



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

John Adams Elementary

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School Year: 2020-2021

# 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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Adams Elementary	39686766042501	Ver – 05/06/2020	Ver – 05/15/2020	Ver – 07/28/2020

## 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)

Adams Elementary was eligible to receive assistance through the CSI Low Perform category (identified January 2019). Effective January 2020, Adams has exited from CSI and is not eligible to receive assistance through CSI.

Adams Elementary is now (2020-2021) eligible for Additional Targeted Support and Improvement (ATSI) for the African American student group(s). Schools with one or more student groups that for *two consecutive years*, meet the same criteria for the lowest-performing five percent of Title I schools for comprehensive support and improvement (CSI) are eligible for ATSI.

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.

Adams Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Adams Elementary developed this school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on March 10, 2020.

Throughout the 2019-2020 the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Throughout the school year, the SSC continuously reviewed areas of need and strengths within the Essential Questions in the areas of Academic Performance for ELA and Math, Student Engagement (Chronic Absenteeism), and Conditions & Climate (Suspensions). The council reviewed data from CA Dashboard and iReady Assessment Results. Input was then placed on the DMM form with suggested Cause, Design, Assurances, and Implementation Indicators.

Adams Elementary and its School Site Council reviewed the progress of the 2019-2020 Decision Making Model (IDMM) and the SPSA. During the first Fall meeting on October 10, 2019, the School Site Council reviewed the previous DMM and identified areas of need and strengths within the Essential Questions in the areas of Academic Performance for ELA and Math, Student Engagement (Chronic Absenteeism), and Conditions & Climate (Suspensions). They reviewed data from CA Dashboard, MAP Growth Summary Report, and SUSD Continuous Improvement Data. Findings were recorded by adding an additional column in the DMM to reflect decrease or growth in performance based on the CA Dashboard. Input was then placed on the DMM form with suggested Cause, Design, Assurances, and Implementation Indicators.

During our Second Fall Meeting on December 10, 2019, The DMM format was used to record and edit previously mentioned indicators.

Discussion and review of the evaluation during the December 10, 2020 School Site Council meeting whereas the principal shared the CA dashboard Data and growth made compared to previous data in the comprehensive needs assessment, identifying areas of growth.

### GAP Analysis Results

#### ELA and Math

a. Decrease the distance from Standards Points by Three (3) points For ALL students and in ALL SUBGROUPS.

b. Increase Percentage of students meeting grade level standards by a minimum of 5% by Spring 2021.

#### Absenteeism

c. Decrease the percentage of for ALL students and in ALL SUBGROUPS who are chronically absent by 0.5 to 3.0 points, by spring 2021.

b. Decrease Suspensions

e. Increase social emotional and restorative instruction

f. Increase socially responsive curriculum

g. Increase Wrap around services

h. Increase students desire to come to school by providing various intellectual outlets and activities, such the Arts, and Sports.

## Resource Inequities

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

### **Current Data based on Trimester 1 and 2 of the 2019-2020 School Year Due to Covid-19 closure.**

Kindergarten - Grade \* \*Average Daily Enrollment = 476 \*Cumulative Enrollment

Current 96 students who are chronically absent = 20%

We are not a neighborhood school, over 90% of our students live within bussing distance, if they miss the bus there is no transportation to get them to school.

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.

Our Homeless Population is now a significant subgroup = 11% of student population

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By Spring 2021, the distance from standard in ELA will decrease by three (3) points for All students.

By Spring 2021, the distance from standard in ELA will decrease by 3 (three) points for African American subgroup.

By Spring 2021, the distance from standard in ELA will decrease by 3 (three) points for Students with Disabilities.

By Spring 2021, the distance from standard in ELA will decrease by 3 (three) points for English Learners.

By Spring 2021, the distance from standard in ELA will decrease by 3 (three) points for Hispanic subgroup.

By Spring 2021, the distance from standard in ELA will decrease by 3 (three) points for socioeconomically disadvantaged subgroup.

School Goal for Math: (Must be a SMART Goal)

By Spring 2021, the distance from standard in MATH will decrease by three (3) points for All students.

By Spring 2021, the distance from standard in MATH will decrease by 3 (three) points for African American subgroup.

By Spring 2021, the distance from standard in MATH will decrease by 3 (three) points for Students with Disabilities.



By Spring 2021, the distance from standard in MATH will decrease by 3 (three) points for English Learners.

By Spring 2021, the distance from standard in MATH will decrease by 3 (three) points for Hispanic subgroup.

By Spring 2021, the distance from standard in MATH will decrease by 3 (three) points for socioeconomically disadvantaged subgroup.

## Identified Need

- Be sure English Learner data is reviewed and included.

California Dashboard:

TK-8 Grade\*Average Daily Enrollment 465

\*Cumulative Enrollment 629 \*Difference of 164 (this is a 35% Mobility rate

CA Dashboard results for ELA:

ALL -77.6 Red

EL -82 Red

SED -76.6 Red

SWD -161.4 Red

AA -116.7 Red

Hisp -85.2 Red

Asian -24 Yellow

White, 2 Race, Fili, Pl, Fos, and HOM (NC)

Winter MAP Scores ELA – 33% Met Standards

K-8 Grade Beginning Enrollment 405

\*Average Daily Enrollment 465 \*Cumulative Enrollment 579 \*Difference of 174 (this is a 31% Mobility rate)

CA Dashboard results for ELA:

ALL -63.2 Yell +14

EL -63.8 Yell +16.4

SED -64.2 Yell +11.9

SWD -146.7 Org +15.1

AA -107.5 Org +9.2

Hisp -65.2 Yell +19

Asian -11 Yell +13.1

White, 2 Race, Fili, Pl, Fos, and HOM (NC)

Winter i-Ready on track/grade level 33%

## Math:

TK-8 Grade\*Average Daily Enrollment 465 2017-18

\*Cumulative Enrollment 629 2017-18

\*Difference of 164 (this is a 35% Mobility rate)

## CA Dashboard results for Math:

SWD -187.5 Red

ALL -91.7 Orange

EL -94.4 Orange

AA -132.5 Orange

Hisp -94.8 Orange

SED -91.3 Yellow

Asian -42.3 Yellow

White, 2 Race, Fili, PI, Fos, and HOM (NC)

Winter MAP Scores ELA – 25% Met Standards

K-8 Grade Beginning Enrollment 405

\*Average Daily Enrollment 465 \*Cumulative Enrollment 579 \*Difference of 174 (this is a 31% Mobility rate)

