

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **FLETCHER ELEMENTARY** SCHOOL

**2020-21**

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:** Friedenberg, Jeffrey

**Contact Person:** Friedenberg, Jeffrey

**Position:** Principal

**Telephone Number:** (619) 725-5602

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

**E-mail Address:** jfriedenberg@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: 12/15/2020**

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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



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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 1 schoolwide program and comprehensive support and improvement. The staff at Fletcher 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. To provide a strong academic program, the staff at Fletcher work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote lifelong learning; and to ensure that all students have access to a high-quality education that includes rigorous, standards-based lessons.

This School Plan for Student Achievement (SPSA) includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative 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 1-6 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

LCAP Goal 6: Well-Orchestrated Districtwide Support and Communications

**STAKEHOLDER INVOLVEMENT (REQUIRED)**

At Fletcher Elementary, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and solicit input. These included SSC, PTA, and staff meetings held throughout the year.

Title 1 Meeting for 2019-2020 - September 25, 2019

SSC dates from 19-20

September 30, 2019

October 4, 2019

November 1, 2019

December 12, 2019

January 9, 2020

February 6, 2020

March 5, 2020

April 9, 2020

May 7, 2020

Title I Meeting for Families 2020/2021- October 2, 2020\*

\*due to COVID meeting restrictions, a video recording of the presentation was emailed out to families with a solicitation to email the Principal with questions

### **RESOURCE INEQUITIES**

Fletcher's root cause analysis involved examining data from CAASPP, the California Dashboard, 2018-19 California Healthy Kids Survey, 2018-19 California Parent Survey, and T2 2019-20 site data. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the areas of Math and ELA (5th grade) and Math in 4th grade over a 5 year period.

The 2015-2016 3rd grade student group met or exceeded grade-level standards at 25% (ELA) and 38.5% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 34.3 (ELA) and 38.9 (Math). During the 2017-2018 school year, their performance in ELA met or exceeded grade-level standards was at 32.3% (ELA) and 51.6% (Math). This specific group of students grew by 7.3% in ELA and 13.1% in Math.

The 2016-2017 3rd grade group met or exceeded grade-level standards at 57.1% (ELA) and 61.1% (Math) When this group of students moved to 4th grade in 2017-2018, their performance in the met or exceeded category was 62.5 (ELA) and 71.9 (Math). During the 2018-2019 school year, their performance in ELA met or exceeded grade-level standards was 67.9% (ELA) and 58.6% (Math). This resulted in a 10.8% growth in ELA and 2.5% in Math. The 2019-2020 SPSA was focused on ELA and funding supporting ELA. ELA continues to be an area of growth for the site and resources in the SPSA will be allocated with an emphasis on addressing the need.

For the purposes of *this* year's SPSA, Trimester 2 report card data was used as the foundation for goal setting and determining baseline levels. This was due to the absence of CAASPP scores. 2018-2019 CAASPP scores were included as a reference point. The school's overall data for the 2019-2020 school year up to Trimester 2 indicates that our current 2nd-5th graders were meeting or exceeding standards in ELA at a rate of 39%. CAASPP data from 2018-2019 shows 3rd-5th graders meeting or exceeding standards at a rate of 57%. This disconnect will be a conversation starter for staff members as we plan and execute continuous cycles of improvement in the 2020-2021 school year.

The data also suggests that there is an achievement gap with students that are in the English Learner, Black or African American, and Students with Disabilities, subgroups. Over 70% of Fletcher's population is considered socioeconomically disadvantaged. As a result, of this focus, there are inequities in the area of language arts. To support student progress in both ELA and Math, professional development will continue to focus on studying and further gaining an in-depth understanding of common core standards. In addition, Fletcher will support ELA and Math through strengthening Tier 1 and Tier instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialist. All teachers will create and analyze common formative assessments (for all Tk-5th grade students) and monitoring student progress together as a grade-level team and as a site team on an ongoing basis.

Based on the site data, only two students were suspended last year. This was a significant decrease from the prior year (apex. 3% - 1%). The school has done extensive work and outreach and has put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the Principal, school counselor, nurse, guidance assistant, and certificated staff to monitor attendance and social-emotional needs. There will be ongoing communication with families to ensure that students are present in Online

Learning synchronous and asynchronous activities. Once classes resume in person, additional steps will be taken to ensure consistent attendance on campus.

Also, the goal is to increase parent engagement and strengthen the home-school relationships with families. There will be an increase in counseling time on campus (2 days) to support students and families with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. In addition, our counselor will work directly with staff and families to provide professional development and strategies to support students in class and at home. Staff will also be working directly with our various community agencies to provide support. The Fletcher staff will also continue to enact our Grief and Trauma-Informed Care plan and training to ensure students and families have the emotional support needed. The Fletcher school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement strategies school-wide to cultivate a positive school culture for all stakeholders.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Alva Yamashita	Classroom Teacher
Irma Baez	Other staff
Gloria Sandoval Hines	Parent
Jeff Castillo	Parent
Jonelle La Fond	Parent
Susanna Maguire Carroll	Classroom Teacher
Ashley Lane	Parent
Kristi Knight	Classroom Teacher
Jeffrey Friedenber	Principal
Jennifer Boucek	Parent

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### Goal 1 - Safe, Collaborative and Inclusive Culture

#### Call to Action Belief Statement

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

#### District LCAP Goals

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

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Due to the school closure in March of 2020, it is difficult to analyze the effectiveness of measures put into place in the 2019-2020 school year to address the goals regarding absenteeism and suspensions. One contributing factor to the decline of suspensions *may* be the fact that there were fewer days of students on campus, or it *may* have to do with systems and policies put into place. Data used for this section is more correct than what is reflected on the CA dashboard. The dashboard shows a lower than the actual rate of chronic absenteeism because it is taking into account 180 days, rather than the actual number of days students were present on campus (~120), therefore the threshold to be considered chronically absent on the dashboard is higher, resulting in fewer students being counted. For the purposes of this SPSA, the Principal collaborated with Pupil Accounting to get a list of names for all students with absences (full and partial day) that would count toward chronic absenteeism and set the threshold at 12 or more (10% of in-person learning days).

#### \*Major Differences

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

There are not any *major* differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goals.

#### \*Changes

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



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For the purposes of this goal, the metrics used were based on data from Pupil Accounting rather than from the CA Dashboard. This also allowed for a deeper dive into the specific subgroup data.

### \*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the overall school wide chronic absenteeism rate	36%	10%	Attendance	Monthly
June 2021	TK-5	Decrease the overall school wide suspension rate	1%	<1%	Suspension	Monthly
June 2021	TK-5	Increase the average parent involvement rate ("strongly agree" in each of the 4 indicators)	37% (2018-19)	50%	CAL-SCHLS (CSPS)	Two Year Cycle

### \*Identified Need

On the California Dashboard (2020), Fletcher is in the orange in the following indicators: Chronic Absenteeism and Suspension Rates. Significant work is required to address the chronic absenteeism rate, especially in an Online Learning environment. As mentioned, the rates for the following subgroups are based on a threshold of 12 absences (10% of ~120 days on campus) and therefore are not equitably comparable to the prior year's data.

#### **Chronic Absenteeism Rates (subgroups):**

Socioeconomically disadvantaged - 24%

English Learners - 24.4%

Hispanic - 23.8%

African American - 48%

Students with disabilities - 55%

According to the California Dashboard (2019), Fletcher's suspension rate is at 3.7% (students were suspended at least one time). An increase of 0.5% from the previous year. However, this information does not reflect the 2019-2020 school year. Site data indicates only two students were suspended last year, a rate of 1%.

#### **Suspension Rates (subgroups)**

Data for subgroups appears skewed since one of the students who was suspended last year falls into three separate subgroups (Black of African American, Socioeconomically Disadvantaged, and Students with Disabilities). The other student who was suspended does not fall into any targeted subgroups.

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is 37% (with the response of "strongly agree in each of the indicators (see below). 70 parents completed the survey in a student population of 167 students as of June 1, 2019. This survey was not administered in the 2019-2020 school year. Therefore, the improvement goal timeline has been extended into the 2020-2021 school year.

**Parent Involvement (Indicators):**

- School allows input and welcomes parents' contributions = 39%
- School encourages me to be an active partner with the school in educating my child = 42%
- School actively seeks the input of parents before making important decisions = 20%
- Parents feel welcome to participate in this school = 47%

**\*Online Learning Implications**

- Social-Emotional Learning - Supporting the physical and mental well-being of our students by including social-emotional learning into units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- SDUSD's on-site learning option will offer students access to daily in-person instruction, which will be designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules will be purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Social-Emotional Learning and Restorative Justice Practices
- Social and Emotional Learning (SEL) will be embedded in the instructional core during online and onsite learning.
- Schools will continue wellness efforts via school wellness coordinators.
- Our District will continue to provide Trauma-Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

**Attendance/Chronic Absenteeism related**

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) was absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

## Fletcher Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism	23.8%	10%	Attendance	Monthly
June 2021	TK-5	English Learner	Decrease chronic absenteeism	24.4%	10%	Attendance	Monthly
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism	55%	10%	Attendance	Monthly
June 2021	TK-5	Black or African American	Decrease chronic absenteeism	48%	10%	Attendance	Monthly
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	24%	10%	Attendance	Monthly
June 2021	TK-5	English Learner	Reduce Suspension Rate	0%	<1%	Suspension	Annual
June 2021	TK-5	Students with Disabilities	Reduce Suspension Rate	10% (n=2)	<1%	Suspension	Annual
June 2021	TK-5	Socioeconomically Disadvantaged	Reduce Suspension Rate	3% (n=2)	<1%	Suspension	Annual
June 2021	TK-5	Black or African American	Reduce Suspension Rate	2.5% (n=1)	<1%	Suspension	Annual

### **Counselor**

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

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged. All students at the school will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: students considered Socioeconomically disadvantaged, English Learners, and students with disabilities.

#### **\*Strategy/Activity - Description**

The Counselor will provide additional student supports in the area of social and emotional well-being. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, community partners, principal, office staff, nursing office, classroom teachers, and other support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will work to ensure families receive the supports they need to get their children to school every day and on time. The counselor will be an active member of various subcommittees and teams as needed to support the positive school culture.

## Fletcher Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F010515	School Counselor	0.10000	\$8,707.20	\$10,697.12	0105-09800-00-1210-3110-0000-01000-3401	LCFF Intervention Support	English Learners, Low-Income		Counselor will support attendance and suspensions.
F010516	School Counselor	0.10000	\$8,707.20	\$10,697.12	0105-30100-00-1210-3110-0000-01000-0000	Title I Basic Program			Counselor will support attendance and suspensions.

### Professional Learning Communities

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

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged. All students will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Hispanics, students with disabilities, and students considered Socioeconomically Disadvantaged.

#### \*Strategy/Activity - Description

Visiting Teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development with support staff such as the district counselor and community partners to improve the following: Attendance (reduce chronic absenteeism rate); School Culture (reduce suspension rate); Family engagement (increase parent support and participation). This will support efforts to close the achievement gap.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01059S	Prof&Curriclm Dev Vist Tchr		\$2,200.00	\$2,690.38	0105-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Teacher release time will allow staff to engage in PD to better address the needs of targeted subgroups.

**Parent Outreach**

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

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically disadvantaged. All students will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Hispanics, students with disabilities, and students considered Socioeconomically Disadvantaged.

**\*Strategy/Activity - Description**

Continue equivalent levels of funding for Parent Education and Outreach efforts.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0105Y	Inservice supplies		\$764.00	\$764.00	0105-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			Supplies to support the level of engagement from families at parent education and outreach opportunities.

**Art Reach Program**

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

All students will benefit from implementing art into the weekly curriculum.

