



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Version 3 – 06/22/2021

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 2 – Ver 3 – 05/10/2021 | Ver 1 – 05/15/2020 Ver 2 – 02/17/2021 Ver 3 – 06/07/2021 | Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 06/22/2021 |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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, PI, 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, PI, 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, Pl, 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

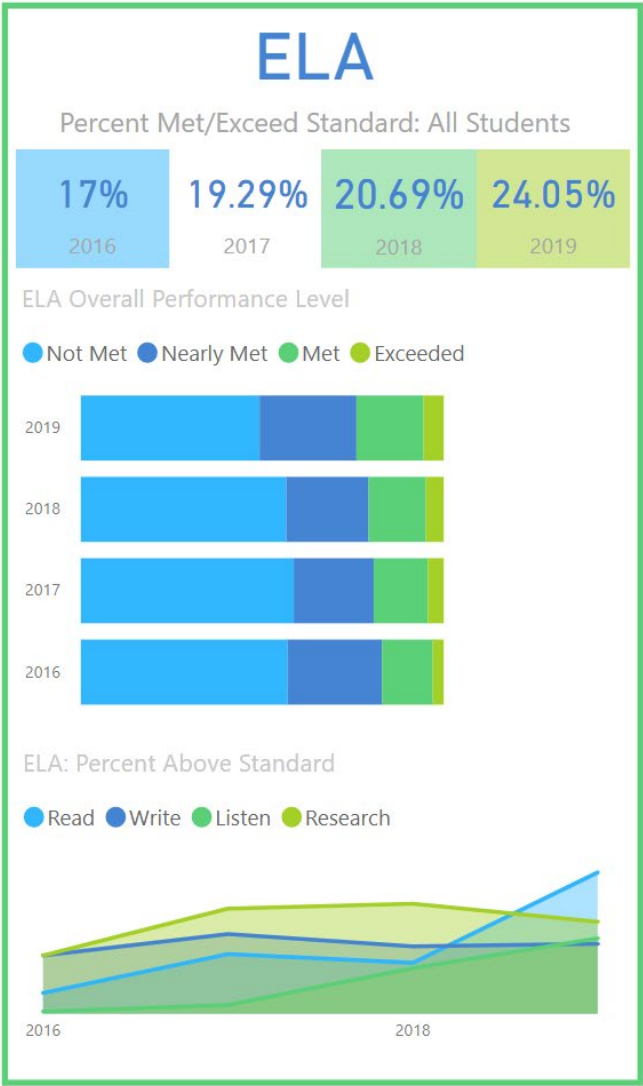
Hisp -73.3 Yell +28.6

SED -76.6 Yell +14.2

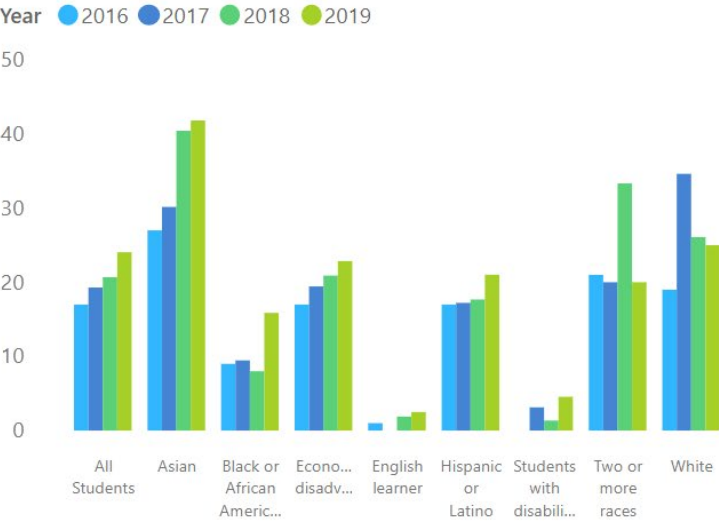
Asian -22.4 Grn +19.9

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

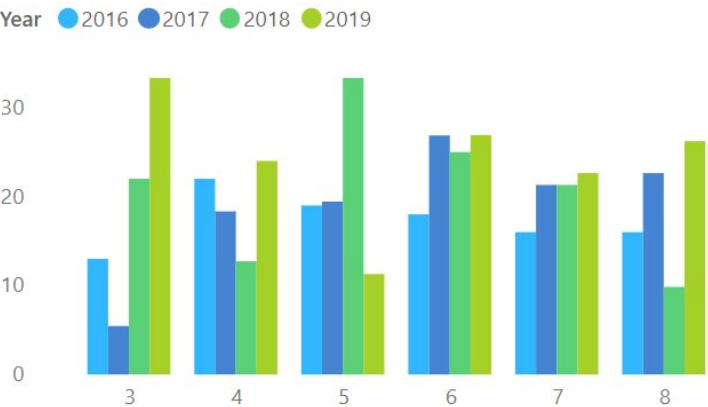
Winter i-Ready on track/grade level 20%



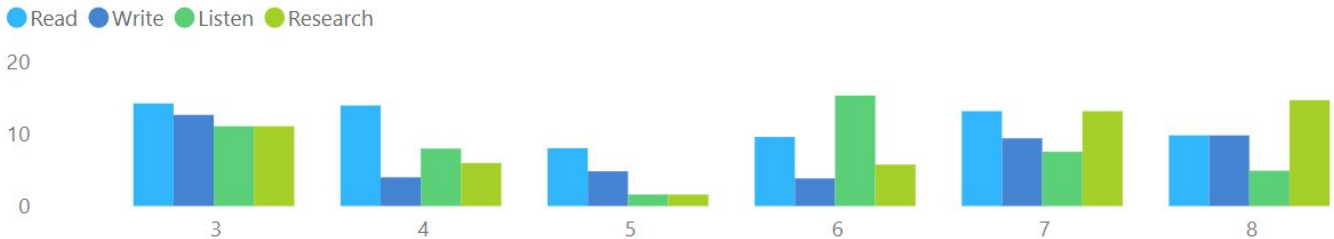
ELA CAASPP: Percent Met/Exceed Standard

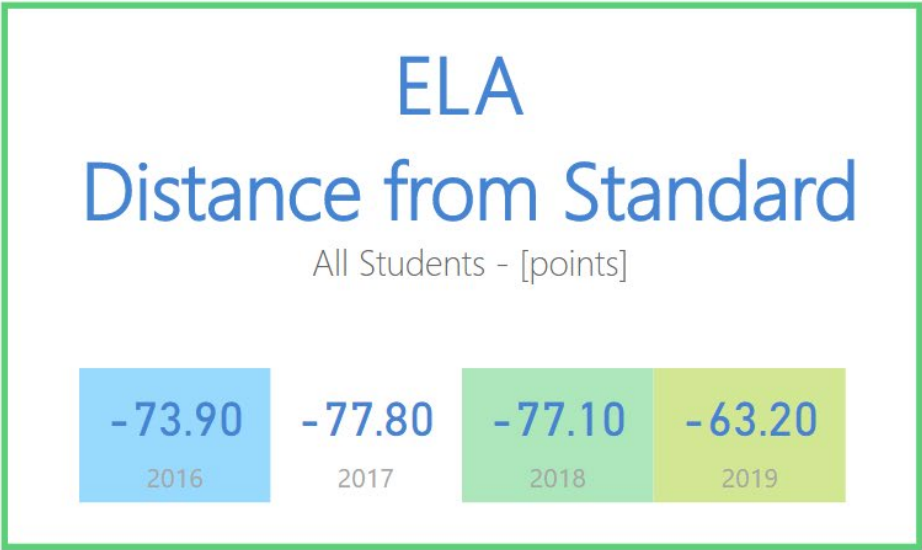


ELA CAASPP: Percent Met/Exceed Standard by Grade Level

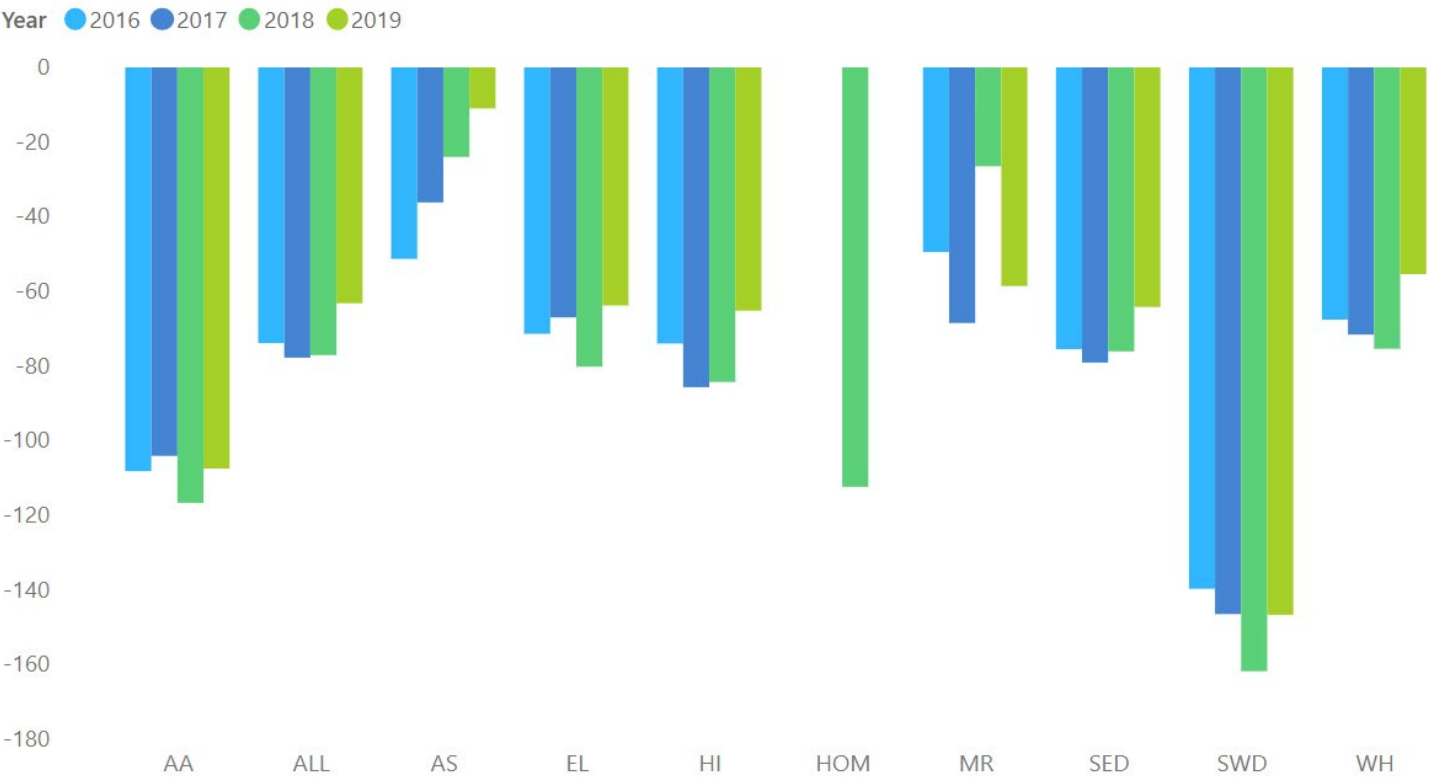


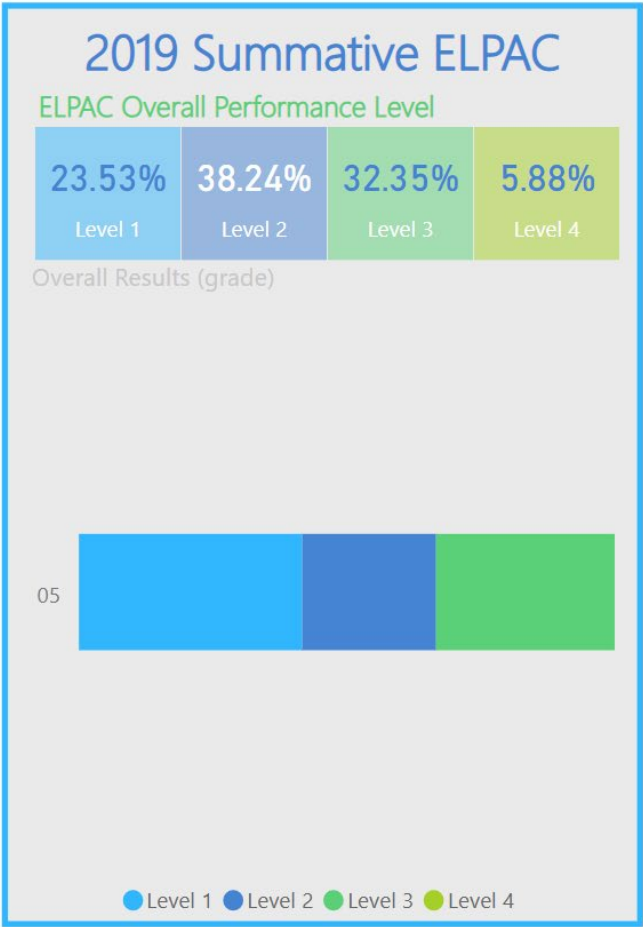
2019 Prelim ELA CAASPP: Area - Percent Above Standard



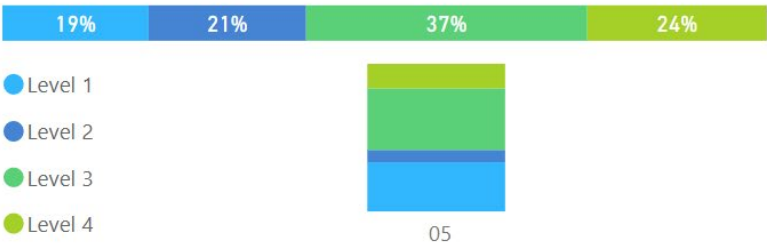


ELA Distance from Standard [points]