## CA Dashboard results for Math:

ALL -77.5 Yell +14.2

SWD -167.3 Org +20.8

EL -71.7 Yell +21.2

AA -136.8 RED -4.3

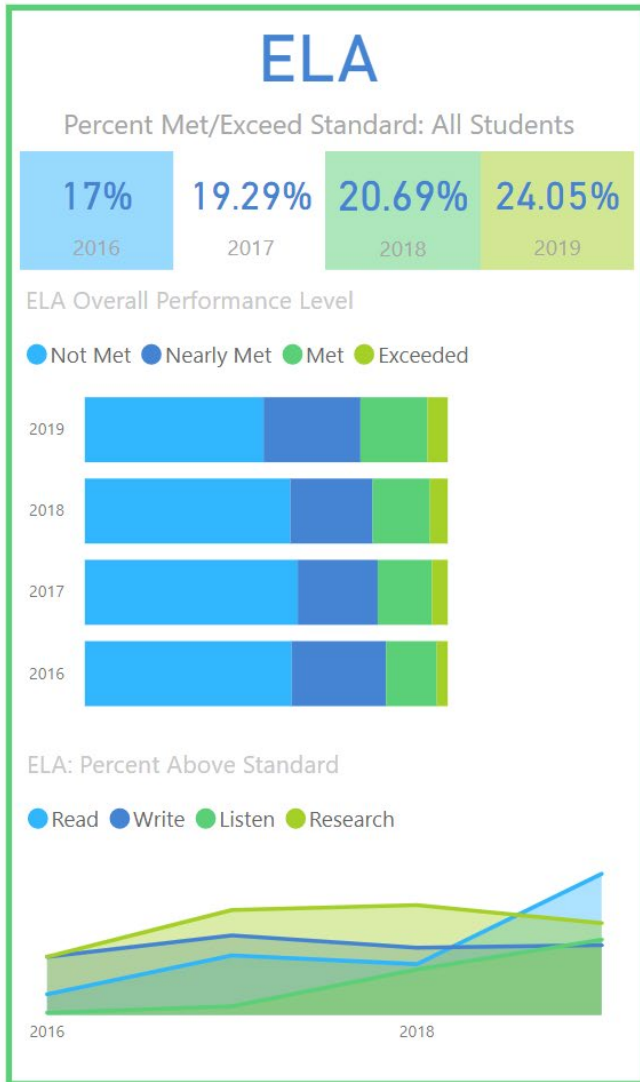
Hisp -73.3 Yell +28.6

SED -76.6 Yell +14.2

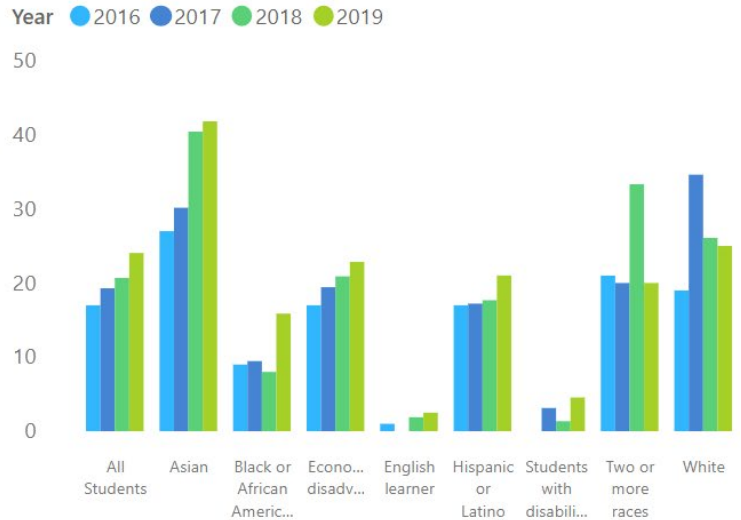
Asian -22.4 Grn +19.9

White, 2 Race, Fili, PI, Fos, and HOM (NC)

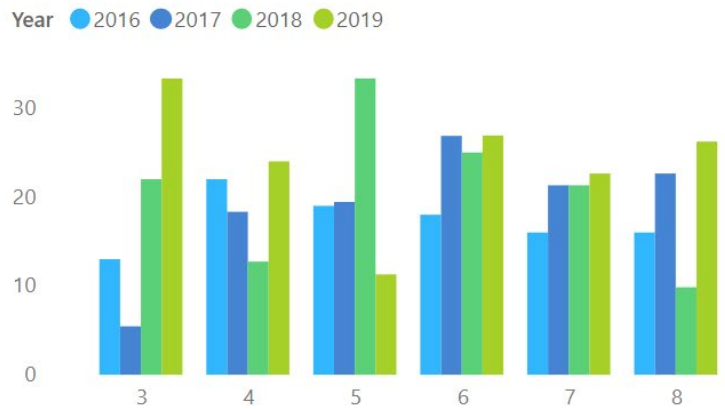
Winter i-Ready on track/grade level 20%



ELA CAASPP: Percent Met/Exceed Standard



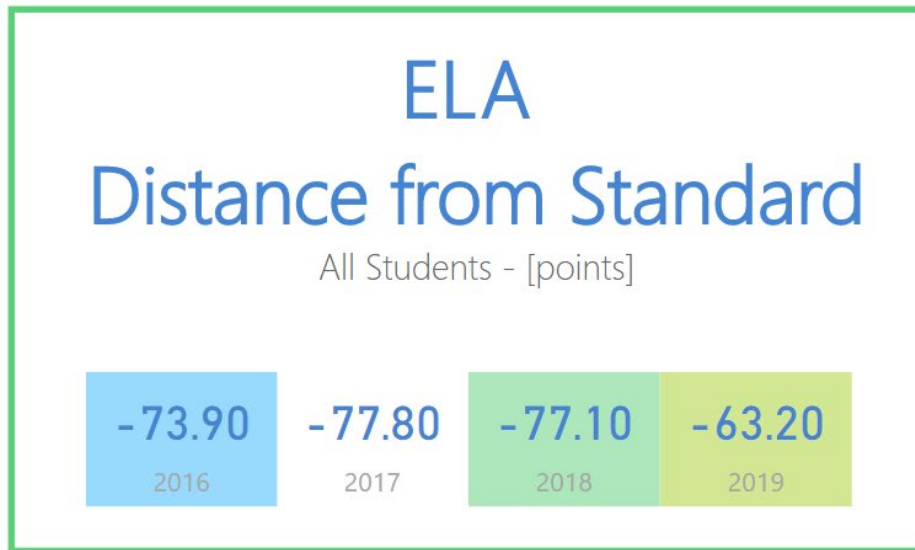
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

