

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **FIELD ELEMENTARY SCHOOL**

2020-21

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:

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
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: **Field**

DUE: October 5, 2020

SITE CONTACT PERSON: **Amy Griffiths**

PHONE: **858-348-7224**

FAX:

E-MAIL ADDRESS: **agriffiths@sandi.net**

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

- Title 1 Schoolwide Programs (SWP) CSI 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 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:

- | | |
|--|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/28/2020</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> 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: 9/29/2020

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

/Amy Griffiths/ 10/5/2020
Signature of School Principal / Date

Denise Engberg
Type/Print Name of SSC Chairperson

/Denise Engberg/ 10/5/2020
Signature of SSC Chairperson / Date

Edna Zavala
Type/Print Name of ELAC Chairperson

/Edna Zavala / 10/5/2020
Signature of ELAC Chairperson / Date

Mitzi Merino
Type/Print Name of Area Superintendent

Mitzi Merino 10/8/2020

Signature of Area Superintendent / Date

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

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a school-wide budgeting plan for supporting Title 1 students based on our school achievement data.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Field Elementary School, our stakeholders engaged in a collaborative process in the development of the SPSA. It is imperative that we involved all members of our learning community to create a culture of achievement and collaboration toward our shared goals. Stakeholders were involved in the 2019-2020 budget development process by engaging in multiple meeting opportunities to dialogue and share input. These included SSC, ELAC, PTA and staff meetings held throughout the year.

On January 29th, 2020 Staff met to analyze data and provide budget recommendations.

On February 3rd, 2020 ELAC met to provide input on funding that would support English Learners.

On February 4th, 2020 SSC met to review and approve the 2020-2021 budget.

On September 22nd, 2020 the newly elected SSC reviewed and approved the 2020-2021 School Parent/Home Compact and Parent Involvement Policy

On September 28th, 2020 ELAC provided input regarding goals for English Language Learners in the 2020-2021 SPSA.

On September 29th, 2020 SSC reviewed and approved the 2020-2021 SPSA.

RESOURCE INEQUITIES

A root cause analysis for Field Elementary required closely analyzing data from 2018-2019 CAASPP, the 2019 California Dashboard, site data including DRA and EDL scores, as well as a review of the 2019-2020 SPSA. A close look at the CAASPP data for student groups in grades 3-5 demonstrate an overall growth in the area of ELA by 7%, moving from 37% of students who have met or exceeded standards to 44% of students who have met or exceeded standards in English Language Arts. Moreover, reading data using the Developmental Reading Assessment as well as the Evaluation de Desaroyo de Espanol for grades 1-5 in both the English Only and Dual Immersion programs at Field Elementary highlight an overall growth of 21% of students who were reading at or above their grade level from the start to the end of the 2018-2019 school year.

Additionally, Field Elementary made gains in the core subject area of Mathematics by 9%. The percentage of students meeting or exceeding grade level standards in grades 3-5 in June of 2018 were 40% yet by the end of the 2019 school year was 49% of grade 3-5 students were meeting or exceeding standards.

While we are certainly excited to make positive gains in the area of literacy and mathematics, the percentage of students who are not meeting or exceeding standards is still high and there is significant work to do. Specifically, in grade 3-5 in 56% of students are below or significantly below grade level standards in ELA and 51% of students in grades 3-5 are below or significantly below grade level standards in Math. Moreover, with close analyzation of the data mentioned above, only a small percentage of students with disabilities and English Learner students are meeting or exceeding standards. Specifically, the percentage of English Learners in grades 3-5 meeting or exceeding standards in ELA was 22% and in Math was 30%. The percentage of students with disabilities in grade 3-5 who met or exceeded standards in both ELA and Math was 19%. In summary, it is very clear that although Field Elementary made gains in the area of literacy and math, the subgroups of English Learners and students with disabilities did not make sufficient progress and need to be supported differently and in a significant, strategic way in the 2020-2021 school year.

It is important to note here that schools closed as of March 13, 2020 and instruction went entirely online for all of our students. Many sub-groups of students struggled to acclimate to online learning, but students in the sub-groups of English Learners as well as Students with Disabilities had the most difficulty. Despite the fact that all students had access to technology as well as internet connection, full engagement and attendance was still challenging for some students. This is a factor that needs to be acknowledged in the challenges of making progress over the past year, and will be addressed in the supports provided in the 2020-2021 school year.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Amy Griffiths	Principal
Celeste Olveda	Parent
Stephanie Perry-Aguire	Parent
Jennifer Marrewa	Parent
Stephan Groce	Parent
Samantha Keyes	Parent
Denise Engberg	Teacher / SSC Chair
Abril Rodriguez	Teacher
Caitlin Stivaletta	Teacher
Laurie Flounders	ESA

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

In the previous 5 years, we have allocated funds to support an additional .2 Counselor FTE to add to our existing .2 Counselor FTE that is provided by the district. The total .4 allocation means a Counselor is onsite at Field for two days each week. The Counselor coupled with our Guidance Assistant enabled us to provide sufficient support for the social-emotional needs of our students.

***Major Differences**

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

There were no changes to the implementation...

***Changes**

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

This year, the budget for Field Elementary sustained a loss that would not enable us to fund the additional .2 of a Counselor and maintain the .7 of our In school Resource Teacher. For this reason, the stakeholders including our SSC, ELAC and teachers determined that we should no longer fund the .2 extra day of counseling support, and instead increase the Guidance Assistant time, all while maintaining the .7 FTE of the In school Resource Teacher. As a result, our allocation for our Guidance Assistant has been increased and will be very supportive, coupled with the support of our In School Resource Teacher who provides educational and academic connection classes and trainings for families will be very supportive for our students AND their families. Finally, our partnership with SAY San Diego and Douglas Young who also provides referrals as well as counseling and social-emotional supports for students and families lead us to believe that we will be able to meet the needs of our students to attain our goals set in the SPSA.

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	Decrease the overall school wide chronic absenteeism rate.	13.2%	10%	Attendance	Trimester
June 2021	Tk-5	Decrease the school wide suspension rate.	.3%	.1%	Suspension	Trimester
*Identified Need						
<p>On the California Dashboard (2019) Field has declined in their chronic absenteeism by 1.6% and is currently at 13.2%. The chronic absenteeism rates for subgroups are as follows:</p> <p>Hispanic students = 13.4% (decrease of 1.5%) Students with Disabilities=24.2% (increase of 3.9%) Socioeconomic Disadvantaged= 14.6% (decrease of 1.2%) English Learners= 11.2% (increase of 2.3%) White= 16.7% (increase of 6.7%) Homeless students = 22.9% (decline of 9.5%)</p> <p>Other student groups are not numerically significant and are not recognized on the California Dashboard, but are still targeted to increase attendance and decrease absenteeism.</p> <p>According to the 2019 California Dashboard, the suspension rate at Field Elementary has increased .3% from the prior year meaning that .6% of all 322 students had been suspended. Even though .6% is a low suspension rate, we are still striving to make improvement in this area so that students are not missing school and access to their learning because of discipline purposes. The suspension rate for subgroups of students at Field Elementary are as follows:</p> <p>English Learners = 0% Hispanic Students = 0% Socioeconomically disadvantaged students = .4% Students with Disabilities = 0% Homeless students = 2.9% White students = 3%</p>						

*Online Learning Implications

Because we are in an online learning environment, attendance for some of subgroups have been more impacted than before. Regarding chronic absenteeism, we will work in tiers to support our students and families to ensure consistent attendance to online learning.

-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child (ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

-Tier 2 - Our Attendance Clerk will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent. When we see a student with several consecutive absences, or more than two absences in a week our attendance clerk forwards the information to our Guidance Assistant who will make contact with the families to inquire what needs they may have or how we can support them to ensure their child is attending school daily. If we need further support, we will connect with our community partner SAY San Diego who will contact the family to see what resources can be provided in the community to ensure they can attend school daily.

-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

In regards to social-emotional support in an online learning environment, we will be creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. Field's on-site learning option offers students access to daily in-person instruction which is designed and led by our teachers to ensure both academic success and social-emotional wellbeing. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment. Social-Emotional Learning and Restorative Justice Practices are applied in each classroom in the form of community circles, social-skills building time or other community building means through the classroom teacher. Finally, Field Elementary will continue wellness efforts through our school wellness coordinator, who is our School Nurse.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	English Learner	Decrease the overall school wide chronic absenteeism rate.	11.2%	5%	Attendance	Weekly
June 2021	Tk-5	Students with Disabilities	Decrease the overall school wide chronic absenteeism rate.	24.2%	15%	Attendance	Weekly

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	Tk-5	White	Decrease the overall school wide absenteeism rate.	16.7%	9.7%	Attendance	Weekly
June 2021	Tk-5	Homeless/Foster	Decrease the school wide suspension rate to 0%	2.9%	0%	Suspension	Trimester
June 2021	Tk-5	Black or African American	Decrease the overall school wide chronic absenteeism rate.	27.27%	17.27%	Attendance	Weekly
June 2021	Tk-5	English Learner	Decrease the school wide suspension rate to 0%	0.7%	0%	Suspension	Trimester
June 2021	Tk-5	Students with Disabilities	Maintain the school wide suspension rate at 0%	0%	0%	Suspension	Trimester

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students at Field Elementary will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically the following subgroups: Students with disabilities, English Learner students and White students.

All students at Field Elementary will benefit from this strategy/activity in the area of Suspensions, specifically the following subgroups: homeless/foster students.

*Strategy/Activity - Description

The Guidance Assistant and Counselor will continue to support students' social and emotional wellbeing and needs. Students will therefore have maximized time in their instructional environments supporting academic progress. In addition, the Guidance Assistant will continue to work collaboratively with the school community including students, parents, teachers, office staff, the Counselor and the Principal to implement strategies to decrease chronic absenteeism and suspension rates. The Guidance Assistant will communicate with the school support staff and teachers to ensure families are receiving the supports they need to get their children to school every day and on time.

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01031S	Guidance Asst	0.37000	\$12,030.92	\$26,300.53	0103-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Guidance Assistant will support to follow up with students with potential chronic absenteeism as well as to be proactive to provide social-emotional support so that students do not miss school.

Strategy/Activity 2

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

All students at Field Elementary will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically the following subgroups: Students with disabilities, English Learner students and White students.

All students at Field Elementary will benefit from this strategy/activity in the area of Suspensions, specifically the following subgroups: homeless/foster students.

***Strategy/Activity - Description**

The counselor will provide ongoing and consistent support for students in the area of social and emotional wellbeing and success. This will enable students to maximize their time in school and in their instructional environments which will promote academic progress. Additionally, the counselor will work collaboratively with students, parents, community members, the principal, the nurse, teachers and staff to implement strategies that will help to decrease chronic absenteeism and suspension rates. The counselor will conduct home visits when necessary with a certificated or support staff member to ensure families are receiving the supports they need to get their children to school every day and on time. The counselor will also work with students in proactive social-emotional groups to promote an environment of growth mindset, restorative justice and a positive learning environment for all.

