

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **FIELD ELEMENTARY SCHOOL**

2018-19

37-68338-6039556
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: Griffiths, Amy

Contact Person: Griffiths, Amy

Position: Principal

Telephone Number: 858-800-5900

Address: 4375 Bannock Ave, Field Elementary, San Diego, CA, 92117-2810,

E-mail Address: agriffiths@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

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

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Field Elementary

SITE CONTACT PERSON: Amy Griffiths

PHONE: 858-800-5900 FAX:

E-MAIL ADDRESS: agriffiths@sandi.net

DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)

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

Title 1 Schoolwide Programs (SWP)

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

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

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

- English Learner Advisory Committee (ELAC) Date of presentation: 4/18/18
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: _____
- Other (list): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/3/18

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.

Amy Griffiths
Type/Print Name of School Principal

[Signature]
Signature of School Principal

5/16/18
Date

Dusty Pedrotti
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

5/16/18
Date

Sofia Freire
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

5/30/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

At Field Elementary School we are a community of learners whose shared vision is the continuous improvement of instruction that positively affects every child's learning experience and academic achievement. Our Single Plan for Student Achievement fulfills this goal by maintaining high expectations for all students and promoting a school-wide culture of attaining proficiency. The School Site Council at Field Elementary School with input from all our stakeholders has developed the budget connected to the Single Plan for Student Achievement with an enrollment of 296 general education students. English Learners make up approximately 136 students in our overall student population. Field Elementary has identified Reading Comprehension skills, Math and English Language Development as three particular areas in which our SPSA focuses resources to produce results. In addition, we realize that with the California Common Core Content Standards, our students will continue to need to be able to read at deeper and more thoughtful levels rather than at the literal stage. Many students who are not meeting standards according to SBAC are unable to do this type of thinking and meaning making. Through the use of critical literacy strategies in classrooms, we believe this richer and more conceptual understanding of text will evolve through teacher facilitation and student discussion. In time, it will also show in other content areas as well.

On site resources for the 2018-2019 school year include a .5 Resource Teacher to provide supplemental instruction in combination classes as well as to provide push-in support for struggling students. It is through this support that we believe the greatest number of students will be reading at grade level by the end of third grade, which supports the district's graduation goal. We have additionally allocated monies to pay teachers for after school work with struggling students, including small group reading instruction and supplemental support in math. It will also involve teachers working with a small group of students after school for a determined amount of time to reinforce topics not mastered in class.

A high number of our families qualified for the Provision 2 program so that all of our students receive free breakfast in the classroom and lunch daily. Moreover, Field has a high number of English Learners. As a result, English Language Development is instruction that is delivered daily by teachers who deliver this instruction to the students at their appropriate level and to meet their specific English acquisition needs.

SCHOOL VISION AND REALITY

The vision we hold for Field Elementary is to create and grow a school community in which every student, regardless of his/her primary language, cultural background or ethnicity is academically and socially successful. We want to cultivate a community of learners who are confident, self-sufficient and have a strong desire to be the best learner and person they can be. In this school community, every teacher, staff member and parent will hold high expectations for our children and will work diligently and in collaboration with one another to see that these high expectations are met. With these facets of our school community in place, Field Elementary will hold an esteemed reputation of a school who caters to all needs of their students and supports high academic proficiency as well as whole-child achievements. Moreover, through all of programs including our Dual Immersion and English Only program, Field places strong emphasis on multiculturalism and a focus on being world citizens.

Field Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Over the past four years, Field Elementary has made marked academic gains in the areas of Mathematics and English Language Arts, as well as with English Language Acquisition for our English Learners, but there is still more work to be done. Our teachers consistently and readily embrace planning and professional development both onsite as well as with colleagues within our Madison cluster to improve their craft of teaching literacy and mathematics which will assist us in attaining our academic goals for our children. We will be engaging in a systematic reading and writing program for the fourth consecutive year, which has proven to support our children with successful reading and writing fluency and a solid literacy foundation, in both English and Spanish for our students in the Dual Immersion track that will enable growth and continued improvement for all children. It is through this hard work that our students will attain their academic goals.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

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

| | |
|-------------|---------|
| Grades K-3: | 1:24 |
| Grade 4-5: | 1:32.13 |

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

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

COUNSELOR

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

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

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" It is with this focused inquiry in mind that we plan and collaborate together as a staff through our Professional Learning Communities (PLC's)'s to align our curriculum and instruction for our students. When teachers engage in PLC's, we analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

Field Elementary worked to provide transparency in the development of the budget for the 2018-2019 school year. In doing so, the administration met with various stakeholders to discuss site discretionary funds, as well as to solicit feedback as to how those funds should be utilized. The stakeholders with whom were consulted were in the following groups:

- Teachers and staff
- English Learner Advisory Committee
- School Site Council
- Parents at large

All stakeholders were advised of the potential options in using the site resources, and were asked for input and suggestions that helped to guide the decisions in how funds will be utilized to support academic achievement for Field students in the 2018-2019 school year.

| SCHOOL SITE COUNCIL MEMBERSHIP | |
|---------------------------------------|-------------|
| Member Name | Role |
| Dusty Pedrotti | Teacher |
| Angie Drapeau | Teacher |
| Ann Boisvert | Teacher |
| Susana Pluma de la Cruz | Parent |
| Amy Griffiths | Principal |
| Jodi Drake | Parent |
| Hannah Irogoyen | Parent |
| Laurie Flounders | Staff |
| Jennifer Marrewa | Parent |
| Sylvia Romero | Parent |

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 45% (approx. 24 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 22 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 100 % (approx. one 3rd grader) will meet or exceed standards in ELA on the SBAC exam.

