

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Adams (A1 - 203)

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 School 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:

English Learner Advisory Committee

_____ 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 _____ Date of Meeting

Attested:

Sharon Womble
Typed Name of School Principal

Sharon Womble
Signature of School Principal

_____ Date

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Adams Elementary	39686766042501	05/19/2022	06/28/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

August Elementary is implementing a Schoolwide Program.

Adams Elementary has been identified as Additional Targeted Support and Improvement (ATSI) for the African American student group.

Description

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.

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

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, 2022.

Throughout the 2021-2022 the School Site Council reviewed the activities relating to budget, making adjustments and modifications to the strategies originally identified.

This evaluation included responses to four questions focusing on each goal within the Single Plan for Student Achievement (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 it's School Site Council reviewed the progress of the 2021-2022 Decision Making Model (DMM) used to develop the Comprehensive Needs Assessment (CNA) and the SPSA. During the first Fall meeting on October 28, 2021, 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 and Social Emotional Supports). They reviewed data from CA Dashboard, district generated data reports, and iReady Diagnostics. Findings were recorded by adding an additional column in the DMM to reflect changes and a different data points that were required to be used because of COVID impact. Input was then placed on the DMM form with suggested Cause, Design, Assurances, and Implementation Indicators.

During our School Site Council Meeting on December 10, 2021, The DMM format was used to record and edit previously mentioned indicators.

Discussion and review of the evaluation during the following meetings whereas the principal shared the iReady Data and growth made compared to previous data in the comprehensive needs assessment, identifying areas of growth in the development of the 2022-2023 CNA and DMM.

- School Site Council March 10, 2022
- Staff Meetings March 29, 2022
- Leadership/PBIS Team Meeting March 31, 2022
- English Language Advisory Committee March 29, 2022

Staffing and Professional Development

Staffing and Professional Development Summary

During the 2021-2022 School year Professional Development opportunities were limited to District Professional Development Days (3) due to shortage and availability of substitute teachers.

Staffing includes:

1 Principal
1 Assistant Principal
1 Program Specialist
1.5 School Counselors
1 Mental Health Clinician
.5 School Psychologist
21 Fully Credentialed Teachers
4 Probationary Teachers
5 Teacher Interns

2 Speech and Language Pathologist

Of which there are

- 1.5 Resource Teacher
- 4 Special Day Class Teachers
- 1 Preschool Special Day Class Teachers
- 2 State Preschool Teachers
- 2 Head Start Teachers
- Single Subject Middle School Teachers
- 14 Kindergarten - Sixth Grade Teachers

In addition we have 11 Special Education Instructional Paraprofessionals

Staffing and Professional Development Strengths

During the Summer of 2022 Twenty-Five staff members participated in on-site five day 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 to improve instructional strategies, curriculum implantation, equitable practices, and small group and individual student support.

When educators have a clear sense of the purpose, direction, and the ideal future state of their school, they are better able to understand their ongoing roles within the school. Therefore, All Staff members participated site provided professional learning in Professional Learning Communities (PLC) presented by Solution Tree virtually in order to garner the support you need to:

- Build capacity among all your new and veteran teachers to deepen and sustain effective teaching and learning
- Stabilize and support your team to ensure your students have access to grade-level instruction
- Create and propel productive habits and routines to inform and accelerate student learning
- Recognize the purpose at the heart of your team's work together to achieve what they cannot do alone
- Restore and increase the passion of teachers by creating the conditions that allow them to successfully do their work

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Inability to make systematic sustainable change and monitor throughout the year. **Root Cause/Why:** Limited opportunities for site professional learning due to shortage of substitutes and staff.

Teaching and Learning

Teaching and Learning Summary

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

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) were limited due to staff and substitute shortages district wide. Our support staff, when used effectively, provides assistance to staff members in their ongoing endeavors to become strong instructors. Their roles are to coach teachers, not students. Professional development was scheduled 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 were limited due to shortages mentioned.

We service 177 Special Educations students = 29% SpEd

We have 15% English Learners of those 32% are Special Education

Due to COVID SUSD administered the EOY i-Ready diagnostic between April and May 26th, 2021. Some students took the test in-class while others took it virtually. This is the first time SUSD has administered the EOY diagnostic so these results should be considered baseline. Based on year to year fall comparisons it is likely there was score inflation in the fall for some K-2 students. As a results, growth results should be interpreted cautiously. In addition, overall 85.6% of our school's students in ELA and 92.7% in Math took the End of Year i-Ready diagnostic.