**\*Strategy/Activity - Description**

Art Reach is a program the entire school participates in and is loved by students. Art Reach provides high-quality arts education programs that address Social Emotional Learning with the general health and wellness of students. During these difficult times, Art Reach’s teaching goals are focused on creating safety and expression for each student by fostering community, connections, and relationships in the virtual classroom. All students suffered when classrooms, student relationships, and support systems were upended with school closures. Now is the time to provide art making as a conduit to help students process and express feelings, foster community with their peers, and experience self-esteem building activities through creative thinking and doing.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0105AF	Contracted Svcs Less Than \$25K		\$4,315.00	\$4,315.00	0105-30100-00-5853-1000-1110-01000-0000	Title I Basic Program			Art Reach program will increase student attendance with high-interest activities.

## Goal 2 - English Language Arts

### Call to Action Belief Statement

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

### District LCAP Goals

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

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

CAASPP Testing was not administered in the Spring of 2020 and may not be administered in the Spring of 2021. Therefore, it is impossible to measure the effectiveness of the previous SPSA plan's budget allocations. For measuring success this year, Trimester 2 of 2020 ELA average score data will be compared with Trimester 3 of 2021 ELA average score data.

This year resources are allocated to fund the following:

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

Teacher supply budget augmentation to support the purpose of impactful learning materials to support ELA achievement.

\*During budget build back in February, funding was allocated for a 0.2 FTE In school resource teacher to support classroom teachers with Tier 1 instruction. At the time, Fletcher had only been allocated 0.8 FTE for an Education Specialist. The thinking was that the Education Specialist would be an In-School Resource teacher on the one day she was not serving in her primary role. Later negotiations increased the FTE for an Education Specialist to 1.0, but the 0.2 FTE for In-School Resource Teacher remained in the building programming. The School Site Council in the October meeting to address the shifting needs at the site will reallocate this funding.

**\*Major Differences**

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

CAASPP Testing was not administered in the Spring of 2020 and may not be administered in the Spring of 2021. Therefore, it is impossible to measure the effectiveness of the previous SPSA plan's budget allocations. To measure success this year, Trimester 2 of 2020 ELA average score data will be compared with Trimester 3 of 2021 ELA average score data.

\*See analysis regarding the funding for an In-School Resource Teacher.

**\*Changes**

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

See analysis regarding In School Resource Teacher. Fletcher currently has two para educators on staff to support with instruction funded by district resources.

The measure of Success will be based on Trimester 3 report card ELA average score data collected in June of 2021. CAASPP testing was not administered in the Spring of 2020, and may not be administered in the Spring of 2021. Therefore, using report card data will provide the most cogent measure of success.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	53%	60%	Other (Describe in Objective)	Annually
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	25%	50%	Other (Describe in Objective)	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	14%	50%	Other (Describe in Objective)	Annually

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June 2021	5	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	63%	75%	Other (Describe in Objective)	Annually
June 2021	2-5	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	39%	58%	Other (Describe in Objective)	Annually

**\*Identified Need**

The 2019-2020 School Year Trimester 2 Report Card ELA Average score data shows current 2nd graders meeting or exceeding grade-level standards in ELA at a rate of 53%, 3rd grade at 25%, 4th grade at 14%, and 5th grade at 63%. Overall, this indicates 39% of students currently in grades 2-5 meeting or exceeding standards. This is a decline from the 57% of students meeting or achieving standards on the 2018 CAASPP test. The grade-level specific goals for this year average at 58% of students meeting or exceeding standards, a return to the 2018 CAASPP level, even in the context of Online Learning to begin the year.

The school's overall data for the 2017 school year indicates 48.9% of 3rd-5th graders met or exceeded grade-level standards in ELA. In the 2018 school year, the data indicates 57.9% of 3rd-5th grade students met or exceeded grade-level standards in ELA, a slight gain of 9% from 2017-2018. In 2019 that growth was diminished by almost 8%.

The 2015-2016 3rd grade student group met or exceeded grade-level standards at 57.1% in ELA. The same group of students moved up to 4th grade in 2016-2017 and their performance in the met or exceeded band was at 62.5%. During the 2017-2018 school year as 5th graders, their percentage grew again to 67.9%. Total growth of 12.8% in the 3 years. SPSA has been focused on ELA and funding supported ELA development.

Based on the data, we need to revitalize our continued focus on improving student achievement and closing the achievement gap specifically with our English Learners, socioeconomically disadvantaged students, and students with disabilities. SPSA has been focused on ELA and funding supported ELA development. To continue support student progress in ELA; professional development will focus on studying and gaining an in-depth understanding of common core standards (through PD and PLC's). Continued support will also, strengthening Tier 1 and 2 instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialist. In addition, administer common formative assessments such as FAST (grades 3-5) and other site-based assessments (grades TK-5) and monitoring student progress together as a team. The site will continue to use other programs such as IXL, FAST, DRA, and other Interim assessments to monitor student growth and progress. Para educators will continue to support students receiving SPED services with a small group and individual instruction.



**\*Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages, and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade-level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group, and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	26%	50%	Other (Describe in Objective)	Annually
June 2021	2-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	17%	41%	Other (Describe in Objective)	Annually
June 2021	2-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	42%	52%	Other (Describe in Objective)	Annually
June 2021	2-5	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	32%	42%	Other (Describe in Objective)	Annual

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June 2021	2-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	20%	39%	Other (Describe in Objective)	Annual
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### Resource Teacher

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

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically disadvantaged.

#### \*Strategy/Activity - Description

\*During budget build back in February, funding was allocated for a 0.2 FTE In school resource teacher to support classroom teachers with Tier 1 instruction. At the time, Fletcher had only been allocated 0.8 FTE for an Education Specialist. The thinking was that the Education Specialist would be an In-School Resource teacher on the one day she was not serving in her primary role. Later negotiations increased the FTE for an Education Specialist to 1.0, but the 0.2 FTE for In-School Resource Teacher remained in the build programming. The School Site Council in the October meeting to address the shifting needs at the site will reallocate this funding.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F010517	Inschool Resource Tchr	0.10000	\$9,508.70	\$11,681.82	0105-30100-00-1109-1000-1110-01000-0000	Title I Basic Program			This will inevitably be reallocated by SSC in October.
F010518	Inschool Resource Tchr	0.10000	\$9,508.70	\$11,681.82	0105-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			This will inevitably be reallocated by SSC in October.

**Instructional Supports**

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

All students at school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically disadvantaged.

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0105C	Supplies		\$3,868.00	\$3,868.00	0105-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Preparation of instructional supplies is a critical part of teacher and learning in order to maximize instructional time, close the achievement gap, and provide quality professional development.
N01054T	Supplies		\$2,889.00	\$2,889.00	0105-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Preparation of instructional supplies is a critical part of teacher and learning in order to maximize instructional time, close the achievement gap, and provide quality professional development.
N0105AI	Software License		\$3,000.00	\$3,000.00	0105-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Software license budget will allow teachers to supplement Online Learning resources with highly engaging digital lesson resources.
N0105AJ	Supplies		\$1,469.00	\$1,469.00	0105-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Preparation of instructional supplies is a critical part of teacher and learning in order to maximize instructional time, close the achievement gap, and provide quality professional development.

**Professional Learning Communities**

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

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students that are considered Socioeconomically disadvantaged.

**\*Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from the classroom to participate in professional development with site and district staff to work on the following to improve instructional practices: lesson design, plan, analyze and collaborate on lessons, student data, and common assessments.

## Fletcher Elementary

### SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
	Prof&Curriclm Dev Vist Tchr				0105-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N01059S	Visiting teachers are essential for classroom teachers to be released form the classroom to participate in PD with site and district staff to work on improving instructional practices and more.

## Goal 3 - Mathematics

### Call to Action Belief Statement

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

### District LCAP Goals

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

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

CAASPP Testing was not administered in the Spring of 2020 and may not be administered in the Spring of 2021. Therefore, it is impossible to measure the effectiveness of the previous SPSA plan's budget allocations. For measuring success this year, Trimester 2 of 2020 Math average score data will be compared with Trimester 3 of 2021 Math average score data.

This year resources are allocated to fund the following:

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

Teacher supply budget augmentation to support the purpose of impactful learning materials to support Math achievement.

\*During budget build back in February, funding was allocated for a 0.2 FTE In school resource teacher to support classroom teachers with Tier 1 instruction. At the time, Fletcher had only been allocated 0.8 FTE for an Education Specialist. The thinking was that the Education Specialist would be an In-School Resource teacher on the one day she was not serving in her primary role. Later negotiations increased the FTE for an Education Specialist to 1.0, but the 0.2 FTE for In-School Resource Teacher remained in the build programming. The School Site Council in the October meeting to address the shifting needs at the site will reallocate this funding.

**\*Major Differences**

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

CAASPP Testing was not administered in the Spring of 2020 and may not be administered in the Spring of 2021. Therefore, it is impossible to measure the effectiveness of the previous SPSA plan's budget allocations. For the purpose of measuring success this year, Trimester 2 of 2020 Math average score data will be compared with Trimester 3 of 2021 Math average score data.

\*See analysis regarding the funding for an In-School Resource Teacher.

**\*Changes**

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

See analysis regarding In School Resource Teacher. Fletcher currently has two paraeducators on staff to support with instruction funded by district resources.

The measure of success will be based on the Trimester 3 report card Math average score data collected in June of 2021. CAASPP testing was not administered in the Spring of 2020, and may not be administered in the Spring of 2021. Therefore, using report card data will provide the most cogent measure of success.

**\*Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	65%	75%	Other (Describe in Objective)	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	20%	50%	Other (Describe in Objective)	Annually

## Fletcher Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	4	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	41%	50%	Other (Describe in Objective)	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	73%	80%	Other (Describe in Objective)	Annually
June 2021	2-5	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	50%	64%	Other (Describe in Objective)	Annually

### **\*Identified Need**

The 2019-2020 School Year Trimester 2 Report Card Math Average score data shows current 2nd graders meeting or exceeding grade-level standards in ELA at a rate of 65%, 3rd grade at 20%, 4th grade at 41%, and 5th grade at 73%. Overall, this indicates 50% of students currently in grades 2-5 meeting or exceeding standards. This is a decline from the 64% of students meeting or achieving standards on the 2018 CAASPP test. The grade-level specific goals for this year average at 64% of students meeting or exceeding standards, a return to the 2018 CAASPP level, even in the context of Online Learning to begin the year.

The school's overall data for the 2017 school year indicates 62.8% of 3rd-5th grade students met or exceeded grade-level standards in Math. In the 2018 school year, the data indicates 64.7% of 3rd-5th grade students met or exceeded grade-level standards in Math. Minimal growth of 1.9% from 2017 to 2018. However, in 2019, the data indicates that 58.3% met or exceeded grade-level standards in the area of Math for a net loss of 6.4%. Based on the data we need to continue to focus on improving student achievement and closing the achievement gap specifically with our English Learners, students with disabilities and students considered socioeconomically disadvantaged.

- \*Online Learning Implications**
- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
  - Daily assessment strategies may include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments may include assessing student writing or student-developed presentation or videos. Monthly or unit assessments may include performance tasks, real-world projects, the development of web pages, and other presentations.
  - It is critical that summative assessments be used to assess mastery toward grade-level standards and in determining student grades.
  - Structures and digital tools to support student collaboration
  - Flexibility for teachers to provide both whole group, small group, and individual instruction
  - Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
  - Professional development for educators
  - English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
  - Standards-Based Grading

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	46%	64%	Other (Describe in Objective)	Annually
June 2021	2-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	23%	44%	Other (Describe in Objective)	Annually



## Fletcher Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	2-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	49%	59%	Other (Describe in Objective)	Annually
June 2021	2-5	Socioeconomicall y Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	39%	49%	Other (Describe in Objective)	Annually
June 2021	2-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards as measured by T3 2021 report card average score	20%	40%	Other (Describe in Objective)	Annually

### Resource Teacher

#### \*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: Hispanic, English Learners, students with disabilities, and students who are considered Socioeconomically disadvantaged.

