,
				nd internet access need					
				re access to curriculun			-		
		·	SDUSD fami	ly that does not have an	in Interne	et connection to s	support online lear	ning.	
	l Measurable O								
By Date		Participants				0	Farget Percentage		sure of Success
June 202	21	Other (Describe		1	0%	9	00%	Atte	ndance
		Objective)		vement in school					
				ities such as Coffee					
I	N 1			the principal.	00/		100/	A 44 -	
June 202	21	Other (Describe			0%	/	/0%	Atte	ndance
		Objective)	-	nts who volunteer in rooms.					
<u> </u>	! 4]- 4] D-		Class.						
	e with the Pr	—							
*Famili	es to be served b	y this Strategy/	Activity						
	lies and students		this strategy/a	activity.					
	gy/Activity - Des								
			s (e.g. books c	or curriculum) and instr	ructiona	l supplies that su	pport standards an	d student	
	ment/improvemer					1.1.1			
				ing school events and j	program	is and other impo	rtant information	to parents.	
-	sed Expenditure		<u> </u>		1			DC	
ID	Proposed	FTE Salary		Funding Source Bu	idget F	Sunding Source	LCFF Student	Kelerence	Rationale
	Expenditures	6	Cost	Code			Group		

San Diego Unified

Florence Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N01079	8 Interprogram S	vcs/Paper	\$500.0	00 \$	500.00		3-00-5733-2495- 01000-0000	Title I Parent Involvement	[no data]		Supporting parent involvement.
*Addi	tional Suppor	ts for th	is Strateg	y/Activ	vity						
Teac	her Suppo	ort									
*Fami	lies to be serv	ed by th	is Strateg	y/Activ	vity						
	nilies and stude			vill ben	efit from	this strategy	/activity.				
	egy/Activity -	_ _									
-					t PTA ev	vents. When	teachers adver	rtise that they are p	participating in P	TA events, it is	s the hope that there
	more families		J								
	osed Expendit	1 1		0.	· · · ·	~					
ID E	Proposed xpenditures	FTE Sa	•	mated ost		ng Source get Code	Funding Source	LCFF Studen Group	t Ref	erence	Rationale
	Clsrm Tchr Hrly	T			0107-09	800-00-1957- 50-01000-0000	LCFF Intervention Support	English Learners. Foster Youth, Low Income	- Inclusive C	Collaborative and ulture Ref Id : 1079B	To increase parent participation on campus.
Com	municatio	n Lice	ense								
*Fami	lies to be serv	ed by th	is Strateg	y/Activ	vity						
All fan	nilies and stude	ents at th	ne school w	vill ben	efit from	this strategy	/activity.				
	egy/Activity -	_ _									
		1				professional	fliers (subscri	ptions examples ir	clude smore.con	n and canvas.co	om)
	osed Expendit				•						
ID	Propos Expendit		FTE Salar	•	imated Cost	0	ource Budget ode	Funding Source	LCFF Student Group	Reference	Rationale
N01079	A Supplie	es	\$456.0	00 \$2	456.00		00-4301-2495-	Title I Parent Involvement	[no data]	Ι	ncrease home to school communication.



Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

- 1. Closing the Achievement Gap with High Expectations for All
- 2. Access to Broad and Challenging Curriculum
- 3. Quality Leadership, Teaching and Learning
- 4. Positive School Environment, Climate and Culture with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

According to the California Dashboard, Florence students in grades 3-5 are performing above the state average in both ELA and Math. Teachers in grades K-5 participated in a monthly PLC time funded through VAPA. As a school site, we increased our focus on reading instruction. During the 2019-2020 school year, teachers in grades K-2 participated in a Literacy Coaching Cycle with an emphasis on supporting struggling readers in these grades.

*Major Differences

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

For the 2019-2020 school year, we have increased from monthly PLC time (VAPA) to twice monthly PLC time (VAPA). Due to the COVID-19 school closure, we were unable to see the plan through to the end of the school year.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2020-2021 school year, we have decreased the PLC time (VAPA) to monthly. Additionally, due to the COVID-19 distance learning platform, we will have to until in-person instruction resumes.

*Goal 8- Graduation/Promotion Rate



By Date		Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021		3	Increase the	67%	73%	Grade 3 ELA	Annually
			percentage of			Reading	
			students reading at or				
			above grade level as				
			measured by DRA.				
June 2021		5	Increase the	59%	65%	Grade 5 ELA	Annually
			percentage of			Reading	
			students reading at or				
			above grade level as				
			measured by DRA.				
*Identified							
According	to the \overline{Ca}	alifornia Dashb	oard, Florence students in grade	es 3-5 are performing	above the state avera	ge in both ELA and M	ath. We want to
			ourd, i forence students in grude				
continue th	is trend a		hievement levels on a yearly ba				
*Online Lo	earning	and improve ac Implications	hievement levels on a yearly ba	sis.	e wide ranging and be	eyond the educational 1	realm. Counselor
*Online Lo -The work	earning of couns	and improve ac Implications elors support tl	hievement levels on a yearly ba	sis. d students that may b			
*Online Lo -The work ensure that	e arning of couns students	and improve ac Implications elors support tl experiencing a	hievement levels on a yearly band ne varying needs of unduplicated academic and personal/social ba	sis. d students that may b			
*Online Lo -The work ensure that attendance,	earning of couns students behavic	and improve ac Implications elors support tl experiencing a r, and graduati	hievement levels on a yearly band ne varying needs of unduplicated academic and personal/social ba	sis. d students that may b			
*Online Lo -The work ensure that attendance, *Annual M	earning of couns students behavio Ieasura	and improve ac Implications elors support tl experiencing a r, and graduati	hievement levels on a yearly ban ne varying needs of unduplicated academic and personal/social ban on.	sis. d students that may b			
*Online Lo -The work ensure that attendance, *Annual M	earning of couns students behavio Ieasura	and improve ac Implications elors support tl experiencing a or, and graduati ble Outcomes	hievement levels on a yearly ban ne varying needs of unduplicated academic and personal/social ban on. (Closing the Equity Gap)	sis. d students that may b rriers to learning reco	eive guidance and info	Measure of	cess in student
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		L	earner	U	r above grade level a	as		Reading	
				measured by					
June	2021		Black or		e percentage of stude		69%	Grade 3 ELA	A Annually
			African	0	r above grade level a	as		Reading	
			merican	measured by	ý -				
Pro	ofessi	ional Le	earning C	Communi	ties				
				trategy/Activ					
All s	student	ts at the scl	nool will ben	efit from this	s strategy/activity in	the area of ELA,	specifically the foll	lowing grade levels: 3rd	and 5th grade students.
	01		Description						
Teac	chers w	vill be relea	ased to partic	ipate in PLC	s to analyze student	data, collaborate	, and develop literad	cy lessons to support all	students, especially 3rd
and	5th-gra	ade student	ts. Twice a r	nonth, the stu	idents will be in Arts	s in Education in	which they will be	instructed by visiting tea	chers in the areas of
visu	al arts,	, theater, ar	nd music/dan	ce.					
	oposed	l Expendit		s Strategy/A			1	11	
*Pro ID	Pro	l Expendit posed nditures	tures for this FTE Salary		ctivity Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Pro Exper Interp	oposed		Estimated	Funding Source	SourceTitle I Supplimit		Reference Goal 3 - Mathematics Ref Id : N010736	Rationale To support graduation rates (Reading Levels in grades 3 and 5).
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	Pro Exper Interp Svcs Prof&Cu Vis	pposed nditures program s/VAPA urriclm Dev st Tchr	FTE Salary	Estimated	Funding Source Budget Code 0107-30106-00-5738- 1000-1110-01000-1313	Source Title I Supplmnt Prog Imprvmnt LCFF Intervention	Group [no data]	Goal 3 - Mathematics Ref Id : N010736	To support graduation rates (Reading Levels in grades 3 and 5).
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Profe	ssional De	velo	pme	nt						
Studer	nts to be serve	ed by	this S	trateg	y/Activit	ty				
All stud	lents at the sch	ool w	ill ben	efit fro	om this s	trategy/activity in the a	area of ELA, spe	ecifically the f	ollowing grade levels: 3	rd and 5th grade students.
	gy/Activity - l									
			.		ovide Tie	er 2 reading instruction	to students in §	grades TK-5th	grade.	
Propos	sed Expendit	ures f	or thi	s Stra	tegy/Acti	ivity		2	<u> </u>	
	Proposed xpenditures	FTE	Salar	-	imated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
Retire	ed Clsrm Teacher Hrly	•				0107-30100-00-1189- 1000-1110-01000-0000	Title I Basic Program	-	Goal 2 - English Language Arts Ref Id : N01071I	To support graduation rates (Reading Levels in grades 3 an

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The focus of the 2020-2021 school year is to ensure that Florence is a safe, collaborative, and inclusive learning environment. The site administrator will work alongside all stakeholders to endure that the following are in place at the school:

- Cultivate a school culture in which teachers feel safe making their practice public and are accustomed to visitors, and receiving feedback to strengthen instruction practice

- All teachers are implementing a set of schoolwide agreed upon instructional expectations and strategies focused on student engagement and learning.

- Emphasis on social-emotional learning to ensure that students feel safe and included at school.

- Ongoing classroom observations will be conducted to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.

- Develop common formative assessments to drive instruction.

- Develop grade-level specific benchmarks based on CCSS to monitor academic progress

- Support the PLC process by implementing guiding questions:

- What do we want students to learn?

- How will we know they have learned it?

- What will we do if they haven't learned it?

- How will we continue when they have learned it?

The principal will meet continuously 1:1 with teachers to monitor student progress throughout the school year



APPENDICES

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



APPENDIX A

BUDGET SUMMARY

Florence ES Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

Total Federal Funds Provided to the School from the LEA for CSI (31820)

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 34,942.73
\$ 0
\$ 81,543.83

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 22,325.00
[List federal program here]	\$[Enter amount here]
[List federal program here]	\$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$22,325.00

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 24,276.10
[List state or local program here]	\$[Enter amount here]
[List state or local program here]	\$[Enter amount here]

Subtotal of state or local funds included for this school (09800): \$24,276.10

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$81,543.83

School	✓ Resource Description	Job Code Title	→ Account ↑ Account Description	↓ FTE	Budg	eted Amount
Florence Elementary	09800 LCFF Intervention Support	8	1170 Prof&Curriclm DevHrlyClsrmT	chr	\$	1,816.00
			Ilight Prof&Curriclm Dev Vist Tchr		\$	5,516.00
			■1957 ■Non Clsrm Tchr Hrly		\$	2,221.00
			1986 Retired NonClsrm Tchr Hrly		\$	1,430.00
			⊞ 3000		\$	2,448.10
			■4301 ■ Supplies		\$	10,845.00
	09800 LCFF Intervention Support Total				\$	24,276.10
	30100 Title I Basic Program	8	1157 Classroom Teacher Hrly		\$	2,040.00
			1170 Prof&Curriclm DevHrlyClsrmT	chr	\$	3,632.32
			1189 Retired Clsrm Teacher Hrly		\$	4,730.00
			■2451 ■Clerical OTBS Hrly		\$	1,893.00
			⊞ 3000		\$	2,939.41
			4301 Supplies		\$	2,952.00
			5841 Software License		\$	15,800.00
	30100 Title I Basic Program Total				\$	33,986.73
	30103 Title I Parent Involvement	8	■4301 ■ Supplies		\$	456.00
			■5733 ■Interprogram Svcs/Paper		\$	500.00
	30103 Title I Parent Involvement Total				\$	956.00
	30106 Title I Supplmnt Prog Imprvmnt		■4301 ■ Supplies		\$	11,525.00
			■5738 ■Interprogram Svcs/VAPA		\$	10,000.00
			5841 Software License		\$	800.00
	30106 Title I Supplmnt Prog Imprvmnt Total				\$	22,325.00
Grand Total					\$	81,543.83

San Diego Unified

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Florence Elementary School Parent & Family Engagement Policy 2020-2021

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 has developed a written parent & family engagement policy with parent input gathered from, but not limited to, the following groups: School Site Council, Site Governance Team, PTA input, Family Friday presentations, California Healthy Kids Survey Results, and informal parent conversations with both staff and administration.

The Parent and Family Engagement Policy and Home School Compact are posted on Campus Community Bulletin Boards and the Florence website. Hard copies are also typically distributed at Back to School Night and/or Fall Parent Teacher Conferences. *However due to the COVID-19 School Closure, this information will be distributed to all families via email.*

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA (Every Student Succeeds Act) Section 1116(c). To involve parents the following practices have been established:

Parent involvement is a critical component and vital in our vision of our school's success. We view parents as authentic partners in supporting an educational program where the Common Core State Standards is at the foundation and forefront of our instruction. The school convenes multiple meetings throughout the year to inform and encourage parents about their right to be involved in our school program. *During a typical school year*, these include but are not limited to:

- Back to School Night
- Open House
- Florence Honors Assemblies
- PTA events
- Publishing Parties and other ongoing invitations to classroom presentations
- School Site Council
- Site Governance Team

During the COVID-19 school closures, all in person meetings will be held virtually.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Our school functions are structured with the needs of families as a factor in our planning. *During a typical school year*, PTA arranges for food sales to facilitate feeding families and attending school events, free child care is provided at multiple home/school functions to free parents to attend functions free of distraction and meetings are conducted to best support the schedules of our busy families. Committee meetings are scheduled to best support the needs of our committee members and Parent/Teacher Conferences are conducted from early in the morning until late in the evening to best meet the needs of our working families. *During the COVID-19 school closure, all parent meeting will be held virtually often offering two meeting times to support working families.*

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. Our parents offer suggestions to staff and administration in an invitational and supportive manner. Many school decisions are determined by our School Site Council and Site Governance Team; as we actively seek and value the input of our parents. Teachers are diligent about home school communication and our site administration has an open door policy and is willing to meet with parents at their convenience.

