

John Adams



PATRIOTS

INTEGRITY, RESPECT, RESPONSIBILITY

2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	John Adams Elementary
Address:	6402 Inglewood Avenue, Stockton, CA 95207
CDS Code:	39686766042501
District:	Stockton Unified School District
Principal:	Sharon Womble
Revision Date:	January 16, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Sharon Womble
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Contents

SECTION I: BACKGROUND	3
Purpose/Intent	3
Recommendations and Assurances	4
Mission	5
Vision.....	5
School Site Story	5
SECTION II: EVALUATION	7
Plan Priorities	7
Plan Implementation.....	7
Strategies and Activities	8
Involvement/Governance.....	9
Outcomes	10
Summary of Review of Overall Performance.....	11
Greatest Progress.....	11
Greatest Needs.....	12
Performance Gaps.....	13
SECTION III: STAKEHOLDER OUTREACH	14
Stakeholder Involvement.....	14
SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS....	15
Strategic Planning Details and Accountability	15
LCAP Goal 1: Student Achievement.....	15
Strategic Area of Focus	15
LCAP GOAL 2: Safe and Healthy Learning Environments	22
Strategic Area of Focus	22
LCAP Goal 3: Meaningful Partnerships	26
Strategic Area of Focus	26
Section V: School Site Council Membership	30
Section VI: Budget Allocation Spreadsheets	31

SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

 Signature

English Learner Parent Involvement Committee

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on January 16, 2018

Attested:

Sharon Womble

 Typed Named of School Principal



 Signature of School Principal

January 16, 2018

 Date

Alex Rivers

 Typed Named of SSC Chairperson



 Signature of SSC Chairperson

January 16, 2018

 Date

Mission

Insert the school site's mission.

We commit to cultivating positive and safe learning environments by focusing on collaboration and research-based instruction to ensure student learning.

Vision

Insert the school site's vision.

John Adams School Pledge (Vision)

We, as good citizens of John Adams School, promise to practice the values of:

INTEGRITY

RESPECT

RESPONSIBILITY

We know that by practicing these values, we can become the BEST that we can be!
by Achieving our Dreams through Attitude, Motivation, and Spirit

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

At John Adams we work as a team of students, parents, staff, and community members to provide our students with the highest quality educational program possible. The best education for a child takes place in a secure, well structured, safe environment. Toward this end, we provide firm, consistent, well-balanced discipline for all children enabling all children to flourish. In doing so, we hope to promote a better understanding and strengthen communication between the school and home.

The goal of John Adams Elementary School is to provide an instructional program that reflects high expectations for all students and focuses on mastery of the Common Core Standards. Our curriculum is designed to support the academic, social, emotional, and physical aspects of child development. Teachers work collaboratively to promote high expectations in regard to students' academic achievement. John Adams Staff continues to improve our practices in order to make our site a place students truly want to learn. We have made great progress in student learning, staff buy in, and a positive site culture.

John Adams Elementary School is a Title I school, serving 656 students. We serve a diverse population of students; 54% Hispanic or Latino, 19.11% African American, 12.42% Asian, 6.69% Two or more races, 7.96%

white; 82% socioeconomically disadvantaged; 19.59% English Language Learners; and 16.9% students with disabilities. There are three special day classes that service students from Fourth to Eighth grade, a Resource Specialist Program (RSP) serving Kinder through Eighth grade students, and a Preschool Individual and Small Group Instruction (ISGI) speech classroom that serves up to 40 preschoolers. In addition, we have 2 state and 2 head start preschool classrooms that serve over 100 students in all.

We recognize the importance of developing physical, mental, social, and emotional health of our students. Parents as partners as encourage to volunteer in the classroom, accompany students on field trips, and participate in school-wide committees. Parent leadership opportunities include School Site Council, English Language Advisory Committee, and our Parent Club (VIPS). Together we commit to ensuring that every student has an opportunity to be successful and follow their path to college which begins in Kindergarten.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Plan Priorities

- Use of data and collaboration (PLC's) to improve student learning
- Professional development to ensure increase in student learning
- Ongoing assistance and support for teachers that focuses on all students' academic, behavioral, and social-emotional learning

Identify the major expenditures supporting these priorities.

- Assistant Principal Salary
- Instructional Coach Salary
- Counselor Salary
- Program Specialist Salary
- Professional Development expenditures, including substitute teachers
- Instructional Materials

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Identify strategies that were fully implemented as described in the plan.

