

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **FIELD ELEMENTARY** SCHOOL

2022-23

37-68338-6039556
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Griffiths, Amy

Contact Person: Griffiths, Amy

Position: Principal

Telephone Number: 858/800-5900;

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

E-mail Address: agriffiths@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: January 24, 2023

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Field Elementary School PHONE: 858- 800-5900 FAX: 858- 500-7950

SITE CONTACT PERSON: Amy Griffiths 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 I Schoolwide Programs (SWP) CSI School ATSI School

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

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

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

- | | | |
|-------------------------------------|---|-----------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: Oct 4, 2022 |
| <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: _____ |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/6/2022

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
Liza Olmert

Type/Print Name of SSC Chairperson
Edna Zavala-Newham

Type/Print Name of ELAC Representative
Mike Mew

Type/Print Name of Area Superintendent

 10/6/22

Signature of School Principal / Date

 10/6/22

Signature of SSC Chairperson / Date

 9/26/22

Signature of ELAC Representative / Date

 10/7/22

Signature of Area Superintendent / Date

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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.

ENGAGING EDUCATIONAL PARTNERS

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 2020-2021 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 February 16, 2022 Staff met to analyze data and provide budget recommendations.

On February 17th, 2022 ELAC met to provide input on funding that would support English Learners.

On February 24th, 2022 SSC met to review and approve the 2022-2023 budget.

On October 4th, 2022 ELAC provided input regarding goals for English Language Learners in the 2022-2023 SPSA.

On September 29th, 2022 the newly elected SSC reviewed and approved the 2022-2023 School Parent/Home Compact and Parent Involvement Policy.

On October 6th, 2022 SSC reviewed and approved the 2022-2023 SPSA.

RESOURCE INEQUITIES

Due to the 2020 pandemic of Covid-19, accurate and current data has been difficult before now to attain as students were learning remotely for up to a year and a half. During that time, teachers at Field did strive to attain DRA and EDL scores for their students, but capturing accurate data remotely for these reading assessments was difficult and inconsistent. Because of this, the data and scores that were collected during the 2021-2022 school year in ELA and Math serve as a baseline to understand the learning recovery that needs to take place in the years moving forward.

A root cause analysis for Field Elementary required closely analyzing data from 2021-2022 CAASPP, and site data including DRA and EDL scores, and Fountas and Pinnell scores. A close look at the CAASPP data for student groups in grades 3-5 demonstrates a high need for focus and emphasis in

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

both ELA and Math. The 2021-2022 SBAC scores reflect that 40% of students overall were meeting or exceeding standards in ELA and 41% of students overall were meeting or exceeding standards in Math. A closer look at the data shows that we must work hard to support both our English Learners as well as our Students with Disabilities as these were the subgroups of students who showed the least amount of academic achievement and the highest need for learning recovery.

From the root cause analysis, we can see that there is still tremendous work to do to support all of our learners, and very specifically our students with the highest needs including our English Learners as well as our Students with Disabilities to overcome the negative impacts of traversing through learning during a pandemic. We will set our sights high to support goals that are both rigorous, but also attainable with hard work, focus, and collective effort to realize strong gains for all of our students and our impacted sub-groups moving forward in the 2022-2023 school year.

When schools closed in March of 2020 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. We spent the 2021-2022 school year with strong efforts to recover the learning that was impacted during the pandemic. 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 2022-2023 school year as we accelerate learning in all core subject areas for all students, and with fine-tuned focus on our sub-groups of learners.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Amy Griffiths	Principal
Nick Sabbadini	Classroom Teacher
Noemi Aguilar	Other School Personnel
Mar Loutzenhiser	Classroom Teacher
Elizabeth Olmert	Classroom Teacher
Emily Walker	Parent
Maria de los Angeles Barradas Rodriguez	Parent
Jessica Mejia	Community Member
Haydee Torres	Parent
Penny McGuire-Chapel	Community Member

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

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

Call to Action Belief Statement

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

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

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

In the 2021-2022 school year, the allocated FTE for the School Counselor provided by the district was .4 (2 days per week). Field, in accordance with guidance from the stakeholder groups, was in turn funding the Guidance Assistant position at .375 which was an increase of .125 FTE from the year before. This was to help to support Field students transitioning back to school following the pandemic. This meant that the Guidance Assistant could support Field three entire days per week, while the Counselor could support students the other two days, providing 5 full days of social and emotional support for our children. This increased allocation for our Guidance Assistant has been very supportive, coupled with the support of our .7 FTE In School Resource Teacher who provides educational and academic connection classes and trainings for families and will be very supportive of our students AND their families. This additional support enabled Field to have a fully staffed Counseling office providing social-emotional support to our students 5 days per week.

***Major Differences**

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

The major difference in implementation was that there were far more social-emotional needs of our students and families as we came out of the pandemic and online learning. The fully staffed counseling office was instrumental in supporting our school community as we strive to rebuild after the pandemic.

***Changes**

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

For the 2022-2023 school year, the stakeholder groups determined it necessary to maintain the Guidance Assistant allocation at .375 FTE, to continue the work of supporting the social-emotional needs of our students. This allocation for our Guidance Assistant has been very appropriate and supportive, coupled with the support of our .7 FTE In School Resource Teacher who provides educational and academic connection classes and trainings for families and will be very supportive of our students AND their families. This additional support enabled Field to have a fully staffed Counseling office providing social and emotional support to our students 5 days per week. Finally, our partnership with SAY San Diego and Douglas Young who also provides referrals as well as counseling and social-emotional support 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.

***Identified Need**

From the information found in the Hoonuit Database, we found that Field Elementary has an alarming chronic absenteeism rate of 37% which is up from 16% in the 2021-2022 school year. The chronic absenteeism rates for subgroups are as follows:

Hispanic students = 40% (increase of 22%)

African American students = 25% (increase of 3%)

Students with Disabilities=55% (increase of 37%)

Homeless Youth= 57% (increase of 20%)

English Learners= 40% (increase of 16%)

White= 23% (increase of 12%)

Other student groups are not numerically significant but are still targeted to increase attendance and decrease absenteeism.

According to the 2021-2022 Hoonuit Database, the suspension rate at Field Elementary has maintained the same rate of .3%. Even though .3% is a low suspension rate, we are still striving to make improvements 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 is as follows:

English Learners = 0%

Hispanic Students = .3%

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African American Students = 0%
 Socioeconomically disadvantaged students = 0%
 Students with Disabilities = 0%
 Homeless students = 0%
 White students = 0%

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Tk-5	Decrease the overall school-wide chronic absenteeism rate.	35%	20%	Attendance	Trimester
June 2023	Tk-5	Decrease the school-wide suspension rate.	.3%	.1%	Suspension	Trimester

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Tk-5	English Learner	Decrease the overall school-wide chronic absenteeism rate.	37%	22%	Attendance	Weekly
June 2023	Tk-5	Students with Disabilities	Decrease the overall school-wide chronic absenteeism rate.	55%	40%	Attendance	Weekly
June 2023	Tk-5	White	Decrease the overall school-wide absenteeism rate.	21%	6%	Attendance	Weekly
June 2023	Tk-5	Homeless/Foster	Decrease the school-wide chronic absenteeism rate.	45%	30%	Attendance	Weekly
June 2023	Tk-5	Black or African American	Decrease the overall school-wide chronic absenteeism rate.	25%	10%	Attendance	Weekly
June 2023	Tk-5	Hispanic or Latino	Decrease the school-wide suspension rate to 0%	.3%	0%	Suspension	Trimester
June 2023	Tk-5	Students with Disabilities	Maintain the school-wide suspension rate at 0%	0%	0%	Suspension	Trimester
June 2023	Tk-5	Black or African American	Maintain the school-wide suspension rate at 0%.	0%	0%	Suspension	Trimester

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June 2023	Tk-5	Hispanic or Latino	Decrease the overall school-wide chronic absenteeism rate	38%	23%	Attendance	Weekly
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Supporting Black Youth - Additional Goals

- ✓ 1. Field Elementary’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Field Elementary is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Field Elementary’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Field Elementary will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Field Elementary will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Field Elementary’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Field Elementary will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Field Elementary will increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Field Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy 1: Guidance Assistant

*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.

