

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 25, 2021	6/30/2021

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 1 members representing the faculty, staff and parent/community. The SSC met regularly throughout the 2020-21 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 2021-22 academic year, Field Elementary will receive \$29,508 in unrestricted funds and \$25,900 from LCFF. The 2020-21 data analysis and needs assessment to indicate that approximately \$182,105 from the Field Annual Fund and \$25,900 in LCFF funds will be utilized to fund additional priorities, including:

1. Fund five bilingual (Mandarin) instructional aides
2. Fund a part-time Behavioral 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 to school business (i.e., data analysis and planning, SST/IEP meetings, curriculum development, coaching, peer observations, etc.)
5. Funding for a part-time Library Coordinator, Behavior Project Aide, and part-time Bilingual Community Assistant

School Vision and Mission

PUSD VISION FOR 2021

We are the internationally recognized leader in public education. We have marshaled the vast resources and assets of our region to engage students in broad-based, world-class, relevant educational experiences. All students graduate prepared for college and career success and to contribute to our democratic society.

PUSD MISSION

Providing a caring, engaging, challenging experience for every student every day.

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 verdant Farm to School garden, 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 24 classrooms, housing Pre-K through grade 5. Additional classroom space is allocated for a library, music room, LEARNs, and resource room. A cafeteria/multi-purpose room, health clinic, and various offices housing attendance, instructional support, administrative, speech, and custodial staff make up the remainder of the campus. In 2019, there are 489 students enrolled in grades kindergarten through 5 with an additional 45 pre-Kindergarten students in two bungalow classrooms. K-5 student demographics are as follows: 1 Foster Youth or 0.2%, 1 Homeless or 0.2%, 39 English Learners or 8%, 110 Socioeconomically Disadvantaged or 22.5%, 58 Gifted & Talented or 11.9%, and 30 Students with Disabilities or 6.1%. The number and percentage of students by race/ethnicity is as follows: 72 Hispanic or 14.7%, 104 of Two or More Races or 21.3%, 22 African American or 4.5%, 219 Asian or 44.8%, 13 Filipino or 2.7%, 3 Pacific Islander or 0.6%, and 53 White or 10.8%. In 2020, there are 435 students enrolled in grades kindergarten through 5. K-5 student demographics are as follows: 1 Foster Youth or 0.2%, 1 Homeless or 0.2%, 39 English Learners or 8%, 110 Socioeconomically Disadvantaged or 22.5%, 58 Gifted & Talented or 11.9%, and 30 Students with Disabilities or 6.1%. The number and percentage of students by race/ethnicity is as follows: 61 Hispanic or 14.02%, 144 of Two or More Races or 33.10%, 13 African American or 2.99%, 183 Asian or 42.07%, 2 Filipino or .46%, 1 Pacific Islander or 0.23%, and 31 White or 7.13%.

In 2020, thirty-six incoming kindergarten students, or 37.9%, were classified as native Mandarin speakers with 8 additional languages represented among the student population. 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 72% of Field students are residents of Pasadena, Altadena and/or Sierra Madre with another 28% traveling from area communities. This year marks the 10th 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 8th grade, most matriculating 5th graders continue their secondary studies at Sierra Madre Middle 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. The MDLIP at Field is an aggressive approach towards 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 level 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 balanced representation of language minority/majority students as interaction between both groups facilitate 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 enables 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 are 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 receive 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 is utilized by teachers to guide 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 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 has been translated into Mandarin and is 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, 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 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 recognizes 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 amount 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 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 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	4.5%	2.89%	2.9%	22	14	13
Asian	44.79%	49.9%	50.7%	219	242	228
Filipino	2.66%	2.68%	3.8%	13	13	17
Hispanic/Latino	14.72%	12.99%	13.6%	72	63	61
Pacific Islander	0.61%	0.21%	0.2%	3	1	1
White	10.84%	9.07%	7.8%	53	44	35
Multiple/No Response	0.61%	0.41%	0.9%	3	2	4
Total Enrollment				489	485	450

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	110	96	77
Grade 1	77	106	88
Grade 2	78	72	100
Grade3	72	75	59
Grade 4	77	60	68
Grade 5	75	76	58
Total Enrollment	489	485	450

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 and remained relatively constant over the last few years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	39	21	32	8.0%	4.3%	7.1%
Fluent English Proficient (FEP)	114	142	131	23.3%	29.3%	29.1%
Reclassified Fluent English Proficient (RFEP)	1	22	2	3.7%	4.5%	9.5%

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.
2. The majority of students initially assessed with the ELPAC resulted in a classification of Fluent English Proficient (FEP).
3. 3.7 % of ELs were reclassified as Fluent English Proficient in 2018-19

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	82	71	92	81	69	92	81	69	97.9	98.8	97.2
Grade 4	73	81	78	72	81	76	72	81	76	98.6	100	97.4
Grade 5	65	64	76	64	63	76	64	63	76	98.5	98.4	100
All Grades	232	227	225	228	225	221	228	225	221	98.3	99.1	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2459.	2506.	2503.	35.87	69.14	59.42	30.43	17.28	21.74	18.48	8.64	17.39	15.22	4.94	1.45
Grade 4	2526.	2505.	2563.	48.61	35.80	69.74	31.94	33.33	21.05	8.33	13.58	6.58	11.11	17.28	2.63
Grade 5	2559.	2547.	2530.	50.00	34.92	28.95	21.88	33.33	38.16	9.38	20.63	10.53	18.75	11.11	22.37
All Grades	N/A	N/A	N/A	43.86	47.56	52.49	28.51	27.56	27.15	12.72	13.78	11.31	14.91	11.11	9.05

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	30.43	59.26	55.07	50.00	35.80	42.03	19.57	4.94	2.90	
Grade 4	40.28	34.57	67.11	51.39	48.15	27.63	8.33	17.28	5.26	
Grade 5	45.31	44.44	39.47	34.38	39.68	44.74	20.31	15.87	15.79	
All Grades	37.72	46.22	53.85	46.05	41.33	38.01	16.23	12.44	8.14	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.30	53.09	52.17	40.22	41.98	42.03	18.48	4.94	5.80
Grade 4	45.83	33.33	55.26	45.83	51.85	39.47	8.33	14.81	5.26
Grade 5	57.81	41.27	28.95	31.25	42.86	52.63	10.94	15.87	18.42
All Grades	47.37	42.67	45.25	39.47	45.78	44.80	13.16	11.56	9.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.26	59.26	43.48	65.22	39.51	52.17	6.52	1.23	4.35
Grade 4	34.72	35.80	53.95	58.33	49.38	44.74	6.94	14.81	1.32
Grade 5	37.50	30.16	27.63	51.56	65.08	57.89	10.94	4.76	14.47
All Grades	32.89	42.67	41.63	59.21	50.22	51.58	7.89	7.11	6.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.61	50.62	43.48	54.35	44.44	53.62	13.04	4.94	2.90
Grade 4	55.56	35.80	52.63	37.50	46.91	42.11	6.94	17.28	5.26
Grade 5	56.25	39.68	32.89	31.25	47.62	46.05	12.50	12.70	21.05
All Grades	46.49	42.22	42.99	42.54	46.22	47.06	10.96	11.56	9.95

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	82	71	92	82	70	92	82	70	97.9	100	98.6
Grade 4	73	81	78	72	81	77	72	81	77	98.6	100	98.7
Grade 5	65	64	76	65	63	76	64	63	76	100	98.4	100
All Grades	232	227	225	229	226	223	228	226	223	98.7	99.6	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2486.	2496.	2484.	45.65	54.88	47.14	29.35	25.61	25.71	11.96	9.76	17.14	13.04	9.76	10.00
Grade 4	2517.	2516.	2550.	29.17	35.80	54.55	37.50	30.86	25.97	27.78	24.69	14.29	5.56	8.64	5.19
Grade 5	2557.	2534.	2527.	50.00	28.57	35.53	12.50	28.57	15.79	17.19	25.40	22.37	20.31	17.46	26.32
All Grades	N/A	N/A	N/A	41.67	40.71	45.74	27.19	28.32	22.42	18.42	19.47	17.94	12.72	11.50	13.90

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	60.87	65.85	61.43	20.65	20.73	25.71	18.48	13.41	12.86
Grade 4	41.67	46.91	70.13	36.11	29.63	22.08	22.22	23.46	7.79
Grade 5	53.13	31.75	39.47	17.19	41.27	26.32	29.69	26.98	34.21
All Grades	52.63	49.56	56.95	24.56	29.65	24.66	22.81	20.80	18.39

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.91	54.88	48.57	36.96	39.02	41.43	14.13	6.10	10.00
Grade 4	38.89	39.51	59.74	43.06	53.09	31.17	18.06	7.41	9.09
Grade 5	51.56	28.57	38.16	28.13	55.56	35.53	20.31	15.87	26.32
All Grades	46.49	42.04	48.88	36.40	48.67	35.87	17.11	9.29	15.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	54.35	59.76	51.43	34.78	34.15	37.14	10.87	6.10	11.43
Grade 4	41.67	41.98	63.64	50.00	40.74	28.57	8.33	17.28	7.79
Grade 5	39.06	36.51	30.26	40.63	38.10	43.42	20.31	25.40	26.32
All Grades	46.05	46.90	48.43	41.23	37.61	36.32	12.72	15.49	15.25

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	1492.7	*	1482.4	*	1516.3	*	12
Grade 1	*	*	*	*	*	*	*	5
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4		*		*		*		*
All Grades							24	21

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	50.00	*	41.67	*	8.33	*	0.00	*	12
1	*	*	*	*		*		*	*	*
All Grades	50.00	38.10	*	42.86	*	9.52	*	9.52	24	21

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	41.67	*	50.00	*	8.33	*	0.00	*	12
1	*	*	*	*		*		*	*	*
All Grades	66.67	38.10	*	47.62	*	9.52	*	4.76	24	21

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	33.33	*	50.00	*	16.67	*	0.00	*	12
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
All Grades	*	28.57	*	42.86	*	19.05	*	9.52	24	21

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	41.67	*	58.33		0.00	*	12
All Grades	95.83	52.38	*	42.86		4.76	24	21

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	50.00	*	50.00	*	0.00	*	12
All Grades	54.17	42.86	*	52.38	*	4.76	24	21

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	33.33	*	66.67		0.00	*	12
1	*	*	*	*	*	*	*	*
All Grades	54.17	23.81	*	66.67	*	9.52	24	21

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	58.33	*	41.67	*	0.00	*	12
1	*	*	*	*	*	*	*	*
All Grades	*	38.10	50.00	52.38	*	9.52	24	21

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

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
489	22.5	8.0	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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	39	8.0
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	110	22.5
Students with Disabilities	30	6.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	4.5
Asian	219	44.8
Filipino	13	2.7
Hispanic	72	14.7
Two or More Races	104	21.3
Pacific Islander	3	0.6
White	53	10.8





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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Blue		

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%.