Based on the comparison of the iReady Diagnostics From Fall to Winter 2021, in ELA there was a(n)

- 6 % increase participation
- Increase of 4% of students who were on or above grade level.
- Decrease of 9 % in the number of students 2 or more grade levels below.
- 38% of Students made no growth in ELA

Based on the comparison of the iReady Diagnostics From Fall to Winter 2021, in Math there was a(n)

- 6 % increase participation
- Increase of 5% of students who were on or above grade level.
- Decrease of 12 % in the number of students 2 or more grade levels below.
- 37% of Students made no growth in Math

Teaching and Learning Strengths

Teacher professional development day led by school site in July 2021, provided 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. Five staff members attended AVID training in the summer of 2021 and another Five are attending in the summer of 2022. Adams School received annual renewal of re-certification in March 2022 as an AVID School-Wide School.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Little to no support for new and struggling teachers. **Root Cause/Why:** The ability to complete a coaching cycle was not afforded due to staff shortage and coaching/leadership team having to cover classes.

Needs Statement 2 (Prioritized): Limited student achievement and instructional minutes during COVID, distance learning, and COVID exposures during the school year. **Root Cause/Why:** A significant number of students, 38%, demonstrated no growth in ELA and Math proficiency." Which was due to learning loss and lack of instructional opportunities from COVID.

Parental Engagement

Parental Engagement Summary

Levels of parent involvement, specifically active recruitment and retention of ELAC and SSC, 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.

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.

Adams school is surrounded by Lincoln Unified attendance boundaries, very little attendance area within walking distance of Adams School.

Parental Engagement Strengths

Our school 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. Teachers, 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.

Due to being able to hold conferences via Zoom, we have seen an increase of almost 15% of parent attendance in conferences.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Very little to no parent involvement. **Root Cause/Why:** Reasons may include, distance from home i.e. transportation, employment, etc.

School Culture and Climate

School Culture and Climate Summary

The PLUS survey given to 4-5 Grade students showed that -

- 65% responded yes to "If I knew there was going to be a fight on campus I would report it to a teacher or administrator. "
- 75% responded yes to "I feel like I am part of this school."
- 71% responded yes to "I feel safe in my school."
- 75% responded yes to "At my school, there is a teacher or other adult who really cares about me."

This data was led to the discussion and determination that we needed to **Increase opportunities for students to have a sense of community and belonging.** An increase in counseling services were strongly recommended.

OUR MISSION:

The Adams Family is committed to continuous collaboration focused on essential learning for All students, by consistently monitoring and evaluating data driven instruction.

OUR VISION:

Empowering, Motivating and Supporting our Community

OUR VALUES:

INTEGRITY, RESPECT, RESPONSIBILITY

These Values are integrated in everything we do and are expected from everyone present on the John Adams Campus.

School Culture and Climate Strengths

Implementation of the Leadership/PBIS (Positive Behavior and Intensive Supports) provide 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 recognition. 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.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Lack of opportunities for student engagement outside of academics. **Root Cause/Why:** School is unable to provide various intellectual outlets and activities, such as VAPA, Arts, Dance, and Sports. District has not assigned resources to site.

Needs Statement 2 (Prioritized): We have seen an increase in the number of students being referred to counseling and Mental Health Clinician. **Root Cause/Why:** The Centers for Disease Control and Prevention determined that mental health related visits to the emergency room increased by 31% for students ages 12 to 17. Additionally, CDC surveillance data concluded that 1 in 3 high school students reported feelings of persistent sadness and depression. We have noticed since returning to in-person learning student have lost a sense of community and belonging

Needs Statement 3 (Prioritized): Historically high Chronic Absenteeism, even prior to COVID related absences. **Root Cause/Why:** 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.

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 Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

Based on the End of Year iReady and SBAC 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 2023, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

ELA: By Spring 2023, per SBAC comparison of Spring of 2022 to Spring of 2023, the distance from standard in ELA will decrease by 3 (three) points All Students.

EL: By EOY 2023, per ELPAC, increase the number of students who reclassify will increase by 10% students.

EL: By Spring 2023, per SBAC comparison of Spring of 2022 to Spring of 2023, the distance from standard in ELA will decrease by 3 (three) points All Students.

Math: By EOY 2023, per iReady Diagnostic 3 Growth Report, an increase of 5% of all students will achieve iReady annual typical growth goals.

Math: By EOY 2023, the distance from standard in Math will decrease by 3 (three) points for African American subgroup.

Math: By Spring 2023, per SBAC comparison of Spring of 2022 to Spring of 2023, the distance from standard in Math will decrease by 3 (three) points All Students.

Identified Need

Inability to make systematic sustainable change and monitor throughout the year.

Little to no support for new and struggling teachers.

Limited student achievement and instructional minutes during COVID, distance learning, and COVID exposures during the school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reclassification Rate	3.8%	13.8%
iReady Diagnostic Student Growth Goal Met	ELA 35% Math 29%	ELA 40% Math 34%

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

English Learners

Low Income

All Students

Foster Youth

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.

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 Coach 1.0 FTE Funding: Centralized Services

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.

