

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Field (Eugene) Elementary School	19648816021570	May 31, 2022	June 23, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Single Plan for Student Achievement (SPSA) will align resources to ensure all K-5 students at Field Elementary have significant opportunity to receive a fair, equitable, and high-quality education. In addition, the SPSA will outline strategies to address the significant populations of students in the school and outline measurable goals to close educational achievement gaps for specific student groups including; socio-economically disadvantaged students, English learners, foster youth, students with disabilities, students identified as gifted and talented as well as racial/ethnic subgroups.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Field School Site Council (SSC): comprised of 10 members representing the faculty, staff, and parent/community. The SSC met regularly throughout the 2021-22 school year to review data, develop plans, and allocate expenditures. This information was used to provide updates to the SPSA. Faculty surveys and needs assessments were used to solicit feedback and gather key data on targeted student groups. The following stakeholders were involved in the planning process for the annual review and update of the SPSA:

1. Field Elementary Faculty/Staff

2. English Learner Advisory Council (ELAC)
3. Dual Language Parent Advisory Committee (DLPAC)
4. GATE Parent Advisory Committee
5. Parent Teacher Association (PTA)
6. African American Parent Committee (AAPC)

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

For the 2022-2023 academic year, Field Elementary will receive \$31,081 in unrestricted funds and \$26,075 from LCFF. The 2022 data analysis and needs assessment to indicate that approximately \$208,134 from the Field Annual Fund and \$26,075 in LCFF funds will be utilized to fund additional priorities, including:

1. Fund five bilingual (Mandarin) instructional aides
2. Fund a part-time Behavior Interventionist for additional School Climate & Social-Emotional support for students
3. Invest in Mandarin-specific resources and training for teachers; especially for Math, Science & Social Studies since district-provided resources are all in English
4. Funding for substitutes to provide release time for teachers to attend school business (i.e., data analysis and planning, SST/IEP meetings, curriculum development, coaching, peer observations, etc.)
5. Funding for a part-time long-term substitute (Mandarin) for intervention, Behavior Project Aide, and full-time Bilingual School Community Assistant

School Vision and Mission

PUSD VISION

We prepare students for the future by inspiring the joy of learning in every child every day!

PUSD MISSION

We are a caring community that promotes a deep love for learning by embracing the cultural background of every student. We hold high expectations for student achievement. We provide an innovative curriculum that represents the global value of education. With a commitment to academic excellence, we prepare our students for their place in an ever-evolving world.

FIELD ELEMENTARY VISION

We will produce respectful and responsible citizens who develop as bilingual, bi-cultural, and bi-literate students who will be equipped to thrive in an increasingly diverse country and connected world.

FIELD ELEMENTARY MISSION

We will build relationships among all members of our community and engage families in providing a safe and nurturing environment for all students in which their social, emotional, and academic needs are met.

OBJECTIVES AND APPROACH

- Staff collaborates to ensure that all students receive a rigorous, yet supportive standards-based education within the framework of the 90:10 Mandarin Dual Language Immersion Program (MDLIP).
- Faculty and staff will develop the professional skills and craft required to teach core content and develop students' language proficiency within the MDLIP framework.
- School-wide Positive Behavior Intervention and Support (PBIS) and character education will be utilized to develop healthy, kind, resilient, empathetic, honest and courageous students.

School Profile

Located in the residential community of Hastings Ranch, is Eugene Field Elementary School. Housed in the original 1939 structure, the front lawn features a citrus orchard offset by large trees with a view of Mount Wilson and the San Gabriel mountains. It is a lush campus that is a source of pride and a gathering place for the entire community. Today, Field consists of 22 classrooms, housing Pre-K through grade 5. Currently, there are 408 students enrolled in grades Kindergarten through 5 with an additional 27 pre-Kindergarten students in two bungalow classrooms. K-5 student demographics are as follows: 36 English Learners or 8%, 127 Socio-economically Disadvantaged or 31%, 53 Gifted & Talented or 13%, and 27 Students with Disabilities or 6%. The number and percentage of students by race/ethnicity are as follows: 54 Hispanic or 13.24%, 145 of Two or More Races or 35.54%, 13 African American or 3.19%, 170 Asian or 41.67%, 2 Filipino or 0.49%, 1 Pacific Islander or 0.25%, and 23 White or 5.64%. Approximately 72% of Field students are residents of Pasadena, Altadena, and/or Sierra Madre with another 28% traveling from area communities. This year marks the 12th year of the MDLIP at Field. Since the MDLIP is developed through the 12th grade, most matriculating 5th graders continue their secondary studies at Sierra Madre Middle School and Pasadena High School. Field's unique MDLIP enables students to master subjects in both English and Mandarin through a two-way, 90:10 immersion model. This means that classrooms are composed of native speakers of both languages, English and Mandarin. The 90:10 model signifies that the kindergarten curriculum is taught 90% in Mandarin and 10% in English. At each subsequent grade, the amount of instruction in English is increased by 10% so that by grade 4, students are taught 50% in each language.

In 2021, nineteen incoming kindergarten students, or 32%, were classified as native Mandarin speakers. This diversity is representative of the broader Pasadena community and also reflects an important shift that occurred with the introduction of the Mandarin Dual Language Immersion Program (MDLIP) in 2011. Approximately 70% of Field students are residents of Pasadena, Altadena, and/or Sierra Madre with another 30% traveling from area communities. This year marks the 11th year of the MDLIP at Field and it is noted that this year the program is now wall-to-wall with all students enrolled. Since the MDLIP is developed through the 12th grade, most matriculating 5th graders continue their secondary studies at Sierra Madre Middle School and then to Pasadena High School in Pasadena Unified School District.

Field's unique MDLIP enables students to master subjects in both English and Mandarin through a two-way, 90:10 immersion model. This means that classrooms are composed of native speakers of both languages, English and Mandarin. The 90:10 model signifies that the kindergarten curriculum is taught 90% in Mandarin and 10% in English. At each subsequent grade, the amount of instruction in English is increased by 10% so that by grade 4, students are taught 50% in each language. The MDLIP at Field is an aggressive approach toward building literacy and 21st-century skills. The program goals include bilingualism and bi-literacy as students develop high levels of thinking, listening, speaking, reading, and writing proficiency in two globally significant languages. Finally, the aim of multicultural understanding ensures students develop positive attitudes and appreciation toward world languages and cultures, thereby promoting active involvement and impact in a global society. With an added goal of academic excellence, Field students are meeting and exceeding district and state standards in all core subjects. In fact, due to the academic performance achieved by Field students in 2017, the school was honored with the 2018 California Distinguished School Award.

At Field, students start learning Mandarin early as there is a direct correlation between the age of the child and length of study of a 2nd language, and the attainable level of proficiency. The following six research-based features are critical to the success of Field's MDLIP. First, language separation guarantees that instructional periods are scheduled so that there is no translation or language mixing by DLIP teachers. Secondly, students are integrated for the majority of the school day since social interaction between students from both linguistic groups provides optimal 2nd language development. The third critical feature is parent collaboration. This is a hallmark of the MDLIP at Field. In addition to a variety of parent/community engagement activities, DLIP PAC groups meet monthly at the school and district levels to ensure parent input into program development. Next, K-5 student participation is a vital MDLIP feature at Field since continuous participation through at least the 6th grade is necessary for students to start exhibiting the cognitive, academic, and linguistic benefits of bilingualism. The fifth attribute is a balanced representation of language minority/majority students as an interaction between both groups facilitates high levels of 2nd language proficiency. Lastly, Field faculty and staff create additive bilingual approaches for students and families. This ensures that oral/written skills are maintained and developed in the 1st language while they are simultaneously acquired in the 2nd.

Two distinguishing features of MDLIP implementation at Field are character development and robust parent/community engagement. The ten traits of responsibility, self-control, resilience, citizenship, honesty, service, kindness, empathy, respect, and courage are explicitly taught in grades K-5 in both languages. Also, Field's thriving parent/community engagement program has a direct impact on addressing the achievement gap and producing a student population that performs well above state averages. The multiple talents and resources provided through an active, vigorous parent/community program enable multiple talents and resources to be provided to students allowing for extra attention,

social-emotional support, STEM coaching, art enrichment, and diversity in methods of instruction. These two features of MDLIP implementation set Field apart from the district's model.

In 2013, a Mandarin DLIP Pre-Kindergarten program was established. This year, there are 45 pre-K students enrolled in the two full-day classes. The full-time K-5 teaching faculty at Field consists of 15 bilingual (Mandarin) teachers, 6 teachers responsible for teaching English content, one bilingual DLIP Teacher on Special Assignment (TOSA), and one Instructional Coach. Part-time positions include a Resource Specialist teacher, Speech and Language Pathologist, School Psychologist, and Music teacher. In addition to undergraduate and graduate degrees, the K-5th grade teachers hold or are working to acquire a Multiple-Subject Teaching Credential as well as additional bilingual certification for teaching content in Mandarin. Three of the bilingual teachers are currently working on a preliminary or temporary basis as they complete coursework needed to obtain the multiple-subject and/or bilingual certification needed. The Multiple Subject teacher preparation program now includes content for teaching English learners that authorizes the credential holder to provide instruction for English language development and specially designed academic instruction in English within the subject area and grade level authorization. Additionally, the district funds two Instructional Aides to assist students receiving special education services and the Field Annual Fund allocates funding for 4 bilingual instructional aides that support the general education classrooms.

The site administrator, instructional coach, and DLIP TOSA work collaboratively with the teachers and instructional aides to provide a quality instructional program for all of the students. A constructive evaluation process promotes quality instruction, and faculty build teaching skills and concepts through participation in professional development throughout the year. The staff at Field strives to assist students in their academic, creative, physical, social, and emotional development. Staff is trained to recognize at-risk behaviors in students, and a network of support staff is dedicated to providing the services students need in order to reach their goals. Also, teaching staff meet regularly to analyze assessment data, discuss curriculum and goals, consult each other regarding concerns of students, plan extracurricular activities, and discuss how to best group students for targeted instruction. Additionally, Student Success Team (SST) meetings are convened as needed to discuss academic and/or behavioral concerns of students and to create plans to assist the students with overall achievement.

In addition to our language arts, math, science, health, physical education, and social science instruction, Field students participate in various learning experiences that involve math and science enrichment, specialized strings and orchestra instruction, community dance, poetry, and speech competitions, visual and performing arts. Teachers with a Multiple Subject Teaching Credential receive specialized training in Physical Education, Visual and Performing Arts as well as the core subjects. All kindergarten through fifth-grade students participate in the My Masterpieces Art Program. Kindergarten through second-grade students receives community and dance instruction by an itinerant credentialed dance teacher. Third through fifth-grade students have the opportunity to participate in weekly pull-out instrumental music classes taught by an itinerant credentialed music teacher. Fourth-grade students participate in the Children Investigate the Environment Program funded by the Armory for the Arts. Second-grade students receive specialized lessons in Ecology and third-grade students participate in a swimming program funded by the Amateur Athletic Foundation from the Pasadena Rose Bowl.

The success of the instructional program at Field is demonstrated by student progress toward meeting targeted goals. The PUSD's Board-approved curriculum, aligned to the Common Core State Standards and Next Generation Science Standards are utilized by teachers to guide the planning and teaching of English and Mandarin Language Arts, Mathematics, Science, and History/Social Science. K - 5th-grade teachers use the Scope & Sequences, Unit Overviews, and Performance Tasks to plan lessons in both English and the target language. The curriculum is organized by what needs to be taught exclusively in each language as well as what can be covered in both. MDLIP teachers also utilize target language proficiency domains to define learning expectations. A system of summative and formative assessments are applied in both languages to measure student growth, improve planning, target instruction, and increase program effectiveness. This cycle of ongoing assessment, intentional planning, strategic implementation, and evidence-based reflection drives purposeful instruction, leading to the maximum individual growth of learning goals for students. In addition to the Informal Reading Inventory (IRI) in English, the Mastery Track from Level Chinese is used to determine reading levels in both languages. These instructional levels are used for instructional grouping and targeted instruction of students. The Instructional Leadership Team has determined that the language arts performance tasks would be translated into Mandarin in grades K-2 and 3rd-5th grade would continue the on-line language arts assessment in English.