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***Strategy/Activity - Description**

The Guidance Assistant and Counselor will continue to support the student's 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 support they need to get their children to school every day and on time. The Counselor and Guidance Assistant will conduct home visits when necessary with a certificated or support staff member to ensure families are receiving the support they need to get their children to school every day and on time. The Counselor and Guidance Assistant 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. The district currently funds the Counselor two days each week and the Guidance Assistant, funded through the site budget will support the social-emotional needs of our students on the remaining three days of the week.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01031U	Guidance Asst -	0.15000	\$5,169.75	\$7,095.90	0103-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Low-Income		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.
F01031V	Guidance Asst -	0.22500	\$7,754.63	\$10,643.85	0103-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		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.

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

Call to Action Belief Statements

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

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

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

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

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

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

During the 2021-2022 school year, teachers were again able to come together and collaborate in the form of PLCs (Professional Learning Communities). While many things in this school year returned 'back to normal, COVID-19 was still prevalent and outbreaks were occurring throughout the campus, causing significant student absences throughout the year, but especially in the late winter and spring months. This proved to be challenging in both utilizing our supports such as our PLCs when teachers were out due to illness, and also implementing the strategies gained in PLCs in the classroom when both teachers were affected by absences, as well as our students.

***Major Differences**

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

This year we will again hold PLCs onsite and in person to enable teachers to cohesively work together to analyze formative and anecdotal data, as well as to collaborate to strengthen strategies for instruction for all of our students, especially those with the highest needs. We hope and believe that COVID-19 will not have the same impact this year as it did last year, with chronic outbreaks throughout the campus. This will enable our teachers to attend PLCs consistently and implement strategies identified together in the classrooms with much more fidelity than they were able to do last year because attendance with both teachers and students is anticipated to be far less prevalent this year. This will enable us to fine-tune our work in ELA and math for all students, specifically for students in our subgroups. We will then be able to track progress and monitor the learning progress toward attaining our goals in ELA and Math.

***Changes**

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

Field will continue to utilize VAPA teachers to release classroom teachers by grade level to come together to analyze student data and collaborate to fine-tune instruction with the goal of improving academic progress for all students. This year we will provide attentive focus on our subgroups of students including English Learners and our Students with Disabilities utilizing tools in the PLCs to identify where the progress is attained, and where more focus or support needs to be provided within the classroom. This is a strong and strategic way for teachers to come together to compare data from their students and monitor academic growth for our students and our focus students.

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*Identified Need - English Language Arts							
<p>In the review of the 2021-2022 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:</p> <p>-58% of grade 3 students were not meeting or exceeding standards in ELA in 2021-2022</p> <p>-63% of grade 4 students were not meeting or exceeding standards in ELA in 2021-2022</p> <p>-51% of grade 5 students were not meeting or exceeding standards in ELA in 2021-2022</p> <p>In total, 57.3% of grade 3-5 students were not meeting or exceeding standards in ELA in 2021-2022</p>							
*Goal 2 - English Language Arts							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	Increase the percentage of students meeting and exceeding grade-level standards	42%	52%	CAASPP ELA	Annually	
June 2023	4	Increase the percentage of students meeting and exceeding grade-level standards	37%	47%	CAASPP ELA	Annually	
June 2023	5	Increase the percentage of students meeting and exceeding grade-level standards	49%	59%	CAASPP ELA	Annually	
June 2023	3-5	Increase the percentage of students meeting and exceeding grade-level standards	42.7%	53%	CAASPP ELA	Annually	
June 2023	3-5	Increase the baseline percentage of FAST reading scores	baseline score	+ 10%	FAST aReading	Annually	
June 2023	Tk-2	Increase the baseline percentage of Fountas and Pinnell reading scores	baseline score	+ 10%	Fountas and Pinnell	Annually	
*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grades 3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	0%	10%	CAASPP ELA	Annually
June 2023	Grade 3	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	14%	24%	CAASPP ELA	Annually

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June 2023	Grade 4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	0%	10%	CAASPP ELA	Annually
June 2023	Grade 4	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	10%	20%	CAASPP ELA	Annually
June 2023	Grade 5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	43%	53%	CAASPP ELA	Annually
June 2023	Grade 5	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	0%	10%	CAASPP ELA	Annually
June 2023	Grade 3-5	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards	0%	10%	CAASPP ELA	Annually
June 2023	Tk-2	Students with Disabilities	Increase the baseline percentage of Fountas and Pinnell reading scores	baseline	+ 10%	Fountas and Pinnell	Annually
June 2023	Tk-2	English Learner	Increase the baseline percentage of Fountas and Pinnell reading scores	baseline	+ 10%	Fountas and Pinnell	Annually
June 2023	Tk-2	Black or African American	Increase the baseline percentage of Fountas and Pinnell reading scores	baseline	+ 10%	Fountas and Pinnell	Annually

***Identified Need - Math**

We are relying on the CAASPP data from 2021-2022 to understand the baseline and needs for improvement for our students. In a review of the 2021-2022 data for Field Elementary, that data indicates urgency and need for students to be meeting and exceeding grade-level standards. The below data points illustrate the need for focus:

44% of grade 3 students were not meeting or exceeding standards in Math in 2021-2022

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50% of grade 4 students were not meeting or exceeding standards in Math in 2021-2022
 61% of grade 5 students were not meeting or exceeding standards in Math in 2021-2022
 In total, 51% of grade 3-5 students were not meeting or exceeding standards in Math in 2021-2022

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students meeting and exceeding grade-level standards	44%	54%	CAASPP Math	Annually
June 2023	4	Increase the percentage of students meeting and exceeding grade-level standards	37%	47%	CAASPP Math	Annually
June 2023	5	Increase the percentage of students meeting and exceeding grade-level standards	45%	55%	CAASPP Math	Annually
June 2023	3-5	Increase the percentage of students meeting and exceeding grade-level standards	42%	52%	CAASPP Math	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	0%	10%	CAASPP Math	Annually
June 2023	3	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	33%	43%	CAASPP Math	Annually
June 2023	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	29%	39%	CAASPP Math	Annually
June 2023	4	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	33%	43%	CAASPP Math	Annually

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June 2023	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade-level standards	71%	81%	CAASPP Math	Annually
June 2023	5	English Learner	Increase the percentage of students meeting and exceeding grade-level standards	24%	34%	CAASPP Math	Annually
June 2023	Grade 3-5	Black or African American	Increase the percentage of students meeting and exceeding grade-level standards	50%	60%	CAASPP Math	Annually

***Identified Need - English Learners**

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	will achieve a level 3 or 4	60.3%	65.3%	Summative ELPAC	Annually
June 2023	3-5	English Learner	Reclassification	13%	18%	Reclassification Rates	Annually

***Identified Need - Graduation/Promotion Rate**

We will be measuring the progress data for all students using End of Year data for DRA and EDL for the 2022 school year.