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

An effective implementation at Field Elementary was to enable teachers to come together in monthly Professional Learning Communities. IN PLC's, teachers compare grade level data in literacy that was addressing standards and determined when to circle back around and reteach and how to do this for students that were not making gains. In PLC's, grade 3-5 teachers compared Interim Assessment Block data that mirrored SBAC assessments and helped to analyze what areas students were proficient in as well as those they needed more support with. Moreover, in PLC's teachers were able to talk about their craft of teaching literacy and based on the data they brought forth, could determine what was effective, as well as ideas from one another of how to move students who were not making progress.

*Major Differences

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

Professional Learning Communities were impactful last year. However the special education resource teachers as well as the In School Resource Teacher were not consistently able to attend the meetings and collaborate with the general education teachers. Through the site data, it is clear that the Sped teachers and the Resource Teacher need to be a part of this collaboration to ensure continuity and support for our students both in tier 1 (push in) environments as well as tier 3 (pull out) environments as all of these teachers work directly with our students.

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Changes

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

This year, when we are back to onsite learning, funds will be provided to enable substitutes to release the special education teachers as well as provide classroom teacher hourly funds for the In School Resource Teacher so they can be a part of the PLC's. This will ensure transparency in expectations and continuity in teaching content and strategies for our students. While we are in the virtual learning environment, substitutes are not needed and the special education and resource teachers will be able to attend the meetings to learn how to further support the students.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards	42%	52%	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards	37%	47%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards	52%	62%	CAASPP ELA	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	44%	54%	CAASPP ELA	Annually

*Identified Need

Close review of the 2018 data for Field Elementary indicates urgency and need for students to be meeting and exceeding grade level standards. The below data points illustrate the need for focus:

- 58% grade 3 students were not meeting or exceeding standards in ELA in 2018-2019
- 63% grade 4 students were not meeting or exceeding standards in ELA in 2018-2019
- 48% grade 5 students were not meeting or exceeding standards in ELA in 2018-2019

In total, 56% of grade 3-5 students students were not meeting or exceeding standards in ELA in 2018-2019

*Online Learning Implications

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

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grades 3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	25%	35%	CAASPP ELA	Annually

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	Grade 3	English Learner	Increase the percentage of students meeting and exceeding grade level standards	24%	34%	CAASPP ELA	Annually
June 2021	Grade 4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	25%	35%	CAASPP ELA	Annually
June 2021	Grade 4	English Learner	Increase the percentage of students meeting and exceeding grade level standards	21%	31%	CAASPP ELA	Annually
June 2021	Grade 5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	0%	10%	CAASPP ELA	Annually
June 2021	Grade 5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	20%	30%	CAASPP ELA	Annually
June 2021	Grade 3-5	Black or African American	Increase 1 proficiency level / meets standards	0%	Increase 1 proficiency level / meets standards	CAASPP ELA	Annually

Strategy/Activity 1									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
Funds will be utilized to maximize opportunities for Professional Learning Communities for teachers grade Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLC's to plan and collaborate alongside her colleagues. Moreover, these funds will pay for certificated VAPA (visual and performing arts) teachers to teach standards based lessons of dance, fine art, music and theater to Field students while the classroom teachers meet in their grade level PLC's. Supplies will be utilized to support the PLC's as well as in the classroom with children based on the instructional techniques determined in the PLC's by the teachers. Supplies include pencils, journals, chart paper, etc. Finally, visiting teachers will also be provided to enable the Special Education teachers to attend the PLC's and collaborate with their colleagues.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01031U	In school Resource Tchr	0.45000	\$42,789.15	\$64,507.31	0103-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		The In school Resource Teacher will support teaching of learning of students at Field Elementary by supporting as push in as well as Tier 1 instruction.
N0103BW	Interprogram Svcs/Paper		\$2,000.00	\$2,000.00	0103-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Paper will be used to support student learning with reading and writing.
N0103BX	Supplies		\$2,079.00	\$2,079.00	0103-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies will be used to support students in the classroom to strengthen instructional strategies developed in the PLC's.
Strategy/Activity 2									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
In order to develop writing skills within core content and within context, once we return to the building and it is safe to do so, students will participate in field trips to local areas of interest and then write about the experience in that context. For example students may visit the Aquarium and then using appropriate vocabulary for that content, write about their experience. This evidence based strategy has shown an increase in student writing proficiency.									

Strategy/Activity 3

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

All students

***Strategy/Activity - Description**

Certificated teachers can provide afterschool tutoring for students to meet target and specific needs in reading and writing so as to further enable them to meet literacy standards.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom Teacher Hrly				0103-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	[no data]	Goal 3 - Mathematics Ref Id : N01036H	Provide classroom teacher hourly for teachers to conduct afterschool tutoring when we return to the building.

Goal 3 - Mathematics**Call to Action Belief Statement**

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

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

An effective implementation at Field Elementary was to enable teachers to come together in monthly Professional Learning Communities. Here teachers compared grade level data in math that was addressing standards and determined when to circle back around and reteach and how to do this for students that were not making gains. In PLC's, grade 3-5 teachers compare Interim Assessment Block data that mirrored SBAC assessments and helped to analyze what areas students were proficient in as well as those they needed more support with. Moreover, in PLC's teachers were able to talk about their craft of teaching math and based on the data they brought forth, could determine what was effective, as well as ideas from one another of how to move students who were not making progress.

***Major Differences**

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

Professional Learning Communities were impactful last year, however the special education resource teachers as well as the In School Resource Teacher were not consistently able to attend the meetings and collaborate with the general education teachers. Through the site data, it is clear that the Sped teachers and the Resource Teacher need to be a part of this collaboration to ensure continuity and support for our students both in tier 1 (push in) environments as well as tier 3 (pull out) environments as all of these teachers work directly with our students.

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Changes

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

This year, when we are back to onsite learning, funds will be provided to enable substitutes to release the special education teachers as well as provide classroom teacher hourly funds for the In School Resource Teacher so they can be a part of the PLC's. This will ensure transparency in expectations and continuity in teaching content and strategies for our students. While we are in the virtual learning environment, substitutes are not needed and the special education and resource teachers will be able to attend the meetings to learn how to further support the students.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards	56%	66%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards	50%	60%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards	39%	49%	CAASPP Math	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards	49%	59%	CAASPP Math	Annually

*Identified Need

Close review of the 2018 data for Field Elementary indicates urgency and need for students to be meeting and exceeding grade level standards. The below data points illustrate the need for focus:

44% grade 3 students were not meeting or exceeding standards in Math in 2018-2019

50% grade 4 students were not meeting or exceeding standards in Math in 2018-2019

61% grade 5 students were not meeting or exceeding standards in Math in 2018-2019

In total, 51% of grade 3-5 students students were not meeting or exceeding standards in Math in 2018-2019

*Online Learning Implications

-Field will refine our comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies can include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments can include assessing student writing or student-developed presentation or videos. Monthly or unit assessments can include performance tasks, real-world projects, the development of web pages and other presentations.

- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.

-Flexibility for teachers to provide both whole group, small group and individual instruction

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

-Professional development for teachers

-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	17%	27%	CAASPP Math	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards	33%	43%	CAASPP Math	Annually

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	38%	48%	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards	33%	43%	CAASPP Math	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	0%	10%	CAASPP Math	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	24%	34%	CAASPP Math	Annually
June 2021	Grade 3-5	Black or African American	Increase 1 proficiency level / meets standards	50%	Increase 1 proficiency level / meets standards	CAASPP Math	Annually

Strategy/Activity 1

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

All students

***Strategy/Activity - Description**

Funds will be utilized to maximize opportunities for Professional Learning Communities for teachers grade Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLC's to plan and collaborate alongside her colleagues. Moreover, these funds will pay for certificated VAPA (visual and performing arts) teachers to teach standards based lessons of dance, fine art, music and theater to Field students while the classroom teachers meet in their grade level PLC's. Supplies will be utilized to support the PLC's as well as in the classroom with children based on the instructional techniques determined in the PLC's by the teachers. Supplies include pencils, journals, chart paper, etc. Finally, visiting teachers will also be provided to enable the Special Education teachers to attend the PLC's and collaborate with their colleagues.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0103-09800-00-5738-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 4- Supporting English Learners Ref Id : N0103BU	VAPA teachers provide arts instruction while allowing release time for classroom teachers to conduct PLC's.

Strategy/Activity 2

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

All Students

***Strategy/Activity - Description**

The In School Resource Teacher will support students in Tier 1 (whole class/group instruction) and Tier 2 (small group instruction) in Mathematics. Students who are in combination classes will deploy to this teacher to receive their grade level appropriate math instruction. Additionally, students who need additional support will work with this teacher in smaller groups for more concentrated instruction.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01035K	Supplies		\$349.00	\$349.00	0103-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies will be used to support students in the classroom to strengthen instructional strategies developed in the PLC's.
	In school Resource Tchr				0103-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01031U	The In school Resource Teacher will support teaching of learning of students at Field Elementary by supporting as push in as well as Tier 1 instruction.

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Supplies				0103-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N0103BX	Supplies will be used to support students in the classroom to strengthen instructional strategies developed in the PLC's.
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Strategy/Activity 3

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Certificated teachers can provide afterschool tutoring for students to meet target and specific needs in math so as to further enable them to meet math standards.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01036H	Classroom Teacher Hrly		\$3,270.00	\$3,998.89	0103-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Classroom Teacher Hourly will be used to pay for after school academic tutoring from teachers to students in need.

Goal 4- Supporting English Learners**Call to Action Belief Statement**

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

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

During PLC's and monitoring meetings, English Learner students were consistently a part of the conversation with teachers in determining how to support them in progressing in their English language acquisition as well as their progress in ELA and math. Despite this, we did not see the gains and academic improvements necessary for our English Learners and more analyzation was needed.

***Major Differences**

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

It became evident that teachers did not have an aligned understanding of English Language Development for their students. Moreover, curriculum to teach ELD was not consistent from classroom to classroom. As the instructional leader, I determined it imperative to have a concentrated focus on supporting ELD for our students at Field Elementary, and to work diligently to ensure that all teachers have a comprehensive understanding of ELD and that instruction and curriculum is powerfully aligned in every classroom at Field.

***Changes**

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

This year there will again be a concentrated focus improve and align instruction for our English Learners. We will have designated Professional Developments for teachers to support their implementation of Designated ELD and Integrated ELD. Teachers have submitted their schedules to indicate when their Designated ELD is occurring in the classroom. Moreover, we will provide opportunities during extra prep time for teachers to observe one another's teaching with their lens on Designated and Integrated ELD. Finally, detailed conversations about the academic progress of our English Learners will continue to happen in both the PLC and Monitoring Meeting settings.

***Integrated English Language Development**

We will be holding a dedicated Professional Development to learn more about and improve our implementation of Integrated English Language Development in our classrooms. We will invite the OLA team to support in the facilitation of this PD. Additionally, we will be conducting focused observations of Integrated ELD lessons for teachers to learn from one another and to improve their craft of this instructional technique for our English Learners. Moreover, we will have ongoing conversations of our implementation of Integrated ELD in our PLC's with our grade level teams and including our Sped teachers as well as our In School Resource Teacher.