Following a balanced literacy framework for Mandarin and English language arts instruction, DLIP teachers implement word/character study and teach reading and writing with a workshop methodology. Reading inventories are administered in both languages to determine students' reading performance, form guided reading groups, target instruction to address noted strengths and needs, and monitor progress over time. The additional components of Balanced Literacy included: read aloud, independent reading, reading workshop, writing workshop, and small group instruction with a focus on guided reading. The ultimate goal of the Balanced Literacy initiative is to provide differentiated instruction to support the

writing and reading skills of each individual student. Teachers will consistently develop their skills in implementing this methodology in both English and Mandarin language arts. Additionally, MDLIP teachers will integrate the American Council on the Teaching of Foreign Languages (ACTFL) standards into unit and lesson planning with clear proficiency targets for Mandarin language acquisition. The ACTFL proficiency guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. The district's Scope and Sequence have been translated into Mandarin and are utilized along with Better Chinese/Immersion (K-2), MeiZhou Chinese (3-5) and i-Chinese Reader, to implement MLA curriculum tailored to the distinct needs of students and teachers. Also, the implementation of Level Chinese Mastery Track, a data driven Chinese literacy system designed for 2nd language learners, ensures parity for both ELA and MLA progress monitoring. Teachers plan units using the Scope & Sequence, EnVision Math, and Ready/iReady Mathematics resources. MDLIP students receive targeted Math instruction in Mandarin in grades K-4. 5th-grade students receive Math instruction in English as well. These programs help address the emphasis on conceptual understanding through reasoning, modeling, and discussion that explore the structure of mathematics while also developing students' procedural fluency. Additionally, the i-Ready Diagnostic system is used by all teachers to track K-5 performance, monitor growth and differentiate instruction in Math. Finally, the Smarter Balanced Interim Assessment Blocks (IABs) are also administered in grades 3-5 to further support teaching and learning in Math and ELA throughout the year.

Technology integration has been a continuous focus at Field. Chromebooks have been provided to the school to ensure a 1:1 ratio of computers per student. The district technology TOSAs work with the Technology Lead Teacher at Field to support and train teachers on various applications for integrating technology into the curriculum as well as with the lessons the students are learning in the classroom. Applications used in instruction may include Power School Learning, Hapara, Google Slides, Google Docs, Google Apps for Education, Nearpod, online keyboarding programs, and more. Student progress regarding technology skills will be measured through teacher observation.

Efforts to address the social and emotional needs of students continue to be a primary focus of the faculty and leadership teams at Field. In addition to the implementation of the character development program, the need for training and support of new teachers in the area of classroom management and social-emotional development remains a focus of the professional development plan. The ILT and School Climate and Safety Committee recognize that social and emotional needs must be addressed in order for the students to be prepared for learning. The ILT has worked with teachers to develop positive behavior management strategies and school-wide practices that incorporate character development lessons in the target language. One identified goal is to reduce the number of negative interactions among students during unstructured time on the playground. To achieve this goal, the supervision staff receive training in conflict resolution strategies and work with faculty to provide station assemblies to teach responsible, respectful, and safe behavior on the playground, restrooms, hallways, cafeteria, library, and all key areas of the school as part of the Positive Behavior/Intervention Support plan.

Parents and the community are integral partners in the educational program at Field. Parents not only participate in the PTA, Annual Fund (AF), GATE Parent Advisory Committee (PAC), Dual Language PAC, African American PAC, English Learner PAC, Field STEAM Team, and School Site Council, but they also serve as room parents, math and science coaches and volunteer in classrooms, tutoring and presenting lessons in their areas of expertise. The School Community Assistant collaborates with the staff and parent groups to actively engage the community in school activities. The Field PTA and AF are the two primary fundraising mechanisms for Field Elementary. Both play a vital role in the success of the school and strive to support excellent academic instruction and a positive educational experience for all of the students. Donations support bilingual instructional aides, a library coordinator, field trips, community assistant, physical education, instructional resources, community-building events, and crucial arts integration partnerships and programs. The School Community Assistant works closely with parent leaders and school staff to coordinate parent informational meetings, the volunteer program, and various educational opportunities and community events. Bilingual instructional aides may also assist with the translation of instructional materials as well as interpretation at Parent/Teacher conferences if needed.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		0
African American	2.89%	2.9%	3.19%	14	13	13
Asian	49.9%	50.7%	41.67%	242	228	170
Filipino	2.68%	3.8%	0.49%	13	17	2
Hispanic/Latino	12.99%	13.6%	13.24%	63	61	54
Pacific Islander	0.21%	0.2%	0.25%	1	1	1
White	9.07%	7.8%	5.64%	44	35	23
Multiple/No Response	21.86%	20.2%	35.54%	106	91	145
Total Enrollment				485	450	408

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	96	77	71
Grade 1	106	88	69
Grade 2	72	100	79
Grade 3	75	59	88
Grade 4	60	68	44
Grade 5	76	58	57
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	485	450	408

Conclusions based on this data:

1. The Field student body is reflective of the wider diversity reflected in the greater PUSD community.

2. With the introduction of the Mandarin DLIP, there has been an increase in the percentage of Asian and multi-racial students while the percentage of Latino/Hispanic and African American students has declined.
3. With the addition of the MDLIP, enrollment has grown but due to the pandemic we have seen a significant decline in enrollment over the last two years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	21	32	24	4.3%	7.1%	5.8%
Fluent English Proficient (FEP)	142	131	108	29.3%	29.1%	26.4%
Reclassified Fluent English Proficient (RFEP)	22	2	28	56.4%	9.5%	6.8%

Conclusions based on this data:

1. The English Learner population increased in 2018-19 to 8.0% given the enrollment of more native speakers as well as those with a home language other than English. In recent years we have seen a steady decrease of English Learners.
2. A significant portion of our population are Fluent English Proficient (FEP) with a total of 39% of our total population identified as an EL, FEP or RFEP student.
3. 31% ELs were reclassified as Fluent English Proficient in 2021-22.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71	54	88	69	0	86	69	0	86	97.2	0.0	97.7%
Grade 4	78	64	44	76	0	44	76	0	44	97.4	0.0	100%
Grade 5	76	57	57	76	0	57	76	0	57	100	0.0	100%
Grade 11												
All Grades	225	175	189	221	0	187	221	0	187	98.2	0.0	99.2%

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2503.	0		59.42	0		21.74	0		17.39	0		1.45	0	
Grade 4	2563.	0		69.74	0		21.05	0		6.58	0		2.63	0	
Grade 5	2530.	0		28.95	0		38.16	0		10.53	0		22.37	0	
Grade 11															
All Grades	N/A	N/A	N/A	52.49			27.15			11.31			9.05		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	55.07	0		42.03	0		2.90	0	
Grade 4	67.11	0		27.63	0		5.26	0	
Grade 5	39.47	0		44.74	0		15.79	0	
Grade 11									
All Grades	53.85			38.01			8.14		

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	52.17	0		42.03	0		5.80	0	
Grade 4	55.26	0		39.47	0		5.26	0	
Grade 5	28.95	0		52.63	0		18.42	0	
Grade 11									
All Grades	45.25			44.80			9.95		

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.48	0		52.17	0		4.35	0	
Grade 4	53.95	0		44.74	0		1.32	0	
Grade 5	27.63	0		57.89	0		14.47	0	
Grade 11									
All Grades	41.63			51.58			6.79		

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.48	0		53.62	0		2.90	0	
Grade 4	52.63	0		42.11	0		5.26	0	
Grade 5	32.89	0		46.05	0		21.05	0	
Grade 11									
All Grades	42.99			47.06			9.95		

2019-20 Data:

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Conclusions based on this data:

1. The percentage of 4th grade students exceeding or meeting the overall ELA/Literacy from 2017/18 to 2018/19 standards improved by 21.66 %.
2. The percentage of 3rd and 5th grade students exceeding or meeting the overall ELA/Literacy standards decreased by 5.26% and 1.14% respectively from 2017/18 to 2018/19.

3. The year-over-year percentage of students meeting/exceeding overall ELA/Literacy standards in 3rd grade was 66.3% in 16-17, 4th grade was 69.13% in 17-18 and 5th grade was 67.11 % in 18-19.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71	0	88	70	0	86	70	0	86	98.6	0.0	97.7%
Grade 4	78	0	44	77	0	44	77	0	44	98.7	0.0	100%
Grade 5	76	0	57	76	0	57	76	0	57	100	0.0	100%
Grade 11												
All Grades	225	0	189	223	0	187	223	0	187	99.1	0.0	99.2%

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2484.			47.14			25.71			17.14			10.00		
Grade 4	2550.			54.55			25.97			14.29			5.19		
Grade 5	2527.			35.53			15.79			22.37			26.32		
Grade 11															
All Grades	N/A	N/A	N/A	45.74			22.42			17.94			13.90		

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	61.43			25.71			12.86		
Grade 4	70.13			22.08			7.79		
Grade 5	39.47			26.32			34.21		
Grade 11									
All Grades	56.95			24.66			18.39		

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	48.57			41.43			10.00		
Grade 4	59.74			31.17			9.09		
Grade 5	38.16			35.53			26.32		
Grade 11									
All Grades	48.88			35.87			15.25		

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	51.43			37.14			11.43		
Grade 4	63.64			28.57			7.79		
Grade 5	30.26			43.42			26.32		
Grade 11									
All Grades	48.43			36.32			15.25		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of 3rd and 5th grade students exceeding or meeting the overall Mathematics standards decreased by 7.64% and 5.82% respectively from 17-18 to 18-19.
2. The percentage of 4th grade students exceeding or meeting the overall Mathematics standards increased by 13.86% from 17-18 to 18-19.
3. Year over year, the percentage of 5th grade students meeting/exceeding overall Mathematics standards decreased to 64.10% in 18-19; compared to 66.66% of 4th graders in 17-18 and 75% of 3rd graders in 16-17.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1492.7	*		1482.4	*		1516.3	*		12	10	
1	*	1511.6		*	1525.6		*	1497.3		5	16	
2	*	*		*	*		*	*		*	6	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5		*			*			*			*	
All Grades										21	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	50.00	*		41.67	*		8.33	*		0.00	*		12	*	
1	*	37.50		*	56.25		*	6.25		*	0.00		*	16	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5		*			*			*			*			*	
All Grades	38.10	41.67		42.86	44.44		9.52	11.11		9.52	2.78		21	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	41.67	*		50.00	*		8.33	*		0.00	*		12	*	
1	*	56.25		*	43.75		*	0.00		*	0.00		*	16	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5		*			*			*			*			*	
All Grades	38.10	52.78		47.62	41.67		9.52	2.78		4.76	2.78		21	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	33.33	*		50.00	*		16.67	*		0.00	*		12	*	
1	*	18.75		*	50.00		*	18.75		*	12.50		*	16	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5		*			*			*			*			*	
All Grades	28.57	25.00		42.86	50.00		19.05	13.89		9.52	11.11		21	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	41.67	*		58.33	*		0.00	*		12	*	
1	*	75.00		*	25.00		*	0.00		*	16	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5		*			*			*			*	
All Grades	52.38	66.67		42.86	33.33		4.76	0.00		21	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	50.00	*		50.00	*		0.00	*		12	*	
1	*	50.00		*	50.00		*	0.00		*	16	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5		*			*			*			*	
All Grades	42.86	50.00		52.38	47.22		4.76	2.78		21	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	33.33	*		66.67	*		0.00	*		12	*	
1	*	50.00		*	37.50		*	12.50		*	16	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5		*			*			*			*	
All Grades	23.81	33.33		66.67	52.78		9.52	13.89		21	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	58.33	*		41.67	*		0.00	*		12	*	
1	*	12.50		*	81.25		*	6.25		*	16	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5		*			*			*			*	
All Grades	38.10	33.33		52.38	61.11		9.52	5.56		21	36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. ELPAC results indicate that of the 12 kindergarten students tested, 6 had an overall language score of Level 4 with well developed skills in the English speaking and writing domains.
2. Initial ELPAC results for kindergarten students in 18-19 indicate that 50% are classified as Fluent English Proficient (FEP).
3. The overall number of 1st grade students tested with the ELPAC in 2018-19 was not statistically significant for analysis.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
450	28.2	7.1	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	7.1
Foster Youth	1	0.2
Homeless		
Socioeconomically Disadvantaged	127	28.2
Students with Disabilities	24	5.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.9
American Indian or Alaska Native		
Asian	228	50.7
Filipino	17	3.8
Hispanic	61	13.6
Two or More Races	91	20.2
Native Hawaiian or Pacific Islander	1	0.2
White	35	7.8

Conclusions based on this data:

1. While the overall EL population increased by approximately 3% from 17-18, the subgroup percentage remains low with 39 students identified or 8%.