* Program Specialist 1.0 FTE Funding: .60 FTE LCFF; .40 FTE Title I = 1.0 FTE

Program Specialist (PS):

\$54,307 - 40% - 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.

\$81,452 - 60% - 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.

In addition:

- * Counselors 2.0 FTE, Funding: Centralized Services
- * Principal, Assistant Principal, 1.0 FTE Funding: Centralized Services
- * Curriculum Department, Funding: Centralized Services
- * Language Development Office (LDO), Funding: Centralized Services
- * Bilingual Paraprofessional, 1.0 FTE, Funding: Centralized Services
- * Research and Accountability Department, Funding: Centralized Services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$54302	50643 - Title I
\$81542	23030 - LCFF (Site)

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

- Low Income
- Foster Youth
- English Learners
- All Students

Strategy/Activity

Conferences/Trainings/Workshops - Funding Source: Title I; \$27,608

Adams Staff are participating off-site professional development retreat that will promote language acquisition, high academic achievement, and equitable teaching practice that effectively improve instructional practices curriculum implantation and small group and individual student support. Staff Retreat (May 31 - June 3, 2023): To evaluate data and identify instructional strategies that will build on collective commitment, and continue to move the site toward AVID certification and academic achievement.

Topic: Targeted Instruction

K-6 teachers to utilize a classroom management system that frees up the teacher so that he/she can provided targeted instruction to meet each student's individual academic needs. 7 - 8 grade electives are also designed to provide time for Targeted Instruction as well.

Teachers are taking this information and through collaboration time and PLC's, they are developing improved instructional strategies, common rubrics and consistent presentations to better target areas of growth. Potential strategies/curriculum during TIFA -

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

In addition to

- * Restorative Practices
- * Multi-Tiered System of Supports (MTSS); PBIS, SAP
- * Integrated language and literacy instruction in all core curriculum
- * Adherence to Designated ELD time
- * Guided Language Acquisition and Development (GLAD) Instructional Strategies

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.).

To provide students with resources and support to increase 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 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 Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Replacement of 2 outdated copy machines and Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Other Equipment may include: poster maker, color printer/scanner, document cameras

Funding Source: Title I, \$32,000.

Annual Maintenance Agreement, Funding Source: Title I; \$5,000.

Duplicating , Funding Source: Title I; \$3,000.

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, Funding Source: LCFF; 10 x \$850 = \$8,500

AVID Conference Additional Compensation June/July 2023

Funding Source: Title I; 25 hours x \$60 per hour x 8 teachers = \$12,000

To provide systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. When used as a core/Tier I program, SIPPS supports the acquisition of grade-level, foundational skills standards. When used as Tier 2 and Tier 3, SIPPS accelerates progress so that students are able to efficiently close the gap and engage in grade-level reading.

Purchase Supplemental Kits for Grades 4-8 and SDC classes, Funding Source; Title I; \$13,000

SIPPS aligns with the MTSS (Multi-Tiered System of Support) framework and can be used across all three tiers of instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$27608	50643 - Title I
\$5000	50643 - Title I
\$8500	23030 - LCFF (Site)
\$32000	50643 - Title I
\$3000	50643 - Title I
\$12000	50643 - Title I
\$13000	50643 - Title I

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Low Income

Foster Youth

English Learners

All Students

Strategy/Activity

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.

Bilingual Paraprofessional to provide a variety of services including, but not limited to, Assist in the preparation of instructional materials and study aids to be used by students in classrooms or individual study situations; perform photo-copying and duplication duties as necessary. Assist in the implantation of instructional activities such as assisting limited English speaking students in the development of English language, and reinforce concepts taught by teacher using the students' primary language as directed by the certificated instructor

Program Specialist (PS) with the assistance of the Bilingual Paraprofessional will support to teachers to increase fidelity across the school with AVID and ELD strategies in addition to integrated and designated ELD strategies. The Program Specialist will help with collecting evidence to insure ELD monitoring and AVID certification, plan 3 - 5 AVID family nights throughout the year, and plan the AVID showcase that takes place twice a year. 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. Focuses data retrieval and evaluation to target students needing support and progress monitoring of RFEP students.

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.

Library Media Assistant- .4375 FTE, Funding Source: LCFF ; \$30,479

Library Media Assistant will perform a variety of clerical library duties involved in the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; process new books and instructional materials; oversee the cataloguing of books

and instructional materials. As well as, Instruct students in proper methods of utilizing library and reference materials; assist students with utilizing computers for research projects; monitor and maintain acceptable student behavior in the library.