***Designated English Language Development**

We will continue to focus heavily on core instructional strategies to support English Learners. We will again be holding separate, dedicated Professional Development opportunities to learn more about and improve our implementation of Designated English Language Development in our classrooms. We will again invite the OLA team to support in the facilitation of this PD. Additionally, we will be conducting focused observations of Designated ELD lessons for teachers to learn from one another and to improve their craft of this instructional technique for our English Learners. Moreover, we will have ongoing conversations of our implementation of Dedicated ELD in our PLC's with our grade level teams and including our Sped teachers as well as our In School Resource Teacher.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards	24%	34%	CAASPP ELA	Annually

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards	21%	31%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards	20%	30%	CAASPP ELA	Annually
June 2021	3	English Learner	On the CAASPP Math, increase the percentage of students meeting and exceeding grade level standards	33%	43%	Other (Describe in Objective)	Annually
June 2021	4	English Learner	On the CAASPP Math, increase the percentage of students meeting and exceeding grade level standards	33%	43%	Other (Describe in Objective)	Annually
June 2021	5	English Learner	On the CAASPP Math, increase the percentage of students meeting and exceeding grade level standards	24%	34%	Other (Describe in Objective)	Annually

***Identified Need**

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

According to CAASPP 2019, 78% of English Learners are not meeting or exceeding standards in grades 3-5. Moreover, 70% of English Learners in grades 3-5 are not meeting or exceeding standards in Math. Because the CAASPP was not administered in 2020 due to the pandemic, there is a lack of new data but we will use the former year as a baseline to improve and to show growth.

*Online Learning Implications

- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language)
- Formative assessment data will be collected, analyzed and feedback given to students.
- Professional development will also be offered to teachers across the district serving this English Learner group
- The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
- This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Grades 1-5	English Learner	Increase in the percentage of EL's who are eligible for reclassification and are reclassified.	75%	95%	Summative ELPAC	Annually

PLC Support

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

English Learners

***Strategy/Activity - Description**

Funds will be utilized to maximize opportunities for Professional Learning Communities for teachers grade Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLC's to plan and collaborate alongside her colleagues. Moreover, when all students return to the building these funds will pay for certificated VAPA (visual and performing arts) teachers to teach standards based lessons of dance, fine art, music and theater to Field students while the classroom teachers meet in their grade level PLC's. Supplies will be utilized to support the PLC's as well as in the classroom with children based on the instructional techniques determined in the PLC's by the teachers. Supplies include pencils, journals and chart paper. Finally, visiting teachers will also be provided to enable the Special Education teachers to attend the PLC's and collaborate with their colleagues.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0103O	Supplies		\$133.00	\$133.00	0103-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental instructional supplies to support our unduplicated students.
N01032F	Prof&Curriclm Dev Vist Tchr		\$3,270.00	\$3,998.89	0103-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To provide Professional Development to support instructional strategies for English Learners.
N0103BU	Interprogram Svcs/VAPA		\$15,144.00	\$15,144.00	0103-09800-00-5738-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To provide Professional Development and PLC time to support instructional strategies for English Learners.

Strategy/Activity 2

Field Elementary

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

English Learners

***Strategy/Activity - Description**

Our Guidance Assistant will serve as our ELPAC Coordinator will paid hourly to support our English Learners when necessary by coordinating ELPAC assessments and providing the initial and annual ELPAC assessments to our English Learners. This assessment will help to determine in what areas of the ELPAC that include reading, writing, listening and speaking our English Learners students have made growth and how much more progress they need to make in order to be reclassified.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Guidance Asst				0103-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01031S	The Guidance Assistant will support with ELPAC coordination.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

An effective implementation at Field Elementary was to enable teachers to come together in monthly Professional Learning Communities. Here teachers compared grade level data for students in both math and ELA that was addressing standards and determined when to circle back around and reteach and how to do this for students that were not making gains. In PLC's, grade 3-5 teachers compare Interim Assessment Block data that mirrored SBAC assessments and helped to analyze what areas students were proficient in as well as those they needed more support with. Moreover, in PLC's teachers were able to talk about their craft of teaching math and based on the data they brought forth, could determine what was effective, as well as ideas from one another of how to move students who were not making progress.

*Major Differences

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

Professional Learning Communities were impactful last year. However the special education resource teachers as well as the In School Resource Teacher were not consistently able to attend the meetings and collaborate with the general education teachers. Through the site data, it is clear that the Sped teachers and the Resource Teacher need to be a part of this collaboration to ensure continuity and support for our students both in tier 1 (push in) environments as well as tier 3 (pull out) environments as all of these teachers work directly with our students.

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

***Changes**

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

This year, when we are back to onsite learning, funds will be provided to enable substitutes to release the special education teachers as well as provide classroom teacher hourly funds for the Special Education Resource Teachers and the In School Resource Teacher so they can be a part of the PLC's. This will ensure transparency in expectations and continuity in teaching content and strategies for our students. While we are in the virtual learning environment, substitutes are not needed and the special education and resource teachers will be able to attend the meetings to learn how to further support the students.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3-5	Increase in the percentage of students meeting and exceeding grade level standards in ELA as measured by the CAASPP	19%	29%	Other (Describe in Objective)	Annually
June 2020	3-5	Increase in the percentage of students meeting and exceeding grade level standards in Math as measured by the CAASPP	19%	29%	Other (Describe in Objective)	Annually

***Identified Need**

According to the CAASPP 2019, 81% of students with disabilities are not meeting or exceeding standards in grades 3-5 in English Language Art. The same is true in math as 81% of students with disabilities are not meeting or exceeding standards.

*Online Learning Implications							
<p>-Implementation of IEP Services in Online Learning Setting</p> <p>-Teachers will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).</p> <p>-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes</p> <p>-The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.</p> <p>-All staff will be working as a team to support all students to accelerate their learning.</p>							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase in the percentage of students meeting and exceeding grade level standards in ELA as measured by the CAASPP	25%	35%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase in the percentage of students meeting and exceeding grade level standards in ELA as measured by the CAASPP	25%	35%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase in the percentage of students meeting and exceeding grade level standards in ELA as measured by the CAASPP	0%	10%	Other (Describe in Objective)	Annually

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3	Students with Disabilities	Increase in the percentage of students meeting and exceeding grade level standards in Math as measured by the CAASPP	17%	27%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase in the percentage of students meeting and exceeding grade level standards in Math as measured by the CAASPP	38%	48%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase in the percentage of students meeting and exceeding grade level standards in Math as measured by the CAASPP	0%	10%	Other (Describe in Objective)	Annually

Strategy/Activity 1

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

Students with Disabilities

***Strategy/Activity - Description**

Funds will be utilized to maximize opportunities for Professional Learning Communities for teachers grade Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher and the Special Education Resource Specialists to attend the PLC's to plan and collaborate alongside her colleagues. Moreover, these funds will pay for certificated VAPA (visual and performing arts) teachers to teach standards based lessons of dance, fine art, music and theater to Field students while the classroom teachers meet in their grade level PLC's. Supplies will be utilized to support the PLC's as well as in the classroom with children based on the instructional techniques determined in the PLC's by the teachers. Supplies such as pencils, journals and chart paper. Finally, visiting teachers will also be provided to enable the Special Education teachers to attend the PLC's and collaborate with their colleagues.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	In school Resource Tchr				0103-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F01031U	The In school Resource Teacher will support teaching of learning of students at Field Elementary by supporting as push in as well as Tier 1 instruction.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

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

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	African American Students	To maintain a suspension rate of 0.0%	0.0%	0.0%	Suspensions (Classroom and School)	Annually

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

- ✓ In 2020-21 school year, Field Elementary will develop and implement a site-specific system for tracking classroom referrals.
- ✓ Field Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to support them, advise them and make positive connections to encourage them to strive for and attain high achieving personal and/or academic goals.

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Identified Need									
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.									
We will continue to strengthen our Restorative Justice practices school wide to ensure that we are providing the supports for our black youth students at Field Elementary School and for all students. Also with the support of our Guidance Assistant, Counselor and our Nurse who is our Wellness Coordinator, we will put into action our Student Champion Initiative to provide a mentor for our African American Students to set goals and provide supports so they can achieve them in the area of academic success and social wellness. In addition, we will validate our students' experiences and help them see people like themselves as important figures in history.									
*Online Learning Implications									
-Field will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts. -Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.									
Strategy/Activity 1									
*Students to be served by this Strategy/Activity									
African American students at Field Elementary School									
*Strategy/Activity - Description									
We will continue to strengthen our Restorative Justice practices school wide to ensure that we are providing the supports for our black youth students at Field Elementary School and for all students. Also with the support of our Guidance Assistant, Counselor and our Nurse who is our Wellness Coordinator, we will put into action our Student Champion Initiative to provide a mentor for our African American Students to set goals and provide supports to achieve them in the area of academic success and social wellness.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Guidance Asst				0103-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01031S	To ensure our Student Champion initiative at Field is consistently supportive for our black youth at Field Elementary.

Goal 7 - Family Engagement**Call to Action Belief Statement**

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

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

Many parents at Field Elementary School came to family events such as our Family Friday (which consistently yielded more than 100 parents each month) and wanted to be involved with the school. Field has been working hard to build partnerships with families and provide events so that parents can be involved in our school and take an active part in their child's education.

***Major Differences**

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

Family and community activities and events were being offered at Field to strengthen and solidify community and parent engagement, however there have not been any family events such as academic parent workshops for the purpose of providing a better understanding of the content areas being taught through the Common Core State Standards and they ways in which parents can support their children with this learning at home.

***Changes**

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

Field will continue to offer family engagement activities and events such as Family Fridays (once we return to the physical site building), Family Literacy Night, Field Multicultural Fair, and others that are centered on community engagement and participation to strengthen the culture of our school. In addition, because of a need called out by parent input through ELAC and SSC, Field will continue this year to offer Parent Academic Workshops that are taught by a credentialed teacher. These workshops will provide parents with a better understand of the core subjects taught to their children such as Common Core Math and English Language Arts. During these workshops, childcare, custodial support and translation will be provided. Additionally, because our traditional Family Fridays are not possible while we are in an online setting, however the need to continue seamless and transparent communication with parents and community members is now more important than ever. To support this, interactive meeting opportunities will occur on a weekly or bi-monthly basis until we can return to the physical school setting to resume Family Fridays. These interactive meetings can include but are not limited to weekly Coffee with the Principal via zoom in which a slideshow is presented with valuable and timely information, as well as an opportunity for parents to interact with the principal with questions and comments in which they will get real-time answers. Additionally, whenever possible, these meetings will be recorded and shared with families with a link in an email so that parents who were unable to attend live may view the recording when they have time. If further questions arise for them, they can email the principal and I will address their questions in the subsequent weekly meeting.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents of students at Field Elementary will attend Field Parent Academic Workshops	5% of parents attended workshops	10% of 351 students totaling 35 parents	Other - Describe in objective

***Identified Need**

Parent Involvement (indicators) that include only "Strongly Agree" responses:

- School allows input and welcomes parent's contributions = 55%
- School encourages me to be an active partner with the school in educating my child = 55%
- School actively seeks the input of parents before making important decisions = 45%
- Parents feel welcome to participate at this school = 64%

Parent Involvement (indicators) that include both "Strongly Agree" and "Agree" responses:

- School allows input and welcomes parent's contributions (55% 42% = 97%)
- School encourages me to be an active partner with the school in educating my child (55% 42% = 97%)
- School actively seeks the input of parents before making important decisions (45% 50% = 95%)
- Parents feel welcome to participate at this school (64% 35% = 99%)

*Online Learning Implications

- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

District is also supplying families with training on SEL, Wellness, Health and Safety.