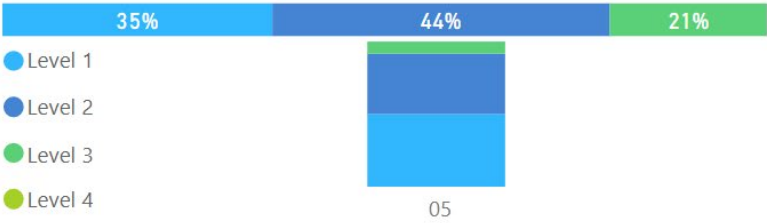




Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



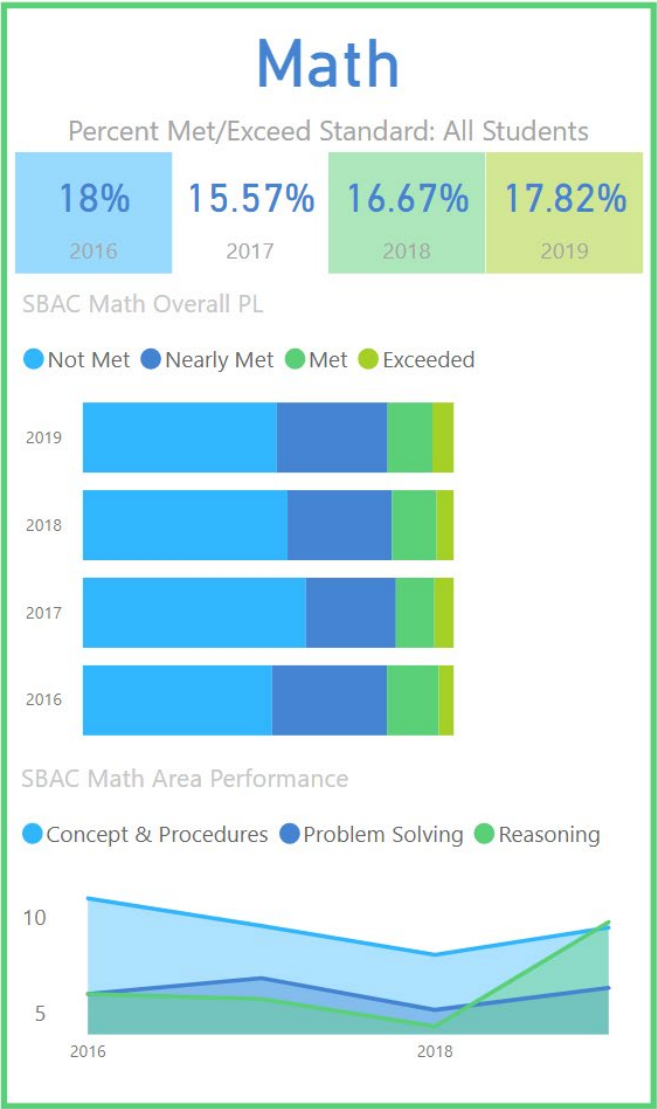
English Learner Progress Reclassification Rates



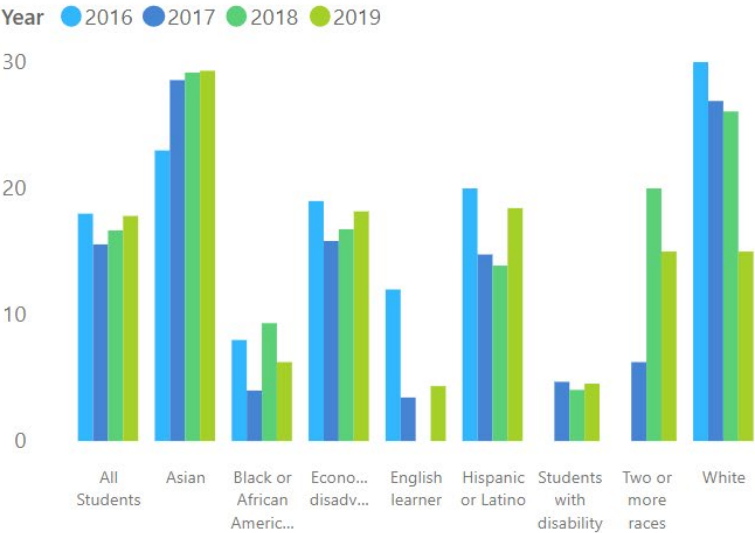
English Learner Progress Indicator (ELPI)

40.8%

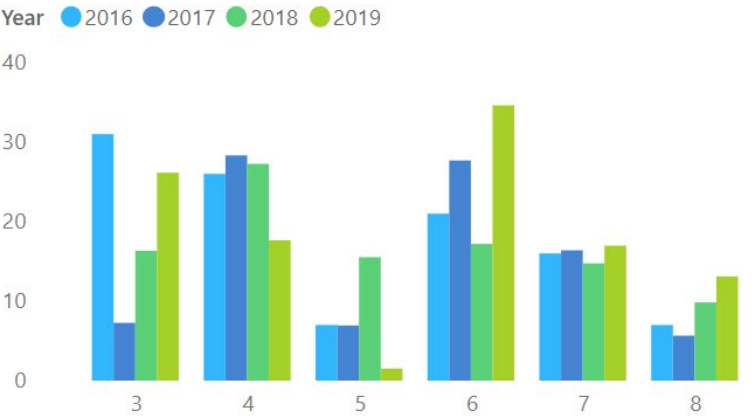
ELPI 2019



Math CAASPP: Percent Met/Exceed Standard

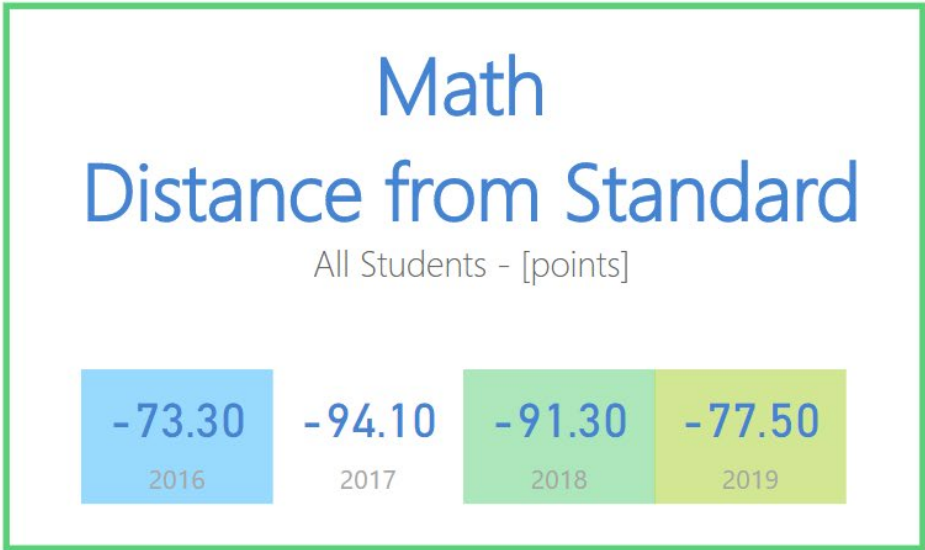


Math CAASPP: Percent Met/Exceed Standard by Grade Level

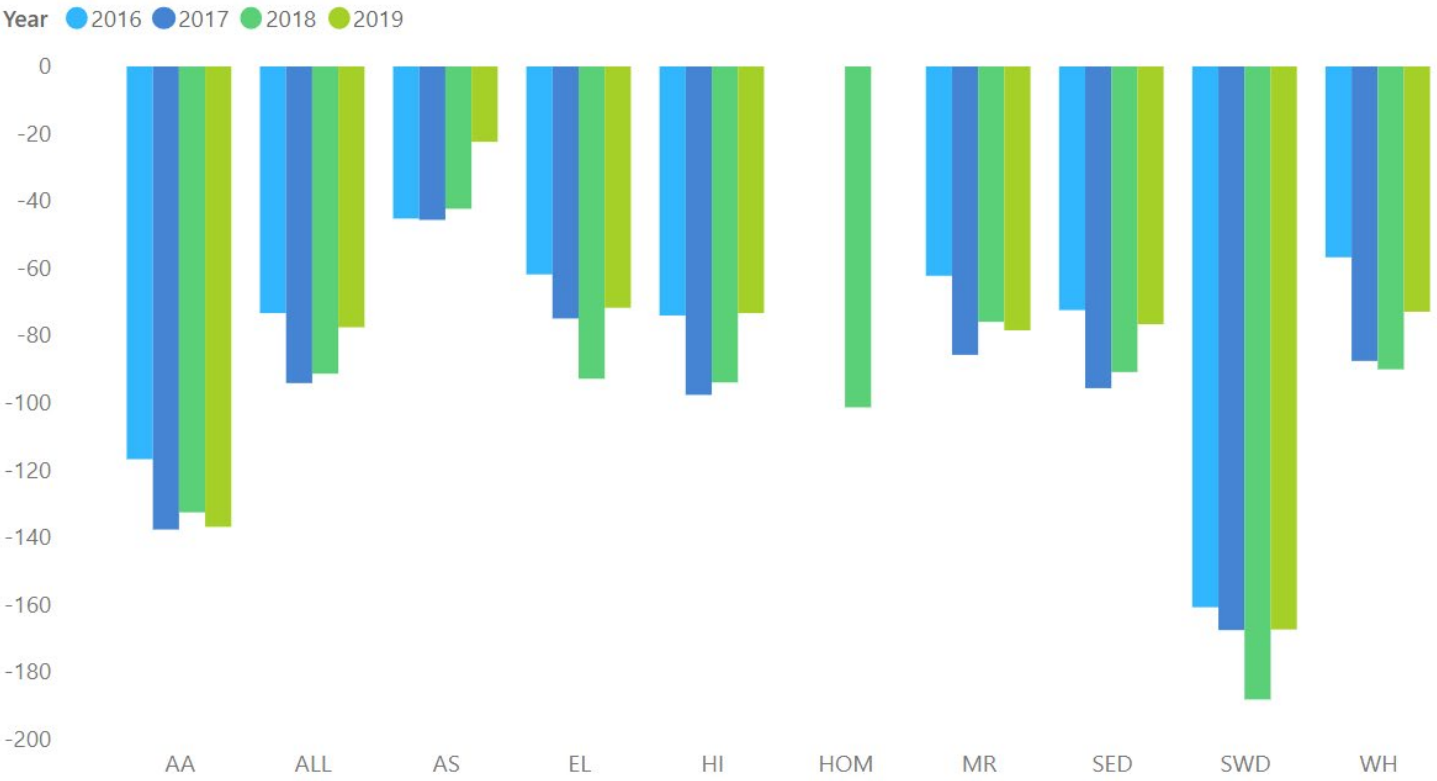


2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

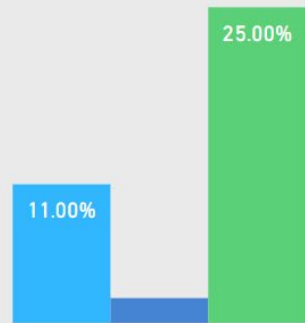
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

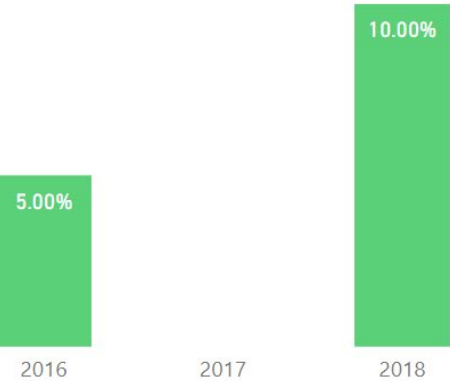
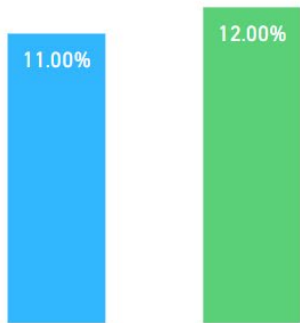
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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 provided 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 (+)

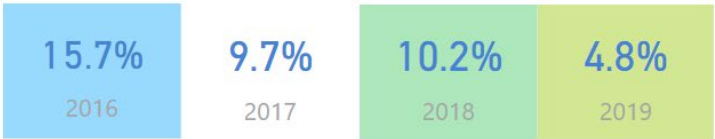
HOMELESS 8.1 Orange -2.4 (+)

Filipino, PI, Foster Youth , and (NC)

