

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT ADAMS ELEMENTARY SCHOOL

2020-21

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: Pina, Decydered

Contact Person: Pina, Decydered

Position: Principal

Telephone Number: (619) 362-4200

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

E-mail Address: dpinal@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Adams Elementary

DUE: October 5, 2020

SITE CONTACT PERSON: Decy Piña

PHONE: (619) 362-4200

FAX: (619) 362-4249

E-MAIL ADDRESS: dpina1@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) CSI School

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>9/29/20</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>9/29/2020</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

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.

4. 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.
5. The site plan or revisions to the site plan were adopted by the SSC on: 10/5/20

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.

Decy Piña
Type/Print Name of School Principal

Decy Piña 10/5/20
Signature of School Principal / Date

Jessica Fry
Type/Print Name of SSC Chairperson

/Jessica Fry 10/5/20
Signature of SSC Chairperson / Date

in progress
Type/Print Name of ELAC Chairperson

in progress
Signature of ELAC Chairperson / Date

Christina Casillas
Type/Print Name of Area Superintendent

Christina Casillas 11/13/20
Signature of Area Superintendent / Date

Submit Document With Electronic Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title 1 School-wide Program.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

STAKEHOLDER INVOLVEMENT (REQUIRED)

September 29, 2020 - English Learner Advisory Committee (ELAC) Agenda items include Single Plan for Student Achievement for 2020-2021

September 30, 2020 - School Site Council Agenda Items include 2020-2021 Single Plan for Student Achievement for 2020-2021, 2020-21 School-Parent Compact, 2020-21 Parent & Family Engagement Policy

RESOURCE INEQUITIES

Historically, Adams students are making small gains on their academic progress based on data from the CA Assessment of Student Performance and Progress (CAASPP) and this trend needs to be accelerated. Our resource inequities include the following:

Data: Over the past 5 years, English Language Arts scores have increased by 1.8% from 2015 to 2019 and 4.7% from 2018 to 2019. In mathematics, the increase is 8.7% from 2015 to 2019 but from 2018-2019 only .4%. Although these numbers show a slight upward trend, student results from 2019 CAASPP are ELA 38% and Math 35%, below the district and state average.

Grade level data: **Grade 3** 2019 ELA 31.6% (-1.1% 2015-2019; 4.1% 2018-2019), Math 46.2% (20.7% 2015-2019; 8.7% 2018-2019); **Grade 4** 2019 31.7% ELA (-1.6% 2015-2019; 4.1% 2018-2019), Math 30.2% (6.7% 2015-2019; -8.1% 2018-2019); **Grade 5** 2019 ELA (3.1% 2015-2019; 12.3% 2018-2019), Math 29.4% (-0.3% 2015-2019; 6.1% 2018-2019).

Notable subgroups: African American 2019 ELA 15.4% (-15.9% 2015-2019; -1.3% 2018-2019); English Learner 11.8% (0% 2015-2019; -1.1% 2018-2019), Math 15.4% (3.6% 2015-2019; -3.4% 2018-2019). Bright spot: Reclassified Students ELA 72.4% (-8.4% 2015-2019; 9.9% 2018-2019) Math 48% (6.0% 2015-2019; 2.5% 2018-2019)

Curriculum/materials: A variety of curriculum materials have been used by our teachers over the past few years in ELA including district units, Lucy Calkins resources, Benchmark Adelante/Advance and teacher-selected materials making Tier 1 instruction inequitable across the grade levels and classes. It has been challenging for grade levels to plan with these different curriculum resources. In 2019-2020, all teachers used Benchmark Advance

and Adelante as their guaranteed and viable curriculum, ensuring all standards were taught and progress was monitored on CAASPP -like items to support students on achieving proficiency as well as teacher collaboration.

Staffing: Our SSC and staff voted for an in school resource teacher/intervention teacher to strengthen reading skills for our students. Results demonstrate that doubling up instructional time in reading will accelerate readers to catch up to grade level measures. In 2019-2020, the intervention teacher provided support to novice EL's and struggling students. Scheduling proved to be a challenge as groups often took place during guided reading time. Communication between classroom teacher and intervention teacher to address student progress also is an area of improvement. Students in some Dual Language classes received support in English when they were low in both languages.