- These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
- These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

- This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School allows input and welcomes parent's contributions from all parent groups as measured by CA Parent Survey	55%	60%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the	55%	60%	Other - Describe in Objective

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		school in educating my child from all parent groups as measured by CA Parent Survey			
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3: School actively seeks the input of parents before making decisions from all parent groups as measured by CA Parent Survey	45%	50%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at this school from all parents as measured by CA Parent Survey	64%	69%	Other - Describe in Objective

Strategy/Activity 1

*Families to be served by this Strategy/Activity

All Field Elementary families

*Strategy/Activity - Description

Based on input from our parent groups and community stakeholders, parent academic workshops are needed for our families to better understand how to support their child at home with core content subject areas such as Common Core Math and Literacy and reading comprehension. Therefore, Field will be holding parent academic workshops (virtual and other) tailored to meet these needs of our school community. Once we return to the physical building, academic workshops such as these will require supplies for the workshops as well as in-service supplies in the form of light refreshments. Additionally, we will need to offer the services of paraprofessionals who can provide childcare onsite during the workshops, as well as custodial support to help set up, clean and break down the events.

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01031T	In school Resource Tchr	0.25000	\$23,771.75	\$35,837.41	0103-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To work with and support parents of English Learners in committee opportunities such as ELAC, as well as to provide academic and support workshops for parents so they can further support their children at home.
N010343	Inservice supplies		\$300.00	\$300.00	0103-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		To provide in-service supplies for parents to attend informational meetings and academic workshops.
N01036Z	Supplies		\$1,275.00	\$1,275.00	0103-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		To provide supplies in order to give academic workshops and trainings to parents and families.
	Guidance Asst				0103-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01031S	To connect with and provide resources to parents of students who need social-emotional support. Additionally to help parents know how to further connect with and support their children in school.

Goal 8- Graduation/Promotion Rate**Call to Action Belief Statement**

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

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

Field Elementary teachers have worked very hard to increase the number of students reading at or above their grade level. During the 2018-2019 school year, we saw a 21% increase in students who were reading at or above their grade level. This work was done by collective efforts of each teacher and the principal by making classroom end of year goals as well as mid-year benchmark goals for their students. While this growth is very exciting, there is more work to be done to move more students into proficiency by reading at or above their grade level.

***Major Differences**

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

While teachers and the staff worked very hard to make our goals a reality for our students, we realized that we needed to enable our students to be more an agent of their learning, and we needed to also solicit the support of our parents to ensure our children make the appropriate gains in reading proficiency.

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Changes

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

This year, goals will be set alongside of our students and they will become more active stakeholders in their own reading growth. Moreover, we will continue to improve ways of facilitating transparency with parents so they are continually aware of their child's current reading level, as well as where their child needs to be to achieve proficiency by the end of the school year. This transparency will happen with monthly updates sent home, as well as celebrations that parents are aware of when their child moves up reading levels towards their end of year reading goal. Additionally, while we made solid growth in the previous school years, we need to increase our goals and therefore we have once again set a school wide goal to increase reading levels by 20% over the course of the 2020-2021 school year.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students reading at or above grade level as measured by the DRA2.	42%	52%	Grade 3 ELA Reading	Trimester
June 2021	5	Increase the percentage of students reading at or above grade level as measured by the DRA2.	64%	74%	Grade 5 ELA Reading	Trimester

*Identified Need

We will be measuring the progress data for all students using baseline End of Year data for DRA2 from 2019...

*Online Learning Implications

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

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	31%	41%	Grade 3 ELA Reading	Trimester
June 2021	5	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	42%	52%	Grade 5 ELA Reading	Trimester
June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	0%	10%	Grade 3 ELA Reading	Trimester
June 2021	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	25%	35%	Grade 5 ELA Reading	Trimester

Strategy/Activity 1

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

All students

***Strategy/Activity - Description**

Students need to consistently have access to quality reading texts that are at their independent reading level. Field will provide students with a reading software Raz Kids that will help to support our students to make gains in literacy. Students can access this software to read appropriate texts at their independent and instructional level both at home as well as in the classroom.

Strategy/Activity 2

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

All students

***Strategy/Activity - Description**

Once we return to the building, visiting teachers will release classroom teachers to have one on one monitoring meetings with the principal. In these monthly monitoring meetings, the teacher and principal will carefully review and analyze the monthly reading progress of the students in the class. Moreover, supports and strategies will be discussed to support students who are not making expected gains in reading.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0103-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners Ref Id : N01032F	Visiting teachers will release classroom teachers to meet 1:1 with me to monitor progress and discuss implementation of interventions for students not making appropriate gains.

School Leadership Actions

Leadership Practice

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

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

Monitoring Instructional Content, Pedagogy and Student Engagement

The principal will work collaboratively with school site members to ensure the following are in place at Field Elementary:

- A guaranteed and viable curriculum in all classrooms.
- Consistent and continuous classroom observations in order to monitor the implementation of curriculum, school wide strategies and quality of student learning

- Instruction and curriculum that is aligned vertically across grade levels as well as horizontally and is connected to the Critical Concepts for ELA and Math and the Common Core State Standards.
- A school culture exists in which teachers feel safe in making their practice public to their peers and others and receiving feedback to continually reflect upon to shape their craft of teaching.
- Teachers are intimately aware of the students' learning needs and makes the appropriate adjustments so that all students have multiple access points to the content of the instruction.

Monitoring Student Learning and Providing Support

- The principal and classroom teachers will take responsibility in monitoring student learning for each child and provide the appropriate support.
- Monthly monitoring meetings will occur so that the principal can sit alongside teachers and closely analyze the progress of student learning as well as what supports may need to be put in place to further accelerate student academic growth.
- Bi-Monthly PLC's (when online learning) will occur for each grade level team so that pacing and curriculum can be aligned, ensuring equity of the learning in every classroom.
- Teachers will co-create informal assessments in the area of Math and Literacy to ensure students are successfully understanding the content standard being taught.
- Reteaching opportunities will exist consistently for students who display a lack of understanding of the content standard being taught the first time.

Leadership Actions

- Focus on School wide professional development and discussion focused around checking for understanding, common assessments, quality Tier 1 instruction
- Intentional focus on English Learners and Students with disabilities
- Consistently provide feedback on classroom practices and student learning through multiple strategies
- Communicate effectively and positively with community about the work occurring at Field Elementary School

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**

Field Elementary Budget Summary

DESCRIPTION

AMOUNT

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

\$ 70,161.31

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

\$

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

\$ 155,923.03

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)	\$40,185.30

Subtotal of additional federal funds included for this school (30106): \$40,185.30

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)	\$45,576.42

Subtotal of state or local funds included for this school (09800): \$ 45,576.42

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$155,923.03

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Field Elementary School
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

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

Field Elementary School has developed a written Title I Parent & Family Engagement Policy with input from Title I parents.

The policy was brought forth to the SSC for input to make additions and amendments with parent and other stakeholder input.

Field Elementary will have distributed the policy to parents of Title I students and all students electronically through email by September 30th, 2020.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

The Parent & Engagement Policy is provided in English and Spanish and is distributed school wide. It is referred to at parent meetings including Coffee with the Principal (9/25/20). The Parent & Engagement Policy is posted in the front office for community reference. The Parent & Engagement Policy is updated annually by the School Site Council.

To involve parents in the Title I, Part A programs, the following practices have been established:

-(Interactive) Coffee with the Principal –Back to School Night – Field Academic Nights such as Family Literacy Night – Field Multicultural Fair – Parent / Teacher Conferences – SSC Meetings – ELAC Meetings –Monday Morning Assemblies

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

Title 1 Parent Meeting will be held on September 28th, 2020 via zoom, 2020.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

Coffee with the Principal interactive meetings are held in the mornings and are recorded and shared with parents who could not attend via email. Other family events occur in the evening and sometimes on Friday nights or over the weekend.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Information regarding student achievement is shared at monthly Family Fridays (once we return to the school site), school wide Monday Morning Assemblies, ELAC and SSC meetings along with parent/teacher conferences in the fall and spring.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

Information goes home to parents in English and Spanish via paper fliers as well as flier posted to Peach Jar. Phone calls and emails from the principal in English and Spanish go home to inform parents about programs. Class Dojo is utilized school wide as well as at the individual classroom level to inform parents of important information. Paper fliers are posted to the office window and/or to the Parent Information bulletin board near the entrance of the school. Important dates and information are posted to the electronic marquee in front of the school. Information is also posted to the school website and frequently updated on the PTA website.

The school provides parents of 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

Information regarding curriculum, assessments for student progress and expected proficiency levels will be shared at Family Fridays (when resumed), weekly or monthly Coffee with the Principal meetings via zoom, ELAC and SSC meetings along with parent/teacher conferences in the fall and spring.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

PTA, SSC, SGT and ELAC are some of the opportunities that are provided to parents to participate in decisions relating to the programs, supports and education of their children.

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

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Information regarding the state's academic content standards, assessments and how to monitor and improve the achievement of their children is shared at Family Fridays (once resumed), weekly or

monthly Coffee with the Principal meetings via zoom, Back to School Night, ELAC and SSC meetings along with parent/teacher conferences in the fall and spring.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Parent meetings are provided by the principal and parent classes are taught by the Field In School Resource Teacher to help parents work with their children. Regular ELAC meetings provide parents with further ways in which they can support their child at school. Family Fridays consistently provide means in which parents can work with the school to propel student academic and social growth.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Staff meetings and professional developments facilitate conversations with teachers to further build proactive relationships with families and to grow parent involvement at Field.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Field Elementary has a room parent in each classroom who helps to coordinate and encourage parent volunteerism. Room 5 at Field Elementary is a parent room used as a resource center.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Information goes home to parents in English and Spanish via paper fliers as well as flier posted to Peach Jar. Phone calls and emails from the principal in English and Spanish go home to inform parents about programs. Class Dojo is utilized school wide and to individual classrooms to inform parents of important information. Paper fliers are posted to the office window and/or to the Parent Information bulletin board near the entrance of the school. Important dates and information are posted to the electronic marquee in front of the school. Information is also posted to the school website and frequently updated on the PTA website.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

The PTA, SSC, SGT and ELAC are some of the ways that provide support to parents to enable and encourage them to participate in the education of their children.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

This policy was adopted by Field Elementary School on September 22nd, 2020 and will be in effect for the period of one academic school year.

The school will distribute the policy electronically to all parents of students participating in the Title I, Part A program on, or before: September 30th, 2020

Denise Engberg

Denise Engberg, SSC Chair

Amy Griffiths

Amy Griffiths, Field Principal

Electronic Signature of authorized official here

September 22nd, 2020

APPENDIX C

SCHOOL PARENT COMPACT



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

FIELD ELEMENTARY SCHOOL

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Field Elementary School distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

Parent Teacher conferences are held twice annually for all students in which parents receive specific information on their child's academic and social progress. ACE awards help parents to understand in which ways their child is improving or making great gain. Parents are able to communicate with teachers and staff in a variety of ways including through email, texting, voice mail and face to face meetings. The PTA, SSC, SGT and ELAC are some of the ways that provide support to parents to enable them to participate in the education of their children. Also, parents are encouraged to volunteer as room parents and in school wide community and academic events such as Garden classes, Family Academic Nights such as Literacy Night, the Multicultural Fair, as well as others.

