THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT FLETCHER ELEMENTARY SCHOOL

2022-23

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: 619.605.4600;
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: *January 24, 2023*

San Diego Unified
SCHOOL DISTRICT

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

San Diego Unified
SCHOOL DISTRICT

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: _Fletcher Elementary_   PHONE: _619-605-4600_ FAX: _858-496-8045_

SITE CONTACT PERSON: _Jeff Friedenberg_   E-MAIL ADDRESS: _jfriedenberg@sandi.net_

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

[x] Title I Schoolwide Programs (SWP)   ☐ CSI School   ☐ ATSI School

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

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

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

☐	English Learner Advisory Committee (ELAC)	Date of presentation: _NA_
☐	Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: _NA_
☐	Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: _NA_
☐	Site Governance Team (SGT)	Date of presentation: _NA_
[x]	Other (list): _SSC_	Date of presentation: _9/28/22_

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

2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

3. The site plan or revisions to the site plan were adopted by the SSC on: _9/28/22_

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

Jeff Friedenberg	_Jeff Friedenberg_ 9/28/22
Type/Print Name of School Principal	Signature of School Principal / Date
Athena Sperry	_(signature)_ 9/29/22
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
_NA_	_NA_
Type/Print Name of ELAC Representative	Signature of ELAC Representative / Date
Christina Casillas	_(signature)_ 10/1/20
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

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

Due October 7th 2022

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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. 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 educational partners.

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

LCAP GOAL 2: *Access to Broad and Challenging Curriculum*

LCAP GOAL 3: *Accelerating Student Learning With High Expectations for All*

LCAP GOAL 4: *Quality Leadership, Teaching and Learning*

LCAP GOAL 5: *Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

ENGAGING EDUCATIONAL PARTNERS

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 2021-2022, educational partners were involved in the 2022-2023 budget development process via multiple meeting opportunities to dialogue and solicit input. These included SSC, PTA, and staff meetings held throughout the year.

Title I Meeting for Families 2021/2022- October 6, 2021

*due to COVID meeting restrictions, the meeting was held via Zoom

Title I Budget priorities survey given to staff and families in January 2021

Budget approval (SBB) February 23, 2022

All Staff meeting discussed student data from report cards, DEMI, and FAST to support with needs assessment in September 2022

Title I Meeting for Families 2022/202 - September 8, 2022 During Back to School Night

SSC dates for 22-23

September 28, 2022 - SSC reviewed and approved SPSA and school parent compact and family engagement policy.

RESOURCE INEQUITIES

Fletcher's root cause analysis involved examining data from report card data, FAST reading assessment scores, Fountas & Pinnel scores, the DEMI math assessment scores, CORE SEL and the CAL-CHKS survey for parents. An analysis of all student groups show notable year over year declines in proficiency rates and chronic absenteeism. These expected declines due to the headwinds posed by the challenges of reopening school in the middle of a pandemic are not irreversible. The Fletcher Elementary 2022-2023 School Plan for Student Achievement is the product of educational partnership input, collaboration, and dialogue about how to best address these challenges moving forward.

Historically speaking, students in grades 3-5 show proficiency at a rate of approximately 50% in ELA and 57% on the CAASPP. In 2022, the average proficiency for all students as measured by the CAASPP was 24% in ELA and 20% in math. However, whenaveraging multiple measures of proficiency(CAASPP, Trimester 3 Report Card grades, and FAST scores) the average proficiency in ELA is 43%. Whenaveraging multiple measures of proficiency(CAASPP, Trimester 3 Report Card grades, and DEMI scores) the average proficiency in math is 45%.

The 2021-2022 SPSA was focused on supporting students' mental health/wellbeing. After our budget was set in the spring of 2021, we were reimbursed for one of the days we were funding out of the site budget for our counselor. After several rounds of discussion with the staff and educational partners, it was decided that the funding should be allocated to paying for before/after school literacy tutoring for our students with the highest need. The result was students showing higher levels of proficiency in self-management skills. Additionally, students who actively participated in the before/after school tutoring grew at a pace significantly faster than projected.

This year, the Fletcher Elementary Staff is again going to focus on two parallel initiatives. First, we will be focusing on ensuring all students can read at or above grade level by the end of the academic year. Secondly, we are going to focus on our students' mental health needs by fully implementing Restorative Practices and establishing an American School Counselors Association (ASCA) model program and engaging in a year-long professional learning series focused on Restorative Justice Practices.

For the purposes of*this*year's SPSA, 2022 a multiple measure of proficiency metric was used as the foundation for goal setting and determining baseline levels. To calculate this proficiency metric, every student's report card grade averages for ELA and math were entered into a spreadsheet. To qualify as "proficient", a student's grade average for one subject matter would need to be greater than or equal to 2.5 on the 4 point scale. Then, proficiency percentages were calculated for each grade level based on Fountas & Pinnel scores, DEMI scores (Knowledge, Application, and Communication separately), and CAASPP scores for grades 3-5. The final calculation averaged the average proficiency rates across grade levels, student groups, and for the school as a whole. Based on the major differences between CAASPP scores/FAST/DEMI/Report Card grades, this multiple measures metric is best for setting goals.

The data also suggests that there is an achievement gap with students that are in the Black or African American and Students with Disabilities, student groups. Over 70% of Fletcher's population is considered socioeconomically disadvantaged, however based on Trimester 3 report card data, there does not seem to be a statistically significant difference between the proficiency levels of students in this group and the overall school population.

As a result of this focus, there are inequities in the area of reading. To support students achieving a reading level at or above grade level, we have invested in the VAPA program to provide teams with common PLC time to analyzing common formative assessments (Fountas & Pinnel, FAST),monitor student progress, and engage in discussions around best practices.

Based on the site data, four students were suspended last year. This was an increase from the prior year of 0%. However, the previous year was online only for 75% of the year. When class resumed in person for the final eight weeks, only approximately 66% of the total student population was on campus. Chronic absenteeism rose sharply due to COVID protocols for students being required to stay at home pending the results of a PCR test. 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. We will receive additional support from a Family Services Assistant as well. There will be ongoing communication with families to ensure that students are present as often as possible and completing work through an Independent Study Contract if they are required to quarantine at home due to COVID-related symptoms or exposure. Now that classes have resumed in person for an entire year, 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. Continue to fund the increase in counseling time on campus (three 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. Also, 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 educational partners.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Athena Sperry	Classroom Teacher
Jaime Leon	Classroom Teacher
Roberta Caravantes	Parent
Jennifer Boucek	Parent
Jeff Castillo	Parent
Oscar Symonds	Parent
Jeffrey Friedenberg	Principal
Joy Wilson	Classroom Teacher
Susan Fanno	Certificated Employee
Bobby Dudley	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

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

Call to Action Belief Statement

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

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

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

The 2021-2022 School year posed significant challenges for the team at Fletcher Elementary. COVID protocols required students to stay home for extended periods of time if they displayed symptoms on or off campus. Many families did not have easy access to PCR testing locations and the results of those tests often took 24-48 hours. The consequence of lack of access to PCR testing resulted in many students being out on quarantine for the entire 10 days. We also had a handful of students become infected with COVID twice and as such, missed 20 days of school on quarantine. January and February of 2022 saw the highest number of absences as the Delta wave swept through San Diego. "Chronic absenteeism" takes into account both excused and unexcused absences. This year, with our Counselor returning three days a week, the addition of a Family Services Assistant, and less restrictive COVID mitigation strategies, we expect to see a drastic decrease in the number of students being chronically absent.

This past year, we did end up suspending four students for extremely violent behavior. Two of the four students came from the same family and had experienced a series of traumatic events in their lives. We exhausted every available behavioral intervention prior to the suspensions. It was a last resort. Three of the four students qualified to receive Special Education services, however, two of those three did not have IEPs prior to arriving at Fletcher. This year, we gathered as a staff prior to the year beginning and collaborated on common expectations and language to be used with students to support their behavior. We also worked with students in the first week of school to co-create behavior expectations in different areas of campus. These ideas were

then distilled into a single set of behavioral expectations and presented to students in a school-wide assembly the second week of school. Additionally, our Counseling focus is shifting from weekly whole-class lessons to bi-monthly whole-class lessons. This will allow our counselor to focus her time more providing small group and individual counseling support. The primary focus for Professional Learning this year is Restorative Justice Practices. Our goal still remains to have a suspension rate of 0%. With training in Restorative Justice Practices, common language and behavioral expectations, and providing more individualized counseling services, we believe this goal is within reason.

