

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **ADAMS ELEMENTARY** SCHOOL

2018-19

37-68338-6039101
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: McGrade, Sylvia

Contact Person: McGrade, Sylvia

Position: Principal

Telephone Number: 619-362-4200

Address: 4672 35th St, Adams Elementary, San Diego, CA, 92116-3536,

E-mail Address: smcgrade@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Adams Elementary

DUE: May 15, 2018 (Year Round)

SITE CONTACT PERSON: Sylvia McGrade

PHONE: 619.362.4200 FAX: 619.362.4249 E-MAIL ADDRESS: smcgrade@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|---|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>3/14/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>2/22/18</u> <i>DISCUSSION OF GOALS</i> |
| <input checked="" type="checkbox"/> Other (list): <u>Family Wednesday</u> | Date of presentation: <u>4/1/18</u> |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3/14/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Sylvia McGrade
Type/Print Name of School Principal

Sylvia McGrade
Signature of School Principal

4/23/18
Date

Janet Janowiak
Type/Print Name of SSC Chairperson

Janet Janowiak
Signature of SSC Chairperson

4/23/18
Date

Sophia Freire
Type/Print Name of Area Superintendent

Sophia Freire
Signature of Area Superintendent

6/11/18
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Include the school's mission statement and describe how the SPSA fulfills this mission. Briefly describe the school population, targeted sub-groups, and focused areas of need, and identify the factors causing the needs of the greatest concerns to occur. Identify the key actions/strategies and high-leverage activities that will be implemented to produce expected results. Describe any challenges or barriers (within the school) that the school is facing and how the SPSA is addressing these challenges.

The staff and families at Adams Elementary School work together for all students to achieve academic excellence in a safe, engaging, supportive, integrated setting that is welcoming to families and community and will prepare students to become contributing, highly productive, responsible citizens whose decision-making is based on strong core values in a global society. Our mission statement is: Preparing Students academically and socially for a Changing World. Our Plan for Student Achievement fulfills this goal by setting high expectations for all students, including our English Learners and students with Special Needs. English Learners make up approximately 48% of the total school population. Although our Reclassified students have made positive growth, too many of our English Learners struggle with reading complex text. There are approximately 30 students with IEPs and each is making gains toward goals. However, when it comes to state testing, this population is underrepresented in proficiency in reading and math.

Adams Elementary has identified the goal of strengthening reading skills and strategies, in informational text and content areas, specifically Science through NGSS in order to produce results. Site budgets fund resources such as online informational text (Newsela, Learning A to Z) and Scholastic Magazines that feature print and online enhancements. Professional Learning focuses on strengthening instruction in Balanced Literacy, specifically modeling high leverage reading strategies and conferring to inform instruction. A part-time library assistant is funded to motivate high reading interest to students TK-5.

Mathematics Professional Learning has been our focus for the past 2 years resulting in an 8 point gain in one year. PLCs will continue to focus on key word problems to deepen mathematical reasoning and number sense.

We are continuing to strengthen our Response to Intervention supports to students with academic, behavioral, emotional, or attention needs. A part-time intervention teacher provides double guided reading sessions based on student needs. Our Single Plan for Student Achievement also places special emphasis on supporting the whole child through extra counseling and intervention. We've increased our district counselor by 2 days and our Health Tech 1 day to address and prevent health and wellness issues. Weekly Student Study Team meetings as well as one on one monitoring meetings with the principal and each teacher help to determine next steps for students and their instruction.

Every member of our school community can state our Adams Attitude: Work hard, be kind, Dream Big, Make it Happen! Together, as teachers, staff, parents, and students, we forge on with our "Attitude" to create amazing progress for each child.

SCHOOL VISION AND REALITY

School Vision

Adams Elementary...

- Is a cutting-edge school whose mission is to celebrate each student as a unique person with strengths, passions, challenges and individual learning styles
- Offers a well-rounded curriculum that motivates students to become avid readers, critical problem solvers, and capable communicators. Curriculum opportunities include strong literacy and mathematics work, STEM (Science, Technology, Engineering, and Mathematics), Visual and Performing Arts, Multiple Language opportunities, and is focused on an appreciation of diversity and culture, creativity, and innovation.
- Is a place where students, staff, and families outwardly value and demonstrate kindness, respect, and encouragement towards one another
- Is an environment of inquiry that engages students and staff in project-based learning towards solving real-world problems in order to meet and exceed Common Core State Standards
- Has an emphasis on the Health and Wellness of each individual (students, staff, and families) in terms of social, physical, and emotional well-being
- Is an integral part of the neighborhood community (acts as a hub for after-school enrichment and events for students, staff, families, community)
- Values and promotes strong family engagement and active participation in shared decision-making to positively affect school climate and student achievement