Family Fridays (once resumed when we have returned to the physical building) offer parents the opportunities to push into the classroom to learn more about how their child learns and how they can support that learning at home. Information is also shared in the weekly Monday Morning Assemblies.

The school engages 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:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

Information regarding the state's academic content standards, assessments and how to monitor and improve the achievement of their children is shared at Family Fridays (once resumed when we are back in the building), Weekly or Monthly Coffee with the Principal meetings, Weekly Monday Assemblies, Back to School Night, ELAC and SSC meetings along with parent/teacher conferences for all students in the fall and spring.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

-Family Fridays (once resumed when we return to the physical site) – Coffee with the Principal meetings –Back to School Night – Field Academic Nights such as Family Literacy– Field Multicultural Fair – Parent / Teacher Conferences – SSC Meetings –ELAC Meetings

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

Staff meetings and professional developments facilitate conversations with teachers and staff to further build proactive relationships with families and to grow parent involvement at Field.

The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

Field staff and administration work closely with the Field Parent/Teacher Association. The PTA is integral at support volunteering opportunities within and outside of our school community. Every classroom at Field Elementary has a room parent who helps to coordinate and encourage parent volunteerism. Room 5 at Field Elementary is a parent room and is used as a resource center.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

Information goes home to parents in English and Spanish online through Peach Jar and will be posted to the office window and/or to the Parent Information bulletin board near the entrance of the school when we return to the building. Phone calls and emails from the principal in English and Spanish go home to inform parents about programs. Class Dojo is utilized school wide as well as at the individual classroom level to inform parents of important information. Important dates and information are posted to the electronic marquee in front of the school. Information is also posted to the school website and frequently updated on the PTA website.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

-translation –in person meetings upon return to site – collaboration with the PTA - connection to community resources –space/rooms for community resources to support our students and families

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

-Agendas of meetings are provided and translated as necessary –all parents, family and community members are invited to attend Field events – Field events such as Family Friday and parent/teacher conferences include translation to facilitate information to share and understand.

This Compact was adopted by the Field Elementary School on September 22 2020, and will be in effect for the period of one academic school year.

The school will distribute the Compact to all parents and family members of students electronically through email on, or before: September 30th, 2020.

 Denise Engberg, SSC Chair	 Amy Griffiths, Principal
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Electronic Signature of Authorized

Officials here

September 22, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

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

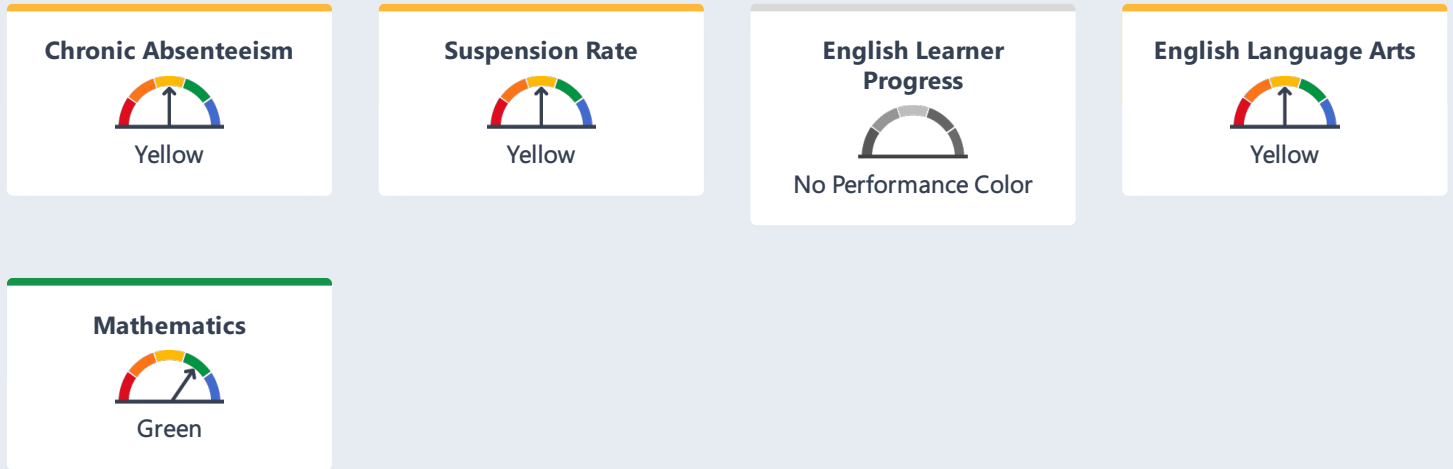
Reclassification data results can be requested from the school site.

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

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

Field Elementary

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

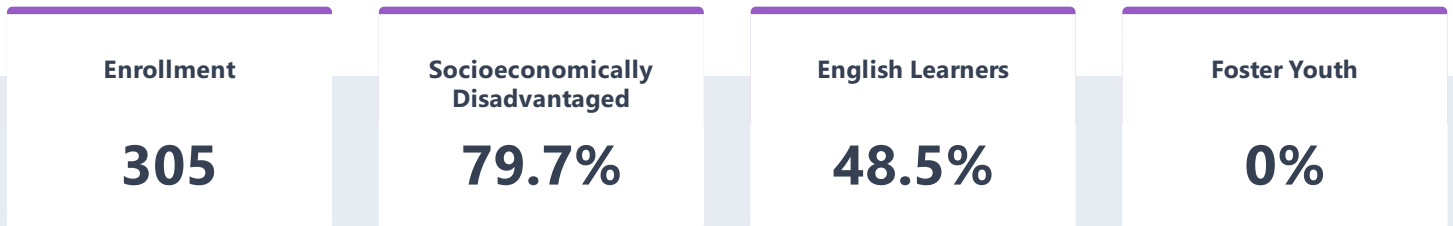


School Details

NAME Field Elementary	ADDRESS 4375 Bannock Avenue San Diego, CA 92117-2810	WEBSITE http://www.sandi.net/field	GRADES SERVED K-6
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Student Population

Explore information about this school's student population.



Academic Performance

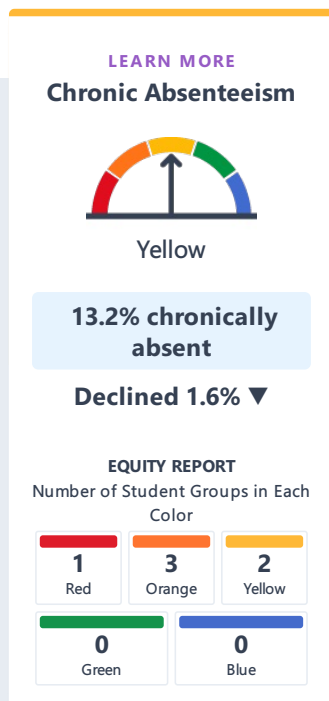
View Student Assessment Results and other aspects of school performance.



FIELD ELEMENTARY

Academic Engagement

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




FIELD ELEMENTARY

Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Yellow

0.6% suspended at least once

Increased 0.3% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	4 Yellow
0 Green	2 Blue	

Academic Performance

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

English Language Arts

All Students

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

All Students



Yellow

17.3 points below standard

Increased 6.5 Points ▲

Number of Students: 118

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

22.5 points below standard

Increased 37 Points ▲

Number of Students: 14

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Students with Disabilities



No Performance Color

58.1 points below standard

Increased 33.3 Points ▲

Number of Students: 26

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

English Learners



Orange

36.3 points below standard

Maintained 1.2 Points

Number of Students: 77

Hispanic



Orange

32.2 points below standard

Maintained 0.5 Points

Number of Students: 95

Socioeconomically Disadvantaged



Orange

28.8 points below standard

Maintained 1.5 Points

Number of Students: 101

Distance From Standard (English Language Arts)

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

	2017	2018	2019
All Students	12.2 points below standard	23.8 points below standard	17.3 points below standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners

62.1 points below standard

Increased 6.1 Points ▲

Number of Students: 61

Reclassified English Learners

62 points above standard

Increased 53 Points ▲

Number of Students: 16

English Only

8.1 points above standard

Increased 10.1 Points ▲

Number of Students: 34

Mathematics

All Students

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

All Students



Green

9.7 points below standard

Increased 14.1 Points ▲

Number of Students: 117

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

English Learners



Yellow

No Students



Green

Hispanic

Socioeconomically Disadvantaged



Blue

No Students



No Performance Color

African American

Asian

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

38.8 points below standard

Increased 24.9 Points ▲

Number of Students: 14

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Students with Disabilities



No Performance Color

61.2 points below standard

Increased 21.5 Points ▲

Number of Students: 25

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

English Learners



Orange

29.9 points below standard

Maintained 2.8 Points

Number of Students: 77

Hispanic



Green

24.3 points below standard

Increased 7.4 Points ▲

Number of Students: 95

Socioeconomically Disadvantaged



Green

18.4 points below standard

Increased 12.7 Points ▲

Number of Students: 100

Distance From Standard (Mathematics)

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

	2017	2018	2019
All Students	24.1 points below standard	23.8 points below standard	9.7 points below standard

Mathematics Data Comparisons: English Learners

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

Current English Learners

44.7 points below standard

Increased 3.1 Points ▲

Number of Students: 61

Reclassified English Learners

26.3 points above standard

Increased 36.2 Points ▲

Number of Students: 16

English Only

21 points above standard

Increased 37.4 Points ▲

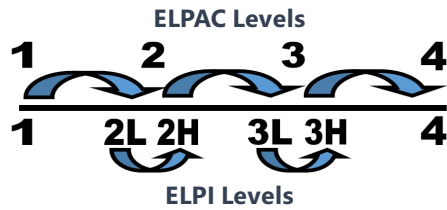
Number of Students: 33

English Learner Progress Indicator

All English Learner Students

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

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



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

[LEARN MORE](#)

English Learner Progress

40.4% making progress towards English language proficiency

Number of EL Students: 99

Performance Level

Low

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	20.2%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	39.3%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	40.4%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students