The most "formal" group to provide input and potential revisions in the planning, review and improvement of our school programs are the elected members of our School Site Council.

Lastly, the results of the California Healthy Kids Survey are examined and SSC/SGT explores any issues that may be presented as concerns. *Due to the COVID-19 school closure, we will have access to limited California Healthy Kids Survey data.*

The school provides parents of students with timely information about the school's programs. We encourage our entire parent population to subscribe to our school Dojo and to visit our school website on an ongoing basis. The principal sends out a weekly Florence Falconer Newsletter with important school events and updates. Additionally, we utilize the School Messenger program and Peach Jar to advertise school events.

The school provides parents 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. State websites post CAASPP data and links to those websites are available on our site. In addition, teachers are responsible to communicate an overview of the formative and summative assessments they use in their classrooms to monitor student performance which they do at Back to School Night and during Parent Teacher Conferences. *Due to the COVID-19 school closure, there will be no 2019-2020 CAASPP data to review as the state halted the exam for all California schools. As a result, data for the 2020-2021 decision making process will be based on site-based information such as reading scores, report card grades and informal assessments.*

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. Our School Site Council and Site Governance Team are the primary venues for parental input regarding educational decisions.

Florence Elementary distributes to parents 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.

- The school's responsibility is 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, twice a year 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.

The Home School Compact was reviewed and revised by the SSC and reviewed and approved again by the incoming 2020-2021 SSC.

The school provides parents with materials and training to help them work with their children to improve their children's achievement. Our site's Special Education Team provides resources to parents to best support Students with Disabilities outside the school environment. In addition, we provide opportunities for parents to observe instruction in the classroom and replicate the approaches our teachers use when they work with their child at home. *During the COVID-19 school closure, classroom observations will be limited to virtual settings.*

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners. Our staff partners with parents to support education. It is a reciprocal relationship - we've capitalized on information our parents have brought to us and teachers are quick to share their bank of knowledge with parents related to their specific concerns.

The school coordinates and integrates 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. At Florence, this can include but is not limited to: learning opportunities during school breaks, community events at near-by Balboa Park, camps for kids and, occasionally, parent education opportunities. *During the COVID-19 school closure, many of these programs are temporarily closed.*

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand. We provide translation services to families whenever necessary. Several of our school staff are bilingual and provide translations services as well.

The school provides support for parental involvement activities requested by parents. The Florence Elementary PTA works in partnership with the school to create parent involvement activities for parents. Parents have requested the need for a cultural awareness fair. The administration is working with the PTA to provide this event. *Due to the COVID-19 school closure, this event may be postponed until schools can safely reopen.*

The school provides opportunities for the participation of all 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.

This policy was adopted by Florence Elementary on September 23, 2020 and will be in effect for the period of the 2020-2021 academic school year.

The school will distribute the policy to all parents of students on, or before: October 10, 2020.

/Alexis Conerty/, Florence Elementary Principal

/Heidi Callahan/, School Site Council Chairperson

San Diego Unified

Florence Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District FLORENCE ELEMENTARY SCHOOL TITLE I - HOME/SCHOOL COMPACT 2020-2021

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. *During the COVID-19 School Closure, these conferences will be held virtually*.
- 3. Provide parents with frequent reports on their child's progress. Teachers will develop a communication system (e.g. Class Dojo; 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. *During the COVID-19 School Closure, teachers will host daily office hours in which families can make arrangements with the teacher to meet.* Teacher emails are provided for all teachers in order for parents to access. Teachers will utilize online school communication tools (Class Dojo) 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. *During the COVID-19 school closure, in-person volunteers will not be permitted due to safety concerns.*

Page 2, Title I - Home/School Compact Florence Elementary School

PARENT RESPONSIBILITIES

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

- Monitoring attendance.
- During COVID-19 School Closure, ensuring my child is able to access virtual live instruction and/or complete the daily assignments provided by the teacher via online learning platforms (i.e.: Seesaw or Google Classroom.)
- Making sure that homework is completed.
- Monitoring the amount of screen time my child uses (including TV, non-academic computer programs, I-pad, Smart Phone, etc...). *During the COVID-19 School Closure, screen time will be increased as all live instruction is conducted virtually.*
- Volunteering in my child's classroom. *During the COVID-19 school closure, volunteering in a classroom will not be permitted.*
- 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..

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 20-30 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

DATA REPORTS

Data Reports can be retrieved from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

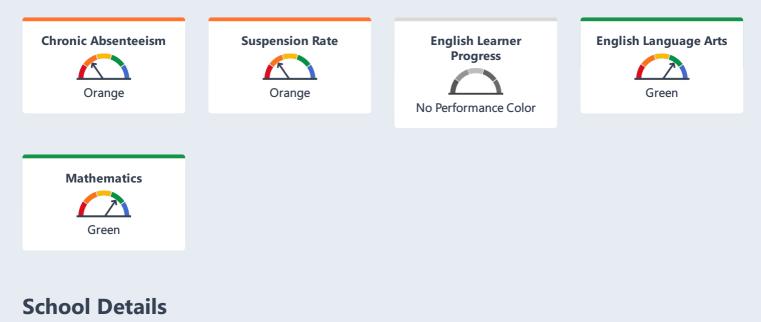
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Florence Elementary

Explore the performance of Florence Elementary under California's Accountability System.



NAME Florence Elementary	ADDRESS 3914 First Avenue San Diego, CA 92103-	WEBSITE N/A	GRADES SERVED K-5
	3089		

FLORENCE ELEMENTARY

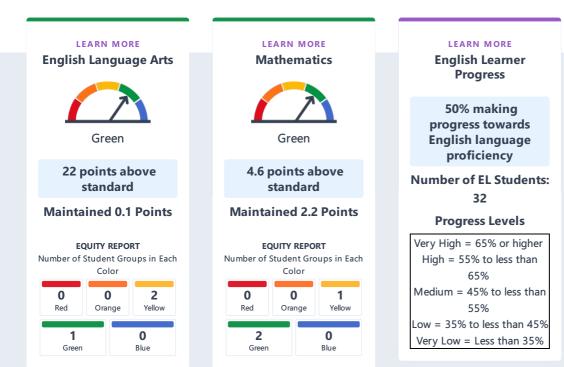
Student Population

Explore information about this school's student population.



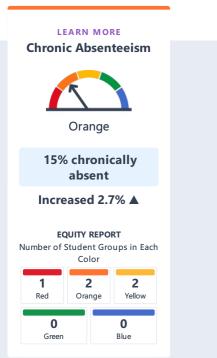
Academic Performance

View Student Assessment Results and other aspects of school performance.



Academic Engagement

See information that shows how well schools are engaging students in their learning.



FLORENCE ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



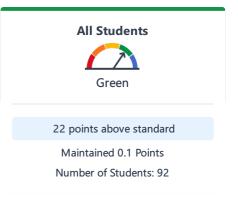
Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

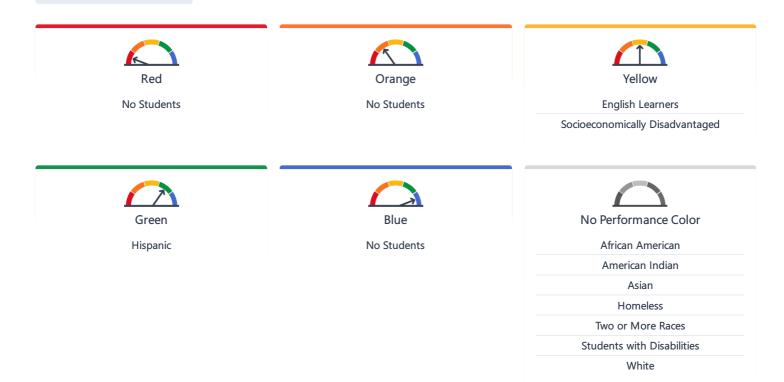
All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

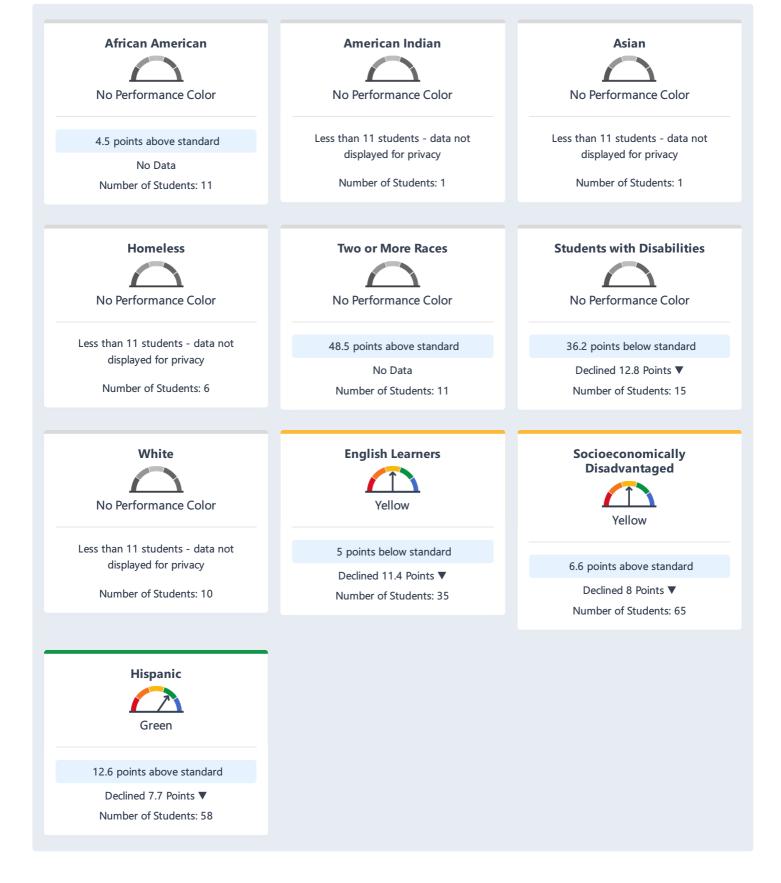


Student Group Details All Student Groups by Performance Level

3 Total Student Groups



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Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	5.6 points above standard	21.9 points above standard	22 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics

All Students

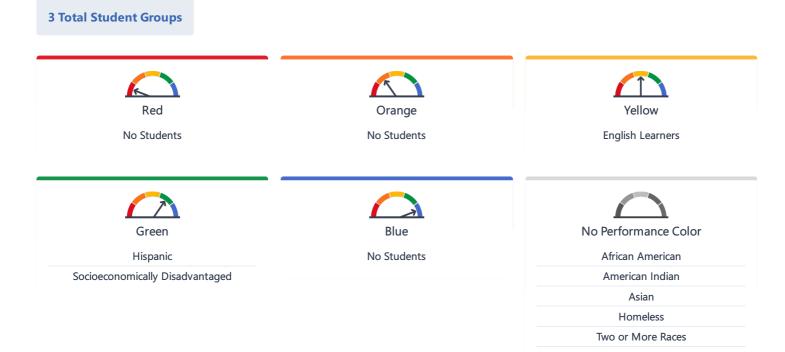
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



4.6 points above standard Maintained 2.2 Points Number of Students: 91

Student Group Details

All Student Groups by Performance Level



Students with Disabilities

White

African American American Indian Asian No Performance Color No Performance Color No Performance Color Less than 11 students - data not Less than 11 students - data not 10.7 points below standard displayed for privacy displayed for privacy No Data Number of Students: 1 Number of Students: 1 Number of Students: 11 **Two or More Races Students with Disabilities Homeless** No Performance Color No Performance Color No Performance Color Less than 11 students - data not 36.8 points above standard 61.4 points below standard displayed for privacy No Data Maintained -2.4 Points Number of Students: 6 Number of Students: 15 Number of Students: 11 White **English Learners** Hispanic No Performance Color Yellow Green Less than 11 students - data not 9.6 points below standard 1.3 points below standard displayed for privacy Maintained -1.3 Points Increased 7.8 Points A Number of Students: 9 Number of Students: 34 Number of Students: 58 Socioeconomically Disadvantaged Green 1.4 points above standard Increased 6.9 Points A Number of Students: 64

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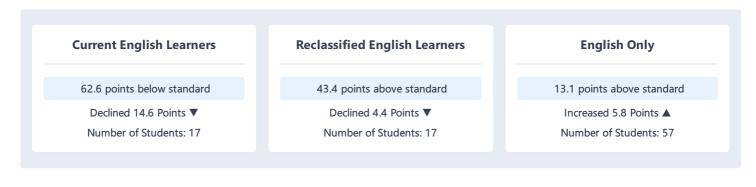
Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	1.1 points below standard	2.5 points above standard	4.6 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.