Expulsions: NONE

Suspension Rate

All Students
percent of unduplicated suspension

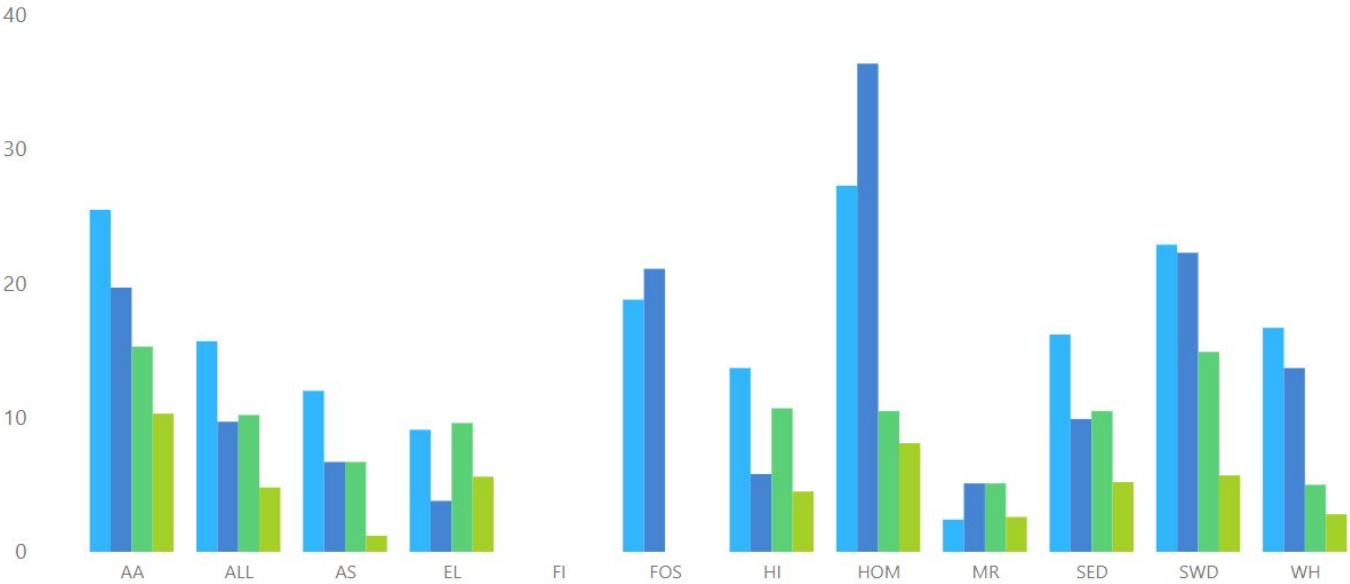


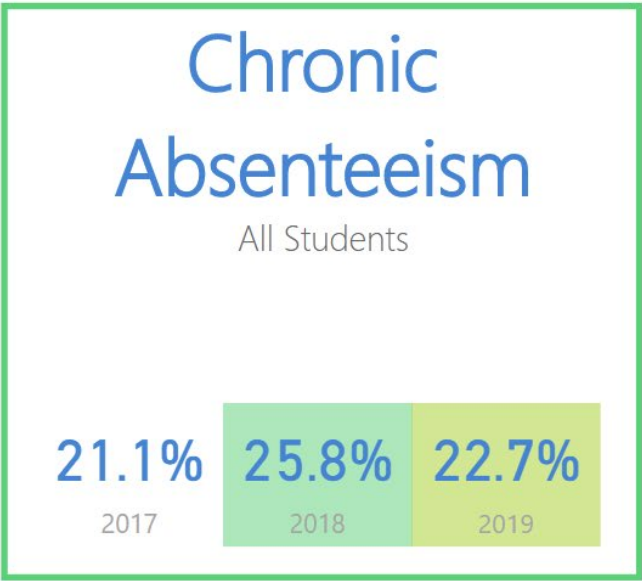
Expulsion

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

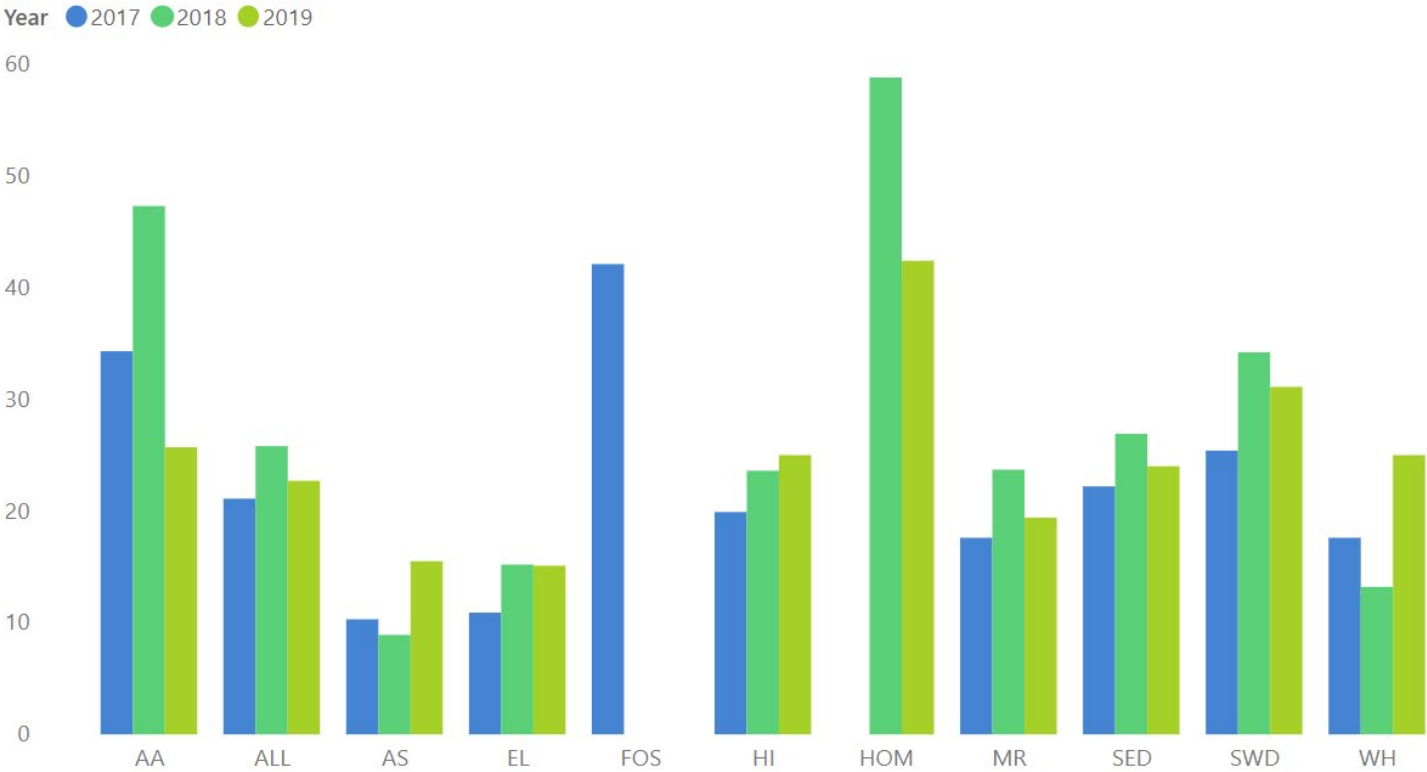
Suspension Rate: Student Group

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 |

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Adams's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Adams's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 3:

LCFF –

- **\$26,100 – 43110 – Instructional Materials/Supplies:** Reallocated funds to support science, STEAM, and PLTW related activities, such as poster maker supplies for visual information and graphics, hands on science kits for each grade level for each classroom, microscopes and slides, and engineering focused kits relating to robotics, automation, mechanics, etc.

SPSA: Goal 2, Strategy 1: The funding pages of the SPSA were reviewed, as well as changes to the SPSA that were made and so that the budget and SPSA are aligned to support the changes to the goals based on the inability to provide these services due to COVID-19 school closure.

The wording for the strategy will read as follows:

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 AND Science Technology Engineering Math (STEM).

LCFF –

- **\$26,100 – 58320 – Consultant Non-Instructional:** Reduce funds due to COVID-19 restrictions pertaining to social distancing and distance learning students are not physically on the campus to participate in these consultant services.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Adams is receiving additional monies in Parent Involvement (Cost Center: 50647). Adams's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

| School | Enrollment (CalPADS 12/1619) | Eligible Students F/R Meals (CalPADS 12/16/19) | Poverty Rate (Oct 2019) | School Allocation | Revised Parent Involvement 12/2020 | TOTAL SCHOOL PRELIMINARY ALLOCATION | Original Parent Involvement 07/2020 | Increase of: |
|--------|------------------------------------|------------------------------------------------------------|----------------------------|----------------------|------------------------------------------|-------------------------------------------|----------------------------------------------|--------------|
| ADAMS | 495 | 435 | 87.9% | \$ 118,716 | \$ 2,642 | \$ 121,358 | \$ 2,366.00 | \$ 276.00 |

Title I –

- **\$250 – 43400 – Parent Meeting:** Reduce funds due to COVID-19 restriction pertaining to social distancing, in-person parent meeting did not occur.
- **\$250 – 43200 – Non-Instructional Materials/Supplies:** Reallocated funds for the purchase of hands-on materials supporting math, English and science skills taught to parents to support their student.

John Adams Elementary – Amendments

ADAMS #203

As of 01/21/2021 jls

6/25/2020 jls

INITIAL BUDGET/DATE

REVISED BUDGET/DATE

50647 - inc by \$276

| TITLE I | | TOTAL ALLOCATION | | \$ 118,716 | | LCFF | | TOTAL ALLOCATION | | \$ 139,200 | | TITLE I - PARENT - 50647 | | TOTAL ALLOCATION | | \$ 2,642 | |
|-----------------------------------|----------------------------------------|-------------------------------------------------------|-----------|-------------------------------------------------------|-----------|-------------------------------------------------------------|---|-------------------------------------------------------------|---|------------------------------------------------------------|---|------------------------------------------------------------|---|------------------------------------------------------------------|----|-----------|--------------|
| TOTAL BUDGET DISTRIBUTED BELOW | | \$ 118,716 | | | | TOTAL BUDGET DISTRIBUTED BELOW | | \$ 139,200 | | | | TOTAL BUDGET DISTRIBUTED BELOW | | \$ 2,642 | | | |
| TO BE BUDGETED (Should be \$0.) | | 0 | | | | TO BE BUDGETED (Should be \$0.) | | 0 | | | | TO BE BUDGETED (Should be \$0.) | | 0 | | | |
| Object | Description | ACHIEVEMENT | | | | | | LEARNING ENVIRONMENT | | | | PARTNERSHIPS | | | | TOTAL FTE | TOTAL BUDGET |
| | | 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME | | 23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME | | 50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS | | 23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS | | 50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE | | 23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE | | 50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS | | | |
| Personnel Cost-Including Benefits | | | | | | | | | | | | | | | | | |
| 11500 | Teacher - Add Comp (incl benefits) | \$ | 2,851 | | | | | | | | | | | | | | \$ 2,851 |
| 11700 | Teacher Substitute (incl benefits) | | | \$ | 5,000 | | | | | | | | | | | | \$ 5,000 |
| 12151 | Counselor | | | | | | | | | | | | | | | | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | |
| 12500 | Counselor-add Comp (incl benefits) | | | | | | | | | | | | | | | | |
| 13201 | Assistant Principal | | | | | | | | | | | | | | | | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | |
| 19101 | Program Specialist | 0.750 | \$ 80,072 | 0.250 | \$ 26,690 | | | | | | | | | | | 1.000 | \$ 106,762 |
| 30000 | Statutory Benefits | \$ | 24,793 | \$ | 8,265 | | | | | | | | | | | | \$ 33,058 |
| 19500 | Prog Spec-Add Comp (incl benefits) | | | | | | | | | | | | | | | | |
| 19101 | Instructional Coach | | | | | | | | | | | | | | | | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | |
| 19500 | Instr Coach-Add Comp (incl benefits) | | | | | | | | | | | | | | | | \$ - |
| 21101 | Instructional Asst/CAI | | | | | | | | | | | | | | | | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | |
| 21500 | Inst Asst/CAI -Add Comp(incl benefits) | | | | | | | | | | | | | | | | |
| 21101 | Bilingual Assistant | | | | | | | | | | | | | | | | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | |
| 21500 | BIl Asst-Add Comp (incl benefits) | | | | | | | | | | | | | | | | |
| 22601 | Library Media Assistant | | | | | | | | | | | | | | | | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | |
| 22500 | Lib Med Asst-Addl Comp (incl benefits) | | | | | | | | | | | | | | | | |
| 22901 | Community Assistant | | | | | | | | | | | | | | | | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | |
| 22500 | Comm Asst-Add Comp (incl benefits) | | | | | | | | | | | | | | | | |
| 29101 | Parent Liaison | | | | | | | | | | | | | | | | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | |
| 29500 | Par Lia-Add Comp (incl benefits) | | | | | | | | | | | | | | | | \$ - |
| Sub Total - Personnel/Benefits | | \$ | 107,716 | \$ | 39,955 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | 147,671 |
| Books & Supplies | | | | | | | | | | | | | | | | | |
| 42000 | Books | | | | | | | | | | | | | | | | \$ - |
| 43110 | Instructional Materials | | | \$ | 28,018 | | | | | | | | | | | | \$ 28,018 |
| 43200 | Non-Instructional Materials | | | \$ | 21,979 | | | | | | | | | | \$ | 2,642 | \$ 24,621 |
| 43400 | Parent Meeting | | | | | | | | | | | | | | \$ | - | \$ - |
| 44000 | Equipment | | | \$ | 36,100 | | | | | | | | | | | | \$ 36,100 |
| Sub Total - Books & Supplies | | \$ | - | \$ | 86,097 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | 88,739 |
| Services | | | | | | | | | | | | | | | | | |
| 57150 | Duplicating | | | \$ | 2,078 | | | | | | | | | | | | \$ 2,078 |
| 57250 | Field Trip-District Trans | | | | | | | | | | | | | | | | \$ - |
| 56590 | Maintenance Agreement | \$ | 5,000 | | | | | | | | | | | | | | \$ 5,000 |
| 52150 | Conference | | | \$ | 11,070 | | | | | | | | | | | | \$ 11,070 |
| 58450 | License Agreement | \$ | 6,000 | | | | | | | | | | | | | | \$ 6,000 |
| 58720 | Field Trip-Non-District Trans | | | | | | | | | | | | | | | | \$ - |
| 58920 | Pupil Fees | | | | | | | | | | | | | | | | \$ - |
| 58100 | Consultants-Instructional | | | | | | | | | | | | | | | | \$ - |
| 58320 | Consultants-Noninstructional | | | | | | | | | | | | | | | | \$ - |
| Sub Total - Services | | \$ | 11,000 | \$ | 13,148 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | 24,148 |
| GRAND TOTAL | | \$ | 118,716 | \$ | 139,200 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | 2,642 |

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

Based on the End of Year iReady Assessments SMART goals will be developed, which will include but not limited to looking at other forms of performance indicators. i-Ready's online instruction student's pathway if s/he is struggling.

ELA: By EOY 2022, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

EL: By EOY 2022, per ELPAC, increase the number of students who reclassify will increase by 10% students.

Math: By EOY 2022, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

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, Test 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 \$45,646:

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 \$3,282

Equipment may include: Replace outdated document cameras and projectors. Web cameras to provide site based visual learning using the flipped classroom model. Non-Instructional Equipment \$21,619

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

2021-2022 Strategy Update

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 with the guidance of the program specialist 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.

Program Specialist (PS): \$109,217 - 75% - LCFF – 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.

\$36,406 - 25% - Title I – 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.

Instructional Materials allocation \$:

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.

Applicable supplemental instructional materials include: \$8,923 - LCFF

Classroom library books, novels/books, manipulatives, binders, notebooks, flashcards, chart paper, composition books, dry erase boards, headphones, easel pads, graph paper, highlighters, index cards, planners, poster boards, sentence strips, tag boards.

In addition to general supplies of white boards, clipboards, dry erase markers, copy paper, folders/sleeves, pencils, construction paper, color printer/scanner, printer ink, printer paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, 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, and pipe cleaners,

****General supplies are unallowable using State & Federal funds.****

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Students need technology accessories to assist with flipped classroom and virtual learning.

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 – Title I

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

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

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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------|
| 36,406 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|-------------|
| 11,000 | 5000 Series | Services |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------|
| 109,217 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 8,923 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Comprehensive Support and Improvement (CSI) Addition:

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 \$: 6,389-CSI

****General supplies are unallowable using State & Federal funds.****

Equipment may include: Replace outdated document cameras and projectors. Web cameras to provide site based visual learning using the flipped classroom model, accessories for student technology. \$6,000

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------------------|
| 0 | 1000 Series | Certificated Additional Comp/Substitutes (including benefits) |

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|-------------------------------------------------|
| 0 | 2000 Series | Classified Additional Comp (including benefits) |
| 12,389 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

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.).

AVID training, additional compensation required. –

Cost of AVID Conference - \$850 x 8 Attendees = \$6,850

AVID Conference Additional Compensation

25 hours x \$60 per hour x 6 teachers = \$9,000

Cost of PLC Conference - \$689 x 27 attendees = \$ 18,603

PLC Conferences Additional Compensation

22 hours x \$60 per hour x 15 teachers = \$ 19,800

22 hours x \$60 per hour x 1 Instructional Coach = \$ 1,320

22 hours x \$60 per hour x 3 SLP/Counselors = \$3,960

22 hours x \$20 per hours x 6 instructional Assist = \$2,640

Conferences/Trainings/Workshops - indicated above staff is participating in professional development (including virtual learning) to improve instructional strategies, curriculum implantation, and data analysis to provide small group and individual student support.

2021-2022 Strategy Adjustment

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.