Yellow

13.2% chronically absent

Declined 1.6% ▼

Number of Students: 318

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

Students with Disabilities



Orange

English Learners

Homeless

White



Yellow

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Pacific Islander

Two or More Races

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

African American



No Performance Color

8.3% chronically absent

No Data

Number of Students: 12

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

3.7% chronically absent

Declined 14.5% ▼

Number of Students: 27

Students with Disabilities



Red

24.2% chronically absent

Increased 3.9% ▲

Number of Students: 62

English Learners



Orange

11.2% chronically absent

Increased 2.3% ▲

Number of Students: 152

Homeless



Orange

22.9% chronically absent

Declined 9.5% ▼

Number of Students: 35

White



Orange

16.7% chronically absent

Increased 6.7% ▲

Number of Students: 36

Hispanic



Yellow

13.4% chronically absent

Declined 1.5% ▼

Number of Students: 238

Socioeconomically Disadvantaged



Yellow

14.6% chronically absent

Declined 1.2% ▼

Number of Students: 253

Conditions and Climate

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

Suspension Rate

All Students

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

All Students



Yellow

0.6% suspended at least once

Increased 0.3% ▲

Number of Students: 322

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged



Green

No Students



Blue

Students with Disabilities

White



No Performance Color

African American

Asian

Two or More Races



African American



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 12

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 27

English Learners



Yellow

0.7% suspended at least once

Increased 0.7% ▲

Number of Students: 152

Hispanic



Yellow

0.8% suspended at least once

Increased 0.8% ▲

Number of Students: 242

Homeless



Yellow

2.9% suspended at least once

Maintained 0%

Number of Students: 35

Socioeconomically Disadvantaged



Yellow

0.8% suspended at least once

Increased 0.4% ▲

Number of Students: 257

Students with Disabilities



Blue

0% suspended at least once

Maintained 0%

Number of Students: 64

White



Blue

0% suspended at least once

Declined 3.3% ▼

Number of Students: 36



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	137	33.6	107	46.7	117	43.6	113	37.2	124	43.5	9.9	6.3	137	24.1	110	35.5	117	41.0	115	40.0	125	49.6	25.5	9.6
Female	64	43.8	51	51.0	58	44.8	59	45.8	67	50.7	6.9	4.9	64	28.1	51	39.2	58	43.1	60	41.7	68	48.5	20.4	6.8
Male	73	24.7	56	42.9	59	42.4	54	27.8	57	35.1	10.4	7.3	73	20.5	59	32.2	59	39.0	55	38.2	57	50.9	30.4	12.7
African American	1	-	2	-	3	-	2	-	2	-	-	-	1	-	2	-	3	-	2	-	2	-	-	-
Asian**	0	-	1	-	1	-	0	-	2	-	-	-	0	-	1	-	1	-	0	-	2	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	127	33.1	91	44.0	94	41.5	96	33.3	101	36.6	3.5	3.3	127	22.0	94	33.0	94	38.3	98	35.7	102	42.2	20.2	6.5
Indochinese**	4	-	4	-	4	-	2	-	-	-	-	-	4	-	4	-	4	-	2	-	-	-	-	-
Native American	1	-	1	-	2	-	0	-	0	-	-	-	1	-	1	-	2	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	4	-	6	-	7	-	10	90.0	-	-	1	-	4	-	6	-	7	-	10	90.0	-	-
Multiracial	3	-	4	-	7	-	6	-	9	-	-	-	3	-	4	-	7	-	6	-	9	-	-	-
English Learner	62	9.7	46	13.0	47	8.5	50	14.0	64	21.9	12.2	7.9	62	11.3	49	18.4	47	21.3	52	26.9	65	30.8	19.5	3.9
English-Speaking	75	53.3	61	72.1	70	67.1	63	55.6	60	66.7	13.4	11.1	75	34.7	61	49.2	70	54.3	63	50.8	60	70.0	35.3	19.2
Reclassified†	40	55.0	20	100.0	18	66.7	33	54.5	16	87.5	32.5	33.0	40	25.0	20	75.0	18	61.1	33	39.4	16	56.3	31.3	16.9
Initially Eng. Speaking	35	51.4	41	58.5	52	67.3	30	56.7	44	59.1	7.7	2.4	35	45.7	41	36.6	52	51.9	30	63.3	44	75.0	29.3	11.7
Econ. Disadv.*	137	33.6	101	45.5	104	41.3	99	35.4	104	37.5	3.9	2.1	137	24.1	104	36.5	104	40.4	100	34.0	105	42.9	18.8	8.9
Non-Econ. Disadv.	0	-	6	-	13	61.5	14	50.0	20	75.0	-	25.0	0	-	6	-	13	46.2	15	80.0	20	85.0	-	5.0
Gifted	31	61.3	18	83.3	18	61.1	10	60.0	18	88.9	27.6	28.9	31	51.6	18	83.3	18	83.3	10	90.0	18	83.3	31.7	-6.7
Not Gifted	106	25.5	89	39.3	99	40.4	103	35.0	106	35.8	10.3	0.8	106	16.0	92	26.1	99	33.3	105	35.2	107	43.9	27.9	8.7
With Disabilities	20	10.0	0	-	19	10.5	20	0.0	25	20.0	10.0	20.0	20	5.0	16	0.0	19	5.3	20	20.0	25	20.0	15.0	0.0
WO Disabilities	117	37.6	91	54.9	98	50.0	93	45.2	99	49.5	11.9	4.3	117	27.4	94	41.5	98	48.0	95	44.2	100	57.0	29.6	12.8
Homeless	14	0.0	9	-	15	46.7	10	30.0	15	33.3	33.3	3.3	14	7.1	10	30.0	15	26.7	10	10.0	15	33.3	26.2	23.3
Foster	1	-	1	-	3	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	2	-	4	-	2	-	-	-	1	-	0	-	2	-	4	-	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.

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	35	42.9	40	42.5	42	23.8	37	29.7	48	41.7	-1.2	12.0	35	34.3	41	34.1	42	35.7	38	47.4	48	56.3	22.0	8.9
Female	17	47.1	21	47.6	22	27.3	17	47.1	25	52.0	4.9	4.9	17	47.1	21	33.3	22	45.5	18	50.0	25	52.0	4.9	2.0
Male	18	38.9	19	36.8	20	20.0	20	15.0	23	30.4	-8.5	15.4	18	22.2	20	35.0	20	25.0	20	45.0	23	60.9	38.7	15.9
African American	1	-	0	-	1	-	0	-	2	-	-	-	1	-	0	-	1	-	0	-	2	-	-	-
Asian**	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	30	43.3	35	37.1	32	18.8	33	27.3	36	38.9	-4.4	11.6	30	33.3	36	30.6	32	34.4	34	44.1	36	50.0	16.7	5.9
Indochinese**	2	-	1	-	1	-	0	-	-	-	-	-	2	-	1	-	1	-	0	-	-	-	-	-
Native American	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	3	-	2	-	2	-	5	-	-	-	1	-	3	-	2	-	2	-	5	-	-	-
Multiracial	0	-	1	-	5	-	2	-	4	-	-	-	0	-	1	-	5	-	2	-	4	-	-	-
English Learner	19	26.3	23	17.4	24	0.0	23	13.0	21	23.8	-2.5	10.8	19	21.1	24	20.8	24	29.2	24	37.5	21	33.3	12.2	-4.2
English-Speaking	16	62.5	17	76.5	18	55.6	14	57.1	27	55.6	-6.9	-1.5	16	50.0	17	52.9	18	44.4	14	64.3	27	74.1	24.1	9.8
Reclassified†	5	-	4	-	0	-	4	-	3	-	-	-	5	-	4	-	0	-	4	-	3	-	-	-
Initially Eng. Speaking	11	54.5	13	69.2	18	55.6	10	50.0	24	54.2	-0.3	4.2	11	54.5	13	38.5	18	44.4	10	70.0	24	70.8	16.3	0.8
Econ. Disadv.*	35	42.9	40	42.5	36	19.4	28	21.4	39	35.9	-7.0	14.5	35	34.3	41	34.1	36	30.6	28	39.3	39	48.7	14.4	9.4
Non-Econ. Disadv.	0	-	6	-	6	-	9	-	9	-	-	-	0	-	0	-	6	-	10	70.0	9	-	-	-
Gifted	9	-	5	-	5	-	2	-	8	-	-	-	9	-	5	-	5	-	2	-	8	-	-	-
Not Gifted	26	34.6	35	37.1	37	21.6	35	31.4	40	32.5	-2.1	1.1	26	23.1	36	27.8	37	32.4	36	47.2	40	52.5	29.4	5.3
With Disabilities	2	-	0	-	19	10.5	5	-	12	25.0	-	-	2	-	7	-	19	5.3	5	-	12	16.7	-	-
WO Disabilities	33	45.5	33	51.5	37	27.0	32	34.4	36	47.2	1.7	12.8	33	36.4	34	41.2	37	40.5	33	45.5	36	69.4	33.0	23.9
Homeless	4	-	9	-	8	-	2	-	4	-	-	-	4	-	3	-	8	-	2	-	4	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-

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

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	34	32.4	35	48.6	40	55.0	37	32.4	38	36.8	4.4	4.4	34	29.4	36	44.4	40	40.0	37	32.4	38	50.0	20.6	17.6
Female	15	46.7	17	52.9	19	52.6	23	43.5	18	38.9	-7.8	-4.6	15	33.3	17	47.1	19	31.6	23	39.1	18	50.0	16.7	10.9
Male	19	21.1	18	44.4	21	57.1	14	14.3	20	35.0	13.9	20.7	19	26.3	19	42.1	21	47.6	14	21.4	20	50.0	23.7	28.6
African American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Asian**	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	32	31.3	28	50.0	35	51.4	31	25.8	35	31.4	0.1	5.6	32	25.0	29	44.8	35	37.1	31	25.8	35	45.7	20.7	19.9
Indochinese**	1	-	2	-	1	-	1	-	-	-	-	-	1	-	2	-	1	-	1	-	-	-	-	-
Native American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	1	-	3	-	2	-	2	-	-	-	0	-	1	-	3	-	2	-	2	-	-	-
Multiracial	1	-	1	-	1	-	3	-	1	-	-	-	1	-	1	-	1	-	3	-	1	-	-	-
English Learner	20	0.0	14	14.3	16	25.0	21	9.5	24	20.8	20.8	11.3	20	10.0	15	26.7	16	12.5	21	19.0	24	33.3	23.3	14.3
English-Speaking	14	78.6	21	71.4	24	75.0	16	62.5	14	64.3	-14.3	1.8	14	57.1	21	57.1	24	58.3	16	50.0	14	78.6	21.5	28.6
Reclassified†	5	-	8	-	7	-	7	-	4	-	-	-	5	-	8	-	7	-	7	-	4	-	-	-
Initially Eng. Speaking	9	-	13	53.8	17	82.4	9	-	10	50.0	-	-	9	-	13	46.2	17	52.9	9	-	10	80.0	-	-
Econ. Disadv.*	34	32.4	30	46.7	39	53.8	33	30.3	31	29.0	-3.4	-1.3	34	29.4	31	48.4	39	41.0	33	24.2	31	45.2	15.8	21.0
Non-Econ. Disadv.	0	-	5	-	1	-	4	-	7	-	-	-	0	-	5	-	13	46.2	4	-	7	-	-	-
Gifted	4	-	7	-	7	-	3	-	4	-	-	-	4	-	7	-	7	-	3	-	4	-	-	-
Not Gifted	30	30.0	28	42.9	33	51.5	34	29.4	34	32.4	2.4	3.0	30	26.7	29	34.5	33	27.3	34	26.5	34	47.1	20.4	20.6
With Disabilities	5	-	0	-	11	18.2	5	-	8	-	-	-	5	-	2	-	11	9.1	5	-	8	-	-	-
WO Disabilities	29	34.5	33	51.5	29	69.0	32	37.5	30	40.0	5.5	2.5	29	34.5	34	47.1	29	51.7	32	37.5	30	53.3	18.8	15.8
Homeless	1	-	5	-	3	-	6	-	4	-	-	-	1	-	6	-	15	26.7	6	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	3	-	0	-	-	-	0	-	0	-	0	-	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.