English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels. ELPAC Levels 1 2 3 4 1 2 2 3 4 ELPI Levels Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

50% making progress towards English language proficiency

Number of EL Students: 32 Performance Level

Medium

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	6.2%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	43.7%
ELs who Maintained ELPI Level 4	3.1%
ELs Who Progressed at Least One ELPI Level	46.8%

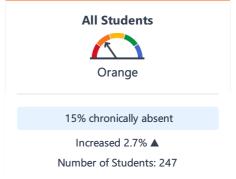
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

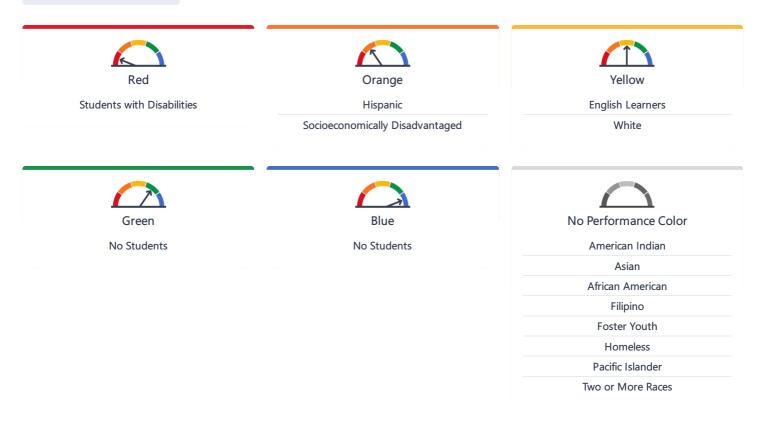
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

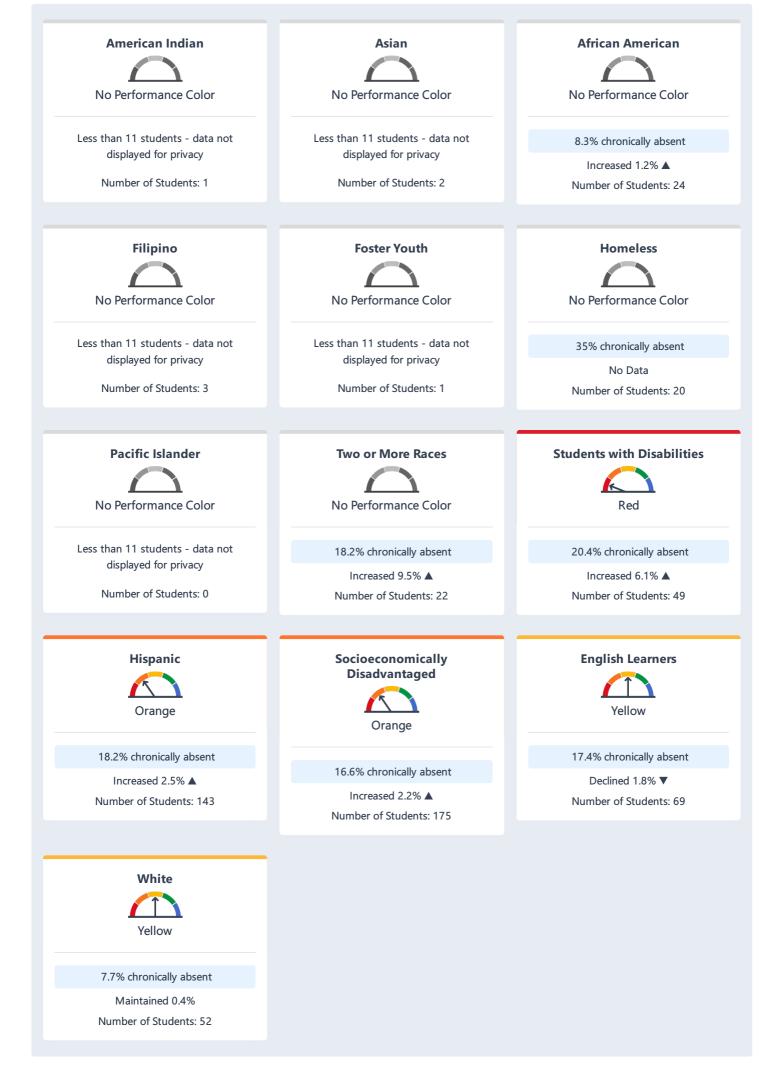


Student Group Details

All Student Groups by Performance Level

5 Total Student Groups





Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

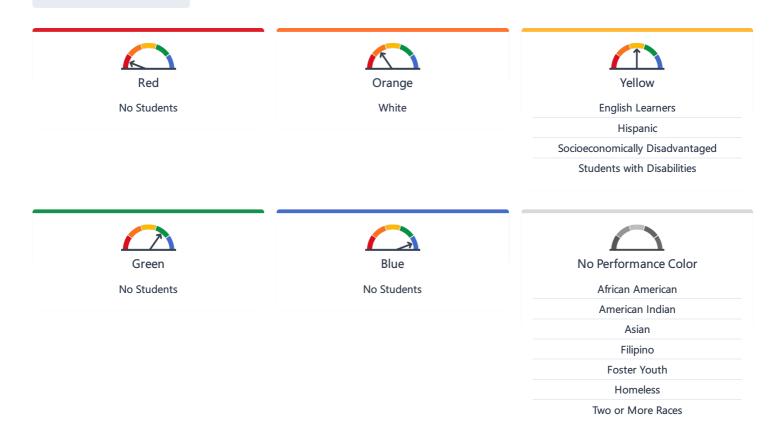
All Students

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

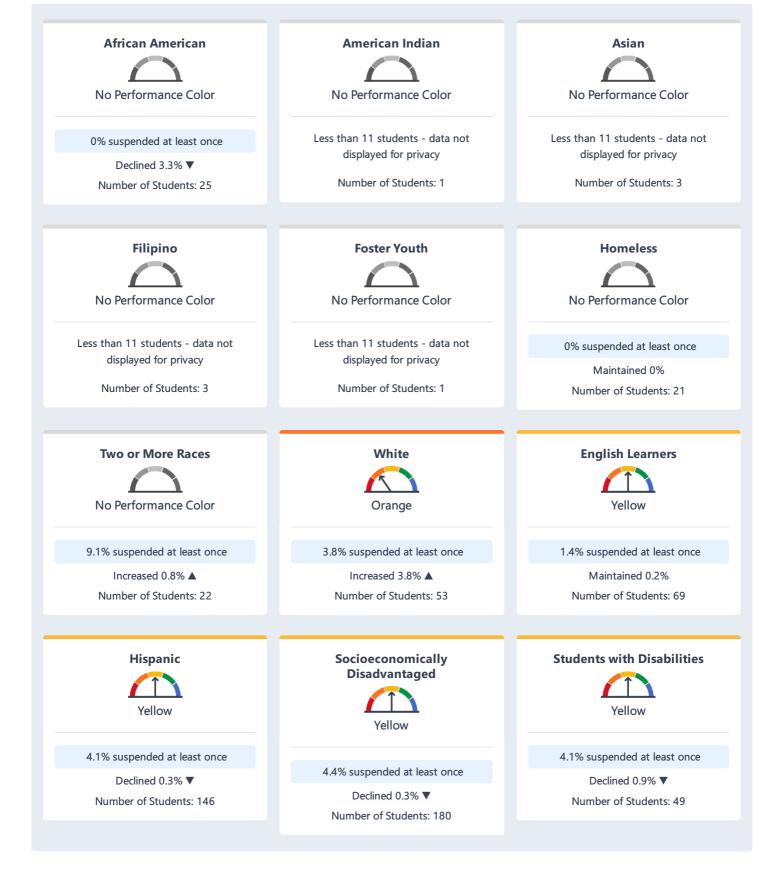


Student Group Details All Student Groups by Performance Level

5 Total Student Groups



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2015-2019 California Smarter Balanced Summative Test Results Percentage of Students Meeting or Exceeding Standard by Grade Level Florence All Grades Combined

	English Language Arts								Chg	Chg From Mathematics											Chg	From		
	20:	15	20:	16	201	.7	201	.8	201	19	2015	2018	201	15	201	L6	20	17	201	.8	201	.9	2015	2018
Student Group	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%
Total	113	38.9	103	44.7	98	52.0	86	66.3	89	64.0	25.1	-2.3	113	36.3	105	40.0	99	48.5	86	58.1	88	60.2	23.9	2.1
Female	60	36.7	52	53.8	44	63.6	45	80.0	46	78.3	41.6	-1.7	60	30.0	52	46.2	44	59.1	46	73.9	46	63.0	33.0	-10.9
Male	53	41.5	51	35.3	54	42.6	41	51.2	43	48.8	7.3	-2.4	53	43.4	53	34.0	55	40.0	40	40.0	42	57.1	13.7	17.1
African American	9	-	11	36.4	12	41.7	8	-	10	60.0	-	-	9	-	11	36.4	12	50.0	8	-	10	60.0	-	-
Asian**	2	-	1	-	2	-	1	-	1	-	-	-	2	-	1	-	2	-	1	-	1	-	-	-
Fil ipin o	2	-	2	-	1	-	1	-	0	-	-	-	2	-	2	-	1	-	1	-	0	-	-	-
Hispanic	73	30.1	63	34.9	62	50.0	54	61.1	57	61.4	31.3	0.3	73	30.1	65	33.8	63	42.9	54	48.1	57	54.4	24.3	6.3
In dochin ese**	2	-	2	-	2	-	1	-	-	-	-	-	2	-	2	-	2	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	14	57.1	12	58.3	9	-	12	75.0	10	80.0	22.9	5.0	14	42.9	12	58.3	9	-	12	66.7	9	-	-	-
Multiracial	11	63.6	12	66.7	10	70.0	9	-	10	70.0	6.4	-	11	45.5	12	50.0	10	60.0	9	-	10	90.0	44.5	-
English Learner	31	16.1	29	20.7	21	4.8	21	42.9	16	6.3	-9.8	-36.6	31	25.8	31	19.4	22	27.3	21	28.6	15	13.3	-12.5	-15.3
English-Speaking	82	47.6	74	54.1	77	64.9	65	73.8	73	76.7	29.1	2.9	82	40.2	74	48.6	77	54.5	65	67.7	73	69.9	29.7	2.2
Reclassified [†]	25	40.0	5	-	26	73.1	16	75.0	17	88.2	48.2	13.2	25	36.0	5	-	26	69.2	16	81.3	17	76.5	40.5	-4.8
Initially Eng. Speaking	57	50.9	69	50.7	51	60.8	49	73.5	56	73.2	22.3	-0.3	57	42.1	69	46.4	51	47.1	49	63.3	56	67.9	25.8	4.6
Econ. Disadv.*	89	30.3	78	35.9	83	49.4	63	58.7	63	57.1	26.8	-1.6	89	29.2	80	31.3	84	44.0	62	54.8	62	59.7	30.5	4.9
Non-Econ. Disadv.	24	70.8	25	72.0	15	66.7	23	87.0	26	80.8	10.0	-6.2	24	62.5	25	68.0	15	73.3	24	66.7	26	61.5	-1.0	-5.2
Gifted	25	64.0	24	66.7	18	72.2	13	84.6	6	-	-	-	25	68.0	24	66.7	18	88.9	14	78.6	5	-	-	-
Not Gifted	88	31.8	79	38.0	80	47.5	73	63.0	83	62.7	30.9	-0.3	88	27.3	81	32.1	81	39.5	72	54.2	83	59.0	31.7	4.8
With Disabilities	18	16.7	21	23.8	18	27.8	11	36.4	8	-	-	-	18	16.7	22	13.6	18	22.2	11	9.1	8	-	-	-
WO Disabilities	95	43.2	82	50.0	80	57.5	75	70.7	81	69.1	25.9	-1.6	95	40.0	83	47.0	81	54.3	75	65.3	80	65.0	25.0	-0.3
Homeless	4	-	4	-	4	-	4	-	8	-	-	-	4	-	4	-	4	-	4	-	8	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	3	-	3	-	5	-	3	-	-	-	3	-	3	-	3	-	6	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results Percentage of Students Meeting or Exceeding Standard by Grade Level Florence

Grade 3

				Eng	lish Lang	uage A	Arts				Chg	From					Mathen	natics					Chg	From
	20:	15	20	16	201	.7	201	.8	201	.9	2015	2018	20:	15	201	L6	20	17	201	.8	201	9	2015	2018
Student Group	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%
Total	36	27.8	38	39.5	33	42.4	24	83.3	36	55.6	27.8	-27.7	36	36.1	38	34.2	34	50.0	24	75.0	36	50.0	13.9	-25.0
Female	17	11.8	14	57.1	15	53.3	16	81.3	18	77.8	66.0	-3.5	17	17.6	14	57.1	15	66.7	16	75.0	18	50.0	32.4	-25.0
Male	19	42.1	24	29.2	18	33.3	8	-	18	33.3	-8.8	-	19	52.6	24	20.8	19	36.8	8	-	18	50.0	-2.6	-
African American	4	-	6	-	3	-	2	-	6	-	-	-	4	-	6	-	3	-	2	-	6	-	-	-
Asian**	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	23	21.7	21	23.8	21	42.9	16	87.5	23	52.2	30.5	-35.3	23	30.4	21	33.3	22	45.5	16	68.8	23	47.8	17.4	-21.0
In dochin ese**	1	-	1	-	0	-	0	-	-	-	-	-	1	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	5	-	6	-	4	-	1	-	-	-	2	-	5	-	6	-	4	-	1	-	-	-
Multiracial	6	-	4	-	3	-	2	-	4	-	-	-	6	-	4	-	3	-	2	-	4	-	-	-
English Learner	18	16.7	16	31.3	8	-	6	-	5	-	-	-	18	33.3	16	31.3	9	-	6	-	5	-	-	-
English-Speaking	18	38.9	22	45.5	25	56.0	18	83.3	31	64.5	25.6	-18.8	18	38.9	22	36.4	25	52.0	18	88.9	31	58.1	19.2	-30.8
Reclassified [†]	0	-	0	-	7	-	1	-	7	-	-	-	0	-	0	-	7	-	1	-	7	-	-	-
Initially Eng. Speaking	18	38.9	22	45.5	18	50.0	17	82.4	24	62.5	23.6	-19.9	18	38.9	22	36.4	18	44.4	17	88.2	24	58.3	19.4	-29.9
Econ. Disadv.*	29	17.2	31	32.3	27	40.7	17	76.5	27	48.1	30.9	-28.4	29	31.0	31	29.0	28	42.9	17	64.7	27	51.9	20.9	-12.8
Non-Econ. Disadv.	7	-	7	-	6	-	7	-	9	-	-	-	7	-	7	-	6	-	7	-	9	-	-	-
Gifted	8	-	5	-	7	-	2	-	6	-	-	-	8	-	5	-	7	-	2	-	5	-	-	-
Not Gifted	28	21.4	33	33.3	26	38.5	22	81.8	36	55.6	34.2	-26.2	28	25.0	33	33.3	27	40.7	22	72.7	36	50.0	25.0	-22.7
With Disabilities	7	-	7	-	6	-	1	-	3	-	-	-	7	-	7	-	6	-	1	-	3	-	-	-
WO Disabilities	29	27.6	31	41.9	27	48.1	23	87.0	33	60.6	33.0	-26.4	29	37.9	31	38.7	28	57.1	23	78.3	33	51.5	13.6	-26.8
Homeless	1	-	4	-	2	-	2	-	1	-	-	-	1	-	3	-	2	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	1	-	3	-	0	-	-	-	2	-	1	-	1	-	3	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results Percentage of Students Meeting or Exceeding Standard by Grade Level Florence