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students reading at or above grade level as measured by the DRA2.	Baseline percentage	10%	Grade 3 ELA Reading	Trimester
June 2023	5	Increase the percentage of students reading at or above grade level as measured by the DRA2.	Baseline percentage	10%	Grade 5 ELA Reading	Trimester

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*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	Baseline percentage	+ 10%	Grade 3 ELA Reading	Trimester
June 2023	5	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	Baseline percentage	+ 10%	Grade 5 ELA Reading	Trimester
June 2023	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	Baseline percentage	+ 10%	Grade 3 ELA Reading	Trimester
June 2023	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	Baseline percentage	+ 10%	Grade 5 ELA Reading	Trimester
June 2023	3	Black or African American	Increase the percentage of students reading at or above grade level as measured by the DRA2.	Baseline percentage	+ 10%	Grade 3 ELA Reading	Trimester
June 2023	5	Black or African American	Increase the percentage of students reading at or above grade level as measured by the DRA2.	Baseline percentage	+ 10%	Grade 5 ELA Reading	Trimester

Strategy 1- VAPA / PLC's

***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 grades Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLCs 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 PLCs. Supplies will be utilized to support the PLCs as well as in the classroom with children based on the instructional techniques determined in the PLCs by the teachers. Supplies include pencils, journals, chart paper, etc. Finally, the Resident Visiting Teacher will also be provided whenever possible to enable the Educational Specialists to attend the PLCs and collaborate with their colleagues.

Strategy 2- In-School Resource Teacher

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

All students

***Strategy/Activity - Description**

The In-School Resource Teacher will support students in Tier 2 in literacy- specifically in Guided Reading groups as well as with math. Students will work with this teacher in small group and whole group opportunities when needed for more concentrated pre-teaching or re-teaching support, as well as Tier 1 support. Our Resource Teacher will also support by collaborating with PLCs and by coordinating assessments as well as collecting and analyzing data derived from assessments to assist the principal and PLCs in determining the next steps for growth and progress.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01031W	Inschool Resource Tchr -	0.45003	\$44,515.17	\$67,895.91	0103-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		The In-School Resource Teacher will support students in Literacy and Math in small-group and whole-group settings.
F01031X	Inschool Resource Tchr -	0.24997	\$24,726.03	\$37,712.90	0103-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		The In-School Resource Teacher will support students in Literacy and Math in small-group and whole-group settings.

Strategy 3 - Tutoring

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Certificated teachers can provide after-school tutoring for students to meet the target and specific needs in reading and writing to further enable them to meet literacy standards. Students will be able to access the reading tools from literacy software during the after-school tutoring. Additional opportunities will be with Field trips.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01037U	Classroom Teacher Hrly		\$2,500.00	\$3,095.25	0103-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Certificated teachers can provide after-school tutoring for students to meet the target and specific needs in math, reading, and writing so as to further enable them to meet literacy and math standards.

Strategy 4 - Supplies

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Supplies will be utilized to support the PLCs 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.

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01031Y	Supplies		\$93.00	\$93.00	0103-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies will be utilized to support the PLCs as well as in the classroom with children based on the instructional techniques determined in the PLCs by the teachers. Supplies include pencils, journals, chart paper, etc.
N010326	Interprogram Svcs/VAPA		\$13,400.00	\$13,400.00	0103-09800-00-5738-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funds will be utilized to maximize opportunities for Professional Learning Communities for teachers grades Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLCs 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
N01032O	Software License		\$1,300.00	\$1,300.00	0103-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		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 levels both at home as well as in the classroom.
N010387	Supplies		\$1,196.00	\$1,196.00	0103-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies will be utilized to support the PLCs as well as in the classroom with children based on the instructional techniques determined in the PLCs by the teachers. Supplies include pencils, journals, chart paper, etc.
N0103BM	Supplies		\$689.00	\$689.00	0103-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		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.

Strategy 5 - Non-Classroom Hourly

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

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

Strategy 6 - PLC Support

*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 grades Tk-5. Funds will also be used in the form of classroom teacher hourly to enable the .7 resource teacher to attend the PLCs 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 PLCs. Supplies will be utilized to support the PLCs as well as in the classroom with children based on the instructional techniques determined in the PLCs by the teachers. Supplies include pencils, journals, and chart paper.

Strategy 7 - English Learner Monitoring and Assessing

*Students to be served by this Strategy/Activity

English Learners, and other subgroups with demonstrated academic needs.

*Strategy/Activity - Description

Funds here are utilized to support progress monitoring and assessment as well as small group instruction for our English Learners and other subgroups with demonstrated academic needs both during and after school.

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01037T	Other Nonclsrn PARAS Hrly		\$4,500.00	\$6,165.45	0103-09800-00-2955-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Para Educators can support students with tier 2 academic support in literacy and math for English Learners and other subgroups with demonstrated academic needs.
	Non Clsrn Tchr Hrly				0103-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement	[no data]	LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools Ref Id : N01031U	Resource teacher plan and implement parent workshops to support students' learning.

Strategy 8 - Paper

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

All students

***Strategy/Activity - Description**

Supplies such as paper will be utilized to support the PLCs as well as in the classroom with children based on the instructional techniques determined in the PLCs by the teachers.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01037S	Interprogram Svcs/Paper		\$2,000.00	\$2,000.00	0103-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies such as paper will be utilized to support the PLCs as well as in the classroom with children based on the instructional techniques determined in the PLCs by the teachers.

Strategy 9 - RJP

*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 schoolwide to ensure that we are providing support 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 support to achieve them in the area of academic success and social wellness.

Strategy 10 - Supplemental Reading Materials & Software Licenses

*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 levels both at home as well as in the classroom.

Strategy 11 - Monitoring Meetings

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Classroom teachers and the principal will meet to have one on one monitoring meetings. In these 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. Teachers will be released through the use of visiting teachers from their classrooms to enable this important monitoring meeting work to occur.

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01034B	Prof&Curriclm Dev Vist Tchr		\$4,846.00	\$5,999.84	0103-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Teachers will be released through the use of visiting teachers from their classrooms to enable important monitoring meeting work to occur alongside the principal.

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

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

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

For many years prior to the school closures and the pandemic, many parents at Field Elementary School came to in-person family events such as our Family Fridays (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. Even though students were able to attend school in person during the 2021-2022 school year, parents were not still allowed on campus in the same ways in which they were able to prior to COVID-19, and opportunities to volunteer and be engaged in their child's learning environment were not able to happen as much as we wanted. 2022-2023 is now a rebuilding year, in which we will be able to once again open the campus to provide parents numerous opportunities to be engaged in their child's learning in organic and meaningful ways as we did prior to the pandemic.

***Major Differences**

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

Family academic workshops will continue to be provided online during zoom events. These educational parent workshops helped to give a better understanding of the content areas being taught through the Common Core State Standards. They offered ways in which parents could support their children with their remote learning at home. We also held Academic nights via Zoom last year such as Family Literacy Night, which was highly attended. These academic nights will happen again in the 2022-2023 school year, however, they will be held in person whenever possible.

***Changes**

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

Field will again offer in-person family engagement activities and events such as Family Fridays, Family Literacy Night and Math Night, and others that are centered around 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 understanding of the core subjects taught to their children such as Common Core Math and English Language Arts. These workshops will be held via zoom so as to accommodate more parents as they have expressed this as an easier way to attend the events. Additionally, the workshops will be taught in both Spanish and English, so as to meet the needs of all of our parents. Monthly Family Friday events will resume in person and will enable parents to learn of strong instructional strategies utilized in their child's classroom, as well as ways that they can support this learning with their child at home. The parents will then enter the classrooms where they will be able to sit alongside their child and watch the instruction in action through the eyes of their child. These events will be followed by our monthly ACE awards in which parents of students who are receiving awards for Academics, Citizenship and/or Effort will be recognized in their classrooms and then with a celebration with the principal in the auditorium. These events and more will help to rebuild opportunities for our parents to engage in the learning and school community.