#### \*Strategy/Activity - Description

\*During budget build back in February, funding was allocated for a 0.2 FTE In school resource teacher to support classroom teachers with Tier 1 instruction. At the time, Fletcher had only been allocated 0.8 FTE for an Education Specialist. The thinking was that the Education Specialist would be an In-School Resource teacher on the one day she was not serving in her primary role. Later negotiations increased the FTE for an Education Specialist to 1.0, but the 0.2 FTE for In-School Resource Teacher remained in the build programming. The School Site Council in the October meeting to address the shifting needs at the site will reallocate this funding.

## Fletcher Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0105-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts   Ref Id : F010517	This will inevitably be reassigned by SSC in October.
	Inschool Resource Tchr				0105-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts   Ref Id : F010518	This will inevitably be reassigned by SSC in October.

### Instructional Supports

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

All students at this school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students considered socioeconomically disadvantaged.

#### \*Strategy/Activity - Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0105-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts   Ref Id : N0105AI	Software license budget will allow teachers to supplement Online Learning resources with highly engaging digital lesson resources.
	Supplies				0105-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts   Ref Id : N0105C	Preparation of instructional supplies is a critical part of teacher and learning in order to maximize instructional time, close the achievement gap, and provide quality professional development.
	Supplies				0105-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts   Ref Id : N01054T	Preparation of instructional supplies is a critical part of teacher and learning in order to maximize instructional time, close the achievement gap, and provide quality professional development.
	Supplies				0105-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts   Ref Id : N0105AJ	Preparation of instructional supplies is a critical part of teacher and learning in order to maximize instructional time, close the achievement gap, and provide quality professional development.

**Professional Learning Communities**

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

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, English Learners, students with disabilities, and students who are considered socioeconomically disadvantaged.

**\*Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from their classroom to participate in professional development either at the site or district level so that they can work on the following to improve instructional practices: collaboration, planning, analyzing student work, gaining new skills and strategies to implement in the classroom, understanding the curriculum at a deeper level.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0105-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N01059S	Visiting teachers are essential for classroom teachers to be released form the classroom to participate in PD with site and district staff to work on improving instructional practices and more.

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

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

### District LCAP Goals

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

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

CAASPP Testing was not administered in the Spring of 2020 and may not be administered in the Spring of 2021. Therefore, it is impossible to measure the effectiveness of the previous SPSA plan's budget allocations. For the purpose of measuring EL students' success this year, Trimester 2 of 2020 ELA and Math average score data will be compared with Trimester 3 of 2021 ELA and Math average score data.

This year resources are allocated to fund the following:

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

Teacher supply budget augmentation to support the purpose of impactful learning materials to support ELA and Math achievement.

The goal will be to increase the number of students that are moving up to the expected annual growth rate. Taking into consideration issues such as date entered the US, attendance, or any other circumstances; we would love to see all students making annual expected growth.

\*During budget build back in February, funding was allocated for a 0.2 FTE In school resource teacher to support classroom teachers with Tier 1 instruction. At the time, Fletcher had only been allocated 0.8 FTE for an Education Specialist. The thinking was that the Education Specialist would be an In-School Resource teacher on the one day she was not serving in her primary role. Later negotiations increased the FTE for an Education Specialist to 1.0, but the 0.2 FTE for In-School Resource Teacher remained in the build programming. The School Site Council in the October meeting to address the shifting needs at the site will reallocate this funding.

**\*Major Differences**

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

CAASPP Testing was not administered in the Spring of 2020 and may not be administered in the Spring of 2021. Therefore, it is impossible to measure the effectiveness of the previous SPSA plan's budget allocations. To measure success this year, Trimester 2 of 2020 ELA and Math average score data will be compared with Trimester 3 of 2021 ELA and Math average score data.

\*See analysis regarding the funding for an In-School Resource Teacher.

**\*Changes**

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

See analysis regarding In School Resource Teacher. Fletcher currently has two-para educators on staff to support with instruction funded by district resources.

The measure of Success will be based on the Trimester 3 report card ELA/Math average score data collected in June of 2021. CAASPP testing was not administered in the Spring of 2020, and may not be administered in the Spring of 2021. Therefore, using report card data will provide the most cogent measure of success.

**\*Integrated English Language Development**

Professional development will include Quality Teaching for English Learners strategies. Classroom teachers will participate in professional development and integrate skills and strategies into classroom instruction. Classroom walk-thru will be conducted to show evidence of integrated ELD.

**\*Designated English Language Development**

Professional Development will include specific topics for Designated ELD. Teachers will meet in PLC's to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Classroom teachers will adjust lessons and instructional practice as needed to support student learning. Common formative assessments will be created based on standards/critical concepts. Setting language goals and targets will become integrated into PLCs. Classroom walkthroughs will be conducted to show evidence of Designated ELD. During Online Learning, EL's will receive Designated ELD support in small group instruction after whole group synchronous learning.

## Fletcher Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Goal 4 - English Learners</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	2-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA	26%	50%	Other (Describe in Objective)	Annually
June 2021	2-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math	46%	64%	Other (Describe in Objective)	Annually
June 2021	K-5	English Learner	Increase a minimum of one performance level	No baseline due to summative ELPAC not administered in spring of 2019-2020.	90%	Summative ELPAC	Annually
<b>*Identified Need</b>							
According to Trimester 2 report card data from the 2019-2020 school year, 26% of English Learners were meeting or exceeding standards in ELA, 46% in math. By setting the goal for EL's at 50% in ELA and 64% in Math, it would cut the projected ELA achievement gap by 50% and eliminate the achievement gap in math.							
<b>*Online Learning Implications</b>							
<p>-District will provide students with targeted small group support through a push-in integrated model.</p> <p>-The Integrated Model approach will build the educator's capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.</p> <p>-Job embedded coaching will support classroom educators in developing instructional practices and interactions to meet the needs of each language learner.</p> <p>-Online professional development modules with iELD (integrated English Language)</p> <p>-</p> <p>The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)</p> <ul style="list-style-type: none"> <li>-These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.</li> <li>-Direct instruction for how English works, the Office of Language Acquisition will implement direct instruction for comprehension activities, and participation activities.</li> </ul> <p>Formative assessment data will be collected, analyzed, and feedback given to students.</p> <p>Professional development will also be offered to teachers across the district serving this English Learner group</p> <p>This information may be shared with school staff and SSC in order for parents to consult, provide feedback or advise</p>							

## Fletcher Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	K-5	English Learner	Increase a minimum if one performance level	No baseline due to summative ELPAC not administered in the Spring	90%	Summative ELPAC	Annually
June 2021	2-5	English Learner	Increase the percentage of students meeting and exceeding grade level ELA standards as measured by T3 2021 report card average score	46%	64%	Other (Describe in Objective)	Annually
June 2021	2-5	English Learner	Increase the percentage of students meeting and exceeding grade level math standards as measured by T3 2021 report card average score	26%	50%	Other (Describe in Objective)	Annually
June 2021	2-5	English Learner	Maintain a high level of reclassification rate (comparable to the district standard percentage)	100%	95%	Other (Describe in Objective)	Annually

**Resources Teacher**

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

All students at the school will benefit from this strategy/activity, especially English Learner students.

**\*Strategy/Activity - Description**

\*During budget build back in February, funding was allocated for a 0.2 FTE In school resource teacher to support classroom teachers with Tier 1 instruction. At the time, Fletcher had only been allocated 0.8 FTE for an Education Specialist. The thinking was that the Education Specialist would be an In-School Resource teacher on the one day she was not serving in her primary role. Later negotiations increased the FTE for an Education Specialist to 1.0, but the 0.2 FTE for In-School Resource Teacher remained in the build programming. The School Site Council in the October meeting to address the shifting needs at the site will reallocate this funding.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr				0105-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts   Ref Id : F010517	This will inevitably be reassigned by SSC in October.
	Inschool Resource Tchr				0105-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts   Ref Id : F010518	This will inevitably be reassigned by SSC in October.

**Professional Learning Communities**

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

English Learner students will specifically benefit from the increased capacity of staff to provide integrated and designated EL supports.

**\*Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from their classroom to participate in professional development either at the site or district level so that they can work on the following to improve instructional practices: collaboration, planning, analyzing student work, gaining new skills and strategies to implement in the classroom, understanding the ELD supports at a deeper level.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0105-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N01059S	Visiting teachers are essential for classroom teachers to be released form the classroom to participate in PD with site and district staff to work on improving instructional practices and more.



## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.

Access: Students with disabilities are general education students first and should have access to a meaningful course of study.

Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

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

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

CAASPP Testing was not administered in the Spring of 2020 and may not be administered in the Spring of 2021. Therefore, it is impossible to measure the effectiveness of the previous SPSA plan's budget allocations. For measuring Students with Disabilities' success this year, Trimester 2 of 2020 ELA and Math average score data will be compared with Trimester 3 of 2021 ELA and Math average score data.

This year resources are allocated to fund the following:

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

Teacher supply budget augmentation to support the purpose of impactful learning materials to support ELA and Math achievement.

The goal will be to increase the number of students that meeting IEP goals and meeting/achieving grade-level standards.

\*During budget builds back in February, funding was allocated for a 0.2 FTE In school resource teacher to support classroom teachers with Tier 1 instruction. At the time, Fletcher had only been allocated 0.8 FTE for an Education Specialist. The thinking was that the Education Specialist would be an In-School Resource teacher on the one day she was not serving in her primary role. Later negotiations increased the FTE for an Education Specialist to 1.0, but the 0.2 FTE for In-School Resource Teacher remained in the build programming. The School Site Council in the October meeting to address the shifting needs at the site will reallocate this funding.

<b>*Major Differences</b>						
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.						
CAASPP Testing was not administered in the Spring of 2020 and may not be administered in the Spring of 2021. Therefore, it is impossible to measure the effectiveness of the previous SPSA plan's budget allocations. For measuring success this year, Trimester 2 of 2020, ELA and Math average score data will be compared with Trimester 3 of 2021 ELA and Math average score data.						
*See analysis regarding the funding for an In-School Resource Teacher.						
<b>*Changes</b>						
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.						
See analysis regarding In School Resource Teacher. Fletcher currently has two para educators on staff to support with instruction funded by district resources.						
The measure of Success will be based on Trimester 3 report card ELA/Math average score data collected in June of 2021. CAASPP testing was not administered in the Spring of 2020, and may not be administered in the Spring of 2021. Therefore, using report card data will provide the most cogent measure of success.						
<b>*Goal 5- Students with Disabilities</b>						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by T3 2021 report card average score	17%	41%	Other (Describe in Objective)	Annually
June 2021	2-5	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by T3 2021 report card average score	23%	44%	Other (Describe in Objective)	Annually

**\*Identified Need**

According to Trimester 2 report card data from the 2019-2020 school year, 17% of Students with Disabilities were meeting or exceeding standards in ELA, 23% in math. By setting the goal for EL's at 41% in ELA and 44% in Math, it would cut the projected ELA achievement gap in ELA and Math by 25%.

**\*Online Learning Implications**

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

**\*Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by T3 2021 report card average score	17%	41%	Other (Describe in Objective)	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in math as measured by T3 2021 report card average score	23%	44%	Other (Describe in Objective)	Annually

**Professional Learning Communities**

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

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

**\*Strategy/Activity - Description**

Professional development for all education Specialists and classroom teachers to maximize data collection, data analysis, and determining next steps to ensure students make progress in ELA, Math and IEP goals (as appropriate). Visiting teachers are essential for classroom teachers and Education Specialists to be released from the classrooms to participate in professional development to improve instructional practices, lesson design, classroom visits, creating common formative assessments based on common core state standards, critical concepts, and learning targets.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0105-09800-00- 1192-1000- 1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N01059S	Professional development for all education Specialists and classroom teachers on topics such as how to maximize data collection, data analysis and determining next steps to ensure students make progress in ELA, Math and IEP goals (as appropriate)

**Goal 6 - Supporting Black Youth**

**Call to Action Belief Statement**

Developing antiracist and restorative school communities.

