School Year: **2024-25**

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 17, 2024	

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
Additional Targeted Support and Improvement
Hispanic and SPED Students

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 TK-5 students at Field Elementary have significant opportunities 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; Hispanic students, socio-economically disadvantaged students, English learners, foster youth, students with disabilities, students identified as gifted and talented as well as racial/ethnic subgroups.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Field School Site Council (SSC): comprised of 10 members representing the faculty, staff, and parent/community. The SSC met regularly throughout the 2023-2024 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 Teacher/Staff
2. English Learner Advisory Council (ELAC)
3. Dual Language Parent Advisory Committee (DLPAC)
4. GATE Parent Advisory Committee (PAC)
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 2024-2025 academic year, Field Elementary will receive $33,504 in unrestricted funds and $39,420 from LCFF, and $48,314 in Title I funding. The 2024 data analysis and needs assessment indicates that approximately $188,000 from the Field Annual Fund and $39,420 in LCFF funds will be utilized to fund additional priorities, including:
1. Fund four bilingual (Mandarin) instructional aides
2. Fund a part-time Behavior Interventionist for additional School Climate & Social-Emotional support for students
3. Invest in Mandarin-specific resources and training for teachers; especially for Math, Science & Social Studies since district-provided resources are all in English
4. Funding for substitutes to provide release time for teachers to attend school business (i.e., data analysis and planning, SST/IEP meetings, curriculum development, coaching, peer observations, and supplies etc.) and provide intervention for our identified students in need academically.
5. Funding for a part-time ELA Instructional Coach, Behavior Project Aide, Certificated Intervention support, and instructional aides

School Vision and Mission

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

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

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

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

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

School Profile

Located in the residential community of Hastings Ranch, is Eugene Field Elementary School. Housed in the original 1939 structure, the front lawn features a citrus orchard offset by large trees with a view of Mount Wilson and the San Gabriel mountains. It is a lush campus that is a source of pride and a gathering place for the entire community. Today, Field consists of 22 classrooms, housing Pre-K through grade 5. Currently, there are 461 students enrolled in grades TK through 5th with additional pre-Kindergarten students in two bungalow classrooms. TK-5 student demographics are as follows: 37 English Learners or 8%, 195 Socio-economically Disadvantaged, or 45%, 76 Gifted & Talented, or 17%, and 28 Students with Disabilities, or 6%. The number and percentage of students by race/ethnicity are as follows: 53 Hispanic or 11.52%%, 155 of Two or More Races or 33.70%, 7 African American or 1.96%, 218 Asian or 47.39%, 9 Filipino or 1.96%, and 18 White or 3.91%. Approximately 72% of Field students are residents of Pasadena, Altadena, and/or Sierra Madre with another 28% traveling from area communities. This year will mark the 13th year of the MDLIP at Field. Since the MDLIP is developed through the 12th grade, most matriculating 5th graders continue their secondary studies at Sierra Madre Middle School and Pasadena High School. Field's unique MDLIP enables students to master subjects in both English and Mandarin through a two-way, 90:10 immersion model. This means that classrooms are composed of native speakers of both languages, English and Mandarin. The 90:10 model signifies that the kindergarten curriculum is taught 90% in Mandarin and 10% in English. At each subsequent grade, the amount of instruction in English is increased by 10% so that by grade 4, students are taught 50% in each language.

In 2023, 26 incoming kindergarten students, or 37%, were classified as native Mandarin speakers. This diversity is representative of the broader Pasadena community and also reflects an important shift that occurred with the introduction of the Mandarin Dual Language Immersion Program (MDLIP) in 2011. Approximately 72% of Field students are residents of Pasadena, Altadena, and/or Sierra Madre with another 28% traveling from area communities. This year marks the 13th year of the MDLIP at Field and it is noted that this year the program is now wall-to-wall with all students enrolled. Since the MDLIP is developed through the 12th grade, most matriculating 5th graders continue their secondary studies at Sierra Madre Middle School and then to Pasadena High School in Pasadena Unified School District.

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

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

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

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

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

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

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

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

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

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

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	3.29%	2.56%	1.70%	13	11	8
Asian	50.13%	47.32%	57.75%	198	203	272
Filipino	4.05%	1.17%	5.31%	16	5	25
Hispanic/Latino	13.67%	12.35%	11.68%	54	53	55
Pacific Islander	0.25%	0%	%	1	0	
White	6.08%	3.96%	3.82%	24	17	18
Multiple/No Response	21.27%	32.63%	17.83%	84	140	84
			Total Enrollment	395	429	471

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	67	93	73
Grade 1	68	68	68
Grade 2	77	66	66
Grade3	85	79	65
Grade 4	42	86	73
Grade 5	56	37	83
Total Enrollment	395	429	471

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 the White, Latino/Hispanic and African American students has declined.
3. With the addition of the MDLIP, enrollment has grown but due to the pandemic we have seen a significant decline in enrollment over the last two years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	36	45	58	7.10%	9.1%	12.3%
Fluent English Proficient (FEP)	119	134	139	29.10%	30.1%	29.5%
Reclassified Fluent English Proficient (RFEP)		8		6.3%		

Conclusions based on this data:

1. The English Learner population increased in 2018-19 to 8.0% given the enrollment of more native speakers as well as those with a home language other than English. In recent years we have seen a steady decrease of English Learners.
2. A significant portion of our population are Fluent English Proficient (FEP) with a total of 58.6% of our total population identified as an EL, FEP or RFEP student.
3. 31% ELs were reclassified as Fluent English Proficient in 2021-22. 17% were reclassified in 2022-23.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	88	79	0	86	79	0	86	79	0.0	97.7	100.0
Grade 4	64	44	86	0	44	86	0	44	86	0.0	100.0	100.0
Grade 5	57	57	37	0	57	37	0	57	37	0.0	100.0	100.0
All Grades	175	189	202	0	187	202	0	187	202	0.0	98.9	100.0

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2494.	2483.		55.81	48.10		29.07	25.32		5.81	18.99		9.30	7.59
Grade 4		2518.	2527.		38.64	43.02		25.00	34.88		29.55	16.28		6.82	5.81
Grade 5		2569.	2540.		52.63	40.54		24.56	18.92		10.53	13.51		12.28	27.03
All Grades	N/A	N/A	N/A		50.80	44.55		26.74	28.22		12.83	16.83		9.63	10.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.51	32.91		48.84	59.49		4.65	7.59
Grade 4		25.00	34.88		72.73	61.63		2.27	3.49
Grade 5		43.86	40.54		47.37	45.95		8.77	13.51
All Grades		40.64	35.15		54.01	57.92		5.35	6.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.88	31.65		55.81	59.49		9.30	8.86
Grade 4		34.09	37.21		59.09	52.33		6.82	10.47
Grade 5		33.33	29.73		50.88	48.65		15.79	21.62
All Grades		34.22	33.66		55.08	54.46		10.70	11.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.09	15.19		73.26	79.75		4.65	5.06
Grade 4		18.18	22.09		79.55	75.58		2.27	2.33
Grade 5		22.81	27.03		73.68	62.16		3.51	10.81
All Grades		21.39	20.30		74.87	74.75		3.74	4.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.56	39.24		58.14	48.10		9.30	12.66
Grade 4		27.27	27.91		68.18	66.28		4.55	5.81
Grade 5		40.35	24.32		56.14	75.68		3.51	0.00
All Grades		33.69	31.68		59.89	60.89		6.42	7.43