- Common Core State Standards (CCSS)
- Gradual Release Model
- ACE Strategies
- 7th / 8th Grade AVID Elective
- Site Specific PD
- MAP, Imagine Learning computer programs
- Professional Learning Communities (PLCs)
- English Learner Program PD (Language and Literacy)
- Technology Integration (GOORU, Google Applications for Education (GAPE), Google Drive)
- PBIS, Peer Plus, and Restorative Justice
- Close Reading and Writing Rubrics
- Guided Reading Instruction and Daily 5 Classroom management system
- Integrated ELD strategies
- Designated ELD time

Identify strategies were not fully implemented as described in the plan or were not implemented within the specified timelines.

- Imagine Learning in Middle school not fully implemented
- The use of Compass Learning was not having a positive impact on student outcomes
- Parent Involvement

What specific actions related to those strategies were eliminated or modified during the year?

- Eliminate the use of Compass Learning
- Added additional opportunities and incentives to increase parent participation

Identify barriers to full or timely implementation of the strategies identified above.

- Lack of viable data to support Compass Learning affected learning.
- Availability of substitute teachers in order to attend county, district, and/or site PD
- Stakeholders are provided with numerous opportunities to provide input and assist in the monitoring and developing of the SPSA, school activities, school culture, and parent involvement opportunities, unfortunately, our site struggles with getting adequate participation from various stakeholders.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

- Replaced Compass Learning with Imagine Learning School wide along with the use of CFA's and management system to allow teachers to pull students in small groups and provide support.
- Had to limit attendees to PD, which in itself created another barrier because it prevented the opportunities for collaboration in a timely manner and hindered teachers ability to learn, practice, reflect, share and receive feedback on teaching practices.
- Additional opportunities and incentives to increase parent participation

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

- Lack of viable data from Compass Learning to support that it vs. teacher interaction affected learning.
- To truly change practices, professional development should occur over time and preferably be ongoing.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Strategies or activities that were particularly effective in improving student achievement.

- Guided Reading
- AVID
- Multi-Tiered System of Supports (MTSS); PBIS, SAP
- Gradual Release model (including DII) that facilitate collaboration
- Differentiated instruction; 1:1 Support, Small groups, Platooning
- ACE Strategies (both Reading and Math)
- Close Reading
- Writers Workshop
- Imagine learning

What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement

- Running Records
- SAP/Counseling referrals
- discipline referrals
- suspension rate

- Accelerated Reader ZPD levels
- Common formative Assessments
- Writing Rubrics

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement

- Multiple new teachers
- Substitute shortage
- Parent involvement
- Student mobility
- Access to available technology for all students

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

- Lack of available substitutes in order to provide ongoing effective PD to all teachers but particularly new teachers
- Limited participation from various stakeholders places a greater responsibility on the staff to ensure that all students have the opportunity for equitable outcomes.
- Students enter school with little or no experience in a classroom setting, this makes it difficult to build a good foundation for learning, when teachers have to spend a lot of time on behavior management instead of academic support.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

How was the SSC involved in development of the plan?

- Review previous plan, current budget, and site needs. Evaluate and make necessary changes to meet those needs based on available resources and allocated funds.

How were advisory committees involved in providing advice to the SSC?

- SSC, ELAC, and Leadership provide input, staff review and SSC approves.

How was the plan monitored during the school year?

- SSC met throughout the year to assess progress toward goals and adjust necessary allocations based on current and projected needs and available funds.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

- All stakeholders were provided an opportunity to attend, monitor and review data.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Identify any goals in the current SPSA that were met.

- Based on the MAP
 - Grades K, 1, 2, 4, 5, 6, 7 Met their growth target in Math
 - Grades K, 1, 2, 4, 5, 6, 7, 8 Met their growth target in ELA
 - Over 85% Our SDC students in one of the 4-6 classes exceeded their growth target in both ELA and Math
- Based on Fall 2017 SBAC the following goals were not met
 - 11.6 point increase in Math
 - As a whole students with disabilities are performing above ALL students in ELA
- Based on the CELDT
 - 15.9% increase in EL reclassification rate
- Based on the California Dashboard
 - 7.1 % decrease in suspension rate

Identify any goals in the current SPSA that were not met, or were only partially met.

- Based on the MAP
 - Grades 3, 8 Met their growth target in Math
 - Grades 3 Met their growth target in ELA
- Based on Fall 2017 SBAC the following goals were not met
 - 4.8 point increase in ELA
 - As a whole students with disabilities are performing below ALL students in MATH

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

- Shortage of substitute teachers to allow for professional development opportunities
- Extremely high mobility of students that make it difficult to provide individualized long-term support to student learning
- Grade 3 had all new teachers

Based on this information, what might be some recommendations for future steps to meet this goal?