**District LCAP Goals**

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

**\*Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black or African American	Improve % of students meeting or exceeding standards in ELA	20% (T2 Report Card 2019/20)	39% (T3 Report Card 2020/21)	Grades	Annual
June 2021	TK-5	Black of African American	Improve % of students meeting or exceeding standards in Math	20% (T2 Report Card 2019/20)	40% (T3 Report Card 2020/21)	Grades	Annual

**\*Goal 6 Supporting Black Youth - Additional Goals**

- ✓ 1. Beginning in the Fall of 2020, Fletcher site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In 2020-21 school year, Fletcher will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Fletcher will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Fletcher will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
- ✓ 5. In the 2020-21 school year, Fletcher will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Fletcher is to maintain or increase the percentage of diverse educators from current year to the following year.

**\*Identified Need**

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

The 2019-2020 School Year Trimester 2 Report Card Math Average score data shows 20% current 2nd-5th grade Black or African American students achieving or exceeding standards. The 2019-2020 School Year Trimester 2 Report Card ELA Average score data shows 20% current 2nd-5th grade Black or African American students achieving or exceeding standards. This compares to a 39% achieve/exceed the rate for ELA and a 50% achieve/exceed the rate for math school-wide. By setting ELA goals for Black or African American students at 39% and math goals at 40%, the achievement gap will be reduced by 50% year over year. Ultimately, the goal is to eliminate the achievement gap in three years.

**\*Online Learning Implications**

- Our District will continue to provide Trauma-Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

**Professional Learning Communities**

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

Black youth

**\*Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from their classroom to participate in professional development either at the site or district level so that they can work on the following to improve instructional practices: Restorative Practices, Positive Behaviors Interventions and Supports, Trauma-Informed Care, and Culturally Responsive Teaching Practices.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0105-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N01059S	Visiting teachers are essential for classroom teachers to be released from their classroom to participate in professional development either at the site or district level so that they can work on the following to improve instructional practices: collaboration, planning, analyzing student work, gaining new skills and strategies to implement in the classroom, understanding the curriculum at a deeper level.

## Goal 7 - Family Engagement

### Call to Action Belief Statement

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

### District LCAP Goals

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

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

For parents to be involved, parents often request additional opportunities for learning and collaborating in more home-school opportunities. Additional opportunities for parent learning was also found as a request.

#### \*Major Differences

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

Monies from the previous year have been spent on kits and resources to be used for Family Learning Nights that will begin this year in the hopes to increase family participation rates. Outreach to the FACE team will also result in an increase in family activities and parent learning opportunities on campus.

#### \*Changes

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

No changes are anticipated for this goal. The CAL SCHLS survey was not administered in the Spring of 2020. Therefore, these goals and expenditures will roll forward into the 2020-2021 school year.

<b>*Goal 7- Family Engagement</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly agree" in the area of parent involvement (average of 4 indicators) from all parent groups	37%	47%	CAL - SCHLS (CSPS)
<b>*Identified Need</b>					
<p><b>Parent Involvement Indicators that include only "Strongly Agree" responses:</b></p> <ul style="list-style-type: none"> <li>* School allows input and welcomes parents' contributions = 39%</li> <li>* School encourages me to be an active partner with the school in educating my child = 42%</li> <li>* School actively seeks the input of parents before making important decisions = 20%</li> <li>* Parents feel welcome to participate in the school = 47%</li> </ul> <p><b>Parent involvement indicators that include both "<u>Strongly Agree</u>" and "<u>Agree</u>" responses:</b></p> <ul style="list-style-type: none"> <li>* School allows input and welcomes parents' contributions (39% 48% = 87%)</li> <li>* School encourages me to be an active partner with the school in educating my child (42% 47% = 89%)</li> <li>* School actively seeks the input of parents before making important decisions (20% 49% = 69%)</li> <li>* Parents feel welcome to participate in the school (47% 43% = 90%)</li> </ul> <p>Please note that the total number of respondents was 70 parents.</p>					
<b>*Online Learning Implications</b>					
<p>-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</p> <p>-All Students will receive a district-issued device to ensure access to the curriculum while in a distance learning format.</p> <p>-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.</p> <p>-The district is also supplying families with training on SEL, Wellness, Health, and Safety.</p> <ul style="list-style-type: none"> <li>-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices, and health/safety recommendations.</li> <li>-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.</li> </ul> <p>For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.</p> <ul style="list-style-type: none"> <li>-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.</li> </ul> <p>Training for parents and other caregivers</p> <p>Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</p>					



<b>*Annual Measurable Outcomes</b>					
<b>By Date</b>	<b>Participants</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding to "Strongly Agree" in Indicator 1: School allows input and welcomes parents' contributions from all parent groups as measured by CA Parent Survey	39%	49%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent survey	42%	52%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as measured by CA Parent Survey	20%	30%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey	47%	57%	Other - Describe in Objective

**Parent Meetings/Workshops**

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

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

**\*Strategy/Activity - Description**

Allocate funds for in-service supplies for parent meetings and parent workshops.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inservice supplies				0105-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement		Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N0105Y	Supporting parent involvement opportunities with high-interest and valuable materials will increase home-school connection.

## Goal 8- Graduation/Promotion Rate

### Call to Action Belief Statement

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

### District LCAP Goals

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

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

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

Due to the school closure in March of 2020, it is difficult to analyze the effectiveness of measures put into place in the 2019-2020 school year to address the goals regarding absenteeism and suspensions. One contributing factor to the decline of suspensions *may* be the fact that there were fewer days of students on campus, or it *may* have to do with systems and policies put into place. Data used for this section is more correct than what is reflected on the CA dashboard. The dashboard shows a lower than the actual rate of chronic absenteeism because it is taking into account 180 days, rather than the actual number of days students were present on campus (~120), therefore the threshold to be considered chronically absent on the dashboard is higher, resulting in fewer students being counted. For the purposes of this SPSA, the Principal collaborated with Pupil Accounting to get a list of names for all students with absences (full and partial day) that would count toward chronic absenteeism and set the threshold at 12 or more (10% of in-person learning days).

This year resources are allocated to fund the following:

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

Teacher supply budget augmentation to support the purpose of impactful learning materials to support ELA achievement.

\*During budget build back in February, funding was allocated for a 0.2 FTE In school resource teacher to support classroom teachers with Tier 1 instruction. At the time, Fletcher had only been allocated 0.8 FTE for an Education Specialist. The thinking was that the Education Specialist would be an In-School Resource teacher on the one day she was not serving in her primary role. Later negotiations increased the FTE for an Education Specialist to 1.0, but the 0.2 FTE for In-School Resource Teacher remained in the build programming. The School Site Council in the October meeting to address the shifting needs at the site will reallocate this funding.

**\*Major Differences**

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

Resources were allocated to fund the following:

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

Additional counseling time to support chronic absenteeism to increase time in the classroom, working directly with families and children to support social/emotional needs and to support increasing family engagement.

**\*Changes**

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

We will hope to see increased family engagement across various settings and opportunities. Increased family collaboration, participation, and engagement as measured by sign in sheets, events, etc.

**\*Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students reading at or above grade level as measured by the DRA2	37.8% (2018/19)	47.8%	Grade 3 ELA Reading	Trimester
June 2021	5	Increase the percentage of students reading at or above grade level as measured by the DRA2	78% (2018/29)	88%	Grade 5 ELA Reading	Trimester
June 2021	TK-5	Decrease the overall school wide chronic absenteeism rate	36%	10%	Absenteeism	Monthly

**\*Identified Need**

The 2019-2020 School Year Trimester 2 Report Card ELA Average score data shows current 2nd graders meeting or exceeding grade-level standards in ELA at a rate of 53%, 3rd grade at 25%, 4th grade at 14%, and 5th grade at 63%. Overall, this indicates 39% of students currently in grades 2-5 meeting or exceeding standards. This is a decline from the 57% of students meeting or achieving standards on the 2018 CAASPP test. The grade-level specific goals for this year average at 58% of students meeting or exceeding standards, a return to the 2018 CAASPP level, even in the context of Online Learning to begin the year.

The 2016-2017 3rd grade students met or exceed grade-level standards was at 51.6% (ELA). When this group of students moved to 4th grade in the 2017-2018 school year, their performance at the met or exceeded grade-level standards was at 54.2% (ELA). This is a 2.6% increase in ELA. The 2018-2019 SPSA was focused on ELA and supported ELA development. The school's overall data for the 2017 school year indicated 48.9% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicated that 57.9% of 3rd-5th grade students met or exceeded grade-level standards in ELA. This is a gain of 9% in the area of ELA from 2017 to 2018. Based on the data we need to continue to focus to improve student achievement and close the achievement gap specifically with our English Language Learners and students with disabilities.

Due to the school closure in March of 2020, it is difficult to analyze the effectiveness of measures put into place in the 2019-2020 school year to address the goals regarding absenteeism and suspensions. One contributing factor to the decline of suspensions *may* be the fact that there were fewer days of students on campus, or it *may* have to do with systems and policies put into place. Data used for this section is more correct than what is reflected on the CA dashboard. The dashboard shows a lower than the actual rate of chronic absenteeism because it is taking into account 180 days, rather than the actual number of days students were present on campus (~120), therefore the threshold to be considered chronically absent on the dashboard is higher, resulting in fewer students being counted. For the purposes of this SPSA, the Principal collaborated with Pupil Accounting to get a list of names for all students with absences (full and partial day) that would count toward chronic absenteeism and set the threshold at 12 or more (10% of in-person learning days). On the California Dashboard (2020), Fletcher is in the orange in the following indicators: Chronic Absenteeism and Suspension Rates. Significant work is required to address the chronic absenteeism rate, especially in an Online Learning environment. As mentioned, the rates for the following subgroups is based on a threshold of 12 absences (10% of ~120 days on campus), and therefore are not equitably comparable to the prior year's data.

**Chronic Absenteeism Rates (subgroups):**

Socioeconomically disadvantaged - 24%

English Learners - 24.4%

Hispanic - 23.8%

African American - 48%

Students with disabilities - 55%

**\*Online Learning Implications**

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

## Fletcher Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2	28.2% (2018/19)	38.2%	Grade 3 ELA Reading	Trimester
June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2	18.7% (2018/19)	28.7%	Grade 3 ELA Reading	Trimester
June 2021	5	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2	61.3% (2018/19)	71.3%	Grade 5 ELA Reading	Trimester
June 2021	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by DRA2	54.5% (2018/19)	64.5%	Grade 5 ELA Reading	Trimester
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism	23.8%	10%	Absenteeism	Monthly
June 2021	TK-5	English Learner	Decrease chronic absenteeism	24.4%	10%	Absenteeism	Monthly
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism	55%	10%	Absenteeism	Monthly
June 2021	TK-5	Black or African American	Decrease chronic absenteeism	48%	10%	Absenteeism	Monthly
June 2021	TK-5	Socioeconomicall y Disadvantaged	Decrease chronic absenteeism	24%	10%	Absenteeism	Monthly

## Counselor

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

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

### \*Strategy/Activity - Description

Funding has been allocated to purchase additional counseling time. This time will be used to support the social/emotional learning of students so that they can tend to their academic needs. Our belief is that children that have a healthy mind and body will be able to focus more on their learning. Counselor time will also be used to monitor support, work with, and engage parents on the home/school connection, work with children and families to reduce absences and tardiness.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor -				0105-09800-00-1210-3110-0000-01000-3401	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F010515	Support from counseling in collaboration with admin, district and office staff for student/family outreach and support will mitigate factors contributing to Chronic Absenteeism.
	School Counselor -				0105-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : F010516	Support from counseling in collaboration with admin, district and office staff for student/family outreach and support will mitigate factors contributing to Chronic Absenteeism

## Instructional Support

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

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

### \*Strategy/Activity - Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.

## Fletcher Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0105-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N0105C	Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.
	Supplies				0105-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts   Ref Id : N01054T	Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.
	Supplies				0105-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 2 - English Language Arts   Ref Id : N0105AJ	Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

### Professional Learning Communities

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

All students at the school will benefit from this strategy/activity in the area of ELA and improving school culture to increase attendance rates among all student groups.