***Identified Need**

As per the most recent Dashboard data including parent input, we learned that:

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%)

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	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

*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School allows input and welcomes parent's contributions from all parent groups as measured by CA Parent Survey	55%	60%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey	55%	60%	Other - Describe in Objective
June 2023	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 2023	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 1: Parent Academic Workshops

***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, Literacy, and reading comprehension. Therefore, Field will be holding parent academic workshops (virtual and other) tailored to meet the needs of our school community provided by certificated staff. Academic workshops such as these will require supplies for the workshops as well as inservice supplies in the form of light refreshments.

Field Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01031U	Non Clsrn Tchr Hrly		\$1,000.00	\$1,238.10	0103-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Field will be holding parent academic workshops (virtual and other) tailored to meet the needs of our school community provided by certificated staff.
N01033D	Supplies		\$200.00	\$200.00	0103-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Field will be holding parent academic workshops (virtual and other) tailored to meet the needs of our school community. Academic workshops such as these will require supplies such as markers, notebooks, copy papers for the workshops as well as inservice supplies in the form of light refreshments.
N010399	Inservice supplies		\$246.00	\$246.00	0103-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Field will be holding parent academic workshops (virtual and other) tailored to meet the needs of our school community. Academic workshops such as these will require supplies such as markers, notebooks, copy papers for the workshops as well as inservice supplies in the form of light refreshments.

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)	\$ 81,420
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 158,971

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)	\$ 37,806
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 37,806

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)	\$ 39,745
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 39,745

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 158,971

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Field Elementary	09800 LCFF Intervention Support	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.15	\$5,169.75
Field Elementary			3000 Benefits		0	\$1,926.15
Field Elementary		Guidance Asst Total			0.15	\$7,095.90
Field Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$2,500.00
Field Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$4,846.00
Field Elementary			2955 Other Nonclsrn PARAS Hrly	Other Nonclsrn PARAS Hrly	0	\$4,500.00
Field Elementary			3000 Benefits		0	\$3,414.54
Field Elementary			4301 Supplies	Supplies	0	\$689.00
Field Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$2,000.00
Field Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	\$13,400.00
Field Elementary			5841 Software License	Software License	0	\$1,300.00
Field Elementary		(blank) Total			0	\$32,649.54
Field Elementary	09800 LCFF Intervention Support Total				0.15	\$39,745.44
Field Elementary	30100 Title I Basic Program	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.225	\$7,754.63
Field Elementary			3000 Benefits		0	\$2,889.22
Field Elementary		Guidance Asst Total			0.225	\$10,643.85
Field Elementary		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.45	\$44,515.17
Field Elementary			3000 Benefits		0	\$23,380.74
Field Elementary		Inschool Resource Tchr Total			0.45	\$67,895.91
Field Elementary		(blank)	4301 Supplies	Supplies	0	\$1,196.00
Field Elementary		(blank) Total			0	\$1,196.00
Field Elementary	30100 Title I Basic Program Total				0.675	\$79,735.76
Field Elementary	30103 Title I Parent Involvement	(blank)	1957 Non Clsrn Tchr Hrly	Non Clsrn Tchr Hrly	0	\$1,000.00
Field Elementary			3000 Benefits		0	\$238.10
Field Elementary			4301 Supplies	Supplies	0	\$200.00
Field Elementary			4304 Inservice supplies	Inservice supplies	0	\$246.00
Field Elementary		(blank) Total			0	\$1,684.10
Field Elementary	30103 Title I Parent Involvement Total				0	\$1,684.10
Field Elementary	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.25	\$24,726.03
Field Elementary			3000 Benefits		0	\$12,986.87
Field Elementary		Inschool Resource Tchr Total			0.25	\$37,712.90
Field Elementary		(blank)	4301 Supplies	Supplies	0	\$93.00
Field Elementary		(blank) Total			0	\$93.00
Field Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				0.25	\$37,805.90

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Field Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Field Elementary has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

The Parent & Engagement Policy is provided in English and Spanish and is distributed school wide electronically. 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.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Field Elementary school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

Title 1 Parent Meeting was held on October 3rd, 2022 via zoom.

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school’s participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

Monday Morning Assemblies are held every Monday on the blacktop. Family Fridays are held in the morning and other family events occur in the evening and sometimes on Friday nights or during the weekend.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

Information regarding student achievement is shared at Family Friday events, School wide Monday Morning Meetings, ELAC and SSC meetings along with parent/teacher conferences in the fall and spring.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

Information goes home to parents in English and Spanish via paper fliers as well as fliers 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. Important dates and information are posted in the office window of the school and/or the electronic marquee in front of the school. Information is also posted to the school website and frequently updated on the PTA website.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

Information regarding curriculum, assessments for student progress and expected proficiency levels is shared at Family Friday events, ELAC and SSC meetings along with parent/teacher conferences in the fall and spring.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

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.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

The 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, including providing feedback on the SWP.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

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.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[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.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach

out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[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. Family Fridays are additional ways in which parents can work as partners to support their child's education.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Field Elementary does not have a room parent in each classroom who helps to coordinate and encourage parent volunteerism, however plans are being discussed to implement this support. Room 5 at Field Elementary is a parent room and used as a family resource center, for parents and families. This space is also utilized by a community resource provider who works to support our families.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[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.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[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.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Field Elementary, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

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.

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023
Field Elementary School

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

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. Family Fridays offer parents the opportunity 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.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

Parent/Teacher Conferences are held twice annually for all students in which parents receive specific information on their child’s academic and social progress.

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

Parents are able to communicate with teachers and staff in a variety of ways including through email, texting, Class Dojo, voicemail and face to face meetings.

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Family Fridays offer parents the opportunity to push into the classroom to learn more about how their child learns and how they can support that learning at home. Parents are able to communicate with teachers and staff in a variety of ways including through email, texting, Class Dojo, voicemail and face to face meetings.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Information goes home to parents in English and Spanish online through Class Dojo, Peach Jar and will be posted to the office window and/or to the Parent Information bulletin board near the entrance of the school. Class Dojo is utilized school wide as well as 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 wide website and updated on the PTA Facebook page.