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	88	79	0	86	79	0	86	79	0.0	97.7	100.0
Grade 4	64	44	86	0	44	86	0	44	86	0.0	100.0	100.0
Grade 5	57	57	37	0	57	37	0	57	37	0.0	100.0	100.0
All Grades	175	189	202	0	187	202	0	187	202	0.0	98.9	100.0

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2497.	2502.		48.84	50.63		29.07	31.65		15.12	11.39		6.98	6.33
Grade 4		2506.	2540.		29.55	52.33		27.27	24.42		34.09	16.28		9.09	6.98
Grade 5		2554.	2535.		45.61	32.43		21.05	16.22		17.54	40.54		15.79	10.81
All Grades	N/A	N/A	N/A		43.32	48.02		26.20	25.74		20.32	18.81		10.16	7.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		51.16	55.70		40.70	39.24		8.14	5.06
Grade 4		38.64	61.63		52.27	32.56		9.09	5.81
Grade 5		36.84	24.32		50.88	59.46		12.28	16.22
All Grades		43.85	52.48		46.52	40.10		9.63	7.43

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		48.84	56.96		41.86	36.71		9.30	6.33
Grade 4		31.82	45.35		50.00	41.86		18.18	12.79
Grade 5		40.35	32.43		43.86	56.76		15.79	10.81
All Grades		42.25	47.52		44.39	42.57		13.37	9.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.67	45.57		50.00	45.57		2.33	8.86
Grade 4		29.55	46.51		47.73	46.51		22.73	6.98
Grade 5		33.33	24.32		61.40	59.46		5.26	16.22
All Grades		39.04	42.08		52.94	48.51		8.02	9.41

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	1501.3	*	*	1489.8	*	*	1527.4	10	7	18
1	1511.6	*	*	1525.6	*	*	1497.3	*	*	16	5	7
2	*	*	*	*	*	*	*	*	*	6	9	*
3	*	*	*	*	*	*	*	*	*	*	4	6
4	*	*	*	*	*	*	*	*	*	*	*	4
5	*	*		*	*		*	*		*	*	
All Grades										36	27	38

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	61.11	*	*	27.78	*	*	11.11	*	*	0.00	*	*	18
1	37.50	*	*	56.25	*	*	6.25	*	*	0.00	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	41.67	25.93	44.74	44.44	55.56	47.37	11.11	18.52	7.89	2.78	0.00	0.00	36	27	38

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	66.67	*	*	22.22	*	*	5.56	*	*	5.56	*	*	18
1	56.25	*	*	43.75	*	*	0.00	*	*	0.00	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	52.78	48.15	71.05	41.67	40.74	21.05	2.78	11.11	5.26	2.78	0.00	2.63	36	27	38

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	38.89	*	*	33.33	*	*	27.78	*	*	0.00	*	*	18
1	18.75	*	*	50.00	*	*	18.75	*	*	12.50	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	25.00	18.52	21.05	50.00	51.85	42.11	13.89	22.22	34.21	11.11	7.41	2.63	36	27	38

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	66.67	*	*	33.33	*	*	0.00	*	*	18
1	75.00	*	*	25.00	*	*	0.00	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	66.67	51.85	68.42	33.33	44.44	31.58	0.00	3.70	0.00	36	27	38

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	72.22	*	*	22.22	*	*	5.56	*	*	18
1	50.00	*	*	50.00	*	*	0.00	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	50.00	55.56	68.42	47.22	44.44	28.95	2.78	0.00	2.63	36	27	38

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	44.44	*	*	55.56	*	*	0.00	*	*	18
1	50.00	*	*	37.50	*	*	12.50	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	33.33	33.33	34.21	52.78	59.26	57.89	13.89	7.41	7.89	36	27	38

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	61.11	*	*	33.33	*	*	5.56	*	*	18
1	12.50	*	*	81.25	*	*	6.25	*	*	16	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	33.33	29.63	44.74	61.11	66.67	52.63	5.56	3.70	2.63	36	27	38

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
461	**41.4**	**10.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Field (Eugene) Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	44	10.2
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	178	41.4
Students with Disabilities	19	4.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	2.6
Asian	241	56
Filipino	21	4.9
Hispanic	54	12.6
Two or More Races	79	18.4
White	17	4

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall student performance data indicates that the academic performance in ELA/Literacy and Mathematics continues to remain high in both areas.
2. The chronic absenteeism rates continue to remain high due to post-pandemic conditions for students during 2022-23.

3. The alternatives to suspension (i.e., Inschool 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 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	21.4 points above standard	No Performance Color
49.8 points above standard	Increased Significantly +22 points	0 Students
Decreased -8.8 points	26 Students	
200 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	36.7 points below standard
0 Students	30 points above standard	Increased +4.2 points
	Decreased Significantly -21.4 points	14 Students
	87 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	 No Performance Color 0 Students	 Green 64.7 points above standard Decreased -7.1 points 101 Students	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
30.7 points above standard Increased Significantly +20.8 points 32 Students	 Green 47.6 points above standard Decreased -13 points 42 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 10 Students	73.6 points above standard Increased Significantly +46 points 16 Students	55 points above standard Decreased -4.9 points 110 Students

Conclusions based on this data:

1. 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).
2. 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.
3. 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 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	2

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	31.2 points above standard	No Performance Color
50.4 points above standard	Increased Significantly +21.7 points	0 Students
Increased +9.9 points	26 Students	
200 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	25.4 points below standard
0 Students	34 points above standard	Increased Significantly +37.6 points
	Maintained +2.2 points	14 Students
	87 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	 No Performance Color 0 Students	 Blue 66.6 points above standard Increased +6.4 points 101 Students	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
10.7 points above standard Increased Significantly +49.7 points 32 Students	 Blue 54.9 points above standard Increased +6.1 points 42 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 10 Students	77.5 points above standard Increased Significantly +54.1 points 16 Students	50.7 points above standard Increased +13.8 points 110 Students

Conclusions based on this data:

1. 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).
2. 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.
3. 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
66.7% making progress towards English language proficiency
Number of EL Students: 18 Students
Performance Level: No Performance Level

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.