#### \*Strategy/Activity - Description

Visiting teachers are essential for classroom teachers to be released from the classroom to participate in professional development with support staff to work on the following to improve instructional practices: lesson design, lesson studies analyze patterns and trends of student achievement.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0105-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N01059S	Release time will allow teachers to to participate in professional development with support staff such as the district counselor and community partners to improve the following: Attendance (reduce chronic absenteeism rate) and literacy. This will support efforts to close the achievement gap.



## **STEAM**

### **Our Vision**

Our work is about widening the sphere of success by engineering equitable learning outcomes 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 educational experiences in order for students to be agents of change and make hope a reality.

### **STEAM Belief Statement**

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to affect their world in real and powerful ways.

### **Leading, Implementing, Monitoring, and Actualizing a Coherent Plan**

Recognition of students in the classrooms and school-wide will support a culture of learning built around STEAM in classrooms.

Communication by teachers will also ensure that parents will be part of the culture of STEAM here at Fletcher Elementary. Displaying students' STEAM projects at Open house, district, and community events and at other site, opportunities will also enhance the culture.

In order to build the capacity of teachers and to ensure sustainability, teachers need current research-based strategies from professional development. At Fletcher Elementary, teachers have and will continue to be released from the site to attend district professional developments/ Furthermore, teachers will have time to analyze data to inform their next steps during grade level meetings. Teachers will also have the option to observe each other during peer observations with the option of peer observations at other schools.

Assurance of implementation is demonstrated by daily schedules showing STEAM lessons for four hours a week. As implementation continues, coaching and feedback by the site administrator and other district support will continue.

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

## School Leadership Actions

### Leadership Practice

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

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

#### Online Learning

Fletcher Elementary currently has a protocol in place to address pupil absences and re-engagement which involves collaboration between the teachers, office staff, counseling, administration, and district resources. Teachers have established modes of communication for families and regularly take (and update) attendance to inform office staff, counseling, and admin about student attendance.

Staff received training prior to the school year on restorative practices and student engagement. Staff members also received a digital copy of The Distance Learning Playbook as a guide for Online Learning best practices. One entire section of the book is dedicated to building relationships in an online classroom.

The school will ensure equity and consistency from classroom to classroom when taking attendance by dedicating the primary focus of the School Clerk to monitoring daily attendance, sending reminders to teachers to have attendance submitted in a timely manner, and following up with teachers when a student has been marked absent for multiple consecutive days to ensure the accuracy of that reporting.

Fletcher Elementary School will ensure processes are accessible to all parents and families with consistent outreach via email, text messaging, and phone calls informing stakeholders of important information. Families who require information in a language other than English will be provided with translation services on an as-needed basis. Outreach was performed in the Spring of 2020 and at the start of the school year to ensure all students who needed internet access and/or a device received one prior to the start of Online Learning. To date, 100% of the students at Fletcher Elementary have access to sufficient technology resources for engaging in Online Learning.

As Principal, I will take the following steps to meet the SPSA goals:

Facilitate a monthly rotation of all-staff meetings, PLC's, committee meetings, and Professional Development directed at the specific goals and objectives outlined in the SPSA.

Form connections with students and families through Coffee with the Principal, co-teaching with classroom teachers, etc.

Provide teaching and paraprofessional staff with regular descriptive feedback to increase their capacity to deliver high-quality educational experiences to their students.

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Fletcher Elementary to meet or exceed the SPSA goals.

**Monitoring Instructional Content, Pedagogy, and Student Engagement**

The site administrator will work alongside all members to ensure that the following are in place at the school:

- \* A guaranteed and viable curriculum in every classroom
- \* All teachers are implementing a set of school-wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- \* Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
- \* Frequent classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.
- \* All staff knows students' learning needs and can recognize if the instruction is affecting student learning.

**Monitoring Student Learning and Providing Support**

The site administrator and all staff members will take responsibility for monitoring student learning and providing appropriate support:

- \* Develop and fine-tune a comprehensive assessment system.
- \* Administer common formative and summative assessments and utilize the data to lead teachers in designing effective lessons and targeted interventions based on student needs
- \* Ensure that reteach and reassessment opportunities are provided to students
- \* Ensure that all students have access to rigorous and standards-based lessons.

**Targeted Professional Learning and Implementation**

The site administrator will continue to focus on creating a collaborative risk-taking environment for teachers and students; and leads the teachers and aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the following takes place at school:

- \* Data from classroom observations and common assessments will be used to inform professional learning opportunities.
- \* Identify teacher's practices and develop multiple, differentiated professional learning opportunities grounded in current research and based on students' needs.
- \* The school's focus, common pedagogy, professional learning, and teacher collaboration are evident in all classrooms.

**Interpersonal Skills**

- \* Model positive and productive relationships with staff, students, parents, and the community.
- \* Create a safe, supportive, and collaborative school culture where staff feels supported and can have honest and trusting conversations about the work.
- \* Value mutual respect, multiple cultural perspectives, and experiences.
- \* Views work through an appreciative lens and focus on what is working at the school.

**Organizational Leadership**

- \* Develop and maintain clear systems to organize and maximize resources and operations.
- \* Establish clear lines of communication.

- \* Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

**Parents/Community**

- \* Cultivate positive relationships with parents and the community.
- \* Implement systems and structures that engage, teach support parents, and the community.
- \* Have clear and open lines of communication with parents and the community.
- \* Help parents understand their child's learning successes and needs.
- \* Provide resources to support parents.

**Leading for Second-Order Change**

- \* Strengthen and fine-tune current instructional practices
- \* Professional development focused on Tier 1 instruction, data analysis, instructional practices, balanced literacy, attendance, and social/emotional learning (safe, supportive, and collaborative school culture)
- \* Ensure all learning goals and targets are aligned with Critical Concepts/Common Core standards and based on student data
- \* Reflect on our work as educators and equity for all students
- \* Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

**Outcomes:**

**Professional Learning Outcomes:** Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:

- \* Strong knowledge of the standards
- \* Deeper understanding of the vertical alignment of critical concepts between grade levels.
- \* Application of teaching practices that impact student achievement.

**Teaching Outcomes:** Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding, building upon learning from the previous year, as evidenced by:

- \* Daily monitoring of student progress towards a learning goal as well as specific targets.
- \* Lifting or shifting instruction now is based on what students are controlling and approximating.
- \* Analysis of student work and next steps.

**Planning Outcomes:** Teachers will move from theory to application in regards to acquiring and responding to evidence to student understanding by:

- \* Starting with student assessment and critical concepts (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach.

- \* Planning learning goals based on critical concepts and breaking them down into smaller targets to meet the larger goal.

**Professional Development Plan and Progression of Learning:****Progression of Learning**

- \* Vertical alignment of critical concepts.
- \* Starting with student assessment to inform learning goals and setting learning targets based on assessment and critical concepts.

- \* PLC/PD/Grade level teams
- \* Monitoring/analyzing and responding daily to lessons
- \* Developing systems for monitoring

**Professional Development Goals**

- \* Build an understanding of vertical alignment of standards
- \* Set learning goals and targets
- \* Use qualitative and quantitative data to make instructional decisions

## **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**

# Fletcher Budget Summary

## DESCRIPTION

## AMOUNT

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

\$ 30,346.94

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

\$ 0.00

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

\$ 63,753.26

## 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)	\$16,150.82
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$16,150.82

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)	\$17,255.50
[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): \$ 17,255.50

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$63,753.26



School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Fletcher Elementary	09800 LCFF Intervention Support	School Counselor	1210	Counselor	0.1000	\$ 8,707.20
		School Counselor	3000			\$ 1,989.92
			1192	Prof&Curriclm Dev Vist Tchr		\$ 2,200.00
			3000			\$ 490.38
			4301	Supplies		\$ 3,868.00
	<b>09800 LCFF Intervention Support Total</b>				<b>0.1000</b>	<b>\$ 17,255.50</b>
	30100 Title I Basic Program	Inschool Resource Tchr	1109	Pull/Out Push In	0.1000	\$ 9,508.70
		Inschool Resource Tchr	3000			\$ 2,173.12
		School Counselor	1210	Counselor	0.1000	\$ 8,707.20
		School Counselor	3000			\$ 1,989.92
		Teacher-Mild/Moderate	1107	Classroom Teacher		\$ -
		Teacher-Mild/Moderate	3000			\$ -
			1162	Short Term Leave Visiting Tchr		\$ -
			4301	Supplies		\$ 2,889.00
			5841	Software License		\$ -
			5853	Contracted Svcs Less Than \$25K		\$ 4,315.00
	<b>30100 Title I Basic Program Total</b>				<b>0.2000</b>	<b>\$ 29,582.94</b>
	30103 Title I Parent Involvement		4304	Inservice supplies		\$ 764.00
	<b>30103 Title I Parent Involvement Total</b>					<b>\$ 764.00</b>
	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109	Pull/Out Push In	0.1000	\$ 9,508.70
		Inschool Resource Tchr	3000			\$ 2,173.12
		Teacher-Mild/Moderate	1107	Classroom Teacher		\$ -
		Teacher-Mild/Moderate	3000			\$ -
			1162	Short Term Leave Visiting Tchr		\$ -
			4301	Supplies		\$ 1,469.00
			5841	Software License		\$ 3,000.00
			5853	Contracted Svcs Less Than \$25K		\$ -
	<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>				<b>0.1000</b>	<b>\$ 16,150.82</b>
<b>Grand Total</b>					<b>0.4000</b>	<b>\$ 63,753.26</b>

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



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

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**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 C**

**SCHOOL PARENT COMPACT**

San Diego Unified School District  
Fletcher Elementary

2020-2021 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 2020-2021.

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 monthly professional development training and engages in collaborative Professional Learning Community activities 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 (subject to change based on local health guidelines)

- November 9<sup>th</sup>-13<sup>th</sup>, 2020
- March 22<sup>nd</sup> – 26<sup>th</sup>, 2021

Reporting Periods: (approximately)

- December 1<sup>st</sup>, 2020 - 1<sup>st</sup> Reporting Period
- March 11<sup>th</sup>, 2021 - 2<sup>nd</sup> Reporting Period
- June 15<sup>th</sup>, 2021 - Final 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 D

### DATA REPORTS

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

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

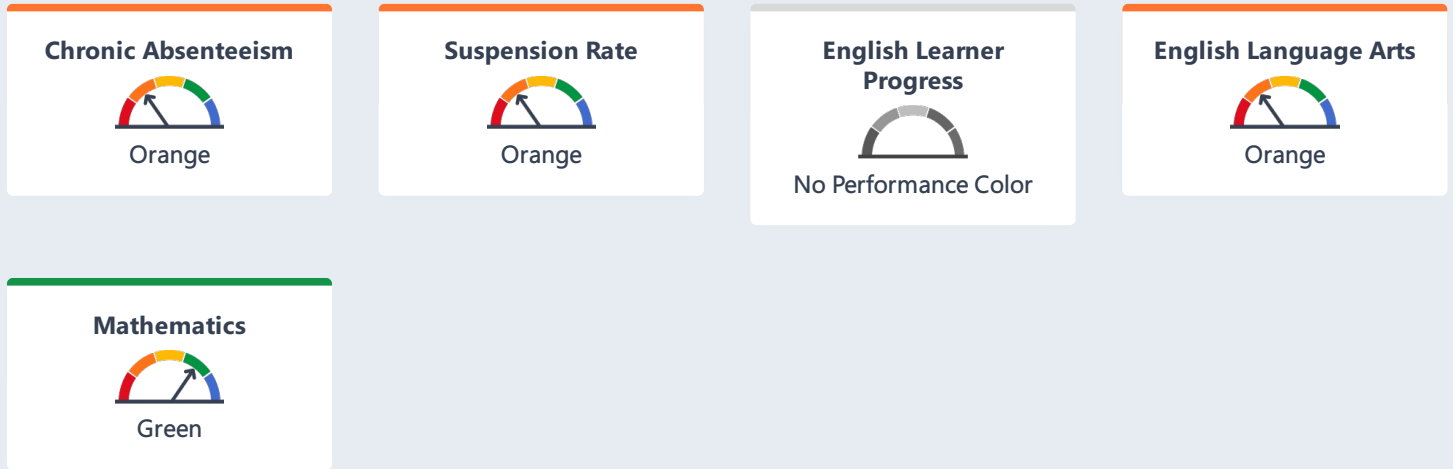
Reclassification data results can be requested from the school site.

