

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT FLETCHER ELEMENTARY SCHOOL

2014-16

37-68338-6039564
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: Camacho, Gina

Contact Person: Camacho, Gina

Position: Principal

Telephone Number:

Address: 7666 Bobolink Way, Fletcher Elementary, San Diego, CA, 92123-3701,

E-mail Address: gcamacho-mcgrath@sandi.net

The following items are included:

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

Board Approval: June 23, 2015



SAN DIEGO UNIFIED SCHOOL DISTRICT

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



RECEIVED APR 08 2015

Attachment 2
Modification of SPSA

ORIGINAL

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

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

SCHOOL NAME: Fletcher Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Gina Camacho McGrath

PHONE: (858) 496-8100

FAX: (858) 496-8045

E-MAIL ADDRESS: gcamachomegrath@sandi.net

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

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

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

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

- English Learner Advisory Committee (ELAC) Date of presentation: _____
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 3/2/15
- Other (list): _____ Date of presentation: _____

- 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.
- The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The site plan or revisions to the site plan were adopted by the SSC on: 3/11/15

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

Gina Camacho McGrath
Type/Print Name of School Principal

Gina Camacho McGrath
Signature of School Principal

March 10, 2015
Date

Erin Anderson
Type/Print Name of SSC Chairperson

Erin Anderson
Signature of SSC Chairperson

March 10, 2015
Date

Kimie Lochtefeld
Type/Print Name of Area Superintendent

Kimie Lochtefeld
Signature of Area Superintendent

3-10-15
Date

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

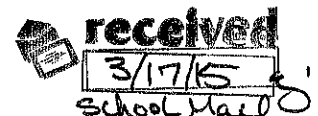


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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

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

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

SCHOOL VISION AND REALITY

Preparing global thinkers for their future and society's future by challenging their thinking and vision of a better tomorrow.

CORE AND SUPPLEMENTAL SUPPORTS

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

TEACHER ALLOCATIONS:

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

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

NURSE:

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

Enrollment/Days Per Week

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

COUNSELOR

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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

PROFESSIONAL DEVELOPMENT

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

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

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

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

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

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Erin Anderson	Teacher
Shawna Duncan	Teacher
Suzannah Maguire	Teacher
Irma Baez	Other
Mark Perry	Parent
Mary Bush	Parent
Lori Kruse	Parent
Kathleen Oakey	Parent
Kathy Cornell	Parent
Gina Camacho McGrath	Principal

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 06/15/2016, 80 % of Fletcher Elementary Students will meet or exceed proficiency or better in reading comprehension in English/Language Arts

Closing the Gap SMART Goal:
 * By 06/15/2016, 80 % of Fletcher Elementary Black or African American, Students will meet or exceed proficiency or better in reading comprehension in English/Language Arts
 * By 06/30/2016, 80 % of Fletcher Elementary Hispanic or Latino, Students will meet or exceed proficiency or better in reading comprehension in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

DRA/WRAP
 End of Unit tests
 Exit slips
 Running records
 Anecdotal notes

Progress and Growth Monitoring:

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

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?
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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

Area 2: Mathematics

Mathematics SMART Goal:
 * By 06/15/2016, 85 % of Fletcher Elementary Students will meet or exceed proficiency in Mathematics

Closing the Gap SMART Goal:
 * By 06/15/2016, 85 % of Fletcher Elementary Black or African American, Students will meet or exceed proficiency or better in Mathematics
 * By 06/15/2016, 85 % of Fletcher Elementary Hispanic or Latino, Students will meet or exceed proficiency or better in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Progress and Growth Monitoring:

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

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

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

Area 3: English Learner

English Learner SMART Goal:
 * By 06/15/2016, 80 % of Fletcher Elementary English Learner will meet or exceed proficient or advanced in California English Language Development Test

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

DRA/WRAP
 Anecdotal records
 Grade level assessments

Progress and Growth Monitoring:

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

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

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 * By 06/15/2016, 90 % of Fletcher Elementary Students, Grade 05 will meet or exceed Proficient or Advanced on site-developed/identified common formative assessments

Closing the Gap SMART Goal:
 * By 06/14/2016, 85 % of Fletcher Elementary Grade 04, Males will meet or exceed Proficient or Advanced in On-Demand Writing

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Results from the 2012-2013 District On Demand Writing prompts that are aligned to Common Core

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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 Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

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

* By 06/15/2016, 90 % of Fletcher Elementary Parents/Guardians will meet or exceed increasing attendance in school and community events in Parent and Community Engagement

Targeted Population:

Black or African American parents, parents of students in grades 4 & 5, and parents of special education students are least represented at school events.