2. From 17-18 to 18-19, the subgroup percentages of Asian students has increased by 7.8% and students of two or more races has increased by 4.3%.
3. From 17-18 to 18-19, the subgroup percentages of African American, Hispanic and White students have decreased by 2.5%, 4.3% and 2.2% respectively.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Graduation Rate	Suspension Rate  Blue
Mathematics  Blue	Chronic Absenteeism  Blue	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. Overall student performance data indicates that in 2018-19 academic performance in ELA/Literacy and Mathematics increased by 11.8 points and 3.6 points respectively.
2. The chronic absenteeism rate for 2019 was maintained at 1% with the average monthly attendance rate was 97.80% compared to the 18-19 PUSD district-wide average monthly rate of 95.93%.
3. The alternatives to suspension (i.e., In-House suspension, Detention, Personal responsibility, etc.) as well as conflict resolution strategies which are explicitly taught to students at all grade levels has help maintain an overall suspension rate 0.2%.

School and Student Performance Data

Academic Performance English Language Arts

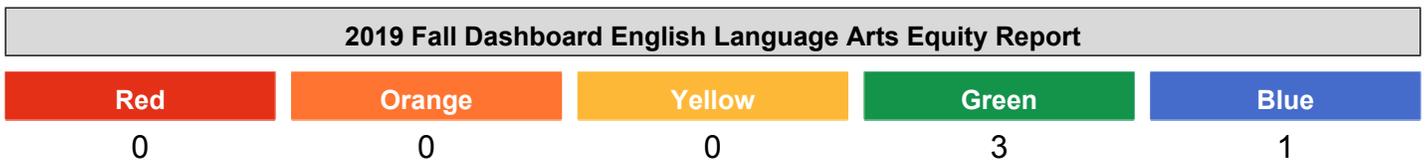
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>62.9 points above standard</p> <p>Increased ++11.8 points</p> <p>217</p>	<p>English Learners</p> <p>No Performance Color</p> <p>49.9 points above standard</p> <p>Declined -11.2 points</p> <p>14</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>18.9 points above standard</p> <p>Maintained ++0.2 points</p> <p>56</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>23.7 points above standard</p> <p>Increased Significantly ++15.5 points</p> <p>16</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 24.3 points below standard Declined Significantly -26.3 points 12	 No Performance Color 0 Students	 Green 77.4 points above standard Declined -9.3 points 91	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 21.2 points above standard Increased ++3.3 points 38	 Blue 90.6 points above standard Increased Significantly ++25.8 points 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 81 points above standard Increased Significantly ++28.2 points 24

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	49.9 points above standard Declined -11.2 points 14	57.6 points above standard Increased ++14.2 points 160

Conclusions based on this data:

- Overall student SBAC performance in ELA/Literacy increased by 11.8 points with increased achievement by the following student subgroups: English Only (14.2 points), Two or More Races (25.8 points), Hispanic (3.3 points), White (38.2), and Students w/ Disabilities (15.5 points).
- The ELA/Literacy SBAC performance trend for socio-economically disadvantaged students was maintained with a 0.2 point increase in 2019 compared to a 33.9 point increase in 2018. The trend for students w/ disabilities continued to increase significantly by 15.5 points in 2019 compared to a 46.5 point increase in 2018.
- The average ELA/Literacy SBAC performance declined by 11.2 points for ELs, and by 9.3 and 24.3 points respectively for Asian and African American student subgroups.

School and Student Performance Data

Academic Performance Mathematics

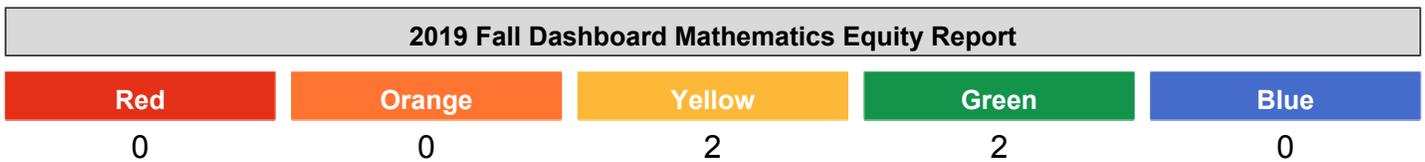
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 38.8 points above standard Increased ++3.6 points 217	<p>English Learners</p>  No Performance Color 43.9 points above standard Increased ++5.5 points 14	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Yellow 10.7 points below standard Declined -13.3 points 56	<p>Students with Disabilities</p>  No Performance Color 6.9 points below standard Declined Significantly -35.9 points 16

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 65.8 points below standard Declined Significantly -36.1 points 12		 Green 73.9 points above standard Declined -3.6 points 91	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.4 points below standard Declined Significantly -16.1 points 38	 Green 45.6 points above standard Declined -6.4 points 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 44.5 points above standard Increased Significantly +27.9 points 24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	43.9 points above standard Increased ++5.5 points 14	34.1 points above standard Increased ++6.1 points 160

Conclusions based on this data:

- Overall student SBAC performance in Math increased by 3.6 points above standard with increased achievement by the following statistically significant student subgroups: English Only (6.1 points), English Learners (5.5 points), Reclassified ELs (5.5 points), and White (27.9 points).
- While the 2019 performance results indicate a continued trend increase of 5.5 points for English learners (compared to +27.3 in 2018); student performance in meeting grade-level standards in Math declined for socioeconomically disadvantaged students (-13.3), students w/ disabilities (-35.9) and most statistically significant racial/ethnic students subgroups, aside from white students, whose performance in 2019 increased significantly by 27.9 points in distance from standard met.
- The 2019 performance results in Math indicate a continued slight to significant decline in performance for the following student subgroups: African American (-36.1 points in 2019 vs. -20.9 in 2018), Asian (-3.6 points in 2019 vs. -11 in 2018), and Multi-racial (-6.4 points in 2019 vs. -16.8 in 2018).

School and Student Performance Data

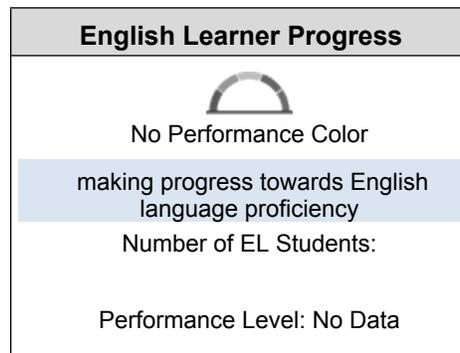
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. The 2019 performance level for English learners (ELs) was not statistically significant given the number of students tested at each grade level.
2. The 2019 ELA/Literacy performance level for ELs declined by 11.2 points with ELs performing as a subgroup 49.9 points above standard.
3. The 2019 Mathematics performance level for ELs continued to increase by 5.5 points with ELs performing 43.9 points above standard.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not applicable - no data available.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

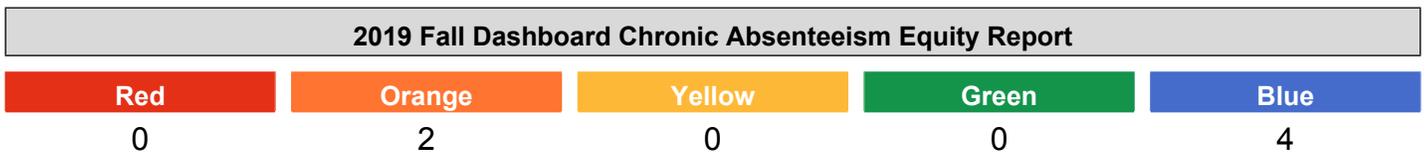
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Blue 1 Maintained -0.2 497	<p>English Learners</p>  No Performance Color 5.1 Increased +1.6 39	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Blue 1.7 Maintained +0.1 116	<p>Students with Disabilities</p>  Orange 5.7 Increased +3 35

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 0.5 Declined -1.1 221	 No Performance Color 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.6 Increased +5.6 72	 Blue 0 Declined -3.3 111	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 0 Maintained 0 54

Conclusions based on this data:

1. In 2019 overall chronic absenteeism rate was maintained at 0.02% with an average monthly attendance rate of 97.8% which exceeds the district attendance expectation of 97%.
2. The percentage of chronic absenteeism increased for ELs (+1.6), Students w/ Disabilities (+3) and Hispanic students by +5.6 and the rate declined or maintained for all other significant subgroups.
3. The percentage of chronic absenteeism was maintained or declined for all remaining significant subgroups.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. This section is not applicable for elementary.

School and Student Performance Data

Conditions & Climate Suspension Rate

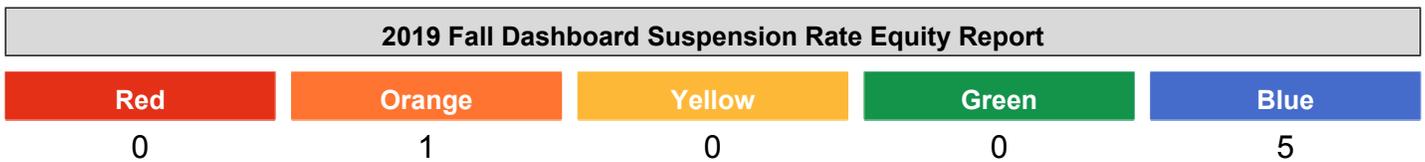
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.2</p> <p>Maintained 0</p> <p>530</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>42</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>124</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>41</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 28		 Blue 0 Declined -0.5 240	 No Performance Color 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 75	 Blue 0 Maintained 0 112	 No Performance Color Less than 11 Students - Data 3	 Orange 1.7 Increased +1.7 59

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.2

Conclusions based on this data:

1. The Fall 2019 suspension rate for all students was maintained at 0.2% of students suspended.
2. The 2019 suspension rate increased for white students by +1.7.
3. The 2019 suspension rate was maintained or declined for most statistically significant subgroups of students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

Mathematics:

1. By June of 2023, CAASPP Math Average Distance From Standard for All Students will remain at the baseline of 38.8 or higher (to maintain Blue) as previously noted from 2019; 2020 as achieved and obtained from state testing 2022.
2. By June of 2023, CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will increase the baseline of -10.7 (Yellow) from data previously noted from 2019 by a total of 3 or more (to reach Green) with a stretch goal of 15 or more (to reach Blue) to end at -7.7 or higher by the end of the 2022-23 school year.
3. All significant subgroups of students performing below grade-level standard in Math (including, English learners and Students with Disabilities) will continue to improve performance as measured by achievement on interim benchmark assessments as well as the CAASPP.
4. iReady diagnostics, interim assessment data, and teachers' informative data will be used to plan and provide targeted Mathematics instruction/intervention to all students, including subgroups not meeting grade-level Math standards, to ensure continued progress and improvement toward individual goals.

TK: By June of 2023, we will develop a baseline of data for our incoming grade level for the school year 2022-2023.

Kinder:

By June of 2023, 80% of all Kinder students will be at mid or above grade level, 12% will be early on grade level, and 8% at below grade level by the last i-Ready assessment.

1st:

By the end of the 2022-2023 school year, 90% of students will meet the 1st-grade target level in the iReady diagnostic test. Teachers will monitor student progress through the iReady comprehension checks, in-class observation, small groups, etc.

2nd:

By the end of the 2022-23 school year, 70% of the students will meet the 2nd-grade target level in at least 1 of the 2 subject areas based on the iReady diagnostic tests.