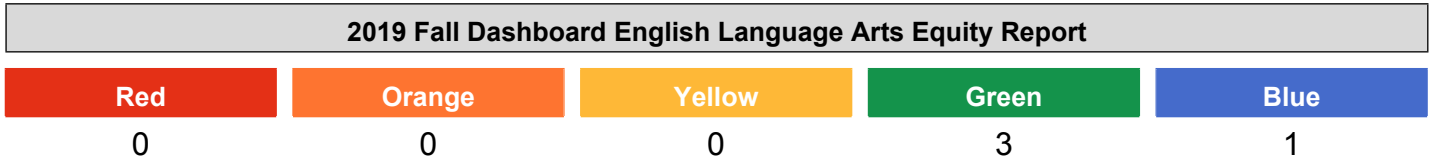
School and Student Performance Data

Academic Performance English Language Arts







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>  Blue 62.9 points above standard Increased ++11.8 points 217	<p>English Learners</p>  No Performance Color 49.9 points above standard Declined -11.2 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>  Green 18.9 points above standard Maintained ++0.2 points 56	<p>Students with Disabilities</p>  No Performance Color 23.7 points above standard Increased Significantly ++15.5 points 16

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 ++38.2 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.

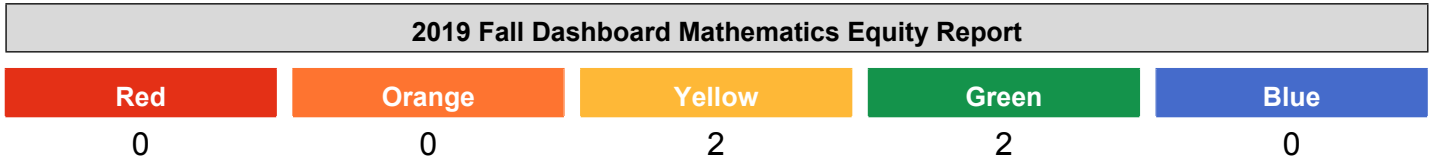
School and Student Performance Data

Academic Performance Mathematics







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:

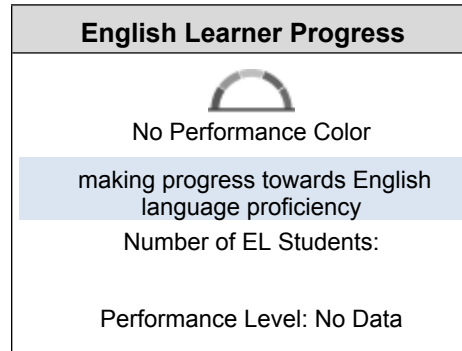
- Overall student SBAC performance in Math increased by 3.6 points above standard with increased achievement by the following statistically significant student subgroups: English Only (6.1 points), English Learners (5.5 points), Reclassified ELs (5.5 points), and White (27.9 points).
- While the 2019 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

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

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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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.

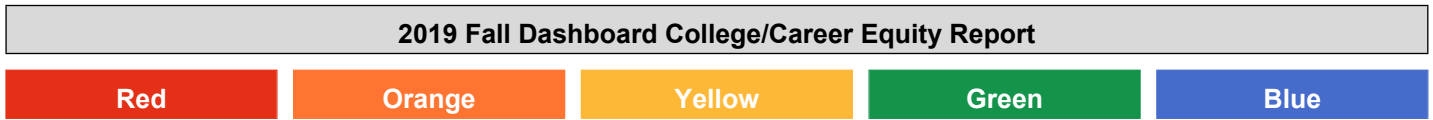
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable - no data available.

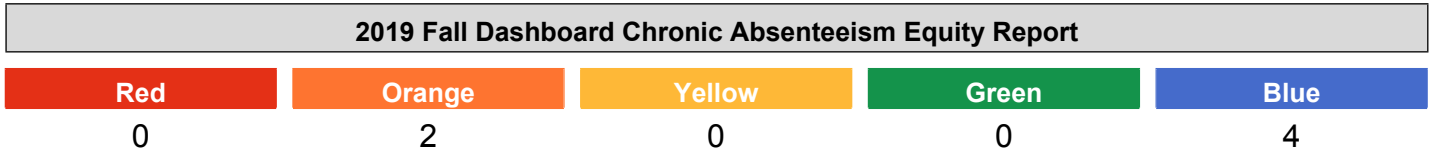
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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>  <p>Blue</p> <p>1</p> <p>Maintained -0.2</p> <p>497</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>5.1</p> <p>Increased +1.6</p> <p>39</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>Blue</p> <p>1.7</p> <p>Maintained +0.1</p> <p>116</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>5.7</p> <p>Increased +3</p> <p>35</p>

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

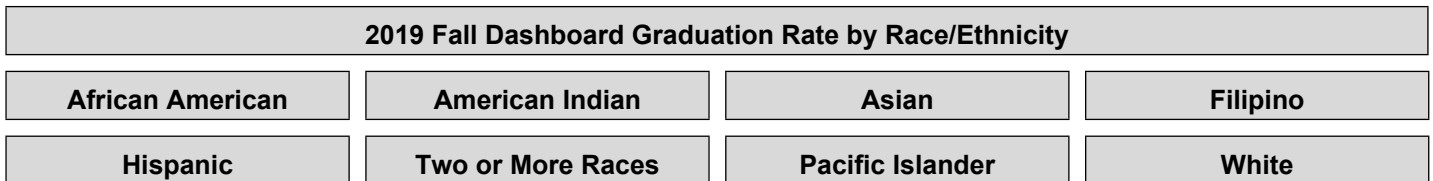
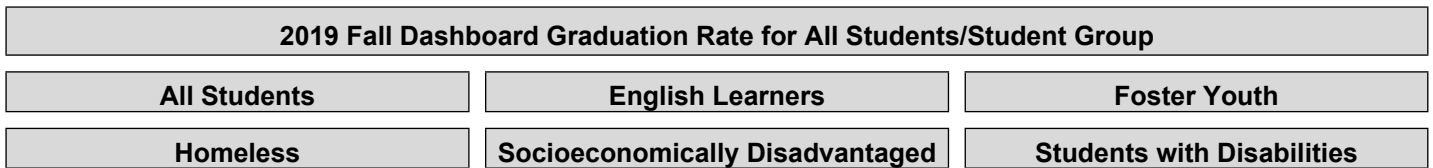
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

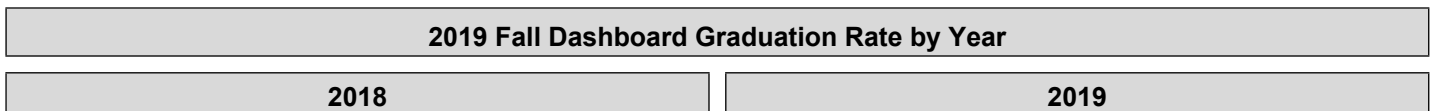
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. This section is not applicable for elementary.

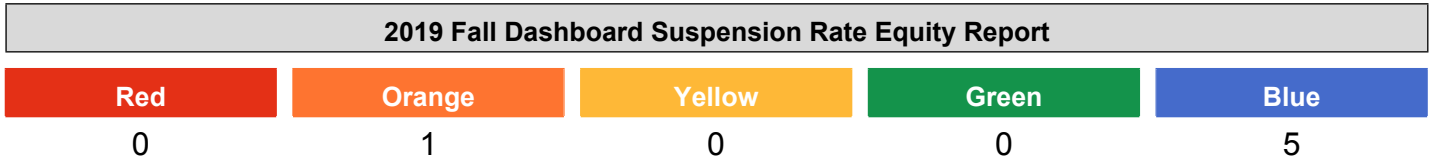
School and Student Performance Data

Conditions & Climate Suspension Rate







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>  Blue 0.2 Maintained 0 530	<p>English Learners</p>  No Performance Color 0 Maintained 0 42	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 2	<p>Socioeconomically Disadvantaged</p>  Blue 0 Maintained 0 124	<p>Students with Disabilities</p>  Blue 0 Maintained 0 41

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 28		 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Declined -0.5 240	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> 13
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 75	 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 112	 No Performance Color Less than 11 Students - Data 3	 Orange <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">1.7</div> 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 2022, 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 during the 2021-22 school year.
2. By June of 2022, 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 2021-22 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 and interim assessment 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.

Kinder

At the beginning of the year 2021-2022, teachers will use the i-Ready diagnostic I assessment data (benchmark assessment) to determine student math levels and needs and use it accordingly for intervention and small groups. By September 30th, teachers will conduct the Mandarin pre-assessments for number sense, gathering data for information on student's Mandarin counting skills. By June of 2022, 90% of all Kinder students will be at mid or above grade level, 8% will be early on grade level, and 2% at below grade level by the last i-Ready assessment.

1st

By the end of the 2021-2022 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

Teachers will continue to utilize the PUSD Learning Management System (LMS) and i-Ready Math and ELA diagnostics to plan online lessons as well as targeted instruction and intervention support for students as needed by June of 2022. By June 2022, 75% of all students will be at mid or above grade level based on supports provided for targeted instruction and intervention.

3rd

By June of 2022, 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 2022, 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 2022, the median percent progress toward Typical Growth will increase from 19% to 30% with an interim increase of 4% each trimester.

4th

Using I-Ready 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 during each assessment 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.

5th

Using I-Ready data across three (possibly 4) 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. 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.
- A gender gap in mathematics achievement was determined with boys outperforming girls in 3rd and 4th grade.

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. 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.
5. 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 progress monitoring system.
6. Since Math is taught in Mandarin in grades K-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.
7. For program coherence and continuity, faculty will map curriculum beginning with the PUSD Scope and Sequence and work backward. Lessons will 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)	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	The two students identified for federal block grant assistance due to low academic performance demonstrated a positive decrease in the DFS met on the 2019 SBAC mathematics assessment.	100% of students identified for federal block grant assistance due to low performance will continue to demonstrate positive growth and improvement as measured on the SBAC math assessment.
SBAC - Mathematics	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 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 K-5 students will be monitored quarterly for continuous progress and improvement in mathematics. This includes subgroups such as SED, ELs and students with

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		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 K-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 standard.
- Regular data analysis, dialogues and lesson planning for K-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 backwards. 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 K - 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.
- The i-Ready math diagnostic #1 will be administered to all K-5 students to determine areas of need and plan targeted instruction.
- 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. Faculty will explore the use of Kagan structures and other strategies to increase student collaboration, dialogue and discussion to support development of math discourse in Mandarin and English.

10. 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.

11. 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.

12. 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)
	Unrestricted
	Annual Fund
	Annual Fund
	LCFF - Supplemental and Concentration (S/C)
	LCFF - Supplemental and Concentration (S/C)
	None Specified
	None Specified
	None Specified
	None Specified

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 K-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 K-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)

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 K-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)
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Annual Review

SPSA Year Reviewed: 2020-21

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 2021-22 at teachers' discretion at least twice throughout the 2021-22 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 K-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 K-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. Interim assessment and iReady diagnostics will be used to determine progress toward mastery of grade-level Math standards since 2019 and 2020 CAASPP was canceled due to school closures.
6. Progress toward the 2021-22 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 # 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 2

English Language Arts/Literacy:

1. By June of 2022, 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 2021-22 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 2021-22 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.

Kinder

At the beginning of the year 2021-2022, the ELA teacher will use the Pre-A Assessment data to determine student letter/sound recognition needs and use it accordingly for intervention and small groups.