*Major Differences

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

There aren't 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 the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

For the purposes of this goal, the metrics used were gathered from Hoonuit. This also allowed for a deeper dive into the specific student group data. Additionally, data for Safe, Collaborative, and Inclusive Culture will be gathered from the CORE SEL assessment administered at the end of Trimester 3 of the 2021-2022 school year. The 2022 California Healthy Kids Survey for Parents provided insight into how our families view school culture.

*Identified Need

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2022 dashboard. However, for the purposes of identifying need, our goal for chronic absenteeism was for all student groups to be 10% or less. Below you will find data from the 2021-2022 school year.

Chronic Absenteeism Rate Overall = 66%

Of students who were chronically absent:

72% are Socioeconomically disadvantaged

57% are English Learners

64% are Hispanic

81% are African American

87% are Students with disabilities

Suspension Rates (subgroups)

2% of students overall (n=4)

2.7% are Socioeconomically disadvantaged

0% are English Learners
1.1% are Hispanic
9.3% are African American
12.5% are Students with disabilities

Parent Involvement

According to the 2022 California Healthy Kids Parent Survey (CHKS), the average parent involvement rate is 52% (with the response of "strongly agree in each of the indicators (see below). We met our goal of 50% Therefore the improvement goal for this upcoming year is now 60%.

Parent Involvement (Indicators):

-School encourages me to be an active partner with the school in educating my child = 53%

-School actively seeks the input of parents before making important decisions = 57%

-Parents feel welcome to participate in this school = 46%

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	TK-5	Decrease the overall school wide chronic absenteeism rate	66%	10%	Attendance	Monthly
June 2023	TK-5	Decrease the overall school wide suspension rate	2	<1%	Suspension	Monthly
June 2023	TK-5	Increase the average parent involvement rate ("strongly agree" in each of the 4 indicators)	52%	60%	CAL-SCHLS (CSPS)	Annual
June 2023	4-5	Improve number of students responding favorably on CORE SEL Survey - Culture/Climate	64.9%	80%	Other (Describe in Objective)	One Year
June 2023	4-5	Improve number of students responding	81.1%	+80%	Other (Describe in Objective)	One Year

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
			favorably on CORE SEL Survey - Growth Mindset				
June 2023	4-5		Improve number of students responding favorably on CORE SEL Survey - Self Management	78.4%	80%	Other (Describe in Objective)	One Year
June 2023	4-5		Improve number of students responding favorably on CORE SEL Survey - Self-Efficacy	81.1%	+80%	Other (Describe in Objective)	One Year
June 2023	4-5		Improve number of students responding favorably on CORE SEL Survey - Social Awareness	54.1%	80%	Other (Describe in Objective)	One Year

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism	64%	10%	Attendance	Monthly
June 2023	TK-5	English Learner	Decrease chronic absenteeism	57%	<5%	Attendance	Monthly
June 2023	TK-5	Students with Disabilities	Decrease chronic absenteeism	87%	10%	Attendance	Monthly
June 2023	TK-5	Black or African American	Decrease chronic absenteeism	81%	10%	Attendance	Monthly
June 2023	TK-5	Socioeconomically Disadavantaged	Decrease chronic absenteeism	72%	10%	Attendance	Monthly
June 2023	TK-5	English Learner	Reduce Suspension Rate	0%	<1%	Suspension	Annual
June 2023	TK-5	Students with Disabilities	Reduce Suspension Rate	12.5%	<1%	Suspension	Annual

June 2023	TK-5	Socioeconomically Disadvantaged	Reduce Suspension Rate	2.7%	<1%	Suspension	Annual
June 2023	TK-5	Black or African American	Reduce Suspension Rate	9.4%	<1%	Suspension	Annual

Supporting Black Youth - Additional Goals

✓   1. Fletcher's Instructional Leadership Team will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.

✓   2. The staff diversity goal at Fletcher Elementary School is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. [school name]'s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

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

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

✓   5. Fletcher Elementary School's Instructional Leadership Team will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.

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

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

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

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.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F010517	School Counselor -	0.20000	$17,908.60	$26,168.25	0105-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Additional FTE will support student outcomes with attendance and student behavior.

*Additional Supports for this Strategy/Activity

Professional Learning Release Time

*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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01052H	Prof&Curriclm Dev Vist Tchr		$2,000.00	$2,476.20	0105-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers will allow for classroom teachers to engage in Professional Learning to support student attendance and behaviors.

*Additional Supports for this Strategy/Activity

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 via Smore platform weekly newsletter.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01052C	Software License		$149.00	$149.00	0105-30103-00-5841-2495-0000-01000-0000	Title I Parent Involvement	[no data]		S'more platform keeps families involved and engaged.

*Additional Supports for this Strategy/Activity

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

Call to Action Belief Statements

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

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

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

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

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

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

Analysis

CAASPP Testing was administered in the Spring of 2022. Additionally, students in grades UTK-2nd were tested in reading proficiency using the Fountas & Pinnell assessment and grades 3rd-5th tested using the FAST assessment. Students in grades 3-5 were assessed in math proficiency using the DEMI. For the purpose of measuring success this year, we used multiple measures of student achievement. Proficiency was derived by averaging Trimester 3 Report Card information, F&P/FAST data, DEMI data, and CAASPP data.

Last year's SPSA goal was for students in grades TK-5 to meet or exceed grade level standards at a rate of 60%. Last year we were only able to use report card data. This year we will be using multiple measures of student achievement. In doing so we fell short of our goal with an all-school proficiency rate of 44%. This year our goal remains the same at 60%. For math, our proficiency rate using multiple measures was 53%. Our goal remains the same at 60%.

This year resources are allocated to fund the following:

Investing in the VAPA Department to release classroom teachers from the classroom for PLC's in order to design lessons, assess, analyze student work/data, and improve instructional strategies.

Teacher supply budgets to purchase high impact instructional materials.

Before/After School Tutoring program for our students who are struggling the most.

*Major Differences

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

CAASPP Testing was administered in the Spring of 2022. To measure success this year, we used multiple measures of student achievement. Proficiency was derived by averaging Trimester 3 Report Card information, F&P/FAST data, DEMI data, and CAASPP data. Another major difference is the fact that COVID mitigation protocols have been relaxed and we expect a significant decrease in the number of absences, therefore increasing the amount of time students are in class and learning.

*Changes

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

To measure success this year, we used multiple measures of student achievement. Proficiency was derived by averaging Trimester 3 Report Card information, F&P/FAST data, DEMI data, and CAASPP data.

*Identified Need - English Language Arts

The 2021-2022 School Year Trimester 3 Report Card ELA Average score data shows TK-5th grade students achieving standards at a rate of 56%. This is about the same as the 51% of students meeting or achieving standards on 2021 Trimester 3 report cards. The multiple measures (report cards, F&P, FAST, report card data, and CAASPP) average shows a school-wide proficiency rate of 44%. The goal for this year is for 60% of TK-5 students to meet or exceed grade level standards in ELA and for all students to be reading at or above grade level as measured by the Fountas & Pinnell or FAST reading assessments by the end of the year.

The school's CAASPP data for the 2021-2022 school year indicates that only 24% of 3rd-5th graders met or exceeded grade-level standards in ELA. This is a stark difference from the five-year average of around 50% of students achieving proficiency as measured by this test.