APPENDIX D

DATA REPORTS

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

- Illuminate
- California Dashboard

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	107	46.7	117	43.6	113	37.2	124	43.5	119	42.9	-3.8	-0.6	110	35.5	117	41.0	115	40.0	125	49.6	119	42.9	7.4	-6.7
Female	51	51.0	58	44.8	59	45.8	67	50.7	59	47.5	-3.5	-3.2	51	39.2	58	43.1	60	41.7	68	48.5	59	39.0	-0.2	-9.5
Male	56	42.9	59	42.4	54	27.8	57	35.1	60	38.3	-4.6	3.2	59	32.2	59	39.0	55	38.2	57	50.9	60	46.7	14.5	-4.2
African American	2	-	3	-	2	-	2	-	4	-	-	-	2	-	3	-	2	-	2	-	4	-	-	-
Asian	1	-	1	-	0	-	2	-	2	-	-	-	1	-	1	-	0	-	2	-	2	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	91	44.0	94	41.5	96	33.3	101	36.6	90	38.9	-5.1	2.3	94	33.0	94	38.3	98	35.7	102	42.2	90	37.8	4.8	-4.4
Native American	1	-	2	-	0	-	0	-	1	-	-	-	1	-	2	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	4	-	6	-	7	-	10	90.0	17	58.8	-	-31.2	4	-	6	-	7	-	10	90.0	17	70.6	-	-19.4
Multiracial	4	-	7	-	6	-	9	-	5	-	-	-	4	-	7	-	6	-	9	-	5	-	-	-
English Learner	46	13.0	47	8.5	50	14.0	64	21.9	42	9.5	-3.5	-12.4	49	18.4	47	21.3	52	26.9	65	30.8	42	7.1	-11.3	-23.7
English-Speaking	61	72.1	70	67.1	63	55.6	60	66.7	77	61.0	-11.1	-5.7	61	49.2	70	54.3	63	50.8	60	70.0	77	62.3	13.1	-7.7
Reclassified†	20	100.0	18	66.7	33	54.5	16	87.5	22	72.7	-27.3	-14.8	20	75.0	18	61.1	33	39.4	16	56.3	22	68.2	-6.8	11.9
Initially Eng. Speaking	41	58.5	52	67.3	30	56.7	44	59.1	55	56.4	-2.1	-2.7	41	36.6	52	51.9	30	63.3	44	75.0	55	60.0	23.4	-15.0
Econ. Disadv.*	101	45.5	104	41.3	99	35.4	104	37.5	87	39.1	-6.4	1.6	104	36.5	104	40.4	100	34.0	105	42.9	87	40.2	3.7	-2.7
Non-Econ. Disadv.	6	-	13	61.5	14	50.0	20	75.0	32	53.1	-	-21.9	6	-	13	46.2	15	80.0	20	85.0	32	50.0	-	-35.0
Gifted	18	83.3	18	61.1	10	60.0	18	88.9	6	-	-	-	18	83.3	18	83.3	10	90.0	18	83.3	6	-	-	-
Not Gifted	89	39.3	99	40.4	103	35.0	106	35.8	113	40.7	1.4	4.9	92	26.1	99	33.3	105	35.2	107	43.9	113	40.7	14.6	-3.2
With Disabilities	0	-	19	10.5	20	0.0	25	20.0	16	18.8	-	-1.2	16	0.0	19	5.3	20	20.0	25	20.0	16	12.5	12.5	-7.5
WO Disabilities	91	54.9	98	50.0	93	45.2	99	49.5	103	46.6	-8.3	-2.9	94	41.5	98	48.0	95	44.2	100	57.0	103	47.6	6.1	-9.4
Homeless	9	-	15	46.7	10	30.0	15	33.3	12	25.0	-	-8.3	10	30.0	15	26.7	10	10.0	15	33.3	8	-	-	-
Foster	1	-	3	-	0	-	0	-	0	-	-	-	1	-	3	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	4	-	2	-	0	-	-	-	0	-	2	-	4	-	2	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	40	42.5	42	23.8	37	29.7	0	-	35	42.9	0.4	-	41	34.1	42	35.7	38	47.4	48	56.3	35	45.7	11.6	-10.6
Female	21	47.6	22	27.3	17	47.1	0	-	14	50.0	2.4	-	21	33.3	22	45.5	18	50.0	25	52.0	14	50.0	16.7	-2.0
Male	19	36.8	20	20.0	20	15.0	0	-	21	38.1	1.3	-	20	35.0	20	25.0	20	45.0	23	60.9	21	42.9	7.9	-18.0
African American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	2	-	0	-	-	-
Asian	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	35	37.1	32	18.8	33	27.3	0	-	25	44.0	6.9	-	36	30.6	32	34.4	34	44.1	36	50.0	25	48.0	17.4	-2.0
Native American	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	3	-	2	-	2	-	0	-	4	-	-	-	3	-	2	-	2	-	5	-	4	-	-	-
Multiracial	1	-	5	-	2	-	0	-	3	-	-	-	1	-	5	-	2	-	4	-	3	-	-	-
English Learner	23	17.4	24	0.0	23	13.0	0	-	14	14.3	-3.1	-	24	20.8	24	29.2	24	37.5	21	33.3	14	14.3	-6.5	-19.0
English-Speaking	17	76.5	18	55.6	14	57.1	0	-	21	61.9	-14.6	-	17	52.9	18	44.4	14	64.3	27	74.1	21	66.7	13.8	-7.4
Reclassified†	4	-	0	-	4	-	0	-	4	-	-	-	4	-	0	-	4	-	3	-	4	-	-	-
Initially Eng. Speaking	13	69.2	18	55.6	10	50.0	0	-	17	64.7	-4.5	-	13	38.5	18	44.4	10	70.0	24	70.8	17	64.7	26.2	-6.1
Econ. Disadv.*	40	42.5	36	19.4	28	21.4	0	-	24	33.3	-9.2	-	41	34.1	36	30.6	28	39.3	39	48.7	24	41.7	7.6	-7.0
Non-Econ. Disadv.	6	-	6	-	9	-	0	-	11	63.6	-	-	0	-	6	-	10	70.0	9	-	11	54.5	-	-
Gifted	5	-	5	-	2	-	0	-	6	-	-	-	5	-	5	-	2	-	8	-	6	-	-	-
Not Gifted	35	37.1	37	21.6	35	31.4	0	-	35	42.9	5.8	-	36	27.8	37	32.4	36	47.2	40	52.5	35	45.7	17.9	-6.8
With Disabilities	0	-	5	-	5	-	0	-	5	-	-	-	7	-	5	-	5	-	12	16.7	5	-	-	-
WO Disabilities	33	51.5	37	27.0	32	34.4	0	-	30	50.0	-1.5	-	34	41.2	37	40.5	33	45.5	36	69.4	30	53.3	12.1	-16.1
Homeless	9	-	8	-	2	-	0	-	4	-	-	-	3	-	8	-	2	-	4	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	35	48.6	40	55.0	37	32.4	0	-	39	35.9	-12.7	-	36	44.4	40	40.0	37	32.4	38	50.0	39	38.5	-5.9	-11.5
Female	17	52.9	19	52.6	23	43.5	0	-	23	39.1	-13.8	-	17	47.1	19	31.6	23	39.1	18	50.0	23	39.1	-8.0	-10.9
Male	18	44.4	21	57.1	14	14.3	0	-	16	31.3	-13.1	-	19	42.1	21	47.6	14	21.4	20	50.0	16	37.5	-4.6	-12.5
African American	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	0	-	2	-	-	-
Asian	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	28	50.0	35	51.4	31	25.8	0	-	29	24.1	-25.9	-	29	44.8	35	37.1	31	25.8	35	45.7	29	24.1	-20.7	-21.6
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	3	-	2	-	0	-	7	-	-	-	1	-	3	-	2	-	2	-	7	-	-	-
Multiracial	1	-	1	-	3	-	0	-	1	-	-	-	1	-	1	-	3	-	1	-	1	-	-	-
English Learner	14	14.3	16	25.0	21	9.5	0	-	19	10.5	-3.8	-	15	26.7	16	12.5	21	19.0	24	33.3	19	5.3	-21.4	-28.0
English-Speaking	21	71.4	24	75.0	16	62.5	0	-	20	60.0	-11.4	-	21	57.1	24	58.3	16	50.0	14	78.6	20	70.0	12.9	-8.6
Reclassified†	8	-	7	-	7	-	0	-	9	-	-	-	8	-	7	-	7	-	4	-	9	-	-	-
Initially Eng. Speaking	13	53.8	17	82.4	9	-	0	-	11	45.5	-8.3	-	13	46.2	17	52.9	9	-	10	80.0	11	63.6	17.4	-16.4
Econ. Disadv.*	30	46.7	39	53.8	33	30.3	0	-	31	29.0	-17.7	-	31	48.4	39	41.0	33	24.2	31	45.2	31	35.5	-12.9	-9.7
Non-Econ. Disadv.	5	-	1	-	4	-	0	-	8	-	-	-	5	-	1	-	4	-	7	-	8	-	-	-
Gifted	7	-	7	-	3	-	0	-	1	-	-	-	7	-	7	-	3	-	4	-	1	-	-	-
Not Gifted	28	42.9	33	51.5	34	29.4	0	-	38	36.8	-6.1	-	29	34.5	33	27.3	34	26.5	34	47.1	38	39.5	5.0	-7.6
With Disabilities	0	-	11	18.2	5	-	0	-	4	-	-	-	2	-	11	9.1	5	-	8	-	4	-	-	-
WO Disabilities	33	51.5	29	69.0	32	37.5	0	-	35	40.0	-11.5	-	34	47.1	29	51.7	32	37.5	30	53.3	35	42.9	-4.2	-10.4
Homeless	5	-	3	-	6	-	0	-	5	-	-	-	6	-	3	-	6	-	4	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	3	-	0	-	0	-	-	-	0	-	0	-	3	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	32	50.0	35	54.3	39	48.7	0	-	45	48.9	-1.1	-	33	27.3	35	48.6	40	40.0	39	41.0	45	44.4	17.1	3.4
Female	13	53.8	17	58.8	19	47.4	0	-	22	54.5	0.7	-	13	38.5	17	52.9	19	36.8	25	44.0	22	31.8	-6.7	-12.2
Male	19	47.4	18	50.0	20	50.0	0	-	23	43.5	-3.9	-	20	20.0	18	44.4	21	42.9	14	35.7	23	56.5	36.5	20.8
African American	1	-	2	-	2	-	0	-	2	-	-	-	1	-	2	-	2	-	0	-	2	-	-	-
Asian	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	28	46.4	27	55.6	32	46.9	0	-	36	47.2	0.8	-	29	24.1	27	44.4	33	36.4	31	29.0	36	41.7	17.6	12.7
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	-	0	-	6	-	-	-	0	-	1	-	3	-	3	-	6	-	-	-
Multiracial	2	-	1	-	1	-	0	-	1	-	-	-	2	-	1	-	1	-	4	-	1	-	-	-
English Learner	9	-	7	-	6	-	0	-	9	-	-	-	10	0.0	7	-	7	-	20	25.0	9	-	-	-
English-Speaking	23	69.6	28	67.9	33	51.5	0	-	36	61.1	-8.5	-	23	39.1	28	57.1	33	45.5	19	57.9	36	55.6	16.5	-2.3
Reclassified†	8	-	11	72.7	22	45.5	0	-	9	-	-	-	8	-	11	54.5	22	40.9	9	-	9	-	-	-
Initially Eng. Speaking	15	53.3	17	64.7	11	63.6	0	-	27	55.6	2.3	-	15	26.7	17	58.8	11	54.5	10	80.0	27	55.6	28.9	-24.4
Econ. Disadv.*	31	48.4	29	51.7	38	50.0	0	-	32	53.1	4.7	-	32	28.1	29	51.7	39	38.5	35	34.3	32	43.8	15.7	9.5
Non-Econ. Disadv.	1	-	6	-	1	-	0	-	13	38.5	-	-	1	-	6	-	1	-	4	-	13	46.2	-	-
Gifted	6	-	6	-	5	-	0	-	5	-	-	-	6	-	6	-	5	-	6	-	5	-	-	-
Not Gifted	26	38.5	29	51.7	34	44.1	0	-	40	42.5	4.0	-	27	14.8	29	41.4	35	31.4	33	30.3	40	37.5	22.7	7.2
With Disabilities	0	-	3	-	10	0.0	0	-	7	-	-	-	7	-	3	-	10	10.0	5	-	7	-	-	-
WO Disabilities	25	64.0	32	59.4	29	65.5	0	-	38	50.0	-14.0	-	26	34.6	32	53.1	30	50.0	34	47.1	38	47.4	12.8	0.3
Homeless	9	-	4	-	2	-	0	-	3	-	-	-	1	-	4	-	2	-	7	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-