By June of 2022, 90% of all Kinder students will be at mid or above grade level, 8% will be early on grade level, and 2% at below grade level by the last IRI administered.

1st

At the beginning of the year 2021-2022, the ELA teacher will use the BOY IRI data to determine students' independent reading level:

By June of 2022, 85% of First 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.

2nd

By June of 2022, 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. By June of 2022 85% of 2nd Grade Students will have moved progressively up 1 or more beginning, mid or above level when compared to their IRI Level of September of 2021.

3rd
By June 2022, students reading two grade levels below will reduce to 0% from 12% as evidenced by iReady assessments, congruent with iReady interim diagnostic testing results throughout the school year.

By June 2022, 3rd-grade iReady students reading mid, above, and on grade level will maintain or increase from 84% to 90% or higher with the consistent improvement shown thru reading inventories at the beginning, middle, and end of the school year.

4th
By June of 2022, ELA average Distance From IReady Reading for all students will maintain an increase from the baseline of two or more grade levels below (red), to one grade level below (yellow) to above. From August 2021 to June 2022.

5th
Using I-Ready (or Fountas and Pinnell data) across three Interim Assessments, 80 % of students initially scoring below the benchmark (green) will increase their reading proficiency score one bandwidth (or two or more reading levels if using Fountas and Pinnell) 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. Previous data indicates that 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 indicates that the 2018-19 SBAC, the percentage of students not meeting standard 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 students 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. Additional intervention will be provided for students struggling to achieve grade-level standards in ELA/Literacy.

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 backwards. 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 be mainstreamed 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (ELA/Literacy)	Overall, 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)	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)	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.
Fountas & Pinnell (F & P) Reading Inventory	65% of all students are reading at grade level as determined by the Winter F & P Informal Reading Inventory (IRI).	75% of all students will read on grade level as determined by the Winter 2021 F & P IRI.

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 K-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 K-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 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: Library Coordinator, 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)
	Unrestricted
10,500	LCFF - Supplemental and Concentration (S/C)
125,743	Annual Fund
	LCFF - Supplemental and Concentration (S/C)
	LCFF - Supplemental and Concentration (S/C)
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified

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/Lieracy 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 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 (K-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 K-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)
	None Specified
	None Specified

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/Lieracy 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 K-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)
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Annual Review

SPSA Year Reviewed: 2020-21

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 2020-21 at teachers' discretion at least twice throughout the 2020-21 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 strategies and activities outlined above.
3. Writing tasks and academic vocabulary need to be embedded across the curriculum K-5 by the ELA/Literacy teachers.
4. Interim benchmark assessment and IRI data will be used to determine progress toward mastery of grade-level standards since the 2019 and 2020 CAASPP was canceled due to school closures.
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 June of 2022 school year, all MDLIP 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). 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 2022, 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).
3. Based on data received from 2019, by June of 2022, 3rd-5th grade students will reverse the decline and demonstrate growth in target language proficiency with the following improvement targets:
 - 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
4. Based on data received from 2019, by June of 2022, 5th-grade students will demonstrate growth in target language proficiency as measured by formative in-class assessments as well as the AAPPL assessment with the following improvement targets:
 - Reading scores will continue to increase by 4.5 points, from 29.5 to 34
 - Writing scores will increase by 20 points, 19 to 39
 - Listening scores will increase by 50 points, from 13 to 63
5. By June of 2022, 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.

Kinder

By June of 2022, 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 2020-2021 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 2022 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 2022, all students will read at or above grade level with improved fluency and comprehension as measured by formal and informal assessments.

By June 2022, 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 2022, 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 2022, 75% or more students will improve character writing and read-aloud through the use of Pinyin and daily reading activities.

4th

By June 2022, 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 2022, 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 2022, with the readiness of 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). 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 both 2019 and 2020, the following data-based identified needs remain:

1. Based on previous data from the 2019 AAPPL, Field students demonstrated the greatest need in

the area of oral language skills with all grade levels demonstrating a decline in listening and speaking scores.

2. The percentage of students meeting target language proficiency targets declined as follows:

- 3rd Grade: by -3%, from 100% to 97%
- 4th Grade: by -13%, from 93% to 80%
- 5th Grade: by -13.8%, from 61.2% to 47.4%

This data shows the need for further development of the student's ability to demonstrate oral language proficiency in Mandarin.

3. The proficiency outcomes for 5th-grade students were as follows:

- Reading scores increased by 3%, from 26.5 to 29.5
- Writing scores decreased by 27%, from 46 to 19
- Listening scores decreased by 80%, from 93.8 to 13

This data 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 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 3%, from 97% on the next administration of the AAPPL.	3rd grade students will improve oral language skills by 3%, from 97% to 100% 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 8%, from 80% on the next administration of the AAPPL.	4th grade students will improve oral language skills by 8%, from 80% to 88% 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 %, from 47.4% on the next administration of the AAPPL.	5th grade students will improve oral language skills by %, from 47.4% to 60% 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 4.5%, from 29.5 to 34 • Writing scores will increase by 20 %, 19 to 39 • Listening scores will increase by 50 %, from 13 to 63 	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 4.5%, from 29.5 to 34 • Writing scores will increase by 20 %, 19 to 39 • Listening scores will increase by 50 %, from 13 to 63
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. Curriculum be mapped 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.

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. The ILT will explore the use of Kagan Structures, GLAD strategies and other activities to increase student collaboration, dialogue and discussion to support development of target language proficiency.
8. 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.
9. Teachers will receive PD on 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.
10. Teachers of MDLIP students will provide daily sheltered instruction utilizing SDAIE strategies and comprehensible input with support from the bilingual Instructional Aide.
12. 3rd-5th graders will reinforce their pinyin and keyboarding skills through tech integration and 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)
6,341	LCFF - Supplemental and Concentration (S/C)
22,788.50	Annual Fund
	Annual Fund
	LCFF - Supplemental and Concentration (S/C)
	LCFF - Supplemental and Concentration (S/C)
	Annual Fund

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 K-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)

Annual Review

SPSA Year Reviewed: 2020-21

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 relevant formative and summative assessment data to identify areas of strength and areas for growth
- ELA/MLA data chats were conducted in 2020-21 at teachers' discretion at least twice throughout the 2020-21 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 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.

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. Interim assessment and IRI data will be used to determine progress toward mastery of grade-level standards since the 2020 and 2021 summative AAPPL were canceled due to school closures.
4. Progress toward the 2021-22 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 # 3

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 2020-21 school year overall chronic absenteeism rate increased from 0.02% to 2.97% with an average monthly attendance rate of 97.35%.

1. By June of 2022, Chronic Absenteeism for All Students will remain at the baseline of 1.0% or lower (to maintain Blue) from previous data obtained in 2019 during the 2021-22 school year.

2. Of the 17 students chronically absent in 2020, two were students with disabilities and two were English learners

3. Based on previous data in 2019, chronic Absenteeism for Students with Disabilities will decrease the baseline of 5.7% (Orange) by a total of -0.4% or more (to reach Yellow) with a stretch goal of -1.0% or more (to reach Green) to end at 5.3 or lower by the end of the 2021-22 school year.

4. By June of 2022, 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.

5. By June of 2022, 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. 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. Need to reduce the chronic absenteeism rate for all significant subgroups of students including Students w/ Disabilities and Hispanic students.

2. Need to continue to track monthly and intervene with families early to determine the barriers to regular attendance at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Current Chronic Absenteeism Rate	2.97%	decrease rate to 1.0% from 2.97% with a continuous decline

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 K-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: 2020-21

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 # 3

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%.
- An analysis of average daily attendance rates from 2016-2020 indicates continued growth from 96.1% to 97.64%.
- Previously in 2019, CA School Dashboard data indicates a decline of 0.3% in chronic absenteeism with 1.0% of students classified as chronically absent.
- An analysis of 2019 suspension data indicates maintenance at 0.2% of overall students being suspended at least once. The baseline of 0.2 or lower (to maintain Blue) from previous data from 2019 will be maintained for the 2021-22 school year.
- Reduce by 10% the overall number of student behavioral incidents requiring intervention by administration and support staff; especially in all grades levels
- 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
- 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.

Positive Behavior Intervention and Support (PBIS) Kinder-5th Grade

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. Draft and implementation of the Behavior Rti Implementation Action Plan for the school year by September 30, 2021
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 and during unstructured times.
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.

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 regularly input and monitor completion of campus work order requests to district maintenance and operation department including sharing relevant data with school stakeholders
6. Need to consider funding allocations for a school-based Clinical Social Worker as well as Behavior Project Aide

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard and CWAS chronic absenteeism data	2.97% of students classified as chronically absent	Decrease rate by 0.5% to maintain the very low 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
2019-21 online student behavior referral and discipline data by grade level	Kindergarten - 12 incidents 1st Grade - 39 incidents 2nd Grade - 43 incidents 3rd Grade - 12 incidents 4th Grade - 7 incidents 5th Grade - 6 incidents	<ul style="list-style-type: none"> • Reduce by 10% the overall number of incidents requiring intervention by administration and support staff • Increase SEL and support in grades K-2 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 (e.g., the social worker would address bullying, conflict resolution, or a lack of access to resources)
6. Monthly character development lessons will be planned and taught by all teachers (including in the target language) with lessons reinforced through class presentations by the school social worker. Students at each grade will be recognized monthly for demonstrating the monthly character trait
7. Grade-level assemblies and activities will be scheduled for all students to receive developmentally appropriate character development lessons. Topics will include, online digital citizenship, anti-bullying, school safety, mutual respect, and responsibility
8. Mindfulness, Yoga, and Second Step curriculum will be consistently implemented by teachers, school counselor, 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 in October and April 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 (K-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)
13,854	Annual Fund
17,684	Unrestricted
	LCFF - Supplemental and Concentration (S/C)

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 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 K-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)

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:
Green Team
Student Government
Science Olympiad
Innovation Club
Spelling Bee
African American History Bee
Math Field Day
Chinese Poetry Competition
2. Continue collaboration among the faculty and the PUSD school garden coordinator to implement Farm to School lessons for all K-5 students as appropriate.
3. Recognize students with perfect attendance, student of the month and character trait awards on a monthly basis.

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)

None Specified

Strategy/Activity 4

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)

None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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. Increase 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 # 4

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 2021-22, 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 part-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 Kinder-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 300 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 2022, 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)

18,719.50

Source(s)

Annual Fund

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)

Strategy/Activity 4

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)
	None Specified
	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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.