What data did you use to form these goals?:

Event sign in sheets, Parent Teacher conference schedules and sign in sheets, members on committees, representation at meetings.

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

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

Universal Access to Strong Core Instructional Program (Tier 1)

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

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

Teachers will provide balanced literacy instruction including daily guided reading.

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

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

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

ELST will work with targeted students to improve language development.

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

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

Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.

Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

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

Strategic Support (Tier 2)

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

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

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

ELST will consult with teachers to provide supports for targeted English Learners.

Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.

Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending

students off to work independently.
 Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)
 Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
 ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
 Counselor and support mentors will provide monthly check in with at risk students
 PAL will provide monthly check in with families of at risk students
 Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
 Speech and language pathologist will provide supplemental support to English learners with language needs.
 Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	\$3,089.00	0105-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students.
Supplies	-	\$27,339.55	0105-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
Inservice supplies	-	\$880.00	0105-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Inservice supplies for parent involvement activities that promote strategies for student achievement

Local Control Funding Formula Goals
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal: Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to implement with a focus on EL and struggling students.</p> <p>Identified Need: These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to implement with a focus on EL and struggling students.</p> <p>Target Group: Focus on EL and struggling students.</p> <p>Monitoring: Teams will create assessments, analyze data, plan instruction, and plan interventions</p> <p>Personnel Responsible: Staff and administration</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal: Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to implement with a focus on EL and struggling students.</p> <p>Identified Need: These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to implement with a focus on EL and struggling students.</p> <p>Target Group: Focus on EL and struggling students.</p> <p>Monitoring: Teams will create assessments, analyze data, plan instruction, and plan interventions</p> <p>Personnel Responsible: Staff and administration</p>
<p>Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site</p>

Fletcher Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

and how will you utilize your funds to maximize results for students?

Professional Development Goal:
Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to implement with a focus on EL and struggling students.

Identified Need:
These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students and supplies to implement with a focus on EL and struggling students.

Target Group:
Focus on EL and struggling students.

Monitoring:
Teams will create assessments, analyze data, plan instruction, and plan interventions

Personnel Responsible:
Staff and administration

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$11,330.00	0105-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
Prof&Curriclm Dev Vist Tchr	-	\$5,200.00	0105-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students.
Supplies	-	\$8.04	0105-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)

APPENDICES

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

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

APPENDIX A

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



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

FLETCHER ELEMENTARY
TITLE I PARENT INVOLVEMENT POLICY

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

Fletcher distributes the Title I parental involvement policy to all students at the beginning of each school year. In addition to the distribution of the policy, Fletcher also holds a meeting, with 2 different optional times to accommodate parent availability, in the fall of every school year to share the programs requirements. Some of the topics that are covered are:

- Improving communication between the school and home
- Academic improvement
- Parent Conferences and other opportunities to engage with the teachers
- Invitation to be part of SSC committee
- Providing information regarding District resources and site resources for improving academic improvement
- Discussion of our site goals as they pertain to the District 20/20 Vision
- How we are providing a Quality Neighborhood school and soliciting ideas on how to improve

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

Involvement of Parents in the Title I Program

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Meetings are advertised by sending home flyers with important upcoming dates, school marquee, site website and other media outlets for Fletcher and/or automated phone calls via School Messenger.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and/or evening.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. This is done through our SSC, SGT and PTA meetings. We also hold an informal meeting in the Spring to review and begin planning for the following school year
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Teachers have conferences with parents twice a year to review curriculum used, provide information on student progress and review proficiency levels.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. There are several events throughout the school year in which the principal updates and/or discusses and invites parents to attend upcoming school events and or district updates. (Events such as Back to School night, fall and spring open house and standouts assemblies.

School-Parent Compact

Fletcher Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.
- Fletcher has developed this policy with input from our stakeholders on, but not limited to, SSC, PTA and parents participating in outreach meetings and activities.

Building Capacity for Involvement

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. During our Back to School Night the Principals holds a workshop on understanding the rigors of the grade level demands discusses power points and offers strategies that will help keep them updated as to their child's progress. Teachers also discuss progress and achievement with parent during parent teacher conferences as well as through Gradelink.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. A monthly newsletter (Home and School Connection) is sent home to all parents. This letter discusses how to engage with their child around curriculum areas as well as offers strategies on how to be a better advocate for their child at school.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Again, through the monthly newsletter of Home and School Connection it supports families on how to work together with the school for success.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Flyers for additional training opportunities of meetings/resources/etc. are posted in Fletcher's Parent Room.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
Information is shared and posted in our Parent Room and office.
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Fletcher Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)

**San Diego Unified School District
Fletcher Elementary**

2015-2016 Home/School Compact

Fletcher 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.

