THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT FLORENCE ELEMENTARY SCHOOL

2022-23

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: 619/293-4440;
Address: 3914 1st Ave, Florence Elementary, San Diego, CA, 92103-3016,
E-mail Address: aconerty@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent & Family Engagement Policy
☒ School Parent Compact

Board Approval: January 24, 2023

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: **Florence Elementary** PHONE: **619·344·5900** FAX: **619-344-5549**

SITE CONTACT PERSON: **Alexis Conerty** 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 I Schoolwide Programs (SWP) ☐ CSI School ☐ ATSI 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 composed correctly, and 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: _____

[✓] Site Governance Team (SGT) Date of presentation: **9/21/22**

[✓] Other (list): **Whole staff** Date of presentation: **9/21/22**

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: **9-27-22**

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

Alexis Conerty
Type/Print Name of School Principal

Alexis Conerty **10/4/22**
Signature of School Principal / Date

Amy Jackson
Type/Print Name of SSC Chairperson

(signature) **10/4/22**
Signature of SSC Chairperson / Date

Type/Print Name of ELAC Representative

Signature of ELAC Representative / Date

Mitzi Merino
Type/Print Name of Area Superintendent

(signature) **10/5/22**
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, **Room 3126**

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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 the academic and social growth of each individual. As a school, we have developed core values that drive 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 (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 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: Cultivating Inclusive, Anti-Racism and Restorative Schools Classrooms & District
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Accelerating Student Learning with High Expectations for All
LCAP Goal 4: Quality Leadership, Teaching and Learning
LCAP Goal 5: Family and Community Engagement with Highly Regarded Neighborhood Schools
LCAP Goal 6: Well Orchestrated Districtwide Support Serviced and Communication

ENGAGING EDUCATIONAL PARTNERS

At Florence Elementary, our community engaged in a collaborative process in the development of the SPSA. During the 2021-2022 school year stakeholders were involved in the 2022-2023 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. We met virtually, via Zoom, to hold our meetings.
On September 21, 2022, met with SGT
On September 21, 2022, met with the whole staff

On September 27, 2022, our SSC Committee met and reviewed the allocated budget for the 2022-2023 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 also analyzed report card data, FAST ELA and Math data, and DEMI from the Spring of the 2021-2022 school year. SPSA was approved by the SSC.

RESOURCE INEQUITIES

Florence's root cause analysis involved examining data from the 2021-2022 CAASPP, Hoonuit Dashboard (from SDUSD), site data (Fast aReading, Fast aMath, DEMI, Report Card Data, and Fountas and Pinnell Benchmark Assessment Data) the California Dashboard from 2018-2019 and a review of the 2021-2022 SPSA.

CAASPP Data ELA and Math

After a two-year hiatus due to the COVID-19 Pandemic, CAASPP was reinstated for the 2021-2022 school year. The data is considered baseline since there was an interruption in instruction due to school closures as a result of COVID-19 as well as a high number of absences due to COVID-19 exposure and/or illness.

-3rd grade ELA data shows 58% of all students met or exceeded ELA standards. 3rd-grade Math data shows that 31% of all students met or exceeded Math standards.

-4th grade ELA data shows 58% of all students met or exceeded Math standards. 4th-grade MATH data shows that 63% of all students met or exceeded Math standards.

-5th grade ELA data shows 36% of all students met or exceeded ELA standards. 5th-grade MATH data shows that 29% of all students met or exceeded Math standards.

Reading Data

As a school, we analyzed the spring 2022 *FAST aReading* results for grades 3 - 5 as indicated below:

- 60% of students in grades 3-5 were either on the college pathway or at low risk of needing reading intervention
- Third-grade FAST aReading indicated that 54%of the students were either on the college pathway or at low risk of needing reading intervention.
- Fourth-grade FAST aReading indicated that 79% of the students were either on the college pathway or at low risk of needing reading intervention.
- Fifth-grade FAST aReading indicated that 50% of the students were either on the college pathway or at low risk of needing reading intervention.
- As a school, we analyzed *reading levels* for grades UTK - 2nd from the Spring semester of the 2021-2022 school year. The results are as follows:
- 52% of all students in grades UTK - 2nd grade met or exceeded grade-level reading expectations as measured on the F&P Reading Assessment.
- 36% of students in UTK are reading at or above grade level as measured on the F&P Reading Assessment.

- 52% of students in Kindergarten are reading at or above grade level as measured on the F&P Reading Assessment.
- 55% of students in First Grade are reading at or above grade level as measured on the F&P Reading Assessment.
- 61% of students in Second Grade are reading at or above grade level as measured on the F&P Reading Assessment.

As a school, we analyzed *ELA Report Cards Grades* for grades UTK - 5th Grade from the final quarter of the 2021-2022 school year. The results are as follows:
- 56% of all students in Grades UTK - 5th are meeting or exceeding ELA standards as measured on the report card.
- 70% of students in UTK and Kindergarten are meeting or exceeding ELA standards as measured on the report card.
- 45% of students in First Grade are meeting or exceeding ELA standards as measured on the report card.
- 45% of students in Second Grade are meeting or exceeding ELA standards as measured on the report card.
- 55% of students in Third Grade are meeting or exceeding ELA standards as measured on the report card.
- 78% of students in Fourth Grade are meeting or exceeding ELA standards as measured on the report card.
- 38% of students in Fifth Grade are meeting or exceeding ELA standards as measured on the report card.

MATH DATA
As grade-level teams, we analyzed the *2022 spring DEMI* results.
Whole School (Grades 3-5):
- 75% of *all students* in grades 3-5 demonstrated proficiency or above in Knowledge
- 62% of *all students* in grades 3-5 demonstrated proficiency or above in Application
- 26% of *all students* in grades 3-5 demonstrated proficiency or above in Communication
- As Grade Level Teams, we analyzed the spring 2022 *FAST aMath* results as indicated below:
- 47% of *all students* in grades 3-5 are either on the College Pathway or at low risk of needing math intervention

Math *report card* data from Spring 2022 indicates the following:
- 58% of all students in grades UTK - 5th are meeting or exceeding math standards based on the report card.
- 70% of all students in grades UTK - Kindergarten are meeting or exceeding math standards based on the report card.
- 55% of all students in First Grade are meeting or exceeding math standards based on the report card.
- 35% of all students in Second Grade are meeting or exceeding math standards based on the report card.
- 58% of all students in Third Grade are meeting or exceeding math standards based on the report card.
- 87% of all students in Fourth Grade are meeting or exceeding math standards based on the report card.
- 45% of all students in Fifth Grade are meeting or exceeding math standards based on the report card.

This analysis of the FAST data (both ELA and Math), Report Card Data (ELA and Math), Reading Levels, DEMI in conjunction with CAASPP data trends indicates inequities in the area of both ELA and MATH. A closer analysis of the curriculum used in instruction has indicated that there is more

cohesiveness across the grade levels in the area of literacy, however, due to the COVID-19 school closure, and a large number of absences (both student and teacher) the implementation of the curriculum was not with fidelity. The analysis indicates a stronger continuity in ELA instruction.

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Alexis Conerty	Principal
Melissa Damasco	Classroom teacher
Samantha Holcomb	Classroom teacher
Jill Zwiers	Parent
Angelica Zatarain	Other School Representative
Nerissa Damasco	Parent
Briana Cuevas	Parent
Amy Jackson	Classroom Teacher
Mary Aguilar	Parent
Marenzi Zatarain	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: *Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District*

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

According to the 2018-2019 CA Dashboard, Florence is the "orange" in chronic absenteeism and suspension rate. Due to the COVID-19 Pandemic, there is no current CA Dashboard data regarding chronic absenteeism or suspension rates.
The Hoonuit Dashboard indicates a 51% chronically absent rate. This high rate is most likely due to the COVID-19 Pandemic which caused several illnesses and/or absences due to possible exposure to the virus.
Additionally, to the Hoonuit Dashboard, during the 2021-2022 school year there was an overall In-School Suspension Rate of 0.04% and an overall Out-Of-School Suspension Rate of 1.5%.

*Major Differences
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

It is suspected that the high chronic absent rate is most likely due to the COVID-19 Pandemic which caused several illnesses and/or absences due to possible exposure to the virus. In previous years, our chronic absenteeism rate was below 15%. We are confident that due to the changes in the CDPH COVID-19 guidelines, our chronic absenteeism will return to pre-covid rates.

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 the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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.

The CDPH has educated the public and we understand more about the way the COVID-19 virus is spread with an increase in COVID-19 vaccinations and regular asymptomatic testing, we anticipate that the percentage of chronic absenteeism will dramatically decrease for the 2022-2023 school year.

*Identified Need
The most current data on the California Dashboard is from the 2018-2029 school year. Florence was in the "orange" in the following indicators: Chronic Absenteeism and Suspension Rates.

Chronic Absenteeism Rates (2019) subgroups that were not green or blue on the CA Dashboard (2019) were the following:
- Students with Disabilities (Red): 20.4%
- English Learners (Yellow):17.4%
- The Hoonuit Dashboard for the 2021-2022 school year indicates the following Chronic Absenteeism data for English Learners, Students with Disabilities (SWD), and Black Youth subgroups:
- English Learners: 57%
- SWD: 40%
- Black Youth: 52%
- It is suspected that this high percentage of chronic absenteeism for these subgroups during the 2021-2022 school year was due to COVID-19 illness and/or forced quarantine due to possible exposure. Three separate classrooms were shut down due to a COVID-19 Outbreak. Of these three classrooms, two of them were self-contained SPEd classrooms.

- Suspension Rates subgroups that were not green or blue on the CA Dashboard (2019) were the following:
- English Learners (Yellow): 1.4%
- Students with Disabilities (Yellow): 4.1%
- The Hoonuit Dashboard for the 2021-2022 school year indicates the following Suspension data for English Learners, Students with Disabilities (SWD), and Black Youth subgroups:
- English Learners: 4.4%
- SWD: 4.4%
- Black Youth: 0%

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Decrease the overall school-wide chronic absenteeism rate.	51%	20%	Chronic Absenteeism	Annually
June 2023	UTK-5	Decrease the overall school-wide suspension rate.	6%	2%	Suspension	Annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	English Learner	Decrease chronic absenteeism rate	57%	17%	Attendance	Annual
June 2023	UTK-5	Students with Disabilities	Decrease chronic absenteeism rate	50%	18%	Attendance	Annual
June 2023	UTK-5	Black or African American	Decrease chronic absenteeism rate	52%	11%	Attendance	Annual
June 2023	U4%TK-5	English Learner	Decrease suspension rate	4%	2%	Suspension	Annual
June 2023	UTK-5	Students with Disabilities	Decrease suspension rate	4%	2%	Suspension	Annual
June 2023	UTK-5	Black or African American	Decrease suspension rate	0%	0%	Suspension	Annual

Supporting Black Youth - Additional Goals

✓   1. Florence Elementary's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.

✓   2. The staff diversity goal at Florence Elementary School is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Florence Elementary's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews.

✓   3. In the 2022-23 school year, Florence Elementary will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.

✓   4. Florence Elementary will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.

✓   5. Florence Elementary's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.