Previously School counselor monitored attendance while working with United Way. A weekly meeting was held with Counselor, Principal, and United Way. Attendance percentages were focused on during the meetings, and cases were addressed of specific students with chronic absenteeism. This school year the principal, school counselor and school clerk will meet weekly to collaboratively and closely monitor attendance and develops a tracking system for knowing our site data. Professional Learning: All teachers, including Education Specialists, will continue to attend trainings in teaching standards using Benchmark Advance (English teachers) and Adelante (Dual Language) teachers. Professional Learning includes supporting English Language Learners. Education Specialists will support students with disabilities through co-teaching with the general education teacher. In addition, Professional Learning will include monthly opportunities to analyze student work and determine next instructional steps as well as grade level planning. Consistent communication between the in school resource teacher and principal will occur to monitor data for students receiving interventions. The in school resource teacher will attend SST meetings to provide suggestions for tiered support in the classroom.

| SCHOOL SITE COUNCIL MEMBERSHIP | |
|---------------------------------------|-------------|
| Member Name | Role |
| Decy Pina | Principal |
| Gabriela Betancourt | Teacher |
| Claudia Holguin | Teacher |
| Kevin Flynn | Teacher |
| Debbie Sloan | Other Staff |
| Jessica Fry | Parent |
| Karina Salgado | Parent |
| Heinrich Smit | Parent |
| Maren Castaneda | Parent |
| Sade Neeley | Parent |

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

During the 2019-2020 school year, the following strategies were implemented:

School counselor monitored attendance while working with United Way. A weekly meeting was held with the Counselor, Principal, and United Way. Attendance percentages were focused on during the meetings, and cases were addressed of specific students with chronic absenteeism. Tiered rubrics were established to address attendance as a school site, including Tiger Score 4. There was a decline in absences in September/October however, an increase occurred during the winter months. The counselor for specific students who had continued chronic absenteeism made letters and phone calls.

*Major Differences

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

United Way tracked and implemented using their computer program, however clear records were not maintained of data to determine effectiveness of tiered supports.

*Changes

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.

Weekly meetings with Counselor, School Clerk, and Principal will occur to monitor attendance. Monthly tracking of attendance data will be collected on specific subgroups and tiers will be established for support. Interventions may include; weekly check ins, letters, phone calls, resources for families.

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| *Goal 1 - Safe, Collaborative and Inclusive Culture | | | | | | |
|--|--------------|--|----------------------------|--------------------------|---------------------------|------------------|
| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
| June 2021 | TK-5th Grade | Chronic Absenteeism will decrease by 6% | 16.88% | 10% | Chronic Absenteeism | monthly |
| June 2021 | 5th Grade | Fifth Graders will increase in School Connectedness by 10% | 57% | 67% | CAL-SCHLS (CHKS) | monthly |

***Identified Need**

Our goal for a safe, collaborative and inclusive culture can be measured by the attendance rate of our students. When students feel connected to their school, they will want to attend every day. Based on data from the CA Dashboard from 2018, 4 student groups were listed in the "orange" or "red" Chronic Absenteeism ranking. (Scale is 5 points with orange at the second-lowest end and red at the lowest end of the scale.) 16.4% of students were considered "chronically absent" (absent 10% or more of the instructional days enrolled) compared to the state average of 9% chronically absent. This is an increase of 1.6% from 2017. Students with disabilities are "red" (lowest) at 20.5% Chronically Absent, an increase of 2.8%. English Learners results are "orange" at 17.5%, maintained from previous year, Hispanic are "orange" 17.4%, an increase of 1/5%, and Socioeconomically Disadvantaged are "orange" at 17.4%, an increase of 1.7%. Chronic Absenteeism is an important challenge for Adams Elementary and intentional goals and strategies are warranted.