2023 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**
1	5	0	12

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 Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	1	0

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
10.1% Chronically Absent	10.6% Chronically Absent	0 Students
Declined Significantly -7.6	Declined -9.4	
437 Students	47 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	3.8% Chronically Absent
0 Students	11% Chronically Absent	Declined -26.5
	Declined Significantly -12.2	26 Students
	182 Students	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
18.2% Chronically Absent			14.3% Chronically Absent
Declined -17.5	No Performance Color	Green	Declined -10.7
11 Students	0 Students	6.9% Chronically Absent	21 Students
		Declined Significantly -4.1	
		247 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			5.9% Chronically Absent
Yellow	Yellow	No Performance Color	Declined -10.8
13% Chronically Absent	16.1% Chronically Absent	0 Students	17 Students
Declined -25.2	Declined -0.9		
54 Students	87 Students		

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 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.2% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0	Maintained 0	
442 Students	48 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	3.8% suspended at least one day
0 Students	0.5% suspended at least one day	Increased 0.8
	Maintained -0.1	26 Students
	183 Students	

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
9.1% suspended at least one day			0% suspended at least one day
Increased 1.9	No Performance Color	Blue	Maintained 0
11 Students	0 Students	0% suspended at least one day	21 Students
		Maintained 0	
		250 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			0% suspended at least one day
Blue	Blue	No Performance Color	Maintained 0
0% suspended at least one day	0% suspended at least one day	0 Students	17 Students
Maintained 0	Maintained 0		
54 Students	89 Students		

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. CAASPP Math Average Distance From Standard for Hispanic students will increase the baseline of 10.7 (Green) from 2023 by a total of 24.3 or more (to reach Blue) to end at 35 or higher by the end of the 2024-2025 school year.
2. CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -25.4 (Orange) from 2023 by a total of 25.4 or more (to reach Yellow) with a stretch goal of 60.4 or more (to reach Green) to end at 0 or higher by the end of the 2024-2025 school year.
3. CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will increase the baseline of 34 (Green) from 2023 by a total of 1 or more (to reach Blue) to end at 35 or higher by the end of the 2024-2025 school year.
4. iReady diagnostics, interim assessment data, and teachers' informative data will be used to plan and provide targeted Mathematics instruction/intervention to all students, including subgroups not meeting grade-level Math standards, to ensure continued progress and improvement toward individual goals.

TK: As the standards for TK are still in the process of being developed at the state level, this program is following our current DLIP model of (90:10) as a pilot year 2.

Kinder: Math: By June of 2025, 80% of all Kinder students will be at mid or above grade level, 12% will be early on grade level, and 8% at below grade level by the last i-Ready assessment.

1st: By the end of the 2024-2025 school year, 70% of 1st graders will increase their overall typical growth from the beginning-of-year Math Benchmark (i-Ready Math) by 100% or by one whole Math Grade Level compared to the beginning-of-year Diagnostic results. Students in need of early intervention will be identified to ensure they maintain satisfactory grade-level progress throughout the school year. Small-group interventions will be closely monitored to track the individual growth of all students over the course of the academic year.

2nd: By the end of the 2024-2025 school year,70% of students will meet the 2nd-grade target level in the Iready diagnostic test. All 2nd-grade students will achieve the overall typical growth of 45% at the end of second grade. Small group interventions by students' levels will be provided by teachers.

3rd: By June of 2025, 75% of students will meet or exceed grade level proficiency in the iReady diagnostics. Diagnostic growth from trimesters 1 and 2 to 3 will (reach 10%). All significant subgroups of students performing below grade-level standards in Math (including English Learners and students with disabilities) will continue to improve performance as measured by achievement on interim benchmark assessments.

4th: By the end of the 2024-25 school year, 75% of students will meet or above the grade level proficiency in the iReady diagnostics. All significant subgroups of students performing below grade-level standards 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.

5th: By April of the 2024-2025 school year, 75% of students will score within the fifth-grade level band of the IReady Diagnostic exam. Within this same time frame 70% of 5th grade students will achieve their overall typical growth by at least 50%. All significant subgroups of students performing below grade-level standards in ELA will continue to improve performance as measured by achievement on interim benchmark assessments. Targeted intervention and small group support will be provided to help achieve these goals.

Identified Need

1. Although the overall performance of students meeting/exceeding standard increased by 9.9 points in distance from standard met in 2023 the team and ILT will address students that have not met standard and/or are scoring below standard.

2. Historically Field students have demonstrated the greatest need in the following areas:
- CONCEPTS & PROCEDURES: How well students use mathematical rules and ideas to apply mathematical concepts
- COMMUNICATING REASONING: How well students can think logically and express their thoughts in solving problems and supporting mathematical conclusions.

3. Ongoing 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.

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC - Overall Mathematics (All Students)	Historically, 69% of Field students met or exceeded	75% or above will meet or exceed standard on the SBAC

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	standard as previously noted on the 2019 SBAC mathematics assessment. For the 2023 SBAC, 50.4 of Field students met or exceeded standards	mathematics in the upcoming assessment.
SBAC - Mathematics	All students identified one or two grade levels below will automatically be referred to intervention and quarterly monitoring.	100% of students identified will demonstrate positive growth and improvement as measured on the interim and state math assessments during the school year.
SBAC - Mathematics	Historically, the percentage of our identified subgroups have scored below standard and will need additional support during the school day.	10% or more-identified students will improve at least one band on the SBAC mathematics in the upcoming assessment.
iReady Math Diagnostics and Interim Assessment Blocks (IAB)	Interim assessment data will be analyzed to monitor students' progress, plan math instruction and targeted intervention for students working below grade-level standards in mathematics.	All TK-5 students will be monitored quarterly for continuous progress and improvement in mathematics. This includes subgroups such as SED, ELs and students with disabilities that may require additional supports.

Annual Review

SPSA Year Reviewed: 2023-24

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 2024-25 at teachers' discretion at least twice throughout the academic school year.
- The district-funded Instruction Coach collaborated with teachers in conducting data dialogues to review students' progress in Math.

- Curriculum mapping continued for all grade levels to address standards-based instruction in the classroom; while English/Mandarin instruction in Math targeted vocabulary and essential standards in TK-5th grade.

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. This year the Mandarin and Engish teachers were supported by the Instructional Coaches during our Professional Learning Communities (PLCs). Although additional time would be appreciated Math teachers could use the time to continue to plan, review, and collaboratively refine instruction 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. Bilingual instructional aides will be hired to support students not making adequate progress
2. The SSC will continue to explore the allocation of resources to allow for more release time for teachers on a regular basis.
3. Math literacy and academic vocabulary need to be embedded across the curriculum TK-5 and be explicitly taught by both Mandarin and English teachers.
4. Specific Math strategies/activities did occur but were not consistent given the program limitations as well as the experience level of the teachers.

5. Summative data from the AAPPL will be assessed in conjunction with the interim assessment and IRI data will be used to determine progress toward mastery of grade-level standards for all students.
6. Progress toward the 2024-2025 Mathematics goal(s) will be reviewed throughout the school year to determine progress and make appropriate changes/modifications.