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	\$25,900.00

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)	\$25,900.00

Subtotal of state or local funds included for this school: \$25,900

Total of federal, state, and/or local funds available for this school: \$25,900

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Unrestricted		
LCFF-LCAP		
Annual Fund	181,105	0.00
LCFF - Supplemental and Concentration (S/C)	25,900.00	9,059.00

Expenditures by Funding Source

Funding Source	Amount
Annual Fund	181,105.00
LCFF - Supplemental and Concentration (S/C)	16,841.00
Unrestricted	17,684.00

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
- 4 Classroom Teachers
- 0 Other School Staff
- 6 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Charlene Tucker	Principal
Anqi Deng	Classroom Teacher
Wenyan Li	Classroom Teacher
Zhongqiang Sun	Classroom Teacher
Xin Yao	Classroom Teacher
Heather Knutson	Parent or Community Member
Esther Lee	Parent or Community Member
Judy Liang	Parent or Community Member
Bryant Mathews	Parent or Community Member
May Shung	Parent or Community Member
Mark Whitworth	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 25, 2021
SSC Chairperson, Bryant Mathews on May 25, 2021

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

Volunteering/Volunteer Orientation*(when school is on campus, pending new health guidelines for volunteers)*

Parent volunteers at Field Elementary are one of the cornerstones of our community! Each classroom will have a room parent who will act as a liaison between the classroom families, the school, and the PTA. This room parent will put together a class roster and send out emails about school-wide or classroom specific information. In addition to this, your classroom teacher will let you know how you can volunteer in the classroom. In order to volunteer with students at school, you need to receive a volunteer badge from the school district by attending a Volunteer Orientation Meeting. Be on the lookout for more information on Volunteer Orientation dates to get your volunteer badge once school starts. Once you have received your volunteer badge, you must sign in in the office prior to heading to the classroom and remember to sign out when leaving campus.

Our Parent Directory and Volunteer Form have gone paperless. Be on the lookout for more information on how to complete these forms. Please submit one form per student at Field. Sign up for all volunteer opportunities you may be interested in. You will be contacted by the group heading up that committee and any and all participation is appreciated.



PASADENA UNIFIED SCHOOL DISTRICT
 CHILD WELFARE, ATTENDANCE & SAFETY
 2017-2018

REQUIRED

PH-3

Dear Parent/Guardian,

We know that you are aware that daily attendance at school is critical to a student's success in school. In order to assist you in making sure that your child attends and is on time to school every day, we are reminding you of the following information:

Per California Education Code Section 48260, any student subject to compulsory education, who is absent from school without a valid excuse for three full days, is truant. Education Code Section 48260 also states that any student who is tardy or absent for more than any 30-minute period during the school day, without a valid excuse on three occasions in one school year, is truant. Only absences for illness, doctor/dentist appointments, bereavement, and court hearings are considered excused by California Education Code.

Also be advised that the Pasadena Unified School District considers 10 or more excused absences or 10 or more tardies of less than 30 minutes during a school year excessive.

Students that are truant or have an excess of excused absences or tardies will be referred to the School Attendance Review Board (SARB) which will request parent and student participation in a hearing and/or mediation process involving school district and juvenile court officials.

Per Pasadena Unified School District Administrative Regulation 5113, parents are responsible for informing the school attendance clerk of the reason for the student's absence. The student's absence will be recorded as unexcused if the parent does not provide a note with the reason for the absence or notify the school in person or by telephone of the reason for the absence. If the school is not provided with an acceptable reason (per Education Code Section 48205) for the student's absence within five days of the student's return to school, the absence will remain on the student's attendance record as unexcused.

If you have any questions or are in need of assistance regarding school attendance, please contact your child's principal or contact the Office of Child Welfare, Attendance & Safety at your earliest convenience.

I represent that I have read the foregoing and fully and completely understand the contents.

Date

School

Student Full Name (Print)

Student Signature

Student I.D. #

Parent/Guardian Full Name (Print)

Parent/Guardian Signature



EUGENE FIELD ELEMENTARY SCHOOL

Success is Expected

School Site Council Special Meeting AGENDA

Monday, March 1, 2021, 4:30-5:00 p.m., ZOOM

[Zoom Link](#)

[SSC Google Site](https://sites.google.com/view/fieldssc) (sites.google.com/view/fieldssc)

[SSC Google Folder](#)

[School Plan for Student Achievement \(SPSA\)](#)

[SSC Page on official school website](#)

This meeting will be recorded and the recording will be made available to the public.

For information on giving public comment, please visit

sites.google.com/view/fieldssc/public-comment. Submitted comments can be viewed [here](#).

Representative	Present	Absent w/ Prior Notice	Absent w/o Prior Notice
Charlene Tucker (interim principal)			
Anqi Deng (teacher)			
Wenyan Li (teacher)			
Zhongqiang Sun (teacher)			
Xin Yao (teacher)			
vacant (staff, non-teacher)			
Heather Knutson (parent)			
Esther Lee (parent)			
Judy Liang (parent, vice chair)			
Bryant Mathews (parent, chair, DAC rep)			
May Shung (parent)			
Mark Whitworth (parent, secretary)			

Preparation	Person Responsible
Review the draft School Safety Plan (2021 School Safety Plan).	All members

Agenda Topic	Presenter (minutes)	Explanation/Actions Taken/Work Assigned
1. Call to Order	(1)	Time:
2. Public Comment on Agendized Items	(maximum 10)	For information on presenting public comment either live during the meeting or via our online form, visit sites.google.com/view/fieldssc/public-comment . Comments submitted via the form can be viewed here .
3. Draft School Safety Plan	Charlene Tucker (15)	We will discuss and vote to approve the 2021 School Safety Plan .
4. Public Comment on Non-Agendized Items	(as time allows)	
5. Adjournment		Time:

Upcoming meeting dates: (all meetings below are from 3:30-5:00 p.m.)

March 23, 2021

April 13, 2021

April 27, 2021

May 18, 2021



Pasadena Unified School District Child Welfare, Attendance & Safety

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Field Elementary	Principal: Charlene Tucker
School Number: 626-396-5860	Counselor: N/A
Date Completed: 5/2021	Principal Signature:

Goal: Increase the percentage of students attending at 96% or higher.

2020-21 Current ADA Percentage	2020-21 ADA Short Term Goal	2021-22 ADA Long Term Goal
97.64%	97.8%	98%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<p><i>-In 2019 and 2020 the overall chronic absenteeism rate was maintained at 0.02% with an average monthly attendance rate of 97.64%.</i></p> <p><i>-An analysis of average daily attendance rates from 2016-2020 indicates continued growth from 96.1% to 97.64%.</i></p> <p><i>-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.</i></p>	<p>All Students of Field Elementary with an emphasis on targeted sub groups of students (ELL's, SPED and Socially-Economically Disadvantaged)</p>	<p>Monthly by the ILT in collaboration with teachers grades Kinder-5th</p>	<p><i>Decrease of chronic absenteeism (identified students) and withdrawal from the program.</i></p>



Pasadena Unified School District Child Welfare, Attendance & Safety

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<p><i>-Previously in 2019, CA School Dashboard data indicates a decline of 0.3% in chronic absenteeism with 1.0% of students classified as chronically absent.</i></p> <p><i>-Information and meetings will be conducted for both parents and teachers to ensure that all stakeholders are aware of the needs/goals of our targeted groups and all students at Field Elementary.</i></p>	<p>All Students of Field Elementary with an emphasis on targeted sub groups of students (ELL's, SPED and Socially-Economically Disadvantaged)</p>	<p>Monthly by the ILT in collaboration with teachers grades Kinder-5th</p>	<p><i>Increase attendance awareness and needs of our school for the next school year regarding this topic.</i></p>

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<p><i>-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.</i></p> <p><i>In an effort to reestablish and fully implement PBIS at Field Elementary for all students, the leadership team and teachers will provide direction towards our needs to address both behavior and attendance of all students at Field Elementary</i></p>	<p>All Students of Field Elementary with an emphasis on targeted sub groups of students (ELL's, SPED and Socially-Economically Disadvantaged)</p>	<p>Monthly by the ILT in collaboration with teachers grades Kinder-5th</p>	<p><i>Increase and influence positive attendance trends and positive behavior on</i></p>



Pasadena Unified School District Child Welfare, Attendance & Safety

Eugene Field Elementary

Parent/Guardian & Student Hybrid In-person Agreement

We are excited for your child to return to in-person learning. To ensure that all students are safe, it is important that you read through all the safety protocols and review them with your child.

Schedule

Mondays – No in-person instruction on campus, remote learning day for all students

Tuesdays – Fridays – 8:00am-12:55pm

By signing below, you agree to:

- Make sure your child understands that they must follow all safety protocols, such as wearing a mask at all times, staying 6ft apart from others, and any other directives from school site personnel. All regular school rules must also be followed.
- Bring your child to school on time to your assigned location. Parents must wait with their students to check-in and answer the screening questions. Late students will need to enter through the front entrance on Sierra Madre Blvd while the parent remains in their vehicle.
- Pick-up your child on time every day.
- Be available within 30 minutes to pick up your child, if your child shows symptoms or becomes ill during the day.
- Send your child to school prepared, with his/her Chromebook charged and necessary materials, water bottle and snack.
- Make sure students arrive already having been fed a healthy breakfast.
- Pre screen your child before leaving the house. Students who are not feeling well and show any symptoms will not be allowed to attend in person school that day.
- **Cell Phones:** Students may not have their cell phone out during class. Cell phones must be off and in the students' backpacks at all times while on campus.

I understand that by breaking any of these rules, my child may need to return to remote learning.

I have read the email regarding the health and safety protocols.

Student Name: _____ Grade: _____ Teacher: _____

Parent/Guardian Name: _____ Parent/Guardian Signature: _____

Translation:

Eugene Field小学

家长/监护人&学生混合模式面对面教学协议

我们兴奋地迎接您的孩子返校参加面对面教学。为确保所有学生的安全，请您务必阅读安全规定全文，并和您的孩子一起回顾复习其中的内容。

时间安排

星期一 ——不在学校参加面对面教学，所有学生的远程教学日

星期二 —星期五 ——上午 8:00—中午12:55

您在下方签字，表示您同意：

- 确保您的孩子明白他们必须遵守所有安全规定，例如一直要戴口罩，与别人保持六英尺的距离，以及学校工作人员发出的任何其他指令。同时也必须遵守学校平时执行的所有规定。
- 上学时按时把您的孩子送到指定地点。家长必须和他们的孩子一起等候签到和回答健康筛查问题。迟到的学生需从位于Sierra Madre大街的学校前门进入校园，与此同时，家长留在车内。
- 每天按时接您的孩子放学。
- 如果您的孩子在教学日期间出现新冠肺炎症状或生病，接到学校通知后在30分钟内到学校接走您的孩子。
- 让您的孩子做好准备后再送他们上学，带上已经充好电的Chromebook、必要的学习用品、水瓶和零食。
- 确保学生上学到校前吃了健康的早餐。
- 离开家前提前为您的孩子做健康筛查。身体不适以及出现任何新冠肺炎症状的学生当天将不被允许来学校参加面对面教学。
- 手机：学生上课时不能拿出手机。在校园内他们的手机必须一直关机，而且要一直放在书包里。

我明白一旦违反上述任何规定，我的孩子或需恢复参加远程教学。

我已阅读关于健康和规定的电子邮件。

学生姓名： _____ 年级： _____ 教师： _____

家长/监护人姓名： _____

家长/监护人签字： _____



Pasadena Unified School District
Office of Academics
GIFTED AND TALENTED EDUCATION

The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in grey. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

Rubric

- 1 = This is an established practice that has been in place since before the 2021-22 school year.
- 2 = This practice is being implemented for the first time during the 2021-22 school year.
- 3 = This practice is being developed now to be implemented during the 2021-22 school year.

Section 1: Program Design

- 1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.
- 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.
- 1:3 The program is articulated with the general education programs.