We will not measure this subgroup of 5th grades as we currently have no African Americans at this grade level to assess.

Subgroup: English Learners students

By June 2019, 25% (approx. seven 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 35% (approx. six 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 30% (approx. twelve 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 70% (approx. twenty-three. 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 40% (approx. four 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. one 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Informal data and anecdotal records including DRA and EDL literacy assessments will be utilized.

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement 8 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 45% (approx. 24 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 60% (approx. 29 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 100% (approx. one 3rd graders) will meet or exceed standards in Math on the SBAC exam.

We will not measure this subgroup as there are currently no African American students in this grade level.

Subgroup: English Learners students

By June 2019, 50% (approx. thirteen 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. Eight 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 35% (approx. fifteen 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 70% (approx. twenty-three 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 40% (approx. four 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. one 5th grader) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

SMI assessments, End of Unit Math assessments as well as SBAC Interim Block Assessments to gauge progress throughout the year.

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments 8 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 80% of my site’s English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

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

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 82% (approx. 44 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 90% (approx. 33 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

DRA and the EDL will be used for grade 3 and grade 5, and the SRI will be used for grade 5.

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and principal will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 5 times per year. Analysis will inform subsequent instruction.

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

By June 2019, 100% of our families will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 80% will attend a family involvement event, including Family Friday that will provide training and information on how to support their child with reading at home (PowerSchool, etc.) to increase the milestones necessary for meaningful graduation.

Targeted Population:

Parents of students not meeting standards on SBAC in grades 4, and 5 will be targeted as they are least represented at school events.

What data did you use to form these goals?

Many of our parents participate in some sort of school-sponsored event. We would like to see more parents engaging in events focused on increasing their child's academic progress. We will find creative ways to involve parents in the academic portion of the parent/school partnership and to support a solid understanding that they are an integral part of the academic success of their child.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet monthly or every other month to analyze student progress using site developed criteria in the format of an RTI meeting. Families are contacted on an ongoing basis to discuss academic progress.

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

Universal Access to Strong Core Instructional Program (Tier 1)

- Teachers will use Common Core grade level standards in designing and differentiating instruction.
- Every English Learner will receive 20-30 minutes of ELD instruction four to five times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics including the Lucy Calkins Writing Unit genre rubrics, and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and public record charts, amongst other numerous instructional scaffolds to support student understanding.
- All English learners will be assessed using the English Language Proficiency Assessment for California (ELCAP).
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen core academic instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

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Intensive Intervention (Tier 3)

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

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|-----------------------|-----|------------|----------------|---|-----------------------|--|--|
| Supplies | | \$1,891.00 | \$1,891.00 | 0103-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3 | Provide additional intervention supplies for students to promote achievement levels and allow them to meet or exceed standards with a focus on English Learners. |

How will you monitor these strategies/activities?

- Bell to bell instruction
- Regular classroom observations and feedback
- Review of interim assessments, SBAC and CELDT with staff, ILT, SGT and SSC

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|--------------------------------|--------|-------------|----------------|---|-----------------------|--------------------------------|---|
| Inschool Resource Tchr - | 0.3000 | \$26,681.40 | \$42,944.22 | 0103-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | 02, 03, 04, 05, LCFF 1, LCFF 2 | Support tier one common core math instruction for combination classes. Also to work with small groups to increase literacy achievement. |
| Short Term Leave Visiting Tchr | | \$650.00 | \$782.55 | 0103-30100-00-1162-1000-1110-01000-0000 | Title I Basic Program | 01, 03, 04 | Leave associated with Title I funded resource teacher. |

How will you monitor these strategies/activities?

- Bell to bell instruction
- Regular classroom observations and feedback
- Review of interim assessments, SBAC and CELDT with staff, ILT, SGT and SSC

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Teachers will collaborate on a monthly basis to analyze data and plan for strategic instruction.

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|-----------------------------|-----|------------|----------------|---|-----------------------|----------------|--|
| Prof&Curriclm Dev Vist Tchr | | \$9,350.00 | \$11,256.48 | 0103-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program | 01, 02, 03, 04 | This will allow visiting teachers to release classroom teachers to plan, collaborate and attend professional developments. |

How will you monitor these strategies/activities?

- Attendance
- Grade level team meetings / PLC meetings
- Continue monitoring student progress by administration, ILT, and teachers

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|-----------------------|--------|-------------|----------------|---|-----------------------|--------------------|---|
| School Counselor - | 0.2000 | \$15,886.20 | \$19,297.76 | 0103-30100-00-1210-3110-0000-01000-0000 | Title I Basic Program | 04, LCFF 2, LCFF 3 | To provide additional, necessary social and emotional support for our students at Field Elementary. |

How will you monitor these strategies/activities?