School connectedness is another measure for a safe, collaborative and inclusive culture. Based on the CA Healthy Kid survey, there has been a decrease in "School Connectedness" for our fifth graders over the years. (2016: 75%, 2017 67%, 2018 no data available, 2019 57%) Students indicate their feelings toward their school through the following questions: Do you feel close to people at school?, Are you happy to be at this school?, Do you feel like you are part of this school?, Do teachers treat students fairly at school?, Do you feel safe at school? School connectedness is a goal that is important for our students' academic achievement as well as social emotional well-being.

***Online Learning Implications**

- Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- School Clerk and Counselor will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- School clerk will monitor attendance and work with families to ensure access to online resources and instruction.

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| *Annual Measurable Outcomes (Closing the Equity Gap) | | | | | | | |
|---|--------------|---------------------------------|---|----------------------------|--------------------------|---------------------------|-------------------|
| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
| June 2021 | TK-5th Grade | Students with Disabilities | Students with Disabilities will decrease chronic absenteeism by 5% | 20.5% | 15% | Attendance | monitored monthly |
| June 2021 | TK-5th Grade | English Learner | English Learners will decrease chronic absenteeism by 10% | 17.5% | 7.5% | Attendance | monitored monthly |
| June 2021 | TK-5th Grade | Socioeconomically Disadvantaged | Socioeconomically disadvantaged students will decrease chronic absenteeism by 10% | 18.2% | 8.2% | Attendance | monitored monthly |
| June 2021 | TK-5th grade | Black or African American | Black or African American students will decrease chronic absenteeism by 10% | baseline being established | being established | Attendance | monitored monthly |

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Students to be served: All Students with a specific focus on Students with Disabilities, English Learners, Hispanic, Black or African American and Socioeconomically Disadvantaged subgroups.

***Strategy/Activity - Description**

Weekly attendance meetings with school counselor, principal, school clerk and if available United Way Senior Impact Manager, United Way Intern, and School Nurse will analyze attendance data with a focus on chronically absent students as well as the subgroups identified in Closing the Gap goal. Attendance data from PowerSchool, ORBIT, and United Way will determine and identify students needing intervention. Specific subgroups (Students with disabilities, Hispanic, English Learner, and Socioeconomically Disadvantaged) will be selected to provide supports. Interventions may include weekly check-ins with United Way Intern, Early Intervention Outreach meetings with parents and site attendance team, and SART meetings.

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| *Proposed Expenditures for this Strategy/Activity | | | | | | | | | |
|--|------------------------------|------------|---------------|-----------------------|---|--------------------------------|--|------------------|--|
| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
| F00031U | School Counselor | 0.35000 | \$30,475.20 | \$45,565.27 | 0003-30100-00-1210-3110-0000-01000-0000 | Title I Basic Program | | | School counselor to monitor attendance data and provide social emotional supports for students to attend school. |
| F00031X | School Counselor | 0.20000 | \$17,414.40 | \$26,037.29 | 0003-09800-00-1210-3110-0000-01000-3104 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | School counselor to monitor attendance data and provide social emotional supports for students to attend school. |
| F00031Y | School Counselor | 0.05000 | \$4,353.60 | \$6,509.33 | 0003-30106-00-1210-3110-0000-01000-0000 | Title I Supplmnt Prog Imprvmnt | | | School counselor to monitor attendance data and provide social emotional supports for students to attend school. |

***Additional Supports for this Strategy/Activity**

Our Adams' partnership with United Way is an additional resource that is no cost to our budget. This partnership enables us to use a high level of data, which is beyond what our district provides to easily drill down on trends, patterns, subgroups, and individual students.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

During the 2018-2020 school years, the following strategies were implemented:

1. Intervention Supports: an In-School Resource Teacher/Intervention Teacher provides students identified as below grade level in ELA with 6-8 week sessions of extra reading instruction.

Results: 88% of students increased in their reading levels, 36% by 2-3 levels.

2. Classroom Supports: students had access to additional informational text, both print and online to strengthen reading.

Results: teachers were able to monitor progress in a variety of ways through online measures as well as provide informational text for students to read at home.

3. Professional Learning: teachers' professional learning included reading instruction, analyzing student work, and English Learner assessment.