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, Hispanic, 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 math will be planned to address the following:
    - new Ready Mathematics curricular resources
    - strategies for effective differentiation and small-group instruction
    - 8 Standards for Mathematical Practices as called for in the CA mathematics framework
    - Mandarin-specific applications for TK-4th grade math teachers

2. Ongoing data analysis of i-Ready diagnostics and interim assessment data will be used to plan differentiated small-group math instruction for targeted subgroups working below grade-level standards.

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

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

5. Learning walks and peer observations will be scheduled as needed to collect data, set goals, and ensure continuous program improvement in mathematics.

6. Math needs will be determined for each TK - 5 student who demonstrates the equivalent of "Below Basic" or "Far Below Basic" on the i-Ready math diagnostic assessment(s) and/or the SBAC Math results (3rd-5th) as well as through informal progress monitoring.

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

8. Grade-level meetings will be facilitated by the Instructional Coach and grade-level chairs as

needed to review instructional units and plan lessons aligned to the focus standards that will be assessed.

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

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

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

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

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

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

14. 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

15. 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.

16. The iReady Diagnostic 2 will be administered to all K-5 students by January 2025 to assist with progress monitoring and plan targeted small-group instruction and intervention.

17. Mid-year Learning Walks and Peer Observations will be conducted to continue data collection, set goals, and ensure continuous program improvement in Mathematics.

18. 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.

19. 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. This is a stretch goal for the coming school year as it was not accomplished this school year.

20. Skills that need to be reviewed or retaught will be addressed during the Math workshop mini-lesson.

21. Regular and focused professional development in the Ready math curricular resources will continue during "A" Monday early release time.

22. 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

23. 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.

24. End-of-Year iReady Diagnostic assessments will be administered to TK-5 students as needed to assist with grouping and placement for the coming year.

25. 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.

26. 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)
39420	LCFF Supplemental and Concentration (S/C)
47464	Title I Part A: Allocation

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. CAASPP ELA Average Distance From Standard for All Students will increase the baseline of 49.8 (Green) from 2023 by a total of 0 or more (to reach Blue) to end at 49.8 or lower by the end of the 2024-2025 school year.
2. CAASPP ELA Average Distance From Standard for Hispanic will increase the baseline of 30.7 (Yellow) from 2023 by a total of 20.8 or more (to reach Green) with a stretch goal of 4.8 or more (to reach Blue) to end at 51.5 or higher by the end of the 2024-2025 school year.
3. CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -36.7 (Red) from 2023 by a total of 0 or more (to reach Orange) with a stretch goal of 3 or more (to reach Yellow) to end at -36.7 or lower by the end of the 2024-2025 school year.
4. CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will increase the baseline of 30 (Green) from 2023 by a total of 15 or more (to reach Blue) to end at 45 or higher by the end of the 2024-2025 school year.
5. CAASPP ELA Average Distance From Standard for English Learners will increase the baseline of 21.4 (Red) from 2023 by a total of 0 or more (to reach Orange) with a stretch goal of 15 or more (to reach Yellow) to end at 21.4 or lower by the end of the 2024-2025 school year.
6. IRI and interim assessment data will be used to plan and provide targeted ELA/Literacy instruction/intervention for all students, including those not meeting grade-level ELA standards, to ensure continued progress and improvement toward individual goals.

TK: Using DRDP measures, students will be exposed to letters and sounds. They will be exposed to Heggerty, and they will show improvement from the beginning of the year to the end. This includes all subgroups of students.

Kinder: By June of 2025, all students will maintain or increase their ELA average Distance From Standard. Socioeconomically disadvantaged (SED) students will show improvement from the previous year. All significant student subgroups will continue to improve ELA performance as measured by iReady assessments and Heggerty.

1st: By June of 2025 75% of 1st Graders will increase their overall typical growth from the beginning of the Year ELA Benchmark (I-Ready Reading) by 100% or by one whole Reading Grade Level. From the beginning of the school year to the middle of the school year students will increase their overall reading level by the middle of by 50%. Then, from the middle of the school year to the end of the school year students will increase their overall reading level by another 50%, totaling a whole of 100% by June. Students will be identified

who are in need of early intervention to ensure they maintain reasonable grade level growth during the course of the school year. Small group interventions will be monitored for the individual growth of all students during the school year.

2nd: By June of 2025 75% of 2nd Graders will increase their overall typical growth from the beginning of the Year ELA Benchmark (I-Ready Reading)by 100% or by one whole Reading Grade Level. From the beginning of the school year to the middle of the school year students will increase their overall reading level by the middle of by 50%. Then, from the middle of the school year to the end of the school year students will increase their overall reading level by another 50%, totaling a whole of 100% by June. Students will be identified
who are in need of early intervention to ensure they maintain reasonable grade level growth during the course of the school year. Small group interventions will be monitored for the individual growth of all students during the school year.

3rd: By June of 2025, 75% of third graders will meet the 3rd grade proficiency in the iReady reading diagnostics. Also, 75% of the third graders will make progress in reading, reading comprehension, phonics, and word recognition. IRI and interim assessment data will be used to plan and provide targeted ELA instruction/intervention for all students, including those not meeting or approaching grade-level ELA standards, to ensure continued progress and improvement toward individual goals.

4th: By the end of the 2024-25 school year, 80% of fourth graders will have maintained or increased their overall scores from the baseline of previously collected data. All significant subgroups of students, including Socioeconomically Disadvantaged, BIPOC, English Language Learners, and Students with Disabilities, will receive additional support, resources, and intervention as needed to improve performance in ELA as measured by achievement on interim benchmark assessments in ELA/Literacy as well as CAASPP. I Ready Reading 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

5th: By April of the 2024-2025 school year, 75% of students will score within the fifth-grade level band of the IReady Diagnostic exam. Within this same time frame 70% of 5th grade students will achieve their overall typical growth by at least 50%. All significant subgroups of students performing below grade-level standards in ELA will continue to improve performance as measured by achievement on interim benchmark assessments. Targeted intervention and small group support will be provided to help achieve these goals.

Identified Need

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

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

3. 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.

4. 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.