✓   6. Florence Elementary will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

✓   7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓   8. Florence Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Safe, Collaborative and Inclusive Culture

*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

An inviting classroom and school environment is an essential part of creating a safe, collaborative and inclusive school culture for students. Providing opportunities for teachers to create these welcoming environments for our students to want to be included in school activities. Teachers will create these welcoming environments for their students.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01076A	Non Clsrm Tchr Hrly		$2,467.00	$3,054.40	0107-09800-00-1957-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Compensation for teachers to create safe, collaborative, and inclusive school cultures for students outside of contract time.

Core Academy (AKA: Saturday School)

*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 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 for the absences.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N010765	Other Support Prsnl OTBS Hrly		$792.00	$1,085.12	0107-09800-00-2282-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Compensation for clerical to support families of students with chronic absenteeism outside of contract time.

Social Emotional Learning

*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

The 2022-2023 school year will be year one of implementation of the Leader in Me process. The Leader in Me is a comprehensive K-12 school improvement model that equips students with essential leadership and life-readiness skills they need to thrive in the 21st Century, and enhances measurable results for the school in the areas of leadership, culture and academics.

Although this is funded by the district, there will be additional charges to the Florence Budget to include all teachers in this training and preparation outside of school hours.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01075Z	Classroom Teacher Hrly		$2,870.00	$3,553.35	0107-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Compensation for teachers to develop long-term plans and attend professional developments outside of contract time.

*Additional Supports for this Strategy/Activity

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

According to data from the 2018-2019 CA Dashboard, Florence is the "green" for English Language Arts. The CA Dashboard states that Florence students scored 22 points above standard for the 2018-2019 school year in ELA Due to the COVID-19 Pandemic, there is no current CA Dashboard data on English Language Arts achievement.

Both the District's Illuminate Data and the CAASPP website show that 51% of students in grades 3-5 met or exceeded ELA standards as evidenced by the Smarter Balanced Assessment. It is assumed that this dramatic drop in student achievement was due to the COVID-19 Pandemic school closures, Online instruction, and a high amount of absenteeism due to illness between the 2020-2022 school years.

Ongoing data analysis throughout the year to inform instruction of students - including but not limited to: Fountas and Pinnell Benchmark Reading Assessment, FAST, End of the year grades.

The plan was to utilize the VAPA specials PLC opportunity where VAPA teachers come to the campus monthly to provide half-day PLC opportunities for the classroom teachers to support ELA growth and achievement. Additionally, we intended to continue utilizing Visiting Teachers to release classroom teachers from classroom responsibilities for professional development/collaboration to design lessons, analyze student work/data and improve instructional strategies for full-day PLCs 3 times per year.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to the unreliability of securing Visiting Teachers for PLCs and a retired teacher to provide Tier 2 intervention, we will reallocate funds to support after-school targeted intervention support taught by the classroom teacher. This strategy will be described in detail in the SPSA.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Funds were set aside to provide Tier 2 intervention by a retired teacher to struggling students in grades K-2nd. The goal was to support the earliest learners to be successful when they came to the upper grades (testing grades).
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.

*Identified Need - English Language Arts

The Smarter Balanced Assessment was reinstated for the 2021-2022 school year and therefore scores were analyzed. Results show that 51% of all 3rd - 5th-grade students met or exceeded grade-level standards in ELA.
The spring Fast aReading was administered to students in grades 3-5. Scores indicate that 60% of all students in grades 3-5 met or exceeded reading standards.

The Fountas and Pinnell Benchmark Assessment was administered to all students in grades UTK - 2nd. Results indicate that 52% of all students in grades UTK-2nd are reading at or above grade level.

Report card grades in ELA for grades UTK - 5th were analyzed. Data indicates that an average of 56% of all students in grades UTK-5th grade met or exceeded grade-level standards in reading.

Overall, the data indicates that approximately 50% of students in grades UTK - 5th are reading at or above grade level

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students meeting and exceeding grade-level standards	58%	65%	CAASPP ELA	Annually
June 2023	4	Increase the percentage of students meeting and exceeding grade-level standards	58%	65%	CAASPP ELA	Annually
June 2023	5	Increase the percentage of students meeting and exceeding grade-level standards	36%	65%	CAASPP ELA	Annually
June 2023	3	Increase the percentage of students meeting and exceeding grade-level standards as determined by end of year report cards	55%	60%	Other (Describe in Objective)	Annually
June 2023	4	Increase the percentage of students meeting and exceeding grade-level standards as determined by end of year report cards	78%	86%	Other (Describe in Objective)	Annually

June 2023	5	Increase the percentage of students meeting and exceeding grade-level standards as determined by end of year report cards	38%	51%	Other (Describe in Objective)	Annually
June 2023	UTK/K	Increase the percentage of students reading at or above grade level as determined by Fountas and Pinnell Benchmark Assessment System.	52%	60%	Fountas and Pinnell	Annually
June 2023	1st Grade	Increase the percentage of students reading at or above grade level as determined by Fountas and Pinnell Benchmark Assessment System.	55%	60%	Fountas and Pinnell	Annually
June 2023	2nd Grade	Increase the percentage of students reading at or above grade level as determined by Fountas and Pinnell Benchmark Assessment System.	61%	67%	Fountas and Pinnell	Annually
June 2023	4th Grade	Increase the percentage of students reading at or above grade level as determined by the Fast aReading assessment.	79%	87%	FAST aReading	Annually
June 2023	3rd Grade	Increase the percentage of students reading at or above grade level as determined by the Fast aReading assessment.	54%	60%	FAST aReading	Annually
June 2023	5th Grade	Increase the percentage of students reading at or above grade level as determined by the Fast aReading assessment.	50%	55%	FAST aReading	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	Increase the percentage of students meeting and exceeding grade-level standards.	54%	60%	CAASPP ELA	Annually
June 2023	4	English Learner	Increase the percentage of students meeting and exceeding grade-level standards.	50%	55%	CAASPP ELA	Annually
June 2023	5	English Learner	Increase the percentage of students meeting and	27%	35%	CAASPP ELA	Annually

			exceeding grade-level standards.				
June 2023	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards.	0%	10%	CAASPP ELA	Annually
June 2023	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards.	50%	55%	CAASPP ELA	Annually
June 2023	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards.	25%	30%	CAASPP ELA	Annually
June 2023	3	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards.	50%	55%	CAASPP ELA	Annually
June 2023	4	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards.	60%	66%	CAASPP ELA	Annually
June 2023	5	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards.	43%	47%	CAASPP ELA	Annually
June 2023	3rd-5th Grades	Students with Disabilities	Increase the percentage of students reading at or above grade level as determined by the Fast aReading assessment.	18%	25%	FAST aReading	Annually
June 2023	3rd-5th Grades	English Learner	Increase the percentage of students reading at or above grade level as determined by	43%	48%	FAST aReading	Annually

			the Fast aReading assessment.				
June 2023	3	English Learner	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 2023	4	English Learner	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	33%	37%	Other (Describe in Objective)	Annually
June 2023	5	English Learner	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	20%	28%	Other (Describe in Objective)	Annually
June 2023	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	0%	40%	Other (Describe in Objective)	Annually
June 2023	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	33%	40%	Other (Describe in Objective)	Annually
June 2023	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	0%	40%	Other (Describe in Objective)	Annually
June 2023	3	Black or African American	Increase the percentage of students meeting and exceeding grade-level	20%	40%	Other (Describe in Objective)	Annually

			standards as determined by end-of-year report cards.				
June 2023	4	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	80%	88%	Other (Describe in Objective)	Annually
June 2023	5	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	29%	40%	Other (Describe in Objective)	Annually
June 2023	UTK-2nd	English Learner	Increase the percentage of students reading at or above grade level as determined by Fountas and Pinnell Benchmark Assessment System.	43%	48%	Fountas and Pinnell	Annually
June 2023	TK-2nd	Students with Disabilities	Increase the percentage of students reading at or above grade level as determined by Fountas and Pinnell Benchmark Assessment System.	18%	25%	Fountas and Pinnell	Annually
June 2023	TK-2nd	Black or African American	Increase the percentage of students reading at or above grade level as determined by Fountas and Pinnell Benchmark Assessment System.	50%	57%	Fountas and Pinnell	Annually
June 2023	3rd-5th Grades	Black or African American	Increase the percentage of students reading at or above grade level as determined by the Fast aReading assessment.	50%	56%	FAST aReading	Annually

*Identified Need - Math
The Smarter Balanced Assessment was reinstated for the 2021-2022 school year and therefore scores were analyzed. Results show that 39% of all 3rd - 5th-grade students met or exceeded grade-level standards in Mathematics.

The spring DEMI was administered to students in grades 3-5. Scores indicate that 83% of all students in grades 3-5 demonstrated proficiency or above in the Knowledge section; 62% of all students in grades 3-5 demonstrated proficiency or above in the Application section, and 26% of all students in grades 3-5 demonstrated proficiency or above in the Communication section.

Report card grades in Mathematics for grades UTK - 5th were analyzed. Data indicates that 58% of all students in grades UTK-5th grade met or exceeded grade-level standards in math.

Overall, the data indicates an average of 40% of students in grades UTK - 5th are demonstrating Mathematical proficiency at or above grade level. |

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students meeting or exceeding grade-level standards.	31%	38%	CAASPP Math	Annually
June 2023	4	Increase the percentage of students meeting or exceeding grade-level standards.	63%	45%	CAASPP Math	Annually
June 2023	5	Increase the percentage of students meeting or exceeding grade-level standards.	29%	35%	CAASPP Math	Annually
June 2023	UTK - 5th	Increase the percentage of students meeting or exceeding grade-level standards.	58%	64%	Other (Describe in Objective)	Annually
June 2023	3rd	Increase the percentage of students meeting and exceeding grade level standards as determined by end of year report cards	58%	64%	Other (Describe in Objective)	Annually
June 2023	4th	Increase the percentage of students meeting and exceeding grade level standards as determined by end of year report cards	87%	96%	Other (Describe in Objective)	Annually
June 2023	5th	Increase the percentage of students meeting and exceeding grade level standards as determined by end of year report cards	45%	49%	Other (Describe in Objective)	Annually

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th		Increase the percentage of students demonstrating proficiency or above in the Knowledge section of the DEMI	75%	83%	DEMI	Annually
June 2023	3rd-5th		Increase the percentage of students demonstrating proficiency or above in the Application section of the DEMI	62%	68%	DEMI	Annually
June 2023	3rd-5th		Increase the percentage of students demonstrating proficiency or above in the Communication section of the DEMI	26%	30$	DEMI	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	English Learner	Increase the percentage of students meeting or exceeding grade-level standards.	38%	42%	CAASPP Math	Annually
June 2023	4th	English Learner	Increase the percentage of students meeting or exceeding grade-level standards.	50%	55%	CAASPP Math	Annually
June 2023	5th	English Learner	Increase the percentage of students meeting or exceeding grade-level standards.	36%	40%	CAASPP Math	Annually
June 2023	3rd	Students with Disabilities	Increase the percentage of students meeting or exceeding grade-level standards.	0%	10%	CAASPP Math	Annually
June 2023	4th	Students with Disabilities	Increase the percentage of students meeting or exceeding grade-level standards.	50%	55%	CAASPP Math	Annually
June 2023	5th	Students with Disabilities	Increase the percentage of students meeting or	25%	30%	CAASPP Math	Annually