Results: teachers able to calibrate learning across grade levels as well as for their own class. Teachers also able to monitor student progress using Benchmark online assessments to calibrate across grade levels. Teachers found professional learning to be valuable.

*Major Differences

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

Classroom supports--Although teachers believe these online and informational resources are valuable for their teaching, we have no data as to their effectiveness in terms of student achievement. Use of the online resources inconsistent across the grade levels. Professional Learning, although of value,

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

teachers prefer to not write sub plans and plan hourly after their school day.
Professional Development--Teachers need more professional learning in the area of English Language Arts to strength Tier 1 instruction. Teachers will participate in on-going work using the Benchmark Advance and Adelante curriculum to ensure all standards are taught.

*Changes

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.

Professional Learning: All teachers, including Education Specialists, will attend training in teaching standards using Benchmark Advance (English teachers) and Adelante (Dual Language) teachers. Professional Learning includes supporting English Language Learners. Education Specialists will support students with disabilities through co-teaching with the general education teacher. In addition, Professional Learning will include monthly opportunities to analyze student work and determine next instructional steps as well as grade level planning.

*Goal 2 - English Language Arts

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|-------|-------------------------------|---------------------|-------------------|--------------------|------------------|
| June 2021 | 3-5 | will meet or exceed standards | 38% | 48% | CAASPP ELA | annually |
| June 2021 | TK-2 | will read at grade level | 65% | 75% | DRA 2 | three times/year |

*Identified Need

As the data highlights, although there has been slight growth in ELA 2019, there is still work to be done. SBAC scores are at 38%, at least 30 points below standard. This need is a priority to be addressed in this school year.

*Online Learning Implications

- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| *Annual Measurable Outcomes (Closing the Equity Gap) | | | | | | | |
|---|--------------|----------------------------|--|----------------------------|--------------------------|---------------------------|------------------|
| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
| June 2021 | 3-5 | English Learner | students will meet or exceed ELA standards | 12% | 20% | CAASPP ELA | annually |
| June 2021 | 3-5 | Students with Disabilities | students will meet or exceed ELA standards | 9% | 15% | CAASPP ELA | annually |
| June 2021 | 3-5 | Black or African American | students will meet or exceed ELA standards | 15% | 23% | CAASPP ELA | annually |

Professional Learning

***Students to be served by this Strategy/Activity**

All students, specific supports for English Learners and Students with Disabilities

***Strategy/Activity - Description**

Professional Learning: All teachers, including Education Specialists, will continue to attend trainings in teaching standards using Benchmark Advance (English teachers) and Adelante (Dual Language) teachers. Professional Learning includes supporting English Language Learners. Education Specialists will support students with disabilities through co-teaching with the general education teacher. In addition, Professional Learning will include monthly opportunities to analyze student work and determine next instructional steps as well as grade level planning.

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

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|-----------|------------------------------|------------|---------------|-----------------------|---|-------------------------------|---------------------------|------------------|--|
| N0003B | Prof&Curriclm Dev Vist Tchr | | \$6,542.00 | \$8,000.21 | 0003-30106-00-1192-1000-1110-01000-0000 | Title I Supplmnt Prog Imprmnt | | | Provide visiting teacher for classroom teachers to attend professional learning. |

Reading Support Library Assistant

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

As available, TK-5 students will have access to weekly lessons in the library with our library assistant. These lessons will focus on motivation in reading, appreciation for informational and narrative text, and research skills (upper grades) based on the Library Standards.