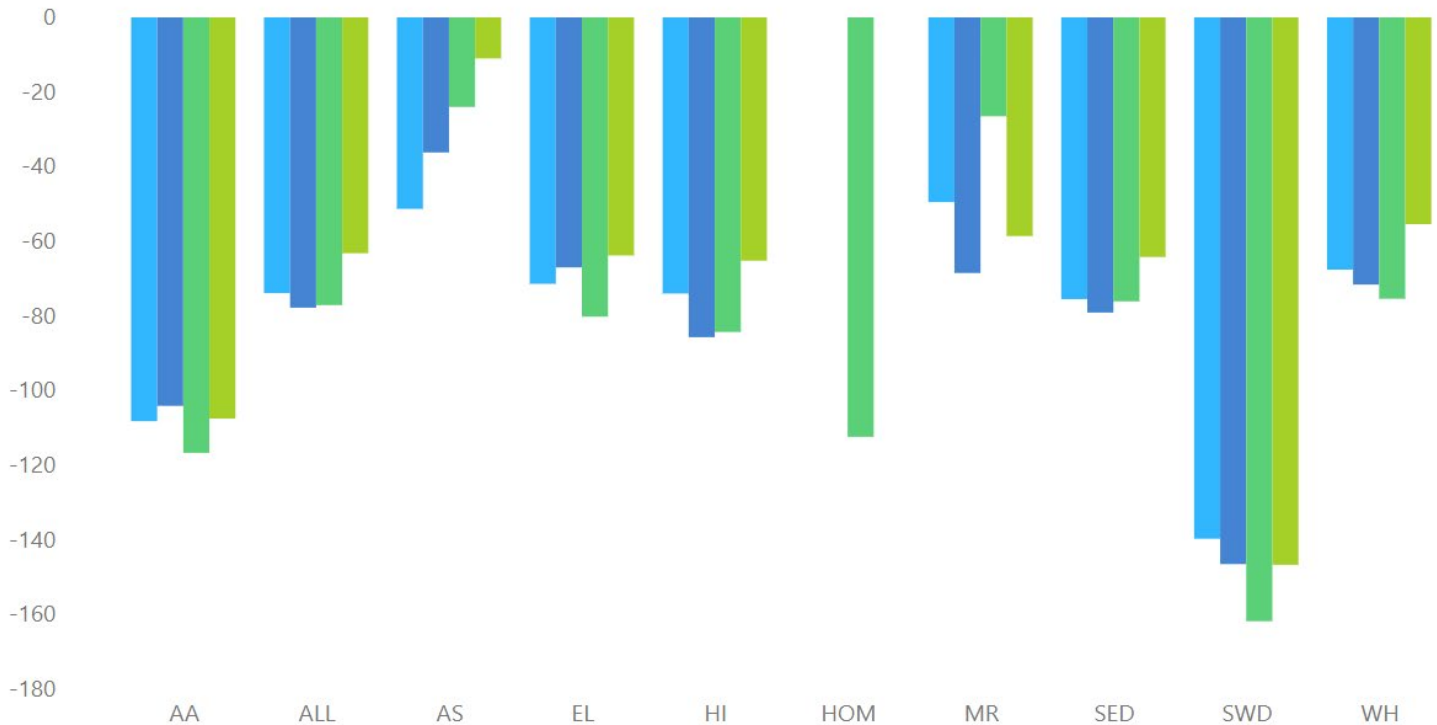


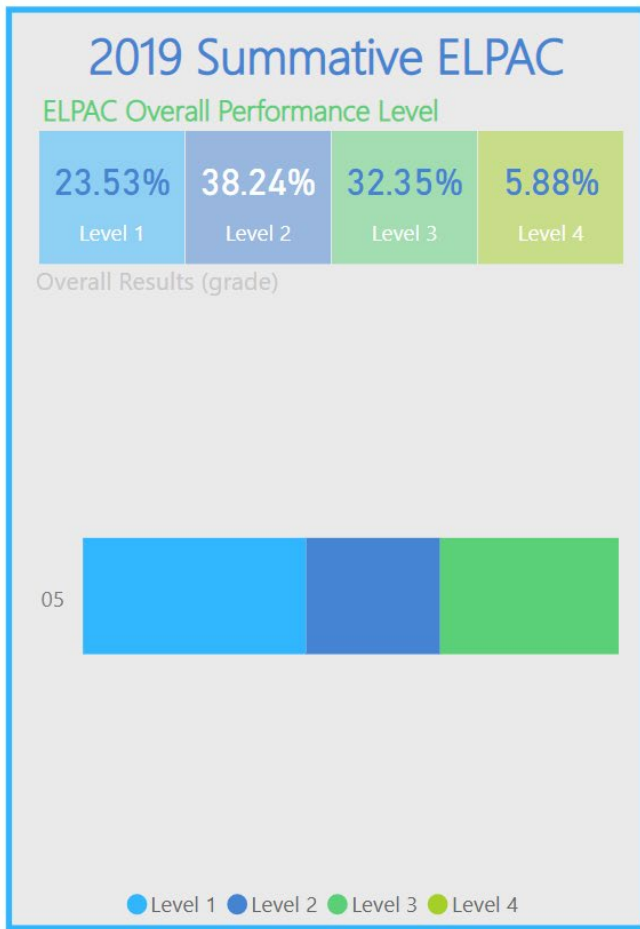
page 2 SUSD RA 12122019 v3r1



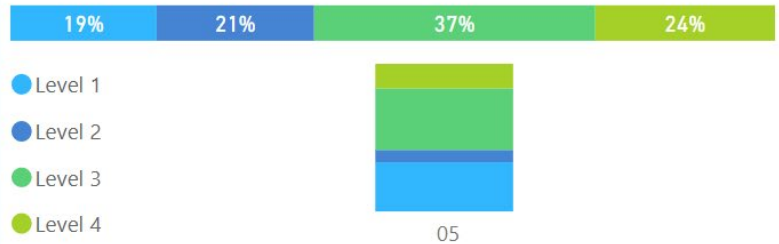
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

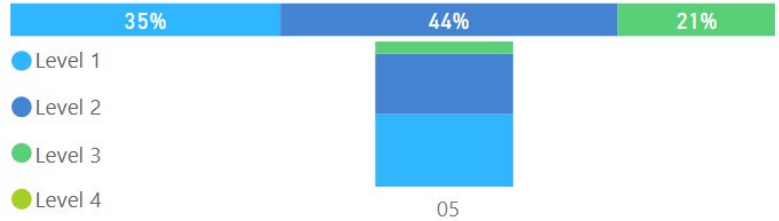




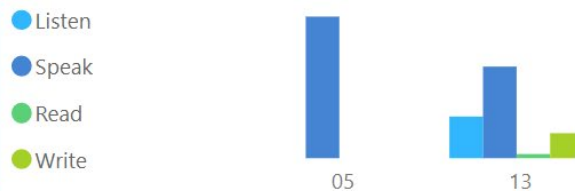
#### Oral Language Overall Performance Level



#### Written Language Overall Performance Level



#### Performance Area: Percent Well Developed



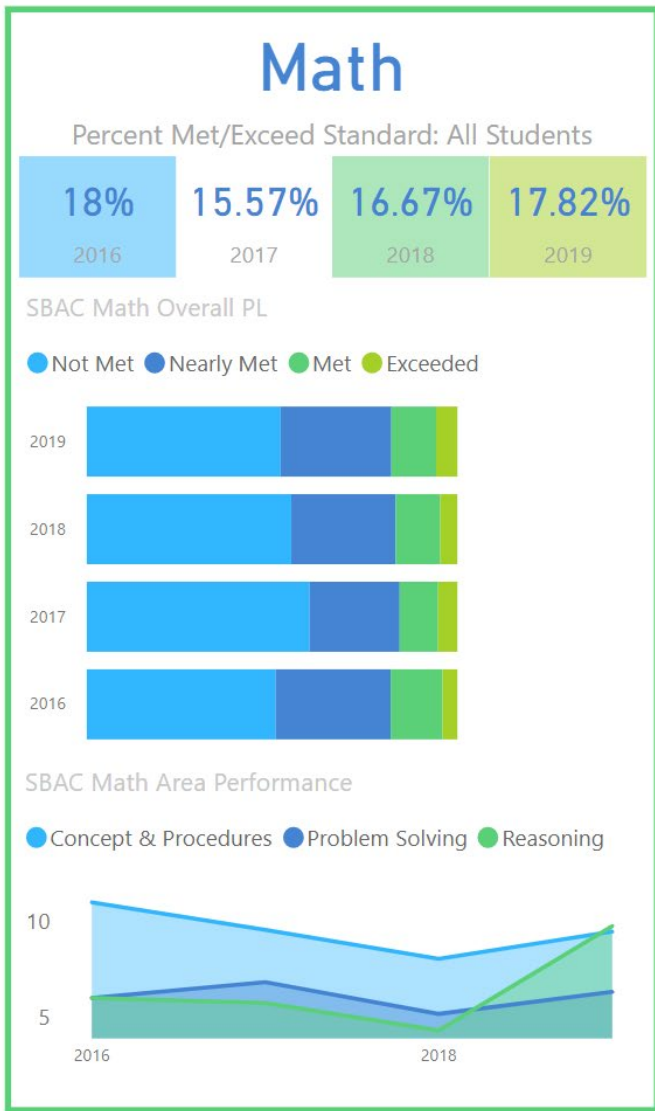
### English Learner Progress Reclassification Rates