5. Release time will also be utilized for vertical and horizontal grade-level planning of ELA/literacy units through our PLC times. Faculty will work to map the language arts curriculum beginning with the PUSD Scope and Sequence and working backward. Lessons will be collected in a team drive to ensure continuity and accountability across grade levels. Learning walks and peer observations will be scheduled to collect data, set goals, and ensure continuous program improvement.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (ELA/Literacy)	Historically, 69% of Field students met or exceeded standard as previously noted on the 2019 SBAC mathematics assessment. This category has decreased over the years. From last year's assessment to this year we have decreased 8.8 points. For the 2023 SBAC, 409.8 of Field students met or exceeded standards	75% or above will meet or exceed standard on the SBAC English in the upcoming assessment.
SBAC (ELA/Literacy)	Historically, 4 out 7 students (57%) identified for federal block grant assistance due to low performance showed a positive increase in the DFS met on the 2021 ELA/Literacy SBAC.	All students identified for federal block grant assistance due to low performance will demonstrate a positive increase in the DFS met on the 2022 ELA/Literacy SBAC.
SBAC (ELA/Literacy)	Historically, socioeconomically disadvantaged students scored 10.7 points below standard and Hispanic students scored 17.4	The percentage of targeted subgroups of students (including SED and Hispanic students) meeting ELA/Literacy

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	points below standard in ELA/Literacy on the 2019 SBAC. This was a decline of 13.3 and 16.1 points respectively.	standards as measured by the SBAC will improve by at least 5 points.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

- Language Arts teachers met in Grade level teams met on "A" Mondays and during release time reviewed SBAC data to identify areas of strength and areas for growth
- ELA/MLA data chats were conducted in 2024-2025 at teachers' discretion at least twice throughout the academic school year.
- The Instruction Coach collaborated with teachers in conducting data dialogues to review students' progress in language arts and conduct balanced literacy training.
- Students were provided with consistent access to 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 5-7 Instructional Aides to support teachers in addressing the targeted needs of students.
2. The Field SSC will continue to explore the allocation of resources to allow for adequate time and compensation for teachers to complete the strategies and activities outlined above.
3. Writing tasks and academic vocabulary need to be embedded across the curriculum TK-5 by the ELA/Literacy teachers.
4. Summative data from the AAPPL will be assessed in conjunction with the interim assessment and IRI data will be used to determine progress toward mastery of grade-level standards for all students.
5. Progress toward the ELA/Literacy goals will be reviewed regularly with the PUSD Curriculum Instruction and Professional Development office to determine needed program updates and modifications.
6. A district-funded MDLIP TOSA will be in place for the coming school year and an ELA TOSA will be funded from site funds.

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, Hispanic students, and students with disabilities that may require additional support in language arts.
Instructional Strategies/Activities to address ELA/Literacy skills of: Reading, Writing, Research/Inquiry and Listening.

Strategy/Activity

1. Regular and focused professional development in language arts and literacy will be planned to address the following:
   - components of effective balanced literacy instruction in a dual immersion setting, including strengthening implementation of Guided Reading methodology for all students K-5 students.
   - data analysis and effective differentiated small-group instruction for targeted subgroups
   - English and Mandarin-specific applications for effective guided reading instruction and vocabulary development

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

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

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

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

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

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

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

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

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

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

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

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

13. Targeted Intervention, progress monitoring, and small group instruction for students in need of support in English Language Literacy.

14. Mid-year data chats will be scheduled to identify Tier 2 and Tier 3 students for intervention, as well as develop a progress monitoring system to guide instruction and next steps for language arts teachers.

15. Consistent implementation of Word/Character Study and workshop model for reading and writing at all grade levels (TK-5)

16. 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.

17. Mid-year reading inventories will be administered to TK-5 students as needed to assist with progress monitoring and plan targeted instruction for Guided Reading.

18. 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.

19. Second-trimester grade-level meetings will be scheduled to review student work, reading levels, and diagnostic assessment results in order to collaboratively map ELA/Literacy units and plan targeted instruction and intervention for students.

20. Individualized Learning Plans (ILP) will be developed as needed for students identified as GATE in grades 3-5.

21. Skills that need to be reviewed or retaught will be addressed during writing and reading workshop conferences.

22. Targeted Intervention, progress monitoring and small group instruction will continue for students in need of support.

23. 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.

24. 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.

25. End-of-Year reading inventories will be administered to TK-5 students as needed to assist with grouping and placement for the coming year.

26. 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)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

Mandarin Language Arts (MLA)/Literacy:

1. By the end of the school year 2024-25, all MDLIP students will demonstrate adequate progress in Mandarin language proficiency guidelines across all assessed areas as measured in Level Chinese and adequate progress noted for all 3rd-5th grade students as measured with the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) (three modes of communication-Interpersonal, Interpretive, and Presentational). All MDLIP students, including statistically significant subgroups (English Learners, Foster Youth, eligible for Free/Reduced Meal Program) and others who have been less academically successful in the past, will have access to a robust program of standards-based content and literacy instruction in Mandarin Language Arts (MLA) including Interpersonal Listening/Speaking, Interpretive Reading, Interpretive Listening and Presentational Writing.

2. By the end of 2024-25, all MDLIP students (TK-5) will improve in Listening and Speaking skills by 14% in Mandarin as measured in both summative and formative measures in both languages. Target language assessments will be aligned to the ACTFL language proficiency targets as well as the Assessment of Performance toward Proficiency in Languages (AAPPL) for 3rd-5th grade students and Level Chinese data for all students Kinder-5th.

3. By the end of 2024-25, 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.

4. By June of 2024, all MDLIP students will continue to demonstrate very high achievement in ELA/Literacy by maintaining or increasing the average distance from the standard (DFS) met on the CAASPP and interim assessment blocks.

TK: As the standards for TK are still in the process of being developed at the state level, this program is following our current DLIP model of (90:10) as a pilot year 2.

Kinder: By June of 2025, 50% of all Kinder students will reach level C and above for Reading on Level Chinese assessments, while 15% will achieve Novice Low and at least 85% will reach Novice Mid in Speaking & Listening on the Mandarin proficiency level targets by ACTFL assessment.

1st: By the end of the 2024-2025 school year, 70% of first graders will improve on their Level learning reading levels compared to the beginning of the year Level learning results. All students will

receive small group differentiated instructions based on their reading level to be monitored and supported.

2nd: By the end of the 2024-25 school year, 80% of students will meet Level E or above in the Level Chinese reading test. 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 small group instructions in Mandarin Language Arts (MLA) including Interpersonal Listening/Speaking, Interpretive Reading, Interpretive Listening and Presentational Writing.

3rd: By the end of the 2024-2025 school year, 80% of students will meet Level F or above in the Level Learning reading diagnostic. On the AAPPL assessment, 80% of the students will reach Novice Mid in speaking.

4th: By the end of the 2024-25 school year, 80% of students will achieve Level G or higher on the Level Learning test. Additionally, 80% of students will score at or above N4 on the AAPPL test (Interpersonal Listening and Speaking).

5th: By June 2025, all students will demonstrate adequate progress in Mandarin language proficiency guidelines across three modes of communication (Interpersonal, Interpretive, and Presentational) as measured by the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). At least 65% of students will meet the expectations.

Identified Need

Due to the cancellation of summative assessments due to school closures in 2019–2021, 2021-22 was the first year our students have completed the AAPPL assessment since the start of the pandemic in the school year 2019-2020.

1. Based on data from the 2024 AAPPL assessment, Field students demonstrated the greatest need in the areas of writing and reading in all grade levels. The data also reflects the need for focused target language development across all domains.