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| *Proposed Expenditures for this Strategy/Activity | | | | | | | | | |
|--|-------------------------|---------|-------------|----------------|---|--------------------------------|--|-----------|--|
| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
| F00031V | Library Asst | 0.20000 | \$5,781.60 | \$7,705.13 | 0003-09800-00-2231-2420-1110-01000-3104 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Library Assistant will provide weekly lessons to students, with a focus on motivation of reading, appreciation for text. |
| *Additional Supports for this Strategy/Activity | | | | | | | | | |
| Possible library grants may be written to upgrade the books and resources in the library, especially for our Dual Language students. | | | | | | | | | |
| Intervention Support | | | | | | | | | |
| *Students to be served by this Strategy/Activity | | | | | | | | | |
| Students who are reading below grade level as well as English Learner at the Newcomer or Emerging level. | | | | | | | | | |
| *Strategy/Activity - Description | | | | | | | | | |
| Students who are identified as reading below grade level based on data from DRA 2, running records, letter/sound assessment, and sight word knowledge will receive 6-8 week sessions (4 days per week for half an hour) in reading instruction. The strategy expands the Tier 1 small group reading instruction provided by the classroom teacher with an additional reading lesson. In addition, the intervention teacher will "double up" English Language Development lessons in addition to the dELD provided by the classroom teacher. Students' pre and post data will determine next steps for instruction. | | | | | | | | | |
| *Proposed Expenditures for this Strategy/Activity | | | | | | | | | |
| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
| F00031W | Inschool Resource Tchr | 0.20000 | \$19,017.40 | \$23,363.64 | 0003-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | | | In School Resource Teacher provides 6-8 weeks of lessons for students reading below grade level to improve reading skills. |
| F00031Z | Inschool Resource Tchr | 0.10000 | \$9,508.70 | \$11,681.82 | 0003-30106-00-1109-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | | | In School Resource Teacher provides 6-8 weeks of lessons for students reading below grade level to improve reading skills. |
| N00031M | Classroom Teacher Hrly | | \$6,542.00 | \$8,000.21 | 0003-30106-00-1157-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | | | Teachers can meet with small group of students before or after school that need additional support. |
| N0003BF | Interprogram Svcs/Paper | | \$1,000.00 | \$1,000.00 | 0003-30100-00-5733-1000-1110-01000-0000 | Title I Basic Program | | | Paper utilized for support of small group instruction materials. |
| *Additional Supports for this Strategy/Activity | | | | | | | | | |
| This strategy is part of our school overall Multiple Tiers of Student Support program. The intervention data collected from the In-School Resource teacher will support next steps for the student. For example discontinuing the extra support because the student has made adequate progress, continuing the support because the student would benefit from additional 6-week session, or recommending that Student Study Team determine additional supports, including further assessments, might be warranted for the student. | | | | | | | | | |

Additional In class Resources

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Students will learn from a variety of texts including online and printed informational and narrative articles. Online software includes RazKids (TK-5), Newsela (2-5), and Starfall (TK-1). Teachers will learn how to monitor student-reading progress using the assessments provided within each resource. Scholastic News Magazines will be purchased for TK-5th grade students to strengthen informational text reading.

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

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---------|-----------------------|-----|------------|----------------|---|--------------------------------|--|-----------|---|
| N00032A | Supplies | | \$8,825.09 | \$8,825.09 | 0003-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | | | Teaching and learning materials purchased to strengthen reading skills for TK-5th grade students. |
| N00038L | Supplies | | \$308.43 | \$308.43 | 0003-30106-00-4301-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | | | Teaching and learning materials purchased to strengthen reading skills for TK-5th grade students. |
| N00038Y | Software License | | \$3,500.00 | \$3,500.00 | 0003-30106-00-5841-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | | | Software licenses to provide support and practice in reading skills. |
| N0003A9 | Supplies | | \$3,431.47 | \$3,431.47 | 0003-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Teaching and learning materials purchased to strengthen reading skills for TK-5th grade students. |

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

From 2015 to 2019, Mathematics CAASSP scores increased from 25.9% to 34.5%, a gain of 8.7% for students overall. Although our English Learners (39 students) increased 3.6% over these years, this gain needs to accelerate and calls for strategic work to address the specific language needs of our students in understanding mathematics problems. Our students with disabilities (29 students) increased by 13% over the 5 years. Again, strategic work is called for to accelerate the achievement of our students with disabilities.

