![San Diego Unified School District logo]

# 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.*

**San Diego Unified SCHOOL DISTRICT**

## 2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
### RECOMMENDATIONS AND ASSURANCES

**SCHOOL NAME: Florence Elementary School**

**SITE CONTACT PERSON: Alexis Conerty**

| DUE: October 5, 2020 |
|---|

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

**Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):**

X **Title 1 Schoolwide Programs (SWP)**    ☐ **CSI School**

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

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

☐ English Learner Advisory Committee (ELAC)    Date of presentation:

☐ Community Advisory Committee for Special Education Programs (CAC)    Date of presentation:

☐ Gifted and Talented Education Program Advisory Committee (GATE)    Date of presentation:

X Site Governance Team (SGT)    Date of presentation: __10/5/20__

☐ Other (list): _____    Date of presentation:

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The site plan or revisions to the site plan were adopted by the SSC on: 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 | /Alexis Conerty/ |
|---|---|
| Type/Print Name of School Principal | Signature of School Principal / Date |
| Heidi Callahan | /Heidi Callahan/ |
| Type/Print Name of SSC Chairperson | Signature of SSC Chairperson / Date |
| | |
| Type/Print Name of ELAC Chairperson | Signature of ELAC Chairperson / Date |
| Mitzi Merino | Miti Merino  12/2/2020 |
| Type/Print Name of Area Superintendent | Signature of Area Superintendent / Date |
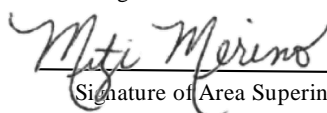
**Submit Document With Original Signatures To:**
Financial Planning, Monitoring and Accountability Department
Eugene Brucker Education Center, **Room 3126**

Revised 9/7/2020

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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
- **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

| Member Name | Role |
|---|---|
| Alexis Conerty | Principal |
| Melissa Damasco | Classroom teacher |
| Samantha Holcomb | Classroom teacher |
| Elinor Taylor-Stoval | Parent |
| Heidi Callahan | Parent |
| Kyra Bethel | Parent |
| Angelica Zatarain | Other Staff |
| Shannon Hunter | Parent |
| Briana Cuevas | Parent |
| Amy Jackson | 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 Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|-----------|---------------------|-------------------|--------------------|-----------|
|         |       |           |                     |                   |                    |           |

| June 2021 | TK-5 | Decrease the overall school wide chronic absenteeism rate. | 15% | 13% | Chronic Absenteeism | Annually |
|---|---|---|---|---|---|---|
| June 2021 | TK-5 | Decrease the overall school wide suspension rate. | 4% | 2% | Suspension | Annually |

| **\*Identified Need** |
|---|

On the California Dashboard (2019) Florence is in the "orange" in the following indicators:  Chronic Absenteeism and Suspension Rates.
**Chronic Absenteeism Rates subgroups that are not green or blue on the CA Dashboard are the following:**
Students with Disabilities (Red): 20.4%
Hispanic (Orange): 18.2%
Socioeconomically Disadvantaged: (Orange): 16.6%
English Learners (Yellow):17.4%
White (Yellow): 7.7%
Suspension Rates (subgroups):
White (Orange): 3.8%
English Learners (Yellow): 1.4%
Hispanic (Yellow): 4.1%
Socioeconomically Disadvantaged (Yellow): 4.4%
Students with Disabilities (Yellow): 4.1%
Data indicates a 0.2% decrease in the overall number of students suspended at least once.

| **\*Online Learning Implications** |
|---|

Social and Emotional Learning (SEL) will be embedded in the instructional core during online and onsite learning. Social-Emotional Learning - 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 Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|---|
| June 2021 | TK-5 | English Learner | Decrease chronic absenteeism rate | 17.4% | 15.95% | Attendance | Annual |
| June 2021 | TK-5 | Students with Disabilities | Decrease chronic absenteeism rate | 20.4% | 18.37% | Attendance | Annual |
| June 2021 | TK-5 | English Learner | Decrease chronic absenteeism rate | 13% | 11% | Attendance | Annual |
| June 2021 | TK-5 | Black or African American | Decrease chronic absenteeism rate | 18.2% | 16.08% | Suspension | Annual |
| June 2021 | TK-5 | English Learner | Decrease suspension rate | 1.3% | 0.13% | Suspension | Annual |
| June 2021 | TK-5 | Students with Disabilities | Decrease suspension rate | 5% | 3.33% | Suspension | Annual |
| June 2021 | TK-5 | Black or African American | Decrease suspension rate | 0.37% | 0% | Suspension | Annual |

## 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**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

## Absenteeism Recovery

**\*Students to be served by this Strategy/Activity**

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

**\*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**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N0107A0 | Clerical OTBS Hrly | | $1,893.00 | $2,513.71 | 0107-30100-00-2451-2700-0000-01000-0000 | Title I Basic Program | [no data] | | compensation for OTBS staff to support chronic absenteeism. |

**\*Additional Supports for this Strategy/Activity**

## Campus Climate

**\*Students to be served by this Strategy/Activity**

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

**\*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**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N01079B | Non Clsrm Tchr Hrly | | $2,221.00 | $2,716.05 | 0107-09800-00-1957-3160-4760-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Compensation for teachers to create classroom environments worthy of our students. |

## Students Activities Review Team

**\*Students to be served by this Strategy/Activity**

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

| **\*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. <br> 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. <br> This strategy may be halted until we can return to In-person Learning. |

**\*Proposed Expenditures for this Strategy/Activity**

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

**\*Goal 2 - English Language Arts**

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

**\*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. That is a 26 percentage point 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.
- 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)**

**Florence Elementary** SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

## 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**

**Florence Elementary** SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N0107A | Supplies | | $11,525.00 | $11,525.00 | 0107-30106-00-4301-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | | Instructional materials (books, curriculum) and instructional supplies that support the standards and student achievement/improvement. Purchasing Benchmark 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] | | Instructional materials (books, curriculum) and instructional supplies that support the standards and student achievement/improvement. Purchasing Benchmark Publishing for teachers K-5th. |
| N0107AX | Supplies | | $6,000.00 | $6,000.00 | 0107-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Instructional materials (books, curriculum) and instructional supplies that support the standards and student achievement/improvement. Purchasing Benchmark Publishing for teachers K-5th. |

## Tier 2 Instructional Support

**\*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**

A retired teacher will continue to provide tier 2 intervention reading support to students in grades TK-5. This will be enacted when in-person instruction resumes.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N01071I | Retired Clsrm Teacher Hrly | | $4,730.00 | $5,784.33 | 0107-30100-00-1189-1000-1110-01000-0000 | Title I Basic Program | [no data] | | Compensation for a retired teacher to provide reading instruction to struggling readers. |

**\*Additional Supports for this Strategy/Activity**

## Software Licenses

**\*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 Art, specifically the following subgroups: English Learners, Students with Disabilities and Black Youth.

**\*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...)

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N010791 | Software License | | $15,800.00 | $15,800.00 | 0107-30100-00-5841-1000-1110-01000-0000 | Title I Basic Program | [no data] | | Software licenses to support all students in reading and phonics. |

## PLCs

**\*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 Art, specifically the following subgroups: English Learners, Students with Disabilities and Black Youth.