3rd:

By June of 2023, iReady Math Diagnostic Assessment results will show a decrease in the percentage of Below Grade-Level students from 44% to 33%, with a consistent decrease of at least 3% each trimester tested. By June of 2023, iReady Math Diagnostic Students Below Grade Level in Algebra and Geometry will improve by 10% or more and demonstrate improvement throughout the

year through Khan Academy unit assessments and other resources. By June 2023, the median percent progress toward Typical Growth will increase from 19% to 30% with an interim increase of 4% each trimester.

4th:

By the end of the 2022-2023 school year, 80% of students will score at grade level or above standard in all four domains tested on the I-Ready math assessment with a focus on the subject area of Geometry overall for all students.

5th:

By the end of the school year 2022-2023, using iReady data across three interim assessments, 75% of students initially scoring below the benchmark (green) will make progress toward closing the gap to meeting grade-level standards by moving up one or more progress bands by the end of the school year. Students scoring at or above grade level at the beginning of the year will maintain their progress as shown by moving through the green band and staying within target.

Identified Need

1. Although the overall performance of students meeting/exceeding standard increased by 3.6 points in distance from standard met in 2019 compared to 2018 SBAC mathematics scores; the year-over-year percentage of students meeting or exceeding standard declined from 2017 to 2019 as follows:

- 75% of 3rd graders met/exceeded the standard in 2017
- 66.66% of 4th graders met/exceeded in 2018
- 64.10% of 5th graders met/exceeded in 2019

2. Historically on the 2019 Mathematics SBAC, Field students demonstrated the greatest need in the following three areas:

- **CONCEPTS & PROCEDURES:** How well students use mathematical rules and ideas to apply mathematical concepts
- **COMMUNICATING REASONING:** How well students can think logically and express their thoughts in solving problems and supporting mathematical conclusions.

3. On the 2019 SBAC (Mathematics), the percentage of students not meeting the standard by grade level was as follows:

- 3rd Grade: 10.0% below standard
- 4th Grade: 5.9% below standard
- 5th Grade: 26.32% below standard

This data shows the need for ongoing progress monitoring and targeted instruction/intervention in Mathematics for students below grade-level standards in Math.

4. District assessment data for the school year 2021-22 are as follows:

Kinder: As of November 2021, the average percentage of Kinder students at mid or above grade level was 58%, early on grade level 22%, and below grade level 19%.

1st: At this point, based on diagnostic data 50% of students are at Mid or Above grade level.

2nd: At this point, based on diagnostic data 66% of students are at or above grade level.

3rd: At this point, based on diagnostic data 68% of students are at or above grade level.

4th: At this point, based on diagnostic data 72% of students are at or above grade level.

5th: 1. As of the second trimester, 72% of students are at or above grade level expectations which is an increase from 51% in the first trimester.

2. In the first trimester 28 students scored below the benchmark. Of those 28 students, 23 scored higher in the second assessment.

3. Of the 23 students who scored higher in the second semester, 15 increased their score by one bandwidth.

5. On-going and focused professional development on the new Ready Mathematics curricular resources, data analysis, and differentiated small group instruction for targeted subgroups are needed to ensure a path of continuous improvement in math achievement.

6. Early release time on Mondays, additional substitute release time and compensation for teachers working outside of their contracted hours will be needed to plan instruction, map the curriculum, facilitate regular Math data chats at least two times a year, and develop a progress monitoring system.

7. Since Math is taught in Mandarin in grades TK-4, there is an expressed need for a bilingual (English/Mandarin) Instructional Coach to support all teachers and to facilitate Mandarin curriculum and resource development in mathematics.

8. For program coherence and continuity, faculty will complete a curriculum map beginning with the PUSD Scope and Sequence and backward map for the school year. Lessons will continue to be shared and collected in a team drive to ensure continuity and accountability across grade levels. Learning walks and peer observations will be scheduled to collect data and ensure continuous improvement with math lesson planning and curriculum development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC - Overall Mathematics (All Students)	Historically, 69% of Field students met or exceeded standard as previously noted on the 2019 SBAC mathematics assessment.	75% of Field students will meet or exceed standard on the SBAC mathematics assessment.
SBAC - Mathematics	All students identified one or two grade levels below will automatically be referred to intervention and quarterly monitoring.	100% of students identified will demonstrate positive growth and improvement as measured on the interim and state math assessments during the school year.
SBAC - Mathematics	Historically, the percentage of 4th and 5th grade students exceeding or meeting the overall mathematics standards decreased by 1.0% and 5.36% respectively from 2017-18 to 2018-19.	The percentage of 4th and 5th grade students exceeding or meeting the overall mathematics standards will increase by 10% respectively as measured by annual

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		performance on the SBAC math assessment.
iReady Math Diagnostics and Interim Assessment Blocks (IAB)	Interim assessment data will be analyzed to monitor students' progress, plan math instruction and targeted intervention for students working below grade-level standards in mathematics.	All TK-5 students will be monitored quarterly for continuous progress and improvement in mathematics. This includes subgroups such as SED, ELs and students with disabilities that may require additional supports.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students as well as targeted subgroups such as SED, ELs and students with disabilities that may require additional support in math.

Instructional Strategies/Activities to address application of Math Concepts & Procedures and Communicating Reasoning to support mathematical conclusions.

Strategy/Activity

- Regular and focused professional development in math will be planned to address the following:
 - new Ready Mathematics curricular resources
 - strategies for effective differentiation and small-group instruction
 - 8 Standards for Mathematical Practices as called for in the CA mathematics framework
 - Mandarin-specific applications for TK-4th grade math teachers
- On-going data analysis of i-Ready diagnostics and interim assessment data will be used to plan differentiated small-group math instruction for targeted subgroups working below grade-level standards.
- Regular data analysis, dialogues, and lesson planning for TK-5 math teachers will be scheduled at least two times a year to identify Tier 2 and Tier 3 students for intervention, as well as develop a progress monitoring system to guide instruction and next steps.
- Release time will be utilized for data analysis as well as vertical and horizontal grade-level planning of Math units/lessons. Faculty will work to map the math curriculum beginning with the PUSD Scope and Sequence and working backward. Lessons will be collected in a team drive to ensure continuity and accountability across grade levels.
- Learning walks and peer observations will be scheduled as needed to collect data, set goals, and ensure continuous program improvement in mathematics.
- Math needs will be determined for each TK - 5 student who demonstrates the equivalent of

"Below Basic" or "Far Below Basic" on the i-Ready math diagnostic assessment(s) and/or the SBAC Math results (3rd-5th) as well as through informal progress monitoring.

7. The i-Ready math diagnostic #1 will be administered to all TK-5 students to determine areas of need and plan targeted instruction.

8. Grade level meetings will be facilitated by the Instructional Coach and grade-level chairs as needed to review instructional units and plan lessons aligned to the focus standards that will be assessed.

9. Bilingual instructional aides will be scheduled strategically to allow teachers to provide targeted small group instruction and intervention for students in need of additional support.

10. The Instructional Leadership Team will coordinate with the District Math Specialist to provide Ready Math PD as well as strategies to address the areas of Concepts & Procedures and Communicating Reasoning. Options may include Think-Share-Compare, Number Talks, and the use of math journals to incorporate mathematical practices and to increase student performance, support strategies for Math discourse, and deepen student understanding of math concepts.

11. Teachers will continue to utilize the PUSD Learning Management System (LMS) and i-Ready Math diagnostics to plan online lessons as well as targeted instruction and intervention support for students as needed.

Expenditures may include: Bilingual Instructional Aides as well as funding for teacher release time and compensation for curriculum development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, as well as targeted subgroups such as SED, ELs and students with disabilities that may require additional support in math.

Instructional Strategies/Activities to address application of Math Concepts & Procedures and Communicating Reasoning to support mathematical conclusions.

Strategy/Activity

1. Targeted Intervention and small group instruction for students in need of support in Math.

2. The ILT will facilitate mid-year data chats with TK-5 Math teachers to identify Tier 2 and Tier 3 students for intervention, as well as develop a progress monitoring system to guide instruction and next steps.

3. PD will be scheduled for the consistent implementation of Ready Math, workshop methodology, and the "8 Standards for Mathematical Practices" as called for in the CA framework
4. Bilingual instructional aides will be scheduled strategically to allow teachers to provide targeted small group instruction and intervention for students in need of a high level of support.
5. The iReady Diagnostic 2 will be administered to all TK-5 students by January 2022 to assist with progress monitoring and plan targeted small group instruction and intervention.
6. Mid-year Learning Walks and Peer Observations will be conducted to continue data collection, set goals, and ensure continuous program improvement in Mathematics.
7. Second-trimester grade level meetings will be conducted during release time to review student work, and iReady diagnostic assessment results in order to collaboratively map Math units and plan targeted instruction and intervention for students.
8. Individualized Learning Plans (ILP) will be developed for students as needed (including for GATE identified students in grades 3-5) and will include Math goals as appropriate.
9. Skills that need to be reviewed or retaught will be addressed during the Math workshop mini-lesson.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, as well as targeted subgroups such as SED, ELs and students with disabilities that may require additional support in math.

Instructional Strategies/Activities to address application of Math Concepts & Procedures and Communicating Reasoning to support mathematical conclusions.

Strategy/Activity

1. Regular and focused professional development in the Ready math curricular resources will continue during "A" Monday early release time.
2. Consistent implementation of Math workshop methodology and PD will continue by targeting the "8 Standards for Mathematical Practices" as called for in the CA framework
3. Bilingual instructional aides will be scheduled strategically to allow teachers to continue providing targeted small group instruction and intervention for students in need of a high level of support.

4. End-of-Year iReady Diagnostic assessments will be administered to TK-5 students as needed to assist with grouping and placement for the coming year.
5. Third-trimester grade level meetings will be conducted to review student work, and Math diagnostic assessment results in order to collaboratively plan/map units and plan targeted instruction and intervention for students.
6. Data team meeting(s) will be conducted to review and discuss data with the grade level team and the district curriculum coach. (review should include analysis of test questions and response frequencies)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

I. Standards-aligned curriculum was implemented school-wide, to include differentiated strategies and resources to meet the needs of students.

- Math teachers met as needed to review interim assessment data and to identify areas of strength/growth in Math and plan instruction.
- Math data chats were conducted in 2022-23 at teachers' discretion at least twice throughout the 2022-23 academic school year.
- The district-funded Instruction Coach collaborated with teachers in conducting data dialogues to review student's progress in Math.

Mandarin teachers did not have the opportunity to work with an MDLIP TOSA to identify target vocabulary and develop lessons and prompts for TK-5 students to communicate mathematical reasoning in the target language as previously planned.

II. Provide continued professional development for teachers in data analysis, differentiated small group instruction for targeted subgroups as well as the components of math workshop.

- The ILT developed and implemented the PD plan, although finding time for Math-specific PD topics remained an ongoing challenge.
- On-site Coach coordinated with the teachers and principal to provide A Monday PD and coaching as needed.
- PD Plan continued to incorporate training in the use of technology to support instruction.

- A/B Monday PD opportunities were provided on-site for technology integration by the Tech Lead Teacher and district technology TOSA as needed
- Individual coaching and support were provided for beginning teachers by the Instructional Coach as needed.

III. Teachers worked with the district-funded Instructional Coach to schedule bilingual instructional aides during the time which allowed for targeted small group instruction and intervention for students on a limited basis.

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

1. Math teachers did not have adequate time to plan, review and refine instruction in a collaborative way due to intrinsic circumstances of the school year.
2. Consistency suffered across classrooms given the program and the varied experience levels of the teachers.
3. Insufficient resources did not allow for scheduling of release time for the teachers and ILT to plan instruction and develop curriculum for much of the school year.
4. Grade level teams did not have adequate time to plan, review, and refine the Math curriculum on an ongoing basis due to insufficient resources and a focus on balanced literacy in both Mandarin and English.
5. An MDLIP TOSA was not secured for this past school year as previously planned.