Current Reality at Adams

- SBAC data presents minimal growth in English Language Arts and 8 point gain in mathematics over the past 3 years. PLC work has focused on mathematics, specifically the ability for students to use models and explanations in their problem-solving. Strategic reading work, through the content areas as well as in English Language Development, is needed.
- New structures for teachers to meet in Professional Learning Communities to analyze student work and respond to data in their instruction will be established next year. Emphasis on articulation within and across grade levels will be emphasized.
- Professional learning will include strengthening communication skills through oral presentations (formal and informal), specifically for our English Learners and students with Special Needs; and reading through the content areas, specifically utilizing NGSS. Transitional Kindergarten and Kindergarten students will utilize a Project Based Learning approach. All staff will continue its emphasis on trauma-informed practices and strategies to support the emotional needs of our students.
- Curriculum includes Balanced Literacy using Lucy Calkins Units of Study (English) and Benchmark Adelante (Dual-Language), District Mathematics including Envision, Lucy Calkins writing, and Words Their Way lists for Word Study, current district Science, Social Studies, and Health curriculum. Critical Concepts are a reference for planning as well.
- Teachers meet with principal twice/yearly to review student progress and plan for interventions.
- Part-time intervention teacher works with focus students across grade levels to provide double guided reading instruction.
- Multiple Visual and Performing Arts opportunities are available to all students including dance/theater, drumming, visual art, and cultural dance (as well as fifth-grade instrumental music)

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- A Dual Language class in Kindergarten (2015-2016), First Grade (2016-2017), Second Grade (2017-2018), and Third Grade (2018-2019) is established as an additional strategy to increase enrollment, attract neighborhood students and provide rigorous challenge to our English Learners as well as our Native English students.
- Health and Wellness for students include District Counselor (3 days/week), Project Impact (counseling intern program), Every Student Every Day (attendance focus by intern), and IMPACT (Exercise program).

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades TK-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

Adams Elementary School Nurse is on site two days per week.

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

District Counselor position increased from 1 day to 3 days/week via site funds.

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

Health Technician position increased from 1 day to 2 days via site funds.

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

SSC and ELAC meetings held: December 13, January 31, February 28, March 14, April 25 to determine budget priorities, review data, survey staff, establish SPSA goals, complete SPSA Assessment and Evaluation Survey. And gather input on strategies to improve student achievement.

Family Wednesday on February 7 and April 4: Update on budget strategies and SPSA goals Overview of major budgetary strategies and discussion held about the priorities for improving parent involvement at Adams, specifically with the Title 1 Parent Involvement Budget.

Site Governance Team: January 25, February 22, March 15 to discuss 2018-2019 budget; review staff survey; discuss SSC recommendations for goal setting and problem solve new structures for PLC in 2018-2019.

Family Matters (staff meeting) February 22 (Google survey to staff regarding priorities), April 4: Discussion for site SMART goals; priorities; new structure for PLCs and Arts Instruction.

Staff Input on February 3 and March 2: all teachers were surveyed regarding their input on materials needed for instruction; discussion of SSC recommendations and voice concerns/suggestions/questions; determination of SPSA goals

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Sylvia McGrade	Principal
Carolyn Repaire	Teacher
Matt Kuehl	Teacher
Irene Gil	Classified
Janet Janowiak	Parent co-chair
Yolanda Cortez	Parent
Janet Zamora	Teacher
Nelson Cooper	parent
Monica Cajica	Parent
Zaw	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 44% (approx. 18.92 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 46% (approx. 21.62 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 66% (approx. 2 out of 3 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 43% (approx. 3 out 7 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 43% (approx. 18.06 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 44% (approx. 7 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 41% (approx. 8.61 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 49% (approx. 12.25 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 25% (approx. 1 out of 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 1 out of 5 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Common assessments are used to measure student progress. These include Instructional DRA Reading Level, Spelling Continuum, Writing Prompts, as well as end of unit assessments and exit slips developed by grade level teachers in Professional Learning Communities.

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level to analyze DRA achievement 2 times per year. Analysis will inform subsequent instruction. Other data from reading work, writing samples, interim assessments will also be used in monitoring meetings with teacher and principal twice/yearly.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 42% (approx. 17.64 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. 18.8 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 66% (approx. 2 out of 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 43% (approx. 3 out of 7 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 39% (approx. 16.38 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 44% (approx. 7 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 40% (approx. 14.8 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 38% (approx. 14.06 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 25% (approx. 1 out of 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 20% (approx. 1 out of 5 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Common assessments are used to measure student progress. These include interim assessments, end of concept assessments, ST Math progress reports, Envision Online Assessments, and exit slips.