- Phone calls and emails home
- SARB letters
- Counselor interventions such as individual and group meetings
- Student Study Team meeting with teachers, parents and support staff

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5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 School will have multiple opportunities for parents to participate in principal coffee/Family Friday meetings by providing translation in various languages including Spanish translation and sign language, c and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the new science curriculum.

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|--------------------------------|-----|----------|----------------|---|----------------------------|----------------|---|
| Other Support Prsnl PARAS Hrly | | \$300.00 | \$385.23 | 0103-30103-00-2281-2495-0000-01000-0000 | Title I Parent Involvement | 01, 02, 03, 05 | This resource will support Field parents by supplying childcare and translation, among other things. |
| In-service supplies | | \$117.00 | \$117.00 | 0103-30103-00-4304-2495-0000-01000-0000 | Title I Parent Involvement | 05 | To provide the materials necessary for successful parent workshops, meetings and in services for parents. |
| Custodian Hrly | | \$800.00 | \$1,027.28 | 0103-30103-00-2251-2495-0000-01000-0000 | Title I Parent Involvement | 05 | Extra custodial hourly will help support family engagement/involvement events such as Academic nights or the Fall Festival. |

How will you monitor these strategies/activities?

- Sign-in sheets from principal / parent meetings
- Communication through School Messenger, Peachjar, paper flyers and the school website
- PTA meetings
- SSC meetings
- Open door policy to meet with parents and community members about individual concerns

| Local Control Funding Formula Goals and Budget |
|---|
| <p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p> |
| <p>Intervention Support Goal:: PLC / push in, pull out support to increase the number of students meeting grade level standards as evidenced by DRA, Interim Assessments and site developed assessments.</p> <p>Identified Need:: Groups of students exist in each grade level who are not meeting grade level standards. These students would benefit from PLC / push in, pull out support.</p> <p>Target Group:: Students not meeting grade level standards.</p> <p>Monitoring:: DRA scores, results from site-based assessments, SBAC and Interim Assessments.</p> <p>Personnel Responsible:: Principal, Instructional Learning Community, Classroom Teachers, Push-in Teacher, Resource Specialists</p> |
| <p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p> |
| <p>Classroom Support Goal:: Visiting teachers will provide classroom teachers time to collaborate in order to strengthen and support instruction for struggling students and provide equitable access to strong academic instruction for all students.</p> <p>Identified Need:: There is a need to allow teachers time to plan and collaborate, and to review and analyze assessment data in order to strengthen instruction.</p> <p>Target Group:: All students will benefit from collaboration time for teachers.</p> <p>Monitoring:: Data will be collected on collaboration meetings including data analyzed and student goals set.</p> <p>Personnel Responsible:: Principal, Classroom Teachers, Instructional Leadership Team, Push-In teacher, Resource Specialists</p> |

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Visiting teachers will enable teachers to engage in professional development in the form of lesson studies and Professional Learning Communities, collaborating to align common assessments as well as to observe one another's teaching to improve their own instructional delivery.

Identified Need::

There is a need to provide all teachers the opportunities to observe one another's instruction, collaborate and engage in lesson studies.

Target Group::

The time to engage in professional development will support all students.

Monitoring::

Data collected from lesson studies, collaboration and observations.

Personnel Responsible::

Principal, classroom teachers, Push In teachers

LCFF Intervention Supports

| Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | Area Goal(s) | Rationale |
|--------------------------|--------|------------|----------------|---|---------------------------|------------------------------------|---|
| Inschool Resource Tchr - | 0.1000 | \$8,893.80 | \$14,314.75 | 0103-09800-00-1109-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, 04, LCFF 1, LCFF 2 | Support tier one common core math instruction for combination classes |
| Guidance Asst - | 0.2500 | \$7,119.50 | \$9,162.44 | 0103-09800-00-2404-3110-0000-01000-0000 | LCFF Intervention Support | 04, 05, LCFF 1, LCFF 2 | To provide additional, necessary social and emotional support for our students at Field Elementary. |
| School Nurse - | 0.1000 | \$7,913.50 | \$11,368.43 | 0103-09800-00-1240-3140-0000-01000-0000 | LCFF Intervention Support | 01, 02, 03, 04, 05, LCFF 1, LCFF 2 | The nurse is a pivotal part of the SST process, identifying students who need additional physical and mental health support, along with academic support as well. |
| Classroom PARAS Hrly | | \$4,772.00 | \$6,127.73 | 0103-09800-00-2151-1000-1110-01000-0000 | LCFF Intervention Support | 01, 03, 04, LCFF 1 | This fund helps put para educators to work with small groups with reading and writing support. |
| Classroom Teacher Hrly | | \$800.00 | \$963.12 | 0103-09800-00-1157-1000-1110-01000-0000 | LCFF Intervention Support | 01, 03, 04, LCFF 1 | Teachers will provide additional academic support in the form of tutoring, small group instruction, etc. |
| Software License | | \$5,500.00 | \$5,500.00 | 0103-09800-00-5841-1000-1110-01000-0000 | LCFF Intervention Support | 01, 03, 04, LCFF 1, LCFF 2 | Purchase of both Razz Kids and Achieve 3000 to provide intervention support for all struggling readers. |