**\*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. Full implementation of this strategy will be halted until in-person instruction resumes.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N01075P | Prof&Curriclm Dev Vist Tchr | | $5,516.00 | $6,745.51 | 0107-09800-00-1192-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Assessment/PLC days 4 times per year per teacher. |
| N01079J | Prof&Curriclm DevHrlyClsrmTchr | | $1,816.00 | $2,220.78 | 0107-09800-00-1170-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Assessment/PLC days 4 times per year per teacher. |
| | Interprogram Svcs/VAPA | | | | 0107-30106-00-5738-1000-1110-01000-1313 | Title I Supplmnt Prog Imprvmnt | [no data] | Goal 3 - Mathematics \| Ref Id : N010736 | To pay for the Arts in Education program to enable teachers to participate in PLCs to strengthen Math and ELA student achievement. |

## Professional Development

**\*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**

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 Hrly | | $2,040.00 | $2,494.72 | 0107-30100-00-1157-1000-1110-01000-0000 | Title I Basic Program | [no data] | | Compensation for teachers to plan and assess 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.

**\*Goal 3 - Mathematics**

| 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 |

**\*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 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)**

| 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 or exceeding grade level standards. | 20% | 30% | CAASPP Math | Annually |
| June 2021 | 4 | English Learner | Increase the percentage of students meeting or exceeding grade level standards. | 75% | 82.5% | CAASPP Math | Annually |
| June 2021 | 5 | English Learner | Increase the percentage of students meeting or exceeding grade level standards. | 57% | 48.84% | CAASPP Math | Annually |
| June 2021 | 3 | Students with Disabilities | Increase the percentage of students meeting or exceeding grade level standards. | 33% | 40% | CAASPP Math | Annually |
| June 2021 | 4 | Students with Disabilities | Increase the percentage of students meeting or exceeding grade level standards. | 0% | 20% | CAASPP Math | Annually |
| June 2021 | 5 | Students with Disabilities | Increase the percentage of students meeting or exceeding grade level standards. | 25% | 30% | CAASPP Math | Annually |
| June 2021 | 3 | Black or African American | Increase the percentage of students meeting or exceeding grade level standards. | 45% | 50% | CAASPP Math | Annually |
| June 2021 | 4 | Black or African American | Increase the percentage of students meeting or exceeding grade level standards. | 75% | 83% | CAASPP Math | Annually |

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

## Professional Learning Communities (PLCs)

**\*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.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding 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 Supplmnt Prog Imprvmnt | [no data] | | To pay for the Arts in Education program to enable teachers to participate in PLCs to strengthen Math and ELA student achievement. |

**\*Additional Supports for this Strategy/Activity**

Florence teachers will be provided release time during the day to engage in PLCs to analyze data, plan lessons, and generate common formative assessments.

Due to the CoVID-19 School Closure, this strategy may be affected due to distance learning.

# Professional Development

**\*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**

Compensation for teachers to assess student needs prior to school beginning in order to better know students when they start school.  Compensation to support teachers to create inclusive classrooms to support mathematical instruction throughout the school year.  Compensation for teachers to do work related to their academic curricula outside of the contract day.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N01079H | Prof&Curriclm DevHrlyClsrmTchr | | $3,632.32 | $4,441.97 | 0107-30100-00-1170-1000-1110-01000-0000 | Title I Basic Program | [no data] | | to support Math and ELA student Achievement. |

# Supplemental Instructional Materials

**\*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**

Instructional materials (books, supplemental curriculum) and instructional supplies that support standards and student achievement/improvement. Additionally, sending instructional items to SDUSD's print services for mass duplication.  Supplies include journals, pencils, chart paper, etc.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

| N01079D | Supplies | | $4,845.00 | $4,845.00 | 0107-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Instructinal Supplies to support academic achievement. |

## Professional Development

### *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 students.

### *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

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Prof&Curriclm DevHrlyClsrmTchr | | | | 0107-09800-00-1170-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | Goal 2 - English Language Arts \| Ref Id : N01079J | To support academic achievement and growth. |

# 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.<br><br>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 Percentage | Target Percentage | Measure of Success | Frequency |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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.<br>-Formative assessment data will be collected, analyzed and feedback given to students.<br>-Professional development will also be offered to teachers across the district serving this English Learner group<br>-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 Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|---|
| June 2021 | 3 | English Learner | Increase the percentage of students meeting or exceeding grade level standards in ELA. | 20% | 30% | CAASPP ELA | Annually |
| June 2021 | 4 | English Learner | Increase the percentage of students meeting or exceeding grade level standards in ELA. | 100% | 100% | CAASPP ELA | Annually |
| June 2021 | 5 | English Learner | Increase the percentage of students meeting or exceeding grade level standards in ELA. | 43% | 53% | CAASPP ELA | Annually |
| June 2021 | 3 | English Learner | Increase the percentage of students meeting or exceeding grade level standards in MATH. | 20% | 30% | CAASPP Math | Annually |
| June 2020 | 4 | English Learner | Increase the percentage of students meeting or exceeding grade level standards in MATH. | 75% | 80% | CAASPP Math | Annually |
| June 2020 | 5 | English Learner | Increase the percentage of students meeting or exceeding grade level standards in MATH. | 58% | 64% | CAASPP Math | Annually |
| June 2020 | 2-5 | English Learner | Increase the percentage of English Learners eligible for reclassification | 64% | 70% | Summative ELPAC | Annually |
| June 2021 | 2-5 | English Learner | Increase the percentage of students who increase one ELPI Level. | 47% | 52% | Summative ELPAC | Annually |

## ELPAC Administration

**\*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**

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**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N01079C | Retired NonClsrm Tchr Hrly | | $1,430.00 | $1,748.76 | 0107-09800-00-1986-3160-4760-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | 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**

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

**\*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 | | | | 0107-30106-00-4301-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | Goal 2 - English Language Arts \| Ref Id : N0107A | Supporting English Learner achievement and growth. |

| | | | | 0107-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | [no data] | Goal 2 - English Language Arts \| Ref Id : N01075M | Supporting English Learner achievement and growth. |
|---|---|---|---|---|---|---|---|---|
| Supplies | | | | 0107-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | Goal 2 - English Language Arts \| Ref Id : N0107AX | Supporting English Learner achievement and growth. |
| Supplies | | | | 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 Learner achievement and growth. |

## Software Licenses

**\*Students to be served by this Strategy/Activity**

All students will benefit from this strategy, especially English Learners.

**\*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**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Software License | | | | 0107-30100-00-5841-1000-1110-01000-0000 | Title I Basic Program | [no data] | Goal 2 - English Language Arts \| Ref Id : N010791 | To support English Learner achievement and growth. |

## 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- Students with Disabilities | | | | | | |
|---|---|---|---|---|---|---|
| **By Date** | **Grade** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2021 | TK-5th | Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by the final report card. | 38% | 41% | Other (Describe in Objective) | Annually |
| June 2021 | TK-5th | Increase the percentage of students meeting or exceeding grade level standards in MATH as measured by the final report card. | 42% | 46% | Other (Describe in Objective) | Annually |

| \*Identified Need |
|---|
| **CA Dashboard indicates the following:** |
| Students with Disabilities are performing 36 points below standard in ELA. |
| Students with Disabilities are performing 61 points below the standard in Math. |
| We will monitor monthly Independent Reading Data and monitor progress towards IEP goals. |

| \*Online Learning Implications |
|---|
| -Implementation of IEP Services in Online Learning Setting |
| -Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc). |
| -All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes |
| -The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators. |
| -All staff will be working as a team to support all students to accelerate their learning. |

| \*Annual Measurable Outcomes | | | | | | | |
|---|---|---|---|---|---|---|---|
| **By Date** | **Grade** | **Student Subgroup** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2020 | 3 | Students with Disabilities | Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by CAASPP | 36.6 | 40% | Other (Describe in Objective) | Annually |
| June 2020 | 4 | Students with Disabilities | Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by CAASPP | 33.3& | 40% | Other (Describe in Objective) | Annually |
| June 2020 | 5 | Students with Disabilities | Increase the percentage of students meeting or exceeding grade level standards in ELA as measured by CAASPP | 25% | 36.3% | Other (Describe in Objective) | Annually |

| June 2020 | 3 | Students with Disabilities | Increase the percentage of students meeting or exceeding grade level standards in MATH as measured by CAASPP | 9% | 25% | Other (Describe in Objective) | Annually |
| June 2020 | 4 | Students with Disabilities | Increase the percentage of students meeting or exceeding grade level standards in MATH as measured by CAASPP | 33.3% | 45% | Other (Describe in Objective) | Annually |
| June 2020 | 5 | Students with Disabilities | Increase the percentage of students meeting or exceeding grade level standards in MATH as measured by CAASPP | 0% | 30% | Other (Describe in Objective) | Annually |

## Professional Development and Planning

**\*Students to be served by this Strategy/Activity**

All students at this school will benefit from this strategy/activity, specifically students with disabilities.

