



ESSER III School Site Plan

School Name: Field

ESSER III Allocation: \$40,558.00

Document Generated On Jun 28 2022 @ 12:15:03 (PDT)



Stakeholder Input, Needs, and Priorities

How did you collect stakeholder feedback and input in the formulation of your plan?

This should include parents, teachers, school staff, and to the greatest extent possible, students.

In working with our educational stakeholders (ILT, SSC, PTA and other parent groups) this school year, we have discussed our unique needs at Field Elementary for both Mandarin and English in all subject matter. During our professional development, general meetings, community outreach events, surveys and conversations we have worked to frame our approach to accelerated learning loss that fits the scope of all learners here at Field. This extensive plan has been a cultural shift which incorporates our daily instructional delivery model (workshop) that embeds intervention during the school day. In continuing with this practice, we are promoting small group instruction which will be continued during the summer session and next school year.

What are the specific stakeholder needs, priorities, or feedback at your school that this plan addresses?

Our need that this plan addresses is for intensive academic intervention in small group instruction for identified students in the specific areas of Mandarin Language Arts, Math and English Language Arts.

The need has been identified through our grade level instructional bi-weekly meetings, instructional leadership team meetings, SSC and other parent meetings. Data used has been from the following sources:
iReady Reading and Math



ESSER III School Site Plan

AAPPL
Level Chinese

What specific considerations does your plan include for Foster Youth, English Learners, Low Income, Homeless, and/or Special Education students?

Our instructional coach and instructional leadership team will monitor our populations of foster youth, ELs, Low Income, Homeless and SPED students on a monthly basis along with our general population of students. Either an SST or IEP meeting will be called to address concerns associated with intermittent or no progress in any of our target areas.



ESSER III School Site Plan

Plan Expenditures

Provide a description of the services and activities funded through ESSER III. Activities should also align broadly with the identified district stakeholder priorities to the greatest extent possible.

Item Number	Service/Strategy Description	Anticipated School Year(s)	Proposed Expenditure Amount	District Priority/Theme
1	In order to promote accelerated learning for our students enrolled in the dual language immersion program, we would like to offer supplemental academic support in the areas of Mandarin Language Arts, Math and English Language Arts as we transition to a new school year. Additionally, Field will be adding TK to our program next school year and we would like to offer a foundational academic bootcamp for students to meet with teachers, explore the campus and learn a few instructional pieces (numbers, colors, Mandarin characters) before starting in the fall of 2022. Our program will be offered to eligible and recommended incoming TK/Kinder students through current 5th grade students here at Field.	2022-2023	\$40,558.00	(1) Focus on key components of Reading, ELA, and Math Curriculum



Ensuring Interventions are Addressing Student Needs

The district is required to ensure interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the school site plan for ensuring that the actions and expenditures in this plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Item Number	What will you use to monitor the progress of this action to know it is addressing students' SEL, Academic, or Mental Health Needs?	How do you plan to monitor if the action is addressing students' SEL, Academic, or Mental Health Needs?	How frequently will the progress monitoring occur?
1	<p>In order to monitor the progress of our enrolled students in the program we will utilize the following baseline data:</p> <ul style="list-style-type: none"> iReady Reading and Math D1-D3 data AAPPL data Level Chinese D1-D3 data Review 360 Screener data 	<p>Based on the data provided for targeted students recommended and enrolled in the summer program, the team of intervention teachers and the instructional leadership team will meet to discuss the curriculum and review that will be used during the summer program. Other formative and summative data from the school year will be provided by homeroom teachers in order to determine an individualized objectives and goals for each student enrolled in the summer program. The intervention teachers will review and assess</p>	<p>Identified students will be monitored weekly during the summer session in all academic areas stated (MLA, Math ELA) and a continued focus of monitoring will occur each trimester during the school year 2022-2023 by the instructional leadership team. All data points will be reviewed and monitored by the team.</p>



ESSER III School Site Plan

		<p>all students at the conclusion of the summer program to determine if objectives and goals were met for all enrolled students based on the following data reviewed:</p> <ul style="list-style-type: none">iReady Reading and Math dataAAPPL dataLevel Chinese dataReview 360 Screener data	
--	--	---	--



Review and Comments

This plan has been reviewed for allowability and has the following status.

Reviewed by

AC

Review status

Approved

Review comment(s):

Plan for in-school summer camp approved. PRs 1044938 through 1044944 received and processed.

Review Entry Date:

(Tue) 2022-May-24