Field Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

| | | | | | | | |
|------------------------------|--|------------|------------|---|---------------------------------|-------------------------------|--|
| Retired NonClsm Tchr Hrly | | \$2,607.00 | \$3,138.56 | 0103-09800-00-1986- 3160-4760-01000- 0000 | LCFF Intervention Support | 01, 03, 04, LCFF 1, LCFF 2 | This resource will provide retired teachers to assess English Learner students using the ELPAC. |
|------------------------------|--|------------|------------|---|---------------------------------|-------------------------------|--|

APPENDICES

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

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* 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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Field
All Grades Combined

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|-------------------------|-----------------------|------|------|-------|------|------|----------|-------|-------------|------|------|------|------|------|----------|-------|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | N | % | N | % | N | % | % | % |
| Total | 137 | 33.6 | 107 | 46.7 | 117 | 43.6 | 10.0 | -3.1 | 137 | 24.1 | 110 | 35.5 | 117 | 41.0 | 16.9 | 5.5 |
| Female | 64 | 43.8 | 51 | 51.0 | 58 | 44.8 | 1.0 | -6.2 | 64 | 28.1 | 51 | 39.2 | 58 | 43.1 | 15.0 | 3.9 |
| Male | 73 | 24.7 | 56 | 42.9 | 59 | 42.4 | 17.7 | -0.5 | 73 | 20.5 | 59 | 32.2 | 59 | 39.0 | 18.5 | 6.8 |
| African American | 1 | - | 2 | - | 3 | - | - | - | 1 | - | 2 | - | 3 | - | - | - |
| Asian | 0 | - | 1 | - | 1 | - | - | - | 0 | - | 1 | - | 1 | - | - | - |
| Filipino | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Hispanic | 127 | 33.1 | 91 | 44.0 | 94 | 41.5 | 8.4 | -2.5 | 127 | 22.0 | 94 | 33.0 | 94 | 38.3 | 16.3 | 5.3 |
| Indochinese | 4 | - | 4 | - | 4 | - | - | - | 4 | - | 4 | - | 4 | - | - | - |
| Native American | 1 | - | 1 | - | 2 | - | - | - | 1 | - | 1 | - | 2 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 1 | - | 4 | - | 6 | - | - | - | 1 | - | 4 | - | 6 | - | - | - |
| Multiracial | 3 | - | 4 | - | 7 | - | - | - | 3 | - | 4 | - | 7 | - | - | - |
| English Learner | 62 | 9.7 | 46 | 13.0 | 47 | 8.5 | -1.2 | -4.5 | 62 | 11.3 | 49 | 18.4 | 47 | 21.3 | 10.0 | 2.9 |
| English-Speaking | 75 | 53.3 | 61 | 72.1 | 70 | 67.1 | 13.8 | -5.0 | 75 | 34.7 | 61 | 49.2 | 70 | 54.3 | 19.6 | 5.1 |
| Reclassified† | 40 | 55.0 | 20 | 100.0 | 18 | 66.7 | 11.7 | -33.3 | 40 | 25.0 | 20 | 75.0 | 18 | 61.1 | 36.1 | -13.9 |
| Initially Eng. Speaking | 35 | 51.4 | 41 | 58.5 | 52 | 67.3 | 15.9 | 8.8 | 35 | 45.7 | 41 | 36.6 | 52 | 51.9 | 6.2 | 15.3 |
| Econ. Disadv.* | 137 | 33.6 | 101 | 45.5 | 104 | 41.3 | 7.7 | -4.2 | 137 | 24.1 | 104 | 36.5 | 104 | 40.4 | 16.3 | 3.9 |
| Non-Econ. Disadv. | 0 | - | 6 | - | 13 | 61.5 | - | - | 0 | - | 6 | - | 13 | 46.2 | - | - |
| Gifted | 31 | 61.3 | 18 | 83.3 | 18 | 61.1 | -0.2 | -22.2 | 31 | 51.6 | 18 | 83.3 | 18 | 83.3 | 31.7 | 0.0 |
| Not Gifted | 106 | 25.5 | 89 | 39.3 | 99 | 40.4 | 14.9 | 1.1 | 106 | 16.0 | 92 | 26.1 | 99 | 33.3 | 17.3 | 7.2 |
| With Disabilities | 20 | 10.0 | 0 | - | 19 | 10.5 | 0.5 | - | 20 | 5.0 | 0 | - | 19 | 5.3 | 0.3 | - |
| WO Disabilities | 117 | 37.6 | 91 | 54.9 | 98 | 50.0 | 12.4 | -4.9 | 117 | 27.4 | 94 | 41.5 | 98 | 48.0 | 20.6 | 6.5 |
| Homeless | 14 | 0.0 | 9 | - | 15 | 46.7 | 46.7 | - | 14 | 7.1 | 10 | 30.0 | 15 | 26.7 | 19.6 | -3.3 |
| Foster | 1 | - | 1 | - | 3 | - | - | - | 1 | - | 1 | - | 0 | - | - | - |
| Military | 1 | - | 0 | - | 2 | - | - | - | 1 | - | 0 | - | 2 | - | - | - |