- Increase professional development
- Increase ongoing instructional assistance and support for teachers

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

English Learner Progress: Because of the efforts listed below and in addition to the 30 minutes of daily Designated ELD instruction, based on data from the LCFF Evaluation Rubrics (California School Dashboard) English Learners reclassification rate increased significantly, by 15.9%. Furthermore, English Learners increased by 10.2 points relating to Math Assessment and maintained with a small increase of 4.9 points relating to ELA Assessment. High expectations and quality education is a priority at John Adams Elementary. All students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. Our research-based curriculum is designed to meet the needs of individual students through effective instructional strategies using a gradual release model with a strong emphasis on professional collaboration. Our staff participates in ongoing professional learning opportunities that provide them with knowledge to better serve our school community. Our staff works collaboratively to ensure that all students are provided an opportunity to learn and grow both academically and socially. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Student progress is closely monitored. The master schedule is designed to designate time (Targeted instruction for all [TIFA]) for K-6 teachers to utilize a classroom management system that frees up the teacher so that he/she can provide targeted instruction to meet each student's individual academic needs. 7 - 8 grade electives are also designed to provide time for TIFA as well. Teachers use a variety of instructional strategies based on curriculum, current research in pedagogy, administrator recommendation or guidance, new classroom technology and "best practices" developed through site and district professional learning, PLC collaboration, Teachers are taking this information and through collaboration time and PLC's, they are developing improved instructional strategies, common rubrics and consistent presentations to better target areas of growth. Potential strategies/curriculum during TIFA -

- Guided Reading
- AVID
- Multi-Tiered System of Supports (MTSS); PBIS, SAP
- Gradual Release model (including DII) that facilitate collaboration
- Differentiated instruction; 1:1 Support, Small groups, Platooning, integrated ELD strategies
- ACE Strategies (both Reading and Math)
- Close Reading
- Writers Workshop
- Imagine learning
- Integrated language and literacy instruction in all core curriculum
- Adherence to Designated ELD time

Math Assessment Growth: Based on data from the LCFF Evaluation Rubrics (California School Dashboard) Math Assessment, all students showed an increase of 11.6 points in making progress toward meeting math standards. Furthermore, two subgroups demonstrated significant increases Hispanic 21.7, and White 19.5, and two increased, English Learners 10.2, Socioeconomically disadvantaged 12.1. Within the data it identifies Asian subgroup as maintained. In addition to collaboration that may take place during a staff meeting, teachers use collaboration time following the PLC process. Three times a month for one hour each, all teachers participate in a collaboration meetings before school.

The aim is always to improve teaching; therefore, teachers collaborates to share their collective learning and knowledge, calibrate instructional strategies, deepen the staff's understand of Common Core standards, focus on student work, and create and/or evaluate assessment data. Because language skills are needed in math as

well, many of the instructional strategies developed are integrated into all core curriculum. Teams use multiple strategies to evaluate both implementation and impact of their action plans. They gather a variety of formative feedback from their peers as they build their capacity to effectively implement new practices.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Adams School has identified three areas that require improvement to facilitate positive results in student achievement.

ELA Assessment Growth: Based on data from the LCFF Evaluation Rubrics (California School Dashboard) ELA Assessment, all students maintained with a slight increase of 4.8 points in making progress toward meeting ELA standards. Within the data it identifies two subgroups with increase Hispanic 14.1 and Students with Disabilities 12.9; and two other subgroups (Socioeconomically Disadvantaged and English Learners) as maintained; however, their percentage points increased to being just short of increased designation.

ELA Assessment Status: Based on data from the LCFF Evaluation Rubrics (California School Dashboard) ELA Assessment, all students are 73.9 points below level 3; and the Smarter Balanced Assessment Summary 82% of 3-8 Grade students not met achievement standards on ELA.

- Specific subgroup identified as declined is African American 8.1 (108.2 points below level 3).

Math Assessment Status: Based on data from the LCFF Evaluation Rubrics (California School Dashboard) Math Assessment, all students are 73.3 points below level 3; and the Smarter Balanced Assessment Summary 83% of 3-8 Grade students not met achievement standards on ELA.

- Specific subgroups identified as declined are Students with Disabilities 7.4 (160.7 points below level 3) and African American 9.4 (116.7 points below level 3).