This Home/School Compact is in effect during the school year 2015-2016.

School Responsibilities

Fletcher 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 certificated staff receives bi-monthly professional development training on site.
- All certificated staff attends district professional development as aligned with grade level and state standards.

2. Hold parent-teacher conferences (at least annually in elementary school) during which this compact will be discussed as it relates to the individual child's achievement. At this time you will receive a report on your child's progress.

Parent Conference Dates:

- November 2015 - approximately
- March 2016 - approximately

Reporting Periods: (approximately)

- October 2015 – 1st Reporting Period
- February 2016 – 2nd Reporting Period
- June 2016 – 3rd Reporting Period

3. Provide parents reasonable access to staff.

- Individual conferences with parents of all children are scheduled at the end of the first and second semester.
- Fletcher School welcomes conferences with parents as a means of promoting child growth. Conferences can be arranged by contacting your child's teacher by telephone or note at least one or two days in advance so a conference time may be confirmed.
- Teachers may also contact parents for special conferences.

4. Provide parents opportunities to volunteer (TB clearance required) * see footer

- Parents are encouraged to join the Fletcher PTA, membership dollars help support many endeavors at the school.
- Join a committee
- Volunteer for School wide events
- Attend monthly meetings.
- Help in the classrooms.
- Volunteer for Student Standout Assemblies.
- Help during field trips.

Parent Responsibilities

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

- Monitoring attendance. *We ask that you try to schedule appointments after school hours or on Wednesday's to ensure that students are getting optimal learning time.*
- Making sure that homework is completed and reviewed thoroughly and signed by the parent(s).
- Monitoring the amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC) or other school advisory groups.

Student Responsibilities

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

- Do my homework every day and ask for help when I need it. This will include reviewing it with my parent(s).
- Read at least 30 minutes every day outside of school time.
- Give my parent(s), or the adult who is responsible for my welfare, all notices and information that I receive from school every day.

I have discussed the contents of the Home/School Compact in its entirety and will do everything possible to abide by its contents for the benefit of my son/daughter.

Parent/Guardian Signature

Student's Name

Room #

Student's Signature

Date

Teacher's Signature

Date

Principal's Signature

Date

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District				
Site: 0105 Fletcher Elementary				
As of Date 04-10-2015				
Extended Summary				
	30100 Title I Basic Program		30103 Title I Parent	
Name	FTE	TOTAL	FTE	TOTAL
		30,899.00		880.00
		30,899.00		880.00
		-		-
1192 Prof&Curriclm Dev Vist Tchr		3,089.00		-
Employee Benefits		470.45		-
4301 Supplies		27,339.55		-
4304 Inservice supplies		-		880.00

APPENDIX D

2014-15 SPSA ADDENDUM

Fletcher

Area Goals for 2014-15 SY	
English Language Arts:	By 06/15/2015, 80 % of Fletcher Elementary Students will meet or exceed proficiency or better in reading comprehension in English/Language Arts
Mathematics	By 06/15/2015, 85 % of Fletcher Elementary Students will meet or exceed proficiency in Mathematics
English Language Development	By 06/15/2015, 80 % of Fletcher Elementary English Learner will meet or exceed proficient or advanced in California English Language Development Test
Graduation/Promotion Rate	By 06/15/2015, 90 % of Fletcher Elementary Students, Grade 05 will meet or exceed Proficient or Advanced on site-developed/identified common formative assessments
Parent Involvement and Community Engagement	By 06/15/2015, 90 % of Fletcher Elementary Parents/Guardians will meet or exceed increasing attendance in school and community events in Parent and Community Engagement

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following four pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	FTE	TOTAL	FTE	TOTAL	Rationale
		24,021.00		709.00	
1192 Prof&Curriclm Dev Vist Tchr		2,402.00	-		Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students.
1957 Non Clsrm Tchr Hrly		18,931.00	-		Non-Classroom Teacher hourly to provide additional small group and individual support for struggling and at risk students with a focus of ELs afterschool.
Employee Benefits		2,687.97	-		Benefits for staff providing targeted support for students
4304 Inservice supplies		-		709.00	Inservice supplies for parent involvement activities that promote strategies for student achievement

APPENDIX E

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



APPENDIX E

School Name: FLETCHER ELEMENTARY
SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$30,899.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$30,899.00
10% allocation needed for PD	\$3,089.90

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

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

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Teachers will be attending common core based PD in order to support students in need; and/or collaborate with their peers.	\$3,089.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	4301	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)	\$1,000.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$4,089.00
10 % allocation has been met			YES