#### English Learner Progress Indicator (ELPI)

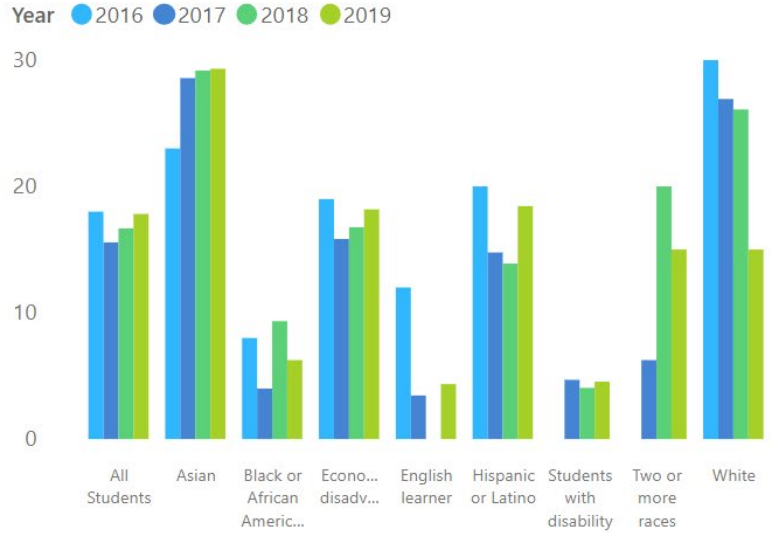


40.8%

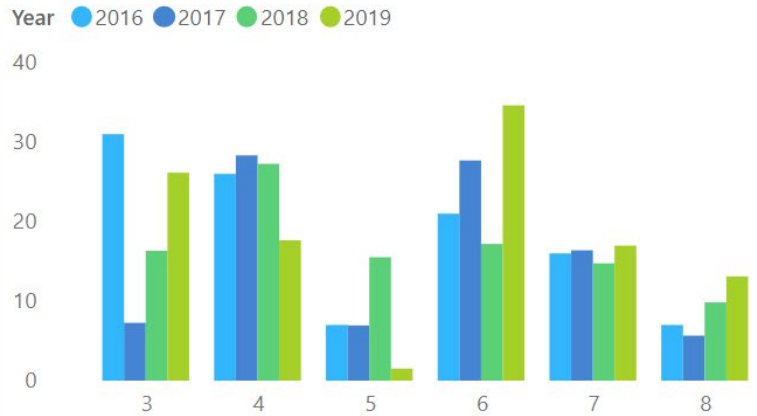
ELPI 2019



Math CAASPP: Percent Met/Exceed Standard

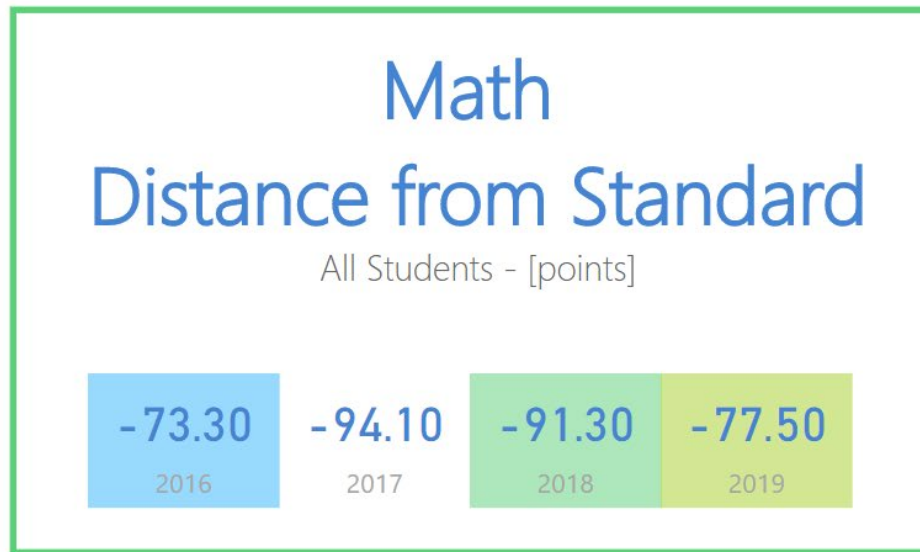


Math CAASPP: Percent Met/Exceed Standard by Grade Level



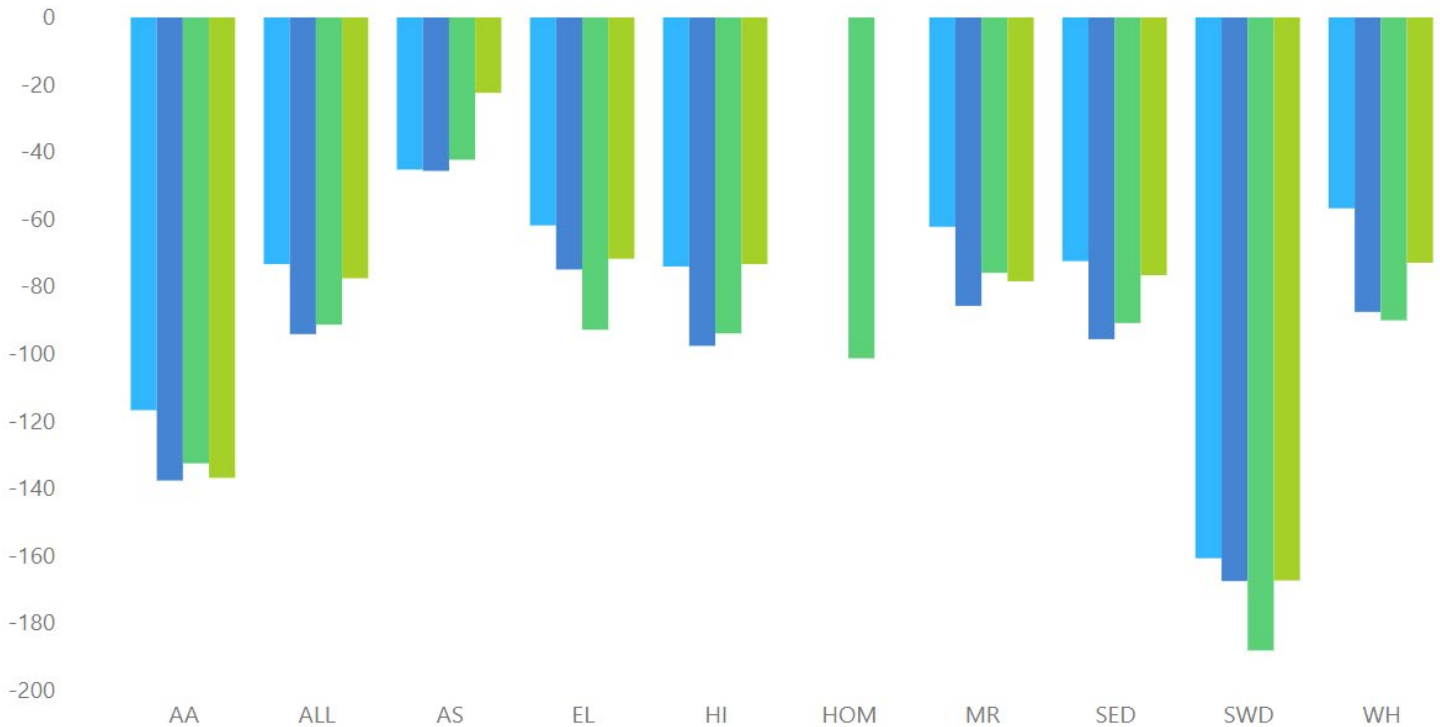
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019





## PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

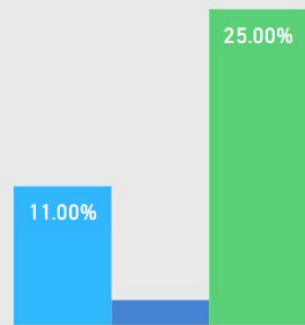
## PSAT 8/9 Grade 8

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

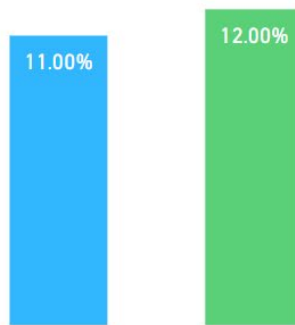
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

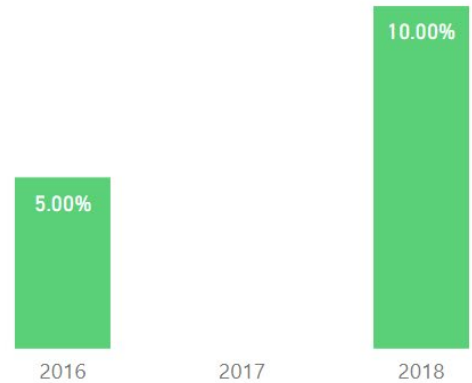
Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-63.2 points below	-60.2 points below
Distance from Standard - ELA (Students with Disabilities)	-146.7 points below	-143.7 points below
Distance from Standard - ELA (African American)	-107.5 points below	-104.5 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-77.5 points below	-74.5 points below
Distance from Standard - Math (Students with Disabilities)	-167.3 points below	-164.3 points below
Distance from Standard - Math (African American)	-136.8 points below	-133.8 points below

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students, including English Learners

### Strategy/Activity

To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.) while increasing their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.).

English Learner Progress: Because of the efforts listed below and in addition to the 30 minutes of daily Designated ELD instruction. Students receive targeted instruction through small group and one-in-one instruction focusing on pre-teaching or re-teaching instructional concepts to advance language acquisition and English language proficiency resulting in reclassification. Students receive English Learner Academic Hour (ELAH) providing academic support based on individual needs. Students are encouraged to ask for support in concepts from the academic school day. Newcomers are provided Rosetta Stone support. Staff conducts monitoring and observation of ELD instruction to verify implementation of the new curriculum for designated ELD and will implement the Board adopted curriculum with integrity and fidelity.

Additional Tutoring before, during, and after school outside of district provided Springboard Tutoring. Additional focus on SpEd and AA students in Math computation and Math calculation.

2 teachers X 2 hours X 20 weeks X \$60 = \$4,800 (Allocated \$4,969)

### Program Specialist (PS):

\$102,531 - 75% - Title I – providing professional development and support to teachers to increase fidelity across the school with continued curriculum adoption in addition to integrated and designated ELD strategies. The Program Specialist will help with collecting evidence to ensure ELD assessment. Focuses data retrieval and evaluation to target students needing support and progress monitoring of RFEP students.

\$34,177 - 25% - LCFF – PS will also assist teachers in their PLC to view data and identify what strategies would be helpful in improving student data. Ensures technology is in place to support learning and instructional assessments.

Teachers will enhance integrated/designated ELA/ELD curriculum through: Interactive KWL, Quick Writes, Text Type Chart, Close Read, Notice and Note, Sentence Pattern Chart, Split Dictation, Text-Based Can-Have-Are-Chart, Jointly constructed sentences and paragraphs, Journal Writes, Signal Word Chart, Text Organization Matrix (TOM), Pictorial Input Chart, Text Reconstruction, Unpacking sentences, Text Puzzles, Comparing Paragraphs, Verb Chant, Note Making, Content Links, Ticket Out the Door, Running Dictation, Sentence Combining, Literacy Stations, Noodle, Expert Groups, Give One, Get One, Rate Your Knowledge, Vanishing Text, Observation Chart, and Interactive Notebooks.

Instructional Materials allocation \$55,523:

Applicable supplemental instructional materials include: novels/books, white boards, clipboards, dry erase markers, flashcards, games, copy paper, folders/ sleeves, pencils, construction paper, color printer/scanner, printer ink, printer paper, chart paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, envelopes, ball point pens, masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, spiral notebooks, and composition books.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance agreements ensure the equipment (list laminator, copier, Duplo, poster maker) are available and usable to provide a print rich environment.

Resources: Maintenance Agreement \$5,000

Equipment may include: Replace outdated document cameras and projectors. Web cameras to provide site based visual learning using the flipped classroom model.

License Agreements for Accelerated Reader with supports, monitors, and assesses students' progress in Reading. Allocation \$6,000

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

**Proposed Expenditures for this Strategy/Activity 1**

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.

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
\$102,531	19101	.75 FTE Program Specialist (salary & benefits)
\$5,000	56590	Maintenance Agreements - Cannon
\$6,000	58450	License Agreements
\$5,185	11500	Additional Teacher Comp

**Fund Source – LCFF:**

\$ Amount(s)	Object Code	Description
\$34,177	19101	.25 FTE Program Specialist (salary & benefits)
\$55,523	43110	Instructional Materials
\$10,000	44000	Equipment

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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 and continued AVID certification.

Weekly observations with strategies being implemented (fully) verified via -

a. Adams' Walkthrough tool helps administrators collect observational data. When it is evident that many teacher need support a professional development opportunity is provided.

b. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches). Our support staff, listed below, is provided to assist staff members in their ongoing endeavors to become strong instructors. Their roles are to coach teachers, not students. Professional development is 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 are used to identify and 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.

- Instructional Coaches (Literacy/Numeracy)
- Program Specialists
- Counselor
- Principal, Assistant Principal
- Curriculum Department
- Language Development Office (LDO)
- Research and Accountability Department

c. on- site AVID training, substitute required. - Allocation for Substitute teachers for release time for Professional Development \$5,000.

Substitute Pay Calculation:

25 days X \$200 = \$5,000

K-6 teachers to utilize a classroom management system that frees up the teacher so that he/she can provide small group instruction aligned with district-adopted curriculum 7 - 8 grade core instruction are also designed to provide support to students in small groups and individually.