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments ___ times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Annual Measurable Achievement Objectives
ELPAC

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 50% (approx. 20 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 60% (approx. 18.6 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and principal will meet in PLCs to analyze DRA 3 times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 98% will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 95% (approx. 200 families) will attend at least 2 events focused on their child's progress to increase the milestones necessary for meaningful graduation.

Targeted Population: All our subgroups will be targeted.

What data did you use to form these goals?

Attendance records from Parent Teacher Conferences, Family Wednesday, Back to School Night, Spring Open House, Student Performances, PTCO events

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Principal, teachers, and office staff will tally parent participation through sign in sheets after events.

Area 6: Additional Site Identified Area (Optional)**Additional Site Identified SMART Goal:**

By June 2019, a monthly average of 96.10% (approx. 256/267 students) will attend school daily.

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Attendance records provided by Powerschool, Orbit, and Hoover Cluster Cumulative Attendance Percentages.

Progress and Growth Monitoring:

Attendance will be monitored at weekly attendance meetings with the district counselor, principal, attendance clerk, and United Way intern.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use grade-level Common Core Standards in designing and differentiating instruction along with district unit curriculum and assessments.
- Every English Learner will receive 30 minutes of designated English Language Development (ELD) instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Teachers will use multiple measures of assessment (i.e., End of Topic assessments in ELA and Mathematics, interim assessments, Common Writing Assessment, Spelling Inventory, teacher-created assessments to monitor progress and adjust instruction based upon the needs of students.)
- All English Learners will be assessed using ELPAC. Teachers will also assess using oral and written language samples.
- Counselor, nurse, and health technician will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, attendance clerk, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will work collaboratively to identify grade level proficiency using the results of district interim assessments and other common assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on-site and district professional development to strengthen literacy, mathematics, and trauma-informed practices professional learning.
- Students will use technology to strengthen literacy, mathematics, and communication skills.

Strategic Support (Tier 2)

- Teachers will address specific student needs, set short-term SMART goals, provide specific interventions, and measure student progress.
- Targeted additional small flexible group and one-on-one instruction will be provided by the classroom teacher and intervention teacher to address specific needs in English Language Arts.
- Teachers will make a home contact (i.e. progress report, parent-teacher conference, phone call, home visit, learning contract) to discuss the progress of their at-risk students. Progress is documented by the teacher and discussed with Principal at monitoring meetings.
- Education Specialists provide push-in/pull-out supplemental small group instruction for students with IEPs and targeted students.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas, by the classroom teacher and intervention teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Classroom and intervention teacher will provide a double dose of daily guided reading for targeted students.
- Teachers will reteach small-groups of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Special Education Assistants to provide extra teaching and clarifying of concepts during whole group and small group instruction

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Intensive Intervention (Tier 3)
 - Educational Specialists will provide supplemental small group instruction to students with IEPs and provide consultation support to classroom teachers
 - Counselor and counselor interns (Project Impact) will provide counseling for at-risk students
 - Intervention teacher supports targeted students to provide double guided reading instruction and keeps records of progress.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):
 Adams has implemented strategies for maximizing instructional time such as using district curriculum, establishing an assessment system, and addressing interventions for struggling students. Continued focus on strengthening Tier 1 instruction as well as monitoring student progress is crucial. More time on text, including on-line materials, is an important strategy to utilize for all students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$8,826.00	\$8,826.00	0003-00000-00-4301-1000-1110-01000-0000	Discretionary Alloc	01, 02, 03, 04, LCFF 1, LCFF 2	Instructional materials such as classroom library books, informational text, and writing materials support students' literacy and mathematics achievement.

How will you monitor these strategies/activities?
 Monitoring includes analyzing reading data including DRA2 and Literacy interim assessments.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
Implement school-wide intervention systems by increasing access to curriculum through work with intervention teachers for targeted students. Teachers and students create SMART goals to address areas of need such as reading comprehension, fluency, and sight words. Monitor progress of all students with an emphasis on English Language Learners and students reading below grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.3000	\$26,681.40	\$42,944.22	0003-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03, 04, LCFF 1	Intervention teacher provides additional instruction to focus students across all grade levels.

How will you monitor these strategies/activities?
 Intervention teacher will monitor the progress of each focus student through DRA results along with reading behaviors acquired. Progress reported to the classroom teacher, principal, and SST as appropriate.

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3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

1. Professional Learning will include strengthening Literacy skills for all learners, especially English Language Learners and students with Special Needs. Reading skills and strategies will include an emphasis in nonfiction text and content area topics, specifically Science that supports NGSS. One strategy to support this work is in increasing the quality and quantity of oral presentations (formal and informal) throughout the day. Focus on the Common Core Speaking standards will inform this work.
2. Professional Learning Communities (PLCs) will meet monthly during minimum days to analyze student work and respond to the instructional needs of our students. Articulation across grade levels will focus on reading, writing, and mathematics results. No budget expenditures will occur since students will have been dismissed.