Grade 4

				Eng	lish Lang	uage A	rts				Chg	From					Mathen	natics					Chg I	From
	201	15	203	16	201	7	201	.8	201	L9	2015	2018	203	15	201	L6	20	17	201	-	201	.9	2015	2018
Student Group	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%
Total	33	42.4	36	38.9	33	45.5	32	62.5	23	73.9	31.5	11.4	33	36.4	37	27.0	33	30.3	33	45.5	23	82.6	46.2	37.1
Female	21	38.1	19	42.1	13	61.5	15	80.0	13	69.2	31.1	-10.8	21	38.1	19	15.8	13	53.8	16	62.5	13	76.9	38.8	14.4
Male	12	50.0	17	35.3	20	35.0	17	47.1	10	80.0	30.0	32.9	12	33.3	18	38.9	20	15.0	17	29.4	10	90.0	56.7	60.6
African American	2	-	4	-	5	-	3	-	1	-	-	-	2	-	4	-	5	-	3	-	1	-	-	-
Asian**	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Filipino	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Hispanic	21	33.3	23	34.8	19	42.1	20	55.0	16	75.0	41.7	20.0	21	33.3	24	16.7	19	21.1	21	38.1	16	75.0	41.7	36.9
In dochin ese**	0	-	1	-	1	-	0	-	-	-	-	-	0	-	1	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	5	-	3	-	2	-	5	-	4	-	-	-	5	-	3	-	2	-	5	-	4	-	-	-
Multiracial	3	-	5	-	4	-	4	-	2	-	-	-	3	-	5	-	4	-	4	-	2	-	-	-
English Learner	9	-	11	9.1	9	-	8	-	4	-	-	-	9	-	12	0.0	9	-	9	-	4	-	-	-
English-Speaking	24	54.2	25	52.0	24	58.3	24	66.7	19	84.2	30.0	17.5	24	41.7	25	40.0	24	37.5	24	50.0	19	94.7	53.0	44.7
Reclassified †	5	-	1	-	7	-	6	-	3	-	-	-	5	-	1	-	7	-	6	-	3	-	-	-
Initially Eng. Speaking	19	47.4	24	50.0	17	52.9	18	66.7	16	81.3	33.9	14.6	19	36.8	24	41.7	17	29.4	18	44.4	16	93.8	57.0	49.4
Econ. Disadv.*	25	32.0	27	33.3	29	37.9	24	58.3	14	64.3	32.3	6.0	25	28.0	28	21.4	29	24.1	25	44.0	14	78.6	50.6	34.6
Non-Econ. Disadv.	8	-	9	-	4	-	8	-	9	-	-	-	8	-	9	-	4	-	8	-	9	-	-	-
Gifted	8	-	8	-	5	-	6	-	1	-	-	-	8	-	8	-	5	-	6	-	1	-	-	-
Not Gifted	25	32.0	28	39.3	28	39.3	26	53.8	22	72.7	40.7	18.9	25	28.0	29	17.2	28	21.4	27	40.7	22	81.8	53.8	41.1
With Disabilities	6	-	9	-	6	-	6	-	1	-	-	-	6	-	10	20.0	18	22.2	6	-	1	-	-	-
WO Disabilities	27	51.9	27	44.4	27	48.1	26	69.2	22	77.3	25.4	8.1	27	44.4	27	29.6	27	37.0	27	55.6	22	86.4	42.0	30.8
Homeless	2	-	1	-	4	-	2	-	4	-	-	-	2	-	1	-	4	-	2	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	1	-	2	-	-	-	1	-	1	-	1	-	1	-	2	-	-	-

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results Percentage of Students Meeting or Exceeding Standard by Grade Level Florence

Grade 5

		English Language Arts							Chg	From					Mathema	atics					Chg I	From		
	201	15	201	16	2017	7	201	.8	202	19	2015	2018	20	15	20:	16	2017		201	8	201	9	2015	2018
Student Group	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	%	%
Total	44	45.5	29	58.6	32	68.8	30	56.7	30	66.7	21.2	10.0	44	36.4	30	63.3	32	65.6	29	58.6	29	55.2	18.8	-3.4
Female	22	54.5	19	63.2	16	75.0	14	78.6	15	86.7	32.2	8.1	22	31.8	19	68.4	16	56.3	14	85.7	15	66.7	34.9	-19.0
Male	22	36.4	10	50.0	16	62.5	16	37.5	15	46.7	10.3	9.2	22	40.9	11	54.5	16	75.0	15	33.3	14	42.9	2.0	9.6
African American	3	-	1	-	4	-	3	-	3	-	-	-	3	-	1	-	4	-	3	-	3	-	-	-
Asian**	1	-	1	-	1	-	1	-	0	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-
Filipino	1	-	1	-	0	-	1	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
Hispanic	29	34.5	19	47.4	22	63.6	18	44.4	18	61.1	26.6	16.7	29	27.6	20	55.0	22	59.1	17	41.2	18	44.4	16.8	3.2
In dochin ese**	1	-	0	-	1	-	1	-	-	-	-	-	1	-	0	-	1	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	7	-	4	-	1	-	3	-	5	-	-	-	7	-	4	-	1	-	3	-	4	-	-	-
Multiracial	2	-	3	-	3	-	3	-	4	-	-	-	2	-	3	-	3	-	3	-	4	-	-	-
English Learner	4	-	2	-	4	-	7	-	7	-	-	-	4	-	3	-	4	-	6	-	6	-	-	-
English-Speaking	40	47.5	27	63.0	28	78.6	23	73.9	23	87.0	39.5	13.1	40	40.0	27	66.7	28	71.4	23	69.6	23	65.2	25.2	-4.4
Reclassified †	20	30.0	4	-	12	75.0	9	-	7	-	-	-	20	30.0	4	-	12	75.0	9	-	7	-	-	-
Initially Eng. Speaking	20	65.0	23	56.5	16	81.3	14	71.4	16	81.3	16.3	9.9	20	50.0	23	60.9	16	68.8	14	57.1	16	56.3	6.3	-0.8
Econ. Disadv.*	35	40.0	20	45.0	27	70.4	22	45.5	22	63.6	23.6	18.1	35	28.6	21	47.6	27	66.7	20	60.0	21	57.1	28.5	-2.9
Non-Econ. Disadv.	9	-	9	-	5	-	8	-	8	-	-	-	9	-	9	-	5	-	9	-	8	-	-	-
Gifted	9	-	11	81.8	6	-	5	-	5	-	-	-	9	-	11	81.8	6	-	6	-	4	-	-	-
Not Gifted	35	40.0	18	44.4	26	65.4	25	56.0	25	64.0	24.0	8.0	35	28.6	19	52.6	26	57.7	23	52.2	25	52.0	23.4	-0.2
With Disabilities	5	-	5	-	6	-	4	-	4	-	-	-	5	-	5	-	6	-	4	-	4	-	-	-
WO Disabilities	39	48.7	24	66.7	26	76.9	26	57.7	26	73.1	24.4	15.4	39	38.5	25	76.0	26	69.2	25	64.0	25	64.0	25.5	0.0
Homeless	1	-	4	-	2	-	4	-	3	-	-	-	1	-	0	-	2	-	4	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	1	-	1	-	-	-	0	-	1	-	0	-	2	-	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.

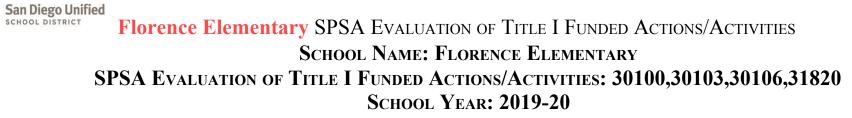
** Beginning in 2019, Indochinese is included in the Asian ethnic group.



Florence Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES



Strategy/Activity 2													
*Strategy/Activity	- Description		Strategy	Activity 2									
81 1													
Jourly time for ESA and Clerk to review attendance data and implement a plan to decrease chronic absenteeism rate (Student Attendance Review Team parent connection, school/home communication and Core Academy)													
parent connection, school/home communication and Core Academy).													
Proposed Expenditures for this Strategy/Activity													
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.													
Describe the ov	erall implementation	on of the strategies/			of the strategies/act	ivities to achieve the	e articulated goal						
	. 1.00	1 4 41 1		<u>eription:</u>	4 1 1 1 1	• 1 • 41 •							
Briefly describe	any major differen	ces between the int	-	ion and/or the budge	etea expenditures to	o implement the stra	ategies/activities						
Duonagad	FTE	Estimated Cost	Funding Source	ticulated goal. Rationale	What is morting	What is not	Modification						
Proposed Expenditures	FIL	Estimated Cost	Funding Source	Kationale	What is working (effective) &	working	based on						
Expenditures					why?	(ineffective) &	evaluation						
					willy.	why?	results.						
Clerical OTBS			30100-2451	Implementing a	Having the	Parents sometimes	For the 2020-2022						
Hrly				safe,	opportunity to	to not show up for	school year, we w						
5				collaborative, and	collaborate with	the attendance	not allocate this						
				inclusive culture	the school	meeting, even	money; instead w						
					counselor set up	though I have	will use contract						
					and attend	arranged for the	time to conduct						
					attendance	support.	these meetings						
					meetings with parents to Core		during the schoo						
parents to Core day.													
participation had													
					increased our								
					attendance credits								
					for the school.								

San Diego Unified SCHOOL DISTRICT Florence Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Note/Reminders (optional):

Strategy/Activity 3

*Strategy/Activity - Description

Planning and prepping for non-classroom events before and/or after school. These events will create a school climate which entices students to want to come to school and be included in school activities.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tchr Hrly		\$2,096.30	30100-1957	collaborative, and inclusive school culture; closing the achievement gap in ELA and Math; English	When teachers are provided the time to create a safe, collaborative and inclusive classroom environment, students feel welcome and safe.	Continue this strategy	

Note/Reminders (optional):

Strategy/Activity 4

*Strategy/Activity - Description

In an effort to provide support to the students who are chronically absent, the school counselor, the ESA, the clerk and the principal will meet on a monthly basis to review student attendance records. Based on this analysis, parent attendance meetings will be arranged on a monthly basis. These meetings will consist of the ESA/Clerk, the school counselor and the principal. Additionally, students will be invited to attend Core Academy to make up the absences.

Note: Core Academy is funded by the district however funds will be used to compensate the OTBS staff for additional support in assisting to serve the students who are chronically absent. This also includes additional custodial services.



*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) &	Modification based on evaluation
						why?	results.
Clerical OTBS		\$499.61	30100-2451	Implementing a	Having the	Parents sometimes	For the 2020-2021
Hrly				safe,	opportunity to	do not show up for	school year, we will
				collaborative, and	collaborate with	the attendance	not allocate this
				inclusive culture	the school	meeting, even	money; instead we
					counselor set up	though I have	will use contract
					and attend	arranged for the	time to conduct
					attendance	support.	these meetings
					meetings with		during the school
					parents to Core		day.
					Academy		
					participation had		
					increased our		
					attendance credits		
					for the school.		
Note/Reminders (o	ptional):						



Goal 2 - English Language Arts Strategy/Activity 1 *Strategy/Activity - Description A retired teacher will continue to provide tier 2 intervention reading support to students in grades TK-5. *Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) &	What is not working	Modification based on						
Experiences					why?	(ineffective) & why?	evaluation results.						
Retired Clsrm Teacher Hrly		\$7,099.12	30100-1189	Support closing the achievement gap in ELA and Math; English Learners; Graduation.	This Tier 2 Intervention increased the academic achievement of over 30% of the students who were served.	COVID-19 School Closure stopped the services.	NA						
Retired Clsrm Teacher Hrly		\$999.34	30106-1189	Support closing the achievement gap in ELA and Math; English Learners; Graduation.	This Tier 2 Intervention increased the academic achievement of over 30% of the students who were served.	COVID-19 School Closure stopped the services.	NA						
Note/Reminders (optional): Strategy/Activity 2													
*Strategy/Activity	Strategy/Activity 2 *Strategy/Activity - Description												

San Diego Unified SCHOOL DISTRICT Florence Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Funding has been allocated to purchase license and fees for software and/or online reading resources, including but not limited to: Smarty Ants, KidBiz, Raz Kids, Spelling City, etc...)