John Adams Elementary is a school with a significant population of socioeconomically disadvantaged, special education, and English Language Learners. Some of the barriers affecting these populations include: Demographics, language barriers, limited home resources for support, and low parent education levels. These coupled with the struggles of adequate participation from various stakeholders places a greater responsibility on the staff to ensure that all students have the opportunity for equitable outcomes.

The following are some action steps that will be accomplished to meet the needs of our students:

- strong proactive reading program
- Targeted Instruction for All (TIFA)
- integrated and designated language and literacy instruction
- reading intervention services during and before or after school
- Daily English Language Development Instruction
- use of technology to support teaching
- We recognize the value of an active parent community, and continue to seek new ways to create a more active parent population

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Academic Math Indicator: In this indicator, “All Students” is designated as “Yellow”. Two student subgroups met the performance gap criteria, Students with Disabilities and African American (“Red”). Furthermore, All students are 73.3 points below level 3, Specific subgroups identified as declined are Students with Disabilities 7.4 (160.7 points below level 3) and African American 9.4 (116.7 points below level 3).

Academic ELA Indicator: Based on data from the LCFF Evaluation Rubrics (California School Dashboard) ELA Assessment, specific subgroup identified as declined is African American 8.1 (108.2 points below level 3).

In order to address these performance gaps our site leadership team will strive to increase professional development, increase ongoing instructional assistance and support for teachers, increase PLC capacity and collective commitment, by continuing to assist staff members in their ongoing endeavors to become strong instructors. Our roles are to coach teachers, not students. Professional development will be provided throughout the year to ensure that the most current curriculum and instruction are delivered to our students. The PLC teams, academic conferences, and Co-planning/co-teaching will be provided to help teachers deliver strong instruction, show them how to utilize data to drive instruction, help in the creation of lessons that will increase student engagement and academic success. In addition, we recognize the value of an active parent community, and will continue to seek new ways to create a more active parent population.

Our team consists of:

- Principal
- Assistant Principal
- Instructional Coaches (Literacy/Numeracy)
- Program Specialists
- Counselor
- Lead site teachers
- Support from district
 - Curriculum Department
 - Language Development Office (LDO)
 - Research and Accountability Department

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

School Site Council members- parents, teachers, support staff, and site administration, SSC met throughout the year to assess progress toward goals and adjust necessary allocations based on current and projected needs and available funds. During the meetings the following took place:

- Review previous plan, current budget, and site needs.
- Evaluate and make necessary changes to meet those needs based on available resources and allocated funds.
- Presents recommendations and gathers input from ELAC, Leadership team, and staff.
- All stakeholders were provided an opportunity to attend, monitor and review data.
- Stakeholders then review and SSC approves.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	To provide teachers with supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project materials (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (e.g. printers, projectors, doc cameras, interactive monitors, etc.), etc.	# of classroom observations with technology used by teacher # of classroom observations with technology used by students Student usage rate on intervention program	Each Trimester	\$28,513 (Instructional Materials) \$55,578 (Equipment) \$11,650 (Substitute Pay) \$6,000 (Maintenance Agreements) \$3,000 (Conferences) \$7,500 (License Agreements)	LCFF Title I	43110 44000 11700 56590 52150 58450
1.2 Academic Student Achievement	To provide teachers with professional learning opportunities and support that enhance instructional strategies focusing on monitoring student progress toward grade level standards, informed instruction, identify strategic and intensive interventions for students, determine the effectiveness of current instruction and interventions, and identifying best practices through the Professional Learning Community (PLC) process.	# of observations with strategies being implemented (fully, partially, not at all) # of trainings provided (on each of the components listed) # of best practices implemented # of teachers trained # of teachers coached # of hours coaching provided	Every 6-8 Weeks (or every PLC Cycle)	\$53,602 (Salary/Benefits)	Title I	19101
1.3 Academic Student Achievement	To identify and monitor the progress of EL students through the appropriate placement, supportive language	# of EL students monitored # of EL students assessed (initial)	Each Trimester	\$67,002 (Salary/Benefits) \$3,000 (Conferences)	LCFF	19101 52150