How will you monitor these strategies/activities?
Notes and agendas from each PLC or professional learning. Data to reflect the effectiveness of planning.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
Staff will assist students in meeting graduation requirements by attending to their health needs and providing supplemental reading instruction.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor -	0.3500	\$27,800.85	\$44,011.50	0003-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, 05, LCFF 1, LCFF 2	District Counselor provides student support through weekly social emotional lessons, attendance monitoring, Student Study Team coordination, and student/family problem-solving and resources.
Supplies		\$3,693.00	\$3,693.00	0003-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Instructional materials are provided to support student achievement across all subject areas.

How will you monitor these strategies/activities?
Records reflecting improvement in student attendance. Data from results of intervention supports.

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5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
Adams Elementary will have multiple opportunities for parent engagement including parent teacher conferences, monthly Family Wednesdays; opportunities to serve on school committees such as School Site Council, Site Governance Team, Parent Teacher Community Organization meetings and family events, Adams Parent Learning Academy and English Learner Advisory Council. Translation, childcare, and light refreshments will be provided. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement, provide venues for shared decision-making, and promote open communication between school and families.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Duplicating		\$300.00	\$300.00	0003-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1	Materials such as the school handbook and display banners are provided to keep parents informed of school policies and procedures.
Supplies		\$287.00	\$287.00	0003-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1	Supplies are provided for Family Wednesdays and other parent events and meetings.
Postage Expense		\$200.00	\$200.00	0003-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1	Mailings for the beginning of the year school letter, attendance warning letters, and other correspondence provide important information for parents.
Other Support Prsnl OTBS Hrly		\$400.00	\$513.64	0003-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1	Child care and translation enable parents to attend school committees and meetings.
In-service supplies		\$300.00	\$300.00	0003-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1	Light refreshments are provided at school committee meetings to provide a sense of welcoming that encourage parents to participate.

How will you monitor these strategies/activities?

Monitoring will be done by sign in sheets at Family Wednesday and parent teacher conferences.

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Tier 2 supports will be provided to identify struggling students. Short term SMART goals and target dates will be co-constructed with teacher, grade level colleagues, intervention teacher, and student. Documentation and monitoring will be completed by classroom teacher and intervention teacher.</p> <p>Identified Need:: Interventions will be implemented to support achievement of students reading below grade level. Strategies include: double guided reading, fluency work, phonics instruction, and sight word recognition.</p> <p>Target Group:: Target group includes students who are 1-2 reading levels below grade level.</p> <p>Monitoring:: Short-term goals (approximately 4-6 weeks) are determined based on baseline data in areas such as reading behaviors, fluency, sight words, writing, and/or spelling. Classroom teacher, intervention teacher, principal meet monthly to determine achievement of goals and next steps for target students</p> <p>Personnel Responsible:: Classroom teacher, intervention teacher, grade level colleagues, principal, student</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Adams has implemented strategies for maximizing instructional time such as using district curriculum, establishing an assessment system, and addressing interventions for struggling students. Continued focus on strengthening Tier 1 instruction as well as monitoring student progress is crucial.</p> <p>Identified Need:: Research based, strong Tier 1 instruction and intervention must be the foundation of student instruction.</p> <p>Target Group:: All students with specific attention to students performing below grade level and English Learners.</p> <p>Monitoring:: (Math) Interim assessments, SBAC, End of Concept Assessment, (Writing) writing rubrics, (Reading) DRA and End of Unit Assessments. Data collection from principal observations and feedback is provided to teachers.</p> <p>Personnel Responsible:: Classroom teacher, intervention teacher, grade level colleagues, principal, student.</p>

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Teachers will analyze student work and determine instructional response to data in monthly Professional Learning Communities. Articulation across all grade levels will provide support for teachers to improve their practice. The content focus in mathematics, writing, and reading will maximize achievement for all students, including our English Learners and students with Special Needs.

Identified Need::

Research-based, strong Tier 1 instruction and intervention must be the foundation of student instruction. Observations and feedback to teachers will support this instruction.

Target Group::

All students with specific attention to students performing below grade level and English Learners.

Monitoring::

Monthly PLC review and analysis of student work. One on one principal/teacher meetings two times per year to review student progress.