Substitute teacher to cover teacher classrooms to have Academic Conferences (3 days) between teacher and site leadership team three times a year 3 days x 3 times a year x \$200 sub rate = \$1,800 – Title I

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

Teacher Release time to hold Student/Parent/Teacher Conferences three times a year 3 times a year x 18 teachers x \$200 = \$10,800 - Title I

Instructional materials \$ 29,744 – Title I

To provide students with binders, notebooks, flashcards, chart paper, composition books, dry erase boards, headphones, easel pads, graph paper, highlighters, index cards, planners, poster boards, sentence strips, tag boards

****General supplies are unallowable using State & Federal funds.****

Duplicating \$3,000 – Title I

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 that support student collaboration (e.g., binder checks, etc.).

AVID training/conference

Cost of AVID Conference $10 \times \$850 = \$8,500$ - LCFF

AVID Conference Additional Compensation June/July 2022 –

$25 \text{ hours} \times \$60 \text{ per hour} \times 8 \text{ teachers} = \$12,000$ – Title I

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.

Conferences/Trainings/Workshops - \$38,840 – Title I: Adams Staff are participating in on-site professional development Be GLAD®, a national organization providing professional development to states, districts, and schools. They promote language acquisition, high academic achievement, and 21st century skills. Teachers are participating in additional Conferences/Trainings/Workshops to improve instructional strategies curriculum implantation and small group and individual student support.

In addition to

- 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
- G.L.A.D.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------|
| 24,600 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 29,744 | 4000 Series | Books & Supplies |
| 41,840 | 5000 Series | Services |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 8,500 | 5000 Series | Services |

Comprehensive Support and Improvement (CSI) Addition:

To provide training to teachers to assist in students' use of 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 training to teachers to assist in students' use 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.).

AVID training/conference

Cost of AVID Conference July 2021

6 x \$850 = \$5,100

AVID Conference Additional Compensation July 2021 –

25 hours x \$60 per hour x 3 teachers = \$4,500

25 hours x \$60 per hour x 1 instructional Coach = \$1,500

K-6 teachers to utilize a classroom management system that frees up the teacher so that he/she can provided 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.

Be GLAD® Conferences/Trainings/Workshops -

Teachers are participating in on-site professional development Be GLAD®, a national organization providing professional development to states, districts, and schools. They promote language acquisition, high academic achievement, and 21st century skills. Teachers are participating in additional Conferences/Trainings/Workshops to improve instructional strategies curriculum implantation and small group and individual student support.

G.L.A.D Conference Additional Compensation

July 2021 – 16 hours x \$60 per hour x 19 teachers = \$19,920

July 2021 - 16 hours x \$60 per hour x 2 SLP/Counselor = \$1,920

July 2021 - 16 hours x \$60 per hour x 1 instructional Coach = \$960

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------------------|
| 28,880 | 1000 Series | Certificated Additional Comp/Substitutes (including benefits) |
| 0 | 2000 Series | Classified Additional Comp (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 5,100 | 5000 Series | Services |

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

Material/Supplies \$10,000 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 10,000 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------------------|
| 0 | 1000 Series | Certificated Additional Comp/Substitutes (including benefits) |
| 0 | 2000 Series | Classified Additional Comp (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------------------|
| 0 | 1000 Series | Certificated Additional Comp/Substitutes (including benefits) |
| 0 | 2000 Series | Classified Additional Comp (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

School Goal for Suspension:

By June 30, 2022, decrease the percentage of for ALL students who are Suspended by 0.3%.

By June 30, 2022, decrease the percentage of for African American subgroup who are Suspended by 0.3%.

By June 30, 2022, decrease the percentage of for Students with Disabilities subgroup who are Suspended by 0.3%.

By June 30, 2022, decrease the percentage of for Socioeconomically Disadvantaged students subgroup who are Suspended by 0.3%.

By June 30, 2022, decrease the percentage of for Hispanic subgroup who are Suspended by 0.3%.

By June 30, 2022, decrease the percentage of for ALL students and in ALL SUBGROUPS who are Suspended by 0.3%.

Attendance/Chronic Truancy –

By June 30, 2022, decrease the percentage of for ALL students who are chronically absent by 0.5%.

By June 30, 2022, decrease the percentage of for African American subgroup who are chronically absent by 0.5%.

By June 30, 2022, decrease the percentage of for Students with Disabilities subgroup who are chronically absent by 0.5%.

By June 30, 2022, decrease the percentage of for Socioeconomically Disadvantaged students subgroup who are chronically absent by 0.5%.

By June 30, 2022, decrease the percentage of for Hispanic subgroup who are chronically absent by 0.5%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------------------|
| 0 | 1000 Series | Certificated Additional Comp/Substitutes (including benefits) |
| 0 | 2000 Series | Classified Additional Comp (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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

By Spring 2022, 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.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 - \$2,425: 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 2,664 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Fund Source – LCFF:

| \$ Amount(s) | Object Code | Description |
|--------------|-------------|---------------------------------------------------|
| 0 | 1000 Series | Certificated Personnel Costs (including benefits) |
| 0 | 2000 Series | Classified Personnel Costs (including benefits) |
| 0 | 4000 Series | Books & Supplies |
| 0 | 5000 Series | Services |

Comprehensive Support and Improvement (CSI) Addition:

None.

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

ADAMS #203

ADAMS #203

| | | | | | | | | | | | | | | | | | | | |
|-----------------------------------|-----------------------------------------|------------------|----------------------------------------------------------|---------------|----------------------------------------------------------|---------------------------------|-------------------------------------------------------------------|----------------------|-------------------------------------------------------------------|---------------------|---------------------------------------------------------------|---------------------------------|---------------------------------------------------------------|------------------|-------------------------------------------------------------------------|----------|-------------------------------------------------------------------------|-----------------------------|--------------|
| | | | | 6/25/2020 jls | | INITIAL BUDGET/DATE | | | | REVISED BUDGET/DATE | | | | | | | | | |
| TITLE I | | TOTAL ALLOCATION | | \$ 143,590 | | LCFF | | TOTAL ALLOCATION | | \$ 139,200 | | TITLE I - PARENT - 50647 | | TOTAL ALLOCATION | | \$ 2,675 | | \$ 331,754 | |
| TOTAL BUDGET DISTRIBUTED BELOW | | \$ 143,590 | | | | TOTAL BUDGET DISTRIBUTED BELOW | | \$ 139,200 | | | | TOTAL BUDGET DISTRIBUTED BELOW | | \$ 2,675 | | | | Print Formatted for 11 x 17 | |
| TO BE BUDGETED (Should be \$0.) | | 0 | | | | TO BE BUDGETED (Should be \$0.) | | 0 | | | | TO BE BUDGETED (Should be \$0.) | | 0 | | | | | |
| Object | Description | ACHIEVEMENT | | | | | | LEARNING ENVIRONMENT | | | | PARTNERSHIPS | | | | | | TOTAL FTE | TOTAL BUDGET |
| | | FTE | 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME | FTE | 23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME | FTE | 50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS | FTE | 23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS | FTE | 50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE | FTE | 23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE | FTE | 50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS | FTE | 23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS | | |
| Personnel Cost-Including Benefits | | | | | | | | | | | | | | | | | | | |
| 11500 | Teacher - Add Comp (incl benefits) | | | \$ | 28,800 | | | | | | | | | | | | | 0.000 | \$ 53,640 |
| 11700 | Teacher Substitute (incl benefits) | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 12151 | Counselor | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 12500 | Counselor-add Comp (incl benefits) | \$ | 3,960 | | | | | | | | | | | | | | | 0.000 | \$ 3,960 |
| 13201 | Assistant Principal | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 19101 | Program Specialist | 0.750 | \$ 80,072 | 0.250 | \$ 26,690 | | | | | | | | | | | | | 1.000 | \$ 106,762 |
| 30000 | Statutory Benefits | \$ | 24,793 | \$ | 8,265 | | | | | | | | | | | | | 0.000 | \$ 33,058 |
| 19500 | Prog Spec-Add Comp (incl benefits) | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 19101 | Instructional Coach | | | \$ | 1,320 | | | | | | | | | | | | | 0.000 | \$ 1,320 |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 19500 | Instr Coach-Add Comp (incl benefits) | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 21101 | Instructional Asst/CAI | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 21500 | Instr Asst/CAI-Add Comp (incl benefits) | | | \$ | 2,200 | | | | | | | | | | | | | 0.000 | \$ 2,200 |
| 21101 | Bilingual Assistant | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 21500 | BI Asst-Add Comp (incl benefits) | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 22601 | Library Media Assistant | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 22500 | Lib Med Asst-Add Comp (incl benefits) | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 22901 | Community Assistant | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 22500 | Comm Asst-Add Comp (incl benefits) | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 29101 | Parent Liaison | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 30000 | Statutory Benefits | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| 29500 | Par Lia-Add Comp (incl benefits) | | | | | | | | | | | | | | | | | 0.000 | \$ - |
| Sub Total - Personnel/Benefits | | \$ | 108,825 | \$ | 67,275 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | 200,940 |
| Books & Supplies | | | | | | | | | | | | | | | | | | | |
| 42000 | Books | | | | | | | | | | | | | | | | | | \$ - |
| 43110 | Instructional Materials | | | \$ | 45,646 | | | | | | | | | | | | | | \$ 56,835 |
| 43200 | Non-Instructional Materials | | | \$ | 21,619 | | | | | | | | | | | | \$ 2,675 | | \$ 24,294 |
| 43400 | Parent Meeting | | | | | | | | | | | | | | | | \$ - | | \$ - |
| 44000 | Equipment | | | \$ | 4,660 | | | | | | | | | | | | | | \$ 4,660 |
| Sub Total - Books & Supplies | | \$ | - | \$ | 71,925 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ 2,675 | \$ 85,789 |
| Services | | | | | | | | | | | | | | | | | | | |
| 57150 | Duplicating | | | | | | | | | | | | | | | | | | \$ - |
| 57250 | Field Trip-District Trans | | | | | | | | | | | | | | | | | | \$ - |
| 56590 | Maintenance Agreement | \$ | 3,282 | | | | | | | | | | | | | | | | \$ 3,282 |
| 52150 | Conference/Webinar | \$ | 25,483 | | | | | | | | | | | | | | | | \$ 25,483 |
| 58450 | License Agreement | \$ | 6,000 | | | | | | | | | | | | | | | | \$ 6,000 |
| 58720 | Field Trip-Non-District Trans | | | | | | | | | | | | | | | | | | \$ - |
| 58920 | Pupil Fees | | | | | | | | | | | | | | | | | | \$ - |
| 58100 | Consultants-Instructional | | | | | | | | | | | | | | | | | | \$ 5,100 |
| 58320 | Consultants-Noninstructional | | | | | | | | | | | | | | | | | | \$ - |
| Sub Total - Services | | \$ | 34,765 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | 39,865 |
| GRAND TOTAL | | \$ | 143,590 | \$ | 139,200 | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ 2,675 | |

2021-2022 Budget Spreadsheet

2021-2022 BUDGET ADAMS - 203 - A1 PRELIMINARY - 04/16/2021

| TITLE I | | TOTAL ALLOCATION | | \$ | 143,590 | LCFF | | TOTAL ALLOCATION | | \$ | 136,640 | TITLE I - PARENT - 506 | | TOTAL ALLOCATION | | \$ | 2,675 | \$ | 46,289 | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------|----------------------------------------------------------|-------|----------------------------------------------------------|---------------------------------|----------------------------------------------------------------|----------------------|----------------------------------------------------------------|-------|---------------------------------------------------------------|---------------------------------|---------------------------------------------------------------|------------------|---------------------------------------------------------------------|-------|-----------------------------------------|--------------|--------------|---------------------------------------------------------------------|------------|
| TOTAL BUDGET DISTRIBUTED BELOW | | | | \$ | 143,590 | TOTAL BUDGET DISTRIBUTED BELOW | | | | \$ | 136,640 | TOTAL BUDGET DISTRIBUTED BELOW | | | | \$ | 2,675 | \$ | 46,289 | | |
| TO BE BUDGETED (Should be \$0.) | | | | | 0 | TO BE BUDGETED (Should be \$0.) | | | | | 0 | TO BE BUDGETED (Should be \$0.) | | | | | 0 | | 0 | | |
| Object | Description | ACHIEVEMENT | | | | | | LEARNING ENVIRONMENT | | | | PARTNERSHIPS | | | | | 50344 CSI 2018-19 Ends 9/30/21 | TOTAL FTE | TOTAL BUDGET | | |
| | | FTE | 50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME | FTE | 23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME | FTE | 50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS | FTE | 23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS | FTE | 50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE | FTE | 23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE | FTE | 50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS | FTE | | | | 23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS | FTE |
| Personnel Cost-Including Benefits | | | | | | | | | | | | | | | | | | | | | |
| | 11500 Teacher - Add Comp (incl benefits) | 0.000 | \$ 12,000 | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ 24,420 | 0.000 | \$ 12,000 |
| | 11700 Teacher Substitute (incl benefits) | 0.000 | \$ 12,600 | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ 12,600 | |
| | 12151 Counselor (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ 1,920 | 0.000 | \$ - |
| | 12500 Counselor-add Comp (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ - | |
| | 13201 Assistant Principal (incl benefits) | | | 0.000 | | | | 0.000 | | | | 0.000 | | | | 0.000 | | | 0.000 | \$ - | |
| | 13201 Assistant Principal-add Comp (incl benefits) | | | 0.000 | | | | 0.000 | | | | 0.000 | | | | 0.000 | | | 0.000 | \$ - | |
| | 19101 Program Specialist (incl benefits) | 0.000 | \$ 36,406 | 0.000 | \$ 109,217 | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ 145,623 | |
| | 19500 Prog Spec-Add Comp (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ - | |
| | 19101 Instructional Coach (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ - | |
| | 19500 Instr Coach-Add Comp (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | \$ 2,460 | 0.000 | \$ - |
| | 21101 Instructional Asst/CAI (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ - | |
| | 21500 Inst Asst/CAI-Add Comp (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ - | |
| | 21101 Bilingual Assistant (incl benefits) | | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ - | |
| | 21500 BI Asst-Add Comp (incl benefits) | | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ - | |
| | 22601 Library Media Assistant (incl benefits) | | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ - | |
| | 22500 Lib Med Asst-Add Comp (incl benefits) | | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ - | |
| | 22901 Community Assistant (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ - | |
| | 22500 Comm Asst-Add Comp (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ - | |
| | 29101 Parent Liaison (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ - | |
| | 29500 Parent Liaison-Add Comp (incl benefits) | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | | 0.000 | 0.000 | \$ - | |
| Sub Total - Personnel/Benefits | | | \$ 61,006 | | \$ 109,217 | | \$ - | | \$ - | | \$ - | | \$ - | | \$ - | | \$ - | | \$ 28,800 | | \$ 170,223 |
| Books & Supplies | | | | | | | | | | | | | | | | | | | | | |
| ** | 43110 Books/Supplies/Materials (less than \$500 per item) | | \$ 29,744 | | \$ 18,923 | | | | | | | | | | | | \$ 2,425 | | \$ 6,389 | | \$ 57,481 |
| | 43400 Parent Meeting | | | | | | | | | | | | | | | | \$ 250 | | | | \$ 250 |
| | 44000 Equipment (\$500 - \$4999.99 per item) | | | | | | | | | | | | | | | | | | \$ 6,000 | | \$ 6,000 |
| Sub Total - Books & Supplies | | | \$ 29,744 | | \$ 18,923 | | \$ - | | \$ - | | \$ - | | \$ - | | \$ - | | \$ - | | \$ 2,675 | | \$ 12,389 |
| Services | | | | | | | | | | | | | | | | | | | | | |
| | 57150 Duplicating | | \$ 3,000 | | | | | | | | | | | | | | | | | | \$ 3,000 |
| *** | 57250 Field Trip-District/Non-District Trans | | | | | | | | | | | | | | | | | | | | \$ - |
| | 56590 Maintenance Agreement | | \$ 5,000 | | | | | | | | | | | | | | | | | | \$ 5,000 |
| **** | 52150 Conference | | \$ 38,840 | | \$ 8,500 | | | | | | | | | | | | | | \$ 5,100 | | \$ 52,440 |
| | 58450 License Agreement | | \$ 6,000 | | | | | | | | | | | | | | | | | | \$ 6,000 |
| | 58920 Pupil Fees | | | | | | | | | | | | | | | | | | | | \$ - |
| ***** | 58100 Consultants-Instructional/Non-Instructional | | | | | | | | | | | | | | | | | | | | \$ - |
| Sub Total - Services | | | \$ 52,840 | | \$ 8,500 | | \$ - | | \$ - | | \$ - | | \$ - | | \$ - | | \$ - | | \$ - | | \$ 5,100 |
| GRAND TOTAL | | | \$ 143,590 | | \$ 136,640 | | \$ - | | \$ - | | \$ - | | \$ - | | \$ - | | \$ 2,675 | | \$ 46,289 | | |
| Assumptions: | | | | | | | | | | | | | | | | | | | | | |
| * State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SP5A. | | | | | | | | | | | | | | | | | | | | | |
| ** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SP5A and budget, supplies/materials will be identified as 43110. | | | | | | | | | | | | | | | | | | | | | |
| ***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SP5A and budget, Field Trip-District/Non-District Trans will be identified as 57250. | | | | | | | | | | | | | | | | | | | | | |
| ****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SP5A and budget, professional learning will be identified as 52150. | | | | | | | | | | | | | | | | | | | | | |
| ***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SP5A and budget consultants will be identified as 58100. | | | | | | | | | | | | | | | | | | | | | |