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	31	19.4	32	50.0	35	54.3	39	48.7	38	52.6	33.2	3.9	31	9.7	33	27.3	35	48.6	40	40.0	39	41.0	31.3	1.0
Female	15	33.3	13	53.8	17	58.8	19	47.4	24	58.3	25.0	10.9	15	13.3	13	38.5	17	52.9	19	36.8	25	44.0	30.7	7.2
Male	16	6.3	19	47.4	18	50.0	20	50.0	14	42.9	36.6	-7.1	16	6.3	20	20.0	18	44.4	21	42.9	14	35.7	29.4	-7.2
African American	0	-	1	-	2	-	2	-	0	-	-	-	0	-	1	-	2	-	2	-	0	-	-	-
Asian**	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	29	20.7	28	46.4	27	55.6	32	46.9	30	40.0	19.3	-6.9	29	10.3	29	24.1	27	44.4	33	36.4	31	29.0	18.7	-7.4
Indochinese**	1	-	1	-	2	-	1	-	-	-	-	-	1	-	1	-	2	-	1	-	-	-	-	-
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	0	-	1	-	3	-	3	-	-	-	0	-	0	-	1	-	3	-	3	-	-	-
Multiracial	1	-	2	-	1	-	1	-	4	-	-	-	1	-	2	-	1	-	1	-	4	-	-	-
English Learner	12	0.0	9	-	7	-	6	-	19	21.1	21.1	-	12	0.0	10	0.0	7	-	7	-	20	25.0	25.0	-
English-Speaking	19	31.6	23	69.6	28	67.9	33	51.5	19	84.2	52.6	32.7	19	15.8	23	39.1	28	57.1	33	45.5	19	57.9	42.1	12.4
Reclassified†	13	30.8	8	-	11	72.7	22	45.5	9	-	-	-	13	7.7	8	-	11	54.5	22	40.9	9	-	-	-
Initially Eng. Speaking	6	-	15	53.3	17	64.7	11	63.6	10	80.0	-	16.4	6	-	15	26.7	17	58.8	11	54.5	10	80.0	-	25.5
Econ. Disadv.*	31	19.4	31	48.4	29	51.7	38	50.0	34	47.1	27.7	-2.9	31	9.7	32	28.1	29	51.7	39	38.5	35	34.3	24.6	-4.2
Non-Econ. Disadv.	0	-	1	-	6	-	1	-	4	-	-	-	0	-	1	-	6	-	1	-	4	-	-	-
Gifted	9	-	6	-	6	-	5	-	6	-	-	-	9	-	6	-	6	-	5	-	6	-	-	-
Not Gifted	22	9.1	26	38.5	29	51.7	34	44.1	32	43.8	34.7	-0.3	22	0.0	27	14.8	29	41.4	35	31.4	33	30.3	30.3	-1.1
With Disabilities	6	-	0	-	19	10.5	10	0.0	5	-	-	-	6	-	7	-	19	5.3	10	10.0	5	-	-	-
WO Disabilities	25	24.0	25	64.0	32	59.4	29	65.5	33	60.6	36.6	-4.9	25	12.0	26	34.6	32	53.1	30	50.0	34	47.1	35.1	-2.9
Homeless	2	-	9	-	4	-	2	-	7	-	-	-	2	-	1	-	4	-	2	-	7	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS
AND ACTIVITIES**

SCHOOL NAME: FIELD ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The Guidance Assistant will continue to support students' social and emotional well being and needs. Students will therefore have maximized time in their instructional environments supporting academic progress. In addition, the Guidance Assistant will continue to work collaboratively with the school community including students, parents, teachers, office staff, the counselor and the principal to implement strategies to decrease chronic absenteeism and suspension rates. The Guidance Assistant will communicate with the school support staff and teachers to ensure families are receiving the supports they need to get their children to school everyday and on time.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst - Zarate, Diana	0.25000	\$10,037.82	09800-2404	Guidance assistant will facilitate medical, dental and mental health referrals to community agencies. Guidance Assistant will also provide regular check ins with at risk students as	Our Guidance Assistant is a very successful part of our intervention team to support student behaviors as well as with groups of students to teach and support good decision-making at school.		

Field Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				well as facilitate student social-emotional groups.			
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Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Funds will be utilized to maximize opportunities for Professional Learning Communities for teachers grade Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLC's to plan and collaborate alongside her colleagues. Moreover, these funds will pay for certificated VAPA (visual and performing arts) teachers to teach standards based lessons of dance, fine art, music and theater to Field students while the classroom teachers meet in their grade level PLC's. Supplies will be utilized to support the PLC's as well as in the classroom with children based on the instructional techniques determined in the PLC's by the teachers. Supplies include pencils, journals, chart paper, etc. Finally, visiting teachers will also be provided to enable the Special Education teachers to attend the PLC's and collaborate with their colleagues.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClstrmTchr		\$3,660.60	09800-1170	Funds will enable .7 Site Resource Teacher to participate in ELA PLC's.	Teachers need the opportunity to meet with the principal on a consistent basis to discuss the progress of their students as well as what supports may be necessary to put into place for further support where needed.		
Prof&Curriclm Dev Vist Tchr		\$2,440.40	09800-1192	Visiting teacher to release classroom	Teachers need the opportunity to meet with the		

Field Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				teachers for ELA PLC's	principal on a consistent basis to discuss the progress of their students as well as what supports may be necessary to put into place for further support where needed.		
Supplies		\$4,945.00	09800-4301	Supplemental student supplies.	Supplies are integral in supporting our students to access the curriculum.		

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

In order to develop writing skills within core content and within context, students will participate in field trips to local areas of interest and then write about the experience in that context. For example students may visit the Aquarium and then using appropriate vocabulary for that content, write about their experience. This evidence based strategy has shown an increase in student writing proficiency.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Field Trip		\$1,500.00	09800-5735	To allow our unduplicated students an opportunity to	These opportunities allow our students to receiving learning	Not all of the funds are always spent for buses, however we can encourage this	

Field Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				write in context about content learning at remote destinations.	opportunities connected to the standards and their classroom instruction in real world places and events.	to be used for entrance fees or other fees related to field trips.	
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Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Funds will be utilized to maximize opportunities for Professional Learning Communities for teachers grade Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLC's to plan and collaborate alongside her colleagues. Moreover, these funds will pay for certificated VAPA (visual and performing arts) teachers to teach standards based lessons of dance, fine art, music and theater to Field students while the classroom teachers meet in their grade level PLC's. Supplies will be utilized to support the PLC's as well as in the classroom with children based on the instructional techniques determined in the PLC's by the teachers. Supplies include pencils, journals, chart paper, etc. Finally, visiting teachers will also be provided to enable the Special Education teachers to attend the PLC's and collaborate with their colleagues.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teacher to release classroom teachers for Math PLC's	Teachers need the opportunity to meet with the principal on a consistent basis to discuss the progress of their students as well as what supports may be necessary to put into place for further support where needed.		
Prof&Curriclm DevHrlyClsrmTchr	--	--	09800-1170	Funds will enable .7 Site Resource Teacher to	Our Resource Teacher supports our school through		

Field Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				participate in Math PLC's.	direct instruction so that each child in combo classes receives math instruction at their grade level and teachers do not need to teach both subjects to two grade levels which limits their time in the day for other instruction. It is integral that she has time to plan and collaborate with her grade level peers for math instruction.		
Supplies	--	--	09800-4301	Supplemental student supplies.	Supplies are integral in supporting our students to access the curriculum.		

Note/Reminders (optional):

Strategy/Activity 2

*Strategy/Activity - Description

The In School Resource Teacher will support students in Tier 1 (whole class/group instruction) and Tier 2 (small group instruction) in Mathematics. Students who are in combination classes will deploy to this teacher to receive their grade level appropriate math instruction. Additionally, students who need additional support will work with this teacher in smaller groups for more concentrated instruction.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Field Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512712	0.10000	\$13,962.34	09800-1109	Certificated teacher who will provide Tier 1 (classroom/whole group) instruction and Tier 2 (small group) instruction in Mathematics.	Our Resource Teacher supports our school through direct instruction so that each child in combo classes receives math instruction at their grade level and teachers do not need to teach both subjects to two grade levels which limits their time in the day for other instruction.		

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Funds will be utilized to maximize opportunities for Professional Learning Communities for teachers grade Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLC's to plan and collaborate alongside her colleagues. Moreover, these funds will pay for certificated VAPA (visual and performing arts) teachers to teach standards based lessons of dance, fine art, music and theater to Field students while the classroom teachers meet in their grade level PLC's. Supplies will be utilized to support the PLC's as well as in the classroom with children based on the instructional techniques determined in the PLC's by the teachers. Supplies include pencils, journals and chart paper. Finally, visiting teachers will also be provided to enable the Special Education teachers to attend the PLC's and collaborate with their colleagues.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClsrmTch r	--	--	09800-1170	Funds will enable .7 Site Resource Teacher to participate in PLC's to learn how to further support EL's with instruction.	This teacher supports our school by helping to monitor the English Acquisition of our English Learners.		
Supplies	--	--	09800-4301	Supplemental student supplies.	Supplies are integral in supporting our students to access the curriculum.		
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teacher to release classroom teachers for PLC's	Teachers need the opportunity to meet with the		

Field Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				to support instruction for English Learners.	principal on a consistent basis to discuss the progress of their students as well as what supports may be necessary to put into place for further support where needed.		
--	--	--	--	--	---	--	--

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

A certificated retired teacher will support our English Learners by coordinating ELPAC assessments and providing the initial and annual ELPAC assessments to our English Learners. This assessment will help to determine in what areas of the ELPAC that include reading, writing, listening and speaking our English Learners students have made growth and how much more progress they need to make in order to be reclassified.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly		\$3,050.50	09800-1189	A certificated retired teacher will support our English Learners by coordinating ELPAC assessments and providing the initial and annual	This teacher supports our school to provide initial and summative ELPAC testing for our English Learners, as well as to monitor their		

Field Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				ELPAC assessments to our English Learners.	English Acquisition progress.		
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Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Funds will be utilized to maximize opportunities for Professional Learning Communities for teachers grade Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLC's to plan and collaborate alongside her colleagues. Moreover, these funds will pay for certificated VAPA (visual and performing arts) teachers to teach standards based lessons of dance, fine art, music and theater to Field students while the classroom teachers meet in their grade level PLC's. Supplies will be utilized to support the PLC's as well as in the classroom with children based on the instructional techniques determined in the PLC's by the teachers. Supplies such as pencils, journals and chart paper. Finally, visiting teachers will also be provided to enable the Special Education teachers to attend the PLC's and collaborate with their colleagues.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teacher to release classroom teachers for PLC's to learn how to support our students with disabilities successfully.	Teachers need the opportunity to meet with the principal on a consistent basis to discuss the progress of their students as well as what supports may be necessary to put into place for further support where needed.		
Prof&Curriclm DevHrlyClstrmTchr	--	--	09800-1170	Funds will enable .7 Site Resource Teacher to	Teachers need the opportunity to meet with the		

Field Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				participate is PLC's to collaborate and learn how to support our students with disabilities successfully.	principal on a consistent basis to discuss the progress of their students as well as what supports may be necessary to put into place for further support where needed.		
Supplies	--	--	09800-4301	Supplemental student supplies.	Supplies are integral in supporting our students to access the curriculum.		