**\*Strategy/Activity - Description**

Compensation for Classroom Paraeducators to attend meetings/professional development training outside of contract hours in order to better serve students with disabilities.

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**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Prof&Curriclm DevHrlyClsrmTchr | | | | 0107-30100-00-1170-1000-1110-01000-0000 | Title I Basic Program | [no data] | Goal 3 - Mathematics \| Ref Id : N01079H | To support the growth and achievement of Students with Disabilities. |
| | Prof&Curriclm DevHrlyClsrmTchr | | | | 0107-09800-00-1170-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | Goal 2 - English Language Arts \| Ref Id : N01079J | To support the growth and achievement of Students with Disabilities. |

## Instructional Supplies

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically students with disabilities.

**\*Strategy/Activity - Description**

Purchase instructional materials (books, supplemental curriculum) and instructional supplies that support student achievement/improvement, especially for students with disabilities. Additionally, sending items to SDUSD's print services.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|

| | | | | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|
| | Supplies | | | | 0107-30106-00-4301-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | Goal 2 - English Language Arts \| Ref Id : N0107A | To support the growth and achievement of students with disabilities. |
| | 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 the growth and achievement of students with disabilities. |
| | Supplies | | | | 0107-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | Goal 2 - English Language Arts \| Ref Id : N0107AX | To support the growth and achievement of students with disabilities. |
| | Supplies | | | | 0107-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | Goal 3 - Mathematics \| Ref Id : N01079D | To support the growth and achievement of students with disabilities. |

**\*Additional Supports for this Strategy/Activity**

## Software Licenses

**\*Students to be served by this Strategy/Activity**

All students at this school will benefit from this strategy/activity, specifically students with disabilities.

**\*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**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Software License | | | | 0107-30100-00-5841-1000-1110-01000-0000 | Title I Basic Program | [no data] | Goal 2 - English Language Arts \| Ref Id : N010791 | To support the growth and achievement of students with disabilities. |

# 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 | baseline year | 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 Supporting Black Youth - Additional 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** |
| --- |

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Software License | | | | 0107-30100-00-5841-1000-1110-01000-0000 | Title I Basic Program | [no data] | Goal 2 - English Language Arts \| Ref Id : N010791 | To support the growth and achievement of Black Youth. |

## Professional Development

**\*Students to be served by this Strategy/Activity**

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

**\*Strategy/Activity - Description**

Florence will partner with the Youth Advocacy department to provide professional development to Florence staff regarding the experience of Black Youth in our schools and society.

Note: There is no cost to this strategy as this professional development is provided by the district.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

## 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 participation | 70% | 90% | Other - Describe in objective |

| June 2021 | PTA | Increase parent volunteer participation. | 50% | 70% | Other - Describe in objective |

**\*Identified Need**

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.

We wish to increase the amount of parent participation at events and meetings.

**\*Online Learning Implications**

-For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

**\*Annual Measurable Outcomes**

| By Date | Participants | Objective | Baseline Percentage | Target Percentage | Measure of Success |
|---|---|---|---|---|---|
| June 2021 | Other (Describe in Objective) | Increase parent involvement in school activities such as Coffee with the principal. | 70% | 90% | Attendance |
| June 2021 | Other (Describe in Objective) | Increase the number of parents who volunteer in classrooms. | 60% | 70% | Attendance |

## Coffee with the Principal

**\*Families to be served by this Strategy/Activity**

All families and students will benefit from this strategy/activity.

**\*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**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|

| N010798 | Interprogram Svcs/Paper | | $500.00 | $500.00 | 0107-30103-00-5733-2495-0000-01000-0000 | Title I Parent Involvement | [no data] | | Supporting parent involvement. |

**\*Additional Supports for this Strategy/Activity**

# Teacher Support

**\*Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

**\*Strategy/Activity - Description**

Compensation 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**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Non Clsrm Tchr Hrly | | | | 0107-09800-00-1957-3160-4760-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | Goal 1 - Safe, Collaborative and Inclusive Culture \| Ref Id : N01079B | To increase parent participation on campus. |

# Communication License

**\*Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

**\*Strategy/Activity - Description**

Purchase online subscriptions to create newsletters and professional fliers (subscriptions examples include smore.com and canvas.com)

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| N01079A | Supplies | | $456.00 | $456.00 | 0107-30103-00-4301-2495-0000-01000-0000 | Title I Parent Involvement | [no data] | | Increase 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<br>2. Access to Broad and Challenging Curriculum<br>3. Quality Leadership, Teaching and Learning<br>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.<br><br>According to the California Dashboard, Florence students in grades 3-5 are performing above the state average in both ELA and Math.<br>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.<br>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.<br><br>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.<br><br>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 percentage of students reading at or above grade level as measured by DRA. | 67% | 73% | Grade 3 ELA Reading | Annually |
| June 2021 | 5 | Increase the percentage of students reading at or above grade level as measured by DRA. | 59% | 65% | Grade 5 ELA Reading | Annually |

**\*Identified Need**

According to the California Dashboard, Florence students in grades 3-5 are performing above the state average in both ELA and Math.  We want to continue this trend and improve achievement levels on a yearly basis.

**\*Online Learning Implications**

-The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

**\*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 reading at or above grade level as measured by the DRA. | 67% | 73% | Grade 3 ELA Reading | Annually |
| June 2021 | 3 | Students with Disabilities | Increase the percentage of students reading at or above grade level as measured by the DRA. | 60% | 66% | Grade 3 ELA Reading | Annually |
| June 2021 | 3 | Black or African American | Increase the percentage of students reading at or above grade level as measured by the DRA. | 63% | 69% | Grade 3 ELA Reading | Annually |
| June 2021 | 5 | English Learner | Increase the percentage of students reading at or above grade level as measured by the DRA. | 25% | 28% | Grade 5 ELA Reading | Annually |

| June 2021 | 5 | Students with Disabilities | Increase the percentage of students reading at or above grade level as measured by the DRA. | 0% | 10% | Grade 5 ELA Reading | Annually |
|---|---|---|---|---|---|---|---|
| June 2021 | 5 | English Learner | Increase the percentage of students reading at or above grade level as measured by the DRA. | 57% | 63% | Grade 5 ELA Reading | Annually |
| June 2021 | 3 | Black or African American | Increase the percentage of students reading at or above grade level as measured by the DRA. | 63% | 69% | Grade 3 ELA Reading | Annually |

## Professional Learning Communities

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

**\*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**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Interprogram Svcs/VAPA | | | | 0107-30106-00-5738-1000-1110-01000-1313 | Title I Supplmnt Prog Imprvmnt | [no data] | Goal 3 - Mathematics \| Ref Id : N010736 | To support graduation rates (Reading Levels in grades 3 and 5). |
| | Prof&Curriclm Dev Vist Tchr | | | | 0107-09800-00-1192-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | Goal 2 - English Language Arts \| Ref Id : N01075P | To support graduation rates (Reading Levels in grades 3 and 5). |

## Software Licenses

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

**\*Strategy/Activity - Description**

Online learning tools will be purchased to support students in their reading achievement. These licenses include, but are not limited to the following: KidBiz, Smarty Ants, Raz Kids, etc...