Supplemental Instructional Materials, Funding Source: LCFF; \$ 23,799

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 erasers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$23799	23030 - LCFF (Site)
\$30479	23030 - LCFF (Site)

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

African American students: Adams Elementary was identified in 2020-2021 as eligible for Additional Targeted Support and Improvement (ATSI) for the African American student group(s) in Math. 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. Early Intervention support for African American and Special Ed Students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

All teachers provide 30 minutes of designated ELD support in each classroom. In addition, 25 Staff members participated in Be G.L.A.D. training. Strong PLC teams that meet weekly, but very limited opportunities for Professional Learning. PLTW/ STEMclasses have had several science exhibits and demonstrations.

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

During the 2021-2022 School year the district did not offer opportunities for students to receive English Learner Academic Hour (ELAH) that would provide academic support based on individual needs; nor were newcomers provided Rosetta Stone support. Only 1 student was Redesignated Fluent English Proficient (RFEP).

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.

Increase access for students to receive Intervention in after school program.

Provide professional development and support of with curriculum, Small group, literacy instruction, AVID, and PTLW implementation.

EARLY Intervention and push in support all students.

District to provide 1.0 FTE Bilingual Paraprofessional.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Decrease the percentage of for ALL students and in ALL SUBGROUPS who are Suspended by 10% by End of 2023 School year.

Attendance/Chronic Truancy -

Decrease the percentage of for ALL students and in ALL SUBGROUPS who are chronically absent by 10% by End of 2023 School year.

Identified Need

Lack of opportunities for student engagement outside of academics.

We have seen an increase in the number of students being referred to counseling and Mental Health Clinician.

Historically high Chronic Absenteeism, even prior to COVID related absences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	55	49
Chronic Truancy	61%	51%

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

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 Theater Arts and Journalism; Science, Technology, Engineering, Arts, and Mathematics (STEAM); Project Lead the Way (PLTW); Ethics and Debate; Agriculture and Industrial Sciences; Technology and Coding, Peer Leaders Uniting Students (PLUS) and Leadership; and Reading / Math Intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Provide 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 recognition. Teachers, instructional staff and support staff members engage with community and after school members to promote a positive school climate focused around integrity, respect and responsibility.

2.0 FTE Counselors, 1.0 FTE mental Health Clinician, 1.0 FTE Assistant Principal, 1.0 FTE Principal; CWA Social Services assigned to a group of schools; Funding Source-Centralized Services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

In the PLUS elective students have forums, community service, and school spirit and community building activities.

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

1.5 FTE counseling staff, but the .5 counselor retired half way through the year. Lack of opportunities for student engagement outside of academics due to Covid restrictions have limited sites ability have extra-curricular activities.

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.

District will provide 2.0 FTE in counselors.

Increase Socially responsive, Equity, and Mindfulness Professional Learning (restorative practices).

Increase social emotional and restorative instruction

Increase socially responsive curriculum

Increase Wrap around services

SEL Curriculum Professional development

We would like to Increase students desire to come to school by providing various intellectual outlets and activities, such as VAPA, Arts, Dance, and Sports, this would need to be provided by district, as these are options other sites have, but have not been offered to our students.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

Provide Stakeholder 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

Inability to make systematic sustainable change and monitor throughout the year.

Little to no support for new and struggling teachers.

Very little to no parent involvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTC Conference Schedules	Data (schedules) from 2021-2022 conferences	Increase in participation

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Substitute teacher/or teacher prep compensation to cover teacher classrooms to have Academic Conferences (3 days) between teacher and site leadership team three times a year 6 days x 3 times a year x \$200 sub rate = \$3,600 - Title I .
Teachers are provided with a substitute or release time three times a year to meet with Site Instructional Team during Mid- Trimester Academic Conferences. We believe that Mid-Trimester Conferencing allows for Team to assist teachers with interpreting iReady and SBAC data, and creating CFAs that drive instruction and lesson planning. Teachers will then take this data and hold academic conferences with parents and students. This allows parents to be informed at the same time giving students an opportunity to improve their grades as necessary. In addition, 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3600	50643 - Title I

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

All Students
Low Income
Foster Youth
English Learners

Strategy/Activity

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 ELAC Meetings, Parent Coffees, Parent: Students gathering such as pie for parents, lunch on the lawn, and student performances.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$500	50647 - Title I - Parent
\$2304	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022

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.

Mid-trimester conferences well attended by parents, the ability now to hold meetings via zoom has increased parent participation in conferences.

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

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. Very little to no parent involvement. Reasons may include, distance from home i.e. transportation, employment, etc.

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.

- Would like district to provider Family Resource Center
- Parent Education classes- Wrap around services
- Sports for Learning - lunchtime sports
- ASP Transportation

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	\$153314
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$297634

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 (\$)
50643 - Title I	\$150510
50647 - Title I - Parent	\$2804

Subtotal of additional federal funds included for this school: \$153314

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 (\$)
23030 - LCFF (Site)	\$144320
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: \$144320

Total of federal, state, and/or local funds for this school: \$297634