In 2019, our 1st, 2nd, and 3rd grade teachers and students learned from Mathematics Coaches for an intensive 6-week period over the year, which included 4 days of professional learning. Our 3rd graders increased mathematics proficiency from 25.5% in 2015 to 46.2% in 2019, a 20.7% increase. This demonstrates that the coaching work is a successful strategy for these third graders because the teachers were committed to improving their practice. Grade 4 and 5 teachers and students also had the Mathematics Coaching cycles but for a much shorter time (about 10 days). The 2015-2019 increase in Grade 4 is 6.7% with a decrease of -8.3% from 2018-2019. In Grade 5, mathematics scores are -0.3% from 2015-2019 although there is an increase of 6.1% from 2018 to 2019. Mathematics coaching cycles in TK and Kindergarten were provided in the Spring. All grade levels added Number Talks to their schedule. During PLCs, teachers used their Number Talk weekly exit slips to analyze and assess mathematics progress.

*Major Differences

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

In 2019-2020, math coaches worked with teachers for mathematics support during the spring. Number Talks continue in each classroom.

*Changes

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.

Continuation of Professional Development to further mathematics instruction may include release time for teachers to work on planning and implementing mathematics lessons, including Number Talks and the district lessons based on the pacing guide. Monthly monitoring of math scores based on the Envision end of topic assessments and exit slips from Number Talks will be used to measure progress and respond to next instructional steps.

***Goal 3 - Mathematics**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|---------|---|---------------------|-------------------|--------------------|-----------|
| June 2020 | Grade 3 | students will meet or exceed standards in mathematics | 46.2% | 52% | CAASPP Math | annually |
| June 2020 | Grade 4 | students will meet or exceed standards in mathematics | 30.2% | 40% | CAASPP Math | annually |
| June 2020 | Grade 5 | students will meet or exceed standards in mathematics | 29.4% | 39% | CAASPP Math | annually |

***Identified Need**

Based on the data described above, students need direct instruction on problem solving mathematical word problems and developing number sense. The work in Grade 3 with an increase of 20.7% from 2015 to 2019, demonstrates the effectiveness of the math coaching in Number Talks that sustained throughout the school year. Further work in mathematics will focus on continuing Number Talks across grade levels and furthering coaching support as available.

***Online Learning Implications**

- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration.
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| *Annual Measurable Outcomes (Closing the Equity Gap) | | | | | | | |
|---|-------|----------------------------|---|---------------------|-------------------|--------------------|-----------|
| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
| June 2021 | 3-5 | English Learner | students will meet or exceed standards in mathematics | 39% | 46% | CAASPP Math | annually |
| June 2021 | 3-5 | Students with Disabilities | students will meet or exceed standards in mathematics | 13% | 20% | CAASPP Math | annually |
| June 2021 | 3-5 | Black or African American | students will meet or exceed standards in mathematics | 14% | 21% | CAASPP Math | annually |

Professional Learning

*Students to be served by this Strategy/Activity

All students, TK-5th grade. When available, math coaches may support teacher professional learning.

*Strategy/Activity - Description

Professional Development to further mathematics instruction will include release time for teachers to work on planning and implementing mathematics lessons, including Number Talks and the district lessons based on the pacing guide. Monthly monitoring of math scores based on the Envision end of topic assessments and exit slips from Number Talks will be used to measure progress and respond to next instructional steps.

*Proposed Expenditures for this Strategy/Activity

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|----|-----------------------------|-----|--------|----------------|---|--------------------------------|--------------------|--|--|
| | Prof&Curriclm Dev Vist Tchr | | | | 0003-30106-00-1192-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | | Goal 2 - English Language Arts Ref Id : N0003B | Visiting teachers provided to release teachers to attend professional development. |

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

English Learners are a part of our community at Adams (approximately 38.8% based on 2019 CA Dashboard). It is vital that our teachers to maximize their learning progress use specific instructional strategies. Designated ELD has previously been inconsistent across the grade levels, however this year we began to use Benchmark Advance ELD as our curriculum to support English Learners. ELD specifically targets students to have access to grade level reading and writing instruction. Teachers use sentence frames during lessons to support integrated ELD. We recognize that purposeful planning targeting language needs for ELs within a lesson need to be strengthened. Our English Learners did not take the Summative ELPAC in 2020.