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Students need to consistently have access to quality reading texts that are at their independent reading level. Field will provide students with a reading software called Achieve 3000 that will help to support our students to make gains in literacy. Students can access this software to read appropriate texts at their independent and instructional level both at home as well as in the classroom.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Software License		\$4,500.00	09800-5841	Reading software that students can access both in the classroom and at home will support them to have access to their appropriate level texts to accelerate their reading proficiency and comprehension.	Our Raz Kids and Achieve 3000 are very successful in providing appropriately leveled text for our students to read at home.	Achieve 3000 is an expensive resource- can we do this work with another resource such as Benchmark Universe.	

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Paraprofessionals push into classrooms or pull students out to work in small groups to support students in advancing their reading skills.

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

Analysis:

Field Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom PARAS Hrly		\$6,241.30	09800-2151	Paraprofessionals push into classrooms or pull out students in small groups to support them with literacy.	These paraprofessionals are very supporting in helping to fill gaps with student's understanding and learning.		

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Visiting teachers will release classroom teachers to have one on one monitoring meetings with the principal. In these bi-monthly monitoring meetings, the teacher and principal will carefully review and analyze the monthly reading progress of the students in the class. Moreover, supports and strategies will be discussed to support students who are not making expected gains in reading.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teachers will release classroom to have one on one	Teachers need the opportunity to meet with the principal on a		

Field Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				monitoring meetings with the principal.	consistent basis to discuss the progress of their students as well as what supports may be necessary to put into place for further support where needed.		
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Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: FIELD ELEMENTARY

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

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 2

***Strategy/Activity - Description**

The counselor will provide ongoing and consistent support for students in the area of social and emotional well being and success. This will enable students to maximize their time in school and in their instructional environments which will promote academic progress. Additionally, the counselor will work collaboratively with students, parents, community members, the principal, the nurse, teachers and staff to implement strategies that will help to decrease chronic absenteeism and suspension rates. The counselor will conduct home visits when necessary with a certificated or support staff member to ensure families are receiving the supports they need to get their children to school every day and on time. The counselor will also work with students in proactive social-emotional groups to promote an environment of growth mindset, restorative justice and a positive learning environment for all.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - NEW POSN, SBB2512723	0.20000	\$20,231.50	30100-1210	Counselor will facilitate referrals to community agencies to support our at risk students and families. Counselor will also provide regular check ins with at risk	Counselor is supportive in a variety of ways with our students. She works groups of students when challenges arise, and she also works proactively to support students <i>before</i> challenges	Social emotional instruction could be more widely implemented in our school.	

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>students as well as facilitate student social-emotional groups. Additionally, Counselor will support students with proactive , restorative justice practices so as to support a safe and collaborative environment for all students.</p>	<p>arise so that students learn better and have more productive choices to make.</p>		
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Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Funds will be utilized to maximize opportunities for Professional Learning Communities for teachers grade Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLC's to plan and collaborate alongside her colleagues. Moreover, these funds will pay for certificated VAPA (visual and performing arts) teachers to teach standards based lessons of dance, fine art, music and theater to Field students while the classroom teachers meet in their grade level PLC's. Supplies will be utilized to support the PLC's as well as in the classroom with children based on the instructional techniques determined in the PLC's by the teachers. Supplies include pencils, journals, chart paper, etc. Finally, visiting teachers will also be provided to enable the Special Education teachers to attend the PLC's and collaborate with their colleagues.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$41.00	30100-4301	Supplemental student supplies.	Supplies are integral in supporting our students to access the curriculum.		
Supplies		\$6,907.00	30106-4301	Supplemental student supplies.	Supplies are integral in supporting our students to access the curriculum.		
Services & Other Operating		\$21,000.00	30106-5000	Consultants- these funds will pay for certificated VAPA teachers to teach the arts to our students and	VAPA teachers support our school by providing instruction connected to VAPA standards to our	Teachers are unsure of what VAPA standards they are teaching and may be repetitive	We will request that VAPA teachers communicate better the standards they are being taught.

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				release teachers for PLC time for ELA instruction.	students while classroom teachers plan and collaborate with their grade level teams and the principal.		
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Note/Reminders (optional):

Strategy/Activity 3

*Strategy/Activity - Description

Certificated teachers can provide afterschool tutoring for students to meet target and specific needs in reading and writing so as to further enable them to meet literacy standards.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$1,830.30	30106-1157	Certificated teachers who support students with after school tutoring to meet targeted and specific needs in reading or writing.	It provides extracurricular opportunities for our students to be supported by credentialed teachers- ie. Clubs	Not all teachers want to or are able to provide additional teaching outside of the school day.	

Note/Reminders (optional):

Goal 3 - Mathematics							
Strategy/Activity 1							
*Strategy/Activity - Description							
<p>Funds will be utilized to maximize opportunities for Professional Learning Communities for teachers grade Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLC's to plan and collaborate alongside her colleagues. Moreover, these funds will pay for certificated VAPA (visual and performing arts) teachers to teach standards based lessons of dance, fine art, music and theater to Field students while the classroom teachers meet in their grade level PLC's. Supplies will be utilized to support the PLC's as well as in the classroom with children based on the instructional techniques determined in the PLC's by the teachers. Supplies include pencils, journals, chart paper, etc. Finally, visiting teachers will also be provided to enable the Special Education teachers to attend the PLC's and collaborate with their colleagues.</p>							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</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) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Supplemental student supplies.	Supplies are integral in supporting our students to access the curriculum.		
Supplies	--	--	30106-4301	Supplemental student supplies.	Supplies are integral in supporting our students to access the curriculum.		
Services & Other Operating	--	--	30106-5000	Consultants- these funds will pay for certificated VAPA teachers to teach the arts to our students and	VAPA teachers support our school by providing instruction connected to VAPA standards to our		

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				release teachers for PLC time for math instruction.	students while classroom teachers plan and collaborate with their grade level teams and the principal.		
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Note/Reminders (optional):

Strategy/Activity 2

*Strategy/Activity - Description

The In School Resource Teacher will support students in Tier 1 (whole class/group instruction) and Tier 2 (small group instruction) in Mathematics. Students who are in combination classes will deploy to this teacher to receive their grade level appropriate math instruction. Additionally, students who need additional support will work with this teacher in smaller groups for more concentrated instruction.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512712	0.40000	\$55,849.36	30100-1109	Certificated teachers who support students with after school tutoring to meet targeted and specific needs in reading or writing.	Our Resource Teacher supports our school through direct instruction so that each child in combo classes receives math and science instruction at their grade level and teachers do not need to teach both subjects to two grade levels which		

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					limits their time in the day for other instruction.		
Inschool Resource Tchr - NEW POSN, SBB2512712	0.10000	\$13,962.34	30106-1109	Certificated teachers who support students with after school tutoring to meet targeted and specific needs in reading or writing.	Our Resource Teacher supports our school through direct instruction so that each child in combo classes receives math and science instruction at their grade level and teachers do not need to teach both subjects to two grade levels which limits their time in the day for other instruction.		

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Certiificated teachers can provide afterschool tutoring for students to meet target and specific needs in math so as to further enable them to meet math standards.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	30106-1157	Certificated teachers who	It provides extracurricular	Not all teachers want to or are able	

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				support students with after school tutoring to meet targeted and specific needs in math.	opportunities for our students to be supported by credentialed teachers- ie. Clubs	to provide additional teaching outside of the school day.	
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Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Funds will be utilized to maximize opportunities for Professional Learning Communities for teachers grade Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLC's to plan and collaborate alongside her colleagues. Moreover, these funds will pay for certificated VAPA (visual and performing arts) teachers to teach standards based lessons of dance, fine art, music and theater to Field students while the classroom teachers meet in their grade level PLC's. Supplies will be utilized to support the PLC's as well as in the classroom with children based on the instructional techniques determined in the PLC's by the teachers. Supplies include pencils, journals and chart paper. Finally, visiting teachers will also be provided to enable the Special Education teachers to attend the PLC's and collaborate with their colleagues.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Supplemental student supplies.	Supplies are integral in supporting our students to access the curriculum.		
Supplies	--	--	30106-4301	Supplemental student supplies.	Supplies are integral in supporting our students to access the curriculum.		
Services & Other Operating	--	--	30106-5000	Consultants- these funds will pay for certificated VAPA teachers to teach the arts to our students and	VAPA teachers support our school by providing instruction connected to VAPA standards to our		

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				release teachers for PLC time to improve instruction for our English Learners.	students while classroom teachers plan and collaborate with their grade level teams and the principal.		
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Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Funds will be utilized to maximize opportunities for Professional Learning Communities for teachers grade Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLC's to plan and collaborate alongside her colleagues. Moreover, these funds will pay for certificated VAPA (visual and performing arts) teachers to teach standards based lessons of dance, fine art, music and theater to Field students while the classroom teachers meet in their grade level PLC's. Supplies will be utilized to support the PLC's as well as in the classroom with children based on the instructional techniques determined in the PLC's by the teachers. Supplies such as pencils, journals and chart paper. Finally, visiting teachers will also be provided to enable the Special Education teachers to attend the PLC's and collaborate with their colleagues.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Supplemental student supplies.	Supplies are integral in supporting our students to access the curriculum.		
Supplies	--	--	30106-4301	Supplemental student supplies.	Supplies are integral in supporting our students to access the curriculum.		
Services & Other Operating	--	--	30106-5000	Consultants- these funds will pay for certificated VAPA teachers to teach the arts to our students and	VAPA teachers support our school by providing instruction connected to VAPA standards to our		

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				release teachers for PLC time to improve instruction for our students with disabilities.	students while classroom teachers plan and collaborate with their grade level teams and the principal.		
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Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Based on input from our parent groups and community stakeholders, parent academic workshops are needed for our families to better understand how to support their child at home with core content subject areas such as Common Core Math and Literacy and reading comprehension. Therefore, Field will be holding various parent academic workshops tailored to meet these needs of our school community. Academic workshops such as these will require supplies for the workshops as well as inservice supplies in the form of light refreshments. Additionally, we will need to offer the services of paraprofessionals who can provide childcare onsite during the workshops, as well as custodial support to help set up, clean and break down the events.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Custodian Hrly		\$523.16	30103-2251	Because the Parent Academic Workshops will occur during evenings, extra custodial hourly will be needed to cover custodial costs during the event.	Funds here allow our custodian to support our family involvement events such as the Multicultural Fair and our Fall Festival.		
Other Support Prsnl PARAS Hrly		\$653.95	30103-2281	Para-professionals who will provide childcare during the parent workshops.	Funds here support childcare for our parent events.		
Supplies		\$99.00	30103-4301	Supplies needed to support an	Supplies in this budget support our		

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Academic Parent Workshop for example How to support your child with Common Core mathematics.	parent involvement meetings i.e. ELAC		
Inservice supplies		\$300.00	30103-4304	Inservice supplies for Academic Parent Workshops such as coffee and light refreshments will be needed to encourage parent participation.	Supplies in this budget are supportive to provide for trainings/ learning opportunities for our parents.		

Note/Reminders (optional):

What are my leadership strategies in service of the goals?