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: A1

ADAMS K-8

| RETAIN | ELIMINATE | FUND CHANGE | INCREASE FTE | DECREASE FTE | PCN | POSITION | RESC | ORG KEY | OBJ | FTE | PCT |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|--------------|------|------------|-------|--------|--------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27203524 | PROGRAM SPEC | 0091 | 12302021A1 | 19101 | 0.2500 | 0.2500 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27203524 | PROGRAM SPEC | 3010 | 15064321A1 | 19101 | 0.7500 | 0.7500 |
| TOTALS, THIS LOCATION: | | | | | | | | | | 203 | 1.0000 |

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

| | POSITION | FTE | ORG KEY & OBJECT |
|----|----------|-------|------------------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On 1/19/2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-2022 school year.

Site Administrator's Approval: Sharon Womble DATE: 2/1/2021

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
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2020-2021 SPSA Evaluation

School Plan for Student Achievement (SPSA) Evidence-Based Title I Funded Program Evaluation

Guiding Questions:

The district or Title I school allocates Title I funds to support a **Supplemental Materials:**

1. How does this position impact student learning and academic achievement?
2. What data are you using to drive this discussion?
3. If this program has helped improve student learning, what can be done to make it even better?
4. If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

| Goal 1: | Actions/Activities (Strategies) | What is working and why? (Effective indicators) | What is not working and why? (Ineffective indicators) | Modification(s) based on evaluation results |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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, | Increase students desire to come to school by providing various intellectual outlets and activities, such as the Arts, and Sports. AND Science Technology Engineering Math (STEM) | <ul style="list-style-type: none"> Studying STEM and art subjects contributes to the development of essential skills like collaboration, communication, problem-solving, and critical thinking in visual arts, social studies, history, physical arts, fine arts and music. Art is about using creativity and imagination to increase the development of STEM's essential skills, | <ul style="list-style-type: none"> Attendance is historically poor, Currently, with distance learning roughly 29% of students are chronically absent. Evidence shows that when you make school more engaging, students will participate. | <ul style="list-style-type: none"> More hands on activities to be provided at home during distance learning, and in the event we return to in person learning, more activities need to be provided to bridge the gap incurred. |

such as
PLUS (Peer
Leaders
Uniting
Students),
program
etc.

as well as
enhance
flexibility,
adaptability,
productivity,
responsibility
and innovation
- all required
skills for a
successful
career in any
field of study.

Comprehensive School Profile Data:

John Adams Elementary School 2019-2020

Continuous Improvement: Decision Making Model - Essential Questions for **Academic Performance (English Language Arts)**

| Previous Performance Level | Current Performance Level | Gap Analysis Results | Cause Analysis Results | Design & Improvement | Success Assurances | Implementation & Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Do I know where I was 2017-18?</i> | <i>Do I know where I am 2018-19?</i> | <i>Do I know the gap between where I am and where I want to be?</i> | <i>Do I know what's causing me to be where I am?</i> | <i>Do I know what I need to do to get where I want to be?</i> | <i>Do I know what I need to do to assure that what I do works?</i> | <i>Do I know what I need to do to confirm what I do works?</i> |
| <p>TK-8 Grade*Average Daily Enrollment 465 *Cumulative Enrollment 629 *Difference of 164 (this is a 35% Mobility rate)</p> <p>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)</p> <p>Winter MAP Scores ELA – 33% Met Standards</p> | <p>K-8 Grade Beginning Enrollment 405 *Average Daily Enrollment 465 *Cumulative Enrollment 579 *Difference of 174 (this is a 31% Mobility rate)</p> <p>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)</p> <p>Winter i-Ready on track/grade level 33%</p> | <p>Decrease the distance from Standards Points by Three (3) points For ALL students and in ALL SUBGROUPS.</p> <p>Increase Percentage of students meeting grade level standards by a minimum of 5% in Spring.</p> | <p>We have two 4-6 Grade SDC classes and one 7/8 SDC class and 1.0 RSP teachers. <u>Last year (18-19) we Serviced 172 Special Educations students in grade K-8 = 37%.</u> Currently 160 Students with IEPs = 34% SpEd</p> <p>Numerous new teachers and limited support from Instructional Coaches</p> <p><u>No Intervention teachers</u></p> <p><u>No direct connection to high school</u></p> <p>We know that SES play a large role in Language Acquisition similar to that of EL students 89% SED</p> | <p>Increase access for students to receive Intervention in after school program.</p> <p>Continue with the current professional development and curriculum implementation as well as on site support for Small group and literacy instruction, AVID, and PTLW implementation.</p> <p>EARLY Intervention and push in support for African American and Special Ed Students.</p> <p>Freeze enrollment in order to measure the effect of instructional program on students. Mobility does not allow for an accurate measurement of this.</p> | <p>ASP Transportation</p> <p>Release time and subs for teacher support</p> <p>Coach on site Full time</p> <p>Increase Professional learning of culturally relevant teaching strategies.</p> <p>Additional Instructional Assistants, and Utilize SpEd assists, for additional push in and small group instruction</p> | <p>Administration and Leadership team will –</p> <p>-PLC monitoring/ Collaboration calendar.</p> <p>-Continuous review of i-Ready data, ongoing program/instruction monitoring and support.</p> <p>Instructional Coach will- -Support ALL teachers</p> <p>Program Specialist will – -support Testing and Accountability, and Instructional Technology, and English Learners</p> |
| --- CONFIRMS WHY --- | | | | CONFIRMS HOW | --- CONFIRMS WHAT --- | |

John Adams Elementary School 2019-2020

Continuous Improvement: Decision Making Model -- Essential Questions for **Academic Performance (Math)**

| Previous Performance Level | Current Performance Level | Gap Analysis Results | Cause Analysis Results | Design & Improvement | Success Assurances | Implementation & Evaluation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Do I know where I was 2017-18?</i> | <i>Do I know where I am 2018-19?</i> | <i>Do I know the gap between where I am and where I want to be?</i> | <i>Do I know what's causing me to be where I am?</i> | <i>Do I know what I need to do to get where I want to be?</i> | <i>Do I know what I need to do to assure that what I do works?</i> | <i>Do I know what I need to do to confirm what I do works?</i> |
| <p>TK-8 Grade*Average Daily Enrollment 465 2017-18</p> <p>*Cumulative Enrollment 629 2017-18</p> <p>*Difference of 164 (this is a 35% Mobility rate)</p> <p>CA Dashboard results for Math :</p> <p>SWD -187.5 Red</p> <p>ALL -91.7 Orange</p> <p>EL -94.4 Orange</p> <p>AA -132.5 Orange</p> <p>Hisp -94.8 Orange</p> <p>SED -91.3 Yellow</p> <p>Asian -42.3 Yellow</p> <p>White, 2 Race, Fili, Pl, Fos, and HOM (NC)</p> <p>Winter MAP Scores ELA – 25% Met Standards</p> | <p>K-8 Grade Beginning Enrollment 405</p> <p>*Average Daily Enrollment 465</p> <p>*Cumulative Enrollment 579</p> <p>*Difference of 174 (this is a 31% Mobility rate)</p> <p>CA Dashboard results for Math :</p> <p>ALL -77.5 Yell +14.2</p> <p>SWD -167.3 Org +20.8</p> <p>EL -71.7 Yell +21.2</p> <p>AA -136.8 RED -4.3</p> <p>Hisp -73.3 Yell +28.6</p> <p>SED -76.6 Yell +14.2</p> <p>Asian -22.4 Grn +19.9</p> <p>White, 2 Race, Fili, Pl, Fos, and HOM (NC)</p> <p>Winter i-Ready on track/grade level 20%</p> | <p>Decrease the distance from Standards Points by Three (3) points For ALL students and in ALL SUBGROUPS</p> <p>Increase Percentage of students meeting grade level standards by a minimum of 5% in Spring.</p> | <p>Two (2) 4-6 Grade SDC classes and one (1) 7/8 SDC class and 1.0 RSP teachers.</p> <p>Last year (18-19) we Serviced 172 Special Educations students in grade K-8 = 37%.</p> <p>Currently 160 Students with IEPs = 34% SpEd</p> <p>41% of our Students with IEPs are African American</p> <p><u>No Intervention teachers</u></p> <p><u>No direct connection to high school</u></p> <p><u>Limited content coaching and support</u></p> <p><u>Lack of SEL, enrichment, discovery, and exploration</u></p> | <p>Need grade level appropriate IEP goals for RSP students.</p> <p>Additional Tutoring After school</p> <p>Continue with the current professional development and curriculum implementation as well as on site support for Small group and literacy instruction, AVID, and PTLW implementation.</p> <p>EARLY Intervention and push in support for African American and Special Ed Students.</p> <p>Freeze enrollment in order to measure the effect of instructional program on students. Mobility does not allow for an accurate measurement of this.</p> | <p>Additional training for SpEd staff</p> <p>ASP Transportation</p> <p>Coach on site Full time</p> <p>Ongoing program/instruction monitoring and support.</p> <p>Increase Professional learning of culturally relevant teaching strategies.</p> <p>Additional Instructional Assistants, and Utilize SpEd assists, for additional push in and small group instruction</p> | <p>PLC monitoring/ CFA development / benchmark assessments</p> <p>Collaboration calendar.</p> <p>Continuous review of data, ongoing program/instruction monitoring and support.</p> <p>Instructional Coach will support new and struggling teachers</p> <p>PS will support Testing and Accountability, and Instructional Technology</p> |
| --- CONFIRMS WHY --- | | | | CONFIRMS HOW | --- CONFIRMS WHAT --- | |

John Adams Elementary School 2019-2020

Continuous Improvement: Decision Making Model -- Essential Questions for **John Adams Chronic Absenteeism (Student Engagement)**

| Previous Performance Level | Current Performance Level | Gap Analysis Results | Cause Analysis Results | Design & Improvement | Success Assurances | Implementation & Evaluation |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <i>Do I know where I was 2017-18?</i> | <i>Do I know where I am 2018-19?</i> | <i>Do I know the gap between where I am and where I want to be?</i> | <i>Do I know what's causing me to be where I am?</i> | <i>Do I know what I need to do to get where I want to be?</i> | <i>Do I know what I need to do to assure that what I do works?</i> | <i>Do I know what I need to do to confirm what I do works?</i> |
| <p>TK-8 Grade*Average Daily Enrollment 465 2017-18</p> <p>*Cumulative Enrollment 629 2017-18</p> <p>*Difference of 164 (this is a 35% Mobility rate)</p> <p>CA Dashboard results for Chronic Absent:</p> <p>ALL 25.8 Red</p> <p>SED 26.9 Red</p> <p>SWD 34.2 Red</p> <p>AA 47.3 Red</p> <p>Hisp 23.6 Red</p> <p>2 Race 23.7 Red</p> <p>EL 15.2 Orange</p> <p>White 13.2 Yellow</p> <p>Asian, Fili, PI, Fos, and HOM (NC)</p> <p>Current Average Daily Enrollment 485 (includes additional overflow 3rd grade class from Zone G) Currently have 87 students who are chronically absent of those</p> | <p>K-8 Grade Beginning Enrollment 405</p> <p>*Average Daily Enrollment 465</p> <p>*Cumulative Enrollment 579</p> <p>*Difference of 174 (this is a 31% Mobility rate)</p> <p>CA Dashboard results for Chronic Absent:</p> <p>ALL 22.7 Yell -3.1 (+)</p> <p>SED 24 Org -2.9 (+)</p> <p>SWD 31.1 Org -3.1 (+)</p> <p>AA 25.7 Org -21.6 (+)</p> <p>Hisp 25 Red +1.4 (-)</p> <p>2 Race 19.4 Yel -4.9 (+)</p> <p>EL 15.1 Orange -.01 M</p> <p>White 21 Red +11.8 (-)</p> <p>HOM 42.4 Org -16.4 (+)</p> <p>Asian, Fili, PI, Fos, and (NC)</p> <p>Currently (as of end of T-2 19-20 SY) there are 96 students who are chronically absent which equals 20 % of students</p> | <p>Decrease the percentage of For ALL students and in ALL SUBGROUPS who are chronically absent by 0.5 to 3.0 points,</p> <p><u>Decrease Suspensions</u></p> | <p><u>Currently (as of end of T-2 19-20 SY) there are 96 students who are chronically absent which equals 18.3 % of students</u></p> <p>No Community Liaison</p> <p>Transportation- 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.</p> <p>Motivation <i>Lack of opportunities for student engagement outside of academics</i></p> <p>Parent Education opportunities not availed – Home expectations and supports</p> <p>Health issues</p> <p>Homeless is now a significant subgroup</p> | <p>1.0 FTE Community Outreach Liaison</p> <p>2.0 FTE Counselors</p> <p>1.0 FTE CWA Social Services Assist on site</p> <p>1.0 VAPA/Music Teacher <u>(would love a hip-hop dance teacher who can also teach music.</u></p> <p>Family Resource Center</p> <p>Parent Education classes- Wrap around services</p> <p>Sports for Learning – lunchtime sports</p> <p>ASP Transportation</p> <p><u>SEL Curriculum</u></p> <p><u>Professional development</u></p> | <p>Master Calendar for ongoing monitoring and feedback</p> <p>Parent Meetings, (even if at home)</p> <p>Attendance and suspension reports</p> <p>Increase social emotional and restorative instruction</p> <p>Increase socially responsive curriculum</p> <p>Increase Wrap around services</p> <p>Increase students desire to come to school by providing various intellectual outlets and activities, such as VAPA, Arts, Dance, and Sports.</p> | <p>Ongoing program/instruction monitoring and support.</p> <p>Continuous review of data.</p> |
| --- CONFIRMS WHY --- | | | | CONFIRMS HOW | --- CONFIRMS WHAT --- | |