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

1. An additional Bilingual instructional aide will be hired to support students not making adequate progress
2. The SSC will continue to explore the allocation of resources to allow for more release time for teachers on a regular basis.
3. Math literacy and academic vocabulary need to be embedded across the curriculum TK-5 and be explicitly taught by both Mandarin and English teachers.
4. Specific Math strategies/activities did occur but were not consistent given the program limitations as well as the experience level of the teachers.
5. Summative data from the AAPPL will be assessed in conjunction with the interim assessment and IRI data will be used to determine progress toward mastery of grade-level standards for all students.
6. Progress toward the 2022-23 Mathematics goal(s) will be reviewed throughout the school year to determine progress and make appropriate changes/modifications.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal # 2

Students will demonstrate grade-level knowledge in all core subjects and graduate in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

English Language Arts/Literacy:

1. By June of 2023, CAASPP ELA average Distance From Standard for all students will maintain or increase from the baseline of 62.9 or higher (to maintain Blue) from the previous data from 2019 during the 2022-23 school year.
2. Socioeconomically Disadvantaged (SED) students will increase the baseline of 18.9 (Green) from previous data from 2019 by a total of 15 or more (to reach Blue) to end at 33.9 or higher by the end of the 2022-23 school year.
3. All significant subgroups of students including, English learners and Students with Disabilities will continue to improve performance in ELA as measured by achievement on interim benchmark assessments in ELA/Literacy as well as CAASPP.
4. IRI and interim assessment data will be used to plan and provide targeted ELA/Literacy instruction/intervention for all students, including those not meeting grade-level ELA standards, to ensure continued progress and improvement toward individual goals.

TK: By June of 2023, we will develop a baseline of data for our incoming grade-level for the school year 2022-2023.

Kinder: By June of 2023, 80% of all Kinder students will be at mid or above grade level, 12% will be early on grade level, and 8% at below grade level by the last IRI administered. Through the workshop model, intervention groups will be created at the beginning of the school year considering the limited instructional time. Pre-assessment and data will be used accordingly to determine student letter/sound recognition needs for intervention and small groups.

1st: At the beginning of the year 2022-2023, the ELA teacher will use the IRI data and/or district assessment to determine students' independent reading levels. By June of 2023, 85% of 1st-grade students will be at mid or above grade level, 10% will be early on grade level, and 5% at below grade level by the last IRI administered and/or district assessment.

2nd: By the end of the school year 2022-23, 65% to 70% of the 2nd-grade students will score at mid or above grade level on the comprehension section of the iReady assessment.

3rd: By June 2023, students reading two grade levels below will reduce to 4% from 12% as evidenced by iReady assessments, congruent with iReady interim diagnostic testing results throughout the school year.

4th: By the end of the school year 2022-2023, 100% of fourth-grade students will be tested out of phonological awareness, phonics, and high-frequency goals on the iReady assessment. In addition,

80% of students will score at grade level or above for the domains of vocabulary and comprehension. Additionally, improvements in the area of making inferences of passages will be made for all students.

5th: By the end of the school year, using Fountas and Pinnell data across three interim assessments and other district assessments, 75% of students initially scoring below the expected reading level (as determined by the F&P Grade level chart for the MDLIP) will increase their reading proficiency score two or more reading levels by moving up one or more progress bands by the end of the school year. Students scoring at or above grade level at the beginning of the year will maintain their progress as shown by moving two or more reading levels by the end of the school year.

Identified Need

1. Previous data indicates that in the 2018-19 ELA/Literacy SBAC, Field students demonstrated the greatest need in the following three areas:

- READING: How well students understand stories and information that they read.
- WRITING: How well students are able to produce clear and purposeful writing.
- RESEARCH/INQUIRY: How well students can find and present information about a topic.

Individual student progress will need to be assessed and monitored regularly in these areas and targeted instruction/intervention will need to be provided for students not making adequate grade-level progress.

2. Previous data indicate that in the 2018-19 SBAC, the percentage of students not meeting standards by grade level was as follows:

- 3rd Grade: 13.6% below standard
- 4th Grade: 30.86% below standard
- 5th Grade: 31.74% below standard

This data shows the need for further development of the student's ability to demonstrate the knowledge and skills in English language arts/literacy needed for likely success.

3. Targeted subgroups of students (i.e., SED, ELs, and students with disabilities) need to receive targeted language arts/literacy instruction during the balanced literacy block in order to continue progress.

Additionally, interventions will be provided for students struggling to achieve grade-level standards in ELA/Literacy through the workshop model.

4. To put Field students on a path of continuous improvement and achievement of ELA/Literacy standards, early release time on Mondays, additional substitute release time, and compensation for teachers working outside of their contracted hours will be needed to plan instruction, map the curriculum, facilitate regular language arts/literacy data chats at least two times a year to identify Tier 2 and Tier 3 students for intervention, and develop a progress monitoring system.

5. Ongoing and focused professional development in language arts data analysis, differentiated small group instruction for targeted subgroups as well as the components of balanced literacy are needed to ensure a path of continuous improvement in language arts and literacy.

6. Release time will also be utilized for vertical and horizontal grade-level planning of ELA/literacy units. Faculty will work to map the language arts curriculum beginning with the PUSD Scope and

Sequence and working backward. Lessons will be collected in a team drive to ensure continuity and accountability across grade levels. Learning walks and peer observations will be scheduled to collect data, set goals, and ensure continuous program improvement.

7. Students with disabilities will need to mainstream into the general education classroom and the Resource Specialist and general education teachers will collaborate in developing a Learning Center model to support improvement in ELA/Literacy.

8. District assessment data for the school year 2021-22 are as follows:

Kinder: At this time for diagnostic 2 using the iReady assessment data, 58% of students (41 students) scored mid or above grade level; 32% of students (23 students) scored early on grade level, and 10% of students (7 students) scored one grade level below.

1st: At this time 65 out of 69 students are reading at a 1st-grade reading utilizing Learning A-Z. Levels are D-J. Additionally, 6 Students are reading at a 2nd-grade level.
842 Reads, 1318 listen and read, 1493 Quizzes with 80% and up in quiz scores.

2nd: The 2nd grade was able to achieve the ELA target goal this year. Only a few students have yet to reach their grade level goals and 73 out of 77 (have moved up 1 or more levels in their IRI this year). At this time for diagnostic 2 using iReady assessment data, 59% of students (47 students) scored mid or above grade level; 11% of students (9 students) scored early on grade level; 28% of students (22 students) scored one grade level below, and 1% of students (1 student) score two grade levels below.

3rd: Approximately 4% (4 students) are reading two grade levels below according to the second diagnostic assessment. At this time for diagnostic 2 using iReady assessment data, 57% of students (50 students) scored mid or above grade level; 24% of students (21 students) scored early on grade level; 14% of students (12 students) scored one grade level below; 3% of students (3 students) scored two grade levels below, and 1% (1 student) scored three or more grade levels below.

4th:
At this time for diagnostic 2 using the iReady assessment data, 42% of students (18 students) scored mid or above grade level; 21% of students (9 students) scored early on grade level; 35% of students (15 students) scored one grade level below and 2% (1 student) scored two grade levels below.

5th:
1.74% of students were at or above the benchmark in the second assessment, up from 69% in the first assessment.

2. Of the 18 students who scored below grade level in the first assessment, 9 had moved up one bandwidth by the second assessment period. However, 15 students' scores increased from the initial assessment.

3. Data shows a 108% median percent progress towards typical growth goals for the group overall.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (ELA/Literacy)	Historically, students in grades 3-5 scored 62.9 points above standard in ELA/Literacy on the 2019 SBAC. This was an increase of 11.8 points in Standard Met from 2018.	Overall, Field students in grades 3-5 will maintain or improve achievement of ELA/Literacy standards as measured by the SBAC.
SBAC (ELA/Literacy)	Historically, 4 out of 7 students (57%) identified for federal block grant assistance due to low performance showed a positive increase in the DFS met on the 2021 ELA/Literacy SBAC.	All students identified for federal block grant assistance due to low performance will demonstrate a positive increase in the DFS met on the 2022 ELA/Literacy SBAC.
SBAC (ELA/Literacy)	Historically, socioeconomically disadvantaged students scored 10.7 points below standard and Hispanic students scored 17.4 points below standard in ELA/Literacy on the 2019 SBAC. This was a decline of 13.3 and 16.1 points respectively.	The percentage of targeted subgroups of students (including SED and Hispanic students) meeting ELA/Literacy standards as measured by the SBAC will improve by at least 5 points.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students as well as targeted subgroups such as SED, ELs and students with disabilities that may require additional support in language arts.

Instructional Strategies/Activities to address ELA/Literacy skills of: Reading, Writing, Research/Inquiry and Listening.

Strategy/Activity

1. Regular and focused professional development in language arts and literacy will be planned to address the following:

- components of effective balanced literacy instruction in a dual immersion setting, including strengthening implementation of Guided Reading methodology for all students K-5 students.
- data analysis and effective differentiated small group instruction for targeted subgroups
- English and Mandarin-specific applications for effective guided reading instruction and vocabulary development

2. On-going data analysis of IRI and interim benchmark assessment data will be used to plan differentiated small group instruction for targeted subgroups working below grade-level standards in language arts.

3. Regular data analysis, dialogues, and lesson planning for TK-5 language arts teachers will be scheduled at least two times a year to identify Tier 2 and Tier 3 students for intervention, as well as develop a progress monitoring system to guide instruction and next steps.

4. Release time and additional compensation will be provided to teachers for data analysis as well as vertical and horizontal grade-level planning of language arts units/lessons. Faculty will work to map the language arts curriculum beginning with the PUSD Scope and Sequence and working backwards. Lessons will be collected in a team drive to ensure continuity and accountability across grade-levels.

5. Learning walks and peer observations will be scheduled to collect data, set goals, and ensure continuous program improvement in ELA/Literacy.

6. Reading inventories will be administered to all TK-5 students by October to determine reading levels and plan targeted instruction for Guided Reading.

7. The ELA/Literacy program will demonstrate consistent implementation of Word Study and workshop model for reading and writing at all grade levels (K-5).

8. Instructional aides will be scheduled strategically to allow teachers to provide targeted small group instruction and intervention for students in need of additional support.

9. Grade level meetings will be facilitated by the Instructional Coach and grade-level chairs as needed to review instructional units and plan language arts and literacy lessons aligned to the focus standards that will be assessed.

10. Teachers will group students (including GATE and English learners) according to individual needs and plan/provide targeted instruction to address those needs.

11. The lead technology teacher and district technology TOSAs will assist teachers in developing technological skills necessary for the PUSD Learning Management System, Digital Citizenship, keyboarding, integrating technology, and supporting the completion of performance tasks.

12. Regular, bi-weekly visits to the school library will be scheduled to support literacy needs and develop students' research skills.

Expenditures may include: Bilingual Instructional Aides, additional language arts curricular resources as well as funding for teacher release time, and compensation for curriculum development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students as well as targeted subgroups such as SED, ELs and students with disabilities that may require additional support in language arts.
Instructional Strategies/Activities to address ELA/Literacy skills of: Reading, Writing, Research/Inquiry and Listening.

Strategy/Activity

1. Targeted Intervention and small group instruction for students in need of support.
2. Mid-year data chats will be scheduled to identify Tier 2 and Tier 3 students for intervention, as well as develop a progress monitoring system to guide instruction and next steps for language arts teachers.
3. Consistent implementation of Word/Character Study and workshop model for reading and writing at all grade levels (TK-5)
4. Bilingual instructional aides will be scheduled strategically to allow teachers to provide targeted small group instruction and intervention for students in need of a high level of support.
5. Mid-year reading inventories will be administered to TK-5 students as needed to assist with progress monitoring and plan targeted instruction for Guided Reading.
6. Mid-year learning walks and peer observations will be conducted as needed to continue data collection, set goals and ensure continuous program improvement in ELA/Literacy.
7. Second trimester grade level meetings will be scheduled to review student work, reading levels, diagnostic assessment results in order to collaboratively map ELA/Literacy units and plan targeted instruction and intervention for students.
8. Individualized Learning Plans (ILP) will be developed as needed for students identified as GATE in grades 3-5.
9. Skills that need to be reviewed or retaught will be addressed during writing and reading workshop conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students as well as targeted subgroups such as SED, ELs and students with disabilities that may require additional support in language arts.

Instructional Strategies/Activities to address ELA/Literacy skills of: Reading, Writing, Research/Inquiry and Listening.