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|

| N01079E | Software License | | $800.00 | $800.00 | 0107-30106-00-5841-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] | | To support graduation rates (Reading Levels in grades 3 and 5). |
|---|---|---|---|---|---|---|---|---|---|
| | Software License | | | | 0107-30100-00-5841-1000-1110-01000-0000 | Title I Basic Program | [no data] | Goal 2 - English Language Arts \| Ref Id : N010791 | To support graduation rates (Reading Levels in grades 3 and 5). |

## Professional Development

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade levels: 3rd and 5th grade students.

**\*Strategy/Activity - Description**

Compensation for a retired teacher to provide Tier 2 reading instruction to students in grades TK-5th grade.

**\*Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---|---|---|---|---|---|---|---|---|---|
| | Retired Clsrm Teacher Hrly | | | | 0107-30100-00-1189-1000-1110-01000-0000 | Title I Basic Program | [no data] | Goal 2 - English Language Arts \| Ref Id : N01071I | To support graduation rates (Reading Levels in grades 3 and 5). |

## 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) | $ 34,942.73 |
| Total Federal Funds Provided to the School from the LEA for CSI (31820) | $ 0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820) | $ 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 | Budgeted Amount |
|---|---|---|---|---|---|---|
| Florence Elementary | 09800 LCFF Intervention Support | | 1170 | Prof&Curriclm DevHrlyClsrmTchr | | $ 1,816.00 |
| | | | 1192 | 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 | | 1157 | Classroom Teacher Hrly | | $ 2,040.00 |
| | | | 1170 | Prof&Curriclm DevHrlyClsrmTchr | | $ 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 | | 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 |

# APPENDIX B

# PARENT & FAMILY ENGAGEMENT POLICY

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

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**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*

# 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.*

### 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.

### Chronic Absenteeism

Orange

### Suspension Rate

Orange

### English Learner Progress

No Performance Color

### English Language Arts

Green

### Mathematics

Green
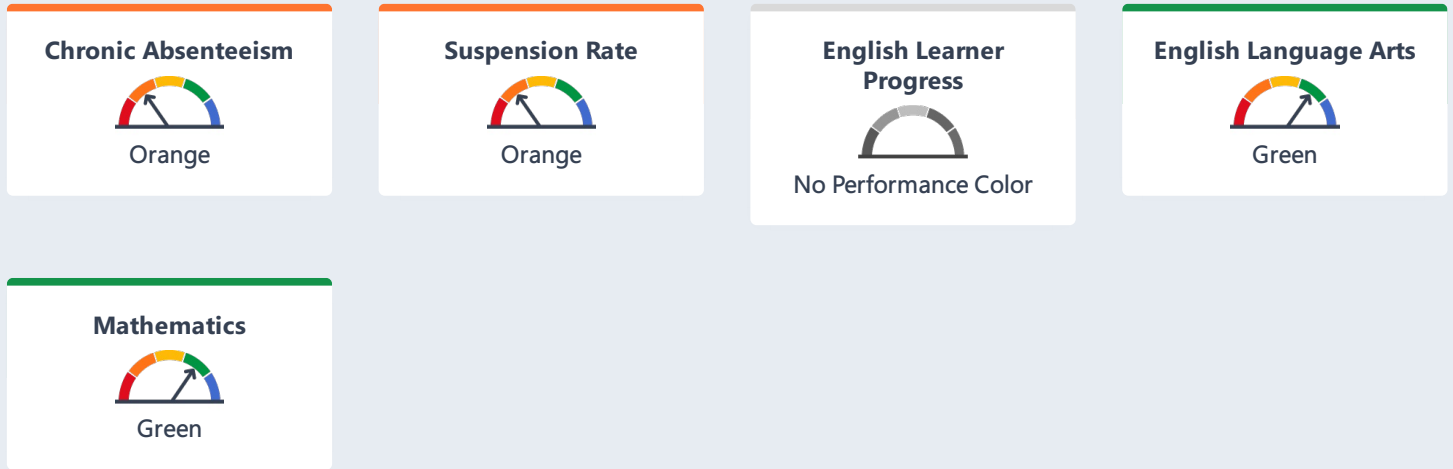
## School Details

**NAME**
Florence Elementary

**ADDRESS**
3914 First Avenue
San Diego, CA 92103-3089

**WEBSITE**
N/A

**GRADES SERVED**
K-5

# Student Population

Explore information about this school's student population.

### Enrollment

**236**

### Socioeconomically Disadvantaged

**69.9%**

### English Learners

**28.4%**

### Foster Youth

**0%**

# Academic Performance

View Student Assessment Results and other aspects of school performance.

## English Language Arts

**English Language Arts**

Green

**22 points above standard**

**Maintained 0.1 Points**

### EQUITY REPORT
Number of Student Groups in Each Color

| 0 | 0 | 2 |
|---|---|---|
| Red | Orange | Yellow |

| 1 | 0 |
|---|---|
| Green | Blue |

## Mathematics

**Mathematics**

Green

**4.6 points above standard**

**Maintained 2.2 Points**

### EQUITY REPORT
Number of Student Groups in Each Color

| 0 | 0 | 1 |
|---|---|---|
| Red | Orange | Yellow |

| 2 | 0 |
|---|---|
| Green | Blue |

## English Learner Progress

**English Learner Progress**

**50% making progress towards English language proficiency**

**Number of EL Students: 32**

**Progress Levels**

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

---

**FLORENCE ELEMENTARY**

# Academic Engagement

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

## Chronic Absenteeism

**Chronic Absenteeism**

Orange

**15% chronically absent**

**Increased 2.7% ▲**

### EQUITY REPORT
Number of Student Groups in Each Color

| 1 | 2 | 2 |
|---|---|---|
| Red | Orange | Yellow |

| 0 | 0 |
|---|---|
| Green | Blue |
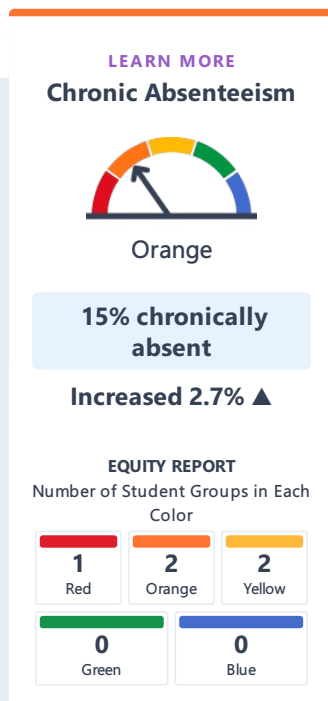
# Conditions & Climate