Based on the data, we need to build upon our learning during the District Literacy Acceleration Plan professional development last year and revitalize our continued focus on improving students' ability to read at or above grade level. Our largest areas of growth are supporting our Students with Disabilities, LatinX students, and Black Youth. To continue to support student progress in ELA, before/after school tutoring will begin much earlier in the year (October), and common formative assessments such as FAST (grades 3-5) and Fountas & Pinnel (grades TK-2) will be monitored more regularly in half-day long PLC's. The site will continue to use other programs such as Headsprout & Learning A-Z to monitor student growth and progress. Paraeducators will continue to support students receiving SPED services with a small group and individual instruction.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Increase the percentage of students meeting and exceeding grade level standards as measured by a multiple measures average of F&P, FAST, CAASPP, and report card data.	49.6%	60%	Other (Describe in Objective)	Annually
June 2023	TK-2	Students will be reading at or above grade level as measured by Fountas & Pinnell Reading Assessment	47%	100%	Other (Describe in Objective)	Annually
June 2023	3-5	Students will be reading at or above grade level as measured by FAST	32%	50%	Other (Describe in Objective)	Annually

| | | | reading assessment | | | | |

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	TK-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards as measured by a multiple measures average of F&P, FAST, CAASPP, and report card data.	24%	60%	Other (Describe in Objective)	Annually
June 2023	TK-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards as measured by a multiple measures average of F&P, FAST, CAASPP, and report card data.	6%	60%	Other (Describe in Objective)	Annually
June 2023	TK-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards as measured by a	29%	60%	Other (Describe in Objective)	Annually

			multiple measures average of F&P, FAST, CAASPP, and report card data.				
June 2023	TK-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards as measured by a multiple measures average of F&P, FAST, CAASPP, and report card data.	37%	60%	Other (Describe in Objective)	Annual

*Identified Need - Math

The 2021-2022 School Year multiple measures of student achievement in math shows TK-5th grade students achieving standards at a rate of 53%. This is the same proficiency level of students meeting or achieving standards on 2021 Trimester 3 report cards. The goal for this year is for 60% of TK-5 students to meet or exceed grade level standards in math. This will be measured with a multiple measures average of DEMI, CAASPP, and report card data. The proficiency rate in the 2021-2022 school year school-wide was 53% when using this metric. Additionally, our goal for 3rd-5th graders is to show a level of proficiency/strength at a rate of 80% for "Knowledge" and "Application", and 60% for "Communication" on the DEMI math assessment by the end of the year. Last year those proficiency levels were 53%, 46%, and 47%, respectively.

The school's CAASPP data for the 2021-2022 school year indicates 20% of 3rd-5th graders met or exceeded grade-level standards in math. This is a significant decrease from the five-year average which hovers around 60%.

Based on the data, we need to continue to hold our students to high expectations with their mathematical understanding and find more opportunities to incorporate literacy skills into math instruction. The achievement gap for students in the LatinX, Black, and Students with Disabilities groups are significant. To continue to support student progress in math, professional learning communities will focus data from the administration of common formative assessments like the DEMI and incorporating literacy skills into math instruction. Paraeducators will continue to support students receiving SPED services with a small group and individual instruction.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Increase the percentage of students meeting and exceeding grade level standards as measured by a multiple measures average of DEMI, CAASPP, and report card data.	53%	60%	Other (Describe in Objective)	Annually
June 2023	3-5	Increase the level of proficiency/strength on the "Knowledge" indicator of the DEMI assessment.	53%	80%	DEMI	Annually
June 2023	3-5	Maintain the level of proficiency/strength on the "Application" indicator of the DEMI assessment.	46%	80%	DEMI	Annually
June 2023	3-5	Increase the level of proficiency/strength on the "Communication" indicator of the DEMI assessment.	47%	60%	DEMI	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	Increase the percentage of students meeting and exceeding	42%	60%	Other (Describe in Objective)	Annually

			grade level standards as measured by a multiple measures average of DEMI, CAASPP, and report card data.				
June 2023	TK-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards as measured by a multiple measures average of DEMI, CAASPP, and report card data.	12%	60%	Other (Describe in Objective)	Annually
June 2023	TK-5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards as measured by a multiple measures average of DEMI, CAASPP, and report card data.	34%	60%	Other (Describe in Objective)	Annually
June 2023	TK-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards as	40%	60%	Other (Describe in Objective)	Annually

			measured by a multiple measures average of DEMI, CAASPP, and report card data.				

*Identified Need - English Learners

The 2021-2022 School Year multiple measures of student achievement shows TK-5th grade EL students achieving proficiency at a rate of 24% in ELA and 42% in math. The results of this data are highly skewed by the fact that in the third trimester, we welcomed six new students of refugee status from Afghanistan. They came to us with zero English speaking/listening/writing abilities. We were fortunate to have a translator support these students throughout the day. However, their report card data, F&P/FAST/DEMI data skewed the overall proficiency rate of the student group which was less than 15 students to begin with. The goal for this year remains for 60% of TK-5 students to meet or exceed grade level standards in ELA and math. Additionally, our goal for 3rd-5th graders is to show a level of proficiency/strength at a rate of 80% for "Knowledge" and "Application", and 50% for "Communication" on the DEMI math assessment by the end of the year. Lastly, our goal is for all students in grades TK-5 to be reading at or above grade level by the end of the year as measured by Fountas & Pinnell assessments and FAST reading assessments.

Based on the data, we need to continue to hold our students to high expectations with their mathematical understanding and find more opportunities to incorporate literacy skills into math instruction. To continue to support student progress in math and ELA, professional learning communities will focus data from the administration of common formative assessments like the Fountas & Pinnell, FAST, and DEMI in addition to incorporating literacy skills into math instruction.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards as measured by a multiple measures average of DEMI, CAASPP, and report card data.	42%	60%	Other (Describe in Objective)	Annual

June 2023	TK-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards as measured by a multiple measures average of F&P, FAST, CAASPP, and report card data.	24%	60%	Other (Describe in Objective)	Annual
June 2023	3-5	English Learner	Increase rates of proficiency as measured by the DEMI categories of "Knowledge", "Application", and "Communication"	Knowledge - 38%, Application - 25%, Communication - 50%	Knowledge - 80%, Application - 80%, Communication - 50%	Other (Describe in Objective)	Annual
June 2023	TK-5	English Learner	All students reading at or above grade level as measured by F&P or FAST	F&P - 47%, FAST - 32%	100%	Other (Describe in Objective)	Annual

*Identified Need - Graduation/Promotion Rate

The 2021-2022 multiple measures of achievement data for ELA shows an average score of TK-5th graders meeting or exceeding grade-level proficiency at a rate of 44%. This is slight decrease from the 49% of students meeting or achieving standards as measured by 2020-2021 Trimester 3 grade averages. Our goal for this year is 60% of all students meeting or exceeding grade level proficiency in ELA.

The 2021-2022 multiple measures of achievement data for Math shows an average score pf TK-5th graders meeting or exceeding grade-level proficiency at a rate of 53%. This is slightly higher year over year as measured by 2020-2021 Trimester 3 grade averages. Our goal for this year is 60% of all students meeting or exceeding grade level standards in math.

Due to the unprecedented operating conditions and COVID protocols for quarantining students in the 2021-2022 school year, it is difficult to analyze the effectiveness of measures put into place to address the goals regarding absenteeism. Our Chronically absent rate was 66% last year. Additionally, we unfortunately were left with the difficult decision to suspend four separate students (2%) for exceptionally violent behavior. This was done only after exhausting all available interventions. Data used for this section was gathered from Hoonuit.

Chronic Absenteeism Rates (subgroups):

Socioeconomically disadvantaged - 72%

English Learners - 57%

LatinX - 64%

African American - 81%

Students with disabilities - 87%

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-2	Increase the percentage of students reading at or above grade level as measured by Fountas & Pinnell	47%	100%	Fountas and Pinnel	Annual
June 2023	3-5	Increase the percentage of students reading at or above grade level as measured by FAST	32%	100%	FAST aReading	Annual
June 2023	TK-5	Decrease the overall school wide chronic absenteeism rate	66%	10%	Absenteeism	Monthly

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	Increase the percentage of students reading at or above grade level as measured by the FAST or Fountas & Pinnel	20%	100%	Other (Describe in Objective)	Annual

June 2023	TK-5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the FAST or Fountas & Pinnel	0%	100%	Other (Describe in Annual Objective)	
June 2023	TK-5	Black or African American	Increase the percentage of students reading at or above grade level as measured by the FAST or Fountas & Pinnel	39%	100%	Other (Describe in Annual Objective)	
June 2023	TK-5	Hispanic or Latino	Increase the percentage of students reading at or above grade level as measured by the FAST or Fountas & Pinnel	17%	100%	Other (Describe in Annual Objective)	
June 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism	64%	10%	Absenteeism	Monthly
June 2023	TK-5	English Learner	Decrease chronic absenteeism	57%	10%	Absenteeism	Monthly
June 2023	TK-5	Students with Disabilities	Decrease chronic absenteeism	87%	10%	Absenteeism	Monthly
June 2023	TK-5	Black or African American	Decrease chronic absenteeism	81%	10%	Absenteeism	Monthly
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	72%	10%	Absenteeism	Monthly

Optional School Goal(s)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0105I	Supplies		$151.00	$151.00	0105-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies such as manipulatives, hands-on STEAM project kits, crafting supplies for projects, and classroom materials to support high quality instruction in ELA and Math.
N01051B	Supplies		$8,726.00	$8,726.00	0105-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies such as manipulatives, hands-on STEAM project kits, crafting supplies for projects, and classroom materials to support high quality instruction in ELA and Math.
N01052Z	Supplies		$551.00	$551.00	0105-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies such as manipulatives, hands-on STEAM project kits, crafting supplies for projects, and classroom materials to support high quality instruction in ELA and Math.