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

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

APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: FIELD ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The Guidance Assistant and Counselor 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**

Directions:

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

Guiding Questions:

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

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

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Guidance Asst -	--	--	30100-2404	<p>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.</p>	<p>The Guidance Assistant has worked very consistently and collaboratively with both the Principal, staff and Counselor as well as the school community to address absenteeism as well as to provide restorative practices to decrease suspension rates.</p>	<p>Chronic Absenteeism has been rampant during the previous school year due to numerous Covid-19 outbreaks. This could not be avoided or decreased, however we are hoping outbreaks with not be an issue we will need to contend with this school year.</p>	<p>We will continue to maintain the support of the .375 FTE Guidance Assistant to continue to help address chronic absenteeism as well as to decrease the rate of suspensions.</p>
Guidance Asst -	--	--	30106-2404	<p>Guidance Assistant will continue to work collaboratively with the school</p>	<p>The Guidance Assistant has worked very consistently and collaboratively with</p>	<p>Chronic Absenteeism has been rampant during the previous school year due to</p>	<p>We will continue to maintain the support of the .375 FTE Guidance Assistant to</p>

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>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.</p>	<p>both the Principal, staff and Counselor as well as the school community to address absenteeism as well as to provide restorative practices to decrease suspension rates.</p>	<p>numerous Covid-19 outbreaks. This could not be avoided or decreased, however we are hoping outbreaks with not be an issue we will need to contend with this school year.</p>	<p>continue to help address chronic absenteeism as well as to decrease the rate of suspensions.</p>
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Strategy/Activity 2

***Strategy/Activity - Description**

The counselor and guidance assistant 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 and guidance assistant 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 and guidance assistant 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 and guidance assistant 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**

Directions:

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

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Guidance Asst -	0.12500	\$10,278.10	30100-2404	guidance assistant will provide ongoing and consistent support for students in the area of social and emotional well being and success	Our .375 Guidance Assistant works very successfully with students who need social-emotional support as well as guidance with improved decision-making through restorative practices.	Students and families grappled more than we had expected with both learning loss and challenges as we continue to climb out of the pandemic. The need for social-emotional support for our children in the Counselor's Office from the Guidance Assistant	We will maintain the .375 FTE for the Guidance Assistant position so that the Counselor's Office is fully staffed with either the Counselor (2 days/week) and the Guidance Assistant (3 days/week) to maximize our opportunity to support our children and families.

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						was more profound than expected.	
Guidance Asst -	0.10000	\$8,222.49	30106-2404	guidance assistant will provide ongoing and consistent support for students in the area of social and emotional well being and success	Our .375 Guidance Assistant works very successfully with students who need social-emotional support as well as guidance with improved decision-making through restorative practices.	Students and families grappled more than we had expected with both learning loss and challenges as we continue to climb out of the pandemic. The need for social-emotional support for our children in the Counselor's Office from the Guidance Assistant was more profound than expected.	We will maintain the .375 FTE for the Guidance Assistant position so that the Counselor's Office is fully staffed with either the Counselor (2 days/week) and the Guidance Assistant (3 days/week) to maximize our opportunity to support our children and families.