Personnel Responsible::

Classroom teacher, intervention teacher, grade level colleagues, principal, student

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst -	0.2000	\$4,989.20	\$6,420.85	0003-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	01, 03, 04, LCFF 1, LCFF 2	Library Assistant will provide Literacy support to all students through the use of the library books and resources.
Health Technician -	0.2000	\$6,823.60	\$12,292.64	0003-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	04, 05, LCFF 1	The Health Technician will provide additional support for the wellness of all students. Community resources including food backpacks and clothing for the homeless are coordinated through this position.
School Counselor -	0.0500	\$3,971.55	\$6,287.37	0003-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	District Counselor provides student support through weekly social emotional lessons, attendance monitoring, Student Study Team coordination, and student/family problem-solving and resources.
Software License		\$4,000.00	\$4,000.00	0003-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Software programs such as Newsela, Learning A to Z, Starfall and Vocabulary Spelling City are purchased to support students on learning and practicing literacy skills.
Non Clsm Tchr Hrly		\$4,000.00	\$4,815.60	0003-09800-00-1957-3160-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	English Learner Coordinator provides ELPAC testing, initial assessments, and monitors Reclassification process.

Adams Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Interprogram Svcs/Paper		\$2,000.00	\$2,000.00	0003-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Agendas, schedules, and other important information is printed to support teachers during professional learning.
Supplies		\$8,333.00	\$8,333.00	0003-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional materials are provided for student achievement across all subject areas.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Adams
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	137	36.5	138	40.6	128	41.4	4.9	0.8	135	25.9	137	28.5	130	36.9	11.0	8.4
Female	54	37.0	52	42.3	53	39.6	2.6	-2.7	54	25.9	52	23.1	54	22.2	-3.7	-0.9
Male	83	36.1	86	39.5	75	42.7	6.6	3.2	81	25.9	85	31.8	76	47.4	21.5	15.6
African American	16	31.3	13	23.1	11	36.4	5.1	13.3	16	6.3	13	7.7	12	25.0	18.7	17.3
Asian	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	93	34.4	103	37.9	104	37.5	3.1	-0.4	92	23.9	102	27.5	105	34.3	10.4	6.8
Indochinese	3	-	1	-	1	-	-	-	3	-	1	-	1	-	-	-
Native American	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	9	-	9	-	5	-	-	-	9	-	9	-	5	-	-	-
Multiracial	12	41.7	10	70.0	6	-	-	-	11	45.5	10	50.0	6	-	-	-
English Learner	51	11.8	41	14.6	38	21.1	9.3	6.5	51	11.8	41	14.6	40	20.0	8.2	5.4
English-Speaking	86	51.2	97	51.5	90	50.0	-1.2	-1.5	84	34.5	96	34.4	90	44.4	9.9	10.0
Reclassified†	26	80.8	31	74.2	26	65.4	-15.4	-8.8	26	42.3	30	36.7	26	57.7	15.4	21.0
Initially Eng. Speaking	60	38.3	66	40.9	64	43.8	5.5	2.9	58	31.0	66	33.3	64	39.1	8.1	5.8
Econ. Disadv.*	137	36.5	122	40.2	120	42.5	6.0	2.3	135	25.9	121	26.4	122	36.9	11.0	10.5
Non-Econ. Disadv.	0	-	16	43.8	8	-	-	-	0	-	16	43.8	8	-	-	-
Gifted	35	60.0	33	66.7	28	64.3	4.3	-2.4	34	47.1	33	51.5	28	67.9	20.8	16.4
Not Gifted	102	28.4	105	32.4	100	35.0	6.6	2.6	101	18.8	104	21.2	102	28.4	9.6	7.2
With Disabilities	20	5.0	19	5.3	16	6.3	1.3	1.0	20	0.0	18	5.6	16	6.3	6.3	0.7
WO Disabilities	117	41.9	119	46.2	112	46.4	4.5	0.2	115	30.4	119	31.9	114	41.2	10.8	9.3
Homeless	5	-	10	20.0	13	30.8	-	10.8	5	-	10	20.0	13	30.8	-	10.8
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	5	-	3	-	3	-	-	-	5	-	0	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Adams
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	49	32.7	44	36.4	46	39.1	6.4	2.7	47	25.5	44	29.5	48	37.5	12.0	8.0
Female	21	23.8	17	41.2	21	33.3	9.5	-7.9	21	23.8	17	17.6	22	22.7	-1.1	5.1
Male	28	39.3	27	33.3	25	44.0	4.7	10.7	26	26.9	27	37.0	26	50.0	23.1	13.0