*Additional Supports for this Strategy/Activity

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

The VAPA program will provide credentialed teachers to conduct lessons with classes allowing for 1/2 day release time for site teams to engage in data analysis, lesson studies, student work evaluation, and best practices collaboration in service of increasing staff capacity to improve student learning outcomes.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01059J	Interprogram Svcs/VAPA		$9,000.00	$9,000.00	0105-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		VAPA will allow for 1/2 day release time for teachers to engage in PLCs in support of improving student learning outcomes in all subjects.

*Additional Supports for this Strategy/Activity

Teacher Hourly Pay for After School Tutoring

*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

Teachers will be offered hourly pay to provide 1:1 or small group tutoring to students with high academic needs after school.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N010545	Classroom Teacher Hrly		$15,000.00	$18,571.50	0105-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Individual and small group tutoring will provide remedial support for students with the highest level of needs in ELA.

*Additional Supports for this Strategy/Activity

Professional Development Before School Year Begins

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Before the school year begins, staff will engage in professional learning about restorative justice practices and zones of regulation. Staff will also collaborate on behavioral expectation alignment and school logistics. Doing so will create an environment and school culture that nurtures students and promotes increased attendance.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01059K	Non Clsrm Tchr Hrly		$2,775.00	$3,435.74	0105-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Collaborating and learning will promote a positive school climate that will promote increased attendance.

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

The VAPA program will provide credentialed teachers to conduct lessons with classes allowing for 1/2 day release time for site teams to engage in data analysis, lesson studies, student work evaluation, and best practices collaboration in service of increasing staff capacity to improve student learning outcomes.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0105-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All | Ref Id : N01059J	VAPA will allow for 1/2 day release time for teachers to engage in PLCs in support of improving student learning outcomes in all subjects.

*Additional Supports for this Strategy/Activity

Additional Counselor Allocation

*Students to be served by this Strategy/Activity

Increasing our Counselor allocation to facilitate the implementation of the ASCA Model Program Systems & Procedures. This will ensure Black youth and their peers receive appropriate and sufficient social/emotional support. All students at the school will benefit from this strategy/activity in the area of ELA, mathematics, and social/emotional learning. The RAMP program involves the teaching of successful mindsets and habits aimed at improving student learning outcomes.

*Strategy/Activity - Description

Increasing our Counselor allocation to facilitate the implementation of the ASCA Model Program Systems & Procedures. This will ensure Black youth and their peers receive appropriate and sufficient social/emotional support. 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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor -				0105-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District | Ref Id : F010517	Additional time for counselor to provide small group and 1:1 counseling will improve attendance and academic outcomes.

*Additional Supports for this Strategy/Activity

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

Call to Action Belief Statement

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

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

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

For parents to be involved, parents often request additional opportunities for learning and partnering 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 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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. Additionally, funding for the technology license for the S'more platform increases family engagement through the weekly newsletter.

*Changes

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

We met our goal of 50% of parents responding "Strongly Agree" to parental involvement questions. Our goal for this year is to increase that to 60%. The CAL SCHLS parent survey was administered in the Spring of 2022.

*Identified Need

Parent Involvement Indicators that include only "Strongly Agree" responses:

* School encourages me to be an active partner with the school in educating my child = 53%
* School actively seeks the input of parents before making important decisions = 57%
* Parents feel welcome to participate in the school = 46%
Parent involvement indicators that include both "Strongly Agree" and "Agree" responses:
* Average = 82%

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly agree" in the area of parent involvement (average of 3 indicators) from all parent groups	50%	60%	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: 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	53%	60%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School actively seeks the input of parents before making important decisions from all parent groups as measured by CA Parent	57%	60%	Other - Describe in Objective

		Survey			
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3:Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey	46%	60%	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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0105A	Inservice supplies		$638.00	$638.00	0105-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Family workshops will increase community engagement and improve student learning outcomes.

*Additional Supports for this Strategy/Activity

Technology License for S'More Newsletter Platform

*Families to be served by this Strategy/Activity

All families will benefit from this strategy.

*Strategy/Activity - Description

Annual license for the S'more platform to distribute a weekly newsletter.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0105-30103-00-5841-2495-0000-01000-0000	Title I Parent Involvement	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District | Ref Id : N01052C	Weekly newsletter will keep families informed of opportunities for their students and improve student learning outcomes.

*Additional Supports for this Strategy/Activity

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Fletcher Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 36,506
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 69,867

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)	$ 18,723
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 18,723

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)	$ 14,638
[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): $ 14,638

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 69,867

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Fletcher Elementary	09800 LCFF Intervention Support	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	2,000.00	0	$2,000.00
Fletcher Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	2,775.00	0	$2,775.00
Fletcher Elementary			3000 Benefits			0	$1,136.94
Fletcher Elementary			4301 Supplies	Supplies	8,726.00	0	$8,726.00
Fletcher Elementary		(blank) Total				0	$14,637.94
Fletcher Elementary	09800 LCFF Intervention Support Total					0	$14,637.94
Fletcher Elementary	30100 Title I Basic Program	School Counselor	1210 Counselor	Counselor	17,908.60	0.2	$17,908.60
Fletcher Elementary			3000 Benefits			0	$8,259.65
Fletcher Elementary		School Counselor Total				0.2	$26,168.25
Fletcher Elementary		(blank)	4301 Supplies	Supplies	551	0	$551.00
Fletcher Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	9,000.00	0	$9,000.00
Fletcher Elementary		(blank) Total				0	$9,551.00
Fletcher Elementary	30100 Title I Basic Program Total					0.2	$35,719.25
Fletcher Elementary	30103 Title I Parent Involvement	(blank)	4304 Inservice supplies	Inservice supplies	638	0	$638.00
Fletcher Elementary			5841 Software License	Software License	149	0	$149.00
Fletcher Elementary		(blank) Total				0	$787.00
Fletcher Elementary	30103 Title I Parent Involvement Total					0	$787.00
Fletcher Elementary	30106 Title I Supplmnt Prog Imprvmnt	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	15,000.00	0	$15,000.00
Fletcher Elementary			3000 Benefits			0	$3,571.50
Fletcher Elementary			4301 Supplies	Supplies	151	0	$151.00
Fletcher Elementary		(blank) Total				0	$18,722.50
Fletcher Elementary	30106 Title I Supplmnt Prog Imprvmnt Total					0	$18,722.50

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

Fletcher Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY (2022-2023)

Fletcher Elementary School with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

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

Fletcher Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. 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 program's requirements.

It has distributed the policy to parents of Title I students.
The policy has been distributed to the parents of Title I students via the school website and inclusion in the Family handbook which was distributed to all families at the beginning of the year.

Parents and family members of participating children in the Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements, by notifying the Principal to have an agenda item placed on the monthly School Site Council meeting.

The LEA has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA which is available for viewing at www.sandi.net. The LEA may amend that policy, if necessary to meet the requirements of ESSA Section 1116[b][3] at regularly scheduled meetings where feedback is requested.

If the LEA program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the LEA makes the plan available online. Parents and family members can contact the SDUSD Quality Assurance Office at qualityassurance@sandi.net

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.

Parents are notified of Title I meetings and meetings are recorded and posted on the school website for viewing at any time. In the even a parent still has concerns based on viewing the recording, they may contact the Principal for a follow-up to address these concerns.

Fletcher involves parents with monthly opportunities to meet with the Principal to discuss, among other things, the planning and review of the school's Title I, Part A programs, and the Title I, Part A parent involvement policy. The school provides parents with information about Title I, Part A programs via a weekly newsletter when applicable.

The school provides parents with information about Title I, Part A 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 via a weekly newsletter when applicable.

If the schoolwide program plan is not satisfactory to the parents of participating children in Title I, Part A programs, parents have opportunities to provide comments at monthly School Site Council meetings which are open to all members of the community.