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		\$7,000.00	30100-5841	Support closing the achievement gap in ELA and Math; English Learners; Graduation	The Online learning tools provide additional information for teachers regarding student progress towards reading and math proficiency. Additionally, these on-line learning tools provide supplemental support for students to grow academically.	NA	NA
Software License		\$10,000.00	30100-5841	Support closing the achievement gap in ELA and Math; English Learners; Graduation	The Online learning tools provide additional information for teachers regarding student progress towards reading	NA	NA

Florence Elementary SPSA Evaluation of Title I Funded Actions/Activities

		an	id math							
			ificiency.							
			onally, these							
			ne learning							
			s provide							
		supp	blemental							
		sup	oport for							
		studer	nts to grow							
		acad	lemically.							
Note/Reminders (optional):										
Strategy/Activity 3										
*Strategy/Activity - Description										

maximize instructional time, help close the achievement gap and provide for quality professional development. This also includes utilizing the SDUSD Print Services for larger documents that cannot be printed on campus. Supplies include journals, pencils, chart paper, etc.

*Proposed Expenditures for this Strategy/Activity

<u>Analysis:</u>

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$7,673.00	30100-4301	Support closing the achievement gap in ELA and Math; English Learners; Graduation.	Instructional supplies are needed in order for effective teaching and learning to occur.	NĂ	NA
Supplies		\$1,003.00	30106-4301	Support closing the achievement gap in ELA and	Instructional supplies are needed in order for	NA	NA



Interprogram Svcs/Duplicating	\$200.00	30106-5721	Math; English Learners; Graduation. Support closing the achievement gap in ELA and Math; English Learners; Graduation.	effective teaching and learning to occur. Duplication of instructional materials via the SDUSD print shop assists families and students in doing classwork and homework	NA	NA					
Note/Reminders (optional):											
Strategy/Activity 4											
*Strategy/Activity - Description											

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in such learning opportunities throughout the school year. These visiting teachers also include the VAPA Arts in Education Program where visiting teachers come twice per month to provide fine arts, theater, and music instruction to students while their teachers participate in PLCs.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm		\$7,208.94	30100-1192	Support closing	When teachers are	When a visiting	For the 2020-2021
Dev Vist Tchr				the achievement	able to come	teacher is not	school year, we will
				gap in ELA and	together as a PLC,	assigned or cancels	decrease the AEP
				Math; English	their overall	the job, this	from twice a month
				Learners;	instructional		to once a month.

	Florence Elementary SF		1	1	1	
			Graduation;	practice increases.	interrupts the	
			professional	This is evidenced	instructional flow.	
			development/PLC		This is beyond the	
			days for teachers.		control of the	
				the students have	school site.	
				demonstrated in		
				reporting periods.	For AEP, managing	
				Additionally,	behaviors with the	
				providing teachers	VAPA teachers has	
				the time to	been a challenge.	
				conduct 1:1		
				assessments on		
				their students		
				enables teachers		
				to design effective		
				lessons and units		
				of study based on		
				student need.		
				For the AEP,		
				teachers do not		
				have to create		
				lesson plans AND		
				the students		
				engage in		
				effective VAPA		
				instruction.		
Services & Other	\$17,729.00	30106-5000	Support closing	When teachers are	When a visiting	For the 2020-2021
Operating			the achievement	able to come	teacher is not	school year, we will
				together as a PLC,		decrease the AEP
			Math; English	their overall	the job, this	from twice a month
			Learners;	instructional	interrupts the	to once a month.
			Graduation;	practice increases.	instructional flow.	
			VAPA Arts in	This is evidenced	This is beyond the	
			Education PLC.	in the academic	control of the	
				achievement that	school site.	

	demonstrated in reporting periods.For AEP, managing behaviors with the VAPA teachers has been a challenge.Additionally, providing teachers the time to conduct 1:1 assessments on their students enables teachers to design effective lessons and unitsFor AEP, managing behaviors with the VAPA teachers has been a challenge.
	Additionally, providing teachers the time to conduct 1:1 assessments on their students enables teachers to design effective
	the time to conduct 1:1 assessments on their students enables teachers to design effective
	conduct 1:1 assessments on their students enables teachers to design effective
	assessments on their students enables teachers to design effective
	their students enables teachers to design effective
	enables teachers to design effective
	to design effective
	lessons and units
	of study based on
	student need.
	For the AEP,
	teachers do not
	have to create
	lesson plans AND
	the students
	engage in
	effective VAPA
	instruction.
ote/Reminders (optional):	
Strategy/Activ	nity 5
Strategy/Activity - Description	
lorence will participate in an ELA coaching cycle. This will support students in g	grades TK-2nd in reading instruction. Additional monies will
ompensate teachers for additional planning time with the ELLA coach outside fo	the contract day.
he cost of the ELA coaching cycle is funded by the central office.	
Proposed Expenditures for this Strategy/Activity	



Proposed	FTE	•	Funding Source	Rationale	What is working		Modification
Expenditures	TTL .	Litimated Cost	i unung source	Rationale	(effective) & why?	working (ineffective) & why?	based on evaluation results.
Classroom Teacher Hrly			30106-1157	Support closing the achievement gap in ELA; English Learners, Graduation.	Analysis of student data to inform instruction is invaluable. Designing lessons that are based on student data is crucial to the academic success of the students. Providing teachers this opportunity to plan and develop and analyze outside of the contract day	NĂ	NA
					is increasing our student achievement.		
Note/Reminders (o	ptional):						
			Strategy/	Activity 6			
*Strategy/Activity	- Description						
especially English		with Disabilities, H			dent data and desig ly Disadvantaged st		t all students,
				<u>alysis:</u> verall effectiveness	of the strategies/act	ivities to achieve th	e articulated goal.

Description:



Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClsrmTch r			30100-1170	Support closing the achievement gap in ELA and Math; English Learners; graduation.	Analysis of student data to inform instruction is invaluable. Designing lessons that are based on student data is crucial to the academic success of the students. Providing teachers this opportunity to plan and develop and analyze outside of the contract day is increasing our student achievement.	NA	NA
Prof&Curriclm DevHrlyClsrmTch r			30106-1170	Support closing the achievement gap in ELA and Math; English Learners; graduation.	Analysis of student data to inform instruction is invaluable. Designing lessons that are based on student data is crucial to the academic success of the students. Providing teachers this opportunity to plan and develop and analyze outside	NA	NA

San Diego Unified	Florence E	lementary SPSA	A Evaluation	n of Title I Fu	INDED ACTIONS/	Activities	
					of the contract day		
					is increasing our		
					student		
					achievement.		
Note/Reminders (option	onal):						

SPSA Evaluation of Title I Funded Actions/Activities Revised 9/6/2020



Goa

Goal 3 - Mathematics
Strategy/Activity 1
*Strategy/Activity - Description
Online math instructional tools and professional development will support all students in increasing their mathematic achievement.
*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License			30100-5841	Support closing the achievement gap in ELA and Math; English Learners; Graduation.	The Online learning tools provide additional information for teachers regarding student progress towards reading and math proficiency. Additionally, these on-line learning tools provide supplemental support for students to grow academically.	NA	NA
Software License			30100-5841	Support closing the achievement gap in ELA and Math; English	The Online learning tools provide additional information for	NA	NA

Florence Elementary SPSA Evaluation of Title I Funded Actions/Activities

Learners;	teachers regarding								
Graduation.	student progress								
	towards reading								
	and math								
	proficiency.								
	Additionally, these								
	on-line learning								
	tools provide								
	supplemental								
	support for								
	students to grow								
	academically.								
gy/Activity 2									
in order to increase st	tudent achievement.								
pportunities for Professinal Development/PLCs to analyze student data in order to increase student achievement. Proposed Expenditures for this Strategy/Activity									
	Graduation. gy/Activity 2								

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr			30100-1192	Math; English Learners; Graduation. PLC/Professional		teacher is not assigned or cancels	For the 2020-2021 school year, we will decrease the AEP from twice a month to once a month.

San Diego Unifie	d Florence E	lementary SP	SA Evaluatic	on of Title I Fi	UNDED ACTIONS	Activities	
	Florence E	Aementary SP	SA EVALUATIC		achievement that the students have demonstrated in reporting periods. Additionally, providing teachers the time to conduct 1:1 assessments on their students enables teachers to design effective lessons and units	 ACTIVITIES This is beyond the control of the school site. For AEP, managing behaviors with the VAPA teachers has been a challenge. 	
					of study based on student need. For the AEP, teachers do not have to create lesson plans AND the students engage in effective VAPA instruction.		
Services & Other Operating			30106-5000	development opportunities for teachers to	When teachers are able to come together as a PLC, their overall instructional practice increases. This is evidenced in the academic achievement that the students have	the job, this interrupts the instructional flow. This is beyond the control of the school site.	For the 2020-2021 school year, we will decrease the AEP from twice a month to once a month.
				strengthen their instruction.	demonstrated in reporting periods.	For AEP, managing behaviors with the	

Proposed Expenditures	FTE	Estimated Cost	runding source	Rationale	What is working (effective) & why?	What is not working	Modification based on
	2 2		meet the art	ticulated goal.	eted expenditures to	-	0
	±	C	Desc	ription:	C		C
Describe the ov	erall implementation	on of the strategies/a		alysis: erall effectiveness	of the strategies/act	ivities to achieve th	e articulated goal.
*Proposed Expend	ditures for this Str	rategy/Activity					
support teachers to related to their acad	demic curriculua ou	tside of the contrac		uction inroughout	the school year. Co	mpensation for tea	uners to do work
Compensation for t							
*Strategy/Activity	-						
			Strategy/2	Activity 3			
Note/Reminders (o	ptional):						
					lesson plans AND the students engage in effective VAPA instruction.		
					their students enables teachers to design effective lessons and units of study based on student need. For the AEP, teachers do not have to create		
					Additionally, providing teachers the time to conduct 1:1 assessments on	VAPA teachers has been a challenge.	

Florence Elementary SPSA Evaluation of Title I Funded Actions/Activities

					(ineffective) & why?	evaluation results.
Classroom Teacher Hrly	\$1,891.33	30100-1157	Support closing the achievement gap in ELA and Math; English Learners; Graduation.	Analysis of student data to inform instruction is invaluable. Designing lessons that are based on student data is crucial to the academic success of the students. Providing teachers this opportunity to plan and develop and analyze outside of the contract day is increasing our student achievement.	NA	NA
Classroom Teacher Hrly	\$3,868.04	30106-1157	Support closing the achievement gap in ELA and Math; English Learners; Graduation.	Analysis of student data to inform instruction is invaluable. Designing lessons that are based on student data is crucial to the academic success of the students. Providing teachers this opportunity to plan and develop and analyze outside of the contract day is increasing our	NA	NA

San Diego Unified SCHOOL DISTRICT Florence Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					student achievement.		
Note/Reminders (o	ptional):						
	<u>F).</u>		Strategy/	Activity 4			
*Strategy/Activity	- Description			U			
	· · · · ·		1	11	andards and student a blies include journals	1	
*Proposed Expen	ditures for this Str	ategy/Activity					
	-	-	activities and the ov Desc ended implementat	cription:	of the strategies/act		-
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies			30100-4301	Provide instructional materials to support closing the achievement gap in ELA, Math; English Learners; Graduation.	Instructional supplies are needed in order for effective teaching and learning to occur.	NA	NA
Supplies			30106-4301	Provide instructional materials to support closing the achievement gap in ELA, Math; English	Instructional supplies are needed in order for effective teaching and learning to occur.	NA	NA



						I ICTIVITIES	
				Learners;			
				Graduation.			
Interprogram			30106-5721	Provide	Duplication of	NA	NA
Svcs/Duplicating				instructional	instructional		
				materials to	materials via the		
				support closing	SDUSD print shop		
				the achievement	assists families and		
				gap in ELA,	students in doing		
				Math; English	classwork and homework		
				Learners;	nomework		
				Graduation.			
Note/Reminders (o	ptional):						
			Strategy/	'Activity 5			
*Strategy/Activity	v - Description						
Grade level teams	will meet a minimu	m of twice/year ou	itside of the contrac	t day to analyze stu	dent data and desig	n lessons to suppor	t all students,
especially English	Learners, Students	with Disabilities, H	lispanic students an	d Socioeconomical	ly Disadvantaged st	udents.	
*Proposed Expen	ditures for this Str	ategy/Activity					
				<u>alysis:</u>			
Describe the ov	erall implementation	on of the strategies/		verall effectiveness	of the strategies/act	ivities to achieve th	e articulated goa
				cription:			
Briefly describe	any major differen	ces between the int		ion and/or the budg	eted expenditures to	o implement the stra	ategies/activities
				ticulated goal.			
Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modification
Expenditures					(effective) &	working	based on
					why?	(ineffective) &	evaluation
				~		why?	results.
Prof&Curriclm			30100-1170	Support in closing		NA	NA
DevHrlyClsrmTch				the achievement	data to inform		
r				gap in ELA and	instruction is invaluable.		
				MATH; English	Designing lessons		
				Learners;	that are based on		
				Graduation.	student data is		
					Student data IS		

SPSA Evaluation of Title I Funded Actions/Activities Revised 9/6/2020

crucial to the

Florence Elementary SPSA Evaluation of Title I Funded Actions/Activities

		·			academic success of	
					the students.	
					Providing teachers	
					this opportunity to	
					plan and develop	
					and analyze outside	
					of the contract day	
					is increasing our	
					student	
					achievement.	
Prof&Curriclm			30106-1170	Support in closing		
DevHrlyClsrmTch				the achievement		
r				gap in ELA and		
				MATH; English		
				Learners;		
				Graduation.		
Note/Reminders (op	otional):					



Goal 4- English Learners

Strategy/Activity 2

*Strategy/Activity - Description

Grade level teams will meet a minimum of twice/year outside of the contract day to analyze student data and design lessons to support all students, especially English Learners.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm		\$2,098.75	30100-1170	Support closing the achievement	Analysis of student data to inform	NA	NA
DevHrlyClsrmTch							
r				in ELA and Math;	instruction is		
				English Learners;	invaluable.		
				Graduation.	Designing lessons		
					that are based on		
					student data is		
					crucial to the		
					academic success of		
					the students.		
					Providing teachers		
					this opportunity to		
					plan and develop		
					and analyze outside		
					of the contract day		
					is increasing our		
					student		
					achievement.		