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

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



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Field
Grade 3

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|-------------------------|-----------------------|------|------|------|------|------|----------|-------|-------------|------|------|------|------|------|----------|-------|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | N | % | N | % | N | % | % | % |
| Total | 35 | 42.9 | 40 | 42.5 | 42 | 23.8 | -19.1 | -18.7 | 35 | 34.3 | 41 | 34.1 | 42 | 35.7 | 1.4 | 1.6 |
| Female | 17 | 47.1 | 21 | 47.6 | 22 | 27.3 | -19.8 | -20.3 | 17 | 47.1 | 21 | 33.3 | 22 | 45.5 | -1.6 | 12.2 |
| Male | 18 | 38.9 | 19 | 36.8 | 20 | 20.0 | -18.9 | -16.8 | 18 | 22.2 | 20 | 35.0 | 20 | 25.0 | 2.8 | -10.0 |
| African American | 1 | - | 0 | - | 1 | - | - | - | 1 | - | 0 | - | 1 | - | - | - |
| Asian | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Filipino | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Hispanic | 30 | 43.3 | 35 | 37.1 | 32 | 18.8 | -24.5 | -18.3 | 30 | 33.3 | 36 | 30.6 | 32 | 34.4 | 1.1 | 3.8 |
| Indochinese | 2 | - | 1 | - | 1 | - | - | - | 2 | - | 1 | - | 1 | - | - | - |
| Native American | 1 | - | 0 | - | 1 | - | - | - | 1 | - | 0 | - | 1 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 1 | - | 3 | - | 2 | - | - | - | 1 | - | 3 | - | 2 | - | - | - |
| Multiracial | 0 | - | 1 | - | 5 | - | - | - | 0 | - | 1 | - | 5 | - | - | - |
| English Learner | 19 | 26.3 | 23 | 17.4 | 24 | 0.0 | -26.3 | -17.4 | 19 | 21.1 | 24 | 20.8 | 24 | 29.2 | 8.1 | 8.4 |
| English-Speaking | 16 | 62.5 | 17 | 76.5 | 18 | 55.6 | -6.9 | -20.9 | 16 | 50.0 | 17 | 52.9 | 18 | 44.4 | -5.6 | -8.5 |
| Reclassified† | 5 | - | 4 | - | 0 | - | - | - | 5 | - | 4 | - | 0 | - | - | - |
| Initially Eng. Speaking | 11 | 54.5 | 13 | 69.2 | 18 | 55.6 | 1.1 | -13.6 | 11 | 54.5 | 13 | 38.5 | 18 | 44.4 | -10.1 | 5.9 |
| Econ. Disadv.* | 35 | 42.9 | 40 | 42.5 | 36 | 19.4 | -23.5 | -23.1 | 35 | 34.3 | 41 | 34.1 | 36 | 30.6 | -3.7 | -3.5 |
| Non-Econ. Disadv. | 0 | - | 6 | - | 6 | - | - | - | 0 | - | 6 | - | 6 | - | - | - |
| Gifted | 9 | - | 5 | - | 5 | - | - | - | 9 | - | 5 | - | 5 | - | - | - |
| Not Gifted | 26 | 34.6 | 35 | 37.1 | 37 | 21.6 | -13.0 | -15.5 | 26 | 23.1 | 36 | 27.8 | 37 | 32.4 | 9.3 | 4.6 |
| With Disabilities | 2 | - | 0 | - | 19 | 10.5 | - | - | 2 | - | 0 | - | 19 | 5.3 | - | - |
| WO Disabilities | 33 | 45.5 | 33 | 51.5 | 37 | 27.0 | -18.5 | -24.5 | 33 | 36.4 | 34 | 41.2 | 37 | 40.5 | 4.1 | -0.7 |
| Homeless | 4 | - | 9 | - | 8 | - | - | - | 4 | - | 10 | 30.0 | 8 | - | - | - |
| Foster | 1 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | - | - |
| Military | 0 | - | 0 | - | 1 | - | - | - | 0 | - | 0 | - | 1 | - | - | - |