	<p>instruction, and resources to increase reclassification.</p>	<p># of EL students reassessed # of EL students reclassified # of teachers trained in Integrated and Designated ELD # of teachers implementing integrated ELD (fully, partially, not at all) # of teacher implementing designated ELD (fully, partially, not at all)</p>			
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Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	To provide teachers with supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project materials (e.g. markers, folders, post-its, 3” binders, planners, etc.), technology (e.g. printers, projectors, doc cameras, interactive monitors, etc.), etc.	# of classroom observations with technology used by teacher # of classroom observations with technology used by students Student usage rate on intervention program	Each Trimester	\$28,513 (Instructional Materials) \$55,578 (Equipment) \$11,650 (Substitute Pay) \$6,000 (Maintenance Agreements) \$3,000 (Conferences) \$7,500 (License Agreements)	LCFF Title I	43110 44000 11700 56590 52150 58450
2.2 Academic Student Achievement	To provide teachers with professional learning opportunities and support that enhance instructional strategies focusing on monitoring student progress toward grade level standards, informed instruction, identify strategic and intensive interventions for students, determine the effectiveness of current instruction and interventions, and identifying best practices through the Professional Learning Community (PLC) process.	# of observations with strategies being implemented (fully, partially, not at all) # of trainings provided (on each of the components listed) # of best practices implemented # of teachers trained # of teachers coached # of hours coaching provided	Every 6-8 Weeks (or every PLC Cycle)	\$53,602 (Salary/Benefits)	Title I	19101
2.3 Academic Student Achievement	To identify and monitor the progress of EL students through the appropriate placement,	# of EL students monitored # of EL students assessed (initial)	Each Trimester	\$67,002 (Salary/Benefits) \$3,000 (Conferences)	LCFF	19101 52150

	<p>supportive language instruction, and resources to increase reclassification.</p>	<p># of EL students reassessed # of EL students reclassified # of teachers trained in Integrated and Designated ELD # of teachers implementing integrated ELD (fully, partially, not at all) # of teacher implementing designated ELD (fully, partially, not at all)</p>				
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Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	To provide teachers with supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, etc.), project materials (e.g. markers, folders, post-its, 3” binders, planners, etc.), technology (e.g. printers, projectors, doc cameras, interactive monitors, etc.), etc.	# of classroom observations with technology used by teacher # of classroom observations with technology used by students Student usage rate on intervention program	Each Trimester	\$28,513 (Instructional Materials) \$55,578 (Equipment) \$11,650 (Substitute Pay) \$6,000 (Maintenance Agreements) \$3,000 (Conferences) \$7,500 (License Agreements)	LCFF Title I	43110 44000 11700 56590 52150 58450
3.2 Academic Student Achievement	To provide teachers with professional learning opportunities and support that enhance instructional strategies focusing on monitoring student progress toward grade level standards, informed instruction, identify strategic and intensive interventions for students, determine the effectiveness of current instruction and interventions, and identifying best practices through the Professional Learning Community (PLC) process.	# of observations with strategies being implemented (fully, partially, not at all) # of trainings provided (on each of the components listed) # of best practices implemented # of teachers trained # of teachers coached # of hours coaching provided	Every 6-8 Weeks (or every PLC Cycle)	\$53,602 (Salary/Benefits)	Title I	19101
3.3 Academic Student Achievement	To identify and monitor the progress of EL students through the appropriate placement,	# of EL students monitored # of EL students assessed (initial)	Each Trimester	\$67,002 (Salary/Benefits) \$3,000 (Conferences)	LCFF	19101 52150

	<p>supportive language instruction, and resources to increase reclassification.</p>	<p># of EL students reassessed # of EL students reclassified # of teachers trained in Integrated and Designated ELD # of teachers implementing integrated ELD (fully, partially, not at all) # of teacher implementing designated ELD (fully, partially, not at all)</p>			
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LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with basic, academic, behavioral, attendance, and social emotional, supportive resources that positively impacts student learning through, counseling, instructional support, incentives, and structured student engagement activities, such as PLUS program etc.	# of students truant # of students tardy # of students absent 3 or more days # of discipline referrals # of students suspensions # of SAP referrals	Quarterly	\$37,706 (Salary/Benefits) \$10,387 (Salary/Benefits) \$10,386 (Salary/Benefits)	LCFF LCFF Title I	12151 21101 21101

Proposed: Year 2: July 1, 2017 – June 30, 2018

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with basic, academic, behavioral, attendance, and social emotional, supportive resources that positively impacts student learning through, counseling, instructional support, incentives, and structured student engagement activities, such as PLUS program etc.	# of students truant # of students tardy # of students absent 3 or more days # of discipline referrals # of students suspensions # of SAP referrals	Quarterly	\$37,706 (Salary/Benefits) \$10,387 (Salary/Benefits) \$10,386 (Salary/Benefits)	LCFF LCFF Title I	12151 21101 21101