Prof&Curriclm		\$1,000.57	30106-1170	Support closing			
DevHrlyClsrmTch		\$1,000.07	50100 11/0	the achievement			
r				in ELA and Math;			
				English Learners;			
				Graduation.			
Note/Reminders (op	otional):						
			Strategy	/Activity 3			
*Strategy/Activity -	- Description						
Students will partici	1	Ŭ,	/	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	1 1	
half day PLCs to ana	2	/ 5	1	1 /			
achievement. Addit			PLC assessment d	ays to develop com	mon formative asse	ssemtns to drive ins	struciton.
*Proposed Expend	itures for this Str	ategy/Activity					
			Δr				
D 11 1	11 • 1			nalysis:		••.•	
Describe the ove	rall implementation	on of the strategies/	activities and the o	verall effectiveness	of the strategies/act	ivities to achieve th	ne articulated goa
	Ĩ	C	activities and the o Des	verall effectiveness cription:	C		C C
	Ĩ	C	activities and the o <u>Des</u> ended implementat	verall effectiveness cription: tion and/or the budg	of the strategies/act geted expenditures to		C C
	Ĩ	C	activities and the o <u>Des</u> ended implementat	verall effectiveness cription:	C		C C
Briefly describe a	any major differen	ces between the int	activities and the o Des ended implementat meet the au	verall effectiveness cription: tion and/or the budg rticulated goal.	eted expenditures to	o implement the stra	ategies/activities
Briefly describe a	any major differen	ces between the int	activities and the o Des ended implementat meet the au	verall effectiveness cription: tion and/or the budg rticulated goal.	eted expenditures to What is working	What is not working (ineffective) &	ategies/activities Modification based on evaluation
Briefly describe a Proposed Expenditures	any major differen	ces between the int	activities and the o Des rended implementat meet the ar Funding Source	verall effectiveness cription: tion and/or the budg rticulated goal. Rationale	what is working (effective) &	o implement the stra What is not working	ategies/activities Modification based on
Briefly describe a Proposed Expenditures Services & Other	any major differen	ces between the int	activities and the o Des ended implementat meet the au	verall effectiveness cription: tion and/or the budg rticulated goal. Rationale Support closing	what is working (effective) &	What is not working (ineffective) &	ategies/activities Modification based on evaluation
Briefly describe a Proposed Expenditures	any major differen	ces between the int	activities and the o Des rended implementat meet the ar Funding Source	verall effectiveness <u>cription:</u> tion and/or the budg rticulated goal. Rationale Support closing the achievement	what is working (effective) &	What is not working (ineffective) &	ategies/activities Modification based on evaluation
Briefly describe a Proposed Expenditures Services & Other	any major differen	ces between the int	activities and the o Des rended implementat meet the ar Funding Source	verall effectiveness <u>cription:</u> tion and/or the budg rticulated goal. Rationale Support closing the achievement gap in ELA and	what is working (effective) &	What is not working (ineffective) &	ategies/activities Modification based on evaluation
Briefly describe a Proposed Expenditures Services & Other	any major differen	ces between the int	activities and the o Des rended implementat meet the ar Funding Source	verall effectiveness <u>cription:</u> tion and/or the budg rticulated goal. Rationale Support closing the achievement gap in ELA and Math; English	what is working (effective) &	What is not working (ineffective) &	ategies/activities Modification based on evaluation
Briefly describe a Proposed Expenditures Services & Other	any major differen	ces between the int	activities and the o Des rended implementat meet the ar Funding Source	verall effectiveness <u>cription:</u> tion and/or the budg rticulated goal. Rationale Support closing the achievement gap in ELA and Math; English Learners;	what is working (effective) &	What is not working (ineffective) &	ategies/activities Modification based on evaluation
Briefly describe a Proposed Expenditures Services & Other Operating	any major differen	ces between the int	activities and the o <u>Des</u> rended implementat meet the an Funding Source 30106-5000	verall effectiveness <u>cription:</u> tion and/or the budg ticulated goal. Rationale Support closing the achievement gap in ELA and Math; English Learners; Graduation.	what is working (effective) &	What is not working (ineffective) &	ategies/activities Modification based on evaluation
Briefly describe a Proposed Expenditures Services & Other Operating Prof&Curriclm	any major differen	ces between the int	activities and the o Des rended implementat meet the ar Funding Source	verall effectiveness <u>cription:</u> tion and/or the budg rticulated goal. Rationale Support closing the achievement gap in ELA and Math; English Learners; Graduation. Support closing	what is working (effective) &	What is not working (ineffective) &	ategies/activities Modification based on evaluation
Briefly describe a Proposed Expenditures Services & Other Operating	any major differen	ces between the int	activities and the o <u>Des</u> rended implementat meet the an Funding Source 30106-5000	verall effectiveness <u>cription:</u> tion and/or the budg rticulated goal. Rationale Support closing the achievement gap in ELA and Math; English Learners; Graduation. Support closing the achievement	what is working (effective) &	What is not working (ineffective) &	ategies/activities Modification based on evaluation
Briefly describe a Proposed Expenditures Services & Other Operating Prof&Curriclm	any major differen	ces between the int	activities and the o <u>Des</u> rended implementat meet the an Funding Source 30106-5000	verall effectiveness <u>cription:</u> tion and/or the budg ticulated goal. Rationale Support closing the achievement gap in ELA and Math; English Learners; Graduation. Support closing the achievement gap in ELA and	what is working (effective) &	What is not working (ineffective) &	ategies/activities Modification based on evaluation
Briefly describe a Proposed Expenditures Services & Other Operating Prof&Curriclm	any major differen	ces between the int	activities and the o <u>Des</u> rended implementat meet the an Funding Source 30106-5000	verall effectiveness <u>cription:</u> tion and/or the budg rticulated goal. Rationale Support closing the achievement gap in ELA and Math; English Learners; Graduation. Support closing the achievement	what is working (effective) &	What is not working (ineffective) &	ategies/activities Modificatior based on evaluation



Note/Reminders (optional):

Strategy/Activity 4

*Strategy/Activity - Description

Purchase instructional materials (books, supplemental curriculum) and instructional supplies that support English Learners and their academic achievement. Additionally, sending items to SDUSD's print services. Supplies also include journals, pencils, chart paper, etc.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies			30100-4301	Support closing			
				the achievement			
				gap in ELA and			
				Math; for English			
				Learners;			
~				Graduation.			
Supplies			30106-4301	Support closing			
				the achievement			
				gap in ELA and			
				Math; for English			
				Learners;			
				Graduation.			
Interprogram			30106-5721	Support closing	Duplication of	NA	NA
Svcs/Duplicating				the achievement	instructional		
				gap in ELA and	materials via the		
				Math; for English	SDUSD print shop		
				Learners;	assists families and		
				Graduation.	students in doing		



				classwork and	
				homework	
Interprogram		 30103-5733	Support closing		
Svcs/Paper			the achievement		
			gap in ELA and		
			Math; for English		
			Learners;		
			Graduation.		
Note/Reminders (o	ptional):				



Goal 6 - Family Engagement Strategy/Activity 1 *Strategy/Activity - Description Monies will provide instructional materials (e.g. books or curriculum) and instructional supplies that support standards and student achievement/improvement. Purchase copy paper to provide print information regarding school events and programs and other important information to parents. *Proposed Expenditures for this Strategy/Activity Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Description:

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$595.00	30103-4301	Support closing the achievement gap and increase parent engagement.			
Interprogram Svcs/Paper		\$500.00	30103-5733	Support closing the achievement gap and increase parent engagement.			
Note/Reminders (o	ptional):						
			Strategy/	Activity 2			
*Strategy/Activity	E						
Compensation to te will be more famili			nts. When teachers	advertise that they	are participating in	PTA events, it is th	he hope that there
*Proposed Expend	ditures for this Str	ategy/Activity					

San Diego Unified SCHOOL DISTRICT Florence Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tchr Hrly			30100-1957	Support closing the achievement gap and increase parent engagement.	Analysis of student data to inform instruction is invaluable. Designing lessons that are based on student data is crucial to the academic success of the students. Providing teachers this opportunity to plan and develop and analyze outside of the contract day is increasing our student achievement.	NA	NA
Note/Reminders (o	ptional):						



Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

Teachers will be released to participate in PLCs to analyze student data, collaborate and develop literacy lessons to support all students, especially 3rd and 5th grade students. Twice a month, the students will be in Arts in Education in which they will be instructed by visiting teachers in the areas of visual arts, theater and music/dance.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modification
Expenditures					(effective) &	working	based on
					why?	(ineffective) &	evaluation
						why?	results.
Prof&Curriclm			30100-1192	Support closing	When teachers are	-	For the 2020-2021
Dev Vist Tchr				the achievement	able to come	teacher is not	school year, we will
				gap and increase	together as a PLC,	assigned or cancels	decrease the AEP
				graduation/promot	their overall	the job, this	from twice a month
				ion goals.	instructional	interrupts the	to once a month.
				_	practice increases.	instructional flow.	
					This is evidenced	This is beyond the	
					in the academic	control of the	
					achievement that	school site.	
					the students have		
					demonstrated in	For AEP, managing	
					reporting periods.	behaviors with the	
					Additionally,	VAPA teachers has	
					providing teachers	been a challenge.	
					the time to		
					conduct 1:1		
					assessments on		
					their students		

San Diego Unifi school district	ed Florence E	lementary SP	SA Evaluatio	on of Title I Fi	UNDED ACTIONS	Activities	
					enables teachers to design effective lessons and units of study based on student need. For the AEP, teachers do not have to create lesson plans AND the students engage in effective VAPA instruction.		
Services & Other Operating			30106-5000		When teachers are able to come together as a PLC,	the job, this interrupts the instructional flow. This is beyond the control of the school site. For AEP, managing behaviors with the VAPA teachers has	For the 2020-2021 school year, we will decrease the AEP from twice a month to once a month.

Florence Elementary SPSA Evaluation of Title I Funded Actions/Activities

-	on of the strategies/a	activities and the ov <u>Desc</u> ended implementati	alysis: verall effectiveness of pription: ion and/or the budge ticulated goal. Rationale	-		-
res for this Str	on of the strategies/a	activities and the ov <u>Desc</u> ended implementati	verall effectiveness or eription: ion and/or the budge	-		-
res for this Str		activities and the ov	verall effectiveness of	of the strategies/act	ivities to achieve th	e articulated goal.
res for this Str				of the strategies/act	ivities to achieve th	e articulated goal
,	ategy/Activity		1 .			-
,	atomy/Activity					-
Raz Kids etc						-
-	a to support studen	is in their reading a		inscences menuue, i		o me tonowing.
±	d to support studen	ts in their reading a	chievement These	liscences include 1	ut are not limited t	o the following:
Description		87	e/			
		Strategy/	Activity 2			
onal):						
				nstruction.		
				engage in		
				1		
				· · · ·		
				2		
	nal): escription	escription ill be purchased to support studen	nal): Strategy/ escription rill be purchased to support students in their reading a	nal): Strategy/Activity 2 escription rill be purchased to support students in their reading achievement. These	of study based on student need. For the AEP, teachers do not have to create lesson plans AND the students engage in effective VAPA instruction. nal): Strategy/Activity 2 escription rill be purchased to support students in their reading achievement. These liscences include, b	student need. For the AEP, teachers do not have to create lesson plans AND the students engage in effective VAPA instruction. Strategy/Activity 2

Expenditures		g		(effective) & why?	working (ineffective) & why?	based on evaluation results.
Software License	 	30100-5841	11 0	The Online learning		We will not fund
			the achievement	•	district is funding ST	
			gap and increase	additional	MATH, we will no	upcoming school
			graduation/promot	information for	longer fund	year.
			ion goals.	teachers regarding	DreamBox for the	
				student progress	upcoming school	
				towards reading	year.	
				and math		
				proficiency.		