	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	X		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?	X		
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?	X		
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	X		
Are GATE services provided to students during the regular instructional school day?	X		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?	X		
Are all parents informed of the GATE Parent Education Workshops offered by the District?	X		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			

Section 2: Identification			
2:1 The nomination/referral process is ongoing.			
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.			
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.			
	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	X		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	X		
Does the school testing calendar include GATE testing administered by classroom teachers?	X		
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2 nd grade teachers?	X		
Section 3: Curriculum and Instruction			
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.			
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
	1	2	3
Elementary	X		
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?	X		
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	X		
Are the following instructional options implemented in the classrooms with GATE clusters:	X		
• Individual Learning Plan			
• Independent projects/Independent Study/Interest based enrichment opportunities	X		
• Curriculum compacting	X		
• IB program	X		
• Kaplan's prompts of depth and complexity	X		
• Thinking like a disciplinarian	X		
• Integration of creative and critical thinking clusters	X		
• Thematic learning across disciplines	X		
• Scholarly Dispositions	X		
	1	2	3
Middle School			

Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the SPSA and GATE plan: <ul style="list-style-type: none"> ● Honors class ● Pre-AP classes ● IB classes ● Enrichment classes ● Vertical subject-matter acceleration ● Options for GATE Advisory 			
High School			
Do honors classes offered in the core subject areas provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio options?			
Are the following instructional options used in the development of the school SPSA and GATE Plan: <ul style="list-style-type: none"> ● Honors classes ● AP classes ● IB classes ● Career Pathways classes/Independent Study ● Vertical subject-matter acceleration ● Options for GATE Advisory 			
All Grades	X		
Does the Principal provide leadership in supervising and monitoring implementation of the <i>GATE Principal Checklist</i> to ensure that GATE students are receiving an appropriate education?			
Does the Principal lead the work of the school GATE team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the <i>GATE Principal Checklist</i> annually as needed?	X		
Does the School Site Council review and approve the <i>GATE Principal Checklist</i> annually?	X		
Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?	X		

Is the <i>GATE Principal Checklist</i> developed in response to the specific and varied learning needs of the individual school population?	X		
Section 4: Social and Emotional Development			
4:1 Actions to meet the affective needs of gifted students are ongoing.			
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?	X		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?	X		
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?	X		
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?			
Section 5: Professional Development			
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
	1	2	3
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • PUSD GATE Program Overview • GATE Identification Process • Characteristics of Gifted Learners from Diverse Populations • How to get or renew GATE Certification • How to create and use the Individualized Learning Plan 	X		
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • Kaplan’s Prompts of Depth and Complexity/Content Imperatives • Acceleration of content (Universal Themes and Big Ideas) • Differentiation of skill, product, process • Critical and Creative thinking • Independent Study/Developing an Interest • Characteristics of Giftedness • Scholarly Behaviors (Thinking like a Disciplinarian) • Interdisciplinary lesson development 	X		
Section 6: Parent and Community Involvement			

6:1 Open communication with parents and the community is maintained.			
6:2 An active GATE advisory committee with parent involvement is supported by the district.			
	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets four times per year?		X	
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?	X		
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?	X		
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?	X		
Is the School GATE Plan shared with parents and the community effectively and systematically?	X		
Section 7: Program Assessment			
7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.			
	1	2	3
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?	X		

Based on the above needs assessment, identify a SMART goal for 2021-22 for GATE at your school site:

By June 2022, all 3rd-5th grade teachers will implement ILPs as needed for identified GATE students and communicate student goals and progress with students and relevant stakeholders with periodic progress monitoring completed by the Field ILT.

State funding for GATE comes through the LCAP, in both unrestricted and S&C funds. Where in your SPSA are supports for GATE students provided? What goals in your SPSA include actions to support diverse gifted or advanced learners, regardless of identification status?

SPSA Goals #1-#6

Please identify key GATE teachers at your school site (including those teaching GATE clusters for elementary school):

All teachers

School: Field Elementary

Date Approved By GATE Site Advisory Council:

5/18/2021

Date Approved By School Site Council:

5/18/2021

Dates and times of calendared site GATE advisory meetings 2021-22:

	date	topic		date	topic
1st meeting	9/2021	Intro/Planning for the Year	3rd meeting	2/2022	Supports
2nd meeting	11/2021	Mid-Trimester Check-in	4th meeting	5/2022	Next School Year



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Bryant Mathews, Chair (Parent)
 Anqi Deng, Teacher
 Wenyan Li, Teacher
 Zhongqiang Sun, Teacher
 Xin Yao, Teacher
 Heather Knutson, Parent
 Esther Lee, Parent
 Judy Liang, Chair (Parent)
 May Shung, Parent
 Mark Whitworth, Secretary (Parent)

Signatures of Field (Eugene) Elementary School's Site Council Members

	3/1/2021	
Signature	Date	Signature Date
<i>Bryant Mathews</i>		
Signature	Date	Signature Date
Signature	Date	Signature Date
Signature	Date	Signature Date
Signature	Date	Signature Date



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Bryant Mathews, Chair (Parent)
 Anqi Deng, Teacher
 Wenyan Li, Teacher
 Zhongqiang Sun, Teacher
 Xin Yao, Teacher
 Heather Knutson, Parent
 Esther Lee, Parent
 Judy Liang, Chair (Parent)
 May Shung, Parent
 Mark Whitworth, Secretary (Parent)

Signatures of Field (Eugene) Elementary School's Site Council Members

<i>Charles Anke</i> Signature Bryant Mathews	Date 3/1/2021	Signature Date
Signature	Date	Signature Date <i>[Signature]</i> 3/1/2021
Signature	Date	Signature Date
Signature	Date	Signature Date
Signature	Date	Signature Date



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

- Bryant Mathews, Chair (Parent)
- Anqi Deng, Teacher
- Wenyan Li, Teacher
- Zhongqiang Sun, Teacher
- Xin Yao, Teacher
- Heather Knutson, Parent
- Esther Lee, Parent
- Judy Liang, Chair (Parent)
- May Shung, Parent
- Mark Whitworth, Secretary (Parent)

Signatures of Field (Eugene) Elementary School's Site Council Members

<i>Christina Park</i> Signature Bryant Mathews	Date 3/1/2021	Signature Date
Signature Wenyan Li	Date 数字签名者: Wenyan Li 日期: 2021.03.01 21:06:21 -08'00'	Signature Date
Signature 	Date 	Signature Date
Signature 	Date 	Signature Date
Signature 	Date 	Signature Date



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

- Bryant Mathews, Chair (Parent)
- Anqi Deng, Teacher
- Wenyan Li, Teacher
- Zhongqiang Sun, Teacher
- Xin Yao, Teacher
- Heather Knutson, Parent
- Esther Lee, Parent
- Judy Liang, Chair (Parent)
- May Shung, Parent
- Mark Whitworth, Secretary (Parent)

Signatures of Field (Eugene) Elementary School's Site Council Members

<p style="margin-left: 100px;"><i>Charles [unclear]</i> 3/1/2021</p> <hr style="border: 0.5px solid black;"/> <p>Signature <i>Bryant Mathews</i> Date</p> <hr style="border: 0.5px solid black;"/> <p>Signature <i>[unclear]</i> Date</p> <hr style="border: 0.5px solid black;"/> <p>Signature Date</p> <hr style="border: 0.5px solid black;"/> <p>Signature Date</p> <hr style="border: 0.5px solid black;"/> <p>Signature Date</p> <hr style="border: 0.5px solid black;"/>	<hr style="border: 0.5px solid black;"/> <p style="text-align: center;">Signature Date</p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">Signature Date</p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">Signature Date</p> <hr style="border: 0.5px solid black;"/> <p style="text-align: center;">Signature Date</p> <hr style="border: 0.5px solid black;"/>
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PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Bryant Mathews, Chair (Parent)
Anqi Deng, Teacher
Wenyan Li, Teacher
Zhongqiang Sun, Teacher
Xin Yao, Teacher
Heather Knutson, Parent
Esther Lee, Parent
Judy Liang, Chair (Parent)
May Shung, Parent
Mark Whitworth, Secretary (Parent)

Signatures of Field (Eugene) Elementary School's Site Council Members

<i>Charles</i>	3/1/2021	<i>John</i>	3/3/21
Signature	Date	Signature	Date
<i>Bryant Mathews</i>			
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Bryant Mathews, Chair (Parent)
 Anqi Deng, Teacher
 Wenyan Li, Teacher
 Zhongqiang Sun, Teacher
 Xin Yao, Teacher
 Heather Knutson, Parent
 Esther Lee, Parent
 Judy Liang, Chair (Parent)
 May Shung, Parent
 Mark Whitworth, Secretary (Parent)

Signatures of Field (Eugene) Elementary School's Site Council Members

<i>3/1/2021</i>		
Signature	Date	Signature Date
<i>Bryant Mathews</i>		
Signature	Date	Signature Date
Signature	Date	Signature Date
Signature	Date	Signature Date
		<i>[Signature]</i>
Signature	Date	Signature Date



**PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY**

Bryant Mathews, Chair (Parent)
 Anqi Deng, Teacher
 Wenyan Li, Teacher
 Zhongqiang Sun, Teacher
 Xin Yao, Teacher
 Heather Knutson, Parent
 Esther Lee, Parent
 Judy Liang, Chair (Parent)
 May Shung, Parent
 Mark Whitworth, Secretary (Parent)

Signatures of Field (Eugene) Elementary School's Site Council Members

<i>Charles Anderson</i> Signature	3/1/2021 Date		
<i>Bryant Mathews</i> Signature			
<i>[Signature]</i> Signature			



**PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY**

Bryant Mathews, Chair (Parent)
 Anqi Deng, Teacher
 Wenyan Li, Teacher
 Zhongqiang Sun, Teacher
 Xin Yao, Teacher
 Heather Knutson, Parent
 Esther Lee, Parent
 Judy Liang, Chair (Parent)
 May Shung, Parent
 Mark Whitworth, Secretary (Parent)

Signatures of Field (Eugene) Elementary School's Site Council Members

<i>Cheryl Parker</i>	3/1/2021	
Signature	Date	Signature Date
<i>Bryant Mathews</i>		
Signature	Date	Signature Date
Signature	Date	Signature Date
Signature	Date	Signature Date
Signature	Date	Signature Date
		<i>[Signature]</i> 3-1-21



Pasadena Unified School District

**Goal #1 School Plan for Student Achievement (SPSA)
School Safety Theory of Action Form
2020-21**

Problem Statement	Long-term Outcome (Outcome/Need)
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.	By June of 2022, 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 during the 2021-22 school year.

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Regular and focused professional development in math	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data
On-going data analysis of i-Ready diagnostics and interim assessment data	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data
Learning walks and peer observations will be scheduled	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data
Grade level meetings will be facilitated by the Instructional Coach and grade-level chairs	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data



Pasadena Unified School District

<p>Faculty will explore the use of Kagan structures and other strategies to increase student collaboration, dialogue and discussion to support development of math discourse in Mandarin and English.</p>	<p>Alignment of practices, standards, strategies and program</p>	<p>Grade level improvements through shared practices, strategies and program alignment will occur</p>	<p>Student improvements in performance as measured through collected data</p>
<p>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</p>	<p>Alignment of practices, standards, strategies and program</p>	<p>Grade level improvements through shared practices, strategies and program alignment will occur</p>	<p>Student improvements in performance as measured through collected data</p>



Pasadena Unified School District
Goal #2 School Plan for Student Achievement (SPSA)
Theory of Action Form
2021-22

Problem Statement	Long-term Outcome (Outcome/Need)
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.	By June of 2022, 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 2021-22 school year.