African American	3	-	4	-	6	-	-	-	3	-	4	-	7	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	34	32.4	32	31.3	38	36.8	4.4	5.5	33	24.2	32	28.1	39	35.9	11.7	7.8
Indochinese	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	5	-	5	-	0	-	-	-	5	-	5	-	0	-	-	-
Multiracial	6	-	2	-	1	-	-	-	5	-	2	-	1	-	-	-
English Learner	22	22.7	16	25.0	21	38.1	15.4	13.1	22	18.2	16	18.8	23	34.8	16.6	16.0
English-Speaking	27	40.7	28	42.9	25	40.0	-0.7	-2.9	25	32.0	28	35.7	25	40.0	8.0	4.3
Reclassified†	3	-	3	-	5	-	-	-	3	-	3	-	5	-	-	-
Initially Eng. Speaking	24	33.3	25	36.0	20	35.0	1.7	-1.0	22	22.7	25	28.0	20	40.0	17.3	12.0
Econ. Disadv.*	49	32.7	38	34.2	42	38.1	5.4	3.9	47	25.5	38	26.3	44	34.1	8.6	7.8
Non-Econ. Disadv.	0	-	6	-	4	-	-	-	0	-	6	-	4	-	-	-
Gifted	14	57.1	7	-	10	70.0	12.9	-	13	38.5	7	-	10	80.0	41.5	-
Not Gifted	35	22.9	37	32.4	36	30.6	7.7	-1.8	34	20.6	37	21.6	38	26.3	5.7	4.7
With Disabilities	7	-	19	5.3	5	-	-	-	7	-	5	-	5	-	-	-
WO Disabilities	42	38.1	39	41.0	41	41.5	3.4	0.5	40	30.0	39	30.8	43	39.5	9.5	8.7
Homeless	3	-	10	20.0	8	-	-	-	3	-	10	20.0	8	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	0	-	-	-	2	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Adams
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	51	33.3	49	40.8	34	35.3	2.0	-5.5	51	23.5	49	32.7	34	35.3	11.8	2.6
Female	17	41.2	18	33.3	13	46.2	5.0	12.9	17	23.5	18	27.8	13	15.4	-8.1	-12.4
Male	34	29.4	31	45.2	21	28.6	-0.8	-16.6	34	23.5	31	35.5	21	47.6	24.1	12.1
African American	7	-	5	-	1	-	-	-	7	-	5	-	1	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	36	30.6	36	38.9	30	30.0	-0.6	-8.9	36	22.2	36	36.1	30	33.3	11.1	-2.8
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	2	-	2	-	2	-	-	-	2	-	2	-	2	-	-	-
Multiracial	4	-	5	-	1	-	-	-	4	-	5	-	1	-	-	-
English Learner	23	4.3	17	11.8	8	-	-	-	23	8.7	17	17.6	8	-	-	-
English-Speaking	28	57.1	32	56.3	26	46.2	-10.9	-10.1	28	35.7	32	40.6	26	46.2	10.5	5.6
Reclassified†	9	-	6	-	7	-	-	-	9	-	6	-	7	-	-	-
Initially Eng. Speaking	19	36.8	26	46.2	19	36.8	0.0	-9.4	19	31.6	26	34.6	19	36.8	5.2	2.2
Econ. Disadv.*	51	33.3	45	37.8	33	36.4	3.1	-1.4	51	23.5	45	28.9	33	36.4	12.9	7.5
Non-Econ. Disadv.	0	-	4	-	8	-	-	-	0	-	4	-	8	-	-	-
Gifted	13	61.5	13	69.2	4	-	-	-	13	46.2	13	46.2	4	-	-	-
Not Gifted	38	23.7	36	30.6	30	33.3	9.6	2.7	38	15.8	36	27.8	30	30.0	14.2	2.2
With Disabilities	6	-	8	-	16	6.3	-	-	6	-	18	5.6	16	6.3	-	0.7
WO Disabilities	45	35.6	41	46.3	30	40.0	4.4	-6.3	45	26.7	41	39.0	30	40.0	13.3	1.0
Homeless	1	-	4	-	13	30.8	-	-	1	-	4	-	13	30.8	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Adams
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	37	45.9	45	44.4	48	47.9	2.0	3.5	37	29.7	44	22.7	48	37.5	7.8	14.8
Female	16	50.0	17	52.9	19	42.1	-7.9	-10.8	16	31.3	17	23.5	19	26.3	-5.0	2.8
Male	21	42.9	28	39.3	29	51.7	8.8	12.4	21	28.6	27	22.2	29	44.8	16.2	22.6
African American	6	-	4	-	4	-	-	-	6	-	4	-	4	-	-	-
Asian	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	23	43.5	35	42.9	36	44.4	0.9	1.5	23	26.1	34	17.6	36	33.3	7.2	15.7
Indochinese	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	2	-	2	-	3	-	-	-	2	-	2	-	3	-	-	-
Multiracial	2	-	3	-	4	-	-	-	2	-	3	-	4	-	-	-
English Learner	6	-	8	-	9	-	-	-	6	-	8	-	9	-	-	-
English-Speaking	31	54.8	37	54.1	39	59.0	4.2	4.9	31	35.5	36	27.8	39	46.2	10.7	18.4
Reclassified†	14	64.3	22	63.6	14	64.3	0.0	0.7	14	28.6	21	19.0	14	57.1	28.5	38.1
Initially Eng. Speaking	17	47.1	15	40.0	25	56.0	8.9	16.0	17	41.2	15	40.0	25	40.0	-1.2	0.0
Econ. Disadv.*	37	45.9	39	48.7	45	51.1	5.2	2.4	37	29.7	38	23.7	45	40.0	10.3	16.3
Non-Econ. Disadv.	0	-	6	-	8	-	-	-	0	-	6	-	8	-	-	-
Gifted	8	-	13	69.2	14	64.3	-	-4.9	8	-	13	46.2	14	57.1	-	10.9
Not Gifted	29	41.4	32	34.4	34	41.2	-0.2	6.8	29	20.7	31	12.9	34	29.4	8.7	16.5
With Disabilities	7	-	19	5.3	16	6.3	-	1.0	7	-	18	5.6	16	6.3	-	0.7
WO Disabilities	30	56.7	39	51.3	41	56.1	-0.6	4.8	30	36.7	39	25.6	41	43.9	7.2	18.3
Homeless	1	-	10	20.0	2	-	-	-	1	-	10	20.0	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Adams Elementary School

TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Adams Elementary has developed a written Title I parental involvement policy with input from Title I parents. ***Discussion at School Site Council Meeting, April 25, 2018 and revisions were made based on input from stakeholders.***

Policy distributed to parents of Title I students.

Through presentation and discussion at Family Wednesday, SSC, and on school website.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at **Adams Elementary**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
Annual meeting occurs as part of the agenda on Family Wednesday and at School Site Council.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. ***Family Wednesday occurs in the morning and School Site Council and Site Governance Team are scheduled in the afternoon. Back to School Night and Open House are scheduled as evening meetings. Parent Teacher Conferences are scheduled on afternoons over a week to accommodate parents' schedules.***
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. ***School Site Council and Site Governance Team meet monthly. Monthly Family Wednesday sessions provide Title I parents with information and input about budget, programs, curriculum, and other pertinent issues.***
- The school provides parents of Title I students with timely information about Title I programs. ***Monthly Family Wednesday sessions provide Title I parents with information and input about budget, programs, curriculum, and other pertinent issues. Documents, such as the School Site Council and Site Governance meeting agendas and minutes are posted on the school website.***
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. ***Monthly Family Wednesday sessions provide Title I parents with information and input about data of student progress, proficiency levels, attendance, and encourages all parents to attend parent teacher conferences. Learning sessions about Common Core Standards and how to help your child with homework is also provided.***
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. ***Parents are welcome and encouraged to attend Family Wednesday, School Site Council, Site Governance Team, English Learner Advisory Council, Parent Teacher Community Organization meetings to participate in decisions relating to the education of their child. Parents are always welcome to schedule an appointment with the principal with any concerns.***

School-Parent Compact

Adams Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Adams Elementary SSC reviews, revises, and discusses the Home-School Compact before it is distributed to the parents. The principal also reviews the compact with parents at Family Wednesday.

Building Capacity for Involvement

Adams Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. *During Family Wednesday, the principal reports information regarding Common Core Standards, the state testing, assessment data, attendance data, and other pertinent information to keep parents informed of assessment and curriculum.*
 - The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. *Learning Opportunities are provided for parent education. Topics include parenting, curriculum areas, and supporting children to do well in school. All parents are encouraged to attend. Child care and translation is provided. In addition, all parents are encouraged to attend 2 parent teacher conferences to learn about their child's progress.*
 - With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. *Our Single Plan for Student Achievement outlines a goal for 95% attendance of parents at parent teacher conference, family events, and Family Wednesday.*
 - The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. *Parents are invited and encouraged to participate in the following opportunities to be involved at their child's school: School Site Council, Site Governance Team, English Learner Advisory Committee, Parent Teacher Community Organization, Everyone A*

Reader Volunteer, Classroom volunteer, Parent Center Volunteer, as well as district meetings such as District Advisory Committee, District English Learner Advisory Committee, Town Hall meetings, and others.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. ***Information is distributed in English and Spanish via monthly newsletter and through SchoolMessenger. In addition, the school website, Adams Elementary Facebook page, and ClassDojo are used to communicate with parents.***
- The school provides support for parental involvement activities requested by Title I parents. ***The principal posts her email and phone number for all parents and welcomes all parents to make appointments to ask questions, voice concerns, or make suggestions.***

Accessibility

Adams Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. ***Communication is provided in English and Spanish. Sign language is provided per request. The school has handicapped accessible ramps for anyone needed assistance.***

APPENDIX C

HOME/SCHOOL COMPACT

**John Adams Elementary
2018-2019 Home-School Compact**

Adams Elementary and the parents of the students participating in activities, services, and programs funded by Title 1, part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school, staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high Standards.