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

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



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Field
Grade 4

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|-------------------------|-----------------------|------|------|------|------|------|----------|------|-------------|------|------|------|------|------|----------|-------|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | N | % | N | % | N | % | % | % |
| Total | 34 | 32.4 | 35 | 48.6 | 40 | 55.0 | 22.6 | 6.4 | 34 | 29.4 | 36 | 44.4 | 40 | 40.0 | 10.6 | -4.4 |
| Female | 15 | 46.7 | 17 | 52.9 | 19 | 52.6 | 5.9 | -0.3 | 15 | 33.3 | 17 | 47.1 | 19 | 31.6 | -1.7 | -15.5 |
| Male | 19 | 21.1 | 18 | 44.4 | 21 | 57.1 | 36.0 | 12.7 | 19 | 26.3 | 19 | 42.1 | 21 | 47.6 | 21.3 | 5.5 |
| African American | 0 | - | 1 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | - | - |
| Asian | 0 | - | 1 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | - | - |
| Filipino | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Hispanic | 32 | 31.3 | 28 | 50.0 | 35 | 51.4 | 20.1 | 1.4 | 32 | 25.0 | 29 | 44.8 | 35 | 37.1 | 12.1 | -7.7 |
| Indochinese | 1 | - | 2 | - | 1 | - | - | - | 1 | - | 2 | - | 1 | - | - | - |
| Native American | 0 | - | 1 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 0 | - | 1 | - | 3 | - | - | - | 0 | - | 1 | - | 3 | - | - | - |
| Multiracial | 1 | - | 1 | - | 1 | - | - | - | 1 | - | 1 | - | 1 | - | - | - |
| English Learner | 20 | 0.0 | 14 | 14.3 | 16 | 25.0 | 25.0 | 10.7 | 20 | 10.0 | 15 | 26.7 | 16 | 12.5 | 2.5 | -14.2 |
| English-Speaking | 14 | 78.6 | 21 | 71.4 | 24 | 75.0 | -3.6 | 3.6 | 14 | 57.1 | 21 | 57.1 | 24 | 58.3 | 1.2 | 1.2 |
| Reclassified† | 5 | - | 8 | - | 7 | - | - | - | 5 | - | 8 | - | 7 | - | - | - |
| Initially Eng. Speaking | 9 | - | 13 | 53.8 | 17 | 82.4 | - | 28.6 | 9 | - | 13 | 46.2 | 17 | 52.9 | - | 6.7 |
| Econ. Disadv.* | 34 | 32.4 | 30 | 46.7 | 39 | 53.8 | 21.4 | 7.1 | 34 | 29.4 | 31 | 48.4 | 39 | 41.0 | 11.6 | -7.4 |
| Non-Econ. Disadv. | 0 | - | 5 | - | 1 | - | - | - | 0 | - | 5 | - | 13 | 46.2 | - | - |
| Gifted | 4 | - | 7 | - | 7 | - | - | - | 4 | - | 7 | - | 7 | - | - | - |
| Not Gifted | 30 | 30.0 | 28 | 42.9 | 33 | 51.5 | 21.5 | 8.6 | 30 | 26.7 | 29 | 34.5 | 33 | 27.3 | 0.6 | -7.2 |
| With Disabilities | 5 | - | 0 | - | 11 | 18.2 | - | - | 5 | - | 0 | - | 11 | 9.1 | - | - |
| WO Disabilities | 29 | 34.5 | 33 | 51.5 | 29 | 69.0 | 34.5 | 17.5 | 29 | 34.5 | 34 | 47.1 | 29 | 51.7 | 17.2 | 4.6 |
| Homeless | 1 | - | 5 | - | 3 | - | - | - | 1 | - | 6 | - | 15 | 26.7 | - | - |
| Foster | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |

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

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



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Field
Grade 5

| Student Group | English Language Arts | | | | | | Chg From | | Mathematics | | | | | | Chg From | |
|-------------------------|-----------------------|------|------|------|------|------|----------|------|-------------|------|------|------|------|------|----------|------|
| | 2015 | | 2016 | | 2017 | | 2015 | 2016 | 2015 | | 2016 | | 2017 | | 2015 | 2016 |
| | N | % | N | % | N | % | % | % | N | % | N | % | N | % | % | % |
| Total | 31 | 19.4 | 32 | 50.0 | 35 | 54.3 | 34.9 | 4.3 | 31 | 9.7 | 33 | 27.3 | 35 | 48.6 | 38.9 | 21.3 |
| Female | 15 | 33.3 | 13 | 53.8 | 17 | 58.8 | 25.5 | 5.0 | 15 | 13.3 | 13 | 38.5 | 17 | 52.9 | 39.6 | 14.4 |
| Male | 16 | 6.3 | 19 | 47.4 | 18 | 50.0 | 43.7 | 2.6 | 16 | 6.3 | 20 | 20.0 | 18 | 44.4 | 38.1 | 24.4 |
| African American | 0 | - | 1 | - | 2 | - | - | - | 0 | - | 1 | - | 2 | - | - | - |
| Asian | 0 | - | 0 | - | 1 | - | - | - | 0 | - | 0 | - | 1 | - | - | - |
| Filipino | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Hispanic | 29 | 20.7 | 28 | 46.4 | 27 | 55.6 | 34.9 | 9.2 | 29 | 10.3 | 29 | 24.1 | 27 | 44.4 | 34.1 | 20.3 |
| Indochinese | 1 | - | 1 | - | 2 | - | - | - | 1 | - | 1 | - | 2 | - | - | - |
| Native American | 0 | - | 0 | - | 1 | - | - | - | 0 | - | 0 | - | 1 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 0 | - | 0 | - | 1 | - | - | - | 0 | - | 0 | - | 1 | - | - | - |
| Multiracial | 1 | - | 2 | - | 1 | - | - | - | 1 | - | 2 | - | 1 | - | - | - |
| English Learner | 12 | 0.0 | 9 | - | 7 | - | - | - | 12 | 0.0 | 10 | 0.0 | 7 | - | - | - |
| English-Speaking | 19 | 31.6 | 23 | 69.6 | 28 | 67.9 | 36.3 | -1.7 | 19 | 15.8 | 23 | 39.1 | 28 | 57.1 | 41.3 | 18.0 |
| Reclassified† | 13 | 30.8 | 8 | - | 11 | 72.7 | 41.9 | - | 13 | 7.7 | 8 | - | 11 | 54.5 | 46.8 | - |
| Initially Eng. Speaking | 6 | - | 15 | 53.3 | 17 | 64.7 | - | 11.4 | 6 | - | 15 | 26.7 | 17 | 58.8 | - | 32.1 |
| Econ. Disadv.* | 31 | 19.4 | 31 | 48.4 | 29 | 51.7 | 32.3 | 3.3 | 31 | 9.7 | 32 | 28.1 | 29 | 51.7 | 42.0 | 23.6 |
| Non-Econ. Disadv. | 0 | - | 1 | - | 6 | - | - | - | 0 | - | 6 | - | 6 | - | - | - |
| Gifted | 9 | - | 6 | - | 6 | - | - | - | 9 | - | 6 | - | 6 | - | - | - |
| Not Gifted | 22 | 9.1 | 26 | 38.5 | 29 | 51.7 | 42.6 | 13.2 | 22 | 0.0 | 27 | 14.8 | 29 | 41.4 | 41.4 | 26.6 |
| With Disabilities | 6 | - | 0 | - | 19 | 10.5 | - | - | 6 | - | 0 | - | 19 | 5.3 | - | - |
| WO Disabilities | 25 | 24.0 | 25 | 64.0 | 32 | 59.4 | 35.4 | -4.6 | 25 | 12.0 | 26 | 34.6 | 32 | 53.1 | 41.1 | 18.5 |
| Homeless | 2 | - | 9 | - | 4 | - | - | - | 2 | - | 10 | 30.0 | 4 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 1 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | - | - |

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

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

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

San Diego City Schools
FIELD ELEMENTARY SCHOOL
Parent Involvement Policy
2018/2019

- Each fall, Field Elementary will sponsor an annual meeting to inform Title I parents of the Title I program and its requirements.
- Field Elementary School provides a number of opportunities on campus to encourage parent involvement:

| | |
|------------------------------------|---|
| Back To School/Open House | Family Friday |
| EL Reclassification Parent Meeting | Academic Family Nights |
| Parent/Teacher Conferences | PTA/Family Events outside of school hours |
| Spring Open House | |
| GATE parent meeting | |
- Parent input will be discussed at the School Site Council (SSC) meetings to create an organized manner of involving parents in the review and improvement of the school's programs.
- Information is sent home periodically via fliers, phone calls, website postings, Peachjar, etc. informing parents and community of all meetings of importance. Targeted language groups receive notice in their own language. Parents are given School Accountability Report Card (SARC) and California English Language Development Test (CELDT) information, and student report cards to report on student progress.
- During any meeting taking place at school, attending parents will be offered the opportunity to provide input. Responses to parent inquiries/suggestions will be offered in a timely manner. Spanish- language translations will be available as needed.
- During parent/teacher conferences, information on grade level standards in literacy and mathematics is made available to parents. Home and school support for at-risk students is outlined in the Learning Contract that is distributed to parents at the conference. Translation for Spanish-speaking parents is provided at conferences when needed.
- Student Study Team (SSTs) will request parent attendance at every meeting concerning their child's academic progress.
- Through the Social Advocates for Youth program (SAY) as well as the Douglas-Young program, families will be provided with opportunities for additional social services.
- Every classroom will welcome and encourage parent volunteers by invitation through teacher letter and/or meeting. School organizations such as the Parent Teacher Association (PTA) will assist in structuring a volunteer schedule with the assistance of the classroom teachers. A separate classroom has been made available as a Parent Center where parents can complete projects as needed and directed by teachers and other staff. Volunteers must complete the application process before they can volunteer in the classrooms.
- The Field PTA provides ongoing support to the school. Field parent education programs as well as fund-raising activities give parents the opportunity to lend their support. Funds raised directly benefit students at Field Elementary.
- An English Learners Advisory Committee (ELAC) has been formed to provide additional support for parents of English Learners (EL's), and to meet these requirements as prescribed by law.
- Parent/Community input is welcomed by means of a suggestion box located in the main office.

APPENDIX C

HOME/SCHOOL COMPACT

SAN DIEGO UNIFIED SCHOOL DISTRICT

HOME/SCHOOL AGREEMENT FOR FIELD ELEMENTARY SCHOOL

2018-2019 school year

This agreement is designed by the staff, parents and families at Field Elementary School for the students that participate in the activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA). Title 1 is a federal program that provides funds to schools. The amount of funds is determined by the percentage of students who qualify for free/reduced price meals in school. Yearly, the School Site Council (SSC) determines how the funds should be used to help students meet state academic standards. Field is a schoolwide Title 1 school. This means each student has time with staff and/or has classroom materials purchased with these funds. All students at Field benefit from Title 1 funding.

This agreement shows how all of us, the parents/families, the students, and the entire school staff, share responsibility for improving achievement. By understanding and using this agreement, the school and the home will work together to help students achieve and meet California's high standards.

This Home/School Agreement is in effect during the 2018-2019 school year.

Responsibilities of the School

As teachers, we want to teach...

- in a welcoming and safe climate for all
- a high-quality curriculum and instruction based on individual student needs
- with high expectations for student learning to meet Common Core State Standards
- By extending learning through additional and on-going educational opportunities
- And work together to solve issues and prevent problems in our school community

As teachers, we want you to know how your child is doing...