June 2023	3rd	Black or African American	Increase the percentage of students meeting or exceeding grade-level standards.	0%	10%	CAASPP Math	Annually
			exceeding grade-level standards.				
June 2023	4th	Black or African American	Increase the percentage of students meeting or exceeding grade-level standards.	80%	88%	CAASPP Math	Annually
June 2023	5th	Black or African American	Increase the percentage of students meeting or exceeding grade-level standards.	43%	47%	CAASPP Math	Annually
June 2023	3rd-5th	Students with Disabilities	Increase the percentage of students demonstrating proficiency or above in the Communication section of the DEMI.	40%	44%	DEMI	Annually
June 2023	3rd-5th	English Learner	Increase the percentage of students demonstrating proficiency or above in the Communication section of the DEMI.	17$	25%	DEMI	Annually
June 2023	3rd-5th	Black or African American	Increase the percentage of students demonstrating proficiency or above in the Application section of the DEMI.	75%	83%	DEMI	Annually
June 2023	3rd-5th	Students with Disabilities	Increase the percentage of students demonstrating proficiency or above in the Application section of the DEMI.	40%	44%	DEMI	Annually

June 2023	3rd-5th	English Learner	Increase the percentage of students demonstrating proficiency or above in the Application section of the DEMI.	50%	55%	DEMI	Annually
June 2023	3rd-5th	Black or African American	Increase the percentage of students demonstrating proficiency or above in the Knowledge section of the DEMI.	75%	83%	DEMI	Annually
June 2023	3rd-5th	Students with Disabilities	Increase the percentage of students demonstrating proficiency or above in the Knowledge section of the DEMI.	80%	88%	DEMI	Annually
June 2023	3rd-5th	English Learner	Increase the percentage of students demonstrating proficiency or above in the Knowledge section of the DEMI.	83%	92%	DEMI	Annually
June 2023	3rd	English Learner	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	67%	73%	Other (Describe in Objective)	Annually
June 2023	4th	English Learner	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	50%	55%	Other (Describe in Objective)	Annually
June 2023	5th	English Learner	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	50%	55%	Other (Describe in Objective)	Annually

June 2023	3rd	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	0%	10%	Other (Describe in Objective)	Annually
June 2023	4th	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	67%	73%	Other (Describe in Objective)	Annually
June 2023	5th	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	40%	44%	Other (Describe in Objective)	Annually
June 2023	3rd	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	40%	44%	Other (Describe in Objective)	Annually
June 2023	4th	Black or African American	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 2023	5th	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards as determined by end-of-year report cards.	43%	47%	Other (Describe in Objective)	Annually
June 2023	3rd-5th	Black or African American	Increase the percentage of students demonstrating proficiency or above in the Communication section of the DEMI.	66%	73%	DEMI	Annually

*Identified Need - English Learners

English Learners make up about 19% of the overall student population. The 2021-2022 Summative ELPAC scores indicate that 27% of students are Well Developed (Level4) in their English Proficiency; 37% are Moderately Developed (Level 3) in their English Proficiency, 16% are Somewhat Developed (Level 2) in their English Proficiency, and 20% are at the Beginning Stage (Level 1) in their English Proficiency. Overall, 27% of English Learners in grades UTK-5 are Moderately Developed or higher in their English Proficiency.

*Goal 4 - English Learners							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	UTK-5th	English Learner	Increase the percentage of English Learners at Level 4 Proficiency.	27%	30%	Summative ELPAC	Annually
June 2023	UTK-5th	English Learner	Increase the percentage of English Learners at Level 3 Proficiency.	37%	41%	Summative ELPAC	Annually
June 2023	UTK-5th	English Learner	Decrease the percentage of English Learners at Level 2 Proficiency.	16%	14%	Summative ELPAC	Annually
June 2023	UTK-5th	English Learner	Decrease the percentage of English Learners at Level 1 Proficiency.	16%	18%	Summative ELPAC	Annually
June 2023	3rd-5th	English Learner	Increase the number of Reclassified Fluent English Proficient (RFEP) students.	10%	15%	Summative ELPAC	Annually

*Identified Need - Graduation/Promotion Rate

Results from the 2021-2022 Smarter Balanced Data indicate that 58% of students in third grade and 36% of students in fifth grade are meeting grade-level standards. Additionally, Fast aReading results from the spring of 2022 indicate that 54% of third graders and 50% of fifth graders are either the low risk of needing reading intervention or are on a College Pathway in reading.

*Goal 5- Graduation/Promotion Rate						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	3	Increase the percentage of students reading at or above grade level as measured by Fast aReading	54%	60%	FAST aReading	Annually

June 2023	5		Increase the percentage of students reading at or above grade level as measured by Fast aReading.	50%	58%	FAST aReading	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the Fast aReading assessment.	69%	76%	FAST aReading	Annually
June 2023	3	Students with Disabilities	Maintain the percentage of students reading at or above grade level as measured by the Fast aReading assessment.	100%	100%	FAST aReading	Annually
June 2023	3	Black or African American	Maintain the percentage of students reading at or above grade level as measured by the Fast aReading assessment.	100%	100%	FAST aReading	Annually
June 2023	5	English Learner	Increase the percentage of students reading at or above grade level as measured by the Fast aReading assessment	27%	35%	FAST aReading	Annually
June 2023	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the Fast aReading assessment	25%	30%	Grade 5 ELA Reading	Annually
June 2023	5	Black or African American	Increase the percentage of students reading at or above grade level as measured by the Fast aReading assessment.	43%	48%	FAST aReading	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 English Language Arts and Mathematics, specifically the following subgroups: English Learners, Students with Disabilities, and Black Youth.

*Strategy/Activity - Description

Teachers will meet three times per year in PLCs to analyze student data, design lessons to meet their student's needs, and engage in a teach-assess-reteach-reassess cycle. Teachers will dedicate one PLC day to analyzing math data, one PLC to analyzing ELA data, and the third PLC will be based on student needs (either ELA or Math).

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N010757	Prof&Curriclm Dev Vist Tchr		$2,425.00	$3,002.40	0107-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Funds will pay for visiting teachers to come to cover classroom teachers in order to participate in three PLCs during the school year.
N01077P	Prof&Curriclm Dev Vist Tchr		$3,994.00	$4,944.96	0107-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funds will pay for visiting teachers to come to cover classroom teachers in order to participate in three PLCs during the school year.
N01079D	Prof&Curriclm Dev Vist Tchr		$2,425.00	$3,002.40	0107-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Funds will pay for visiting teachers to come to cover classroom teachers in order to participate in three PLCs during the school year.

Tier 2 Instructional Support (AKA: Florence After School Instructional Program)

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

*Strategy/Activity - Description
Classroom teachers will provide targeted intervention support for small groups of their students (between 5-10 students) after school. These students will be identified based on F&P reading scores, Fast aReading scores, report card grade averages in ELA and Math, and/or teacher informal assessments. Teachers will create SMART goals to monitor student growth. Teachers will provide up to 30 days/hours of additional intervention support. Teachers will meet with the administrator on an ongoing basis to track and monitor student progress.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N010761	Classroom Teacher Hrly		$8,036.00	$9,949.37	0107-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Compensation for classroom teachers to provide Tier 2 targeted intervention support after school to selected students who are not performing at grade level.
N010762	Classroom Teacher Hrly		$11,480.00	$14,213.39	0107-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Compensation for classroom teachers to provide Tier 2 targeted intervention support after school to selected students who are not performing at grade level.

Curricular 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 and Mathematics, specifically the following subgroups: English Learners, Students with Disabilities, and Black Youth.

*Strategy/Activity - Description
Grade-level teams will develop long-term curricular plans as a guide to lead the instruction throughout the school year. These planning sessions will occur outside of the contract day to keep the interruption of teacher instruction at a minimum. Grade Level teams will meet twice a year to do this long-term planning. Intervention support will be incorporated into these plans; formative assessments will be required to be analyzed in order to determine the next right steps for the students.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01074P	Prof&Curriclm DevHrlyClsrmTchr		$2,467.00	$3,054.40	0107-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Compensation for teachers to make long-term curricular plans in ELA and Math outside of the contract day.

Instructional Supplies

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

*Strategy/Activity - Description

Purchase instructional materials (books, supplemental curriculum) and instructional supplies that support students' achievement/improvement, especially for English Learners, Students with Disabilities, and Black Youth.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01077R	Supplies		$14,515.00	$14,515.00	0107-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Purchase instructional materials (books, supplemental curriculum) and instructional supplies such as notebooks, flashcards, and pocket charts, that support students' achievement/improvement.
N010799	Supplies		$8,562.00	$8,562.00	0107-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Purchase instructional materials (books, supplemental curriculum) and instructional supplies such as notebooks, flashcards, and pocket charts, that support students' achievement/improvement.

| N0107AL | Supplies | | $6,094.00 | $6,094.00 | 0107-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Purchase instructional materials (books, supplemental curriculum) and instructional supplies such as notebooks, flashcards, and pocket charts, that support students' achievement/improvement. |

Assessment 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 Arts and Mathematics, specifically the following subgroups: English Learners, Students with Disabilities, and Black Youth.

*Strategy/Activity - Description

We will utilize our RVT (provided by the district) for teachers a minimum of three times per school year for teachers to assess their students' literacy and math levels. The data collected from these assessment PLC days will support teachers in designing lessons based on student needs as well as grade level appropriate. If the RVT is not available, we will use Visiting Teachers for this strategy.

Note: the RVT is centrally funded and there is no charge to the Florence budget.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0107-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N010757	Funds to pay for Visiting Teachers to provide Assessment PLC days (3) to classroom teachers to determine the academic achievement and progress of their students.
	Prof&Curriclm Dev Vist Tchr				0107-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N01077P	Funds to pay for Visiting Teachers to provide Assessment PLC days (3) to classroom teachers to determine the academic achievement and progress of their students.

				0107-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N01079D	Funds to pay for Visiting Teachers to provide Assessment PLC days (3) to classroom teachers to determine the academic achievement and progress of their students.
Prof&Curriclm Dev Vist Tchr								

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 Arts and Mathematics, specifically the following subgroups: English Learners, Students with Disabilities, and Black Youth.

*Strategy/Activity - Description

Online learning apps will support all students, especially English Learners, to increase their literacy skills. These Online Learning Apps include, but are not limited to KidBiz, Smarty Ants, A - Z reading, and others.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N010785	Software License		$12,000.00	$12,000.00	0107-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Funds will be used to purchase software licenses such as KidBiz, Smarty Ants, and A - Z reading to support academic progress in ELA and Math.

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 classified staff members to administer the summative ELPAC. Compensation for EL Coordinator to administer ELPAC as well as coordinate the compliance of supporting English Learners.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0107A3	Clerical OTBS Hrly		$2,316.62	$3,174.00	0107-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Compensation for EL Coordinator to administer ELPAC as well as coordinate the compliance of supporting English Learners.
N0107AM	Other Nonclsrm PARAS Hrly		$791.00	$1,083.75	0107-09800-00-2955-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Compensation for a classified staff member to administer the summative ELPAC.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

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, arts and crafts events, and fundraisers. Parents are counted on to run the events.