Fletcher Elementary's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on 9/28/22. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before 10/1/22.

Signature Page

Enter Name and Title of Authorized Official

Jeff Friedenberg, Principal

Enter Signature of Authorized Official

Jeff Friedenberg

Enter Date

9/29/22

California Department of Education

April 2020

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

The Fletcher Elementary School and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the 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 the State high academic standards (ESSA Section 1116[d]).

Fletcher elementary school provides high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards in a variety of ways noted below. Each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]).

- Guaranteed viable curriculum using Benchmark Literacy Envision math, and STEAM curriculum.
- Parents receive communications regarding their students' progress and ways in which they can support their students from the teachers and from administration.
- Student conferences are held twice annually.
- Report cards annotating student progress are distributed three times a year.
- Staff members are accessible via email and families can schedule appointments.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- ● Monthly coffee with the Principal meetings
- ● Weekly newsletters
- ● Frequent communication from teachers
- ● Opportunities to volunteer/chaperone events

This Compact was established by Fletcher Elementary School on 9/28/22, and will be in effect for the period of one year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: 10/1/22.

Signature Page

Enter Name and Title of Authorized Official

Jeff Friedenberg, Principal

Enter Signature of Authorized Official

Jeff Friedenberg

Enter Date

9/29/22

California Department of Education
April 2020

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes
from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

• Illuminate
• California Dashboard

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Fletcher
All Grades Combined

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	106	50.0	94	48.9	76	57.9	72	50.0	65	24.6	-25.4	-25.4	109	53.2	94	62.8	85	64.7	72	58.3	68	22.1	-31.1	-36.2
Female	45	55.6	48	58.3	41	68.3	44	52.3	28	17.9	-37.7	-34.4	46	47.8	48	60.4	49	59.2	43	55.8	29	13.8	-34.0	-42.0
Male	61	45.9	46	39.1	35	45.7	28	46.4	37	29.7	-16.2	-16.7	63	57.1	46	65.2	36	72.2	29	62.1	39	28.2	-28.9	-33.9
African American	19	31.6	13	30.8	5	-	5	-	11	18.2	-13.4	-	18	22.2	13	46.2	6	-	5	-	11	18.2	-4.0	-
Asian	3	-	1	-	1	-	6	-	9	-	-	-	3	-	1	-	4	-	6	-	10	40.0	-	-
Filipino	5	-	3	-	3	-	4	-	2	-	-	-	5	-	3	-	3	-	4	-	2	-	-	-
Hispanic	29	41.4	23	43.5	31	51.6	35	37.1	30	16.7	-24.7	-20.4	31	35.5	23	43.5	31	58.1	35	51.4	31	16.1	-19.4	-35.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	-	1	-	1	-	1	-	-	-	1	-	2	-	1	-	1	-	1	-	-	-
White	28	64.3	34	61.8	26	73.1	15	86.7	4	-	-	-	30	66.7	34	76.5	26	80.8	16	75.0	4	-	-	-
Multiracial	11	72.7	7	-	4	-	6	-	8	-	-	-	11	81.8	7	-	9	-	5	-	9	-	-	-
English Learner	15	13.3	12	25.0	10	20.0	11	27.3	8	-	-	-	16	43.8	12	33.3	19	42.1	11	36.4	11	27.3	-16.5	-9.1
English-Speaking	91	56.0	82	52.4	66	63.6	61	54.1	57	26.3	-29.7	-27.8	93	54.8	82	67.1	66	71.2	61	62.3	57	21.1	-33.7	-41.2
Reclassified†	3	-	13	69.2	8	-	10	60.0	7	-	-	-	3	-	13	84.6	8	-	10	40.0	7	-	-	-
Initially Eng. Speaking	88	54.5	69	49.3	58	58.6	51	52.9	50	20.0	-34.5	-32.9	90	53.3	69	63.8	58	70.7	51	66.7	50	20.0	-33.3	-46.7
Econ. Disadv.*	71	47.9	57	49.1	49	53.1	46	41.3	48	25.0	-22.9	-16.3	70	48.6	57	63.2	56	66.1	46	47.8	49	20.4	-28.2	-27.4
Non-Econ. Disadv.	35	54.3	37	48.6	27	66.7	26	65.4	17	23.5	-30.8	-41.9	39	61.5	37	62.2	29	62.1	26	76.9	19	26.3	-35.2	-50.6
Gifted	28	75.0	18	72.2	15	86.7	10	90.0	4	-	-	-	28	75.0	18	83.3	15	93.3	10	90.0	4	-	-	-
Not Gifted	78	41.0	76	43.4	61	50.8	62	43.5	61	21.3	-19.7	-22.2	81	45.7	76	57.9	70	58.6	62	53.2	64	18.8	-26.9	-34.4
With Disabilities	10	20.0	6	-	3	-	11	36.4	9	-	-	-	12	8.3	6	-	3	-	11	36.4	9	-	-	-
WO Disabilities	96	53.1	88	50.0	73	60.3	61	52.5	56	28.6	-24.5	-23.9	97	58.8	88	64.8	82	67.1	61	62.3	59	25.4	-33.4	-36.9
Homeless	5	-	3	-	1	-	0	-	10	10.0	-	-	5	-	3	-	0	-	0	-	2	-	-	-
Foster	5	-	1	-	0	-	0	-	0	-	-	-	5	-	1	-	0	-	0	-	0	-	-	-
Military	5	-	3	-	1	-	3	-	1	-	-	-	5	-	3	-	2	-	3	-	0	-	-	-

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

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

2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	35	57.1	31	51.6	24	50.0	0	-	18	11.1	-46.0	-	36	61.1	31	64.5	28	71.4	23	34.8	19	26.3	-34.8	-8.5
Female	16	75.0	17	52.9	12	58.3	0	-	9	-	-	-	16	62.5	17	58.8	15	73.3	17	35.3	9	-	-	-
Male	19	42.1	14	50.0	12	41.7	0	-	9	-	-	-	20	60.0	14	71.4	13	69.2	6	-	10	20.0	-40.0	-
African American	6	-	3	-	0	-	0	-	4	-	-	-	6	-	3	-	1	-	2	-	4	-	-	-
Asian	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	2	-	1	-	2	-	-	-
Filipino	1	-	1	-	2	-	0	-	1	-	-	-	1	-	1	-	2	-	1	-	1	-	-	-
Hispanic	11	45.5	6	-	14	42.9	0	-	9	-	-	-	11	36.4	6	-	14	71.4	15	26.7	9	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	12	75.0	14	64.3	4	-	0	-	2	-	-	-	13	84.6	14	64.3	4	-	1	-	2	-	-	-
Multiracial	3	-	2	-	2	-	0	-	1	-	-	-	3	-	2	-	4	-	3	-	1	-	-	-
English Learner	0	-	4	-	8	-	0	-	3	-	-	-	1	-	4	-	11	63.6	3	-	4	-	-	-
English-Speaking	35	57.1	27	51.9	16	62.5	0	-	15	13.3	-43.8	-	35	60.0	27	70.4	17	76.5	20	30.0	15	26.7	-33.3	-3.3
Reclassified†	0	-	4	-	0	-	0	-	0	-	-	-	0	-	4	-	0	-	3	-	0	-	-	-
Initially Eng. Speaking	35	57.1	23	43.5	16	62.5	0	-	15	13.3	-43.8	-	35	60.0	23	65.2	17	76.5	17	35.3	15	26.7	-33.3	-8.6
Econ. Disadv.*	24	58.3	20	50.0	18	44.4	0	-	12	8.3	-50.0	-	24	58.3	20	65.0	21	76.2	15	26.7	12	25.0	-33.3	-1.7
Non-Econ. Disadv.	11	54.5	11	54.5	6	-	0	-	6	-	-	-	12	66.7	11	63.6	7	-	8	-	7	-	-	-
Gifted	9	-	6	-	3	-	0	-	4	-	-	-	9	-	6	-	3	-	1	-	4	-	-	-
Not Gifted	26	50.0	25	44.0	21	47.6	0	-	18	11.1	-38.9	-	27	48.1	25	64.0	25	68.0	22	31.8	19	26.3	-21.8	-5.5
With Disabilities	10	20.0	1	-	1	-	0	-	2	-	-	-	1	-	1	-	2	-	4	-	2	-	-	-
WO Disabilities	34	58.8	30	53.3	23	52.2	0	-	16	12.5	-46.3	-	35	62.9	30	66.7	26	76.9	19	31.6	17	29.4	-33.5	-2.2
Homeless	3	-	2	-	1	-	0	-	4	-	-	-	3	-	2	-	0	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	3	-	1	-	0	-	1	-	-	-	2	-	3	-	1	-	1	-	0	-	-	-