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

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

# Fletcher Elementary

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

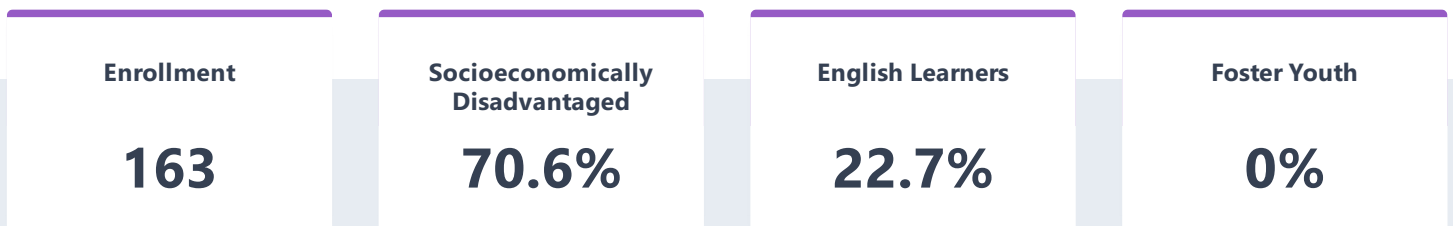


## School Details

<b>NAME</b> Fletcher Elementary	<b>ADDRESS</b> 7666 Bobolink Way San Diego, CA 92123-3701	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> K-5
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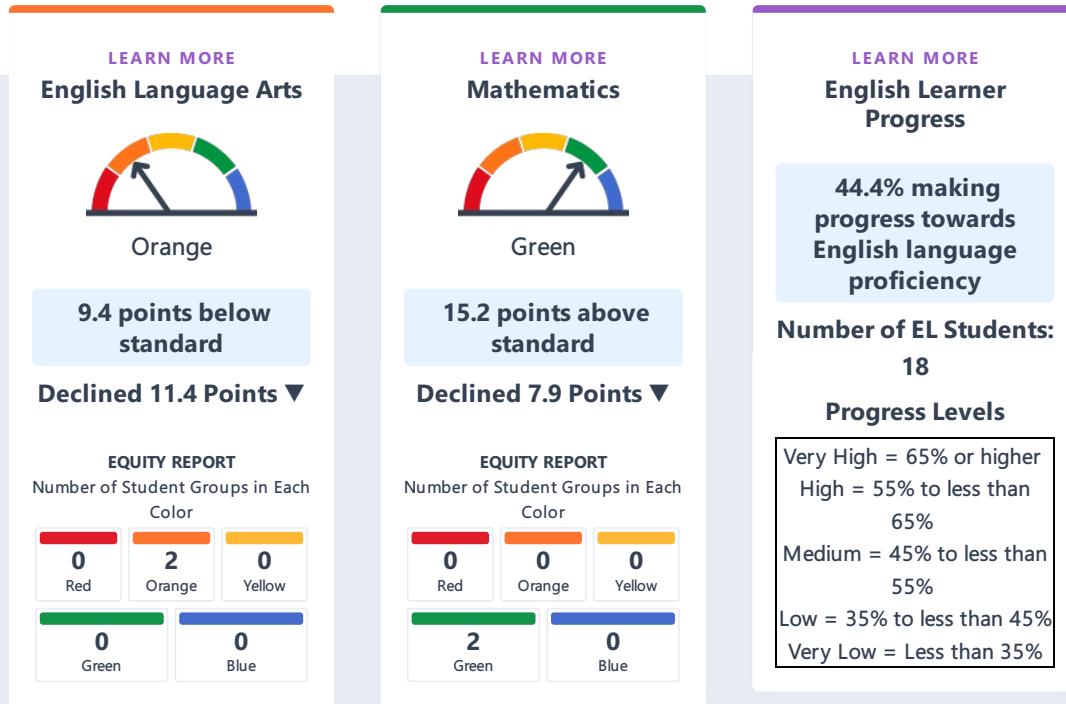
## Student Population

Explore information about this school's student population.



# Academic Performance

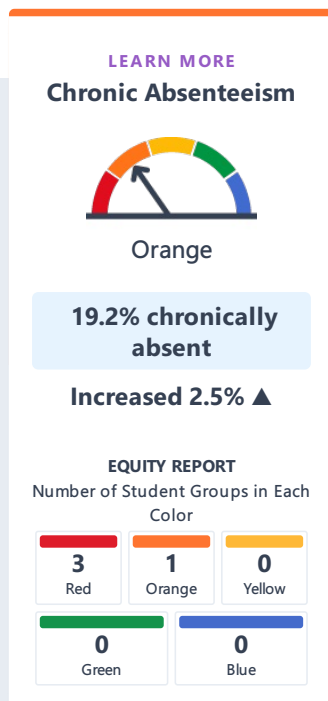
View Student Assessment Results and other aspects of school performance.



## FLETCHER ELEMENTARY

# Academic Engagement

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




# Conditions & Climate

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

[LEARN MORE](#)

## Suspension Rate



Orange

**3.7% suspended at least once**

**Increased 0.5% ▲**

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

<b>1</b> Red	<b>2</b> Orange	<b>0</b> Yellow
<b>1</b> Green	<b>0</b> Blue	

# Academic Performance

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

## English Language Arts

### All Students

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

#### All Students



Orange

9.4 points below standard

Declined 11.4 Points ▼

Number of Students: 69

### Student Group Details

#### All Student Groups by Performance Level

2 Total Student Groups



Red

No Students



Orange

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

English Learners

Filipino

Two or More Races

Pacific Islander

Students with Disabilities

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### English Learners



No Performance Color

29.7 points below standard

Declined 18.8 Points ▼

Number of Students: 21

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### White



No Performance Color

38.9 points above standard

Increased 4.5 Points ▲

Number of Students: 15

### Hispanic



Orange

30.1 points below standard

Declined 19.8 Points ▼

Number of Students: 33

### Socioeconomically Disadvantaged



Orange

21.4 points below standard

Declined 14 Points ▼

Number of Students: 45

## Distance From Standard (English Language Arts)

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

	2017	2018	2019
All Students	0.4 points above standard	2 points above standard	9.4 points below standard

## English Language Arts Data Comparisons: English Learners

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


Current English Learners	Reclassified English Learners	English Only
63.3 points below standard	No Data	4.7 points below standard
No Data	No Data	Declined 5.2 Points ▼
Number of Students: 11	Number of Students: 10	Number of Students: 45

## Mathematics

### All Students

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

**All Students**



Green

---

15.2 points above standard







Declined 7.9 Points ▼

Number of Students: 69

### Student Group Details

#### All Student Groups by Performance Level

2 Total Student Groups

 <b>Red</b> No Students	 <b>Orange</b> No Students	 <b>Yellow</b> No Students
 <b>Green</b> Hispanic Socioeconomically Disadvantaged	 <b>Blue</b> No Students	 <b>No Performance Color</b> African American Asian English Learners Filipino Two or More Races



### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### English Learners



No Performance Color

15.6 points below standard

Declined 30.9 Points ▼

Number of Students: 21

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### White



No Performance Color

39.6 points above standard

Declined 4.6 Points ▼

Number of Students: 16

### Hispanic



Green

8.2 points above standard

Declined 4.7 Points ▼

Number of Students: 33

### Socioeconomically Disadvantaged



Green

2.9 points above standard

Declined 15.8 Points ▼

Number of Students: 45



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

	2017	2018	2019
All Students	21 points above standard	23.1 points above standard	15.2 points above standard

## Mathematics Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
40.6 points below standard	No Data	26.7 points above standard
No Data	No Data	Increased 4.1 Points ▲
Number of Students: 11	Number of Students: 10	Number of Students: 45

## English Learner Progress Indicator

### All English Learner Students

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

[LEARN MORE](#)

**English Learner Progress**

**44.4% making progress towards English language proficiency**

**Number of EL Students: 18**

**Performance Level**  
Low

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

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

### Student English Language Acquisition Results

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

---

ELs Who Decreased at Least One ELPI Level	22.2%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.3%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	44.4%

---

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

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

#### All Students



Orange

19.2% chronically absent

Increased 2.5% ▲

Number of Students: 182

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

English Learners

Hispanic

Socioeconomically Disadvantaged



Orange

White



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Students with Disabilities

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Asian



No Performance Color

8.7% chronically absent

Declined 1.3% ▼

Number of Students: 23

### African American



No Performance Color

17.6% chronically absent

Declined 15.7% ▼

Number of Students: 17

### Students with Disabilities



No Performance Color

18.2% chronically absent

Declined 13.1% ▼

Number of Students: 22

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Two or More Races



No Performance Color

27.8% chronically absent

Increased 9.6% ▲

Number of Students: 18

### English Learners



Red

24.4% chronically absent

Increased 6.3% ▲

Number of Students: 45

### Hispanic



Red

23.8% chronically absent

Increased 8.3% ▲

Number of Students: 84

### Socioeconomically Disadvantaged



Red

24% chronically absent

Increased 3.6% ▲

Number of Students: 129

### White



Orange

9.1% chronically absent

Increased 0.6% ▲

Number of Students: 33

# Conditions and Climate

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

## Suspension Rate

### All Students

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

#### All Students



Orange

3.7% suspended at least once

Increased 0.5% ▲

Number of Students: 188

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

White



Orange

English Learners

Socioeconomically Disadvantaged



Yellow

No Students



Green

Hispanic



Blue

No Students



No Performance Color

African American

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

### African American



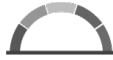
No Performance Color

11.1% suspended at least once

Declined 5.6% ▼

Number of Students: 18

### Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 23

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

0% suspended at least once

Declined 21.4% ▼

Number of Students: 12

### Two or More Races



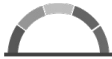
No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 19