Florence utilizes the district-supported website, online communication apps (such as Class Dojo), and school messenger systems. Florence uses online newsletter apps (such as Smore.com) to develop weekly newsletters that can be automatically translated into Spanish.

Families are encouraged to come to school to volunteer in their child's classroom or on campus to assist the teachers in preparing instructional materials for the class.

Families are encouraged to participate in our School Site Council meetings which are held approximately once a month.

Families are encouraged to attend Mornings with the Principal to discuss school and educational issues.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We are growing parent involvement across the school.

Due to COVID-19 restrictions regarding visitors and volunteers, we were unable to implement activities in which parents were invited to campus. As a result, several of our annual events were either canceled or families were able to participate virtually (via Zoom).

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The school is advertising parent involvement opportunities in a more systematic way. For the 2022-2023 school year, almost all COVID-19 restrictions regarding parent volunteers and visitors have been lifted. As a result, we plan to reinstate the parent involvement activities.

*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, 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.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	Increase parent participation	70%	90%	Other - Describe in objective
June 2023	PTA	Increase parent volunteer participation.	50%	70%	Other - Describe in objective

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase parent involvement in school activities such as Coffee with the principal.	70%	90%	Attendance

| June 2023 | Other (Describe in Objective) | Increase the number of parents who volunteer in classrooms. | 60% | 70% | Attendance |

Mornings with the Principal

*Families to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Approximately every month, the principal will host Mornings with the Principal talk sessions in which we discuss educational topics (such as screen time, homework, study habits, school-wide test scores, etc...).

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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01074J	Interprogram Svcs/Paper		$586.00	$586.00	0107-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Purchase copy paper to advertise parent-involvement events and/or to provide hard copies of information to families regarding school events and data.

Online Subscriptions

*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 (such as Canva.com and/or Smore.com) to create parent newsletters and fliers for parent events.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/Paper				0107-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]	LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools | Ref Id : N01074J	Funds to pay for subscriptions for effective online communication platforms.

U.S. Mail Communication

*Families to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Provide important information to families via the US mail. Sometimes, parents are not able to come to the campus to obtain crucial documents that involve their child's school progress. Providing these items via US mail will enable the school to communicate with families.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N010763	Postage Expense		$500.00	$500.00	0107-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide families with important school information via the US mail.

*Additional Supports for this Strategy/Activity

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 44,106
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)	$ 92,375

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)	$ 25,778
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 25,778

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)	$ 22,491
[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): $ 22,491

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 92,375

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Florence Elementary	09800 LCFF Intervention Support	(blank)	1170 Prof&Curriclm DevHrlyClsrmTchr	Prof&Curriclm DevHrlyClsrmTchr	0	$2,467.00
Florence Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$3,994.00
Florence Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	0	$2,467.00
Florence Elementary			2282 Other Support Prsnl OTBS Hrly	Other Support Prsnl OTBS Hrly	0	$792.00
Florence Elementary			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	0	$2,316.62
Florence Elementary			2955 Other Nonclsrm PARAS Hrly	Other Nonclsrm PARAS Hrly	0	$791.00
Florence Elementary			3000 Benefits		0	$3,569.01
Florence Elementary			4301 Supplies	Supplies	0	$6,094.00
Florence Elementary		(blank) Total			0	$22,490.63
Florence Elementary	09800 LCFF Intervention Support Total				0	$22,490.63
Florence Elementary	30100 Title I Basic Program	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	$10,906.00
Florence Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$2,425.00
Florence Elementary			3000 Benefits		0	$3,174.12
Florence Elementary			4301 Supplies	Supplies	0	$14,515.00
Florence Elementary			5841 Software License	Software License	0	$12,000.00
Florence Elementary		(blank) Total			0	$43,020.12
Florence Elementary	30100 Title I Basic Program Total				0	$43,020.12
Florence Elementary	30103 Title I Parent Involvement	(blank)	5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	$586.00
Florence Elementary			5920 Postage Expense	Postage Expense	0	$500.00
Florence Elementary		(blank) Total			0	$1,086.00
Florence Elementary	30103 Title I Parent Involvement Total				0	$1,086.00
Florence Elementary	30106 Title I Supplmnt Prog Imprvmnt	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	$11,480.00
Florence Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$2,425.00
Florence Elementary			3000 Benefits		0	$3,310.79
Florence Elementary			4301 Supplies	Supplies	0	$8,562.00
Florence Elementary		(blank) Total			0	$25,777.79
Florence Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0	$25,777.79

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Florence Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Florence Elementary School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) Feedback was obtained from the School Site Council, Site Governance Team, PTA, Family Surveys, and informal parent conversations with both staff and administration. The Policy has distributed the policy to parents of Title I students. The Parent and Family Engagement Policy and Home School Compact are posted on the Campus Community Boards. Hard copies of the policies are distributed at Back to School Night and/or Fall Progress Monitoring Conferences.

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how Florence Elementary School shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]) Communication is provided to families in a variety of languages. Additionally, communication is provided to families in a variety of ways (both hard copies and electronic).

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2]) These include but are not limited to:
   ● Back to School Night
   ● Open House
   ● PTA Events
   ● Classroom Events
   ● School Site Council Meetings

- Meetings with the Principal

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])   Florence offers functions that are structured with the needs of families as a factor in our planning.   PTA arranges for food sales to facilitate feeding families and attending school events; free child care is provided during home/schol functions so parents can attend free of distraction and meetings are scheduled to best support the needs of our community members.   Progress Conferences (AKA Parent-Teacher Conferences) are conducted from the early morning until late in the evening and parents have the option to meet virtually. Teachers work with the schedules of working families.

d) The school provides parents of participating children with the following:

i.   Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A]) Information regarding Title I funding is presented during SSC meetings and the minutes are shared with the school community.

ii.   A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B]) This information is shared with the community during SSC meetings and minutes as well as during meetings with the principal.   Families have official opportunities to meet with teachers three times per year as well as schedule meetings during the school year.

iii.   If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C]) Parents have the opportunity to participate in SSC meetings as well as one-on-one meetings with the administrator and/or teacher.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement,

each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1]) Parents have the opportunity to meet one-on-one with their child's classroom teacher three times per year. Additionally, parents may request conferences with the classroom teacher at the convenience of scheduling.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2]) Teachers may provide step-by-step instructions for families to support their students' academic progress at home.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5]) The school has several multi-lingual staff members to assist with translation. Additionally, materials are sent home in multiple languages.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Florence Elementary School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
FLORENCE ELEMENTARY SCHOOL
TITLE I - HOME/SCHOOL COMPACT 2022-2023

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 to 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 November 21 - 25, March20 - 24 and June 8 (by appointment only)

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. Teacher emails are provided for all teachers in order for parents to access. Teachers will utilize online school communication tools (Class Dojo) or email 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. Please see Rick Koenig (rkoenig1@sandi.net), our volunteer coordinator.

PARENT RESPONSIBILITIES

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

- Monitoring attendance.

- 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…).

- 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 or be read to (minimum of 10 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: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at: https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school. Additional data for schools can be found in:

• Illuminate
• California Dashboard

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

2016-2022 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	
	2016		2017		2018		2019		2022			2016	2019	2016		2017		2018		2019		2022			2016	2019
	N	%	N	%	N	%	N	%	N	%		%	%	N	%	N	%	N	%	N	%	N	%		%	%
Total	103	44.7	98	52.0	86	66.3	89	64.0	85	50.6		5.9	-13.4	105	40.0	99	48.5	86	58.1	88	60.2	84	39.3		-0.7	-20.9
Female	52	53.8	44	63.6	45	80.0	46	78.3	43	48.8		-5.0	-29.5	52	46.2	44	59.1	46	73.9	46	63.0	43	32.6		-13.6	-30.4
Male	51	35.3	54	42.6	41	51.2	43	48.8	42	52.4		17.1	3.6	53	34.0	55	40.0	40	40.0	42	57.1	41	46.3		12.3	-10.8
African American	11	36.4	12	41.7	8	-	10	60.0	9	-		-	-	11	36.4	12	50.0	8	-	10	60.0	9	-		-	-
Asian	1	-	2	-	1	-	1	-	0	-		-	-	1	-	2	-	1	-	1	-	0	-		-	-
Filipino	2	-	1	-	1	-	0	-	1	-		-	-	2	-	1	-	1	-	0	-	1	-		-	-
Hispanic	63	34.9	62	50.0	54	61.1	57	61.4	54	44.4		9.5	-17.0	65	33.8	63	42.9	54	48.1	57	54.4	53	35.8		2.0	-18.6
Native American	0	-	0	-	0	-	1	-	1	-		-	-	0	-	0	-	0	-	1	-	1	-		-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-		-	-	0	-	0	-	0	-	0	-	1	-		-	-
White	12	58.3	9	-	12	75.0	10	80.0	13	76.9		18.6	-3.1	12	58.3	9	-	12	66.7	9	-	13	30.8		-27.5	-
Multiracial	12	66.7	10	70.0	9	-	10	70.0	6	-		-	-	12	50.0	10	60.0	9	-	10	90.0	6	-		-	-
English Learner	29	20.7	21	4.8	21	42.9	16	6.3	22	22.7		2.0	16.4	31	19.4	22	27.3	21	28.6	15	13.3	21	19.0		-0.4	5.7
English-Speaking	74	54.1	77	64.9	65	73.8	73	76.7	63	60.3		6.2	-16.4	74	48.6	77	54.5	65	67.7	73	69.9	63	46.0		-2.6	-23.9
Reclassified†	5	-	26	73.1	16	75.0	17	88.2	7	-		-	-	5	-	26	69.2	16	81.3	17	76.5	7	-		-	-
Initially Eng. Speaking	69	50.7	51	60.8	49	73.5	56	73.2	56	55.4		4.7	-17.8	69	46.4	51	47.1	49	63.3	56	67.9	56	41.1		-5.3	-26.8
Econ. Disadv.*	78	35.9	83	49.4	63	58.7	63	57.1	54	50.0		14.1	-7.1	80	31.3	84	44.0	62	54.8	62	59.7	54	33.3		2.0	-26.4
Non-Econ. Disadv.	25	72.0	15	66.7	23	87.0	26	80.8	31	51.6		-20.4	-29.2	25	68.0	15	73.3	24	66.7	26	61.5	30	50.0		-18.0	-11.5
Gifted	24	66.7	18	72.2	13	84.6	6	-	0	-		-	-	24	66.7	18	88.9	14	78.6	5	-	0	-		-	-
Not Gifted	79	38.0	80	47.5	73	63.0	83	62.7	85	50.6		12.6	-12.1	81	32.1	81	39.5	72	54.2	83	59.0	84	39.3		7.2	-19.7
With Disabilities	21	23.8	18	27.8	11	36.4	8	-	11	18.2		-5.6	-	22	13.6	18	22.2	11	9.1	8	-	11	27.3		13.7	-
WO Disabilities	82	50.0	80	57.5	75	70.7	81	69.1	74	55.4		5.4	-13.7	83	47.0	81	54.3	75	65.3	80	65.0	73	41.1		-5.9	-23.9
Homeless	4	-	4	-	4	-	8	-	3	-		-	-	4	-	4	-	4	-	8	-	2	-		-	-
Foster	0	-	0	-	0	-	0	-	0	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-
Military	3	-	3	-	5	-	3	-	5	-		-	-	3	-	3	-	6	-	3	-	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Florence
Grade 3