Goal 2 - English Language Arts

Strategy/Activity 3

***Strategy/Activity - Description**

Certificated teachers can provide after school tutoring for students to meet target and specific needs in reading and writing so as to further enable them to meet literacy standards. Students will be able to access the reading tools from literacy software during the after school tutoring. Additional opportunities will be with Field trips.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Field Trip		\$300.00	30100-5735	To provide real world connection to academic standards.	Opportunities to provide our children real world experiences connected to academics through	Last year many students and classes could not go on field trips due to constraints from the ongoing	This year, many of the constraints of COVID-19 have been lifted and we can once again resume the

Field Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					field trips continues to be an important connection for learning for our students.	pandemic of Covid-19.	opportunity for classes to embark on field trips that enable children to connect their academic learning to real world experiences.
Classroom Teacher Hrly	--	--	30100-1157	To provide classroom hourly for teachers to support struggling learners.	Teachers can provide after school tutoring to students in their class with the greatest academic need.	Not all teachers were able to take advantage of the opportunity to provide tutoring for our students.	We will continue to offer tutoring opportunities for our students with teachers to support their understanding of academics of math and literacy.

Goal 3 - Mathematics							
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							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$850.00	30100-4301	Supplemental supplies to support instruction.	Supplies are needed to enable successful classroom and academic learning for students.	There are no constraints to this support.	We will continue to provide supplies for the purpose of supporting instruction and academic learning

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

							throughout the year.

Goal 4- Supporting English Learners

PLC Support

***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.

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

Directions:

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

Guiding Questions:

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

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

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

<p>Inschool Resource Tchr -</p>	<p>0.45003</p>	<p>\$64,379.10</p>	<p>30100-1109</p>	<p>.7 resource teacher supports English Learners grades Utk4-grade 5 in a variety of ways.</p>	<p>The .7 Resource Teacher supports English Learners to advance with their English language acquisition and skills of reading, writing, listening and speaking in English. This resource teacher helps analyze assessment data to determine alongside the principal the specific needs for our English Learners and other sub-groups with demonstrated need. She also supports English Learners by holding 1:1 conferences with them to identify their own areas of need and to focus in on areas to be improved so as to meet their goal to reclassify in a timely and developmentally appropriate manner. She also</p>	<p>Student absences were a constraint in the previous year due to numerous COVID-19 outbreaks on campus. Additionally, the district funded resource teacher provided assessment analyzation as well as administration. This year we no longer have the district funded resource teacher. Additionally, 2021-2022 SBAC scores showed that our English Learners made far less academic gain than did other sub-groups, reinforcing the need for laser-like focus on the progress and needs of our English Learners to achieve more academic success during this school year.</p>	<p>We will continue to utilize the support of the .7 Resource Teacher to support our English Learners throughout the 2022-2023 school year. So as to continue the work of analyzing and understanding the detailed needs of our English Learner, the .7 resource teacher will support this sub-group with high demonstrated need. We believe that by having a thorough understanding of the needs of our English Learners, we can plan and coordinate to provide the appropriate support for our EL's to ensure their academic progress and success. This will then enable additional site support such as the ELRT and/or the .7 resource teacher to</p>
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Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					hold parent workshops to inform them of the importance of reclassification and what their child needs specifically in order to reach this goal.		provide tier 2 supports to our EL's.
Supplies		\$1,732.00	30106-4301	Supplies to support academic progress for English Learners.	Supplies are needed to enable successful classroom and academic learning for students.	There are no constraints to this support.	We will continue to provide supplies for the purpose of supporting instruction and academic learning throughout the year.
Classroom Teacher Hrly	--	--	30100-1157	Non-rostered teachers will be able to attend PLC's to collaborate with colleagues in supporting English Learners during math and literacy support.	Collaborating with teachers to monitor progress for struggling students has been very supportive.	Time constraint and teacher availability has posed a challenge to effective this strategy at times.	We will continue to provide this opportunity to support at-risk students. We will also continue to provide opportunities for teachers to meet with one another to collaborate regarding the progress and support of at-risk students.

Goal 7 - 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 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 inservice supplies in the form of light refreshments.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.24997	\$35,759.48	30106-1109	.7 Resource Teacher supports by providing supports for parents including	Parents appreciated having the opportunity to engage in academic	Constraints included the times in which parents were able to attend the workshops.	We will continue to provide the academic parent workshops during times in which

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				parent workshops, supports during conference, and more. The .7 resource teacher also supports whole groups and small groups of students in both math and literacy.	workshops in both English and Spanish. It has been very supportive when the .7 resource teacher can work with small groups and whole groups of students to supplement their learning in both mathematics and literacy.	This year we have numerous classes that are combinations and the demand to support classes with deployment in math is overshadowing the ability to provide other areas of support, as outlined in the SPSA.	parents are most able to attend. The .7 resource teacher will continue to be a tier 2 support for both mathematics and literacy in Spanish and/or English. Decisions will be made when tier 1 whole group instruction is needed so as to continue to provide the tier 2 support for students in all grades in literacy and math.
Non Clsrn Tch Hrly		\$723.66	30103-1957	Providing teachers the opportunity to work with parents after hours.	This enables teachers to provide interpretation opportunities as well as to support the parent/teacher conferences.	This is unsuccessful if teachers are unable to provide the after-hours support to parents.	We will continue to provide this support for teachers who are willing and able to work with parents after hours.
Supplies		\$600.00	30103-4301	Supplies for teacher to provide academic workshops for parents.	Supplies are needed to prepare for and provide parent academic workshops.	There are no constraints to this support.	We will continue to provide supplies for the parent academic workshops throughout the year.
Inservice supplies		\$300.00	30103-4304	In-service supplies to support parents.	Supplies are needed to prepare for and provide parent	There are no constraints to this support.	We will continue to provide supplies for the parent academic

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					academic workshops.		workshops throughout the year.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 2

***Strategy/Activity - Description**

Now that we have returned to the building, classroom teachers and the principal will meet to have one on one monitoring meetings. In these 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**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly	--	--	30100-1157	Meeting with Teachers after hours in monitoring meetings to	Collaborating with teachers to monitor progress for struggling students has been very supportive.	Time constraint and teacher availability has posed a challenge to effective this strategy at times.	We will continue to provide this opportunity to support at-risk students. We will also continue to

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				support at-risk students.			provide opportunities for teachers to meet with one another to collaborate regarding the progress and support of at-risk students.

Goal 6 - Supporting Black Youth

Strategy/Activity 1

***Strategy/Activity - Description**

We will continue to strengthen our Restorative Justice practices schoolwide 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**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$3,289.98	30100-1157	Staff support discussions/meetings in support of African American youths	Collaborating with teachers to monitor progress for African American students	Time constraint and teacher availability has posed a challenge to	We will continue to provide this opportunity to support African American students.

Field Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					has been very supportive.	effective this strategy at times.	We will also continue to provide opportunities for teachers to meet with one another to collaborate regarding the progress and support of African-American students.
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What are my leadership strategies in service of the goals?

SCHOOL NAME: FIELD ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The Guidance Assistant and Counselor 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**

Directions:

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

Guiding Questions:

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

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

Field Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Guidance Asst -	--	--	09800-2404	<p>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.</p> <p>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.</p>	<p>The Guidance Assistant has worked very consistently and collaboratively with both the Principal, staff and Counselor as well as the school community to address absenteeism as well as to provide restorative practices to decrease suspension rates.</p>	<p>Chronic Absenteeism has been rampant during the previous school year due to numerous Covid-19 outbreaks. This could not be avoided or decreased, however we are hoping outbreaks with not be an issue we will need to contend with this school year.</p>	<p>We will continue to maintain the support of the .375 FTE Guidance Assistant to continue to help address chronic absenteeism as well as to decrease the rate of suspensions.</p>

Strategy/Activity 2

*Strategy/Activity - Description

The counselor and guidance assistant 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 and guidance assistant will work collaboratively with students, parents, community members, the principal, the

Field Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

nurse, teachers and staff to implement strategies that will help to decrease chronic absenteeism and suspension rates. The counselor and guidance assistant 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 and guidance assistant 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**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Guidance Asst -	0.15000	\$12,333.73	09800-2404	guidance assistant will provide ongoing and consistent support for students in the area of social and emotional well being and success	Our .375 Guidance Assistant works very successfully with students who need social-emotional support as well as guidance with improved	Students and families grappled more than we had expected with both learning loss and challenges as we continue to climb out of the	We will maintain the .375 FTE for the Guidance Assistant position so that the Counselor's Office is fully staffed with either the Counselor (2

Field Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					decision-making through restorative practices.	pandemic. The need for social-emotional support for our children in the Counselor's Office from the Guidance Assistant was more profound than expected.	days/week) and the Guidance Assistant (3 days/week) to maximize our opportunity to support our children and families.