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

### Suspension Rate

Orange

**4% suspended at least once**

**Maintained -0.2%**

**EQUITY REPORT**

Number of Student Groups in Each Color

| Red | Orange | Yellow |
|-----|--------|--------|
| 0 | 1 | 4 |

| Green | Blue |
|-------|------|
| 0 | 0 |

# 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.

**All Students**

Green

22 points above standard

Maintained 0.1 Points

Number of Students: 92

## Student Group Details

### All Student Groups by Performance Level

**3 Total Student Groups**

**Red**

No Students

**Orange**

No Students

**Yellow**

English Learners

Socioeconomically Disadvantaged

**Green**

Hispanic

**Blue**

No Students

**No Performance Color**

African American

American Indian

Asian

Homeless

Two or More Races

Students with Disabilities

White

## African American

No Performance Color

---

4.5 points above standard

No Data

Number of Students: 11

## American Indian

No Performance Color

---

Less than 11 students - data not displayed for privacy

Number of Students: 1

## Asian

No Performance Color

---

Less than 11 students - data not displayed for privacy

Number of Students: 1

## Homeless

No Performance Color

---

Less than 11 students - data not displayed for privacy

Number of Students: 6

## Two or More Races

No Performance Color

---

48.5 points above standard

No Data

Number of Students: 11

## Students with Disabilities

No Performance Color

---

36.2 points below standard

Declined 12.8 Points ▼

Number of Students: 15

## White

No Performance Color

---

Less than 11 students - data not displayed for privacy

Number of Students: 10

## English Learners

Yellow

---

5 points below standard

Declined 11.4 Points ▼

Number of Students: 35

## Socioeconomically Disadvantaged

Yellow

---

6.6 points above standard

Declined 8 Points ▼

Number of Students: 65

## Hispanic

Green

---

12.6 points above standard

Declined 7.7 Points ▼

Number of Students: 58

## 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.

| **Current English Learners** | **Reclassified English Learners** | **English Only** |
|:---:|:---:|:---:|
| 62.3 points below standard | 55.6 points above standard | 38.5 points above standard |
| Declined 31.4 Points ▼ | Declined 3.3 Points ▼ | Increased 6.7 Points ▲ |
| Number of Students: 18 | Number of Students: 17 | Number of Students: 57 |

## 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.

**All Students**

Green

4.6 points above standard

Maintained 2.2 Points

Number of Students: 91

## Student Group Details

### All Student Groups by Performance Level

3 Total Student Groups

**Red**

No Students

**Orange**

No Students

**Yellow**

English Learners

**Green**

Hispanic

Socioeconomically Disadvantaged

**Blue**

No Students

**No Performance Color**

African American

American Indian

Asian

Homeless

Two or More Races

○ ○ ● ○ ○
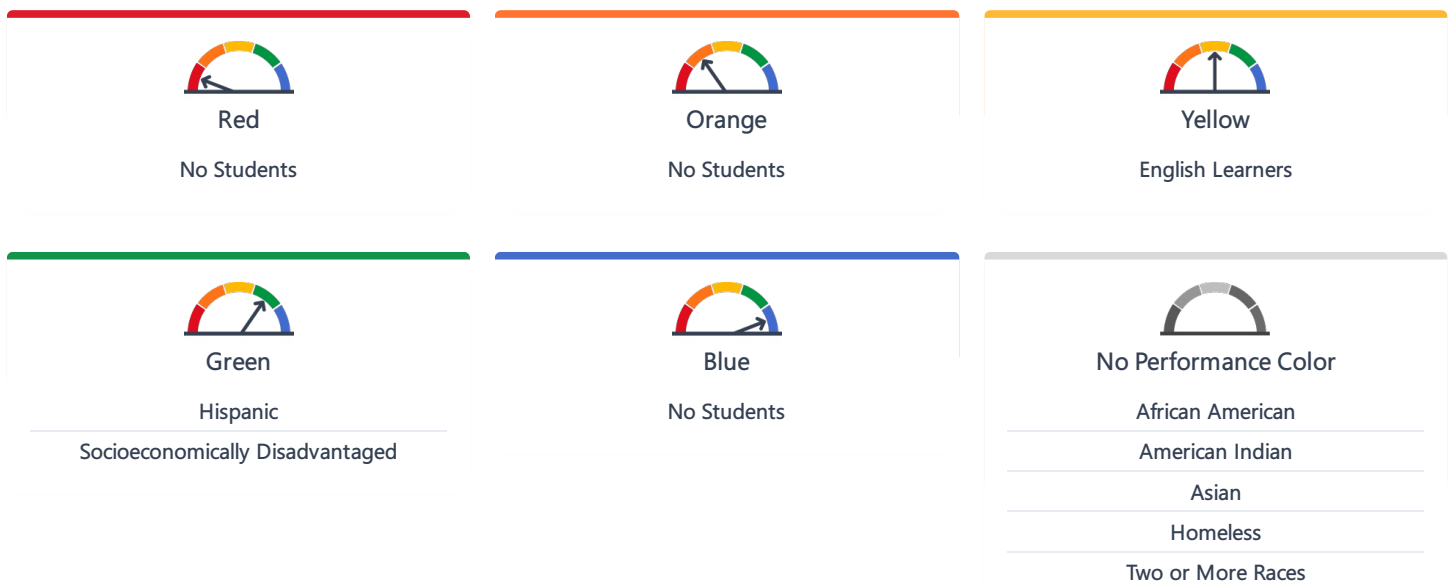
### African American

No Performance Color

10.7 points below standard

No Data

Number of Students: 11

### American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Two or More Races

No Performance Color

36.8 points above standard

No Data

Number of Students: 11

### Students with Disabilities

No Performance Color

61.4 points below standard

Maintained -2.4 Points

Number of Students: 15

### White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### English Learners

Yellow

9.6 points below standard

Maintained -1.3 Points

Number of Students: 34

### Hispanic

Green

1.3 points below standard

Increased 7.8 Points ▲

Number of Students: 58

### Socioeconomically Disadvantaged

Green

1.4 points above standard

Increased 6.9 Points ▲

Number of Students: 64

## 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.
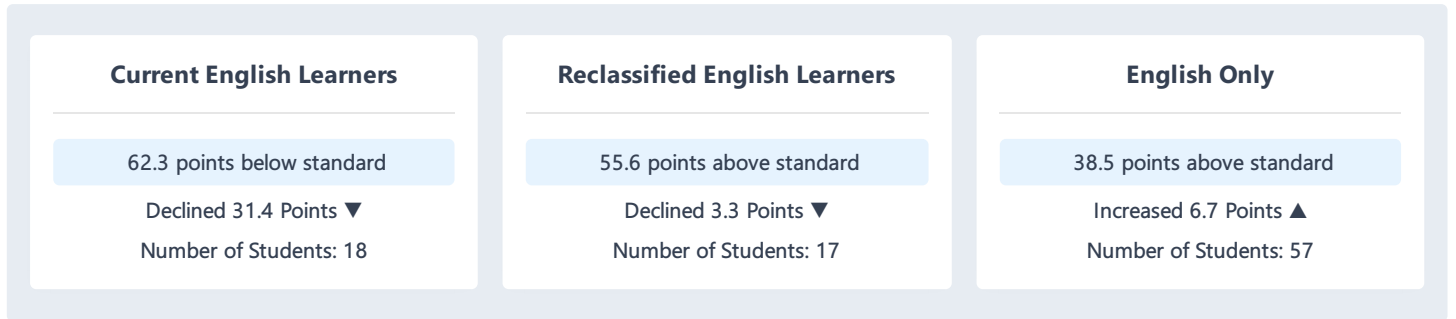
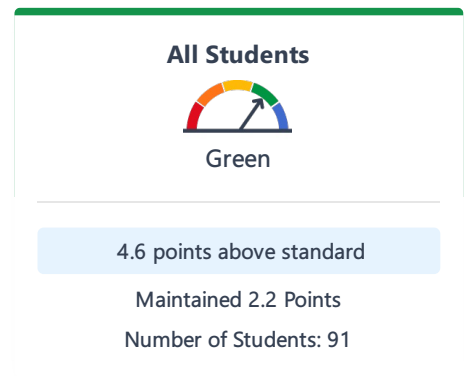|  | **2017** | **2018** | **2019** |
|---|---|---|---|
| All Students | 1.1 points below standard | 2.5 points above standard | 4.6 points above standard |

## 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.

| **Current English Learners** | **Reclassified English Learners** | **English Only** |
|---|---|---|
| 62.6 points below standard | 43.4 points above standard | 13.1 points above standard |
| Declined 14.6 Points ▼ | Declined 4.4 Points ▼ | Increased 5.8 Points ▲ |
| Number of Students: 17 | Number of Students: 17 | Number of Students: 57 |

## 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.

**LEARN MORE**
**English Learner Progress**

**50% making progress towards English language proficiency**

**Number of EL Students: 32**

**Performance Level**

**Medium**

**Assessments**: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

**ELPAC Levels**



**ELPI Levels**

**Accountability**: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

## 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% |

| | |
|---|---|
| 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.