Conferences/Trainings/Workshops - \$8,400: Teachers are participating in district-wide/on-site professional development (including virtual learning) to improve instructional strategies curriculum implantation and small group and individual student support, including but not limited to

- AVID
- Multi-Tiered System of Supports (MTSS); PBIS, SAP
- Gradual Release model to facilitate collaboration
- Differentiated instruction; 1:1 Support, Small groups, integrated ELD strategies
- Close Reading
- Integrated language and literacy instruction in all core curriculum
- Adherence to Designated ELD time

### Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$5,000	11700	Substitute Teachers
\$8,400	52150	Conferences

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

#### Project Based Learning/Build Projects:

Project Based Learning program is an agricultural skills program that focuses Community service projects such as creating and building bird boxes for residence of convalescent homes, community clean up, and design and build from conception, to production, to distribution. Examples would be building planter boxes and setting up sprinkler drip system for community-based garden, planting and tending to garden, and then harvesting the garden and provide produce to community and families in need.

PTLW Conference: (district is funding due to initial implementation of PLTW)

#### Proposed Expenditures for this Strategy/Activity 3

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.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.



Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

Subgroup: Preschool, Transitional Kindergarten

**Strategy/Activity**

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
- \*attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

**Proposed Expenditures for this Strategy/Activity 4**

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

#### Implementation

- 1.1 Full staff implementation of the strategies with six follow-up trainings provided through-out the year.
- 1.2 Teaching teams have had more opportunities to collaborate and create academic planning for student achievements. Student achievement targets have been more formally communicated to community and interventions have created a larger group in the community tutorial program.
- 1.3 Through the use of onsite staff EL students have received more training and use of instructional strategies resulting in an increase of re-designation of EL students.

Site has provided teachers with supplemental materials and resources to support Core Instruction and our intervention programs (e.g. Accelerated Reader) project materials (e.g. markers, folders, post-its, 3" binders, planners etc.) technology (printers, projectors, doc cameras, interactive monitors, devices etc.), etc. Adding in professional onsite development and training to ensure academic student achievement supports for student learning and opportunities at grade level focus. Implementation monitoring continues every trimester to adjust for need and supporting student progress towards grade level standards.

#### Effectiveness

- 1.1 Student ELA schools improved all grades focus and moved student achievement up in most subgroups.
- 1.2 Student attendance, achievement and discipline have improved across grade levels.
- 1.3 More students have received a high score in testing resulting in an increase of re-designations at the site.

Attendance rates and academic achievement have decreased in All grades at Adams through the use of the outlined strategies Furthermore, discipline referrals have been decreased resulting in less suspensions.

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

#### Material Changes

- 1.1 Student achievement moved more significantly towards grade level in most subgroups.
- 1.2 Accountability and Monitoring
- 1.3 The use of instructional staff, coaching and professional development on instructional teaming, practices and pedagogy etc. have helps students increase in data reviews consistently.

Overall budget increased for the use of instructional practices and pedagogy to help align data and performances.

Implementation of professional development as well as staff retreats encouraged the development of team practices and the use of professional collaboration 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.

#### Future Changes

- 1.1 Continue on-going professional learning and support for curriculum adoption and implementation.
- 1.2 Ongoing professional development throughout year monitoring will provide more data on instructional impact and student learning.
- 1.3 The need for a full time instructional coach, staff increase professional development days and times for collaborative teaming will be needed to ensure continued data increases are continued. The outlook for the future would be that more students would increase to proficiency in reading and math.

Adams will continue AVID school wide, Kindergarten through Eighth grade. Adding teacher training dates throughout the year and on site walk-through of the program implementation focusing on College, Career and Community Readiness. The monitoring process will happen three times a year or once a trimester. Added data will be collected on teacher, student implementation of instructional strategies, (e.g. CFU, Agendas, Organization tools etc.).

## Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

Suspension –

By June 30, 2021, decrease the percentage of for ALL students who are Suspended by 0.3%.

By June 30, 2021, decrease the percentage of for African American subgroup who are Suspended by 0.3%.

By June 30, 2021, decrease the percentage of for Students with Disabilities subgroup who are Suspended by 0.3%.

By June 30, 2021, decrease the percentage of for Socioeconomically Disadvantaged students subgroup who are Suspended by 0.3%.

By June 30, 2021, decrease the percentage of for Hispanic subgroup who are Suspended by 0.3%.

By June 30, 2021, decrease the percentage of for ALL students and in ALL SUBGROUPS who are Suspended by 0.3%.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

Attendance/Chronic Truancy –

By June 30, 2021, decrease the percentage of for ALL students who are chronically absent by 0.5%.

By June 30, 2021, decrease the percentage of for African American subgroup who are chronically absent by 0.5%.

By June 30, 2021, decrease the percentage of for Students with Disabilities subgroup who are chronically absent by 0.5%.

By June 30, 2021, decrease the percentage of for Socioeconomically Disadvantaged students subgroup who are chronically absent by 0.5%.

By June 30, 2021, decrease the percentage of for Hispanic subgroup who are chronically absent by 0.5%.

## Identified Need

Suspension –

CA Dashboard results for Suspension: +/- increase or decrease from previous year.

ALL 4.8 Yellow -5.3 (+)

EL 5.6 Yellow -4.1 (+)

SED 5.2 Yellow -5.2 (+)

Asian 1.2 Green -5.6 (+)

Hisp 4.5 Yellow -6.1 (+)

SWD 5.7 Yellow -9.2 (+)

AA 10.3 Orange -5 (+)

Race 2.6 Green -2.5 (+)

White 2.8 Green -2.2 (+)

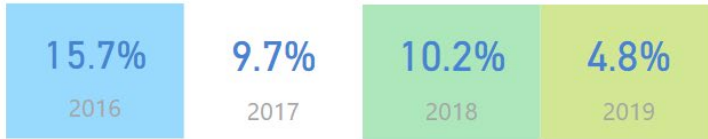
HOMELESS 8.1 Orange -2.4 (+)

Filipino, PI, Foster Youth , and (NC)