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Regular and focused professional development in language arts and literacy	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data
On-going data analysis of IRI and interim benchmark assessment data	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data
Regular data analysis, dialogues and lesson planning for K-5 language arts teachers	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data
Release time and additional compensation will be provided to teachers for data analysis as well	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data



Pasadena Unified School District

as vertical and horizontal grade-level planning of language arts units/lessons			
Learning walks and peer observations will be scheduled to collect data, set goals and ensure continuous program improvement in ELA/Literacy	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data
Reading inventories will be administered to all K-5 students	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data
Regular, bi-weekly visits to the school library will be scheduled to support literacy needs and develop students' research skills	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data



Pasadena Unified School District
Goal #3 School Plan for Student Achievement (SPSA)
Theory of Action Form
2021-22

Problem Statement	Long-term Outcome (Outcome/Need)
By June 2022, 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).	By June of 2022, 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

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
On-going and focused professional development in data analysis, differentiated small group instruction for targeted subgroups as well as the components of balanced literacy	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data
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	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data



Pasadena Unified School District

Release time will also need to be utilized for vertical and horizontal grade-level planning of MLA/Literacy units	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data
Bilingual instructional aides will be scheduled strategically to allow teachers to provide targeted small group instruction and intervention for students	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data
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	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data
Learning walks and peer observations will be conducted for data collection, set goals and ensure continuous program improvement in MLA/Literacy	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data
Intensive strategic instructional support, in-class and after-school intervention for students performing below grade-level on Mandarin formative/summative assessments, Level Chinese	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data



Pasadena Unified School District

reading levels, and target language AAPPL assessments			
3rd-5th graders will reinforce their pinyin and keyboarding skills through tech integration and completing online writing assignments	Alignment of practices, standards, strategies and program	Grade level improvements through shared practices, strategies and program alignment will occur	Student improvements in performance as measured through collected data

**Goal #4 School Plan for Student Achievement (SPSA)
Theory of Action Form**

Our Children. Learning Today. Leading Tomorrow.



**Pasadena Unified School District
2021-22**

Problem Statement	Long-term Outcome (Outcome/Need)
In the 2020-21 school year overall chronic absenteeism rate increased from 0.02% to 2.97% with an average monthly attendance rate of 97.35%.	By June of 2022, Chronic Absenteeism for All Students will remain at the baseline of 1.0% or lower (to maintain Blue) from previous data obtained in 2019 during the 2021-22 school year.

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
Recognition programs for students and classrooms that have the highest rate of regular attendance	Students receive recognition and acknowledgement as a positive reinforcer for attendance	Schoolwide improvements of attendance and culture	Alignment of practices as a school
Chart/display classroom attendance rates and recognize K-2 and 3-5 classes with highest attendance rate monthly assemblies	Students receive recognition and acknowledgement as a positive reinforcer for attendance	Schoolwide improvements of attendance and culture	Alignment of practices as a school
Review attendance policies and truancy procedures with relevant parents through the School Attendance Review Team (SART) process	Communication is provided to all stakeholders	Schoolwide improvements of attendance and culture	Alignment of practices as a school
School records clerk and staff	Supportive strategies will be	Schoolwide improvements of	Alignment of practices as a school



Pasadena Unified School District

<p>(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</p>	<p>incorporated as a tiered approach to reach all students in need.</p>	<p>attendance and culture</p>	
<p>Teachers, attendance, and records clerk will identify students at risk of chronic absenteeism</p>	<p>Supportive strategies will be incorporated as a tiered approach to reach all students in need</p>	<p>Schoolwide improvements of attendance and culture</p>	<p>Alignment of practices as a school</p>

Goal #5 School Plan for Student Achievement (SPSA)

Our Children. Learning Today. Leading Tomorrow.



**Pasadena Unified School District
Theory of Action Form
2021-22**

Problem Statement	Long-term Outcome (Outcome/Need)
<p>Previously in 2019, CA School Dashboard data indicates a decline of 0.3% in chronic absenteeism with 1.0% of students classified as chronically absent.</p> <p>-An analysis of 2019 suspension data indicates maintenance at 0.2% of overall students being suspended at least once. The baseline of 0.2 or lower (to maintain Blue) from previous data from 2019 will be maintained for the 2021-22 school year.</p>	<p>Reduce by 10% the overall number of student behavioral incidents requiring intervention by administration and support staff; especially in all grades levels</p>

Actions/Activities [If ...]	Immediate Outcomes [Then ...]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
<p>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</p>	<p>A reduction in behavioral concerns and provide supportive tiers for all students on campus</p>	<p>Schoolwide culture improvements</p>	<p>Shift in culture, mindsets and participation.</p>
<p>The Behavior Interventionist will provide regular counseling and assistance to at-risk students as</p>	<p>A reduction in behavioral concerns and provide supportive tiers for all students on campus</p>	<p>Schoolwide culture improvements</p>	<p>Shift in culture, mindsets and participation.</p>



Pasadena Unified School District

<p>well as access to relevant district/community resources for their teachers and families as needed</p>			
<p>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</p>	<p>A reduction in behavioral concerns and provide supportive tiers for all students on campus</p>	<p>Schoolwide culture improvements</p>	<p>Shift in culture, mindsets and participation.</p>
<p>Monthly character development lessons will be planned and taught by all teachers (including in the target language) with lessons reinforced through class presentations by the school social worker. Students at each grade will be recognized monthly for demonstrating the monthly character trait</p>	<p>A reduction in behavioral concerns and provide supportive tiers for all students on campus</p>	<p>Schoolwide culture improvements</p>	<p>Shift in culture, mindsets and participation.</p>
<p>Grade-level assemblies and activities will be scheduled for all students to receive developmentally appropriate character development lessons. Topics will include, online digital</p>	<p>A reduction in behavioral concerns and provide supportive tiers for all students on campus</p>	<p>Schoolwide culture improvements</p>	<p>Shift in culture, mindsets and participation.</p>



Pasadena Unified School District

citizenship, anti-bullying, school safety, mutual respect, and responsibility			
School-wide behavioral expectations will be taught and reinforced at the beginning of each semester for all grades (K-5) and behavior and supervision aides will recognize safe, respectful, and responsible students with positive person awards	A reduction in behavioral concerns and provide supportive tiers for all students on campus	Schoolwide culture improvements	Shift in culture, mindsets and participation.



2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Charlene Tucker, Interim Principal

- Principal, Field (Eugene) Elementary

About Our School

As a California Distinguished School, the Field Elementary School community is proud of the academic growth and success of our students.

Ten years ago, our school community welcomed the Mandarin Dual Language Immersion Program (MDLIP). This specialized program serves students in kindergarten through fifth grade and has expanded to secondary education. Our teaching staff is committed to providing our students with a quality, standards-based education with a goal of developing bilingual and bil-literate lifelong learners. Our teachers receive the professional development required to implement instructional strategies that support the Common Core State Standards, special programs, and special academic needs of our students. We are dedicated to the healthy development of the whole child and all of our efforts are focused on providing the support necessary to help grow as productive members of our society. Since we believe that our students' success is the result of the combined efforts of our entire community, parent involvement, and adult education are among our highest priorities. To this end, we have developed a number of forums designed to encourage ongoing conversations between parents, teachers, administration, community members, and students regarding student achievement. This includes regular parent informational meetings, School Site Council, Parent Teacher Association and various Parent Advisory Committees.

In these pages, you will find additional information and data pertaining to the school that we hope proves helpful to you as you determine the best placement for your child. There is so much to see that can only be experienced through a personal visit, so we hope that you will consider visiting our school.

Thank you,

Charlene Tucker, Interim Principal

Contact

Field (Eugene) Elementary
3600 Sierra Madre Blvd.
Pasadena, CA 91107-1969

Phone: 626-396-5860

Email: tucker.charlene@pusd.us

About This School

Contact Information (School Year 2020–2021)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2020–2021)

School Name	Field (Eugene) Elementary
Street	3600 Sierra Madre Blvd.
City, State, Zip	Pasadena, Ca, 91107-1969
Phone Number	626-396-5860
Principal	Charlene Tucker, Interim Principal
Email Address	tucker.charlene@pusd.us
Website	http://field.pusd.us
County-District-School (CDS) Code	19648816021570

Last updated: 1/25/2021

School Description and Mission Statement (School Year 2020–2021)

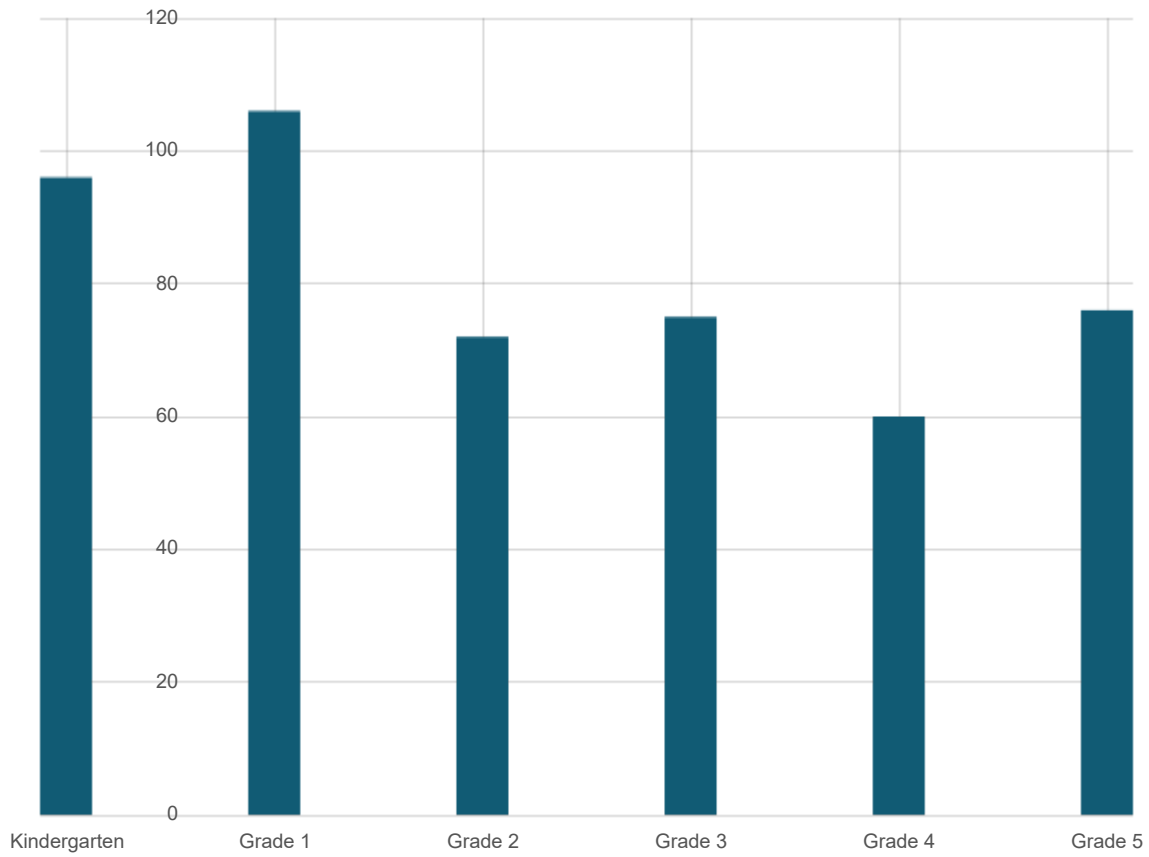
The vision of Field Elementary is to produce respectful and responsible citizens who develop as self-directed critical thinkers, creative producers, bi-cognitive communicators, collaborative workers, and community contributors.