**All Students**

Orange

15% chronically absent

Increased 2.7% ▲

Number of Students: 247

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups

**Red**

Students with Disabilities

**Orange**

Hispanic

Socioeconomically Disadvantaged

**Yellow**

English Learners

White

**Green**

No Students

**Blue**

No Students

**No Performance Color**

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

## American Indian

No Performance Color

---

Less than 11 students - data not displayed for privacy

Number of Students: 1

## Asian

No Performance Color

---

Less than 11 students - data not displayed for privacy

Number of Students: 2

## African American

No Performance Color

---

8.3% chronically absent

Increased 1.2% ▲

Number of Students: 24

## Filipino

No Performance Color

---

Less than 11 students - data not displayed for privacy

Number of Students: 3

## Foster Youth

No Performance Color

---

Less than 11 students - data not displayed for privacy

Number of Students: 1

## Homeless

No Performance Color

---

35% chronically absent

No Data

Number of Students: 20

## Pacific Islander

No Performance Color

---

Less than 11 students - data not displayed for privacy

Number of Students: 0

## Two or More Races

No Performance Color

---

18.2% chronically absent

Increased 9.5% ▲

Number of Students: 22

## Students with Disabilities

Red

---

20.4% chronically absent

Increased 6.1% ▲

Number of Students: 49

## Hispanic

Orange

---

18.2% chronically absent

Increased 2.5% ▲

Number of Students: 143

## Socioeconomically Disadvantaged

Orange

---

16.6% chronically absent

Increased 2.2% ▲

Number of Students: 175

## English Learners

Yellow

---

17.4% chronically absent

Declined 1.8% ▼

Number of Students: 69

## White

Yellow

---

7.7% chronically absent

Maintained 0.4%

Number of Students: 52

# 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.

**All Students**

Orange

4% suspended at least once

Maintained -0.2%

Number of Students: 253

## Student Group Details

### All Student Groups by Performance Level

5 Total Student Groups

**Red**

No Students

**Orange**

White

**Yellow**

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

**Green**

No Students

**Blue**

No Students

**No Performance Color**

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

## African American

No Performance Color

0% suspended at least once

Declined 3.3% ▼

Number of Students: 25

## American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

## Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

## Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

## Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

## Homeless

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 21

## Two or More Races

No Performance Color

9.1% suspended at least once

Increased 0.8% ▲

Number of Students: 22

## White

Orange

3.8% suspended at least once

Increased 3.8% ▲

Number of Students: 53

## English Learners

Yellow

1.4% suspended at least once

Maintained 0.2%

Number of Students: 69

## Hispanic

Yellow

4.1% suspended at least once

Declined 0.3% ▼

Number of Students: 146

## Socioeconomically Disadvantaged

Yellow

4.4% suspended at least once

Declined 0.3% ▼

Number of Students: 180

## Students with Disabilities

Yellow

4.1% suspended at least once

Declined 0.9% ▼

Number of Students: 49

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

| Student Group | English Language Arts | | | | | | | | | | | Chg From | | Mathematics | | | | | | | | | | | Chg From | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | | 2015 | 2018 | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | | 2015 | 2018 |
| | N | % | N | % | N | % | N | % | N | % | | % | % | N | % | N | % | N | % | N | % | N | % | | % | % |
| 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 | - | | - | - |
| Filipino | 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 |
| Indochinese** | 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

| Student Group | English Language Arts | | | | | | | | | | Chg From | | Mathematics | | | | | | | | | | Chg From | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2015 | 2018 | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2015 | 2018 |
| | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % |
| 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 |
| Indochinese** | 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

| Student Group | English Language Arts | | | | | | | | | | Chg From | | Mathematics | | | | | | | | | | Chg From | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2015 | 2018 | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2015 | 2018 |
| | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % |
| 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 |
| Indochinese** | 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

| Student Group | English Language Arts 2015 N | % | 2016 N | % | 2017 N | % | 2018 N | % | 2019 N | % | Chg From 2015 % | 2018 % | Mathematics 2015 N | % | 2016 N | % | 2017 N | % | 2018 N | % | 2019 N | % | Chg From 2015 % | 2018 % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 |
| Indochinese** | 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.

# APPENDIX E

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

## 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 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. |
|---|---|---|---|---|---|---|---|
| Clerical OTBS Hrly | -- | -- | 30100-2451 | Implementing a safe, collaborative, and inclusive culture | Having the opportunity to collaborate with the school counselor set up and attend attendance meetings with parents to Core Academy participation had increased our attendance credits for the school. | Parents sometimes to not show up for the attendance meeting, even though I have arranged for the support. | For the 2020-2021 school year, we will not allocate this money; instead we will use contract time to conduct these meetings during the school day. |

| 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 | Safe, collaborative, and inclusive school culture; closing the achievement gap in ELA and Math; English Learners; Graduation. | 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.

**Florence Elementary** SPSA Evaluation of Title I Funded Actions/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. |
|---|---|---|---|---|---|---|---|
| Clerical OTBS Hrly | | $499.61 | 30100-2451 | Implementing a safe, collaborative, and inclusive culture | Having the opportunity to collaborate with the school counselor set up and attend attendance meetings with parents to Core Academy participation had increased our attendance credits for the school. | Parents sometimes do not show up for the attendance meeting, even though I have arranged for the support. | For the 2020-2021 school year, we will not allocate this money; instead we will use contract time to conduct these meetings during the school day. |

| Note/Reminders (optional): |
|---|

## Goal 2 - English Language Arts

| **Strategy/Activity 1** |
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| ***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.

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. |
|---|---|---|---|---|---|---|---|
| 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 - 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.

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. |
|---|---|---|---|---|---|---|---|
| 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 |

| | | | | and math proficiency. Additionally, these on-line learning tools provide supplemental support for students to grow academically. | | |
|---|---|---|---|---|---|---|

Note/Reminders (optional):

| **Strategy/Activity 3** |
|---|

| ***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.

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. |
|---|---|---|---|---|---|---|---|
| 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. | NA | NA |
| Supplies | | $1,003.00 | 30106-4301 | Support closing the achievement gap in ELA and | Instructional supplies are needed in order for | NA | NA |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | Math; English Learners; Graduation. | effective teaching and learning to occur. | | |
| Interprogram Svcs/Duplicating | | $200.00 | 30106-5721 | Support closing the achievement gap in ELA and Math; English Learners; Graduation. | 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.