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

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

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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	35	34.3	32	62.5	24	54.2	0	-	28	25.0	-9.3	-	36	38.9	32	71.9	28	64.3	25	72.0	30	20.0	-18.9	-52.0
Female	15	33.3	18	72.2	14	57.1	0	-	11	18.2	-15.1	-	16	37.5	18	66.7	18	44.4	13	76.9	12	8.3	-29.2	-68.6
Male	20	35.0	14	50.0	10	50.0	0	-	17	29.4	-5.6	-	20	40.0	14	78.6	10	100.0	12	66.7	18	27.8	-12.2	-38.9
African American	6	-	7	-	2	-	0	-	4	-	-	-	5	-	7	-	2	-	2	-	4	-	-	-
Asian	2	-	0	-	0	-	0	-	5	-	-	-	2	-	0	-	1	-	2	-	5	-	-	-
Filipino	3	-	0	-	1	-	0	-	1	-	-	-	3	-	0	-	1	-	2	-	1	-	-	-
Hispanic	8	-	8	-	6	-	0	-	14	7.1	-	-	10	10.0	8	-	7	-	13	76.9	15	6.7	-3.3	-70.2
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	0	-	1	-	-	-
White	8	-	12	66.7	12	66.7	0	-	1	-	-	-	8	-	12	91.7	12	83.3	4	-	1	-	-	-
Multiracial	2	-	3	-	0	-	0	-	2	-	-	-	2	-	3	-	2	-	2	-	3	-	-	-
English Learner	12	16.7	1	-	2	-	0	-	5	-	-	-	12	33.3	1	-	6	-	5	-	7	-	-	-
English-Speaking	23	43.5	31	61.3	22	59.1	0	-	23	26.1	-17.4	-	24	41.7	31	71.0	22	77.3	20	80.0	23	17.4	-24.3	-62.6
Reclassified†	1	-	2	-	5	-	0	-	2	-	-	-	1	-	2	-	5	-	2	-	2	-	-	-
Initially Eng. Speaking	22	40.9	29	58.6	17	47.1	0	-	21	19.0	-21.9	-	23	39.1	29	69.0	17	82.4	18	77.8	21	14.3	-24.8	-63.5
Econ. Disadv.*	20	35.0	20	65.0	13	53.8	0	-	22	27.3	-7.7	-	19	36.8	20	75.0	16	62.5	18	66.7	23	17.4	-19.4	-49.3
Non-Econ. Disadv.	15	33.3	12	58.3	11	54.5	0	-	6	-	-	-	17	41.2	12	66.7	12	66.7	7	-	7	-	-	-
Gifted	6	-	7	-	5	-	0	-	2	-	-	-	6	-	7	-	5	-	4	-	2	-	-	-
Not Gifted	29	27.6	25	60.0	19	42.1	0	-	26	19.2	-8.4	-	30	36.7	25	64.0	23	60.9	21	66.7	28	14.3	-22.4	-52.4
With Disabilities	3	-	1	-	1	-	0	-	6	-	-	-	4	-	1	-	1	-	5	-	6	-	-	-
WO Disabilities	32	34.4	31	64.5	23	56.5	0	-	22	31.8	-2.6	-	32	43.8	31	74.2	27	66.7	20	85.0	24	25.0	-18.8	-60.0
Homeless	5	-	1	-	1	-	0	-	3	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-

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

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

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

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	36	58.3	31	32.3	28	67.9	0	-	19	36.8	-21.5	-	37	59.5	31	51.6	29	58.6	24	66.7	19	21.1	-38.4	-45.6
Female	14	57.1	13	46.2	15	86.7	0	-	8	-	-	-	14	42.9	13	53.8	16	62.5	13	61.5	8	-	-	-
Male	22	59.1	18	22.2	13	46.2	0	-	11	36.4	-22.7	-	23	69.6	18	50.0	13	53.8	11	72.7	11	36.4	-33.2	-36.3
African American	7	-	3	-	3	-	0	-	3	-	-	-	7	-	3	-	3	-	1	-	3	-	-	-
Asian	1	-	1	-	0	-	0	-	3	-	-	-	1	-	1	-	1	-	3	-	3	-	-	-
Filipino	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	1	-	0	-	-	-
Hispanic	10	60.0	9	-	11	54.5	0	-	7	-	-	-	10	60.0	9	-	10	40.0	7	-	7	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
White	8	-	8	-	10	80.0	0	-	1	-	-	-	9	-	8	-	10	80.0	11	81.8	1	-	-	-
Multiracial	6	-	2	-	2	-	0	-	5	-	-	-	6	-	2	-	3	-	0	-	5	-	-	-
English Learner	3	-	7	-	0	-	0	-	0	-	-	-	3	-	7	-	2	-	3	-	0	-	-	-
English-Speaking	33	63.6	24	41.7	28	67.9	0	-	19	36.8	-26.8	-	34	58.8	24	58.3	27	63.0	21	76.2	19	21.1	-37.7	-55.1
Reclassified†	2	-	7	-	3	-	0	-	5	-	-	-	2	-	7	-	3	-	5	-	5	-	-	-
Initially Eng. Speaking	31	61.3	17	41.2	25	64.0	0	-	14	28.6	-32.7	-	32	56.3	17	52.9	24	58.3	16	87.5	14	21.4	-34.9	-66.1
Econ. Disadv.*	27	48.1	17	29.4	18	61.1	0	-	14	35.7	-12.4	-	27	48.1	17	47.1	19	57.9	13	46.2	14	21.4	-26.7	-24.8
Non-Econ. Disadv.	9	-	14	35.7	10	80.0	0	-	5	-	-	-	10	90.0	14	57.1	10	60.0	11	90.9	5	-	-	-
Gifted	13	76.9	5	-	7	-	0	-	2	-	-	-	13	69.2	5	-	7	-	5	-	2	-	-	-
Not Gifted	23	47.8	26	26.9	21	61.9	0	-	17	35.3	-12.5	-	24	54.2	26	46.2	22	45.5	19	63.2	17	17.6	-36.6	-45.6
With Disabilities	6	-	4	-	1	-	0	-	1	-	-	-	7	-	4	-	3	-	2	-	1	-	-	-
WO Disabilities	30	66.7	27	29.6	27	70.4	0	-	18	38.9	-27.8	-	30	70.0	27	51.9	29	58.6	22	68.2	18	22.2	-47.8	-46.0
Homeless	2	-	3	-	1	-	0	-	3	-	-	-	2	-	3	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	0	-	0	-	0	-	0	-	-	-	3	-	0	-	0	-	1	-	0	-	-	-

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

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

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

School Name: Fletcher Elementary			
SPSA Evaluation of Title I Funded Actions/Activities: 30100,30103,30106,31820			
School Year: 2021-22			

Goal 1 - Safe, Collaborative and Inclusive Culture

Parent Outreach

*Strategy/Activity - Description

Continue equivalent levels of funding for Parent Education and Outreach efforts via Smore platform weekly newsletter.

*Proposed Expenditures for this Strategy/Activity

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inservice supplies		$647.00	30103-4304	Increasing family involvement will improve	Surpassed goal of 50% respondents	Did not hold as many coffee with	Maintain same level of funding.

				community perception of school culture as being safe, collaborative, and inclusive.	on CAL-CHKS parents survey "highly agree" on Parental Involvement questions	the Principal meetings as hoped	
Software License		$79.00	30103-5841	Increasing family communication via Smore platform newsletters will improve community perception of school culture as being safe, collaborative, and inclusive.	250+ unique clicks per week with only 150+ total students enrolled. Anecdotal evidence suggests that parents refer to S'more as primary source for school information.	License did not allow for translation	Increase to $149 to purchase package with translation support and schedule sending.