Our mission is to 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. Staff collaborates to ensure that all students receive a rigorous, yet supportive standards-based education within the framework of the 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 model. School-wide Positive Behavior Intervention and Support (PBIS) and character education will be utilized to develop healthy, kind, resilient, empathetic, honest and courageous students.

Last updated: 1/18/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	96
Grade 1	106
Grade 2	72
Grade 3	75
Grade 4	60
Grade 5	76
Total Enrollment	485



Last updated: 12/30/2020

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	2.90 %
American Indian or Alaska Native	%
Asian	49.90 %
Filipino	2.70 %
Hispanic or Latino	13.00 %
Native Hawaiian or Pacific Islander	0.20 %
White	9.10 %
Two or More Races	21.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	27.80 %

Student Group (Other)	Percent of Total Enrollment
English Learners	4.30 %
Students with Disabilities	2.50 %
Foster Youth	%
Homeless	0.20 %

State Priority: Basic

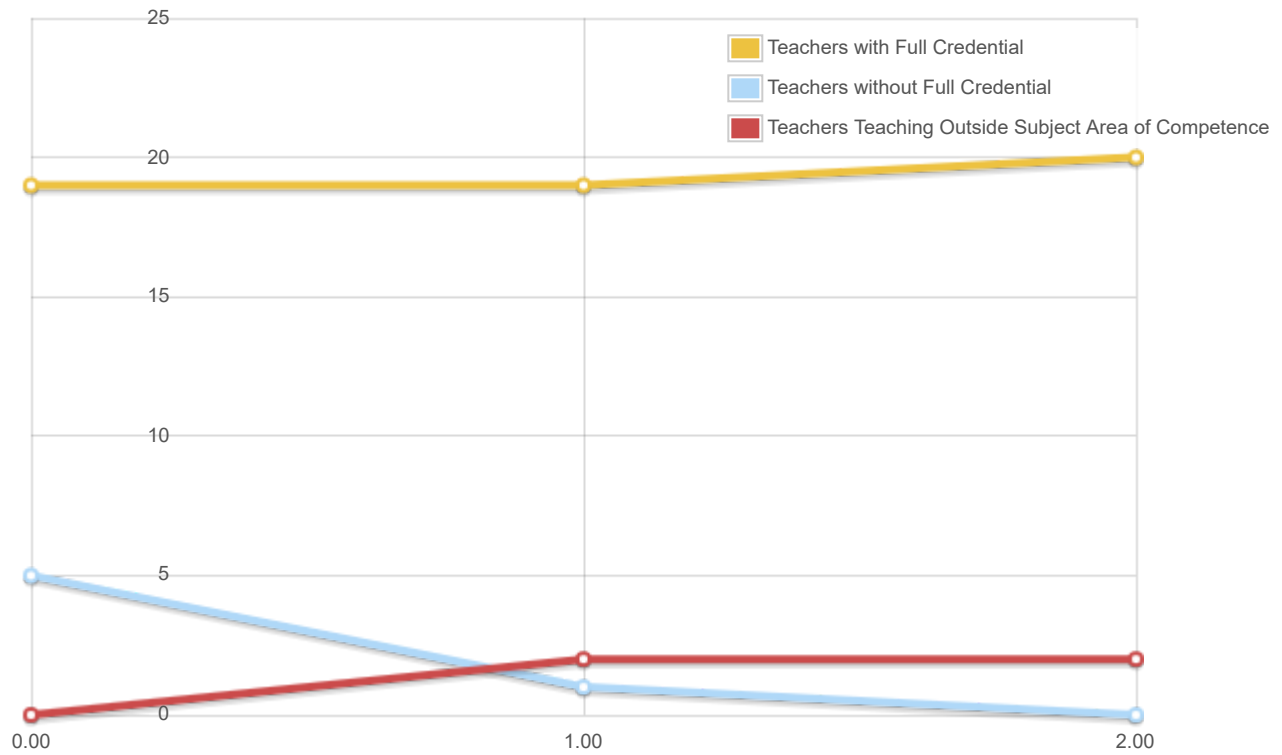
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	19	19	20	681
Without Full Credential	5	1	0	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	2	2	4

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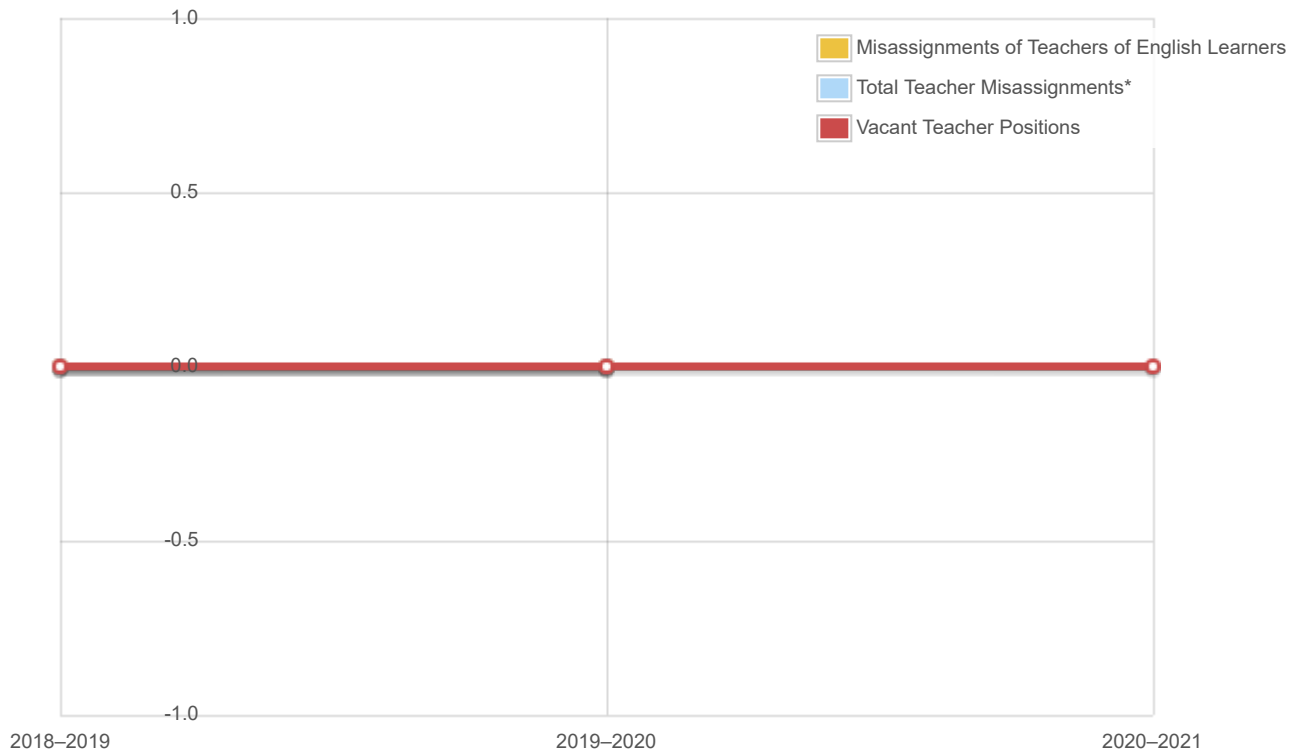


Last updated: 1/18/2021

Teacher Misassignments and Vacant Teacher Positions

2020-2021 Teacher Assignment Monitoring is scheduled to be completed at the end of the school year. The change in reporting timelines is due to a statewide transition to a new assignment monitoring system.

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/20/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA K SRA/McGraw-Hill OCR/Big Books 2002 ELA 1-5 Reading/English SRA/McGraw-Hill OCR /Anthology 2002 ELD 1-5 Houghton Mifflin Read 180 2012 Mandarin LA- Dual Immersion each grade K-2- Better Chinese Better Immersion: In-class, After-Class workbook Mandarin LA- Dual Immersion each grade 1 and 2: Better Chinese Better Immersion: Vocabulary Text Mandarin LA- Dual Immersion K Better Chinese Better Immersion: My First Chinese Words 2008 Mandarin LA- Dual Immersion K Better Chinese Level 1 textbook-Simplified/Pin Yin 2008 Mandarin LA- Dual Immersion 1 Better Chinese Better Immersion: (I-5) Love Chinese 2008 Mandarin LA- Dual Immersion 1 MZHY Level (1-5) textbook-Simplified 2014 Mandarin LA- Dual Immersion 3-5 MZHY Workbook Simplified/ Pinyin 2014 Mandarin LA- Dual Immersion Level Chinese Reader	Yes	0.00 %
Mathematics	MATH K iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017 MATH 1-5 iReady common core Ready CCSS MATH INSTRUCTION - Student book 2017 Math- Mandarin Dual Immersion K Pearson EnVision Math 2013 Math-Mandarin Dual Immersion (1-5) Pearson EnVision Math 2013	Yes	0.00 %
Science	SCI K Houghton Mifflin Harcourt School Publishers California Science Kindergarten Big Book 2007 SCI 1-5 Houghton Mifflin Harcourt School Publishers California Science Lv. 1-5 2007	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	TCI Alive!-Social Student K-5: Student Materials, Online Subscription, Interactive Notebook (consumable), Student Hardcover Text., Teacher Subscription, Lesson Guide, Picture Cards TCI Alive!-Social Student Hardcover Text- Social Studies K: Me and My World. TCI Alive!-Social Student Hardcover Text- Social Studies 1-My School and Family. TCI Alive!-Social Student Hardcover Text- Social Studies 2-My Community. TCI Alive!-Social Student Hardcover Text- Social Studies 3-Community TCI Alive!-Social Student Hardcover Text- Social Studies 4-California Promise TCI Alive!-Social Student Hardcover Text- Social Studies 5-American Past	Yes	0.00 %
Foreign Language		N/A	0.00 %
Health		N/A	0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)		N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/20/2021

School Facility Conditions and Planned Improvements

Field Elementary was originally constructed in the early 1950s' and is currently comprised of 24 classrooms, a library, a multi-purpose room/cafeteria, a music room, and two playgrounds. The most recent renovations to the school were completed in 2015 with a full renovation of the multi-purpose room (MPR)/cafeteria, stage, and kitchen. The MPR also houses a Professional Development room for the staff along with a bookroom. Complete renovation of both playground apparatus and installation of shade structures with solar panels are planned for 2019-20.