Florence Elementary SPSA Evaluation of Title I Funded Actions/Activities

	FIOTENCE E	lementary SP	SA EVALUATIO	ON OF ITTLE I FU	UNDED ACTIONS	ACTIVITIES		
					Additionally, these			
					on-line learning			
					tools provide			
					supplemental			
					support for			
					students to grow			
					academically.			
Software License			30100-5841	Support closing	The Online learning	Since the school	We will not fund	
				the achievement	•	district is funding ST	DreamBox for the	
				gap and increase	additional	MATH, we will no	upcoming school	
				graduation/promot		longer fund	year.	
				ion goals.	teachers regarding	DreamBox for the		
					student progress	upcoming school		
					towards reading	year.		
					and math			
					proficiency.			
					Additionally, these			
					on-line learning tools provide			
					supplemental			
					support for			
					students to grow			
					academically.			
Note/Reminders (o	ntional):							
Strategy/Activity 3								
* 04	Description		Strategy	Activity 5				
*Strategy/Activity	±	· 1 · T: 0 · 1	• • • •	. 1 1	7 5 1 1			
-			ing instruction to s	tudents in grades Tk	K-5th grade.			
*Proposed Expen	ditures for this Str	ategy/Activity						

Analysis:

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

Description:



Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly			30100-1189	Support closing the achievement gap for graduation rates.	This Tier 2 Intervention increased the academic achievement of over 30% of the students who were served.	COVID-19 School Closure stopped the services.	NA
Retired Clsrm Teacher Hrly			30106-1189	Support closing the achievement gap for graduation rates.	This Tier 2 Intervention increased the academic achievement of over 30% of the students who were served.	COVID-19 School Closure stopped the services.	NA

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL DISTRICT SCHOOL DISTRICT Florence Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES SCHOOL NAME: FLORENCE ELEMENTARY SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800 SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture									
Strategy/Activity 2									
*Strategy/Activity - Description									
Hourly time for ESA and Clerk to review attendance data and implement a plan to decrease chronic absenteeism rate (Student Attendance Review Team,									
parent connection, school/home communication and Core Academy).									
*Proposed Expenditures for this Strategy/Activity									
	Analysis:								
Describe the ov	erall implementation	on of the strategies/		verall effectiveness	of the strategies/act	tivities to achieve the	ne articulated goal.		
				cription:					
Briefly describe	Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to								
Derrorad	FTE	Estimated Cost		ticulated goal. Rationale	XX /le = 4 ² = = -1 - ² = -		Modification		
Proposed Expenditures	FIL	Estimated Cost	Funding Source	Kationale	What is working (effective) &	What is not working	based on		
Expenditures					why?	(ineffective) &	evaluation		
					winy.	why?	results.		
Clerical OTBS		\$876	09800-2451	Implementing a	Having the	Parents sometimes	For the 2020-2021		
Hrly				safe,	opportunity to	•	school year, we will		
				collaborative, and	collaborate with	the attendance	not allocate this		
				inclusive culture	the school	meeting, even	money; instead we		
					counselor set up	though I have	will use contract		
					and attend attendance	arranged for the	time to conduct		
					meetings with	support.	these meetings during the school		
					parents to Core		day.		
					Academy		aay.		
					participation had				
					increased our				
					attendance credits				
					for the school.				

San Diego Unified SCHOOL DISTRICT Florence Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Note/Reminders (optional):

Strategy/Activity 3

*Strategy/Activity - Description

Planning and prepping for non-classroom events before and/or after school. These events will create a school climate which entices students to want to come to school and be included in school activities.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tchr Hrly		\$2,990.72	09800-1957	collaborative, and inclusive school culture; closing the achievement gap in ELA and Math; English	When teachers are provided the time to create a safe, collaborative and inclusive classroom environment, students feel welcome and safe.	Continue this strategy	

Note/Reminders (optional):

Strategy/Activity 4

*Strategy/Activity - Description

In an effort to provide support to the students who are chronically absent, the school counselor, the ESA, the clerk and the principal will meet on a monthly basis to review student attendance records. Based on this analysis, parent attendance meetings will be arranged on a monthly basis. These meetings will consist of the ESA/Clerk, the school counselor and the principal. Additionally, students will be invited to attend Core Academy to make up the absences.

Note: Core Academy is funded by the district however funds will be used to compensate the OTBS staff for additional support in assisting to serve the students who are chronically absent. This also includes additional custodial services.



*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) &	Modification based on evaluation
					v	why?	results.
Clerical OTBS		\$1,851.98	09800-2451	Implementing a	Having the	Parents sometimes	For the 2020-2021
Hrly				safe,	opportunity to	do not show up for	school year, we will
				collaborative, and	collaborate with	the attendance	not allocate this
				inclusive culture	the school	meeting, even	money; instead we
					counselor set up	though I have	will use contract
					and attend	arranged for the	time to conduct
					attendance	support.	these meetings
					meetings with		during the school
					parents to Core		day.
					Academy		
					participation had		
					increased our		
					attendance credits		
					for the school.		
Note/Reminders (o	ptional):						



Goal 2 - English Language Arts

Strategy/Activity 2

*Strategy/Activity - Description

Funding has been allocated to purchase license and fees for software and/or online reading resources, including but not limited to: Smarty Ants, KidBiz, Raz Kids, Spelling City, etc...)

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

the achievement gap in ELA and Math; English Learners; Graduation	Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
academically.	Software License		\$3,000.00	09800-5841	the achievement gap in ELA and Math; English Learners;	tools provide additional information for teachers regarding student progress towards reading and math proficiency. Additionally, these on-line learning tools provide supplemental support for students to grow	NA	NA
Note/Reminders (optional): Strategy/Activity 3	Note/Reminders (c	ptional):		Stuatogy	A ativity 2			

San Diego Unified SCHOOL DISTRICT Florence Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

*Strategy/Activity - Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development. This also includes utilizing the SDUSD Print Services for larger documents that cannot be printed on campus. Supplies include journals, pencils, chart paper, etc.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$10,714.00	09800-4301	Support closing the achievement gap in ELA and Math; English Learners; Graduation.	Instructional supplies are needed in order for effective teaching and learning to occur.	NĂ	NA
Note/Reminders (o	ptional):						

Strategy/Activity 4

*Strategy/Activity - Description

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: Lesson design, Lesson studies, Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in such learning opportunities throughout the school year. These visiting teachers also include the VAPA Arts in Education Program where visiting teachers come twice per month to provide fine arts, theater, and music instruction to students while their teachers participate in PLCs.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>



Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modification
Expenditures			0		(effective) &	working	based on
					why?	(ineffective) &	evaluation
					· ·	why?	results.
Prof&Curriclm		\$6,255.97	09800-1192	Support closing	When teachers are	When a visiting	For the 2020-2021
Dev Vist Tchr					able to come	teacher is not	school year, we will
				gap in ELA and	together as a PLC,	assigned or cancels	
				Math; English	their overall	the job, this	from twice a month
				Learners;	instructional	interrupts the	to once a month.
				Graduation;	practice increases.	instructional flow.	
				professional	This is evidenced	This is beyond the	
				development/PLC	in the academic	control of the	
				days for teachers.	achievement that	school site.	
					the students have		
					demonstrated in	For AEP, managing	
					reporting periods.	behaviors with the	
					Additionally,	VAPA teachers has	
					providing teachers	been a challenge.	
					the time to		
					conduct 1:1		
					assessments on		
					their students		
					enables teachers		
					to design effective		
					lessons and units		
					of study based on		
					student need.		
					For the AEP,		
					teachers do not		
					have to create		
					lesson plans AND		
					the students		
					engage in		

					effective VAPA		
					instruction.		
Note/Reminders (o	ptional):	·					
			Strategy/	Activity 6			
*Strategy/Activity	y - Description						
Grade level teams	will meet a minimu	m of twice/year ou	itside of the contrac	et day to analyze stu	Ident data and desig	n lessons to suppor	t all students,
especially English	Learners, Students	with Disabilities, H	lispanic students an	d Socioeconomical	ly Disadvantaged st	udents.	
*Proposed Expen	ditures for this Str	rategy/Activity					
	-	C	activities and the ov Desc ended implementat	cription:	of the strategies/act seted expenditures to		C
Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modification
Expenditures					(effective) & why?	working (ineffective) & why?	based on evaluation results.
Prof&Curriclm			09800-1170	Support closing	Analysis of student	NA	NA
DevHrlyClsrmTch r				the achievement gap in ELA and Math; English	data to inform instruction is invaluable.		
				Learners; graduation.	Designing lessons that are based on		
				graduation.	student data is crucial to the		
					academic success of the students.		
					Providing teachers this opportunity to		
					plan and develop		
					and analyze outside		
					of the contract day		
					is increasing our		

San Diego Unified Florence Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES student

			achievement.	
Note/Reminders (c	optional):			



Goal 3 - Mathematics

*Strategy/Activity - Description

Strategy/Activ	vity 1

Online math instructional tools and professional development will support all students in increasing their mathematical achievement.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	working (ineffective) &	Modification based on evaluation
Software License			09800-5841	Support closing the achievement gap in ELA and Math; English Learners; Graduation.	The Online learning tools provide additional information for teachers regarding student progress towards reading and math proficiency. Additionally, these on-line learning tools provide	why? Since the school district is funding ST MATH, we will no longer fund DreamBox for the upcoming school year.	results. We will not fund DreamBox for the upcoming school year.
Note/Reminders (o *Strategy/Activity		FUND SOFTWAR	RE LICENCE FOR Strategy/	DREAMBOX (MA Activity 2	supplemental support for students to grow academically.	20-2021 SCHOOL	YEAR

Florence Elementary SPSA Evaluation of LCFF Funded Actions/Activities

Opportunities for Professional Development/PLCs to analyze student data in order to increase student achievement.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	working (ineffective) & why?	Modification based on evaluation results.
Prof&CurricIm Dev Vist Tchr			09800-1192	gap in ELA and Math; English Learners; Graduation. PLC/Professional development opportunities for teachers to strengthen their instruction.	When teachers are able to come together as a PLC, their overall instructional practice increases. This is evidenced in the academic achievement that the students have demonstrated in reporting periods. Additionally, providing teachers the time to conduct 1:1 assessments on their students enables teachers to design effective lessons and units of study based on student need.	the job, this interrupts the instructional flow. This is beyond the control of the school site. For AEP, managing behaviors with the VAPA teachers has been a challenge.	For the 2020-2021 school year, we will decrease the AEP from twice a month to once a month.

Florence Elementary SPSA Evaluation of LCFF Funded Actions/Activities

		Actinental y SI					
					For the AEP,		
					teachers do not		
					have to create		
					lesson plans AND		
					the students		
					engage in		
					effective VAPA		
					instruction.		
					instruction.		
Note/Reminders (o	ptional):						
			Strategy/	Activity 4			
*Strategy/Activity	v - Description						
Instructional mater	ials (books, supple)	nental curriculum)	and instructional su	upplies that support	standards and stude	ent achievement/im	provement.
					lies include journals		
	ditures for this Str	1		1 11	5		,
110posed Expen		utegymeetiteg	Δn	alysis:			
Describe the ou	arall implementatio	n of the strategies			of the strategies/act	iviting to aphiava th	a articulated goal
Describe the ov		on of the strategies/		cription:	of the strategies/act	ivities to achieve th	e articulated goal.
Driafly describe	any major differen	and haturaan tha int			seted expenditures to	implement the stre	tagias/activitias to
Brieffy describe	any major unteren	ces between the mit	-	ticulated goal.	eled expenditures it	implement the stra	alegies/activities to
Duanagad	FTE	Estimated Cost	Funding Source	Rationale	What is working		
Proposed	FIL	Estimated Cost	Funding Source	Kationale	W NALIS WORKINO		Madification
Expenditures					0	What is not	Modification
					(effective) &	working	based on
					0	working (ineffective) &	based on evaluation
-					(effective) & why?	working (ineffective) & why?	based on evaluation results.
Supplies			09800-4301	Provide	(effective) & why?	working (ineffective) &	based on evaluation
-			09800-4301	instructional	(effective) & why? Instructional supplies are needed	working (ineffective) & why?	based on evaluation results.
-			09800-4301	instructional materials to	(effective) & why? Instructional supplies are needed in order for	working (ineffective) & why?	based on evaluation results.
-			09800-4301	instructional materials to support closing	(effective) & why? Instructional supplies are needed in order for effective teaching	working (ineffective) & why?	based on evaluation results.
-			09800-4301	instructional materials to	(effective) & why? Instructional supplies are needed in order for	working (ineffective) & why?	based on evaluation results.
-			09800-4301	instructional materials to support closing	(effective) & why? Instructional supplies are needed in order for effective teaching	working (ineffective) & why?	based on evaluation results.
-			09800-4301	instructional materials to support closing the achievement	(effective) & why? Instructional supplies are needed in order for effective teaching and learning to	working (ineffective) & why?	based on evaluation results.
-			09800-4301	instructional materials to support closing the achievement gap in ELA,	(effective) & why? Instructional supplies are needed in order for effective teaching and learning to	working (ineffective) & why?	based on evaluation results.

Note/Reminders (optional):



Strategy/Activity 5 *Strategy/Activity - Description Grade level teams will meet a minimum of twice/year outside of the contract day to analyze student data and design lessons to support all students, especially English Learners, Students with Disabilities, Hispanic students and Socioeconomically Disadvantaged students. *Proposed Expenditures for this Strategy/Activity Analysis: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) &	What is not working	Modification based on
•					why?	(ineffective) &	evaluation
						why?	results.
Prof&Curriclm			09800-1170	Support in closing	Analysis of student	NA	NA
DevHrlyClsrmTch				the achievement	data to inform		
r				gap in ELA and	instruction is		
				MATH; English	invaluable.		
				Learners;	Designing lessons		
				Graduation.	that are based on		
					student data is		
					crucial to the		
					academic success of		
					the students.		
					Providing teachers		
					this opportunity to		
					plan and develop		
					and analyze outside		
					of the contract day		
					is increasing our		
					student		
					achievement.		