Expulsions: NONE

# Suspension Rate

All Students  
percent of unduplicated suspension

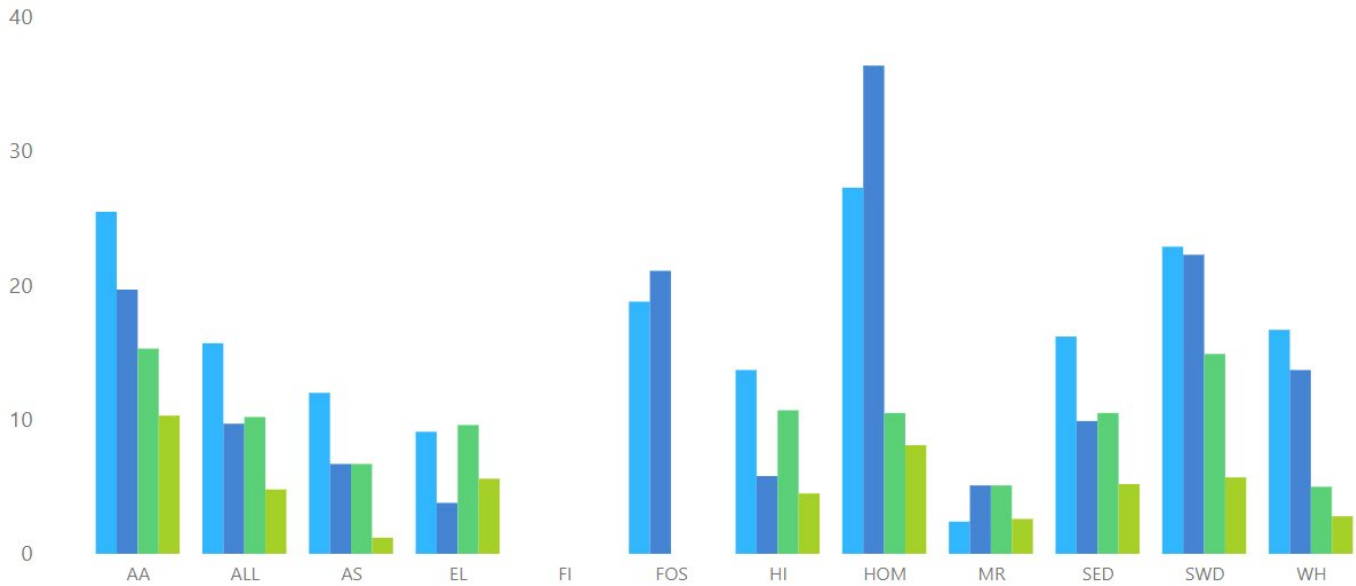


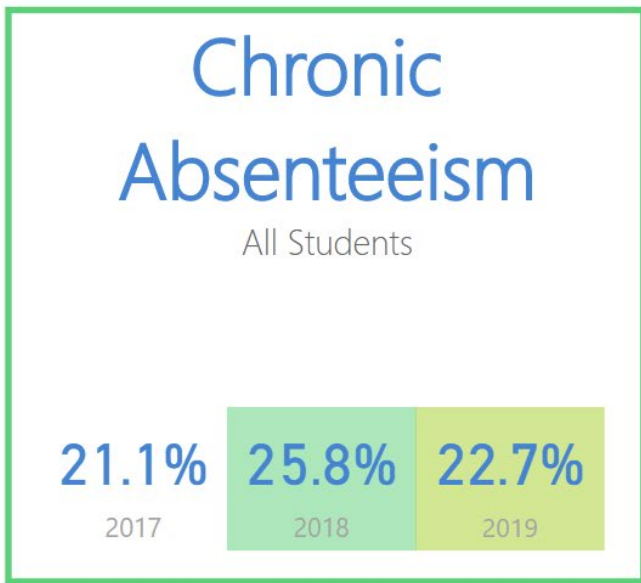
# Expulsion

All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available

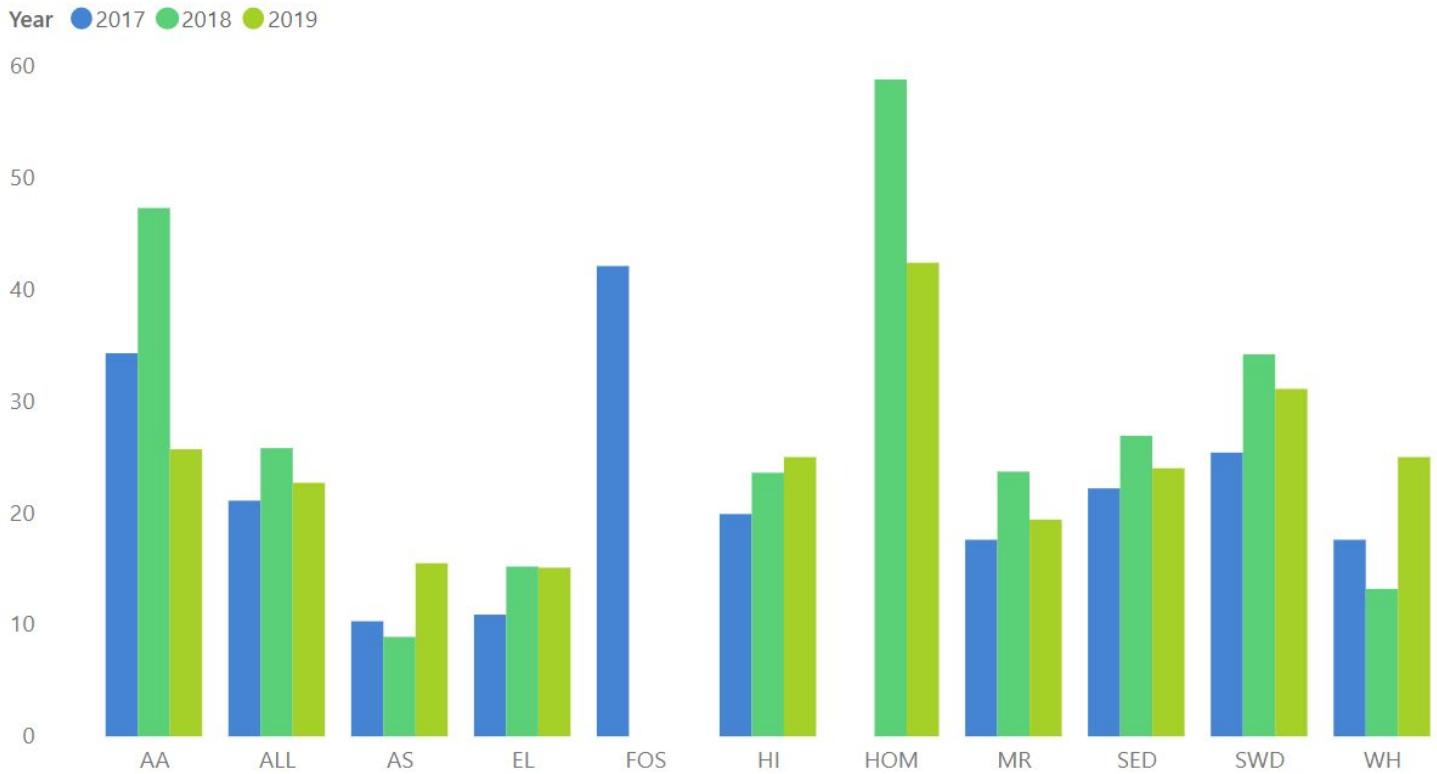
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year





## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	4.8%	4.5%
Suspensions (African American)	10.3%	10.0%
Suspensions (Homeless)	8.1%	7.8%
Chronic Absenteeism (All Students)	22.7%	22.2%

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

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 (Peer Leaders Uniting Students) program etc.

Increase students desire to come to school by providing various intellectual outlets and activities, such as the Arts, and Sports.

Non-Instructional Consultant: Supports (lunch time sports) will provide a Science Technology Engineering Math (STEM) & Soccer program during lunch recess with focus on teaching STEM concepts, soccer skills, teamwork, fair play, and physical activity.

**Proposed Expenditures for this Strategy/Activity 1**

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.

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description

**Fund Source – LCFF:**

\$ Amount(s)	Object Code	Description
\$26,100	58320	Consultants – Non-Instructional

## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

#### Implementation

1.1 The programs were implemented through a data monitoring system reviewed by School Site Council and the review of disciplinary data, attendance summary and student interviews from PLUS.

Overall implementation provided a positive school climate for students with basic, academic, behavioral, attendance, and social emotional supportive resources. Student learning through counseling, instructional supports, incentives, and structured engagement activities such as the PLUS program, Character Counts, school performances and recognitions. Teachers, instructional staff and support staff members engage with community after school members to promote a positive school climate focused around Integrity, respect and responsibility.

#### Effectiveness

1.1 Improvements in behavior and attendance were marked significant from the data team review process.

The overall effectiveness has seen a decrease of suspensions with an increase in attendance and parent participation. Further with connections with the after school program facilitator, students have gained more access to performances, tutorial materials and clubs, focusing on student and school climate and safety.