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with basic, academic, behavioral, attendance, and social emotional, supportive resources that positively impacts student learning through, counseling, instructional support, incentives, and structured student engagement activities, such as PLUS program etc.	# of students truant # of students tardy # of students absent 3 or more days # of discipline referrals # of students suspensions # of SAP referrals	Quarterly	\$37,706 (Salary/Benefits) \$10,387 (Salary/Benefits) \$10,386 (Salary/Benefits)	LCFF LCFF Title I	12151 21101 21101

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, and increased parent involvement opportunities.	# of parents contacted # of meetings coordinated # of parents attending # of students served # of students making academic growth # of parents attending conference # of parents training	Trimester	\$6,292 (Substitute Pay) \$500 (Non-instructional materials) \$318 \$27 (Parent Meetings)	Title I Title I Title I	11700 43200 43400

Proposed: Year 2: July 1, 2017 – June 30, 2018

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, and increased parent involvement opportunities.	# of parents contacted # of meetings coordinated # of parents attending # of students served # of students making academic growth # of parents attending conference # of parents training	Trimester	\$6,292 (Substitute Pay) \$500 (Non-instructional materials) \$318 \$27 (Parent Meetings)	Title I Title I Title I	11700 43200 43400

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, and increased parent involvement opportunities.	# of parents contacted # of meetings coordinated # of parents attending # of students served # of students making academic growth # of parents attending conference # of parents training	Trimester	\$6,292 (Substitute Pay) \$500 (Non-instructional materials) \$318 \$27 (Parent Meetings)	Title I Title I Title I	11700 43200 43400

Section V: 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 makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Sharon Womble			X			
Nicol Alvarado (AP)						
Maria Pham	2016-17	2017-18			X	
Shanna Hurley	2017-18	2018-19		X		
Grace Mallett	2016-17	2017-18		X		
Alex Rivers	2017-18	2018-19		X		
Michelle Weeks	2016-17	2017-18				X
Jennifer McGee	2017-18	2018-19				X
Raymond Naylor	2017-18	2018-19				X
Maria Naylor	2017-18	2018-19				X
Jerry Yang	2017-18	2018-19				X
Numbers of members of each category:			1	3	1	5

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.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: ADAMS ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp					\$ -	
11700	Teacher Substitute		2,000	4,292		\$ 6,292.00	Goal 3 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 2
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant			10,386		\$ 10,386.00	Goal 2 - 1
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
	Montessori Assistant					\$ -	
	TOTAL PERSONNEL COST		\$ 2,000.00	\$ 68,280.00	\$ -	\$ 70,280.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials					\$ -	
43200	Non-Instructional Materials		500			\$ 500.00	Goal 3 - 1
43400	Parent Meeting		345			\$ 345.00	Goal 3 - 1
44000	Equipment			55,578		\$ 55,578.00	Goal 1 - 1
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 845.00	\$ 55,578.00	\$ -	\$ 56,423.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			6,000		\$ 6,000.00	Goal 1 - 1
56530	Equipment Repair					\$ -	
52150	Conference			3,000		\$ 3,000.00	Goal 1 - 1
59140	Telephone					\$ -	
58450	License Agreement			7,500		\$ 7,500.00	Goal 1 - 1
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 16,500.00	\$ -	\$ 16,500.00	
	Total		\$ 2,845.00	\$ 140,358.00	\$ -	\$ 143,203.00	
	Differential		-	-		-	
	2016-17 Carryover		27	38,151		38,178	
	Revised 2017-18 Allocation		2,818	102,207		105,025	
			2,845	140,358		143,203	

SCHOOL NAME: ADAMS ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030	23031		
			Instructional-SC E/General	Extended Day/Year		
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp				\$ -	
11700	Teacher Substitute		11,650		\$ 11,650.00	Goal 1 - 1
12151	Counselor		37,706		\$ 37,706.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist		67,002		\$ 67,002.00	Goal 1 - 3
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant		10,387		\$ 10,387.00	Goal 2 - 1
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 126,745.00	\$ -	\$ 126,745.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		28,513		\$ 28,513.00	Goal 1 - 1
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 28,513.00	\$ -	\$ 28,513.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference		3,000		\$ 3,000.00	Goal 1 - 3
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 3,000.00	\$ -	\$ 3,000.00	
	Total		\$ 158,258.00	\$ -	\$ 158,258.00	
	Differential		-		-	
	Allocations		158,258		158,258	