Strategy/Activity

1. Targeted Intervention, progress monitoring and small group instruction will continue for students in need of support.
2. Third trimester level-alike meetings and data chats will be scheduled with language arts teachers to review student work, analyze reading levels, and diagnostic assessment results in order to collaboratively plan targeted instruction and intervention for students as well as to continue language arts curriculum development as needed.
3. Bilingual instructional aides will be scheduled strategically to allow teachers to continue providing targeted small group instruction and intervention for students in need of additional support.
4. End-of-Year reading inventories will be administered to TK-5 students as needed to assist with grouping and placement for the coming year.
5. End-of-Year learning walks and peer observations will be scheduled as needed to collect data, set goals and ensure continuous program improvement in ELA/Literacy for the coming school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- I. Standards-aligned curriculum was implemented school-wide, to include differentiated strategies and resources to meet the needs of students.
 - Language Arts teachers met in Grade level teams met on "A" Mondays and during release time review SBAC data to identify areas of strength and areas for growth
 - ELA/MLA data chats were conducted in 2022-23 at teachers' discretion at least twice throughout the 2022-23 academic school year.
 - The Instruction Coach collaborated with teachers in conducting data dialogues to review student's progress in language arts and conduct balanced literacy training.
 - Students were provided with consistent access and use of standards-aligned materials.

II. Provide continued professional development for teachers in data analysis, differentiated small group instruction for targeted subgroups as well as the components of balanced literacy.

- The PD plan was developed and implemented for training on topics related to balanced literacy and additional PD was provided for teachers through release time opportunities.
- On-site Coach coordinated with the teachers and principal to provide A Monday PD and coaching as needed.
- PD Plan continued to incorporate training in the use of technology to support instruction.
- A/B Monday PD opportunities were provided onsite for technology integration by the Tech Lead Teacher and district technology TOSA as needed
- Individual coaching and support were provided for beginning and intern teachers by the Instructional Coach as needed.

III. Teachers worked with the Instructional Coach to schedule bilingual instructional aides during the time which allowed teachers to provide targeted small group instruction and intervention for students on a limited basis.

IV. Balanced Literacy was implemented across grade levels.

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

ELA/Literacy teachers did not have adequate time to plan, review, and refine instruction due to the intrinsic circumstances of this school year.

Consistency suffered across some grade levels and classrooms given the experience level of the teachers

Lack of adequate release time for much of the year impacted the progress teachers were able to make with lesson planning and curricular mapping

Some grade level teams did not have adequate time to plan, review, and refine due to insufficient resources

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

1. Continued funding for 5 Instructional Aides to support teachers in addressing the targeted needs of students.
2. The Field SSC will continue to explore the allocation of resources to allow for adequate time and compensation for teachers to complete the strategies and activities outlined above.
3. Writing tasks and academic vocabulary need to be embedded across the curriculum TK-5 by the ELA/Literacy teachers.
4. Summative data from the AAPPL will be assessed in conjunction with the interim assessment and IRI data will be used to determine progress toward mastery of grade-level standards for all students.
5. Progress toward the ELA/Literacy goals will be reviewed regularly with the PUSD Curriculum Instruction and Professional Development office to determine needed program updates and modifications.
6. A district-funded MDLIP TOSA will be in place for the coming school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

Mandarin Language Arts (MLA)/Literacy:

1. By the end of the school year in June 2023, all MDLIP students will demonstrate adequate progress in Mandarin language proficiency guidelines across all assessed areas as measured in Level Chinese and adequate progress noted for all 3rd-5th grade students as measured with the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) (three modes of communication-Interpersonal, Interpretive, and Presentational). All MDLIP students, including statistically significant subgroups (English Learners, Foster Youth, eligible for Free/Reduced Meal Program) and others who have been less academically successful in the past, will have access to a robust program of standards-based content and literacy instruction in Mandarin Language Arts (MLA) including Interpersonal Listening/Speaking, Interpretive Reading, Interpretive Listening and Presentational Writing.

2. By June 2023, all MDLIP students (K-5) will improve in Listening and Speaking skills by 10% in Mandarin as measured in both summative and formative measures in both languages. Target language assessments will be aligned to the ACTFL language proficiency targets as well as the Assessment of Performance toward Proficiency in Languages (AAPPL) for 3rd-5th grade students and Level Chinese data for all students Kinder-5th.

3. Historically, based on data received from 2019, 3rd-5th grade students experienced a significant decline in all target language proficiency areas as noted below:

- 3rd-grade students will improve oral language skills by 3%, from 97% to 100% as measured by the AAPPL
- 4th-grade students will improve oral language skills by 8%, from 80% to 88% as measured by the AAPPL
- 5th-grade students will improve oral language skills by 12.6%, from 47.4% to 60% as measured by the AAPPL

District data for all 3rd-5th Students:

AAPPL-Interpersonal Listening and Speaking

N2 Novice Mid is passing for 3rd grade

3rd- Novice Mid (equal and above N2) 77 out of 87 students tested scored equal or above N2 (Novice Mid or target score according to the district)

10 students scored below N2=

8- N1

2- Below N1 (1 student did not test)

N4 Novice High is passing for 4th

4th- Novice High (above N4) 29 out of 45 students tested scored N4 (Novice High or target score according to the district)

16 students scored below N4=

13-N3

3-N2

5th- 4 Domains

Interpersonal Listening and Speaking

I-1 Intermediate Low is passing

46 out of 57 are equal and above I-1 according to district standards

10 out of 57 at N4 Novice High

1 at N2 Novice Mid

Presentational Writing

I-1 Intermediate Low is passing

21 out of 57 are equal and above I1 according to district standards

23 at N4 Novice High

9 at N3 Novice Mid

3 at N2 Novice Low

1 at N1 Novice low

Interpretive Reading

I-1 Intermediate low is passing

21 out of 56 equal or above I-1 according to district standards

14 at N4

15 at N3

5 at N2

1 below N1

1 student did not finish testing

Interpretive Listening

I-1 Intermediate Low is passing

42 out of 57 equal or above I-1 according to district standards

12 at N4

3 at N3

4. By June of 2023, all MDLIP students will continue to demonstrate very high achievement in

ELA/Literacy by maintaining or increasing the average distance from the standard (DFS) met on the CAASPP and interim assessment blocks.

TK:

By June of 2023, we will develop a baseline of data for our incoming grade-level for the school year 2022-2023.

Kinder:

By June of 2023, 50% of all Kinder students will reach level C and above for Reading on Level Chinese assessments. On the AAPPL assessment, of all Kinder students, 15% will reach Novice Low, and at least 85% will reach Novice Mid in the areas of Speaking & Listening.

1st:

By the end of the 2022-23 school year, 90% of students will meet the 1st-grade target level in the Level Chinese test. Teachers will monitor student progress through the iReady comprehension checks, in-class observation, small groups, etc.

2nd:

By June of 2023 school year, all 2nd-grade MDLIP students will demonstrate adequate progress in Mandarin language proficiency guidelines across three modes of communication (Interpersonal, Interpretive, and Presentational) as measured in both summative and formative measures in both languages. Target language assessments will be aligned to the ACTFL language proficiency targets as well as the Assessment of Performance toward Proficiency in Languages (AAPPL).

3rd:

By June 2023, all students will read at or above grade level with improved fluency and comprehension as measured by formal and informal assessments.

By June 2023, 75% or more students will understand and use the writing process to write a variety of essays, including persuasive, narrative, informational, and adaptive fairytales throughout the school year.

By June 2023, 75% or more students will consistently participate during class discussions in Mandarin by responding and posing questions to faculty and peers using complete sentences.

By June 2023, 75% or more students will improve character writing and read-aloud through the use of Pinyin and daily reading activities.

4th:

By June 2023, all 4th-grade MDLIP students will receive small group intervention based on the first diagnostic assessment and will demonstrate adequate progress in Mandarin language proficiency guidelines across three modes of communication (Interpersonal, Interpretive, and Presentational) as measured in both summative and formative measures in both languages. By June 2023, 75% of all 4th-grade students will demonstrate proficiency towards expectations nearly met or expectations met based on targeted intervention implemented from the beginning of the school year.

5th:

By June of 2023, with the readiness of the teacher and support (from TA and intervention) for the student, all MDLIP 5th-grade students will demonstrate adequate progress in Mandarin language proficiency guidelines across three modes of communication (Interpersonal, Interpretive, and Presentational) as measured with the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) and Level Chinese data. Adequate progress will be determined by standard benchmarks of yearly progress of expectation nearly met (20%), expectation met (60%), and expectation exceeded (20%).

Identified Need

Due to the cancellation of summative assessments due to school closures in 2019–2021, this is the first year our students have completed the AAPPL assessment since the start of the pandemic in the school year 2019-2020.

1. Based on data from the 2022 AAPPL assessment, Field students demonstrated the greatest need in the areas of writing, reading and listening, and speaking in all grade levels. The data also reflects the need for focused target language development across all domains.

4. Targeted subgroups of students including non-native speakers need to receive targeted Mandarin language arts/literacy instruction during the balanced literacy block in order to continue progress. Additional intervention may need to be provided for non-native learners as well as other struggling students.

5. To put Field students on a path of continuous improvement in the achievement of Mandarin Language Arts, we need ongoing and focused professional development in data analysis, differentiated small group instruction for targeted subgroups as well as the components of balanced literacy. Early release time on Mondays, substitute release time, and P.E. instructional time will need to be utilized to facilitate regular data chats with each Mandarin language arts teacher 2-3 times a year to identify Tier 2 and Tier 3 students for intervention, as well as develop a progress monitoring system to guide instruction and next steps

6. There is an expressed need for a bilingual (English/Mandarin) Instructional Coach to continue to support all teachers and to facilitate Mandarin curriculum and resource development in Mandarin language arts.

7. Time and compensation will need to be allocated for vertical and horizontal grade-level planning of MLA/literacy units. The curriculum will need to be mapped beginning with the PUSD Scope and Sequence and working backward. Lessons will be collected in a team drive to ensure continuity and accountability across grade levels. Learning Walks and Peer Observations will need to be scheduled to collect data, set goals, and ensure continuous MLA and Math (K-4) program improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)	3rd grade students will improve oral language skills by 10%, from 88.5% on the next administration of the AAPPL.	3rd grade students will improve oral language skills by 10%, from 88.5% to 98.5% on the next administration of the AAPPL.
ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)	4th grade students will improve oral language skills by 20%, from 64% on the next administration of the AAPPL.	4th grade students will improve oral language skills by 20%, from 64% to 84% on the next administration of the AAPPL.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)	5th grade students will improve oral language skills by 10%, from 80% on the next administration of the AAPPL.	5th grade students will improve oral language skills by 10%, from 80% to 90% on the next administration of the AAPPL.
ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)	5th-grade students will demonstrate growth in target language proficiency across the following domains: <ul style="list-style-type: none"> • Reading scores will continue to increase by 15%, from 36% to 51% • Writing scores will increase by 15%, from 36% to 51% • Listening scores will increase by 10%, from 73%to 83% 	5th grade students will demonstrate growth in target language proficiency across the following domains: <ul style="list-style-type: none"> • Reading scores will continue to increase by 15%, from 36% to 51% • Writing scores will increase by 15%, from 36% to 51% • Listening scores will increase by 10%, from 73%to 83%
Level Chinese Mastery Track	Current Mandarin Reading Levels by grade-level	Grade-level targets for growth.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students as well as targeted subgroups such as non-native, SED, ELs and students with disabilities that may require additional support in Mandarin language arts. Instructional Strategies/Activities will address target language proficiency in Mandarin Listening comprehension, Speaking, Reading and Writing.

Strategy/Activity

1. On-going and focused professional development in data analysis, differentiated small group instruction for targeted subgroups as well as the components of balanced literacy will be provided during early release time on Mondays, substitute release time, and P.E. instructional time.
2. The ILT will facilitate regular data chats with each language arts teacher at least twice a year to identify Tier 2 and Tier 3 students for intervention, as well as develop a progress monitoring system to guide MLA instruction and next steps.
3. Release time will also need to be utilized for vertical and horizontal grade-level planning of MLA/Literacy units. The curriculum will be mapped beginning with the PUSD Scope and Sequence and working backward. Lessons will be collected in a team drive to ensure continuity and accountability across grade-levels.