Florence Elementary SPSA Evaluation of LCFF Funded Actions/Activities

Goal 4- English Learners

Strategy/Activity 1

*Strategy/Activity - Description

Compensation for retired teachers to administer the summative ELPAC. Compensation for EL Coordinator to administer ELPAC and IPT as well as coordinating the compliance of supporting English Learners.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly		\$1,000.57	09800-1189	Support closing the achievement gap for English Learners.	The retired teacher is able to assess the English Learners in order to provide important ELPAC data for the school.	NA	NA
Clerical OTBS Hrly		\$1,675.43	09800-2451	Support closing the achievement gap for English Learners.	The school needs an EL Coordinator to ensure all the necessary compliance items regarding ELs are occurring.	NA	NA
Note/Reminders (o	ptional):						
			Strategy/	Activity 2			
*Strategy/Activity	- Description						
Grade level teams version of the specially English		m of twice/year ou	itside of the contrac	t day to analyze stu	ident data and desig	n lessons to suppor	t all students,



*Proposed Expenditures for this Strategy/Activity

Analysis:

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClsrmTch		\$2,142.67	09800-1170	Support closing the achievement	Analysis of student data to inform	NA	NA
r				in ELA and Math;	instruction is		
				English Learners;	invaluable.		
				Graduation.	Designing lessons		
					that is based on		
					student data is		
					crucial to the		
					academic success of		
					the students.		
					Providing teachers		
					this opportunity to		
					plan and develop		
					and analyze outside		
					of the contract day		
					is increasing our		
					student		
					achievement.		
Note/Reminders (or	ptional):						
			Strategy/	Activity 3			
*Strategy/Activity	- Description						
Students will partic half day PLCs to ar	1	•	,	· · ·	music/dance) while eate common forma	1 1	•

achievement. Additionally, teachers will have 3 full day PLC assessment days to develop common formative assessments to drive instruction.



*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modification
Expenditures			U U		(effective) &	working	based on
-					why?	(ineffective) &	evaluation
						why?	results.
Prof&Curriclm Dev Vist Tchr			09800-1192	Support closing the achievement gap in ELA and Math; English Learners; Graduation.	When teachers are able to come together as a PLC, their overall instructional practice increases. This is evidenced in the academic achievement that the students have demonstrated in reporting periods. Additionally, providing teachers the time to conduct 1:1 assessments on	why? When a visiting teacher is not	results. For the 2020-2021 school year, we will
					their students enables teachers to design effective lessons and units of study based on student need. For the AEP, teachers do not		

Florence Elementary SPSA Evaluation of LCFF Funded Actions/Activities

					have to create		
					lesson plans AND		
					the students		
					engage in		
					effective VAPA		
					instruction.		
					instruction.		
ote/Reminders (o	ptional):						
			Strategy/	Activity 4			
strategy/Activity	y - Description						
irchase instructio	onal materials (bool	ks, supplemental cu	rriculum) and instru	uctional supplies that	at support English L	earners and their ac	cademic
hievement. Add	itionally, sending i	tems to SDUSD's p	rint services. Sup	plies also include jo	ournals, pencils, char	rt paper, etc.	
Proposed Expende	ditures for this St	rategy/Activity					
		<u> </u>	An	alysis:			
<u> </u>					of the strategies/act	ivities to achieve th	e articulated go
<u> </u>			activities and the ov		of the strategies/act	ivities to achieve th	e articulated go
Describe the ov	verall implementati	on of the strategies/	activities and the ov Desc	verall effectiveness cription:			
Describe the ov	verall implementati	on of the strategies/	activities and the ov <u>Dese</u> tended implementat	verall effectiveness cription:	of the strategies/act		
Describe the ov	verall implementati	on of the strategies/	activities and the ov <u>Dese</u> tended implementat	verall effectiveness cription: ion and/or the budg	eted expenditures to What is working		
Describe the ov Briefly describe Proposed	verall implementati any major differer	on of the strategies/	activities and the ov <u>Dese</u> tended implementat meet the ar	verall effectiveness <u>cription:</u> ion and/or the budg ticulated goal.	eted expenditures to) implement the stra	ategies/activities
Describe the ov Briefly describe	verall implementati any major differer	on of the strategies/	activities and the ov <u>Dese</u> tended implementat meet the ar	verall effectiveness <u>cription:</u> ion and/or the budg ticulated goal.	eted expenditures to What is working	o implement the stra What is not	ategies/activities
Describe the ov Briefly describe Proposed	verall implementati any major differer	on of the strategies/	activities and the ov <u>Dese</u> tended implementat meet the ar	verall effectiveness <u>cription:</u> ion and/or the budg ticulated goal.	what is working (effective) &	o implement the stra What is not working	ategies/activitie Modificatio based on
Describe the ov Briefly describe Proposed	verall implementati any major differer	on of the strategies/	activities and the ov <u>Dese</u> tended implementat meet the ar	verall effectiveness <u>cription:</u> ion and/or the budg ticulated goal. Rationale Support closing	what is working (effective) &	What is not working (ineffective) &	ategies/activitie Modificatio based on evaluation
Describe the ov Briefly describe Proposed Expenditures	verall implementati any major differer	on of the strategies/	activities and the ov <u>Dese</u> tended implementat meet the ar Funding Source	verall effectiveness cription: ion and/or the budg ticulated goal. Rationale	what is working (effective) & why? Instructional supplies are needed	What is not working (ineffective) & why?	ategies/activitie Modificatio based on evaluation results.
Describe the ov Briefly describe Proposed Expenditures	verall implementati any major differer	on of the strategies/	activities and the ov <u>Dese</u> tended implementat meet the ar Funding Source	verall effectiveness <u>cription:</u> ion and/or the budg ticulated goal. Rationale Support closing the achievement gap in ELA and	what is working (effective) & why? Instructional supplies are needed in order for	What is not working (ineffective) & why?	ategies/activitie Modificatio based on evaluation results.
Describe the ov Briefly describe Proposed Expenditures	verall implementati any major differer	on of the strategies/	activities and the ov <u>Dese</u> tended implementat meet the ar Funding Source	verall effectiveness <u>cription:</u> ion and/or the budg ticulated goal. Rationale Support closing the achievement	what is working (effective) & why? Instructional supplies are needed in order for	What is not working (ineffective) & why?	ategies/activitie Modificatio based on evaluation results.
Describe the ov Briefly describe Proposed Expenditures	verall implementati any major differer	on of the strategies/	activities and the ov <u>Dese</u> tended implementat meet the ar Funding Source	verall effectiveness <u>cription:</u> ion and/or the budg ticulated goal. Rationale Support closing the achievement gap in ELA and	what is working (effective) & why? Instructional supplies are needed in order for	What is not working (ineffective) & why?	ategies/activitie Modificatio based on evaluation results.
Describe the ov Briefly describe Proposed Expenditures	verall implementati any major differer	on of the strategies/	activities and the ov <u>Dese</u> tended implementat meet the ar Funding Source	verall effectiveness <u>cription:</u> ion and/or the budg ticulated goal. Rationale Support closing the achievement gap in ELA and Math; for English	what is working (effective) & why? Instructional supplies are needed in order for effective teaching	What is not working (ineffective) & why?	ategies/activitie Modificatio based on evaluation results.
Describe the ov Briefly describe Proposed Expenditures	verall implementati any major differen FTE 	on of the strategies/	activities and the ov <u>Dese</u> tended implementat meet the ar Funding Source	verall effectiveness <u>cription:</u> ion and/or the budg ticulated goal. Rationale Support closing the achievement gap in ELA and Math; for English Learners;	what is working (effective) & why? Instructional supplies are needed in order for effective teaching and learning to	What is not working (ineffective) & why?	ategies/activitie Modificatio based on evaluation results.

Florence Elementary SPSA Evaluation of LCFF Funded Actions/Activities

Goal 5 - Students with Disabilities Strategy/Activity 3 *Strategy/Activity - Description Compensation for grade level teams to meet twice/year outside of the contract day to plan lessons, develop common formative assessments and monitor the progress of all students, especially students with disabilities. *Proposed Expenditures for this Strategy/Activity Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Description:

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

Proposed Expenditures Prof&Curriclm	FTE	Estimated Cost	Funding Source 09800-1170	Rationale Support closing	What is working (effective) & why? Analysis of student	What is not working (ineffective) & why?	Modification based on evaluation results.
DevHrlyClsrmTch r				the achievement gap in ELA and MATH; English Learners, Graduation, and students with disabilities.	data to inform instruction is invaluable. Designing lessons that is based on student data is crucial to the academic success of the students. Providing teachers		
Note/Reminders (o					this opportunity to plan and develop and analyze outside of the contract day is increasing our student achievement.		

Note/Reminders (optional):

San Diego Unified SCHOOL DISTRICT
Florence Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Strategy/Activity 4

*Strategy/Activity - Description

All classroom teachers will have PLC time twice per month to analyze student work, develop lesson plans, and collaborate to support all students, especially students with disabilities. Students will participate in the Arts in Education Program (AEP) in which visiting teachers provide instruction in Fine Arts, Theater, and Music/Dance.

Teachers will also have release time during the school day to attend professional development and participate in assessment development.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&CurricIm Dev Vist Tchr			09800-1192	gap in ELA/Math; English Learners; Students with Disabilities; graduation.		 When a visiting teacher is not assigned or cancels the job, this interrupts the instructional flow. This is beyond the control of the school site. For AEP, managing behaviors with the VAPA teachers has been a challenge. 	For the 2020-2021 school year, we will decrease the AEP from twice a month to once a month.

SCHOOL DISTRICT	Florence E	Clementary SP	SA Evaluatio	ON OF LCFF FU	NDED ACTIONS/A	ACTIVITIES	
					enables teachers		
					to design effective		
					lessons and units		
					of study based on		
					student need.		
					For the AEP,		
					teachers do not		
					have to create		
					lesson plans AND		
					the students		
					engage in		
					effective VAPA		
					instruction.		
Note/Reminders (c	ptional):						
			Strategy/	Activity 5			
*Strategy/Activity	y - Description						
	nal materials (book isabilities. Addition				at support students a	chievement/improv	ement, especially
*Proposed Expen	ditures for this Str	ategy/Activity					
			<u>An</u>	<u>alysis:</u>			
Describe the ov	erall implementation	on of the strategies/			of the strategies/act	ivities to achieve th	e articulated goal.
				cription:			
Briefly describe	any major differen	ces between the int	-	-	eted expenditures to	o implement the stra	ategies/activities to
				ticulated goal.			
Proposed	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modification
Expenditures					(effective) &	working	based on
					why?	(ineffective) &	evaluation
			00000 4001			why?	results.
Supplies			09800-4301	Support closing	Instructional	NA	NA
					supplies are needed in order for		
				gap in ELA/Math;	effective teaching		
				English Learners; Graduation; and	and learning to		
				Oracuation, and			
					00001.		

San Diego Unified SCHOOL DISTRICT Florence Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

		students with disabilities.		
Note/Reminders (optional):				



Goal 6 - Family Engagement Strategy/Activity 2 *Strategy/Activity - Description Compension to teachers to attend and support PTA events. When teachers advertise that they are participating in PTA events, it is the hope that there will be more families inclined to participate. *Proposed Expenditures for this Strategy/Activity Analysis:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tchr Hrly			09800-1957	Support closing the achievement gap and increase parent engagement.	When teachers are provided the time to create a safe, collaborative and inclusive classroom environment, students feel welcome and safe	NĂ	NA
Note/Reminders (o	ptional):						



Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

Teachers will be released to participate in PLCs to analyze student data, collaborate and develop literacy lessons to support all students, especially 3rd and 5th grade students. Twice a month, the students will be in Arts in Education in which they will be instructed by visiting teachers in the areas of visual arts, theater and music/dance.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. <u>Description:</u>

Dropogod	FTE	Estimated Cost	Funding Source	Rationale	What is working	What is not	Modification
Proposed	I I L	Estimated Cost	Funding Source	Kationale	What is working		
Expenditures					(effective) &	working	based on
					why?	(ineffective) &	evaluation
						why?	results.
Prof&Curriclm			09800-1192	Support closing	When teachers are	When a visiting	For the 2020-2021
Dev Vist Tchr				the achievement	able to come	teacher is not	school year, we will
				gap and increase	together as a PLC,	assigned or cancels	decrease the AEP
				graduation/promot	their overall	the job, this	from twice a month
				ion goals.	instructional	interrupts the	to once a month.
					practice increases.	instructional flow.	
					This is evidenced	This is beyond the	
					in the academic	control of the	
					achievement that	school site.	
					the students have		
					demonstrated in	For AEP, managing	
					reporting periods.	behaviors with the	
					Additionally,	VAPA teachers has	
					providing teachers	been a challenge.	
					the time to		
					conduct 1:1		
					assessments on		
					their students		

					enables teachers		
					to design effective		
					lessons and units of study based on		
					student need.		
					For the AEP,		
					teachers do not		
					have to create		
					lesson plans AND		
					the students		
					engage in		
					effective VAPA		
					instruction.		
Note/Reminders (o	ptional):						
			Strategy/	Activity 2			
*Strategy/Activity	v - Description						
Online learning too KidBiz, Smarty Ar		d to support studen	ts in their reading a	chievement. These	licenses include, b	ut are not limited to	the following:
*Proposed Expen		ategy/Activity					
			An	alysis:			
Describe the ov	erall implementation	on of the strategies/		verall effectiveness	of the strategies/act	ivities to achieve th	e articulated goal.
	. 1:00	11 • .		cription:		• • • • •	
Briefly describe	any major differen	ces between the int	-	ion and/or the budg	eted expenditures to	o implement the stra	ategies/activities to
Proposed	FTE	Estimated Cost	Funding Source	ticulated goal. Rationale	What is working	What is not	Modification
Expenditures	FIE	Estimated Cost	Funding Source	Nationale	(effective) &	working	based on
Expenditures					why?	(ineffective) &	evaluation
						why?	results.
Software License			09800-5841	Support closing	The Online learning	NA	NA
				the achievement	tools provide		
				gap and increase	additional		
				graduation/promot			
				ion goals.	teachers regarding student progress		
			I		student progress		

San Diego Unified

San Diego Unified	ence Elementary SPSA Evaluation of LCFF Funded Actions/Activities
	towards reading
	and math
	proficiency.
	Additionally, these
	on-line learning
	tools provide
	supplemental
	support for
	students to grow
	academically.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?