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

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

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)	3rd grade students will improve oral language skills by 10%, from 88.5% on the next administration of the AAPPL.	3rd grade students will improve oral language skills by 10%, from 88.5% to 98.5% on the next administration of the AAPPL.
ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)	4th grade students will improve oral language skills by 20%, from 64% on the next administration of the AAPPL.	4th grade students will improve oral language skills by 20%, from 64% to 84% on the next administration of the AAPPL.
ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)	5th grade students will improve oral language skills by 10%, from 80% on the next administration of the AAPPL.	5th grade students will improve oral language skills by 10%, from 80% to 90% on the next administration of the AAPPL.
ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)	5th-grade students will demonstrate growth in target language proficiency across the following domains: • Reading scores will continue to increase by 15%, from 36% to 51% • Writing scores will increase by 15%, from 36% to 51% • Listening scores will increase by 10%, from 73%to 83%	5th grade students will demonstrate growth in target language proficiency across the following domains: • Reading scores will continue to increase by 15%, from 36% to 51% • Writing scores will increase by 15%, from 36% to 51% • Listening scores will increase by 10%, from 73%to 83%
Level Chinese Mastery Track	Current Mandarin Reading Levels by grade-level	Grade-level targets for growth.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

- Language Arts teachers met in Grade level teams met on "A" Mondays and during release time reviewed relevant formative and summative assessment data to identify areas of strength and areas for growth
- ELA/MLA data chats were conducted in 2024-2025 at teachers' discretion at least twice throughout the academic school year.
- The Instruction Coach collaborated with teachers in conducting data dialogues to review students' progress in language arts and conduct balanced literacy training.
- Students were provided with consistent access to and use of standards-aligned materials.

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

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

III. Teachers worked with the Instructional Coach to schedule bilingual instructional aides during the time which allowed teachers to provide targeted small-group instruction and intervention for students on a limited basis.
Historically, three instructional aides were increased to five as of December 2020.

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

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

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

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

1. The Field SSC will continue to explore the allocation of resources to allow for more release time and appropriate compensation for teachers working outside their contracted hours.
2. Funding for release time and contracted curriculum development services will need to be considered to allow collaborative planning time for Mandarin language arts teachers.
3. Summative data from the AAPPL will be assessed in conjunction with the interim assessment and IRI data will be used to determine progress toward mastery of grade-level standards for all students.
4. Progress toward the 2023-24 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 and an ELA TOSA will be funded from site funds.

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, Hispanic students, and students with disabilities that may require additional support in Mandarin language arts. Instructional Strategies/Activities will address target language proficiency in Mandarin Listening comprehension, Speaking, Reading and Writing.

Strategy/Activity

1. On-going and focused professional development in data analysis, differentiated small group instruction for targeted subgroups as well as the components of balanced literacy will be provided during early release time on Mondays, substitute release time, and P.E. instructional time.

2. The ILT will facilitate regular data chats with each language arts teacher at least twice a year to identify Tier 2 and Tier 3 students for intervention, as well as develop a progress monitoring system to guide MLA instruction and next steps.

3. Release time will also need to be utilized for vertical and horizontal grade-level planning of MLA/Literacy units. The curriculum will be mapped beginning with the PUSD Scope and Sequence and working backward. Lessons will be collected in a team drive to ensure continuity and accountability across grade levels.

4. Bilingual instructional aides will be scheduled strategically to allow teachers to provide targeted small-group instruction and intervention for students in need of a high level of support in MLA.

5. Beginning-of-year Level Chinese reading inventories will be administered to 1st-5th grade students as needed to assist with progress monitoring and plan targeted instruction for Guided Reading.

6. Learning walks and peer observations will be conducted for data collection, set goals, and ensure continuous program improvement in MLA/Literacy.

7. Intensive strategic instructional support, in-class, and after-school intervention for students performing below grade level on Mandarin formative/summative assessments, Level Chinese reading levels, and target language AAPPL assessments.

8. Teachers will receive PD on the format of the AAPPL test as well as culturally responsive teaching practices and look for opportunities to supplement Mandarin resources and materials that support the summative format and are culturally inclusive.

9. Teachers of MDLIP students will provide daily sheltered instruction utilizing SDAIE strategies and comprehensible input with support from the bilingual Instructional Aide.

10. 3rd-5th graders will reinforce their pinyin and keyboarding skills through tech integration and by completing online writing assignments.

11. 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.

12. Mid-year reading inventories will be administered to TK-5 students as needed by January 2024 to assist with progress monitoring and plan targeted instruction for Guided Reading.

13. Mid-year Learning Walks and Peer Observations will be conducted to continue data collection, set goals, and ensure continuous program improvement in MLA/Literacy.

14. 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.

15. 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)

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 everyday in physical and cognitive environments that is are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 4

Chronic Absenteeism:

In the 2022-23 school year, the overall chronic absenteeism rate has decreased from 25.4% to 8.94% but this rate is still connected to the ongoing circumstances surrounding the worldwide pandemic. Over the last two school years, a significant increase districtwide at all school sites in terms of chronic absenteeism has been noted.

1. Chronic Absenteeism for All Students will decrease the baseline of 10.1 (Yellow) from 2023 by a total of -0.5 or more (to reach Green) with a stretch goal of -5.1 or more (to reach Blue) to end at 9.6 or lower by the end of the 2024-2025 school year.

2. Chronic Absenteeism for Hispanic students will decrease the baseline of 13 (Yellow) from 2023 by a total of -3 or more (to reach Green) with a stretch goal of -10.5 or more (to reach Blue) to end at 10 or lower by the end of the 2024-2025 school year.

3. Chronic Absenteeism for Students with Disabilities will increase the baseline of 3.8 (Red) from 2023 by a total of 0 or more (to reach Orange) with a stretch goal of -1.3 or more (to reach Yellow) to end at 3.8 or lower by the end of the 2024-2025 school year.

4. Chronic Absenteeism for Socioeconomically Disadvantaged will decrease the baseline of 11 (Yellow) from 2023 by a total of -1 or more (to reach Green) with a stretch goal of -6 or more (to reach Blue) to end at 10 or lower by the end of the 2024-2025 school year.

5. Chronic Absenteeism for English Learners will decrease the baseline of 10.6 (Yellow) from 2023 by a total of -0.6 or more (to reach Green) with a stretch goal of -8.1 or more (to reach Blue) to end at 10 or lower by the end of the 2024-2025 school year.

Identified Need

1. We will need to continue to reduce the chronic absenteeism rate for all significant subgroups of students including Students w/ Disabilities and Hispanic students and our general population as we resume next school year.

2. We will need to continue to track monthly absences and intervene with families early to determine the barriers to regular attendance at school as we resume next school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Current Chronic Absenteeism Rate	8.94%	decrease rate to under 5.0% from 8.94% as we continue to regain our attendance goals and objectives since the pandemic.

Annual Review

SPSA Year Reviewed: 2023-24

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 learning loss has been mitigated by summer sessions for students in academic need.

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.