As staff of John Adams Elementary School, we agree to:

- Provide a safe and orderly school environment.
- Provide high-quality curriculum and instruction in a supportive and effective learning environment by:
 1. Aligning and pacing instruction to enable students to meet grade expectations and California Common Core Standards in all core-content areas.
 2. Using state adopted materials.
 3. Utilizing District Balanced Literacy & Mathematics Frameworks.
 4. Differentiating curriculum based on student need.
- Hold Parent-teacher conferences during reporting periods to discuss individual student achievement and provide frequent and continuous feedback on how your child is progressing.
- Provide parents with frequent reports throughout the year on their child's progress via progress reports, parent/teacher conferences, phone calls, and electronically.
- Schedule meetings, upon request, with teachers, support staff, and administration before and after school.
- Keep our parents informed via school newsletters, School Messenger, ClassDojo, Facebook page, email, school marquee and Family Wednesdays.
- Seek your cooperation to work as partners in your child's education by providing volunteer opportunities in class and celebrating your child's learning at school activities and family nights.
- Provide support for attendance improvement.
- Provide information on Common Core Standards and current unit of study.

Principal Sylvia McGrade

Teacher _____

As a parent of John Adams Elementary School, I will support my child's learning by:

- Making sure my child is on time and prepared every day for school. (i.e., wearing appropriate school clothing, join in walking before school, library book returned, homework completed, permission slips, etc.)
- Aiming for perfect attendance.
- Monitoring my child's homework.
- Reading together daily with my child (i.e., books, articles, internet, etc.)
- Participating, as appropriate, in decisions relating to my child's education.
- Staying informed about my child's education and progress by communicating with my child's teacher and school.
- Checking with my child daily for information sent home from school.
- Serving on school committees when possible and attending meetings and activities when time permits.
- Updating the office staff about changes in student address, parent phone number, and health concerns so all information is current.

Parent _____

Phone number _____

As a student of John Adams Elementary School, I will share the responsibility for my learning by:

- Following the Adams Attitude: Work hard. Be kind. Dream big. Make it happen!
- Attending school on time each day.
- Come to school prepared to learn (homework completed, permission slips and paperwork signed, wearing appropriate school clothes and shoes, walking in the morning, etc.)
- Doing my homework every day.
- Reading at least 30 minutes every day outside of school time.
- Sharing papers with my parents and returning signed papers to my teacher.
- Leaving toys, phones, electronics, and "junk" food at home.

Student: _____

Grade: _____

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount	
Adams Elementary	09800	1210	Counselor	School Counselor	0.0500	\$ 3,971.55	
		1957	Non Clsrm Tchr Hrly			\$ 4,000.00	
		2231	Other Support Prsnl PARAS	Library Asst	0.2000	\$ 4,989.20	
		2236	Health Prsnl PARAS	Health Technician	0.2000	\$ 6,823.60	
		3000	Employee Benefits			\$ 10,032.11	
		4301	Supplies			\$ 8,333.00	
		5733	Interprogram Svcs/Paper			\$ 2,000.00	
		5841	Software License			\$ 4,000.00	
		09800 Total			0.4500	\$ 44,149.46	
		30100	1109	Pull/Out Push In	Inschool Resource Tchr	0.3000	\$ 26,681.40
			1210	Counselor	School Counselor	0.3500	\$ 27,800.85
			3000	Employee Benefits			\$ 32,473.47
			4301	Supplies			\$ 3,693.00
		30100 Total			0.6500	\$ 90,648.72	
	30103	2282	Other Support Prsnl OTBS Hrly			\$ 400.00	
		3000	Employee Benefits			\$ 113.64	
		4301	Supplies			\$ 287.00	
		4304	Inservice supplies			\$ 300.00	
		5721	Interprogram Svcs/Duplicating			\$ 300.00	
		5920	Postage Expense			\$ 200.00	
	30103 Total				\$ 1,600.64		
Grand Total					1.1000	\$ 136,398.82	

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION



APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Adams Elementary
 TYPE OR PRINT _____

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Ensure that instruction is occurring bell to bell. Create Master Schedule to include Special Education SAI (pull-out), prep, and content area time blocks.
CLOSING THE ACHIEVEMENT GAP	Monitor progress of students receiving intervention (create template to disseminate to teachers, principal; progress reports for students; student goals for monitoring self) Strengthen common assessments to analyze and respond to at PLCs across school.
PROFESSIONAL DEVELOPMENT	Focus on strengthening reading through content area, specifically NGSS (New Generation Science Standards) Focus on improving speaking skills through formal and informal presentations Continue Math work on word problems across grade levels Continue Trauma-Informed Practices and Mind Up Curriculum
GRADUATION/PROMOTION	Monitor reading levels through DRA and other measures. Continue school-wide attendance improvement strategies.
PARENT ENGAGEMENT	Continue to work on SPSA goal of 95% attendance for parent events, including parent conferences