- In November at the required parent/teacher conference
- In March at the parent/teacher conference (required for those needing extra help or for those that request)
- When we feel you need to know or anytime you ask
- Through verbal and/or written reports as needed
- Through Report Cards (Standards Based) three times in the year

As teachers, we want to meet you...

- Please send a note, stop and chat, call, send an email, send a letter, and/or attend school-wide functions

As teachers, we want you to be involved...

- In the classroom, on field trips, and where you feel comfortable
- In school committees such as the PTA, SSC, ELAC
- In school events such as Open House, Jog-A-Thon, and Picture Day
- On the playground, at lunch, or before school
- in the community; it helps our school!

Teacher

Responsibilities of Students

As a student, I will...

- Be on time and ready to work and learn
- Follow all school and classroom rules
- Remember to be “Ready, Responsible, and Respectful” every day
- Be kind to everyone
- Respect that everyone wants to learn in a safe school
- Show responsibility in all that I do
- Not bring unhealthy snacks to school
- Be an active learner and participate in class
- Do all work on time and turn it in
- Read at least 30 minutes every day after school, even on weekends and vacations
- Give parents/families all papers and information from school
- Turn in all papers from parents/families that the school needs
- Talk with parent/family, teacher, and/or school staff about what is happening at school

Student

Responsibilities of Parents/Families

As a parent/family member, I will...

- Ensure my child attends school daily, is on time, and ready to learn
- Expect my child to do well in school
- Check to see they are completing work
- Encourage my child to participate in all activities
- Read with my child EVERY DAY
- Attend November Parent-Teacher conferences and March Parent-Teacher conferences if requested by teacher.
- Provide a study space for homework and help them when needed
- Participate in decisions about my child’s education
- Provide a healthy snack
- Know and support school/classroom rules, behaviors, discipline and attendance plan
- Read all notices from school
- Respond to phone calls or notes within 24 hours
- Limit the time and type of television and video games my child experiences
- Know my child’s friends
- Work together with the school
- Tell the school when I get a new phone number or move
- Volunteer in my child’s classroom and/or school activities
- Serve on advisory groups such as PTA, School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Council for Compensatory Education (DAC), and/or other advisory groups as I am able

Parent/Guardian

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

| School | Resource | Account | ACT DESC | Job Code Title | Values Sum of Projected (Budget) FTE | Sum of Projected (Budget) Dollar Amount | | |
|--------------------|----------|--------------------|--------------------------------|------------------------|---|---|---------------|---------------------|
| Field Elementary | 09800 | 1109 | Pull/Out Push In | Inschool Resource Tchr | 0.1000 | \$ 8,893.80 | | |
| | | 1157 | Classroom Teacher Hrly | | | \$ 800.00 | | |
| | | 1240 | Nurse | School Nurse | 0.1000 | \$ 7,913.50 | | |
| | | 1986 | Retired NonClsrm Tchr Hrly | | | \$ 2,607.00 | | |
| | | 2151 | Classroom PARAS Hrly | | | \$ 4,772.00 | | |
| | | 2404 | Guidance/Attendance Asst | Guidance Asst | 0.2500 | \$ 7,119.50 | | |
| | | 3000 | Employee Benefits | | | \$ 12,969.23 | | |
| | | 5841 | Software License | | | \$ 5,500.00 | | |
| | | 09800 Total | | | | | 0.4500 | \$ 50,575.03 |
| | | 30100 | 1109 | Pull/Out Push In | Inschool Resource Tchr | 0.3000 | \$ 26,681.40 | |
| | | 1162 | Short Term Leave Visiting Tchr | | \$ 650.00 | | | |
| | | 1192 | Prof&Curriclm Dev Vist Tchr | | \$ 9,350.00 | | | |
| | | 1210 | Counselor | School Counselor | 0.2000 | \$ 15,886.20 | | |
| | | 3000 | Employee Benefits | | \$ 21,713.41 | | | |
| | | 4301 | Supplies | | \$ 1,891.00 | | | |
| 30100 Total | | | | | 0.5000 | \$ 76,172.01 | | |
| | 30103 | 2251 | Custodian Hrly | | | \$ 800.00 | | |
| | | 2281 | Other Support Prsnl PARAS Hrly | | | \$ 300.00 | | |
| | | 3000 | Employee Benefits | | | \$ 312.51 | | |
| | | 4304 | Inservice supplies | | | \$ 117.00 | | |
| 30103 Total | | | | | | \$ 1,529.51 | | |

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION



APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Field Elementary School
TYPE OR PRINT

| ANALYSIS OF SCORES FOCUS AREA | NOTES/ACTION/DECISIONS |
|----------------------------------|---|
| MAXIMIZING INSTRUCTIONAL TIME | It's important for the district to recognize the challenges small schools face with multiple combination classes. |
| CLOSING THE ACHIEVEMENT GAP | Continue to focus on ELD in both programs and continue to support learners with IEP. |
| PROFESSIONAL DEVELOPMENT | Focus on professional developments and trainings for new hires. |
| GRADUATION/PROMOTION | Continue to focus on 3 rd grade. |
| PARENT ENGAGEMENT | Find ways for more parents to be involved in ELAC. |