### Pacific Islander

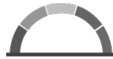


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

0% suspended at least once

Declined 18.8% ▼

Number of Students: 22

### White



Red

8.6% suspended at least once

Increased 6.5% ▲

Number of Students: 35

### English Learners



Orange

2.1% suspended at least once

Increased 2.1% ▲

Number of Students: 47

### Socioeconomically Disadvantaged



Orange

3.8% suspended at least once

Maintained 0%

Number of Students: 132

### Hispanic



Green

2.3% suspended at least once

Declined 0.5% ▼

Number of Students: 86



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	123	44.7	106	50.0	94	48.9	76	57.9	72	50.0	5.3	-7.9	122	45.9	109	53.2	94	62.8	85	64.7	72	58.3	12.4	-6.4
Female	55	50.9	45	55.6	48	58.3	41	68.3	44	52.3	1.4	-16.0	54	42.6	46	47.8	48	60.4	49	59.2	43	55.8	13.2	-3.4
Male	68	39.7	61	45.9	46	39.1	35	45.7	28	46.4	6.7	0.7	68	48.5	63	57.1	46	65.2	36	72.2	29	62.1	13.6	-10.1
African American	20	25.0	19	31.6	13	30.8	5	-	5	-	-	-	21	38.1	18	22.2	13	46.2	6	-	5	-	-	-
Asian**	2	-	3	-	1	-	1	-	6	-	-	-	2	-	3	-	1	-	4	-	6	-	-	-
Filipino	8	-	5	-	3	-	3	-	4	-	-	-	8	-	5	-	3	-	3	-	4	-	-	-
Hispanic	33	39.4	29	41.4	23	43.5	31	51.6	35	37.1	-2.3	-14.5	33	30.3	31	35.5	23	43.5	31	58.1	35	51.4	21.1	-6.7
Indochinese**	11	36.4	10	40.0	11	36.4	5	-	-	-	-	-	10	60.0	10	80.0	11	72.7	5	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	2	-	1	-	1	-	-	-	1	-	1	-	2	-	1	-	1	-	-	-
White	32	56.3	28	64.3	34	61.8	26	73.1	15	86.7	30.4	13.6	31	54.8	30	66.7	34	76.5	26	80.8	16	75.0	20.2	-5.8
Multiracial	16	50.0	11	72.7	7	-	4	-	6	-	-	-	16	43.8	11	81.8	7	-	9	-	5	-	-	-
English Learner	26	30.8	15	13.3	12	25.0	10	20.0	11	27.3	-3.5	7.3	26	34.6	16	43.8	12	33.3	19	42.1	11	36.4	1.8	-5.7
English-Speaking	97	48.5	91	56.0	82	52.4	66	63.6	61	54.1	5.6	-9.5	96	49.0	93	54.8	82	67.1	66	71.2	61	62.3	13.3	-8.9
Reclassified†	10	100.0	3	-	13	69.2	8	-	10	60.0	-40.0	-	10	90.0	3	-	13	84.6	8	-	10	40.0	-50.0	-
Initially Eng. Speaking	87	42.5	88	54.5	69	49.3	58	58.6	51	52.9	10.4	-5.7	86	44.2	90	53.3	69	63.8	58	70.7	51	66.7	22.5	-4.0
Econ. Disadv.*	81	44.4	71	47.9	57	49.1	49	53.1	46	41.3	-3.1	-11.8	82	42.7	70	48.6	57	63.2	56	66.1	46	47.8	5.1	-18.3
Non-Econ. Disadv.	42	45.2	35	54.3	37	48.6	27	66.7	26	65.4	20.2	-1.3	40	52.5	39	61.5	37	62.2	29	62.1	26	76.9	24.4	14.8
Gifted	32	71.9	28	75.0	18	72.2	15	86.7	10	90.0	18.1	3.3	32	62.5	28	75.0	18	83.3	15	93.3	10	90.0	27.5	-3.3
Not Gifted	91	35.2	78	41.0	76	43.4	61	50.8	62	43.5	8.3	-7.3	90	40.0	81	45.7	76	57.9	70	58.6	62	53.2	13.2	-5.4
With Disabilities	14	0.0	10	20.0	6	-	3	-	11	36.4	36.4	-	14	14.3	12	8.3	6	-	3	-	11	36.4	22.1	-
WO Disabilities	109	50.5	96	53.1	88	50.0	73	60.3	61	52.5	2.0	-7.8	108	50.0	97	58.8	88	64.8	82	67.1	61	62.3	12.3	-4.8
Homeless	7	-	5	-	3	-	1	-	0	-	-	-	7	-	5	-	3	-	0	-	0	-	-	-
Foster	2	-	5	-	1	-	0	-	0	-	-	-	2	-	5	-	1	-	0	-	0	-	-	-
Military	8	-	5	-	0	-	1	-	3	-	-	-	8	-	5	-	3	-	2	-	3	-	-	-

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

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

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



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Fletcher**  
**Grade 3**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	40	25.0	35	57.1	31	51.6	24	50.0	24	37.5	12.5	-12.5	39	38.5	36	61.1	31	64.5	28	71.4	23	34.8	-3.7	-36.6
Female	16	31.3	16	75.0	17	52.9	12	58.3	18	38.9	7.6	-19.4	15	40.0	16	62.5	17	58.8	15	73.3	17	35.3	-4.7	-38.0
Male	24	20.8	19	42.1	14	50.0	12	41.7	6	-	-	-	24	37.5	20	60.0	14	71.4	13	69.2	6	-	-	-
African American	6	-	6	-	3	-	0	-	2	-	-	-	7	-	6	-	3	-	1	-	2	-	-	-
Asian**	1	-	0	-	0	-	1	-	1	-	-	-	1	-	0	-	0	-	2	-	1	-	-	-
Filipino	3	-	1	-	1	-	2	-	1	-	-	-	3	-	1	-	1	-	2	-	1	-	-	-
Hispanic	12	25.0	11	45.5	6	-	14	42.9	15	26.7	1.7	-16.2	12	16.7	11	36.4	6	-	14	71.4	15	26.7	10.0	-44.7
Indochinese**	7	-	2	-	4	-	1	-	-	-	-	-	6	-	2	-	4	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
White	8	-	12	75.0	14	64.3	4	-	1	-	-	-	7	-	13	84.6	14	64.3	4	-	1	-	-	-
Multiracial	2	-	3	-	2	-	2	-	4	-	-	-	2	-	3	-	2	-	4	-	3	-	-	-
English Learner	15	20.0	0	-	4	-	8	-	3	-	-	-	15	33.3	1	-	4	-	11	63.6	3	-	-	-
English-Speaking	25	28.0	35	57.1	27	51.9	16	62.5	21	38.1	10.1	-24.4	24	41.7	35	60.0	27	70.4	17	76.5	20	30.0	-11.7	-46.5
Reclassified†	1	-	0	-	4	-	0	-	3	-	-	-	1	-	0	-	4	-	0	-	3	-	-	-
Initially Eng. Speaking	24	25.0	35	57.1	23	43.5	16	62.5	18	44.4	19.4	-18.1	23	39.1	35	60.0	23	65.2	17	76.5	17	35.3	-3.8	-41.2
Econ. Disadv.*	26	30.8	24	58.3	20	50.0	18	44.4	16	37.5	6.7	-6.9	27	40.7	24	58.3	20	65.0	21	76.2	15	26.7	-14.0	-49.5
Non-Econ. Disadv.	14	14.3	11	54.5	11	54.5	6	-	8	-	-	-	12	33.3	12	66.7	11	63.6	7	-	8	-	-	-
Gifted	8	-	9	-	6	-	3	-	1	-	-	-	8	-	9	-	6	-	3	-	1	-	-	-
Not Gifted	32	15.6	26	50.0	25	44.0	21	47.6	23	34.8	19.2	-12.8	31	32.3	27	48.1	25	64.0	25	68.0	22	31.8	-0.5	-36.2
With Disabilities	4	-	10	20.0	6	-	1	-	4	-	-	-	4	-	1	-	6	-	2	-	4	-	-	-
WO Disabilities	36	27.8	34	58.8	30	53.3	23	52.2	20	40.0	12.2	-12.2	35	40.0	35	62.9	30	66.7	26	76.9	19	31.6	-8.4	-45.3
Homeless	0	-	3	-	2	-	1	-	0	-	-	-	0	-	3	-	2	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	0	-	1	-	1	-	-	-	1	-	2	-	3	-	1	-	1	-	-	-

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

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





**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Fletcher**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	46	50.0	35	34.3	32	62.5	24	54.2	25	44.0	-6.0	-10.2	46	50.0	36	38.9	32	71.9	28	64.3	25	72.0	22.0	7.7
Female	20	55.0	15	33.3	18	72.2	14	57.1	13	46.2	-8.8	-10.9	20	40.0	16	37.5	18	66.7	18	44.4	13	76.9	36.9	32.5
Male	26	46.2	20	35.0	14	50.0	10	50.0	12	41.7	-4.5	-8.3	26	57.7	20	40.0	14	78.6	10	100.0	12	66.7	9.0	-33.3
African American	9	-	6	-	7	-	2	-	2	-	-	-	9	-	5	-	7	-	2	-	2	-	-	-
Asian**	0	-	2	-	0	-	0	-	2	-	-	-	0	-	2	-	0	-	1	-	2	-	-	-
Filipino	1	-	3	-	0	-	1	-	2	-	-	-	1	-	3	-	0	-	1	-	2	-	-	-
Hispanic	13	46.2	8	-	8	-	6	-	13	46.2	0.0	-	13	23.1	10	10.0	8	-	7	-	13	76.9	53.8	-
Indochinese**	3	-	5	-	2	-	2	-	-	-	-	-	3	-	5	-	2	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	1	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
White	13	61.5	8	-	12	66.7	12	66.7	4	-	-	-	13	69.2	8	-	12	91.7	12	83.3	4	-	-	-
Multiracial	7	-	2	-	3	-	0	-	2	-	-	-	7	-	2	-	3	-	2	-	2	-	-	-
English Learner	8	-	12	16.7	1	-	2	-	5	-	-	-	8	-	12	33.3	1	-	6	-	5	-	-	-
English-Speaking	38	55.3	23	43.5	31	61.3	22	59.1	20	50.0	-5.3	-9.1	38	55.3	24	41.7	31	71.0	22	77.3	20	80.0	24.7	2.7
Reclassified†	2	-	1	-	2	-	5	-	2	-	-	-	2	-	1	-	2	-	5	-	2	-	-	-
Initially Eng. Speaking	36	52.8	22	40.9	29	58.6	17	47.1	18	50.0	-2.8	2.9	36	52.8	23	39.1	29	69.0	17	82.4	18	77.8	25.0	-4.6
Econ. Disadv.*	32	43.8	20	35.0	20	65.0	13	53.8	18	38.9	-4.9	-14.9	32	43.8	19	36.8	20	75.0	16	62.5	18	66.7	22.9	4.2
Non-Econ. Disadv.	14	64.3	15	33.3	12	58.3	11	54.5	7	-	-	-	14	64.3	17	41.2	12	66.7	12	66.7	7	-	-	-
Gifted	12	75.0	6	-	7	-	5	-	4	-	-	-	12	58.3	6	-	7	-	5	-	4	-	-	-
Not Gifted	34	41.2	29	27.6	25	60.0	19	42.1	21	33.3	-7.9	-8.8	34	47.1	30	36.7	25	64.0	23	60.9	21	66.7	19.6	5.8
With Disabilities	6	-	3	-	6	-	1	-	5	-	-	-	6	-	4	-	6	-	1	-	5	-	-	-
WO Disabilities	40	57.5	32	34.4	31	64.5	23	56.5	20	50.0	-7.5	-6.5	40	55.0	32	43.8	31	74.2	27	66.7	20	85.0	30.0	18.3
Homeless	4	-	5	-	1	-	1	-	0	-	-	-	4	-	0	-	1	-	0	-	0	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	0	-	0	-	0	-	1	-	-	-	5	-	0	-	0	-	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.