Goal 2 - English Language Arts

Instructional Supports

*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		$1,693.00	30106-4301	Supporting teachers with instructional supplies such as pencils, journals, highlighters, etc. will improve	Achievement gap narrowed with Black, LatinX, EL, and SPED	ELA proficiency between 40-44% measured by grades, F&P, FAST, and CAASPP scores.	Reduce by approximately $8,800. Supplies budget majority in 09800 and 00000

				student achievement in Literacy and will support increased levels of student mastery. Additional supplies for project based learning like construction paper, glue, posterboard, etc. will also support a hands-on approach to learning and mastery.		Typically proficiency is 50%* *measured by CAASPP scores (grades 3-5 only)	Surplus of materials already on site.
Supplies		$3,282.00	30100-4301	Supporting teachers with instructional supplies such as pencils, journals, highlighters, etc. will improve student achievement in Literacy and will support increased levels of student mastery. Additional supplies for project based learning like	Achievement gap narrowed with Black, LatinX, EL, and SPED	ELA proficiency between 40-44% measured by grades, F&P, FAST, and CAASPP scores. Typically proficiency is 50%* *measured by CAASPP scores (grades 3-5 only)	Reduce by approximately $2,200. Supplies budget majority in 09800 and 00000 Surplus of materials already on site.

				construction paper, glue, posterboard, etc. will also support a hands-on approach to learning and mastery.			

Goal 3 - Mathematics

Instructional Supports

*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30106-4301	Supporting teachers with instructional supplies such as pencils, graph paper, rulers, etc. will improve	Achievement gap narrowed with Black, LatinX, EL, and SPED	Math proficiency between 45-53% measured by grades, F&P, FAST, and CAASPP scores.	Reduce by approximately $8,800. Supplies budget majority in 09800 and 00000

						Typically proficiency is 60%* *measured by CAASPP scores (grades 3-5 only)	Surplus of materials already on site.
				student achievement in numeracy and will support increased levels of student mastery. Additional supplies for project based learning like construction paper, glue, posterboard, etc. will also support a hands-on approach to learning and mastery.			
Supplies	--	--	30100-4301	Supporting teachers with instructional supplies such as pencils, graph paper, rulers, etc. will improve student achievement in numeracy and will support increased levels of student mastery. Additional supplies for project based learning like	Achievement gap narrowed with Black, LatinX, EL, and SPED	Math proficiency between 45-53% measured by grades, F&P, FAST, and CAASPP scores. Typically proficiency is 60%* *measured by CAASPP scores (grades 3-5 only)	Reduce by approximately $2,200. Supplies budget majority in 09800 and 00000 Surplus of materials already on site.

				construction paper, glue, posterboard, etc. will also support a hands-on approach to learning and mastery.			

Goal 4- Supporting English Learners

Blended Learning Software Site License

*Strategy/Activity - Description

Learning A-Z software will provide students with opportunities for independent practice and guided instruction related to increasing their reading ability level.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License		$4,400.00	30106-5841	Learning A-Z suite will support with literacy for EL's.	EL proficiency gap narrowed to -2% in Q2.	Gap extended in Q3 due to large influx of new students with zero English proficiency.	No software license funding for Learning A-Z in 22-23 due to two year license purchased in previous year.

Goal 7 - Family Engagement

Parent Meetings/Workshops

*Strategy/Activity - Description
Allocate funds for in-service supplies for parent meetings and parent workshops.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inservice supplies	--	--	30103-4304	Increasing family involvement will improve community perception of school culture as being safe, collaborative, and	N/A	Unable to have in-person family events for majority of the year.	Maintain current budget.

			inclusive. Supplies purchased may include light refreshments, books, pencils/pens, and paper for distribution of information.			

Technology License for S'More Newsletter Platform

***Strategy/Activity - Description**
Annual licesnse for the S'more platform to distribute a weekly newsletter.

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

Directions:

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

Guiding Questions:

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

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

| Software License | -- | -- | 30103-5841 | Weekly distribution of school news will improve community perception of school culture as being safe, collaborative, and inclusive. | 250+ unique clicks per week with only 150+ total students enrolled. Anecdotal evidence suggests that parents refer to S'more as primary source for school information. | License did not allow for translation | Increase to $149 to purchase package with translation support and schedule sending. |

Goal 8- Graduation/Promotion Rate

Counselor

*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor - VACANCY, SBB2530079	--	--	30100-1210	Support from counseling in collaboration with admin, district and office staff for	92% of students did not receive a referral. 2% suspension	70% Chronic absenteeism rate	Maintain funding level.

					rate. 81% of 5th graders rated self efficacy as an area of strength on CAL-CHKS student survey		
School Counselor - VACANCY, SBB2530079	--	--	30106-1210	Support from counseling in collaboration with admin, district and office staff for student/family outreach and support will mitigate factors contributing to Chronic Absenteeism.	92% of students did not receive a referral. 2% suspension rate. 81% of 5th graders rated self efficacy as an area of strength on CAL-CHKS student survey	70% Chronic absenteeism rate	Maintain funding level.

Instructional Support

***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**

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

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

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies	--	--	30106-4301	Supporting teachers with instructional supplies such as pencils, graph paper, rulers, etc. will improve student achievement in literacy/numeracy and will support increased levels of student mastery. Additional supplies for project based learning like construction paper, glue, posterboard, etc. will also support a hands-on approach to learning and	Achievement gap narrowed with Black, LatinX, EL, and SPED	ELA proficiency between 40-44% measured by grades, F&P, FAST, and CAASPP scores. Typically proficiency is 50%* Math proficiency between 45-53% measured by grades, F&P, FAST, and CAASPP scores. Typically proficiency is 60%* *measured by CAASPP scores (grades 3-5 only)	Reduce by approximately $8,800. Supplies budget majority in 09800 and 00000 Surplus of materials already on site.

				mastery.			
Supplies	--	--	30100-4301	Supporting teachers with instructional supplies such as pencils, graph paper, rulers, etc. will improve student achievement in literacy/numeracy and will support increased levels of student mastery. Additional supplies for project based learning like construction paper, glue, posterboard, etc. will also support a hands-on approach to learning and mastery.	Achievement gap narrowed with Black, LatinX, EL, and SPED	ELA proficiency between 40-44% measured by grades, F&P, FAST, and CAASPP scores. Typically proficiency is 50%* Math proficiency between 45-53% measured by grades, F&P, FAST, and CAASPP scores. Typically proficiency is 60%* *measured by CAASPP scores (grades 3-5 only)	Reduce by approximately $2,200. Supplies budget majority in 09800 and 00000 Surplus of materials already on site.

Goal 6 - Supporting Black Youth

Additional Counselor Allocation

*Strategy/Activity - Description

Increasing our Counselor allocation to facilitate the implementation of the ASCA Model Program Systems & Procedures. This will ensure Black youth and their peers receive appropriate and sufficient social/emotional support.

*Proposed Expenditures for this Strategy/Activity

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor - VACANCY, SBB2530079	0.21000	$28,874.52	30100-1210	Implementation of the ASCA Model Program Systems & Procedures will ensure Black youth and their peers receive	Achievement gap in ELA and math narrowed for Black youth. Black students	High Chronic Absenteeism rate 81% Suspension rate 9.4%	Maintain funding

				appropriate and sufficient social/emotional support.	scored higher than all school average on CAASPP ELA.	Need more time to implement ASCA model.	
School Counselor - VACANCY, SBB2530079	0.09000	$12,374.80	30106-1210	Implementation of the ASCA Model Program Systems & Procedures will ensure Black youth and their peers receive appropriate and sufficient social/emotional support.	Achievement gap in ELA and math narrowed for Black youth. Black students scored higher than all school average on CAASPP ELA.	High Chronic Absenteeism rate 81% Suspension rate 9.4% Need more time to implement ASCA model.	Maintain funding

What are my leadership strategies in service of the goals?

My leadership strategies in service of these goals are to more frequently monitor the progress of students who are not achieving at grade level. To do this, I have monitoring meetings set up with all teachers once a month. We have also scheduled Professional Development to take place once a month on our modified day to learn more about Restorative Practices. Additionally, the entire staff is engaging in a two day retreat prior to the school year to align our expectations and practices with regards to student achievement and behavior. I will also work closely with our Counselor and Family Services Assistant to work with our families experiencing difficulties with chronic absenteeism.