4. Bilingual instructional aides will be scheduled strategically to allow teachers to provide targeted small group instruction and intervention for students in need of a high level of support in MLA.
5. Beginning-of-year Level Chinese reading inventories will be administered to 1st-5th grade students as needed to assist with progress monitoring and plan targeted instruction for Guided Reading.
6. Learning walks and peer observations will be conducted for data collection, set goals, and ensure continuous program improvement in MLA/Literacy.
7. Intensive strategic instructional support, in-class and after-school intervention for students performing below grade-level on Mandarin formative/summative assessments, Level Chinese reading levels, and target language AAPPL assessments.
8. Teachers will receive PD on the format of the AAPPL test as well as culturally responsive teaching practices and look for opportunities to supplement Mandarin resources and materials that support the summative format and are culturally inclusive.
9. Teachers of MDLIP students will provide daily sheltered instruction utilizing SDAIE strategies and comprehensible input with support from the bilingual Instructional Aide.
10. 3rd-5th graders will reinforce their pinyin and keyboarding skills through tech integration and by completing online writing assignments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students as well as targeted subgroups such as non-native, SED, ELs and students with disabilities that may require additional support in Mandarin language arts. Instructional Strategies/Activities will address target language proficiency in Mandarin Listening comprehension, Speaking, Reading and Writing.

Strategy/Activity

1. On-going and focused professional development in data analysis, differentiated small group instruction for targeted subgroups as well as the components of balanced literacy will be provided during early release time on Mondays, substitute release time, and P.E. instructional time.
2. The ILT will facilitate regular data chats with each language arts teacher 2-3 times a year to identify Tier 2 and Tier 3 students for intervention, as well as develop a progress monitoring system to guide MLA instruction and next steps.

3. Release time will also need to be utilized for vertical and horizontal grade-level planning of MLA/Literacy units. The curriculum will be mapped beginning with the PUSD Scope and Sequence and working backward. Lessons will be collected in a team drive to ensure continuity and accountability across grade levels.
4. Bilingual instructional aides will be scheduled strategically to allow teachers to provide targeted small group instruction and intervention for students in need of a high level of support in MLA.
5. Mid-year reading inventories will be administered to TK-5 students as needed by January 2022 to assist with progress monitoring and plan targeted instruction for Guided Reading.
6. Mid-year Learning Walks and Peer Observations will be conducted to continue data collection, set goals, and ensure continuous program improvement in MLA/Literacy.
7. Intensive strategic instructional support, in-class and after-school intervention for students performing below grade level on Mandarin formative/summative assessments, Level Chinese Mastery Track, and target language AAPPL assessments.
9. Teachers will continue to receive PD in culturally responsive teaching practices and look for opportunities to supplement and target language materials to be more culturally inclusive.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- I. Standards-aligned curriculum was implemented school-wide, to include differentiated strategies and resources to meet the needs of students.
 - Language Arts teachers met in Grade level teams met on "A" Mondays and during release time reviewed relevant formative and summative assessment data to identify areas of strength and areas for growth
 - ELA/MLA data chats were conducted in 2022-23 at teachers' discretion at least twice throughout the 2022-23 academic school year.

- The Instruction Coach collaborated with teachers in conducting data dialogues to review students' progress in language arts and conduct balanced literacy training.
- Students were provided with consistent access and use of standards-aligned materials.

II. Provide continued professional development for teachers in data analysis, differentiated small group instruction for targeted subgroups as well as the components of balanced literacy.

- The PD plan was developed and implemented for training on topics related to balanced literacy and additional PD was provided for teachers through release time opportunities.
- On-site Coach coordinated with the teachers and principal to provide A Monday PD and coaching as needed.
- PD Plan continued to incorporate training in the use of technology to support instruction.
- A/B Monday PD opportunities were provided onsite for technology integration by the Tech Lead Teacher and district technology TOSA as needed
- Individual coaching and support were provided for beginning and intern teachers by the Instructional Coach and DLIP TOSA as needed.

III. Teachers worked with the Instructional Coach to schedule bilingual instructional aides during the time which allowed teachers to provide targeted small group instruction and intervention for students on a limited basis.

Historically, three instructional aides were increased to five as of December 2020.

IV. Balanced Literacy was implemented to varying degrees across grade levels.

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

1. Mandarin language arts teachers did not have adequate time for ongoing and regular planning, review, and refining of instruction in a collaborative way due to the intrinsic circumstances of this school year.
2. Consistency suffered across classrooms/grade-levels given the experience level of the teachers as well as staff on leave.
3. Some grade-level teams did not have adequate time to plan, review, and refine Mandarin instruction due to insufficient resources and lack of adequate release time.

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

1. The Field SSC will continue to explore the allocation of resources to allow for more release time and appropriate compensation for teachers working outside their contracted hours.
2. Funding for release time and contracted curriculum development services will need to be considered to allow collaborative planning time for Mandarin language arts teachers.
3. Summative data from the AAPPL will be assessed in conjunction with the interim assessment and IRI data will be used to determine progress toward mastery of grade-level standards for all students.
4. Progress toward the 2022-23 MLA/Literacy goals will be reviewed regularly to determine program updates and modifications.
5. The district-funded MDLIP TOSA will be hired for the coming school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal # 4

Students will be in school every day in an environment that is clean, safe, caring and conducive for learning. All facilities will be clean and in good repair and equipped for 21st century learning.

Goal 4

Chronic Absenteeism:

In the 2021-2022 school year overall chronic absenteeism rate increased from 2.8% to 25.4% due to the ongoing circumstances surrounding the worldwide pandemic. There was a significant increase districtwide at all school sites in terms of chronic absenteeism for this school year.

1. Last school year, the number of chronically absent students in 2020 was marked at 17 students and jumped to 247 chronically absent students in 2021-22.
2. By June of 2023, students that are chronically absent will be tracked monthly and barriers to regular attendance will be explored early to ensure regular school attendance by all significant subgroups, including ELs and students with disabilities as we start the new school year. Additionally, students that are chronically tardy will be identified and addressed on a monthly basis by the leadership team (ILT) to implement tiered services of support as appropriate during the school year.

Identified Need

1. We will need to continue to reduce the chronic absenteeism rate for all significant subgroups of students including Students w/ Disabilities and Hispanic students and our general population as we resume next school year.
2. We will need to continue to track monthly absences and intervene with families early to determine the barriers to regular attendance at school as we resume next school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Current Chronic Absenteeism Rate	25.4%	decrease rate to 2.0% from 25.47% with a continuous decline once returning to a COVID-19 free school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All K-5 Students as well as significant subgroups including, Students w/ Disabilities, ELs and Hispanic students.

Strategy/Activity

1. Continue recognition programs for students and classrooms that have the highest rate of regular attendance.
2. Chart/display classroom attendance rates and recognize TK-2 and 3-5 classes with highest attendance rate monthly assemblies
3. Review attendance policies and truancy procedures with relevant parents through the School Attendance Review Team (SART) process
4. School records clerk and staff (including CWAS interns) will continue to track students who are chronically absent on a monthly basis and then intervene with students/families early to determine needs and identify barriers to regular school attendance.
5. Teachers, attendance, and records clerk will identify students at risk of chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

- Data and strategies will be reviewed monthly to identify students at risk.
- The school staff and records clerk will collaborate closely in identifying students at risk and early intervention will help determine needs and identify barriers to regular school attendance.

- Regular SART meetings were conducted and embedded into the Student Success Team (SST) process for at-risk students.
- Due to the pandemic and barriers to learning two languages through a virtual platform, the

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

1. Attendance Team and ILT will need to be reestablished to collaborate and meet the needs of all students in this particular area.
2. Education of the student body and general parent communication of guidelines
3. Students have not been regularly recognized in the past for their attendance
4. Students that have opted for independent studies due to the pandemic are flagged as chronically truant for the year and this designation needs to be adjusted at the district level (contracted managing systems)

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

1. The Field SSC will continue to explore the allocation of resources to address this concern (ie full time staffing support).
2. ILT will explore the option of adopting an early detection system/tracking for students that are chronically absent.
3. The ILT will also explore the option of creating a system that incorporates data chats for all students to include academic, behavioral and attendance data that we visit twice a year to ensure proper supports for all students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal # 5

Students will be in school every day in an environment that is clean, safe, caring and conducive for learning. All facilities will be clean and in good repair and equipped for 21st century learning.

Goal 5

School Safety, Climate, and Culture:

- In 2019 and 2020 the overall chronic absenteeism rate was 2.97% with an average monthly attendance rate of 97.64%. In the 2021-2022 school year overall chronic absenteeism rate increased from 2.8% to 25.4% due to the ongoing circumstances surrounding the worldwide pandemic.
- We will continue to increase social-emotional learning (SEL) and support for all students, especially for those in grades K-5th as well as for those experiencing adverse childhood trauma. This is in order to better facilitate student success in all areas.
- Increase the percentage of Parent Portal usage by 5% from 94.9% to 99.9% in order to improve communication between school and parent/guardian relations during the school year. It was noted from data researched this school year that all parents have an account but approximately 5% of our parents do not utilize the portal. We will look to increase our monthly usage of all users in the coming school year.
- For the school year 2022-23, in order to continue to improve our community relations, build an environment that fully embraces our MDLIP program, serves the students and parents/guardians of our community, and enhances our leadership team we will acquire full-time support of a Bilingual School Community Assistant (Mandarin) to assist our school site.

Positive Behavior Intervention and Support (PBIS) TK-5th Grade and the incorporation of Multi-tiered Systems of Supports for all academic, behavioral and social aspects on campus.

In an effort to reestablish and fully implement PBIS at Field Elementary for all students the following actions will occur during the coming school year:

1. Reestablish the school and stakeholders Rti Team
2. Behavior Rti Implementation Action Plan for the school year 2022-23. This comprehensive action plan will include items discussed from our approved school site safety plan.
3. Reestablish the monthly Character Education Program (Ten Character Traits Theme: Responsibility; Self-Control; Resilience; Citizenship; Service; Honesty; Kindness; Empathy; Respect and Courage)
4. Provide behavioral support throughout the entire school week with the assistance of our Project II Behavior Aid and part-time Behavior Interventionist.
5. Provide ongoing professional development in the area of Rti Behavioral support both in the classroom, during unstructured times, and with our support staff.
6. Continual communication of the school discipline plan, matrix (rewards/consequences) and

- positive response to behaviors on campus will be provided to all teachers and stakeholders of the community.
7. Monthly Student and Teacher Recognition during the school year
 8. Due to the recent return to campus because of the pandemic:
By the end of the 2021-2022 school year, we will increase social-emotional learning (SEL) and support for all students, especially for those in grades K-2, as well as for those experiencing adverse childhood trauma to better facilitate student success in all areas.
 9. Teachers hope to have parent volunteers come back onto campus to assist in various areas. Additionally, continue to hire parents as noon aides because we have seen improvement and positive changes in student behavior. Noon aides also provide great classroom support.
 10. Our leadership team in collaboration with the teachers of Field Elementary will develop a comprehensive Field Elementary Parent & Community Handbook based on the needs of our school and TK-5th grades.
 11. Build an environment where parents can have more interaction with their child's teacher(s), building mutual trust between teacher and parents.
 12. We will continue to develop the Workshop Model (Lucy Calkin) for instructional improvements in all core subject areas and facilitate more small group time to have students learn in their proximal zone of development.
 13. We will continue our work regarding cultural responsiveness in the classroom/campus through training and parent group meetings facilitated by district-approved vendors and companies for the coming school year. Additionally, start PD in the area of anti-racism training through the district office (CIPD) for the coming school year.

Identified Need

1. Need to continue strategies and activities to maintain robust student attendance
2. Need to reverse the rate of chronic absenteeism for specific students including those with disabilities, ELs, and Hispanic students
3. Need to focus strategies and activities to maintain suspension rates at 2% or less
4. Need to maintain ongoing documenting, monitoring, and tracking of student discipline referrals and outcomes (both on-site and in the student information system) and share relevant data with school stakeholders
5. Need to facilitate ongoing training of teachers/staff in the areas of cultural responsiveness and anti-racism
6. Need to facilitate sensitivity and trust-building for all members of our school community to ensure we provide a sound, loving, respectful, and conducive learning environment for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard and CWAS chronic absenteeism data	25.4% of students classified as chronically absent	Decrease rate by 22% to maintain the very low

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		percentage of students classified as chronically absent
CA School Dashboard & student information system suspension rate data	0.2% of students suspended at least once	Maintain/decrease the percentage rate of students suspended
2021-22 student behavior referral and discipline data by grade level	Kindergarten - 15 incidents 1st Grade - 9 incidents 2nd Grade - 5 incidents 3rd Grade - 10 incidents 4th Grade - 10 incidents 5th Grade - 8 incidents	<ul style="list-style-type: none"> • Reduce by 5% the overall number of incidents requiring intervention by administration and support staff • Increase SEL and support in grades TK-5 to minimize incidents requiring additional intervention

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Targeted subgroups in need of improvement including students with disabilities, Hispanic students and English learners.