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)

1. Continue recognition programs for students and classrooms that have the highest rate of regular attendance.

2. Chart/display classroom attendance rates and recognize TK-2 and 3-5 classes with the 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.

6. Communication and parent meetings hosted by the school community assistant regarding attendance, independent studies, and the importance of being in school will be conducted throughout the school year. Student incentives connected to attendance will be communicated and issued to participants who meet the monthly criteria. Student Attendance Review Team and/or referrals to the Student Attendance Review Board will be utilized for families that are chronically absent from school.

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)
425	Title I Part A: Parent Involvement

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 everyday in physical and cognitive environments that are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 5

School Safety, Climate, and Culture:

In an effort to increase the importance of attendance on campus, we will continue to address our chronic absenteeism by 5% (10.1% to 5.1%).

We will continue to increase social-emotional learning (SEL) and support for all students, especially for those in grades K-5th as well as for those experiencing adverse childhood trauma. This is in order to better facilitate student success in all areas.

Increase the percentage of Parent Portal usage by 8% from 91.13% to 99.13% in order to continue to improve communication between school and parent/guardian relations during the school year.

For the school year 2024-25, 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 enhance our leadership team we will continue with full-time support of a Bilingual School Community Assistant (Mandarin) to assist our school an effort to re-establish and fully implement PBIS at Field Elementary for all students the following actions will occur during the coming school year:

1. Continue to reestablish the school and stakeholders Rti Team
2. Behavior Rti Implementation Action Plan for the school year 2024-25. This comprehensive action plan will include items discussed from our approved school site safety plan.
3. Continue our monthly Character Education Program (Ten Character Traits Theme: Responsibility; Self-Control; Resilience; Citizenship; Service; Honesty; Kindness; Empathy; Respect
4. Provide behavioral support throughout the entire school week with the assistance of our Project II Behavior Aide.
5. Provide ongoing professional development in the area of Rti Behavioral support both in the classroom, during unstructured times, and with our support staff. Include structured play activities during recess time for students to minimize problems and/or issues during free time.
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. Mental health and SEL lessons will continue to be offered for all students TK-5th grade.
9. Maximize hired noon aides and approved Level I and Level II volunteers.
10. Our leadership team in collaboration with the teachers of Field Elementary will develop a comprehensive Field Elementary Parent & Community Handbook based on the needs of our school and TK-5th grades.

11. Build an environment where parents can have more interaction with their child's teacher(s), building mutual trust between teacher and parents.
12. We will continue to develop the Workshop Model (Lucy Calkin) for instructional improvements in all core subject areas and facilitate more small group time to have students learn in their proximal zone of development.
13. We will continue our work regarding cultural responsiveness in the classroom/campus through training and parent group meetings facilitated by district-approved vendors and companies for the coming school year. Additionally, start PD in the area of anti-racism training through the district office (CIPD) for the coming school year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard and CWAS chronic absenteeism data	25.4% of students classified as chronically absent	Decrease rate by 22% to maintain the very low percentage of students classified as chronically absent
CA School Dashboard & student information system suspension rate data	0.2% of students suspended at least once	Maintain/decrease the percentage rate of students suspended
2021-22 student behavior referral and discipline data by grade level	Kindergarten - 15 incidents 1st Grade - 9 incidents 2nd Grade - 5 incidents 3rd Grade - 10 incidents 4th Grade - 10 incidents 5th Grade - 8 incidents	• Reduce by 5% the overall number of incidents requiring intervention by administration and support staff • Increase SEL and support in grades TK-5 to minimize incidents requiring additional intervention

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

1. Continue with increased hours of our Project Behavior Aide by 100 hours
2. Hire and provide support of a part-time Behavior Interventionist to ensure we have full time coverage throughout the school week to appropriately implement and respond to the needs of all students during structured and unstructured times.
3. Addition of District Security Officer as a resource to work with existing team to secure the campus and all members of the community on a daily basis.
4. Communication of the PBIS plan to all stakeholders (teachers, students, parents/guardians)
5. Student Handbook will be another source of communication for all community members which will include the Parent Involvement Policy and School Parent Compact.
6. School Site Council which can be found at following link on our website https://www.pusd.us/Page/1448 for further information and updates.

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-Project Behavior Aides, Noon Aides, Behavior Interventionist and District Security Officer).
2. Behavior Rti Coach will be centrally funded through the district for support of behaviors and intervention on campus for all students while supporting teachers and staff.
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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

1. Positive Behavior Intervention and Support (PBIS) w/ a Trauma-Informed approach will form the basis of the behavior and discipline policy at Field and training will be provided to all relevant stakeholders

2. The Behavior Interventionist will provide regular counseling and assistance to at-risk students as well as access to relevant district/community resources for their teachers and families as needed

3. The records clerk administration team will collaborate to avoid student truancy or reduce excessive student absences by providing counseling as well as linking to relevant district and community resources

4. Behavioral and supervision project aides will receive ongoing training and support in proactive strategies, conflict resolution, and trauma-informed approaches to supervision and discipline as part of the professional development plan

5. The Behavior Interventionist and administration will collaborate with all relevant stakeholders in addressing childhood trauma and social/emotional development that may affect to overall school climate and culture (to address bullying, conflict resolution, or a lack of access to resources)

6. Grade-level assemblies and activities will be scheduled for all students to receive recognition by their teachers for progress and student achievement on a monthly basis

8. Mindfulness, Yoga, and Second Step curriculum will be consistently implemented by teachers and CWAS Interns to provide regular and ongoing social-emotional development for students across all grades

9. Extrinsic and intrinsic universal screening will be completed for each student on a yearly basis and results will be analyzed as appropriate by teachers and staff

10. School-wide behavioral expectations will be taught and reinforced at the beginning of each semester for all grades (TK-5) and behavior and supervision aides will recognize safe, respectful, and responsible students with positive person awards

11. All classrooms and common areas will have a School-wide Behavioral System posted to reinforce safety, responsibility, and respect and these expectations will be explicitly taught to students twice a year with periodic reminders as needed.

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

Amount(s) Source(s)

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 including students with disabilities, Hispanic students and English learners.

Strategy/Activity

1. Teachers will continue to use an electronic referral system for severe referrals that require administrative intervention as well as an online behavior log to track students incidents and response

2. Anti-bullying assemblies and classroom presentations will be scheduled for all TK-5 students

3. Student leadership skills will be developed by encouraging students to lead assemblies and encouraging school-wide participation in events to improve overall student engagement

4. School teams will meet to review referrals and results of universal screening

5. Goals and objectives of PBIS and Trauma-informed approaches to discipline will be reviewed with all relevant staff during PD time

6. Playground expectations as well as the rules and goals of games (including new playground apparatus) will be reviewed regularly with students.

7. Implementation of Fit Study and Peaceful Playground games to encourage physical activity and problem solving skills.

8. Noon Aides and other supplemental classified staff will be utilized for support

9. Through the use of health reports we will track the number of incidents/injuries for data purposes only for the coming school year.