Cleaning Process/Schedule:

Safe and clean school facilities are maintained for students, staff, and volunteers. The district governing board has adopted cleaning standards for schools in PUSD. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on restrooms and classrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal collaborates daily with the custodians to develop sanitation schedules that ensure a clean, safe and functional learning environment for students and staff.

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by PUSD to ensure that school grounds and facilities remain in excellent repair. An online work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/18/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed
Interior: Interior Surfaces	Good	No repairs needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs needed
Electrical: Electrical	Good	No repairs needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs needed

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed
Structural: Structural Damage, Roofs	Good	No repairs needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs needed

Overall Facility Rate

Year and month of the most recent FIT report: October 2020

Overall Rating	Exemplary
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Last updated: 1/19/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School	School	District	District	State	State
	2018– 2019	2019– 2020	2018– 2019	2019– 2020	2018– 2019	2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	80.0%	N/A	46.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	68.0%	N/A	35.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived

the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/30/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	50	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 12/30/2020

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 12/30/2020

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Parents and community are integral partners in the educational program at Field Elementary. 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 Teams/Clubs, 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 our school and strive to support excellent academic instruction and a positive educational experience for all of our students. Donations support bilingual instructional aides, a librarian, field trips, Mandarin curriculum specialist, physical education, instructional resources, community-building events and crucial arts integration partnerships and programs.

The district provides parent education opportunities (Parent University) to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology,

leadership, etc. Additionally, the district, in cooperation with individual school sites, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the district level.

The district provides professional development for school and district staff on customer service, how to better engage parents and families, strategies on establishing two-way, and meaningful communication between families and schools.

Contact information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191

Last updated: 1/19/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0.20%	0.20%	4.50%	4.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	1.40%	4.80%	2.50%
Expulsions	0.00%	0.00%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

School Safety Plan (School Year 2020–2021)

The safety of students and staff is a primary concern of Altadena Arts Magnet. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by supervision aides, resource teachers, and the principal. Teachers help supervise students during recess. There are designated areas for student drop-off and pick-up. The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in 2020. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. District support teams have worked together with the Pasadena Public Health Department to develop school safety plans that address and minimize the potential spread of COVID-19 as a separate school re-opening plan.

Last updated: 1/20/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+
K	27.00		3	
1	22.00	1	3	
2	26.00		3	
3	21.00	1	3	
4	33.00		1	1
5	27.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		5	
1	26.00		3	
2	26.00		3	
3	24.00		3	
4	26.00		3	
5	25.00	1	2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.00		3	1
1	21.00	1	4	
2	24.00		3	
3	25.00		3	
4	30.00		2	
5	38.00			2
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 12/30/2020

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/30/2020

Student Support Services Staff (School Year 2019–2020)

Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)
Library Media Teacher (Librarian)
Library Media Services Staff (Paraprofessional) 0.25
Psychologist
Social Worker
Nurse
Speech/Language/Hearing Specialist
Resource Specialist (non-teaching) 1.00
Other 4.13

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11296.06	\$3987.49	\$7308.57	\$67973.02
District	N/A	N/A	\$8319.07	\$72871.00
Percent Difference – School Site and District	N/A	N/A	-12.93%	-6.96%
State	N/A	N/A	\$7750.12	\$84577.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	-5.86%	-21.77%

Note: Cells with N/A values do not require data.

Last updated: 1/20/2021

Types of Services Funded (Fiscal Year 2019–2020)

Field Elementary School is the home of the PUSD Mandarin Dual Language Immersion Program (MDLIP). The goals of the MDLIP are as follows:

1. Students will increase their overall Mandarin proficiency (listening, speaking, reading and writing) towards becoming bilingual and bi-literate.
2. Teachers and other instructional staff will increase their expertise in the elementary foreign language and dual immersion education and they will acquire the awareness, understanding, knowledge, teaching skills, and attitudes necessary to teach in a dual immersion program effectively.
3. Parents and families will increase their collaboration with the school community through an organized family involvement and education program.

In addition to our language arts, math, science, health, and social science instruction, Field students participate in various learning experiences that involve visual and performing arts and physical education. Teachers receive specialized training in the PUSD Music and Visual Arts curriculum and they collaborate with teaching artists that provide art instruction on campus. All kindergarten through 5th-grade students have the opportunity to participate in the My Masterpieces Art Program. Third through fifth grade, students receive weekly instrumental music instruction taught by a credentialed music teacher. Additionally, fourth-grade students participate in the Children Investigate the Environment Program funded by the Armory for the Arts and third-grade students participate in a swimming program funded by the Amateur Athletic Foundation.

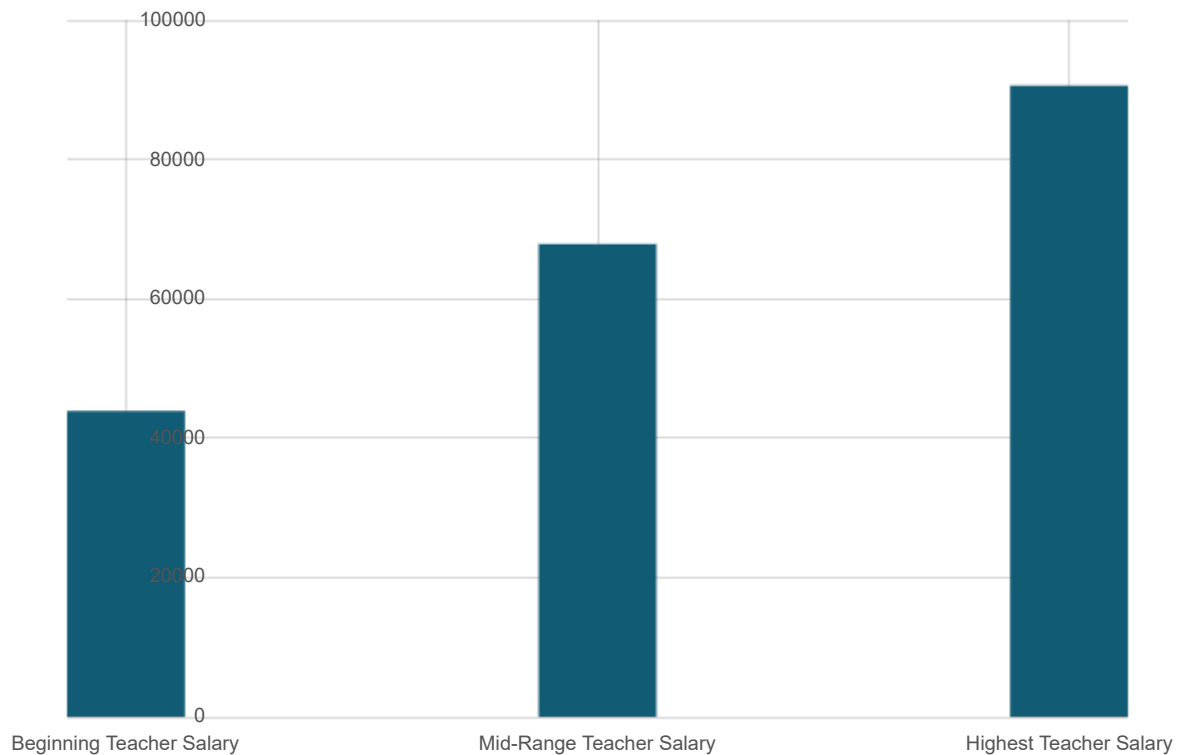
Last updated: 1/19/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

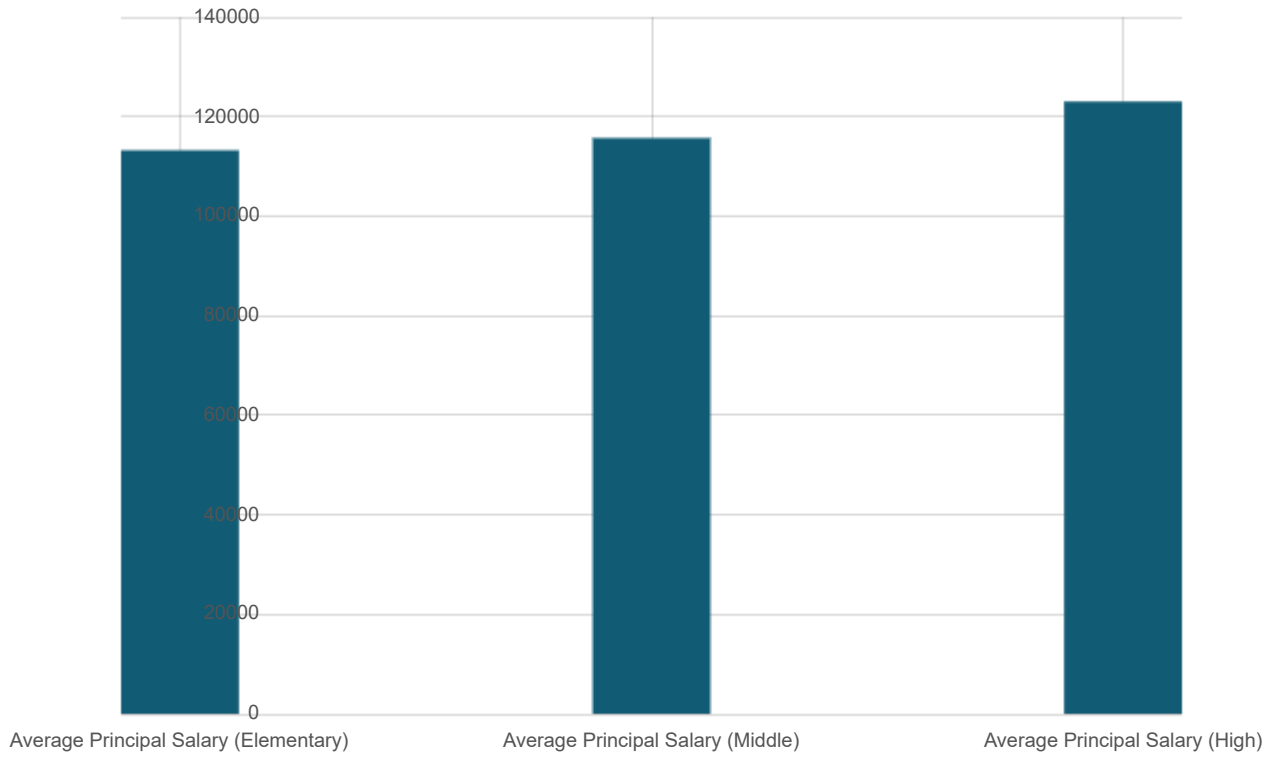
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$52,484
Mid-Range Teacher Salary	\$67,859	\$81,939
Highest Teacher Salary	\$90,585	\$102,383
Average Principal Salary (Elementary)	\$113,223	\$129,392
Average Principal Salary (Middle)	\$115,692	\$136,831
Average Principal Salary (High)	\$123,024	\$147,493
Superintendent Salary	\$261,768	\$254,706
Percent of Budget for Teacher Salaries	27.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/30/2020

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	19

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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