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

#### Material Changes

1.1 Attendance has increased as well as a decline in behavior referrals.

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.

#### Future Changes

1.1 Through the use of positive behavior supports and instructional supports, an increase in parent participation in student activities will be seen.

All programs will continue with addition of pairing mentorships with students and community, After School Program supports in clubs and community gardening program, school intermural sports, added counseling giving Adams a half-time added counselor, use of PE buddies in cross grade level sports, and a consultant on school activities including recess sports and activities etc.

## Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By Spring 2021, the percentage of parents attending ELAC and SSC meetings will increase by 5%.

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.

## Identified Need

### Meaningful Partnerships:

Levels of parent involvement, specifically active recruitment and retention of ELAC, SSC, and Parent Club (VIPS) board members is limited. This barrier is not necessarily indicative of lack of interest, but rather time demands that are reflective of a working class community. We recognize the value of an active parent community, and continue to seek new ways to create a more active parent population. In addition, there are inadequate Resources available from family, school, district, and community to assist students particularly due to the fact that we are not a community school, the majority of our students are bussed or lack reliable transportation. Chronic Absenteeism is an indicator of these issues resulting in a lack of parent involvement.

### Attendance/Chronic Truancy – Chronic Absent:

CA Dashboard results for Chronic Absent: +/- increase or decrease from previous year.

ALL 22.7 Yellow -3.1 (+)

SED 24 Orange -2.9 (+)

SWD 31.1 Orange -3.1 (+)

AA 25.7 Orange -21.6 (+)

Hisp 25 Red +1.4 (-)

Race 19.4 Yel -4.9 (+)

EL 15.1 Orange -.01 M

White 21 Red +11.8 (-)

HOMELESS 42.4 Orange -16.4 (+)

Asian, Filipino, PI, Foster Youth, and (NC)

Currently (Trimester 1-2 of the 2019-2020 SY) have 96 Students Chronically Absent = 20%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism (All Students)	22.7%	22.2%
Chronic Absenteeism (Socioeconomically Disadvantaged)	24.0%	23.5%
Chronic Absenteeism (Students with Disabilities)	31.1%	30.6%
Chronic Absenteeism (African American)	25.7%	25.2%
Chronic Absenteeism (Hispanic)	25%	24.5%
Chronic Absenteeism (English Learners)	15.1%	14.6%
Chronic Absenteeism (White)	21.0%	20.5%
Chronic Absenteeism (Homeless)	42.4%	41.9%

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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.

- a. Teachers are provided with a substitute three times a year to meet with parents during Mid-Trimester Academic Conferences. We believe that Mid-Trimester Conferencing allows parents to be informed at the same time giving students an opportunity to improve their grades as necessary.
- b. Teachers communicate via class Dojo or other technological applications that allow for documented communications, as well as email and phone calls on a regular basis.
- c. Levels of parent involvement, specifically active recruitment and retention of ELAC, SSC, and Parent Club (VIPS) board members is limited. This barrier is not necessarily indicative of lack of interest, but rather time demands that are reflective of a working-class community. We recognize the value of an active parent community and continue to seek new ways to create a more active parent population. In addition, there are inadequate Resources available from family, school, district, and community to assist students particularly due to the fact that we are not a community school, the majority of our students are bussed or lack reliable transportation.
- d. 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.
- e. Adams school is surrounded by Lincoln Unified attendance boundaries, very little attendance area within walking distance of Adams School.

Parent Meeting - \$250: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$2,116: Materials for parent and student involvement activities, such as literacy night, science night, PLTW, STEM, Project Based Learning (PBL), multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.



**Proposed Expenditures for this Strategy/Activity 1**

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.

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
\$2,116	43200	Non-Instructional Materials
\$250	43400	Parent Meeting

**Fund Source – LCFF:**

\$ Amount(s)	Object Code	Description

## Annual Review – Goal 3

### SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

#### Implementation

1.1 Use of technology, parent coffee and outreach was used to help communicate with parents of students on school activities and progress.

Adams continued to provide parents with supports and resources that empower them to engage in their student's learning such as parent conferences, on and off-site communications, and increased parent involvement activities. The parent and community has engaged with Adams through online and on site activities, fundraisers and field trips. Furthermore, parents come to on site activities such as pie for parents, lunch on the lawn and student performances.

#### Effectiveness

1.1 Parent participation has had a limited increase on site, which helped with student attendance, and success in gains in ELA and Math. This lead to the movement of increasing AVID school wide from grades Kinder to 8th.

Adams has seen a decrease of suspensions with an increase in attendance and some parent participation.

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

1.1 The addition of materials for activities and student engagement changed by a 10 percent increase allocation for materials and communications.

Materials and budget will be modified using to increase the participation and training of staff, students and parents. An allocation increase not less than 10 % will be used to gain technology, student materials (e.g. Binders, planners and technology etc.)

Community partnerships will be added to increase and focus on student sport activities, student outreach and counseling to provide services to student and parents on gaining information and access.

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.

#### Future Changes

1.1 Adams will need to add additional classified personnel and outreach personnel to help with parent communications, transportation and activities.

Adams will continue to promote activities using visual, verbal and technology as well as leverage the use of secretarial staff and outreach partnerships to gain communication with parents about school activities, student progress and showcasing of Adams etc.

## 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	\$121,082
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$260,282

## 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	Allocation (\$)
Title I	\$121,082

Subtotal of additional federal funds included for this school: \$121,082

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

State or Local Programs	Allocation (\$)
LCFF	\$139,200

Subtotal of state or local funds included for this school: \$139,200

Total of federal, state, and/or local funds for this school: \$260,282

## Budget Spreadsheet Overview – Title I

ADAMS

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 118,716
TOTAL BUDGET DISTRIBUTED BELOW	\$ 118,716
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 2,366
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 2,366
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 5,185					\$ 5,185
11700	Teacher Substitute							\$ -
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist		\$ 102,531					\$ 102,531
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 107,716	\$ -	\$ -	\$ -	\$ -	\$ 107,716
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials							\$ -
43200	Non-Instructional Materials						\$ 2,116	\$ 2,116
43400	Parent Meeting						\$ 250	\$ 250
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ -	\$ -	\$ -	\$ -	\$ 2,366	\$ 2,366
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 5,000					\$ 5,000
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement		\$ 6,000					\$ 6,000
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 11,000	\$ -	\$ -	\$ -	\$ -	\$ 11,000
GRAND TOTAL			\$ 118,716	\$ -	\$ -	\$ -	\$ 2,366	

## Budget Spreadsheet Overview – LCFF

ADAMS

REVISED March 30, 2020

Preliminary Budget Allocation - LCFF  
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 139,200
TOTAL BUDGET DISTRIBUTED BELOW	\$ 139,200
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute		\$ 5,000				\$ 5,000
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	0.2500	\$ 34,177				\$ 34,177
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk						\$ -
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 39,177	\$ -	\$ -	\$ -	\$ 39,177
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 55,523				\$ 55,523
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment		\$ 10,000				\$ 10,000
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 65,523	\$ -	\$ -	\$ -	\$ 65,523
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference		\$ 8,400				\$ 8,400
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional				\$ 26,100		\$ 26,100
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 8,400	\$ -	\$ 26,100	\$ -	\$ 34,500
GRAND TOTAL			\$ 113,100	\$ -	\$ 26,100	\$ -	\$ 139,200