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, the Resident Visiting Teacher will also be provided whenever possible to enable the Educational Specialists to attend the PLC's and collaborate with their colleagues.

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

Directions:

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

Guiding Questions:

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

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

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Prof&Curriclm Dev Vist Tchr		\$7,679.83	09800-1192	If consistent substitute coverage is not available, this budget will be used for teacher hourly for professional development and collaboration.	It has been successful to provide a visiting teacher to enable teachers to collaborate as well as to attend trainings, pd's and to assess students.	One constraint has been a lack of substitute availability due to the pandemic.	We will continue to provide this resource in hopes that the substitute shortage will occur at a lower rate due to the pandemic having a lessor impact on our community.
Prof&Curriclm Dev Vist Tchr		\$2,396.20	09800-1192	If consistent substitute coverage is not available, this budget will be used for teacher hourly for professional development and collaboration.	It has been successful to provide a visiting teacher to enable teachers to collaborate as well as to attend trainings, pd's and to assess students.	One constraint has been a lack of substitute availability due to the pandemic.	We will continue to provide this resource in hopes that the substitute shortage will occur at a lower rate due to the pandemic having a lessor impact on our community.
Supplies		\$513.00	09800-4301	Supplemental supplies to support instruction.	Supplies are needed to enable successful classroom and academic learning for students.	There are no constraints to this support.	We will continue to provide supplies for the purpose of supporting instruction and academic learning throughout the year.
Interprogram Svc/VAPA	--	--	09800-5738	VAPA teachers provide release time for classroom teachers for PLC's.	This strategy has been extremely effective in providing grade level teachers time to meet to collaborate, analyze data and to align	When a teacher was absent due to covid, they were unable to participate in the PLC's.	We will continue to provide this valuable resource so that teachers can collaborate to strengthen their instructional practices for all of

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					instructional strategies to positively impact student learning.	our students but especially for our neediest learners.	
Strategy/Activity 3							
*Strategy/Activity - Description							
<p>Certificated teachers can provide after school tutoring for students to meet target and specific needs in reading and writing so as to further enable them to meet literacy standards. Students will be able to access the reading tools from literacy software during the after school tutoring. Additional opportunities will be with Field trips.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License		\$1,260.00	09800-5841	Software to provide literacy resources for	To provide all students access to just right leveled	Not all of our youngest students had access to	We will continue to provide all students online reading

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				students to read independently and at home.	texts in Spanish and English to read at home.	devices to utilize the online reading software so accommodations had to be made to provide them with the opportunity to access the online resource from home.	resources in Spanish and English through Raz Kids and ensure all students have the technology to access them at home.

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, the Resident Visiting Teacher will also be provided whenever possible to enable the Educational Specialists to attend the PLC's and collaborate with their colleagues.

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

Directions:

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

Guiding Questions:

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

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

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Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	If consistent substitute coverage is not available, this budget will be used for teacher hourly for professional development and collaboration.	It has been successful to provide a visiting teacher to enable teachers to collaborate as well as to attend trainings, pd's and to assess students.	One constraint has been a lack of substitute availability due to the pandemic.	We will continue to provide this resource in hopes that the substitute shortage will occur at a lower rate due to the pandemic having a lessor impact on our community.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	If consistent substitute coverage is not available, this budget will be used for teacher hourly for professional development and collaboration.	It has been successful to provide a visiting teacher to enable teachers to collaborate as well as to attend trainings, pd's and to assess students.	One constraint has been a lack of substitute availability due to the pandemic.	We will continue to provide this resource in hopes that the substitute shortage will occur at a lower rate due to the pandemic having a lessor impact on our community.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.
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					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	If consistent substitute coverage is not available, this budget will be used for teacher hourly for professional development and collaboration.	It has been successful to provide a visiting teacher to enable teachers to collaborate as well as to attend trainings, pd's and to assess students.	One constraint has been a lack of substitute availability due to the pandemic.	We will continue to provide this resource in hopes that the substitute shortage will occur at a lower rate due to the pandemic having a lessor impact on our community.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	If consistent substitute coverage is not available, this budget will be used for teacher hourly for professional development and collaboration.	It has been successful to provide a visiting teacher to enable teachers to collaborate as well as to attend trainings, pd's and to assess students.	One constraint has been a lack of substitute availability due to the pandemic.	We will continue to provide this resource in hopes that the substitute shortage will occur at a lower rate due to the pandemic having a lessor impact on our community.
Interprogram Svc/VAPA	--	--	09800-5738	VAPA teachers to release classroom	This strategy has been extremely	When a teacher was absent due to	We will continue to provide this

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				teachers for PLC's.	effective in providing grade level teachers time to meet to collaborate, analyze data and to align instructional strategies to positively impact student learning.	covid, they were unable to participate in the PLC's.	valuable resource so that teachers can collaborate to strengthen their instructional practices for all of our students but especially for our neediest learners.
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Goal 4- Supporting English Learners

PLC Support

***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.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA		\$21,082.00	09800-5738	VAPA teachers provide release	This strategy has been extremely effective in	When a teacher was absent due to covid, they were	We will continue to provide this valuable resource

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				time for classroom teachers for PLC's.	providing grade level teachers time to meet to collaborate, analyze data and to align instructional strategies to positively impact student learning.	unable to participate in the PLC's.	so that teachers can collaborate to strengthen their instructional practices for all of our students but especially for our neediest learners.

Goal 5 - Supporting 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. The certificated VAPA teachers (Visual and Performing Arts) will 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. Educational Specialists will participate in the collaboration meetings as well to ensure alignment and efficacy in supporting students with special needs. 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.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	To release education specialists so that	This strategy has been extremely effective in providing grade	When a teacher was absent due to covid, they were unable to	We will continue to provide this valuable resource so that teachers can

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				they may participate in PLCs that are supporting their caseload.	level teachers time to meet to collaborate, analyze data and to align instructional strategies to positively impact student learning.	participate in the PLC's.	collaborate to strengthen their instructional practices for all of our students but especially for our neediest learners.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	To release education specialists so that they may participate in PLCs that are supporting their caseload.	This strategy has been extremely effective in providing grade level teachers time to meet to collaborate, analyze data and to align instructional strategies to positively impact student learning.	When a teacher was absent due to covid, they were unable to participate in the PLC's.	We will continue to provide this valuable resource so that teachers can collaborate to strengthen their instructional practices for all of our students but especially for our neediest learners.

Goal 8- 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 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.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Software License	--	--	09800-5841	Software to support literacy rates and reading levels.	To provide all students access to just right leveled texts in Spanish and English to read at home.	Not all of our youngest students had access to devices to utilize the online reading software so	We will continue to provide all students online reading resources in Spanish and English through Raz Kids

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						accommodations had to be made to provide them with the opportunity to access the online resource from home.	and ensure all students have the technology to access them at home.
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What are my leadership strategies in service of the goals?