John Adams Elementary School 2019-2020

Continuous Improvement: Decision Making Model -- Essential Questions for **John Adams Suspension (Condition & Climate)**

| Previous Performance Level | Current Performance Level | Gap Analysis Results | Cause Analysis Results | Design & Improvement | Success Assurances | Implementation & Evaluation |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <i>Do I know where I was 2017-18?</i> | <i>Do I know where I am 2018-19?</i> | <i>Do I know the gap between where I am and where I want to be?</i> | <i>Do I know what's causing me to be where I am?</i> | <i>Do I know what I need to do to get where I want to be?</i> | <i>Do I know what I need to do to assure that what I do works?</i> | <i>Do I know what I need to do to confirm what I do works?</i> |
| <p>TK-8 Grade*Average Daily Enrollment 465 2017-18</p> <p>*Cumulative Enrollment 629 2017-18</p> <p>*Difference of 164 (this is a 35% Mobility rate)</p> <p>CA Dashboard results for Suspensions :</p> <p>ALL 10.2 Red</p> <p>EL 9.6 Red</p> <p>SED 10.5 Red</p> <p>Asian 6.7 Red</p> <p>Hisp 10.7 Red</p> <p>SWD 14.9 Orange</p> <p>AA 15.3 Orange</p> <p>2 Race 5.1 Orange</p> <p>White 5.0 Yellow</p> <p>Fili, PI, Fos, and HOM (NC)</p> | <p>K-8 Grade Beginning Enrollment 405</p> <p>*Average Daily Enrollment 476</p> <p>*Cumulative Enrollment 579</p> <p>*Difference of 174 (this is a 31% Mobility rate)</p> <p>CA Dashboard results for Suspensions :</p> <p>ALL 4.8 Yell -5.3 (+)</p> <p>EL 5.6 Yell -4.1 (+)</p> <p>SED 5.2 Yell -5.2 (+)</p> <p>Asian 1.2 Grn -5.6 (+)</p> <p>Hisp 4.5 Yell -6.1 (+)</p> <p>SWD 5.7 Yell -9.2 (+)</p> <p>AA 10.3 Orange -5 (+)</p> <p>2 Race 2.6 Grn -2.5 (+)</p> <p>White 2.8 Grn -2.2 (+)</p> <p>HOM 8.1 Org -2.4 (+)</p> <p>Fili, PI, Fos, and (NC)</p> | <p>Decrease the percentage of For ALL students and in ALL SUBGROUPS who are Suspended by 0.3 to 1.0 points.</p> | <p><u>There have been 58 suspensions this year by 31 students. Large increase from 18-19 SY</u></p> <p>Frequent student turnover and mobility makes it difficult to provide Increased Socially responsive, Equitable , and Mindful restorative practices, especially with the older students</p> <p>This also makes it difficult to get parent involvement and buy-in.</p> <p>No Community Liaison</p> <p>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.</p> <p><u>Homeless is now a significant subgroup</u></p> <p><u>HQT</u></p> | <p>Keep 1.0 FTE Mental Health Clinician</p> <p>2.0 FTE Counselors (increase of 0.5)</p> <p><u>Family Resource Center</u></p> <p>1.0 FTE Community Outreach Liaison</p> <p>Increase Socially responsive, Equity, and Mindfulness Professional Learning (restorative practices)</p> <p><u>Partner with Adult Ed and offer evening GED classes on site for parents</u></p> | <p>Master Calendar for ongoing monitoring and feedback</p> <p>Parent Meetings, (even if at home)</p> <p><u>Professional learning – SEL, Mindfulness, De-escalations</u></p> | <p>Ongoing program/instruction monitoring and support.</p> <p>Continuous review of data.</p> |
| --- CONFIRMS WHY --- | | | | CONFIRMS HOW | --- CONFIRMS WHAT --- | |

Progress

school search

Adams Elementary

2020-2021

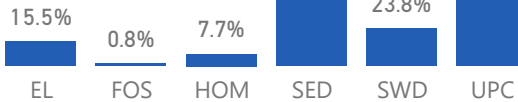
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



491

Enrollment



December

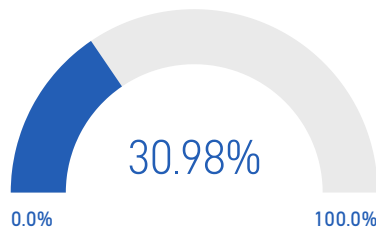


CWA

1

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

93%

ELA: K-11

On-Track

25%

Percent



Participation

96%

Math: K-8

On-Track

14%

Percent



Participation

(Blank)

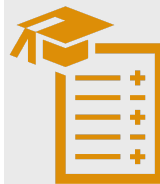
MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

100%

Percent GL Tested

ELPAC IA

6

Total Tested

Reclassification



RFEP ● Complete ● Eligible

Curriculum:

Tests Administered Through January

Benchmark

520

Total Test Count

Ready Class

719

Total Test Count

Saavas

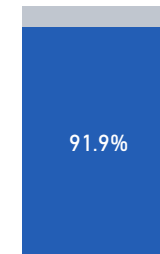
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Total Test Count

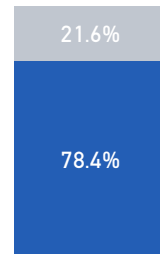


Plus Survey

School Climate



At my school, there is a teacher or other adult who really cares about me.



I feel like I am part of this school.



Enrollment

school search

Adams Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

21

Dec-Jan change

01-Aug

477

Enrollment

06-Jan

493

Enrollment

02-Sep

478

Enrollment

03-Oct

487

Enrollment

04-Nov

484

Enrollment

05-Dec

491

Enrollment

SUSD RA v1.1

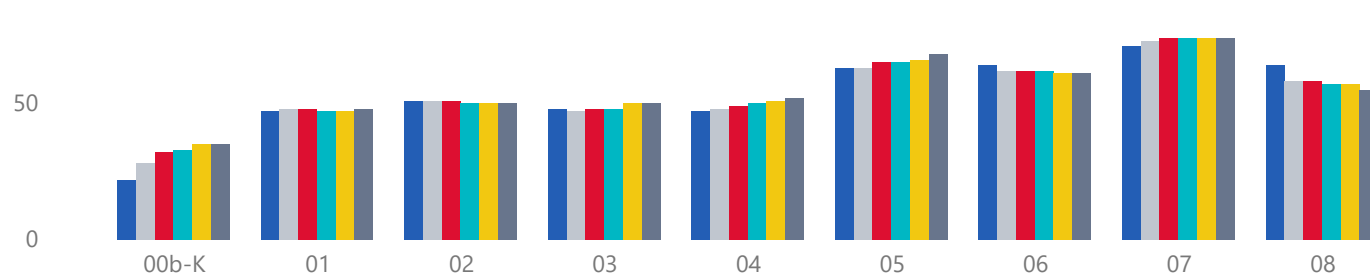
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

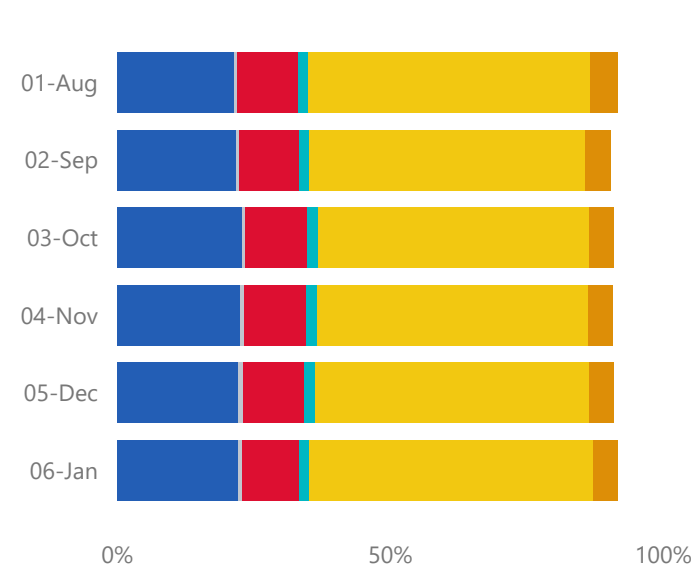
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



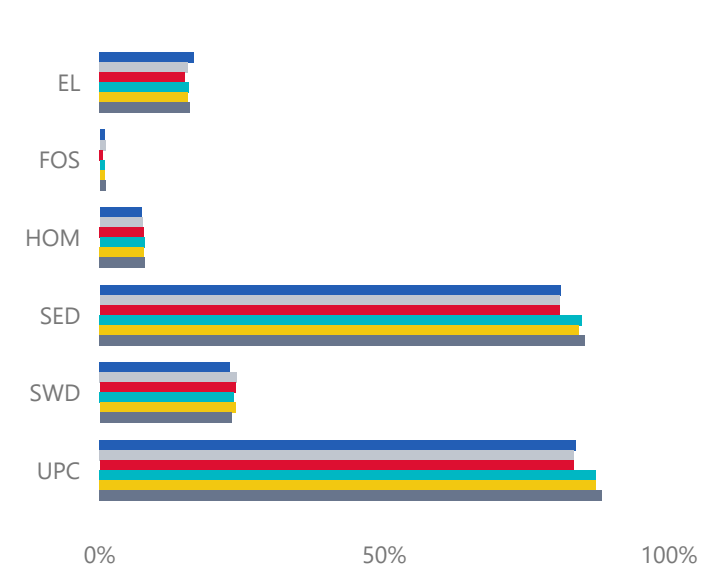
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Adams Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

-0.01↓

Nov - Dec change

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

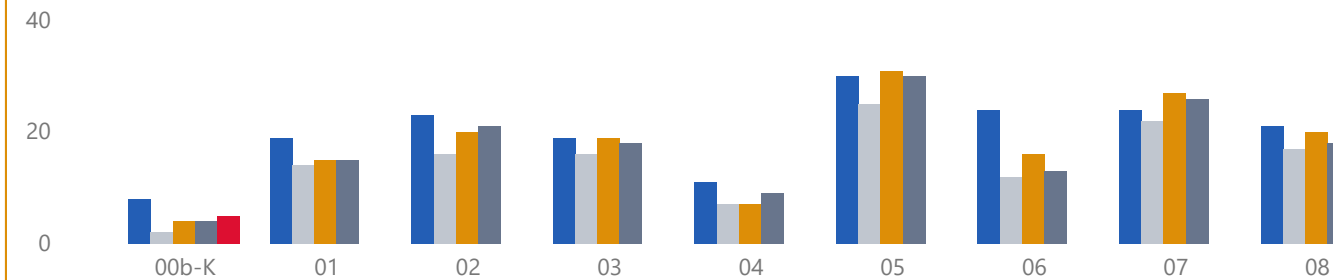
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

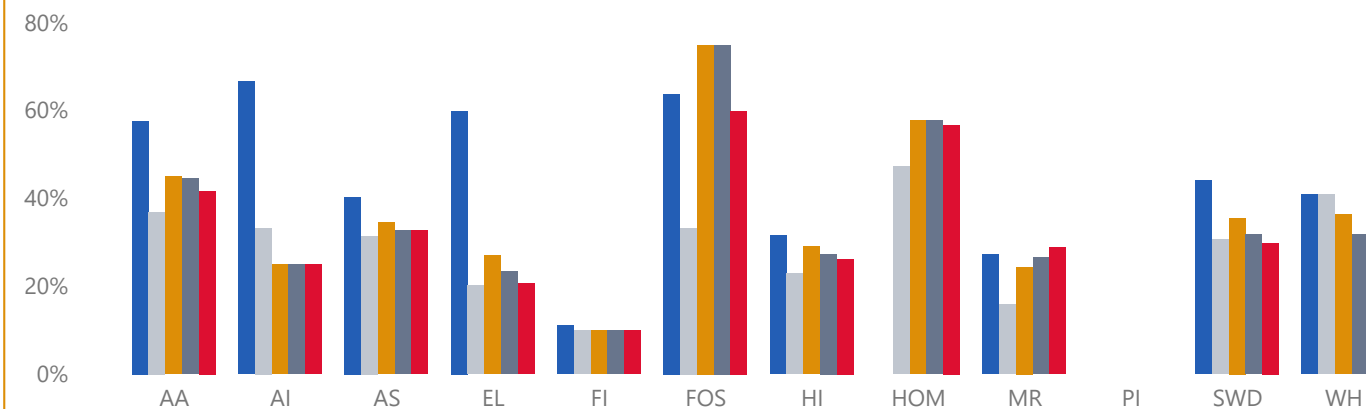
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



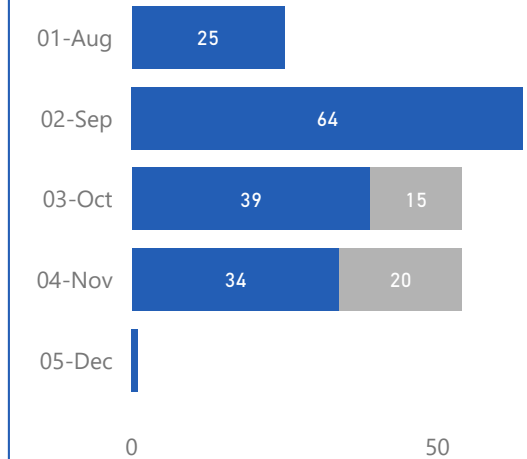
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!



Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

719

Total Test Count

Saavas

(Blank)

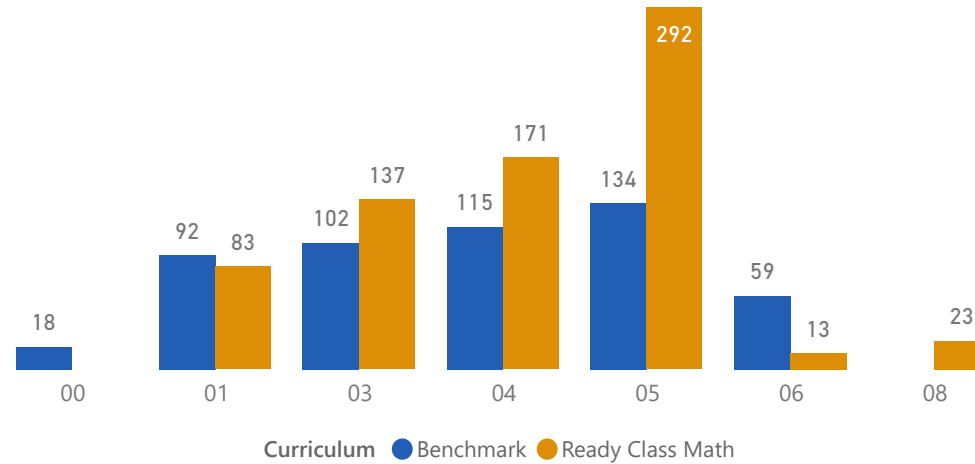
Total Test Count

Benchmark

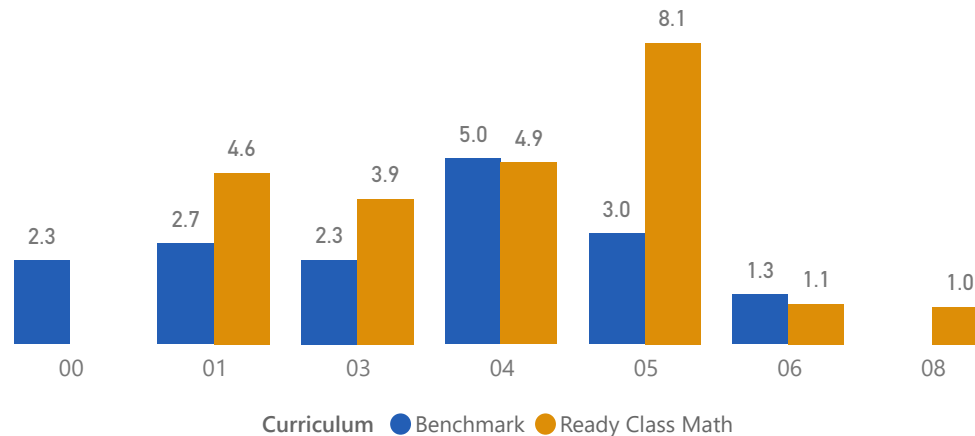
520

Total Test Count

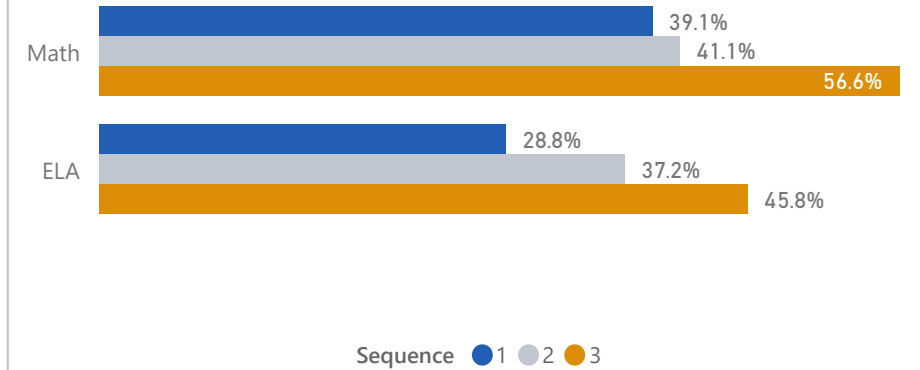
Curriculum: Test Count



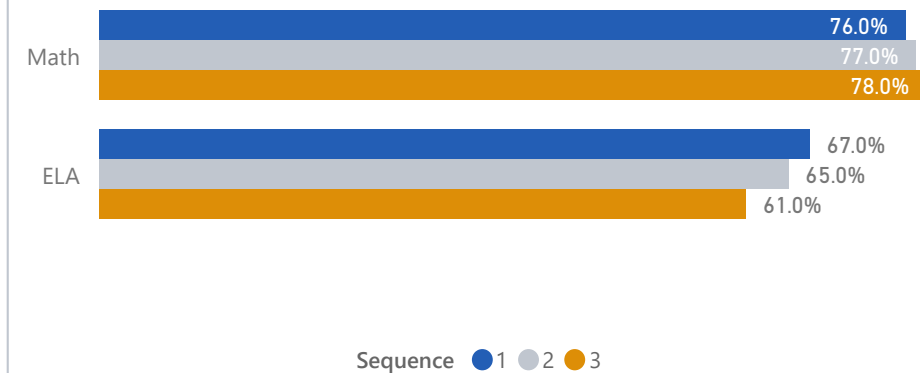
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

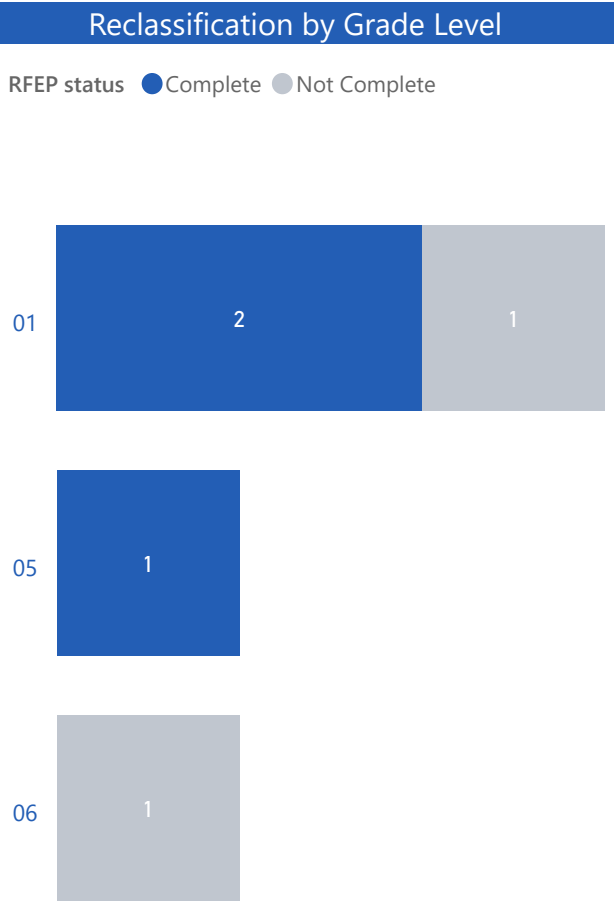
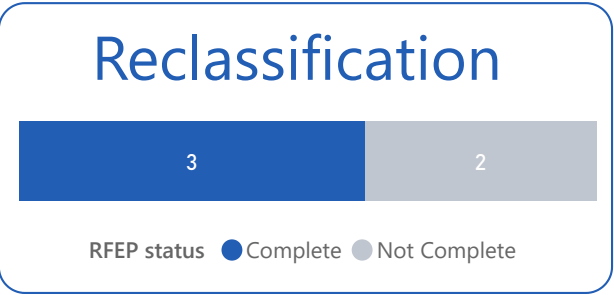
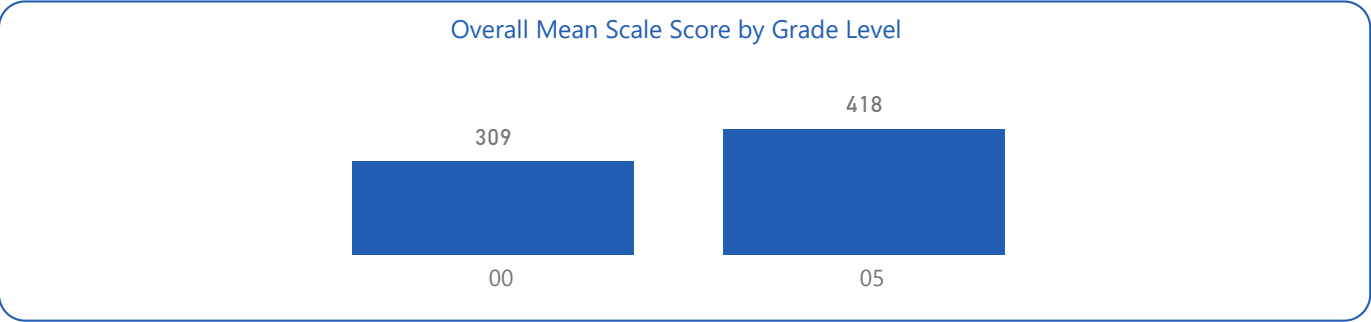
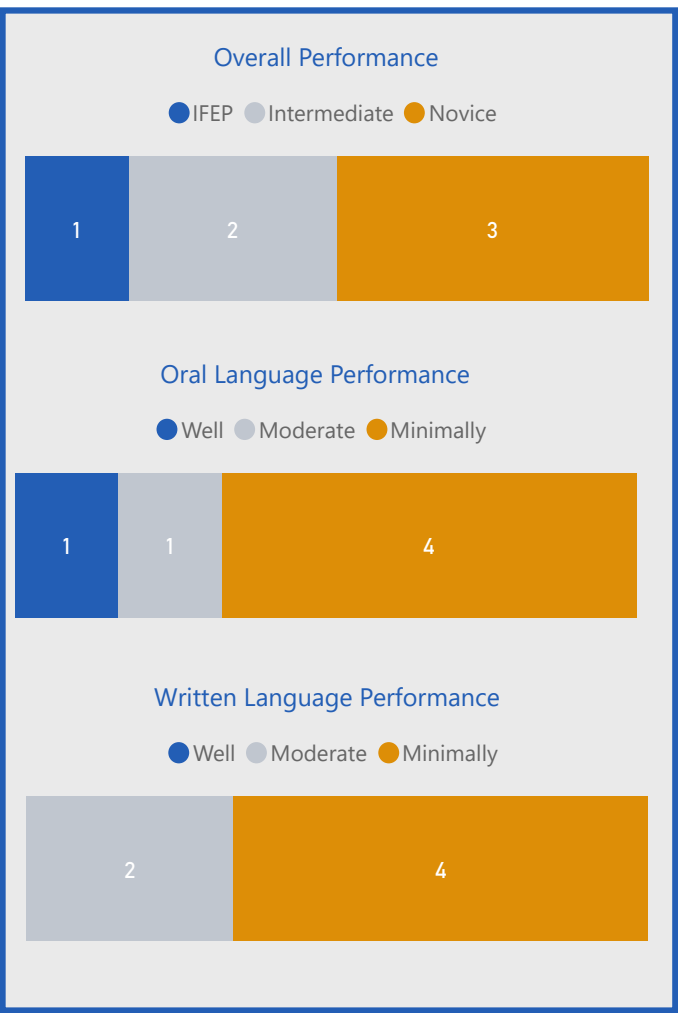
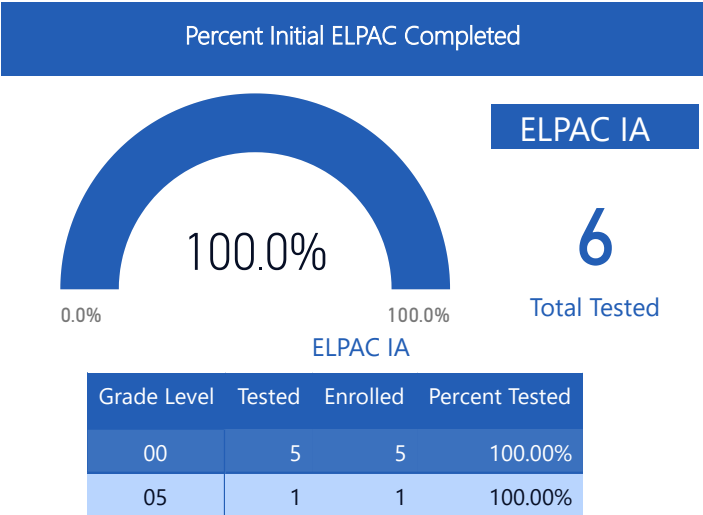
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