SCHOOL NAME: FLETCHER ELEMENTARY	

SCHOOL NAME: FLETCHER ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Professional Learning Communities

*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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm		$2,198.52	09800-1192	Professional	Suspension rate =	All four students	Increase by $165

| Dev Vist Tchr | | | | Development for staff in the areas of Restorative Practices and Positive Behaviors Interventions and Supports will positively influence school culture as a place students want to be. | 2%

92% of all students have not received any referrals for discipline. | who were suspended at least once are Black, and three of the four also receive Special Education services | and PBIS/RJP training will be engaged in once a month on modified days during Professional Development. |

Goal 2 - English Language Arts

Instructional Supports

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		$1,256.00	09800-4301	Supporting teachers with instructional supplies such as pencils, journals, highlighters, etc. will improve	Achievement gap narrowed with Black, LatinX, EL, and SPED	ELA proficiency between 40-44% measured by grades, F&P, FAST, and CAASPP scores.	Increase budget by apx. $1,100

				student achievement in Literacy and will support increased levels of student mastery. Additional supplies for project based learning like construction paper, glue, posterboard, etc. will also support a hands-on approach to learning and mastery.		Typically proficiency is 50%* *measured by CAASPP scores (grades 3-5 only)	

Professional Learning Communities

*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, assessment, plan, analyze and collaborate on lessons, student data, common assessments.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

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

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Supporting teachers with release time for professional development and collaboration will improve student achievement in reading will support increased levels of student mastery.	Achievement gap narrowed with Black, LatinX, EL, and SPED student groups.	ELA proficiency between 40-44% measured by grades, F&P, FAST, and CAASPP scores. Typically proficiency is 50%* *measured by CAASPP scores (grades 3-5 only)	Increase by $165

Teacher Hourly Pay for After School Tutoring

*Strategy/Activity - Description

Teachers will be offered hourly pay to provide 1:1 or small group tutoring to students with high academic needs after school.

Funding for this account will be reallocated from funds returned from the District providing for the additional 0.2 FTE for our counselor.

*Proposed Expenditures for this Strategy/Activity
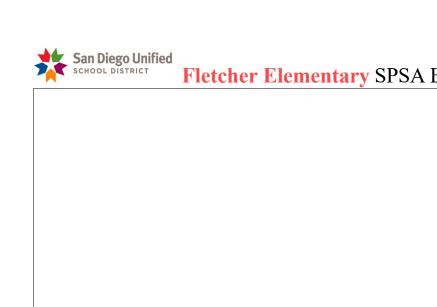
Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor - VACANCY, SBB2530079	0.10000	$13,749.77	09800-1210	This funding was returned to the site after the District increased our allocation for the school counselor position. Funding to pay for NonClassroom Teacher Hourly will come from this source after it's reallocated into the correct account at the conclusion of SBB.	TK-2nd grade tutoring group grew 12% above projections as measured by F&P scores. 3rd grew 77% above projections as measured by FAST. 4th grew 23% above projections as measured by FAST. 5th grew 13% above projections as measured by FAST.	ELA proficiency between 40-44% measured by grades, F&P, FAST, and CAASPP scores. Typically proficiency is 50%* *measured by CAASPP scores (grades 3-5 only)	$15,000 allocated for before/after school tutoring to start in October 2022. 30106-1157

Goal 3 - Mathematics

Instructional Supports

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	09800-4301	Supporting teachers with instructional supplies such as pencils, graph paper, rulers, etc. will improve	Achievement gap narrowed with Black, LatinX, EL, and SPED	Math proficiency between 45-53% measured by grades, F&P, FAST, and CAASPP scores.	Increase budget by apx. $1,100

| | | | | student achievement in numeracy and will support increased levels of student mastery. Additional supplies for project based learning like construction paper, glue, posterboard, etc. will also support a hands-on approach to learning and mastery. | | Typically proficiency is 60%*

 *measured by CAASPP scores (grades 3-5 only) | |

Professional Learning Communities Professional Development

*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

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

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

						notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Supporting teachers with release time for collaboration will support increased levels of student mastery.	Achievement gap narrowed with Black, LatinX, EL, and SPED	ELA proficiency between 45-53% measured by grades, F&P, FAST, and CAASPP scores. Typically proficiency is 60%* *measured by CAASPP scores (grades 3-5 only)	Increase by $165

Teacher Hourly Pay for After School Tutoring
*Strategy/Activity - Description
Teachers will be offered hourly pay to provide 1:1 or small group tutoring to students with high academic needs after school. **Funding for this account will be reallocated from funds returned from the District providing for the additional 0.2 FTE for our counselor.**
*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor - VACANCY, SBB2530079	--	--	09800-1210	This funding was returned to the site after the District increased our allocation for the school counselor position. Funding to pay for NonClassroom Teacher Hourly will come from this source after it's reallocated into the correct account at the conclusion of SBB.	Not intended to support Math goals.	Not intended to support Math goals.	N/A

Goal 4- Supporting English Learners

Professional Learning Communities

*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Supporting teachers with professional development will support increased levels of student	EL students narrowed achievement gap measured by grades in ELA and	Gap still narrowed in Q3 ELA as measured by grades even with the new student	Increase by $165

| | | | | | mastery. | Math between Q1 and Q2. We had an influx of new students with very limited English proficiency in Q3 that skewed assessment data. | influx. | |

Teacher Hourly Pay for After School Tutoring

***Strategy/Activity - Description**
Teachers will be offered hourly pay to provide 1:1 or small group tutoring to students with high academic needs after school.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	--	--	09800-1210	This funding was	Not intended to	Not intended to	N/A

- VACANCY, SBB2530079				returned to the site after the District increased our allocation for the school counselor position. Funding to pay for NonClassroom Teacher Hourly will come from this source after it's reallocated into the correct account at the conclusion of SBB.	support EL goals.	support EL goals.	

Goal 5 - Supporting Students with Disabilities

Professional Learning Communities

*Strategy/Activity - Description
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) 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 concepts, and learning targets.

*Proposed Expenditures for this Strategy/Activity
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teachers are essential for Ed Specialist to be released from	SPED achievement gap as measured by grades	Students receiving SPED services still significantly below	Increase by $165

				classroom to participate in professional development to work on improving instructional practices, lesson design, classroom visits, and creating common formative assessments.	decreased from 48-44% in ELA and 57-43% in math.	grade level peers average proficiency.	

Goal 8- Graduation/Promotion Rate

Instructional Support

*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	09800-4301	Supporting teachers with instructional supplies such as pencils, graph paper, rulers, etc. will improve	Achievement gap narrowed with Black, LatinX, EL, and SPED	ELA proficiency between 40-44% measured by grades, F&P, FAST, and CAASPP scores.	Increase budget by apx. $1,100

| | | | | | student achievement in literacy/numeracy and will support increased levels of student mastery. Additional supplies for project based learning like construction paper, glue, posterboard, etc. will also support a hands-on approach to learning and mastery. | | Typically proficiency is 50%*

Math proficiency between 45-53% measured by grades, F&P, FAST, and CAASPP scores. Typically proficiency is 60%*

*measured by CAASPP scores (grades 3-5 only) | |

Professional Learning Communities

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

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

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Supporting teachers with Professional Development to improve student achievement will support increased levels of student mastery.	Achievement gap narrowed with Black, LatinX, EL, and SPED student groups.	ELA proficiency between 40-44% measured by grades, F&P, FAST, and CAASPP scores. Typically proficiency is 50%* Math proficiency between 45-53% measured by grades, F&P, FAST, and CAASPP scores. Typically proficiency is 60%* *measured by CAASPP scores (grades 3-5 only)	Increase by $165

Goal 6 - Supporting Black Youth

Professional Learning Communities

*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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Engaging in PD around Restorative Practices and culturally responsive	Suspension rate for Black youth below 10%	Suspension rate still 3x higher for Black youth compared to whole school.	Add $165 for PD release time. Additional PD focus on PBIS and Restorative

				teaching will serve to develop an anti-racist and restoritive school community in service of closing the achievement gap between Black youth and their peers.		Chronic absenteeism rate for Black youth at 81%	Practices scheduled for 2022-23 school year.

What are my leadership strategies in service of the goals?

My leadership strategies in service of these goals are to more frequently monitor the progress of students who are not achieving at grade level. To do this, I have monitoring meetings set up with all teachers once a month. We have also scheduled Professional Development to take place once a month on our modified day to learn more about Restorative Practices. Additionally, the entire staff is engaging in a two day retreat prior to the school year to align our expectations and practices with regards to student achievement and behavior. I will also work closely with our Counselor and Family Services Assistant to work with our families experiencing difficulties with chronic absenteeism.