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



**2015-2019 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Fletcher**  
**Grade 5**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	37	59.5	36	58.3	31	32.3	28	67.9	23	69.6	10.1	1.7	37	48.6	37	59.5	31	51.6	29	58.6	24	66.7	18.1	8.1
<b>Female</b>	19	63.2	14	57.1	13	46.2	15	86.7	13	76.9	13.7	-9.8	19	47.4	14	42.9	13	53.8	16	62.5	13	61.5	14.1	-1.0
<b>Male</b>	18	55.6	22	59.1	18	22.2	13	46.2	10	60.0	4.4	13.8	18	50.0	23	69.6	18	50.0	13	53.8	11	72.7	22.7	18.9
<b>African American</b>	5	-	7	-	3	-	3	-	1	-	-	-	5	-	7	-	3	-	3	-	1	-	-	-
<b>Asian**</b>	1	-	1	-	1	-	0	-	3	-	-	-	1	-	1	-	1	-	1	-	3	-	-	-
<b>Filipino</b>	4	-	1	-	2	-	0	-	1	-	-	-	4	-	1	-	2	-	0	-	1	-	-	-
<b>Hispanic</b>	8	-	10	60.0	9	-	11	54.5	7	-	-	-	8	-	10	60.0	9	-	10	40.0	7	-	-	-
<b>Indochinese**</b>	1	-	3	-	5	-	2	-	-	-	-	-	1	-	3	-	5	-	2	-	-	-	-	-
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
<b>White</b>	11	72.7	8	-	8	-	10	80.0	10	100.0	27.3	20.0	11	45.5	9	-	8	-	10	80.0	11	81.8	36.3	1.8
<b>Multiracial</b>	7	-	6	-	2	-	2	-	0	-	-	-	7	-	6	-	2	-	3	-	0	-	-	-
<b>English Learner</b>	3	-	3	-	7	-	0	-	3	-	-	-	3	-	3	-	7	-	2	-	3	-	-	-
<b>English-Speaking</b>	34	55.9	33	63.6	24	41.7	28	67.9	20	75.0	19.1	7.1	34	47.1	34	58.8	24	58.3	27	63.0	21	76.2	29.1	13.2
<b>Reclassified†</b>	7	-	2	-	7	-	3	-	5	-	-	-	7	-	2	-	7	-	3	-	5	-	-	-
<b>Initially Eng. Speaking</b>	27	44.4	31	61.3	17	41.2	25	64.0	15	66.7	22.3	2.7	27	37.0	32	56.3	17	52.9	24	58.3	16	87.5	50.5	29.2
<b>Econ. Disadv.*</b>	23	60.9	27	48.1	17	29.4	18	61.1	12	50.0	-10.9	-11.1	23	43.5	27	48.1	17	47.1	19	57.9	13	46.2	2.7	-11.7
<b>Non-Econ. Disadv.</b>	14	57.1	9	-	14	35.7	10	80.0	11	90.9	33.8	10.9	14	57.1	10	90.0	14	57.1	10	60.0	11	90.9	33.8	30.9
<b>Gifted</b>	12	75.0	13	76.9	5	-	7	-	5	-	-	-	12	66.7	13	69.2	5	-	7	-	5	-	-	-
<b>Not Gifted</b>	25	52.0	23	47.8	26	26.9	21	61.9	18	66.7	14.7	4.8	25	40.0	24	54.2	26	46.2	22	45.5	19	63.2	23.2	17.7
<b>With Disabilities</b>	4	-	6	-	4	-	1	-	2	-	-	-	4	-	7	-	4	-	3	-	2	-	-	-
<b>WO Disabilities</b>	33	66.7	30	66.7	27	29.6	27	70.4	21	66.7	0.0	-3.7	33	54.5	30	70.0	27	51.9	29	58.6	22	68.2	13.7	9.6
<b>Homeless</b>	3	-	2	-	3	-	1	-	0	-	-	-	3	-	2	-	3	-	0	-	0	-	-	-
<b>Foster</b>	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	2	-	3	-	0	-	0	-	1	-	-	-	2	-	3	-	0	-	0	-	1	-	-	-

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

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

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

**APPENDIX E**

**2020-21 SPSA ASSESSMENT AND EVALUATION**

Fletcher Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: FLETCHER ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

In school resource teacher will be able to support and collaborate with classroom teachers to impact student growth. The IRT will support classroom teachers in planning, teaching and co-teaching differentiated instruction and supports for struggling students (Tier 1 and 2 instruction).

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Resource Specialist-Spec Educ - NEW POSN, SBB2512710	0.05000	\$5,966.95	30100-1107	Support closing the achievement gap in ELA, Math; English Language learners; graduation rate	Effective. Additional small groups and individual attention is available for our struggling learners		Expenditure will continue

Note/Reminders (optional):

## Fletcher Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

### Goal 3 - Mathematics

#### Strategy/Activity 1

##### \*Strategy/Activity - Description

In School Resource Teachers will support classroom teachers with Tier 1 instruction and instructional practices based on needs. In school Resource Teacher will support struggling teachers with Tier 2 interventions and will support and impact teacher effectiveness in providing more differentiated instruction and supports for students in both ELA and Math. The In School Resource teachers will also help to accomplish the following: increase academics, support meaningful and ongoing formative and informal assessments, monitor student progress, support social/emotional needs and provide direct instruction to potential at risk students.

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

##### Analysis:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Resource Specialist-Spec Educ - NEW POSN, SBB2512710	0.05000	\$5,966.95	30100-1107	Support closing the achievement gap in ELA and Math; English Learners; graduation rate	Effective. Additional small groups and individual attention is available for our struggling learners		Expenditure continued

Note/Reminders (optional):

#### Strategy/Activity 2

##### \*Strategy/Activity - Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

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

##### Analysis:

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

### Fletcher Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$4,766.00	30106-4301	Support closing the achievement gap	Effective. Purposeful purchase of supplies and learning materials enhance the teachers ability to provide appropriate curriculum and supplementary materials for all areas of learning		Expenditure continued

Note/Reminders (optional):

## Fletcher Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

### Goal 4- English Learners

#### Strategy/Activity 1

#### \*Strategy/Activity - Description

In school resource teacher will support classroom teachers with Tier 1 instruction and specific instructional practices based on needs.

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

#### Analysis:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Resource Specialist-Spec Educ - NEW POSN, SBB2512710	0.10000	\$11,933.91	30106-1107	Support closing the achievement gap in ELA and Math; English Learners; Graduation rate	Effective. Additional small groups and individual attention is available for our struggling learners		Expenditure continued

Note/Reminders (optional):

## Fletcher Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

### Goal 6 - Family Engagement

#### Strategy/Activity 1

#### \*Strategy/Activity - Description

Allocate funds for inservice supplies for parent meetings and parent workshops

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

#### Analysis:

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

#### Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inservice supplies		\$746.00	30103-4304	Support closing the achievement gap and increase parent engagement	Ability to work alongside parents on things important to community. Allows us to have purposeful parent events that match needs of Fletcher families		Expenditure will continue

Note/Reminders (optional):



## Fletcher Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

### Goal 7 - Graduation/Promotion Rate

#### Strategy/Activity 1

##### \*Strategy/Activity - Description

Funding has been allocated to purchase additional counseling time. This time will be used to support the social/emotional learning of students so that they can tend to their academic needs. Our belief is that children that have a healthy mind and body will be able to focus more on their learning. Counselor time will also be used to monitor support, work with and engage parents on the home/school connection, work with children and families to reduce absences and tardies.

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

##### Analysis:

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

##### Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512718	0.10000	\$10,115.73	30100-1210	Support social/emotional learning, closing the achievement gap, and school graduation/promotion rate	Has allowed for additional whole class presentations around social/emotional needs. Has also provided additional time for small group and 1:1 attention to all our students		Expenditure will continue

Note/Reminders (optional):

#### Strategy/Activity 2

##### \*Strategy/Activity - Description

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

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

##### Analysis:

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

## Fletcher Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Description:

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$8,348.00	30100-4301	Support closing the achievement gap and increase graduation/promotion goals	Effective. Purposeful purchase of supplies and learning materials enhance the teachers ability to provide appropriate curriculum and supplementary materials for all areas of learning		Expenditure will continue

Note/Reminders (optional):

### Strategy/Activity 4

#### \*Strategy/Activity - Description

In school resource teacher will support classroom teachers with Tier 1 instruction and specific instructional practices based on needs. They will also continue to collaborate with all staff to increase academics, create meaningful and ongoing formative assessments, monitor student progress, support social and emotional needs and provide direct instruction to at risk students

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.

**Fletcher Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES**

Resource Specialist-Spec Educ - NEW POSN, SBB2512710	--	--	30100-1107	Support closing the achievement gap/professional development	Effective. Additional small groups and individual attention is available for our struggling learners	Expenditure will continue
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Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Fletcher Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: FLETCHER ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The Counselor will provide additional student supports in the area of social and emotional well being. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, community partners, principal, office staff, nursing office, classroom teachers and other support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will work to ensure families receive the supports they need to get their children to school everyday and on time. The counselor will be an active member of various subcommittees and teams as needed to support the positive school culture.

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

Analysis:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512717	0.10000	\$10,115.73	09800-1210	Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism and suspension rates.	Effective. Has allowed for additional whole class presentations around social/emotional needs. Has also provided additional time for small group and 1:1 attention for our students		Expenditure will continue

Note/Reminders (optional):

## Fletcher Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

### Strategy/Activity 2

#### \*Strategy/Activity - Description

Visiting Teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development with support staff such as the district counselor and community partners to improve the following : Attendance (reduce chronic absenteeism rate); School Culture (reduce suspension rate); Family engagement (increase parent support and participation). This will support efforts to close the achievement gap.

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

#### Analysis:

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

#### Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Support closing the achievement gap/professional development	Allows for staff to be released for PLC and PD. Planning and analysis of data is able to occur on a regular basis and ongoing learning and collaboration of staff can be meaningful		Expenditure to continue

Note/Reminders (optional):

Fletcher Elementary SPSA EVALUATION OF LCFE FUNDED ACTIONS/ACTIVITIES

**Goal 2 - English Language Arts**

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$1,612.13	09800-4301	Support closing the achievement gap	Effective. Purposeful purchase of supplies and learning materials enhance the teacher's ability to provide appropriate curriculum and supplementary materials for all areas of learning.		Expenditure will continue

Note/Reminders (optional):

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

Visiting teachers are essential for classroom teachers to be released from the classroom to participate in professional development with site and district staff to work on the following to improve instructional practices: lesson design, plan, analyze and collaborate on lessons, student data, common assessments.

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

Analysis:

## Fletcher Elementary SPSA EVALUATION OF LCFE FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$3,477.59	09800-1192	Support closing the achievement gap/professional development	Allows for staff to be released for PLC and PD. Planning and analysis of data is able to occur on a regular basis and ongoing learning and collaboration of staff can be meaningful		Expenditure to continue

Note/Reminders (optional):

## Fletcher Elementary SPSA EVALUATION OF LCFE FUNDED ACTIONS/ACTIVITIES

### Goal 3 - Mathematics

#### Strategy/Activity 3

##### \*Strategy/Activity - Description

Visiting teachers are essential for classroom teachers to be released from their classroom to participate in professional development either at the site or district level so that they can work on the following to improve instructional practices: collaboration, planning, analyzing student work, gaining new skills and strategies to implement in the classroom, understanding the curriculum at a deeper level.

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

##### Analysis:

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

##### Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$3,477.59	09800-1192	Support closing the achievement gap/professional development	Allows for staff to be released for PLC and PD. Planning and analysis of data is able to occur on a regular basis and ongoing learning and collaboration of staff can be meaningful		Expenditure will continue

Note/Reminders (optional):



## Fletcher Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

### Goal 5 - Students with Disabilities

#### Strategy/Activity 2

##### \*Strategy/Activity - Description

Visiting teachers are essential for classroom teachers and Education Specialists to be released from the classrooms to participate in professional development to work on improving instructional practices, lesson design, classroom visits, creating common formative assessments based on common core state standards, critical learning concepts and learning targets.

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

##### Analysis:

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Currielm Dev Vist Tchr	--	--	09800-1192	Visiting teacher to support PD for Education Specialist.	Allows for staff to be released for PLC and PD. Planning and analysis of data is able to occur on a regular basis and ongoing learning and collaboration of staff can be meaningful		Expenditure to continue
Prof&Currielm Dev Vist Tchr	--	--	09800-1192	Visiting teacher to support PD for Education Specialist.	Allows for staff to be released for PLC and PD. Planning and analysis of data is able to occur on a regular basis and ongoing learning and collaboration of		Expenditure to continue

**Fletcher Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES**

					staff can be meaningful		
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Note/Reminders (optional):

## Fletcher Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

### Goal 7 - Graduation/Promotion Rate

#### Strategy/Activity 3

#### \*Strategy/Activity - Description

Visiting teachers are essential for classroom teachers to be released from the classroom to participate in professional development with support staff to work on the following to improve instructional practices: lesson design, lesson studies analyze patterns and trends of student achievement.

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

#### Analysis:

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Support closing the achievement gap/professional development	Allows for staff to be released for PLC and PD. Planning and analysis of data is able to occur on a regular basis and ongoing learning and collaboration of staff can be meaningful		Expenditure to continue

#### Note/Reminders (optional):

What are my leadership strategies in service of the goals?