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 Dev Vist Tchr | | $7,208.94 | 30100-1192 | Support closing the achievement gap in ELA and Math; English Learners; | When teachers are able to come together as a PLC, their overall instructional | When a visiting teacher is not assigned or cancels the job, this | For the 2020-2021 school year, we will decrease the AEP from twice a month to once a month. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | Graduation; professional development/PLC days for teachers. | 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. For the AEP, teachers do not have to create lesson plans AND the students engage in effective VAPA instruction. | interrupts the instructional flow. This is beyond the control of the school site.<br><br>For AEP, managing behaviors with the VAPA teachers has been a challenge. | |
| Services & Other Operating | | $17,729.00 | 30106-5000 | Support closing the achievement gap in ELA and Math; English Learners; Graduation; VAPA Arts in Education PLC. | When teachers are able to come together as a PLC, their overall instructional practice increases. This is evidenced in the academic achievement that | 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 the 2020-2021 school year, we will decrease the AEP from twice a month to once a month. |

| | | | | | 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. For the AEP, teachers do not have to create lesson plans AND the students engage in effective VAPA instruction. | For AEP, managing behaviors with the VAPA teachers has been a challenge. | |

Note/Reminders (optional):

| **Strategy/Activity 5** |

| ***Strategy/Activity - Description** |

Florence will participate in an ELA coaching cycle.  This will support students in grades TK-2nd in reading instruction.  Additional monies will compensate teachers for additional planning time with the ELLA coach outside fo the contract day.
The cost of the ELA coaching cycle is funded by the central office.

| ***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. |
|---|---|---|---|---|---|---|---|
| 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 is increasing our student achievement. | NA | NA |

| Note/Reminders (optional): |
|---|

| **Strategy/Activity 6** |
|---|

| **\*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.

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 DevHrlyClsrmTchr | -- | -- | 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 DevHrlyClsrmTchr | -- | -- | 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 |

| | | | | | of the contract day is increasing our student achievement. | | |
|---|---|---|---|---|---|---|---|

Note/Reminders (optional):

## 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:

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. |
|---|---|---|---|---|---|---|---|
| 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 |

| | | | | Learners; Graduation. | teachers regarding student progress towards reading and math proficiency. Additionally, these on-line learning tools provide supplemental support for students to grow academically. | | |
|---|---|---|---|---|---|---|---|

| Note/Reminders (optional): |
|---|

| **Strategy/Activity 2** |
|---|

| ***Strategy/Activity - Description** |
|---|

| Opportunities for Professinal 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.

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 Dev Vist Tchr | -- | -- | 30100-1192 | Support closing the achievement gap in ELA and Math; English Learners; Graduation. PLC/Professional development | When teachers are able to come together as a PLC, their overall instructional practice increases. This is evidenced in the academic | When a visiting teacher is not assigned or cancels the job, this interrupts the instructional flow. | For the 2020-2021 school year, we will decrease the AEP from twice a month to once a month. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | opportunities for teachers to strengthen their instruction. | 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. For the AEP, teachers do not have to create lesson plans AND the students engage in effective VAPA instruction. | This is beyond the control of the school site.

For AEP, managing behaviors with the VAPA teachers has been a challenge. | |
| Services & Other Operating | -- | -- | 30106-5000 | Support closing the achievement 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. | 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 | For the 2020-2021 school year, we will decrease the AEP from twice a month to once a month. |

| | | | | | 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. For the AEP, teachers do not have to create lesson plans AND the students engage in effective VAPA instruction. | VAPA teachers has been a challenge. | |
|---|---|---|---|---|---|---|---|

Note/Reminders (optional):

| **Strategy/Activity 3** |
|---|

| ***Strategy/Activity - Description** |
|---|

Compensation for teachers to assess student needs prior to school beginning in order to better know students when they start school.  Compensation to support teachers to create inclusive classrooms to support mathematical instruction  throughout the school year.  Compensation for teachers to do work related to their academic curriculua outside of the contract day.

| ***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 | Modification based on |
|---|---|---|---|---|---|---|---|

| | | | | | | (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 |

| | | | | | student achievement. | | |
|---|---|---|---|---|---|---|---|

Note/Reminders (optional):

**Strategy/Activity 4**

**\*Strategy/Activity - Description**

Instructional materials (books, suppmental curriculum) and instructional suplies that support standards and student achievement/improvement. Additionally, sending instructional items to SDUSD's print services for mass duplication.  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.
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. |
|---|---|---|---|---|---|---|---|
| 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 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | Learners; Graduation. | | | |
| Interprogram Svcs/Duplicating | -- | -- | 30106-5721 | Provide instructional materials to support closing the achievement gap in ELA, Math; English Learners; Graduation. | 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 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.

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 DevHrlyClsrmTchr | -- | -- | 30100-1170 | Support in 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 | NA | NA |

| | | | | | |
|---|---|---|---|---|---|
| | | | | 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 DevHrlyClsrmTchr | -- | -- | 30106-1170 | Support in closing the achievement gap in ELA and MATH; English Learners; Graduation. | |

Note/Reminders (optional):

## 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.
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 DevHrlyClsrmTchr | | $2,098.75 | 30100-1170 | Support closing the achievement 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 DevHrlyClsrmTchr | | $1,000.57 | 30106-1170 | Support closing the achievement in ELA and Math; English Learners; Graduation. | | | |

Note/Reminders (optional):

| **Strategy/Activity 3** |

| **\*Strategy/Activity - Description** |

Students will participate in Arts in Education Program (AEP) VAPA classes (fine art, theater & music/dance) whild teachers participate in twice montly half day PLCs to analyze student work, adjust lessons to improve instructional practices, and create common formative assessments to monotor student achievement.  Additionally, teachers will have 3  full day PLC assessment days to develop common formative assessemtns to drive instruciton.

| **\*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. |
|---|---|---|---|---|---|---|---|
| Services & Other Operating | -- | -- | 30106-5000 | Support closing the achievement gap in ELA and Math; English Learners; Graduation. | | | |
| Prof&Curriclm Dev Vist Tchr | -- | -- | 30100-1192 | Support closing the achievement gap in ELA and Math; English Learners; Graduation. | | | |

| 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.

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. |
|---|---|---|---|---|---|---|---|
| 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 Svcs/Duplicating | -- | -- | 30106-5721 | Support closing the achievement gap in ELA and Math; for English Learners; Graduation. | Duplication of instructional materials via the SDUSD print shop assists families and students in doing | NA | NA |

| | | | | | classwork and homework | | |
|---|---|---|---|---|---|---|---|
| Interprogram Svcs/Paper | -- | -- | 30103-5733 | Support closing the achievement gap in ELA and Math; for English Learners; Graduation. | | | |

Note/Reminders (optional):

## 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 |
|---|

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. |
|---|---|---|---|---|---|---|---|
| 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 (optional): |
|---|

| Strategy/Activity 2 |
|---|

| *Strategy/Activity - Description |
|---|

Compensation 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 |
|---|

# **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.

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 | -- | -- | 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 (optional): |
|---|

## 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.

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 Dev Vist Tchr | -- | -- | 30100-1192 | Support closing the achievement gap and increase graduation/promotion goals. | 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 | 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.<br><br>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. |

| | | | | | 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 | Support closing the achievement gap and increase graduation/promotion goals. | 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 | 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.\n\nFor 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. |

| | | | | | 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 (optional):

| **Strategy/Activity 2** |
|---|

| **\*Strategy/Activity - Description** |
|---|

Online learning tools will be purchased to support students in their reading achievement.  These liscences include, but are not limited to the following: KidBiz, Smarty Ants, Raz Kids, 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:

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.** |
|---|---|---|---|---|---|---|---|
| Software License | -- | -- | 30100-5841 | Support closing the achievement gap and increase graduation/promotion goals. | The Online learning tools provide additional information for teachers regarding student progress towards reading and math proficiency. | Since the school district is funding ST MATH, we will no longer fund DreamBox for the upcoming school year. | We will not fund DreamBox for the upcoming school year. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | Additionally, these on-line learning tools provide supplemental support for students to grow academically. | | |
| Software License | -- | -- | 30100-5841 | Support closing the achievement gap and increase graduation/promotion goals. | 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. | Since the school district is funding ST MATH, we will no longer fund DreamBox for the upcoming school year. | We will not fund DreamBox for the upcoming school year. |

| Note/Reminders (optional): |
|---|

| **Strategy/Activity 3** |
|---|

| ***Strategy/Activity - Description** |
|---|
| Compensation for a retired teacher to provide Tier 2 reading instruction to students in grades TK-5th grade. |

| ***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.