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	38	39.5	33	42.4	24	83.3	0	-	33	57.6	18.1	-	38	34.2	34	50.0	24	75.0	36	50.0	32	31.3	-2.9	-18.7
Female	14	57.1	15	53.3	16	81.3	0	-	20	65.0	7.9	-	14	57.1	15	66.7	16	75.0	18	50.0	20	30.0	-27.1	-20.0
Male	24	29.2	18	33.3	8	-	0	-	13	46.2	17.0	-	24	20.8	19	36.8	8	-	18	50.0	12	33.3	12.5	-16.7
African American	6	-	3	-	2	-	0	-	3	-	-	-	6	-	3	-	2	-	6	-	3	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	21	23.8	21	42.9	16	87.5	0	-	23	56.5	32.7	-	21	33.3	22	45.5	16	68.8	23	47.8	22	31.8	-1.5	-16.0
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	5	-	6	-	4	-	0	-	5	-	-	-	5	-	6	-	4	-	1	-	5	-	-	-
Multiracial	4	-	3	-	2	-	0	-	1	-	-	-	4	-	3	-	2	-	4	-	1	-	-	-
English Learner	16	31.3	8	-	6	-	0	-	10	40.0	8.7	-	16	31.3	9	-	6	-	5	-	9	-	-	-
English-Speaking	22	45.5	25	56.0	18	83.3	0	-	23	65.2	19.7	-	22	36.4	25	52.0	18	88.9	31	58.1	23	30.4	-6.0	-27.7
Reclassified†	0	-	7	-	1	-	0	-	3	-	-	-	0	-	7	-	1	-	7	-	3	-	-	-
Initially Eng. Speaking	22	45.5	18	50.0	17	82.4	0	-	20	60.0	14.5	-	22	36.4	18	44.4	17	88.2	24	58.3	20	25.0	-11.4	-33.3
Econ. Disadv.*	31	32.3	27	40.7	17	76.5	0	-	23	60.9	28.6	-	31	29.0	28	42.9	17	64.7	27	51.9	23	30.4	1.4	-21.5
Non-Econ. Disadv.	7	-	6	-	7	-	0	-	10	50.0	-	-	7	-	6	-	7	-	9	-	9	-	-	-
Gifted	5	-	7	-	2	-	0	-	0	-	-	-	5	-	7	-	2	-	5	-	0	-	-	-
Not Gifted	33	33.3	26	38.5	22	81.8	0	-	33	57.6	24.3	-	33	33.3	27	40.7	22	72.7	36	50.0	32	31.3	-2.0	-18.7
With Disabilities	7	-	6	-	1	-	0	-	2	-	-	-	7	-	6	-	1	-	3	-	2	-	-	-
WO Disabilities	31	41.9	27	48.1	23	87.0	0	-	31	61.3	19.4	-	31	38.7	28	57.1	23	78.3	33	51.5	30	33.3	-5.4	-18.2
Homeless	4	-	2	-	2	-	0	-	1	-	-	-	3	-	2	-	2	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	3	-	0	-	2	-	-	-	1	-	1	-	3	-	0	-	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Florence
Grade 4

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	36	38.9	33	45.5	32	62.5	0	-	24	58.3	19.4	-	37	27.0	33	30.3	33	45.5	23	82.6	24	62.5	35.5	-20.1
Female	19	42.1	13	61.5	15	80.0	0	-	12	50.0	7.9	-	19	15.8	13	53.8	16	62.5	13	76.9	12	58.3	42.5	-18.6
Male	17	35.3	20	35.0	17	47.1	0	-	12	66.7	31.4	-	18	38.9	20	15.0	17	29.4	10	90.0	12	66.7	27.8	-23.3
African American	4	-	5	-	3	-	0	-	2	-	-	-	4	-	5	-	3	-	1	-	2	-	-	-
Asian	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Hispanic	23	34.8	19	42.1	20	55.0	0	-	13	53.8	19.0	-	24	16.7	19	21.1	21	38.1	16	75.0	13	61.5	44.8	-13.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	3	-	2	-	5	-	0	-	4	-	-	-	3	-	2	-	5	-	4	-	4	-	-	-
Multiracial	5	-	4	-	4	-	0	-	3	-	-	-	5	-	4	-	4	-	2	-	3	-	-	-
English Learner	11	9.1	9	-	8	-	0	-	4	-	-	-	12	0.0	9	-	9	-	4	-	4	-	-	-
English-Speaking	25	52.0	24	58.3	24	66.7	0	-	20	65.0	13.0	-	25	40.0	24	37.5	24	50.0	19	94.7	20	75.0	35.0	-19.7
Reclassified†	1	-	7	-	6	-	0	-	1	-	-	-	1	-	7	-	6	-	3	-	1	-	-	-
Initially Eng. Speaking	24	50.0	17	52.9	18	66.7	0	-	19	63.2	13.2	-	24	41.7	17	29.4	18	44.4	16	93.8	19	73.7	32.0	-20.1
Econ. Disadv.*	27	33.3	29	37.9	24	58.3	0	-	13	61.5	28.2	-	28	21.4	29	24.1	25	44.0	14	78.6	13	53.8	32.4	-24.8
Non-Econ. Disadv.	9	-	4	-	8	-	0	-	11	54.5	-	-	9	-	4	-	8	-	9	-	11	72.7	-	-
Gifted	8	-	5	-	6	-	0	-	0	-	-	-	8	-	5	-	6	-	1	-	0	-	-	-
Not Gifted	28	39.3	28	39.3	26	53.8	0	-	24	58.3	19.0	-	29	17.2	28	21.4	27	40.7	22	81.8	24	62.5	45.3	-19.3
With Disabilities	9	-	6	-	6	-	0	-	5	-	-	-	10	20.0	6	-	6	-	1	-	5	-	-	-
WO Disabilities	27	44.4	27	48.1	26	69.2	0	-	19	68.4	24.0	-	27	29.6	27	37.0	27	55.6	22	86.4	19	68.4	38.8	-18.0
Homeless	1	-	4	-	2	-	0	-	2	-	-	-	1	-	4	-	2	-	4	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	2	-	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Florence
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	29	58.6	32	68.8	30	56.7	0	-	28	35.7	-22.9	-	30	63.3	32	65.6	29	58.6	29	55.2	28	28.6	-34.7	-26.6
Female	19	63.2	16	75.0	14	78.6	0	-	11	18.2	-45.0	-	19	68.4	16	56.3	14	85.7	15	66.7	11	9.1	-59.3	-57.6
Male	10	50.0	16	62.5	16	37.5	0	-	17	47.1	-2.9	-	11	54.5	16	75.0	15	33.3	14	42.9	17	41.2	-13.3	-1.7
African American	1	-	4	-	3	-	0	-	4	-	-	-	1	-	4	-	3	-	3	-	4	-	-	-
Asian	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Filipino	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Hispanic	19	47.4	22	63.6	18	44.4	0	-	18	22.2	-25.2	-	20	55.0	22	59.1	17	41.2	18	44.4	18	22.2	-32.8	-22.2
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	4	-	1	-	3	-	0	-	4	-	-	-	4	-	1	-	3	-	4	-	4	-	-	-
Multiracial	3	-	3	-	3	-	0	-	2	-	-	-	3	-	3	-	3	-	4	-	2	-	-	-
English Learner	2	-	4	-	7	-	0	-	8	-	-	-	3	-	4	-	6	-	6	-	8	-	-	-
English-Speaking	27	63.0	28	78.6	23	73.9	0	-	20	50.0	-13.0	-	27	66.7	28	71.4	23	69.6	23	65.2	20	35.0	-31.7	-30.2
Reclassified†	4	-	12	75.0	9	-	0	-	3	-	-	-	4	-	12	75.0	9	-	7	-	3	-	-	-
Initially Eng. Speaking	23	56.5	16	81.3	14	71.4	0	-	17	41.2	-15.3	-	23	60.9	16	68.8	14	57.1	16	56.3	17	23.5	-37.4	-32.8
Econ. Disadv.*	20	45.0	27	70.4	22	45.5	0	-	18	27.8	-17.2	-	21	47.6	27	66.7	20	60.0	21	57.1	18	22.2	-25.4	-34.9
Non-Econ. Disadv.	9	-	5	-	8	-	0	-	10	50.0	-	-	9	-	5	-	9	-	8	-	10	40.0	-	-
Gifted	11	81.8	6	-	5	-	0	-	0	-	-	-	11	81.8	6	-	6	-	4	-	0	-	-	-
Not Gifted	18	44.4	26	65.4	25	56.0	0	-	28	35.7	-8.7	-	19	52.6	26	57.7	23	52.2	25	52.0	28	28.6	-24.0	-23.4
With Disabilities	5	-	6	-	4	-	0	-	4	-	-	-	5	-	6	-	4	-	4	-	4	-	-	-
WO Disabilities	24	66.7	26	76.9	26	57.7	0	-	24	37.5	-29.2	-	25	76.0	26	69.2	25	64.0	25	64.0	24	29.2	-46.8	-34.8
Homeless	4	-	2	-	4	-	0	-	3	-	-	-	0	-	2	-	4	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	1	-	0	-	2	-	-	-	1	-	1	-	2	-	1	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: FLORENCE ELEMENTARY	
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820	
SCHOOL YEAR: 2021-22	

Goal 2 - English Language Arts

Tier 2 Instructional Support

*Strategy/Activity - Description

A retired teacher will continue to provide tier 2 intervention reading support to students in grades 3-5. This will support students who are not yet achieving at grade level.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired Clsrm Teacher Hrly		$5,633.47	30106-1189	Compensation for a retired teacher to	We were unable to secure a retired	We were unable to secure a retired	Instead, we reallocated these

				provide Tier 2 reading intervention to students in grades 3-5	teacher to implement this strategy. This strategy was not implemented.	teacher to implement this strategy.	funds to purchase instructional materials to support classroom instruction. We also reallocated these funds to compensate teachers to provide tier 2 intervention to specific students after school, three days per week. We will not implement this strategy for the 2022-2023 school year.

PLCs

*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

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and	What is not working	Modifications based on

					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Interprogram Svcs/VAPA		$15,000.00	30106-5738	Funds will cover the visiting teachers to provide Arts in Education services while the teachers are in PLCs.	We were unable to implement this strategy due to visiting teacher shortage.	Due to the visiting teacher shortage, we were unable to implement this strategy.	These funds were reallocated to purchase instructional supplies to support academic achievement for all students. These funds were also reallocated to provide tier 2 after-school instruction to struggling students. We will not be funding the Arts in Education Program strategy for the 2022-2023 school year.
Curricular Development							

*Strategy/Activity - Description
Grade-level teams will develop long-term curricular plans as a guide to lead the instruction throughout the school year. These planning sessions will occur outside of the contract day to keep the interruption of teacher instruction at a minimum. Grade Level teams will meet twice a year to do this long-term planning. Intervention support will be incorporated into these plans; formative assessments will be required to be analyzed in order to determine the next right steps for the students.