Strategy/Activity

1. Positive Behavior Intervention and Support (PBIS) w/ a Trauma-Informed approach will form the basis of the behavior and discipline policy at Field and training will be provided to all relevant stakeholders
2. The Behavior Interventionist will provide regular counseling and assistance to at-risk students as well as access to relevant district/community resources for their teachers and families as needed
3. The records clerk administration team will collaborate to avoid student truancy or reduce excessive student absences by providing counseling as well as linking to relevant district and community resources
4. Behavioral and supervision project aides will receive ongoing training and support in proactive strategies, conflict resolution, and trauma-informed approaches to supervision and discipline as part of the professional development plan

5. The Behavior Interventionist and administration will collaborate with all relevant stakeholders in addressing childhood trauma and social/emotional development that may affect to overall school climate and culture (to address bullying, conflict resolution, or a lack of access to resources)
6. Grade-level assemblies and activities will be scheduled for all students to receive recognition by their teachers for progress and student achievement on a monthly basis
8. Mindfulness, Yoga, and Second Step curriculum will be consistently implemented by teachers and CWAS Interns to provide regular and ongoing social-emotional development for students across all grades
9. Extrinsic and intrinsic universal screening will be completed for each student on a yearly basis and results will be analyzed as appropriate by teachers and staff
10. School-wide behavioral expectations will be taught and reinforced at the beginning of each semester for all grades (TK-5) and behavior and supervision aides will recognize safe, respectful, and responsible students with positive person awards
11. All classrooms and common areas will have a School-wide Behavioral System posted to reinforce safety, responsibility, and respect and these expectations will be explicitly taught to students twice a year with periodic reminders as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

- All Students
- Targeted subgroups in need of improvement

Strategy/Activity

1. Teachers will continue to use an electronic referral system for severe referrals that require administrative intervention as well as an online behavior log to track students incidents and response
2. Anti-bullying assemblies and classroom presentations will be scheduled for all TK-5 students
3. Student leadership skills will be developed by encouraging students to lead assemblies and encouraging school-wide participation in events to improve overall student engagement
4. School teams will meet to review referrals and results of universal screening

5. Goals and objectives of PBIS and Trauma-informed approaches to discipline will be reviewed with all relevant staff during PD time
6. Playground expectations as well as the rules and goals of games (including new playground apparatus) will be reviewed regularly with students.
7. Implementation of Fit Study and Peaceful Playground games to encourage physical activity and problem solving skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

- All Students
- Targeted subgroups in need of improvement

Strategy/Activity

1. Maintain and build opportunities for student engagement and leadership with consideration of the following:

- Student Government
- Science Olympiad
- Innovation Club
- Spelling Bee
- African American History Bee
- Math Field Day
- Chinese Poetry Competition
- Other district competitions

2. Recognize students for improvement, participation in district events and competitions, attendance, and student excellence on a monthly basis by grade level leadership.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

1. Continue with increased hours of our Project Behavior Aide by 100 hours
2. Hire and provide support of a part-time Behavior Interventionist to ensure we have full time coverage throughout the school week to appropriately implement and respond to the needs of all students during structured and unstructured times.
3. Communication of the PBIS plan to all stakeholders (teachers, students, parents/guardians)

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

1. The schools previous PBIS was not completely implemented due to limited resources and consistency.
2. Communication between school and home was not adequate to address consistent issues on campus.
3. A plan of regular positive recognition of teachers and students was not in place to balance the growing concerns of behavior issues on campus, in addition to the limited communication from the school site.

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

1. The Field SSC will continue to explore the allocation of resources to address this concern (ie full-time staffing support).
2. ILT will monitor trends school-wide to ensure these areas are appropriately addressed and handled in a timely manner.
3. PD will be provided at the regularly scheduled "A" Meetings to ensure consistency and appropriate attention to all concerning matters on campus.
4. Students will be identified using the tiered approach to incorporate services and supports necessary to assist all students on campus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal # 6

Parent and Community Engagement:

- Parents, families and guardians feel welcome at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 6

For the school year 2022-2023, in order to continue to improve our community relations, build an environment that fully embraces our MDLIP program, serves the students and parents/guardians of our community, and enhances our leadership team we will acquire full-time support of a Bilingual School Community Assistant (Mandarin) to assist our school site.

1. Our leadership team in collaboration with the teachers of Field Elementary will develop a comprehensive Field Elementary Parent & Community Handbook based on the needs of our school and TK-5th grades.
2. Increase the percentage of Parent Portal by 5% from 94.9% to 99.9% to increase and continue to improve school and parent/guardian relations during the school year.

Identified Need

1. Families need to receive weekly communication from the teachers and administration in a variety of formats including text messages, emails and phone calls.
2. There is a need for the development of a comprehensive Field Elementary Parent & Community Handbook.
3. There is a need for greater access to timely and relevant information related to parent/community groups including school governance and parent advisory committees.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Field Principal Update will be widely read.	Currently over 80% families read the weekly update.	The principal will continue to collaborate with staff, PAC leaders and the PTA in streamlining and reinforcing weekly communication. Quarterly parent/community informational meetings will be scheduled.
Parent/Community participation with Field PTA, SSC and Parent Advisory Committees	Parent participation at PTA, and Parent Advisory Committees	Improve parent participation at PTA, and Parent Advisory Committees

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. By January 2023, a comprehensive Field Elementary Parent & Community Handbook will be developed which will outline the following:
 - a. Instructional and DLIP goals
 - b. School-wide behavioral expectations as well as discipline policies and procedures
 - c. Roles, responsibilities, and contact information of school staff and parent/community leadership
 - d. Systems and timelines for effective two-way communication with faculty and school support staff
 - e. Parent/Community volunteer opportunities, policies, and procedures
2. Consider funding allocation for a Community Assistant or staff liaison to maintain the school website and assist with improvements to overall communication with the PTA, SSC and Parent Advisory Committees
3. Volunteer orientation meetings will be conducted to inform parents/community members of opportunities, policies, and procedures for volunteering.
4. To improve overall communication, quarterly parent/community informational meetings will be scheduled - possible topics may include:
 - Benefits and best instructional strategies of dual immersion programs
 - Trauma-informed approaches to school discipline policies
 - Using the online Parent Portal and the new Canvas learning management systems
 - GATE Program Criteria
5. Annual volunteer recognition events will be planned
6. Maintain school website to include current information regarding all parent/teacher leadership groups such as purpose, goals, meeting agendas, and events

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL MDLIP Students

Strategy/Activity

1. Schedule and plan monthly Dual Language Parent Advisory Committee (DLPAC) meetings
2. Collaborate with school principal, teacher lead and parent chair of DL PAC to set agendas for meetings and parent information nights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students including those identified as GATE

Strategy/Activity

1. School staff will work with the administration and all stakeholders to plan and schedule meetings/year for program development and improvement
2. ILT and stakeholders will work to further develop the school program and monitoring systems
3. School staff will work with the GATE PAC chair to plan and schedule four meetings/year for program development
4. Faculty GATE representatives will attend all PUSD GATE working group meetings to further develop the school program
5. 3rd-5th grade teachers will implement ILPs as needed for identified GATE students and communicate student goals and progress with students and relevant stakeholders
6. Continue participation in district-sponsored events for students (i.e., Math Field Day, Spelling/AA History Bee, Science Innovation Club, etc.) initiated by teachers and staff at Field Elementary.
7. Continue with community partnerships, enrichment activities, and preparatory lessons

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In an effort to establish a sufficient two-way communication system between school and home, a Family Handbook will be created and shared with our families to be used as a resource during the school year.

1. Parents will be encouraged to join the parent portal through our Aeries student database to monitor their child's progress (academic/behavior/attendance).
2. Communication needs to be provided in both Mandarin and English by a Bilingual Community Assistant.

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

1. Limited resources for communication home to all families of the MDLIP Program
2. Need for a full-time Bilingual Community Assistant
3. ILT will need to identify barriers preventing communication with all families of our community.

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

1. The Field SSC will continue to explore the allocation of resources to address this concern (ie full-time staffing support).
2. ILT will monitor trends school wide to ensure these areas are appropriately addressed and handled in a timely manner.
3. ILT and the teaching staff will collaborate to develop a comprehensive parent handbook (updates to parent involvement) for all members of our community.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal

Not Applicable

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal

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Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal

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Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LCAP Goal

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Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0
Other State/Local Funds provided to the school	\$26075

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs Funding Sources	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$26075

Subtotal of state or local funds included for this school: \$26,075

Total of federal, state, and/or local funds available for this school: \$26,075

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF - Supplemental and Concentration (S/C)	26075	26,075.00

Expenditures by Funding Source

Funding Source	Amount
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School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Charlene Tucker	Principal
Muchen Yang	Other School Staff
Wenyan Li	Classroom Teacher
Wanyi Wu	Classroom Teacher
Starene Cruse	Classroom Teacher
Heather Knutson	Parent or Community Member
Esther Lee	Parent or Community Member
Mark Whitworth	Parent or Community Member
Anne Perkins	Parent or Community Member
Adlina Dugan	Parent or Community Member
Geoffrey Jennings	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Other: Dual Language Parent Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 25, 2021.

Attested:

Principal, Charlene Tucker on May 31, 2022
SSC Chairperson, Heather Knutson on May 31, 2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Charlene Tucker 	Principal
Muchen Yang	Other School Staff
Wenyan Li	Classroom Teacher
Wanyi Wu	Classroom Teacher
Starene Cruse	Classroom Teacher
Heather Knutson	Parent or Community Member
Esther Lee	Parent or Community Member
Mark Whitworth	Parent or Community Member
Anne Perkins	Parent or Community Member
Adlina Dugan	Parent or Community Member
Geoffrey Jennings	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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Charlene Tucker	Principal
Muchen Yang	Other School Staff
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Wanyi Wu	Classroom Teacher
Starene Cruse	Classroom Teacher
Heather Knutson	Parent or Community Member
Esther Lee	Parent or Community Member
Mark Whitworth	Parent or Community Member
Anne Perkins	Parent or Community Member
Adlina Dugan	Parent or Community Member
Geoffrey Jennings	Parent or Community Member

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Muchen Yang

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Wanyi Wu <i>Wanyi Wu</i>	Classroom Teacher
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Mark Whitworth	Parent or Community Member
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Mark Whitworth	Parent or Community Member
Anne Perkins	Parent or Community Member
Adlina Dugan	Parent or Community Member
Geoffrey Jennings	Parent or Community Member

Starene Cruse 6/2/22

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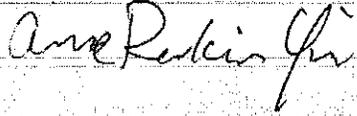
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Anne Perkins	Parent or Community Member
Adlina Dugan	Parent or Community Member
Geoffrey Jennings	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Charlene Tucker	Principal
Muchen Yang	Other School Staff
Wenyan Li	Classroom Teacher
Wanyi Wu	Classroom Teacher
Starene Cruse	Classroom Teacher
Heather Knutson	Parent or Community Member
Esther Lee	Parent or Community Member
Mark Whitworth	Parent or Community Member
Anne Perkins 	Parent or Community Member
Adlina Dugan	Parent or Community Member
Geoffrey Jennings	Parent or Community Member

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Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Gifted and Talented Education Program Advisory Committee

Other: Dual Language Parent Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 31, 2022.

Attested:

Principal, Charlene Tucker on May 31, 2022

SSC Chairperson, Heather Knutson on ~~May 31, 2022~~

Heather Knutson 6/2/22