## **Florence Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

| 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?

**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 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. |
|---|---|---|---|---|---|---|---|
| Clerical OTBS Hrly | -- | $876 | 09800-2451 | Implementing a safe, collaborative, and inclusive culture | Having the opportunity to collaborate with the school counselor set up and attend attendance meetings with parents to Core Academy participation had increased our attendance credits for the school. | Parents sometimes to not show up for the attendance meeting, even though I have arranged for the support. | For the 2020-2021 school year, we will not allocate this money; instead we will use contract time to conduct these meetings during the school day. |

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 | Safe, collaborative, and inclusive school culture; closing the achievement gap in ELA and Math; English Learners; Graduation. | 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.<br>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:

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. |
|---|---|---|---|---|---|---|---|
| Clerical OTBS Hrly | | $1,851.98 | 09800-2451 | Implementing a safe, collaborative, and inclusive culture | Having the opportunity to collaborate with the school counselor set up and attend attendance meetings with parents to Core Academy participation had increased our attendance credits for the school. | Parents sometimes do not show up for the attendance meeting, even though I have arranged for the support. | For the 2020-2021 school year, we will not allocate this money; instead we will use contract time to conduct these meetings during the school day. |

| Note/Reminders (optional): |
|---|

## 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.

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. |
|---|---|---|---|---|---|---|---|
| Software License | | $3,000.00 | 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 supplemental support for students to grow academically. | NA | NA |

Note/Reminders (optional):

| Strategy/Activity 3 |
|---|

| **\*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.

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. |
|---|---|---|---|---|---|---|---|
| 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. | 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.

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 Dev Vist Tchr | | $6,255.97 | 09800-1192 | Support closing the achievement gap in ELA and Math; English Learners; Graduation; professional development/PLC days for teachers. | 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. For the AEP, teachers do not have to create lesson plans AND the students engage in | 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.<br><br>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. |

| | | | | effective VAPA instruction. | | |
|---|---|---|---|---|---|---|

Note/Reminders (optional):

| **Strategy/Activity 6** |
|---|

| ***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.

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 DevHrlyClsrmTchr | -- | -- | 09800-1170 | 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 | NA | NA |

| | | | | | student achievement. | | |
|---|---|---|---|---|---|---|---|

Note/Reminders (optional):

## Goal 3 - Mathematics

| Strategy/Activity 1 |
|---|

**\*Strategy/Activity - Description**

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.

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. |
|---|---|---|---|---|---|---|---|
| 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 supplemental support for students to grow academically. | Since the school district is funding ST MATH, we will no longer fund DreamBox for the upcoming school year. | We will not fund DreamBox for the upcoming school year. |

Note/Reminders (optional):  DO NOT FUND SOFTWARE LICENCE FOR DREAMBOX (MATH) FOR THE 2020-2021 SCHOOL YEAR

| Strategy/Activity 2 |
|---|

**\*Strategy/Activity - Description**

**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.

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 Dev Vist Tchr | -- | -- | 09800-1192 | Support closing the achievement 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. | 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.<br><br>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. |

| | | | | For the AEP, teachers do not have to create lesson plans AND the students engage in effective VAPA instruction. | | |
|---|---|---|---|---|---|---|
| | | | | | | |

Note/Reminders (optional):

| **Strategy/Activity 4** |
|---|

| **\*Strategy/Activity - Description** |
|---|

Instructional materials (books, supplemental curriculum) and instructional supplies that support standards and student achievement/improvement. Additionally, sending instructional items to SDUSD's print services for mass duplication. 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.
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. |
|---|---|---|---|---|---|---|---|
| Supplies | -- | -- | 09800-4301 | 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 |

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.

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 DevHrlyClsrmTchr | -- | -- | 09800-1170 | Support in 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 |

| Note/Reminders (optional): |
|---|

## 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.

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. |
|---|---|---|---|---|---|---|---|
| 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 (optional):

| 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** | **FTE** | **Estimated Cost** | **Funding Source** | **Rationale** | **What is working (effective) & why?** | **What is not working (ineffective) & why?** | **Modification based on evaluation results.** |
|---|---|---|---|---|---|---|---|
| Prof&Curriclm DevHrlyClsrmTchr | | $2,142.67 | 09800-1170 | Support closing the achievement in ELA and Math; English Learners; Graduation. | Analysis of student 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 this opportunity to plan and develop and analyze outside of the contract day is increasing our student achievement. | NA | NA |

Note/Reminders (optional):

**Strategy/Activity 3**

***Strategy/Activity - Description**

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.

| *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 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 their students enables teachers to design effective lessons and units of study based on student need. For the AEP, teachers do not | 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. |

| | | | | have to create lesson plans AND the students engage in effective VAPA instruction. | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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.

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. |
|---|---|---|---|---|---|---|---|
| Supplies | -- | -- | 09800-4301 | Support closing the achievement gap in ELA and Math; for English Learners; Graduation. | Instructional supplies are needed in order for effective teaching and learning to occur. | NA | NA |

Note/Reminders (optional):

## 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 |
|---|

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 DevHrlyClsrmTchr | -- | -- | 09800-1170 | Support closing the achievement gap in ELA and MATH; English Learners, Graduation, and students with disabilities. | Analysis of student 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 this opportunity to plan and develop and analyze outside of the contract day is increasing our student achievement. | NA | NA |

| Note/Reminders (optional): |
|---|

# **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. <br> 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.

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 Dev Vist Tchr | -- | -- | 09800-1192 | Support closing the achievement gap in ELA/Math; English Learners; Students with Disabilities; 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 their students | 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. <br><br> 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. |

| | | | | | 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 (optional):

| **Strategy/Activity 5** |
|---|

| ***Strategy/Activity - Description** |
|---|

Purchase instructional materials (books, supplemental curriculum) and instructional supplies that support students achievement/improvement, especially for students with disabilities.  Additionally, sending items to SDUSD's print 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:

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 | -- | -- | 09800-4301 | Support closing the achievement gap in ELA/Math; English Learners; Graduation; and | Instructional supplies are needed in order for effective teaching and learning to occur. | NA | NA |

| | | | | students with disabilities. | | | |
|---|---|---|---|---|---|---|---|

Note/Reminders (optional):

## Goal 6 - Family Engagement

| Strategy/Activity 2 |
|---|

**\*Strategy/Activity - Description**

Compenstion 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:

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 | -- | -- | 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 | NA | NA |

Note/Reminders (optional):

## 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.

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 Dev Vist Tchr | -- | -- | 09800-1192 | Support closing the achievement gap and increase graduation/promotion goals. | 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 | 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. |

| | | | | 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 (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Online learning tools will be purchased to support students in their reading achievement.  These licenses include, but are not limited to the following: KidBiz, Smarty Ants, Raz Kids, 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:

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. |
|---|---|---|---|---|---|---|---|
| Software License | -- | -- | 09800-5841 | Support closing the achievement gap and increase graduation/promotion goals. | The Online learning tools provide additional information for teachers regarding student progress | NA | NA |

| | | | | | 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?