*Proposed Expenditures for this Strategy/Activity
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClsrmTchr		$1,526.38	30100-1170	Compensation for grade level teams to develop long-term plans outside of instructional day, 2 times per year.	We were able to have lessons for students.	We were unable to use these funds as originally intended due to the high number of COVID-19 absences for	These funds were used to develop up to two weeks of lessons for students that were absent due to COVID-19 illness and/or

						both students and teachers.	quarantine. These funds were also reallocated to compensate teachers to develop 2-weeks of visiting teacher plans should the teachers become ill with COVID-19 and/or be forced to quarantine. We will continue to utilize this strategy for the 2022-2023 school year.

Instructional Supplies

***Strategy/Activity - Description**
Purchase instructional materials (books, supplemental curriculum) and instructional supplies that support students' achievement/improvement, especially for English Learners, Students with Disabilities, and Black Youth.

***Proposed Expenditures for this Strategy/Activity**
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and**	**Modifications based on qualitative and quantitative data.**

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		$18,058.00	30100-4301	Funds will be used to purchase instructional materials (books, supplemental curriculum) and supplies that support student achievement.	This strategy was effective as students were able to make academic growth and progress throughout the school year.	N/a	We will continue to implement this strategy for the 2022-2023 school year.
Supplies		$4,492.00	30106-4301	Funds will be used to purchase instructional materials (books, supplemental curriculum) and supplies that support student achievement.	This strategy was effective as students were able to make academic growth and progress throughout the school year.	N/a	We will continue to implement this strategy for the 2022-2023 school year.

Assessment PLCs

*Strategy/Activity - Description

Visiting teachers will be provided for teachers a minimum of three times per school year to assess their student's literacy levels. The data collected from these assessment PLC days will support teachers in designing lessons based on student needs as well as grade level appropriate.

*Proposed Expenditures for this Strategy/Activity

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	**FTE**	**Estimated Cost**	**Funding Source**	**Rationale**	**What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**Modifications based on qualitative and quantitative data.**
Prof&Curriclm Dev Vist Tchr		$2,483.66	30100-1192	Funds will be used to pay for visiting teachers to cover all teachers' classes in order for teachers to assess their students' academic levels.	Teachers were able to fund 2 out of the 3 designated Assessment PLC days due to a visiting teacher shortage.	We were unable to secure visiting teachers for three PLC sessions due to a visiting teacher shortage. We were able to secure visiting teachers for 2 sessions of PLCs. These funds were used for teachers to determine the academic progress of their students and make informed instructional decisions. The	Depending on the visiting teacher's situation, we may or may not implement this strategy for the 2022-2023 school year.

						funds that did not support the visiting teachers due to the visiting teacher shortage were reallocated into instructional materials to support academic growth and achievement for all students.	
Prof&Curriclm Dev Vist Tchr		$3,680.56	30106-1192	Funds will be used to pay for visiting teachers to cover all teachers' classes in order for teachers to assess their students' academic levels.	Teachers were able to fund 2 out of the 3 designated Assessment PLC days due to a visiting teacher shortage.	We were unable to secure visiting teachers for three PLC sessions due to a visiting teacher shortage. We were able to secure visiting teachers for 2 sessions of PLCs. These funds were used for teachers to determine the academic progress of their students and make informed instructional decisions. The funds that did not support the visiting teachers due to the visiting teacher shortage were reallocated into instructional	Depending on the visiting teacher's situation, we may or may not implement this strategy for the 2022-2023 school year.

					materials to support academic growth and achievement for all students.	

| **Professional Learning** |||||||

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		$9,314.03	30100-1157	Compensation for teachers to assess	This strategy was effective in	Not all teachers were able to take	For the 2022-2023 school year,

			or support students prior to school starting to plan for acceleration	providing teachers the information they needed in order to support their students.	advantage of this opportunity before school.	teachers will have the option to do the assessments before the first day of school starts or through out the first 6 weeks of school outside of contract hours.

Software Licenses

*Strategy/Activity - Description
Online learning apps will support all students, especially English Learners, to increase their literacy skills. These Online Learning Apps include but are not limited to KidBiz, Smarty Ants, A - Z reading and others.

*Proposed Expenditures for this Strategy/Activity
Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

						monitoring results, etc.).	
Software License		$20,000.00	30100-5841	Funds will be used to purchase software licenses to promote and support academic achievement.	The purchase of the software licenses promoted student achievement for all students. We saw instructional gains across the grade levels.	We over-allocated funds for this strategy. We reallocated the left-over funds into instructional supplies in order to support student achievement and growth.	We will not allocate as much money as we previously did to purchase software licenses for the 2022-2023 school year.
Software License		$2,000.00	30106-5841	Funds will be used to purchase software licenses to promote and support academic achievement.	The purchase of the software licenses promoted student achievement for all students. We saw instructional gains across the grade levels.	We over-allocated funds for this strategy. We reallocated the leftover funds into instructional supplies in order to support student achievement and growth.	We will not allocate as much money as we previously did to purchase software licenses for the 2022-2023 school year.

Goal 3 - Mathematics

Tier 2 Instruction

*Strategy/Activity - Description
A retired teacher will continue to provide tier 2 intervention reading and writing support to students in grades 3-5 in order to increase student achievement in Mathematics.

*Proposed Expenditures for this Strategy/Activity
Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired Clsrm Teacher Hrly	--	--	30106-1189	Compensation for a retired teacher to provide Tier 2 Math intervention	We were unable to secure a retired teacher to implement this strategy. This	We were unable to secure a retired teacher to implement this strategy.	Instead, we reallocated these funds to purchase instructional materials to

				for students in grades 3-5.	strategy was not implemented.		support classroom instruction. We also reallocated these funds to compensate teachers to provide tier 2 intervention to specific students after school, three days per week.
							We will not implement this strategy for the 2022-2023 school year.

PLCs

*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   This strategy will increase student achievement in Mathematics.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and**	**What is not working**	**Modifications based on**

					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	30106-5738	Cost of the Arts in Education Program funded by SDUSD's VAPA department	We were unable to implement this strategy due to visiting teacher shortage.	Due to the visiting teacher shortage, we were unable to implement this strategy.	These funds were reallocated to purchase instructional supplies to support academic achievement for all students. These funds were also reallocated to provide tier 2 after-school instruction to struggling students. We will not be funding the Arts in Education Program strategy for the 2022-2023 school year.
Curricular Development							

*Strategy/Activity - Description
Grade level teams will develop long-term curricular plans as a guide to lead the instruction throughout the school year. These planning sessions will occur outside of the contract day to keep the interruption of teacher instruction at a minimum. Grade Level teams will meet twice a year to do this long-term planning. Intervention support will be incorporated into these plans; formative assessments will be required to be analyzed in order to determine the next right steps for the students. This strategy will increase student achievement in Mathematics.

*Proposed Expenditures for this Strategy/Activity
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClsrmTchr	--	--	30100-1170	Grade-level teams to develop long-term plans outside of instructional	We were able to have lessons for students.	We were unable to use these funds as originally intended due to the high	These funds were used to develop up to two weeks of lessons for students

					number of COVID-19 absences for both students and teachers.	that were absent due to COVID-19 illness and/or quarantine. These funds were also reallocated to compensate teachers to develop 2-weeks of visiting teacher plans should the teachers become ill with COVID-19 and/or be forced to quarantine. We will continue to utilize this strategy for the 2022-2023 school year.

| day, 2 times per year. | | | | | | |

| **Assessment PLCs** | | | | | | |

*Strategy/Activity - Description

Visiting teachers will be provided for teachers a minimum of three times per school year to assess their students' mathematical understanding. The data collected from these assessment PLC days will support teachers in designing lessons based on student needs as well as grade level appropriate. This strategy will increase student achievement in Mathematics.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Fund visiting teachers so classroom teachers can assess their students' academic levels three times per year.	Teachers were able to fund 2 out of the 3 designated Assessment PLC days due to a visiting teacher shortage.	We were unable to secure visiting teachers for three PLC sessions due to a visiting teacher shortage. We were able to secure visiting teachers for 2 sessions of PLCs. These funds were used for teachers to determine the academic progress of their students and make informed instructional decisions. The funds that did not support the visiting teachers due to the visiting teacher shortage were reallocated into	Depending on the visiting teacher situation, we may or may not implement this strategy for the 2022-2023 school year.

						instructional materials to support academic growth and achievement for all students.	
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Fund visiting teachers so classroom teachers can assess their students' academic levels three times per year.	Teachers were able to fund 2 out of the 3 designated Assessment PLC days due to a visiting teacher shortage.	We were unable to secure visiting teachers for three PLC sessions due to a visiting teacher shortage. We were able to secure visiting teachers for 2 sessions of PLCs. These funds were used for teachers to determine the academic progress of their students and make informed instructional decisions. The funds that did not support the visiting teachers due to the visiting teacher shortage were reallocated into instructional materials to support academic growth and achievement for all students.	Depending on the visiting teacher's situation, we may or may not implement this strategy for the 2022-2023 school year.
Instructional Supplies							

*Strategy/Activity - Description
Purchase instructional materials (books, supplemental curriculum) and instructional supplies that support students' achievement/improvement, especially for English Learners, Students with Disabilities, and Black Youth. This strategy will increase student achievement in Mathematics.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	Purchase supplemental supplies to support academic achievement in mathematics.	This strategy was effective as students were able to make academic growth and progress throughout the school year.	N/a	We will continue to implement this strategy for the 2022-2023 school year.

Supplies	--	--	30106-4301	Purchase supplemental supplies to support academic achievement in mathematics.	This strategy was effective as students were able to make academic growth and progress throughout the school year.	N/a	We will continue to implement this strategy for the 2022-2023 school year.

Professional Learning

*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

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress**	**Modifications based on qualitative and quantitative data.**

						monitoring results, etc.).	
Classroom Teacher Hrly	--	--	30100-1157	Compensation for teachers to assess or support students prior to school starting to plan for acceleration.	This strategy was effective in providing teachers with the information they needed in order to support their students.	Not all teachers were able to take advantage of this opportunity before school.	For the 2022-2023 school year, teachers will have the option to do the assessments before the first day of school starts or throughout the first 6 weeks of school outside of contract hours.

Goal 4- Supporting English Learners

Curricular Development

*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
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClsrmTchr	--	--	30100-1170	Grade-level teams will meet a minimum of twice a year outside of the contract day to analyze student data and design	We were able to have lessons for students.	We were unable to use these funds as originally intended due to the high number of COVID-19 absences for	These funds were used to develop up to two weeks of lessons for students that were absent due to COVID-19 illness and/or

| | | | | lessons to support all students, especially English Learners. | | both students and teachers. | quarantine. These funds were also reallocated to compensate teachers to develop 2-weeks of visiting teacher plans should the teachers become ill with COVID-19 and/or be forced to quarantine. We will continue to utilize this strategy for the 2022-2023 school year. |

PLCs

*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 once a month to provide fine arts, theater, and music instruction to students while their teachers participate in PLCs.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.