10. Teachers will consider and vote on a schoolwide model for PBIS Rewards system to consider for implementation that is connected to rewards and our student store.

11. Teachers and school admin will consider and vote on the implementation of a district-approved curriculum for conflict resolution for all students on campus.

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)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 5

Parents and guardians feel welcomed 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

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.

For the school year 2024-25, 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 enhance our leadership team we will acquire full-time support of a Bilingual School Community Assistant (Mandarin) to assist our school site.

1. Our leadership team in collaboration with the teachers of Field Elementary will develop a comprehensive Field Elementary Parent & Community Handbook based on the needs of our school and TK-5th grades.

2. Regain the percentage of Parent Portal by 8% from 91.13% to 99.13% as noted last school year and continue to improve school and parent/guardian relations during the school year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Field Principal Update will be widely read.	Currently over 80% families read the weekly update.	The principal will continue to collaborate with staff, PAC leaders and the PTA in streamlining and reinforcing weekly communication. Quarterly parent/community

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		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

Annual Review

SPSA Year Reviewed: 2023-24

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.

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 MDLIP; GATE; Students

Strategy/Activity

1. By August 2024, 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 the school website to include current information regarding all parent/teacher leadership groups such as purpose, goals, meeting agendas, and events.

7. Schedule and plan monthly Dual Language Parent Advisory Committee (DLPAC) meetings

8. Collaborate with the school principal, teacher lead, and parent chair of DL PAC to set agendas for meetings and parent information nights.

9. School staff will work with the administration and all stakeholders to plan and schedule meetings/year for program development and improvement

10. ILT and stakeholders will work to further develop the school program and monitoring systems

11. School staff will work with the GATE PAC chair to plan and schedule four meetings/year for program development

12. Faculty GATE representatives will attend all PUSD GATE working group meetings to further develop the school program

13. 3rd-5th grade teachers will implement ILPs as needed for identified GATE students and communicate student goals and progress with students and relevant stakeholders

14. 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.

15. Continue with community partnerships, enrichment activities, and preparatory lessons

16. The use of recorded video tutorials for training on platforms like Aeries and Canvas can be highly effective for parent engagement. Also, the use of PUSD-approved means of communication with our community and parents will be continued to be used. (email, Sunday/Wednesday messages.

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)
425	Title I Part A: Parent Involvement

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

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

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

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

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

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

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

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

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	$48314
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	$48314
Other State/Local Funds provided to the school	$39420

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 ($)

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 ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds available for this school: $87,734

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	39420	0.00
Title I Part A: Parent Involvement	850	0.00
Title I Part A: Allocation	47464	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	39,420.00
Title I Part A: Allocation	47,464.00
Title I Part A: Parent Involvement	850.00

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:

Dr. Charlene Tucker School Principal

Natalie Palma Classroom Teachers

Veronica Amaya Other School Staff

Nathan Ingle Parent or Community Members

Name of Members	Role
Zhongqiang Sun	Classroom Teacher
Erin Musick	Classroom Teacher
Huiling Xu	Classroom Teacher
Phil Wang	Parent or Community Member
Adelaide Lau	Parent or Community Member
Hailin Chen	Parent or Community Member
Cindy Gin	Parent or Community Member
Anne Casados	Parent or Community Member
Dr. Charlene Tucker	Principal
Nathan Ingle	Parent or Community Member
Natalie Palma	Classroom Teacher
Veronica Amaya	Other School Staff

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

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 17, 2024.

Attested:

Principal, Dr. Charlene Tucker on May 17, 2024

SSC Chairperson, Nathan Ingle on May 17, 2024

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.

Educational Partner 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.

Educational Partner 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 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 Educational Partner 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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

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

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 17, 2024.

Attested:

Principal, Dr. Charlene Tucker on May 17, 2024

DocuSigned by:

A2043C37F6EB48F...

SSC Chairperson, Nathan Ingle on May 17, 2024

Pasadena Unified School District
Student Wellness and Support Services

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Field Elementary	Principal: Dr. Charlene Tucker
School Number: 18	Counselor: N/A
Date Completed: 5/2024	Principal Signature: Dr. Charlene Tucker

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

2023-2024 Current Chronic Absentee Rate	2024-2025 Chronic Absentee End-Of-Year	Goal 2024-2025 Chronic Absentee Goal
10.1%	5.1%	9.6% or lower

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**

• Monthly recognition of leading grade levels, classroom homerooms, and students • Monthly recognition of teachers/staff • Recognize and reward perfect attendance for both students and teachers/staff on a monthly basis • Host parent meetings and provide recordings about the importance of attendance and the dangers of being classified as a chronically absent student.	• Students • Teachers/Staff • Students • Parents	Monthly Monthly Monthly Fall/Spring- SART Meetings	Banner and monthly recognition (awards) Banner display and recognition SART Conferences documented in Aeries Sign-in sheets for attendance or Google Form if watched via the recordings.

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
• Homeroom teachers will emphasize the importance of attendance • 25-Day Launch of school rules, school goals, rewards, and the importance of attendance by the admin team • Roll out Independent Studies changes in an effort to decrease the total number of (IS) families during the school year • Attendance improvements and perfect attendance connected to our student store incentives. • Attendance data reviewed at PLC's/PD	• Students • Students • Community/All stakeholders • Students • Site Teachers/Staff	Weekly Beginning of the school year Monthly Monthly Monthly	Banner Winners and Recognition at our monthly assemblies Sign-ins and decrease of chronic absenteeism Decrease in independent studies requests during the school year Student Store Decrease in overall chronic absenteeism rates

● 351 South Hudson Avenue, Room 206 ● Pasadena California 91109 ● (626) 396-3600, x 88230 ● (626) 793-9858 fax ● www.pusd.us

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
• Identification of data and habitual chronic absenteeism cases in order to determine preventative measures to support families	• Parents/Students	Monthly	SART Meetings and/or SST Meetings
• Host general attendance meetings (recordings) and monthly SART Meetings	• Parents/Students	Monthly	Aeries upload of meetings
• Recognition of attendance improvements for all stakeholders	• Community/All Stakeholders	Monthly	Banner and monthly assemblies announcements

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:

Dr. Charlene Tucker School Principal

Natalie Palma Classroom Teachers

Veronica Amaya Other School Staff

Nathan Ingle Parent or Community Members

Name of Members	Role
Zhongqiang Sun	Classroom Teacher
Erin Musick	Classroom Teacher
Huiling Xu	Classroom Teacher
Phil Wang	Parent or Community Member
Adelaide Lau	Parent or Community Member
Hailin Chen	Parent or Community Member
Cindy Gin	Parent or Community Member
Anne Casados	Parent or Community Member
Dr. Charlene Tucker	Principal
Nathan Ingle	Parent or Community Member
Natalie Palma	Classroom Teacher
Veronica Amaya	Other School Staff

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.