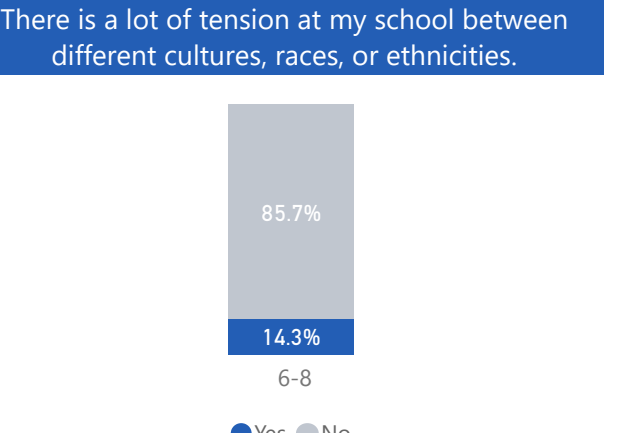
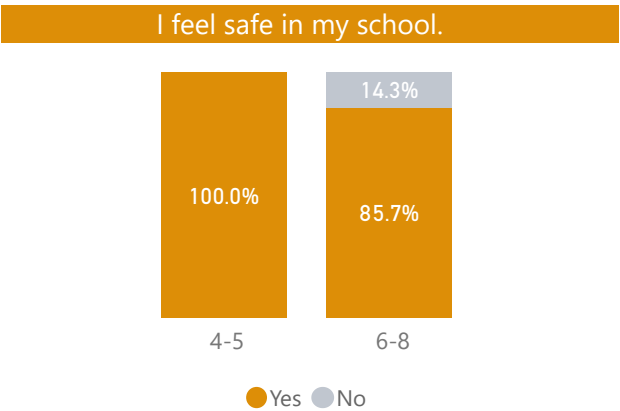
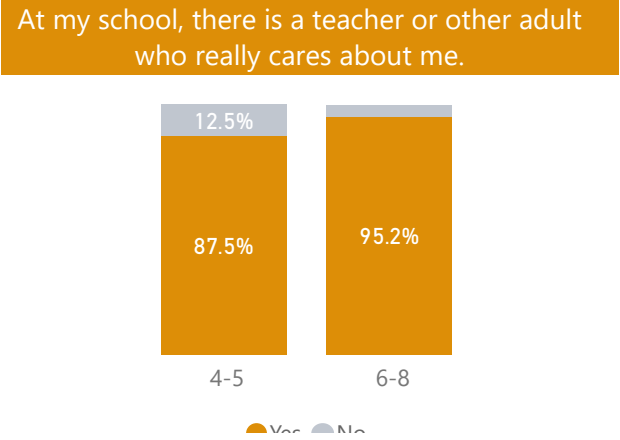
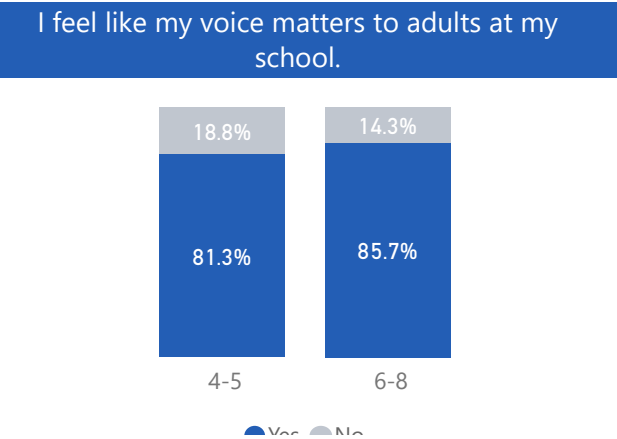
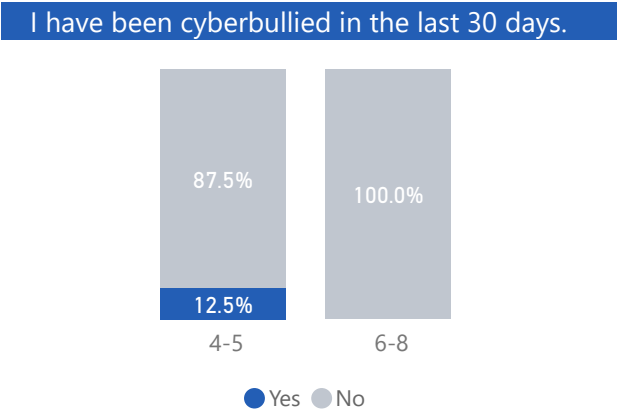
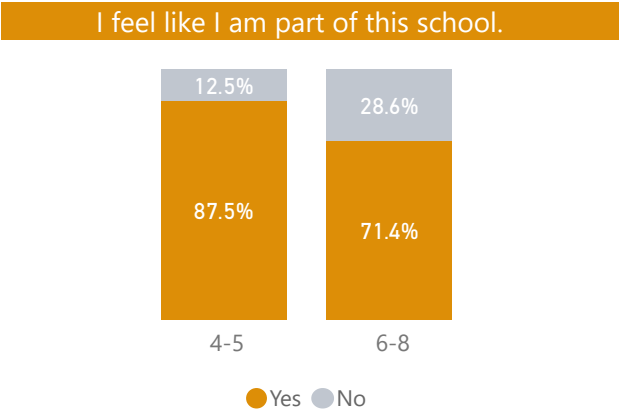
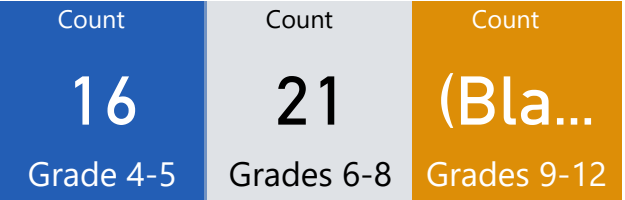
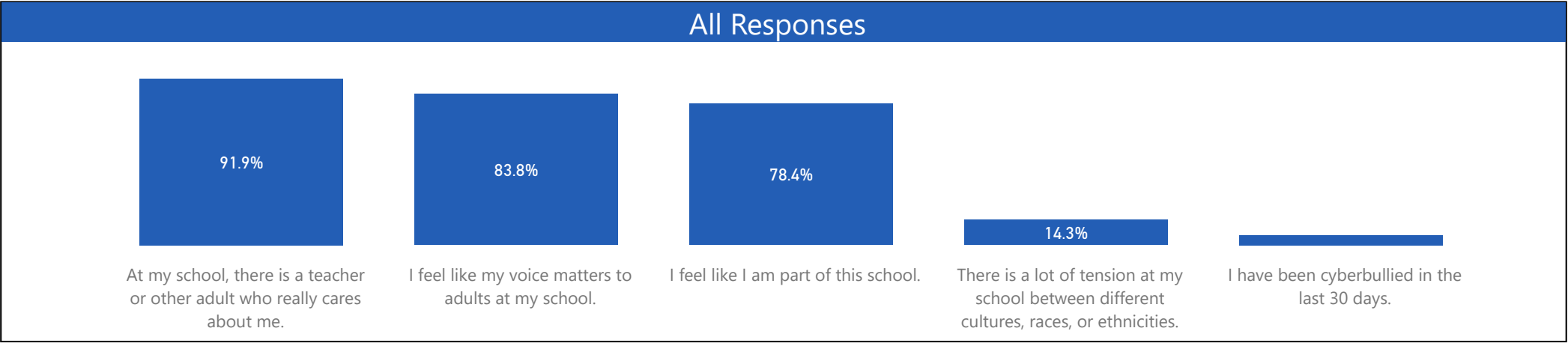


Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



Grade Distribution and Term

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

* All: all credits attempted were earned

* Half: more than half of credits attempted were earned

* Less than half: less than half of credits attempted were earned

* None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term, test: Updated: January 2021

Participation Fall

Near/Ready

(Blank)

(Blank)

Percent

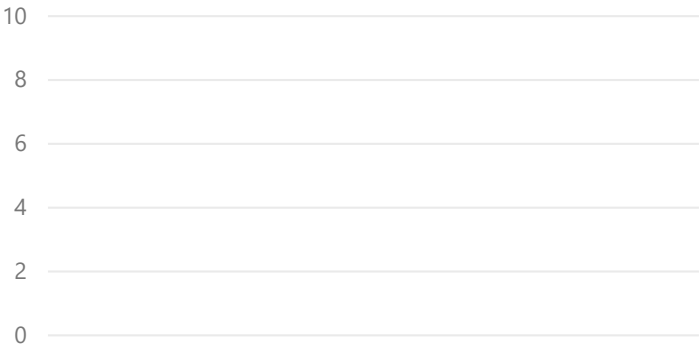
All

MDTP: Fall Diagnostic

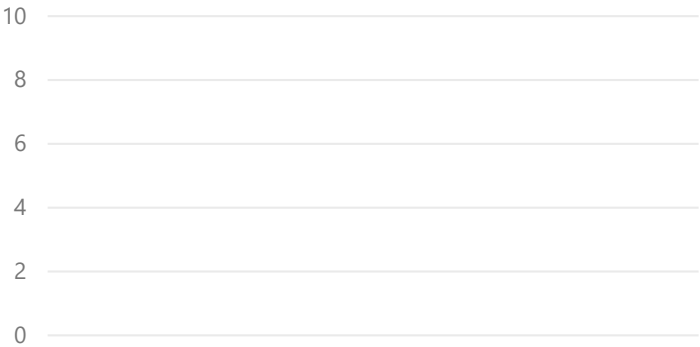
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Participation

89%

Fall

96%

Winter

Spring

On Track

21%

Fall

14%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

2+ Below

53%

Fall

51%

Winter

Spring

No Gro...

34%

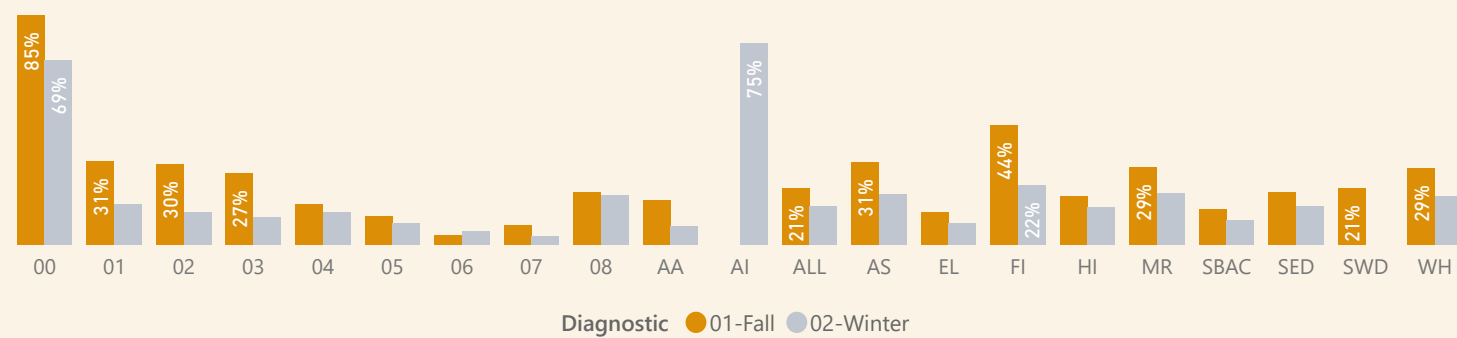
All

31%

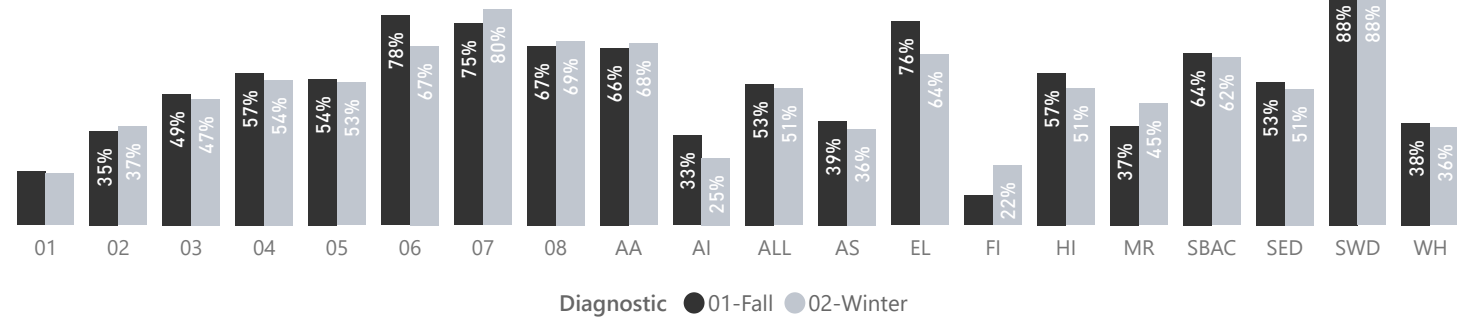
Winter

Spring

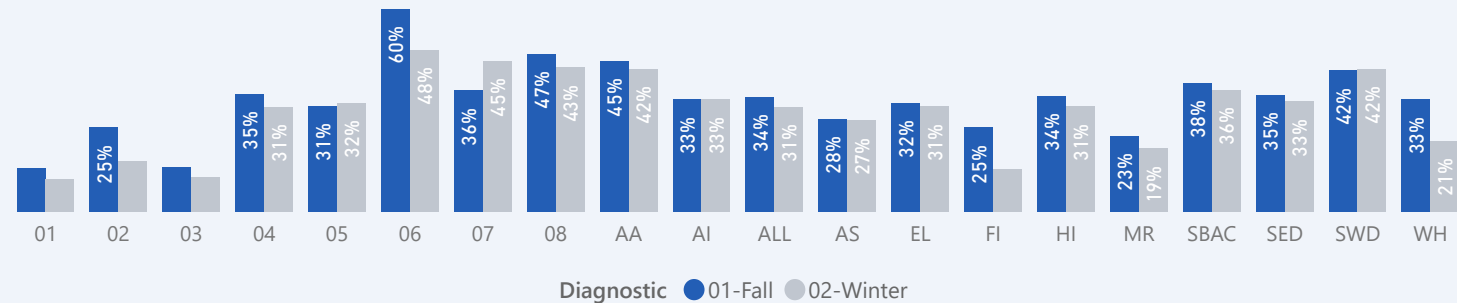
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



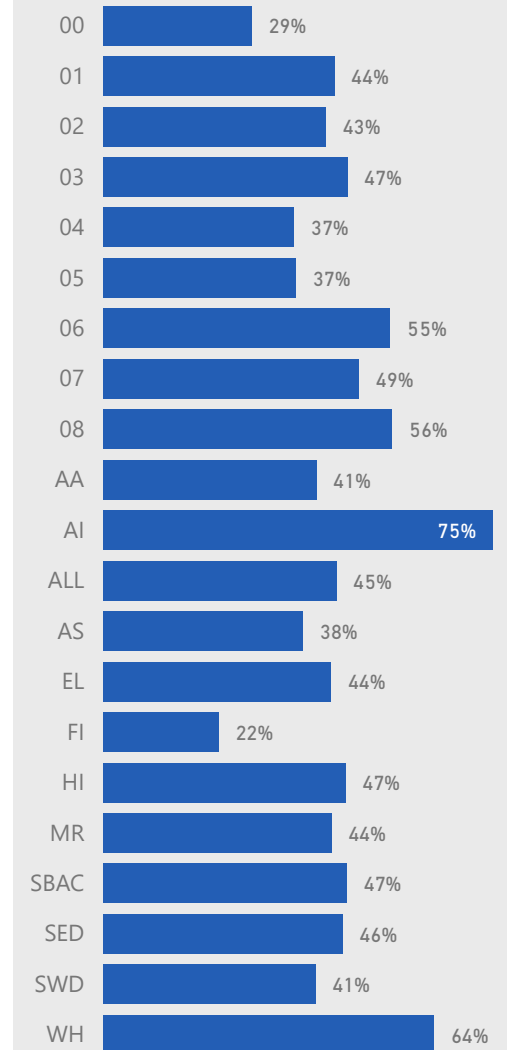
F-W Growth

45%

All

F-S Growth

iReady F-W Typical Growth



Recommendations and Assurances:

Site Name: Adams

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)**:

English Learner Parent Involvement Committee

May 10, 2021

Date of Meeting

Other committees established by the school or district (list): March 25, 2021

Date of Meeting

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.

This SPSA was adopted by the SSC at a public meeting on June 7, 2021

Date of Meeting

Attested:

Mrs. Sharon Womble

Typed Name of School Principal

Mr. Timothy Swartz
Assistant Principal


Signature of School Principal

6/7/2021

Date

6/9/2021