						(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/VAPA	--	--	30106-5738	Cost of funding the Arts in Education Program through the district's VAPA department.		We were unable to implement this strategy due to visiting teacher shortage.	Due to the visiting teacher shortage, we were unable to implement this strategy.	These funds were reallocated to purchase instructional supplies to support academic achievement for all students. These funds were also reallocated to provide tier 2 after-school instruction to struggling students. We will not be funding the Arts in Education Program strategy for the 2022-2023 school year.

Instructional Materials

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	Supplemental instructional supplies to support English learners.	This strategy was effective as students were able to make academic growth and progress throughout the school year.	N/a	We will continue to implement this strategy for the 2022-2023 school year.
Supplies	--	--	30106-4301	Supplemental instructional	This strategy was effective as	N/a	We will continue to implement this

				supplies to support English learners.	students were able to make academic growth and progress throughout the school year.		strategy for the 2022-2023 school year.

Assessment PLCs

*Strategy/Activity - Description

Visiting teachers will be provided for teachers a minimum of three times per school year to assess their student's literacy levels. The data collected from these assessment PLC days will support teachers in designing lessons based on student needs as well as grade level appropriate.
Due to a visiting teacher shortage, this strategy may not be fully implemented.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress**	**Modifications based on qualitative and quantitative data.**

						monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Pay for substitute teachers for PLC/Assessment Days	Teachers were able to fund 2 out of the 3 designated Assessment PLC days due to a visiting teacher shortage.	We were unable to secure visiting teachers for three PLC sessions due to a visiting teacher shortage. We were able to secure visiting teachers for 2 sessions of PLCs. These funds were used for teachers to determine the academic progress of their students and make informed instructional decisions. The funds that did not support the visiting teachers due to the visiting teacher shortage were reallocated into instructional materials to support academic growth and achievement for all students.	Depending on the visiting teacher's situation, we may or may not implement this strategy for the 2022-2023 school year.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Pay for substitute teachers for PLC/Assessment Days	Teachers were able to fund 2 out of the 3 designated Assessment PLC days due to a	We were unable to secure visiting teachers for three PLC sessions due to a visiting teacher	Depending on the visiting teacher's situation, we may or may not implement this

| | | | | | visiting teacher shortage. | shortage. We were able to secure visiting teachers for 2 sessions of PLCs. These funds were used for teachers to determine the academic progress of their students and make informed instructional decisions. The funds that did not support the visiting teachers due to the visiting teacher shortage were reallocated into instructional materials to support academic growth and achievement for all students. | strategy for the 2022-2023 school year. |

Software Licenses

*Strategy/Activity - Description

Online learning apps will support all students, especially English Learners, to increase their literacy skills. These Online Learning Apps include but are not limited to KidBiz, Smarty Ants, A - Z reading, and others.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and	What is not working	Modifications based on

					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Software License	--	--	30106-5841	Online learning tools to support literacy acceleration.	The purchase of the software licenses promoted student achievement for all students. We saw instructional gains across the grade levels.	We over allocated funds for this strategy. We reallocated the left-over funds into instructional supplies in order to support student achievement and growth.	We will not allocate as much money as we previously did to purchase software licenses for the 2022-2023 school year.
Software License	--	--	30100-5841	Online learning tools to support literacy acceleration.	The purchase of the software licenses promoted student achievement for all students. We saw instructional gains across the grade levels.	We over allocated funds for this strategy. We reallocated the left-over funds into instructional supplies in order to support student achievement and growth.	We will not allocate as much money as we previously did to purchase software licenses for the 2022-2023 school year.

Goal 5 - Supporting Students with Disabilities

Curriculum Planning	

*Strategy/Activity - Description

Grade-level teams will develop long-term curricular plans as a guide to lead the instruction throughout the school year. These planning sessions will occur outside of the contract day to keep the interruption of teacher instruction at a minimum. Grade Level teams will meet twice a year to do this long-term planning. Intervention support will be incorporated into these plans; formative assessments will be required to be analyzed in order to determine the next right steps for the students.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClsrmTchr	--	--	30100-1170	Grade level teams to develop long-term plans outside of instructional	We were able to have lessons for students.	We were unable to use these funds as originally intended due to high numbers of COVID-	These funds were used to develop up to two weeks of lessons for students that were absent

| | | | | day, 2 times per year. | | 19 absences for both students and teachers. | due to COVID-19 illness and/or quarantine. These funds were also reallocated to compensate teachers to develop 2-weeks of visiting teacher plans should the teachers become ill with COVID-19 and/or be forced to quarantine. We will continue to utilize this strategy for the 2022-2023 school year. |

Instructional Supplies

*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

<u>Directions:</u>
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
<u>Guiding Questions:</u>
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies	--	--	30100-4301	Funds to purchase supplemental instructional supplies.	This strategy was effective as students were able to make academic growth and progress throughout the school year.	N/a	We will continue to implement this strategy for the 2022-2023 school year.
Supplies	--	--	30106-4301	Funds to purchase supplemental instructional supplies.	This strategy was effective as students were able to make academic growth and progress throughout the school year.	N/a	We will continue to implement this strategy for the 2022-2023 school year.

Software Licenses

*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
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	30106-5841	Purchase software licenses to support students with disabilities.	The purchase of the software licenses promoted student achievement for all students. We saw instructional gains across the grade levels.	We over allocated funds for this strategy. We reallocated the left-over funds into instructional supplies in order to support student achievement and growth.	We will not allocate as much money as we previously did to purchase software licenses for the 2022-2023 school year.
Software License	--	--	30100-5841	Purchase software licenses to support students with disabilities.	The purchase of the software licenses promoted student achievement for all students. We saw instructional gains across the grade levels.	We over allocated funds for this strategy. We reallocated the left-over funds into instructional supplies in order to support student	We will not allocate as much money as we previously did to purchase software licenses for the 2022-2023 school year.

						achievement and growth.	

Goal 7 - Family Engagement

Coffee with the Principal

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Duplicating		$300.00	30103-5721	Purchase copy paper and provide duplication services to support family involvement.	This strategy was not implemented due to COVID-19 restrictions regarding visitors on campus.	Funds were reallocated into instructional materials to support all students and their families.	COVID-19 Restrictions will allow parents to come onto campus for the 2022-2023 school year,

							therefore we will implement this strategy.
Interprogram Svcs/Paper		$500.00	30103-5733	Purchase copy paper and provide duplication services to support family involvement.	This strategy was not implemented due to COVID-19 restrictions regarding visitors on campus.	Funds were reallocated into instructional materials to support all students and their families.	COVID-19 Restrictions will allow parents to come onto campus for the 2022-2023 school year, therefore we will implement this strategy.

Online Subscriptions

*Strategy/Activity - Description
Purchase online subscriptions to create parent newsletters and fliers for parent events.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,**	**Modifications based on qualitative and quantitative data.**

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Supplies		$359.00	30103-4301	Newsletters and parent event fliers.	This strategy was implemented and was a successful way to provide information to families	N/A	We will continue to fund this strategy for the 2022-2023 school year.

Goal 8- Graduation/Promotion Rate

Professional Learning Communities

*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. Once 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. Due to a visiting teacher shortage, this strategy may not be fully implemented.

*Proposed Expenditures for this Strategy/Activity
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA		$1,000.00	30106-5738	Charge to fund the Arts in Education Program from SDUSD's VAPA department.	We were unable to implement this strategy due to visiting teacher shortage.	Due to the visiting teacher shortage, we were unable to implement this strategy.	These funds were reallocated to purchase instructional supplies to support

							academic achievement for all students. These funds were also reallocated to provide tier 2 after-school instruction to struggling students. We will not be funding the Arts in Education Program strategy for the 2022-2023 school year.
Interprogram Svcs/VAPA	--	--	30106-5738	Charge to fund the Arts in Education Program from SDUSD's VAPA department.			

Software Licenses
*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

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License	--	--	30106-5841	Funds will be used to pay for software licenses.	The purchase of the software licenses promoted student achievement for all students. We saw instructional gains across the grade levels.	We over-allocated funds for this strategy. We reallocated the left-over funds into instructional supplies in order to support student achievement and growth.	We will not allocate as much money as we previously did to purchase software licenses for the 2022-2023 school year.
Software License	--	--	30100-5841	Funds will be used to pay for software licenses.	The purchase of the software licenses promoted student achievement for all students. We saw instructional gains across the grade levels.	We over-allocated funds for this strategy. We reallocated the left-over funds into instructional supplies in order to support student achievement and growth.	We will not allocate as much money as we previously did to purchase software licenses for the 2022-2023 school year.

Professional Development

*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

Florence Elementary SPSA Evaluation of Title I Funded Actions/Activities

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired Clsrm Teacher Hrly	--	--	30106-1189	Compensation for a retired teacher to provide Tier 2 reading support for students not yet reading at grade level.	We were unable to secure a retired teacher to implement this strategy. This strategy was not implemented.	We were unable to secure a retired teacher to implement this strategy.	Instead, we reallocated these funds to purchase instructional materials to support classroom instruction. We also reallocated these funds to compensate teachers to provide tier 2 intervention to

| | | | | | | | specific students after school, three days per week.

We will not implement this strategy for the 2022-2023 school year. |
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Goal 6 - Supporting Black Youth

Professional Development

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	Funds to purchase professional reading texts.	Texts were purchased for teachers to read and implement in their classrooms.	Dedicated time for teacher discussion was not established. Teachers implemented what	We will not fund this strategy for the 2022-2023 school year.

							they learned on their own.

Software Licenses							

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	30106-5841	Funds to pay for software licenses to support academic achievement.	The purchase of the software licenses promoted student achievement for all students.	We over-allocated funds for this strategy. We reallocated the left-over funds into instructional	We will not allocate as much money as we previously did to purchase software licenses for the

					We saw instructional gains across the grade levels.	supplies in order to support student achievement and growth.	2022-2023 school year.
Software License	--	--	30100-5841	Funds to pay for software licenses to support academic achievement.			

What are my leadership strategies in service of the goals?

School Name: Florence Elementary
SPSA Evaluation of LCFF Funded Actions/Activities: 09800
School Year: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Cultivating Welcoming Learning Environments

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Non Clsrm Tchr Hrly		$3,053.95	09800-1957	Compensation for teachers to create welcoming environments and/or enter data outside of instructional hours	*These funds were used as they were intended. Teachers created physical spaces worthy of our students.*	N/A	We will continue to utilize this strategy for the 2022-2023 school year.

Core Academy (AKA: Saturday School)

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

*Proposed Expenditures for this Strategy/Activity
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: 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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Clerical OTBS Hrly		$1,651.65	09800-2451	Compensation for additional OTBS hourly to support students during Saturday School.	We were not able to utilize these funds as originally intended.	We were not able to implement Core Academy due to COVID-19 restrictions.	The funds allocated to this strategy were utilized to compensate OTBS staff to reach out to families via phone calls and after-school meetings to discuss ways to support students whose attendance was negatively affected. For the 2022-2023 school year, the restrictions for CORE Academy have been lifted, therefore we will continue to utilize this strategy for the 2022-2023 school year.
Social Emotional Learning							
Strategy/Activity - Description							

The 2021-2022 school year will be year one of the implementation of the Leader in Me process. The Leader in Me is a comprehensive K-12 school improvement model that equips students with essential leadership and life-readiness skills they need to thrive in the 21st Century and enhances measurable results for the school in the areas of leadership, culture and academics.

Although this is funded by the district, there will be additional charges to the Florence Budget to include all teachers in this training outside of school hours.

*Proposed Expenditures for this Strategy/Activity							

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClsrmTchr		$1,527.58	09800-1170	Compensation for teachers to participate in professional development	This strategy was utilized to compensate the Lighthouse Team to develop Leader in	N/A	We will continue to utilize this strategy for the 2022-2023 school year.

				outside of the contract day for Leader in Me implementation.	Me lessons in their classrooms as well as meet with the Leader in Me coach three times after school hours. These funds were utilized to increase a positive and welcoming culture on the campus.		

Goal 2 - English Language Arts

Tier 2 Instructional Support

*Strategy/Activity - Description

A retired teacher will continue to provide tier 2 intervention reading support to students in grades 3-5. This will support students who are not yet achieving at grade level.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired Clsrm Teacher Hrly		$18,189.55	09800-1189	Compensation for a retired teacher to provide Tier 2 reading intervention to	We were unable to secure a retired teacher to implement this strategy. This	We were unable to secure a retired teacher to implement this strategy.	Instead, we reallocated these funds to purchase instructional materials to

| | | | | students in grades 3-5 | strategy was not implemented. | | support classroom instruction. We also reallocated these funds to compensate teachers to provide tier 2 intervention to specific students after school, three days per week.

We will not implement this strategy for the 2022-2023 school year. |

Curricular Development

*Strategy/Activity - Description

Grade-level teams will develop long-term curricular plans as a guide to lead the instruction throughout the school year. These planning sessions will occur outside of the contract day to keep the interruption of teacher instruction at a minimum. Grade Level teams will meet twice a year to do this long-term planning. Intervention support will be incorporated into these plans; formative assessments will be required to be analyzed in order to determine the next right steps for the students.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.

Florence Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm DevHrlyClsrmTchr	--	--	09800-1170	Grade level teams to develop long-term plans outside of instructional day, 2 times per year.	We were able to have lessons for students.	We were unable to use these funds as originally intended due to the high numbers of COVID-19 absences for both students and teachers.	These funds were used to develop up to two weeks of lessons for students that were absent due to COVID-19 illness and/or quarantine. These funds were also reallocated to compensate teachers to develop 2-weeks of visiting teacher plans should the teachers become ill with COVID-19 and/or be forced to quarantine. We will continue to utilize this strategy for the 2022-2023 school year.

SPSA Evaluation of LCFF Funded Actions/Activities Revised 9/29/2022   8

Florence Elementary SPSA Evaluation of LCFF Funded Actions/Activities

Assessment PLCs

*Strategy/Activity - Description
Visiting teachers will be provided for teachers a minimum of three times per school year for teachers to assess their students' literacy levels. The data collected from these assessment PLC days will support teachers in designing lessons based on student need as well as grade level appropriate.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		$4,243.67	09800-1192	Funds will be used to pay for visiting teachers to cover all teachers' classes in order for teachers to	Teachers were able to fund 2 out of the 3 designated Assessment PLC days due to a	We were unable to secure visiting teachers for three PLC sessions due to a visiting teacher shortage. We were	Depending on the visiting teacher situation, we may or may not implement this strategy for the

				assess their students' academic levels.	visiting teacher shortage.	able to secure visiting teachers for 2 sessions of PLCs. These funds were used for teachers to determine the academic progress of their students and make informed instructional decisions. The funds that did not support the visiting teachers due to the visiting teacher shortage were reallocated into instructional materials to support academic growth and achievement for all students.	2022-2023 school year.

Goal 3 - Mathematics

Tier 2 Instruction

*Strategy/Activity - Description

A retired teacher will continue to provide tier 2 intervention reading and writing support to students in grades 3-5 in order to increase student achievement in Mathematics.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired Clsrm Teacher Hrly	--	--	09800-1189	Compensation for a retired teacher to provide Tier 2	We were unable to secure a retired teacher to	We were unable to secure a retired teacher to	Instead, we reallocated these funds to purchase

| | | | | Math intervention for students in grades 3-5. | implement this strategy. This strategy was not implemented. | implement this strategy. | instructional materials to support classroom instruction. We also reallocated these funds to compensate teachers to provide tier 2 intervention to specific students after school, three days per week.

We will not implement this strategy for the 2022-2023 school year. |

Curricular Development

*Strategy/Activity - Description

Grade-level teams will develop long-term curricular plans as a guide to lead the instruction throughout the school year. These planning sessions will occur outside of the contract day to keep the interruption of teacher instruction at a minimum. Grade Level teams will meet twice a year to do this long-term planning. Intervention support will be incorporated into these plans; formative assessments will be required to be analyzed in order to determine the next right steps for the students.
This strategy will increase student achievement in Mathematics.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm DevHrlyClsrmTchr	--	--	09800-1170	Grade-level teams to develop long-term plans outside of instructional day, 2 times per year.	We were able to have lessons for students.	We were unable to use these funds as originally intended due to the high number of COVID-19 absences for both students and teachers.	These funds were used to develop up to two weeks of lessons for students that were absent due to COVID-19 illness and/or quarantine. These funds were also reallocated to compensate teachers to develop 2-weeks of visiting teacher plans should the teachers become ill with COVID-19 and/or be forced to quarantine.

						We will continue to utilize this strategy for the 2022-2023 school year.

Assessment PLCs

*Strategy/Activity - Description
Visiting teachers will be provided for teachers a minimum of three times per school year for teachers to assess their students' mathematical understanding. The data collected from these assessment PLC days will support teachers in designing lessons based on student need as well as grade level appropriate. This strategy will increase student achievement in Mathematics.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Fund visiting teachers so classroom teachers can assess their students' academic levels three times per year.	Teachers were able to fund 2 out of the 3 designated Assessment PLC days due to a visiting teacher shortage.	We were unable to secure visiting teachers for three PLC sessions due to a visiting teacher shortage. We were able to secure visiting teachers for 2 sessions of PLCs. These funds were used for teachers to determine the academic progress of their students and make informed instructional decisions. The funds that did not support the visiting teachers due to the visiting teacher shortage were reallocated into instructional materials to support academic growth and achievement for all students.	Depending on the visiting teacher's situation, we may or may not implement this strategy for the 2022-2023 school year.

Goal 4- Supporting English Learners

ELPAC Administration

*Strategy/Activity - Description

Compensation for classified staff member to administer the summative ELPAC. Compensation for EL Coordinator to administer ELPAC as well as coordinating the compliance of supporting English Learners.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Noon Supervision		$831.81	09800-2951	Compensation for ELPAC administration.	These funds were used as designated. We were able to assess all of our English Learners	N/A	We will continue this strategy for the 2022-2023 school year.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.
					with the ELPAC as well as monitor their progress throughout the school year.		
Clerical OTBS Hrly	--	--	09800-2451	Compensation for Elementary School Assistant to serve as the EL Coordinator.	These funds were used as designated. We were able to assess all of our English Learners with the ELPAC as well as monitor their progress throughout the school year.	N/A	We will continue this strategy for the 2022-2023 school year.

Curricular Development

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm DevHrlyClsrmTchr	--	--	09800-1170	Grade-level teams will meet a minimum of twice a year outside of the contract day to analyze student data and design lessons to support all students, especially English Learners.	We were able to have lessons for students.	We were unable to use these funds as originally intended due to the high number of COVID-19 absences for both students and teachers.	These funds were used to develop up to two weeks of lessons for students that were absent due to COVID-19 illness and/or quarantine. These funds were also reallocated to compensate teachers to develop 2-weeks of visiting teacher plans should the teachers become ill with COVID-19 and/or be forced to quarantine. We will continue to utilize this strategy for the 2022-2023 school year.

Assessment PLCs

*Strategy/Activity - Description
Visiting teachers will be provided for teachers a minimum of three times per school year for teachers to assess their students' literacy levels. The data collected from these assessment PLC days will support teachers in designing lessons based on student need as well as grade level appropriate. Due to a visiting teacher shortage, this strategy may not be fully implemented.

*Proposed Expenditures for this Strategy/Activity	

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Pay for substitute teachers for PLC/Assessment Days	Teachers were able to fund 2 out of the 3 designated Assessment PLC days due to a visiting teacher shortage.	We were unable to secure visiting teachers for three PLC sessions due to a visiting teacher shortage. We were able to secure	Depending on the visiting teacher situation, we may or may not implement this strategy for the 2022-2023 school year.

						visiting teachers for 2 sessions of PLCs. These funds were used for teachers to determine the academic progress of their students and make informed instructional decisions. The funds that did not support the visiting teachers due to the visiting teacher shortage were reallocated into instructional materials to support academic growth and achievement for all students.	

Goal 5 - Supporting Students with Disabilities

Curriculum Planning

*Strategy/Activity - Description

Grade level teams will develop long-term curricular plans as a guide to lead the instruction throughout the school year. These planning sessions will occur outside of the contract day to keep the interruption of teacher instruction at a minimum. Grade Level teams will meet twice a year to do this long-term planning. Intervention support will be incorporated into these plans; formative assessments will be required to be analyzed in order to determine the next right steps for the students.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

These funds were used to develop up to two weeks of lessons for students that were absent due to COVID-19 illness and/or quarantine. These funds were also reallocated to compensate teachers to develop 2-weeks of visiting teacher plans should the teachers become ill with COVID-19 and/or be forced to quarantine.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Prof&Curriclm DevHrlyClsrmTchr	--	--	09800-1170	Grade level teams to develop long-term plans outside of instructional day, 2 times per year.	We were able to have lessons for students.	We were unable to use these funds as originally intended due to the high number of COVID-19 absences for both students and teachers.	These funds were used to develop up to two weeks of lessons for students that were absent due to COVID-19 illness and/or quarantine. These funds were also reallocated to compensate teachers to develop 2-weeks of visiting teacher plans should the teachers become ill with COVID-19 and/or be forced to quarantine. We will continue to utilize this strategy for the 2022-2023 school year.

Goal 8- Graduation/Promotion Rate

Professional Development

*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

Directions:

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

Guiding Questions:

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 secure a retired teacher to implement this strategy. Instead, we reallocated these funds to purchase instructional materials to support classroom instruction. We also reallocated these funds to compensate teachers to provide tier 2 intervention to specific students after school, three days per week.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired Clsrm Teacher Hrly	--	--	09800-1189	Compensation for a retired teacher to provide Tier 2	We were unable to secure a retired teacher to	We were unable to secure a retired teacher to	Instead, we reallocated these funds to purchase

| | | | | reading support for students not yet reading at grade level. | implement this strategy. This strategy was not implemented. | implement this strategy. | instructional materials to support classroom instruction. We also reallocated these funds to compensate teachers to provide tier 2 intervention to specific students after school, three days per week.

We will not implement this strategy for the 2022-2023 school year. |

What are my leadership strategies in service of the goals?