On CAASSP ELA from 2015-2019, our English Learners progress has remained at 11.8% proficiency. In CAASPP Mathematics from 2015-2019, a -3.4% drop has occurred. In 2019, of the 34 English Learners tested in ELA, only 4 students scored proficient. There were 39 English Learners tested in mathematics and only 6 students scored proficient. This is an important area of concern that needs to be addressed.

*Major Differences

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

In 2019-2020, all teachers used Benchmark Advance (English) or Adelante (Spanish) for English Language Arts, which includes Designated English Language Development (dELD). Professional Development for all teachers, including our Education Specialists, focused on supporting English Learners through integrated and dELD. Teacher schedules reflect daily dELD for all English Learners for at least 30 minutes daily. Lesson planning will continue

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

to include a strong focus on English Learners within the reading, writing, and mathematics lessons. Benchmark Online assessments, writing rubrics, and exit slips will be used to support progress monitoring and adjustment to student instruction. Summative ELPAC testing was unavailable this school year.

*Changes

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.

Continuation of goal, and a focus on dELD. Every classroom will have dELD on their schedule and will teach dELD according to the levels of their EL's.

*Integrated English Language Development

- Professional Development specific for iELD
- Classroom walkthroughs to show evidence of integrated ELD
- Lesson planning with grade level colleagues to strengthen integrated ELD

*Designated English Language Development

- Professional Development specific for dELD
- Classroom walkthroughs to show evidence of designated ELD
- Designated ELD classroom schedules
- Lesson planning for dELD with grade level colleagues

*Goal 4 - English Learners

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|---------|-----------------|--------------------------------------|---------------------|-------------------|--------------------|-----------|
| June 2021 | 1st-5th | English Learner | increase 1 or more levels | 30% | 40% | Summative ELPAC | annually |
| June 2021 | 3rd-5th | English Learner | meet or exceed ELA standards | 11.8% | 20% | CAASPP ELA | annually |
| June 2021 | 3rd-5th | English Learner | meet or exceed Mathematics standards | 15.4% | 25% | CAASPP Math | annually |

*Identified Need

In 2019, on the California Dashboard our English Learners are performing within the yellow range in English Language Arts and within the orange range in Mathematics.

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Online Learning Implications

- Teachers will provide English Learners with targeted small group ELD support. A focus on instructional practices and interactions to meet the needs of English Learners will be a site-wide focus.
- Teachers will have access to online district professional development modules with iELD (integrated English Language) as well as other professional development offered to teachers serving EL's
- Formative assessment data will be collected, analyzed and feedback given to students.
- Assigned English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
- Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|-------|-----------------|-----------------------------|---------------------|-------------------|--------------------|-----------|
| June 2021 | 1-5 | English Learner | reclassify | 85% | 95% | Summative ELPAC | annually |
| June 2021 | K-5th | Immigrant | increase at least one level | 0 | 50% | Summative ELPAC | annually |

Professional Learning

*Students to be served by this Strategy/Activity

All English Learners

*Strategy/Activity - Description

All teachers will learn and implement effective strategies on teaching dELD during professional development.
 All teachers will learn and implement effective strategies on teaching integrated ELD during professional development.
 Principal will observe and give feedback to teachers during dELD and integrated ELD lessons.

*Proposed Expenditures for this Strategy/Activity

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|----|-----------------------------|-----|--------|----------------|---|-------------------------------|--------------------|--|--|
| | Prof&Curriclm Dev Vist Tchr | | | | 0003-30106-00-1192-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmt | | Goal 2 - English Language Arts Ref Id : N0003B | Visiting teachers provided to release teachers to attend professional development focused on English Learners. |

Interventions

***Students to be served by this Strategy/Activity**

English Learners, specifically Emergent, Newcomer/Immigrant students.

***Strategy/Activity - Description**

In-school Resource Teacher/Intervention Teacher teaches dELD to small group of students who are Novice ELs, Newcomers/Immigrants 4 days/week. Reading, writing, and language assessments monitor student progress.

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

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|--------|------------------------|-----|------------|----------------|---|--------------------------------|--------------------|---|--|
| N0003U | Non Clsrn Tchr Hrly | | \$3,271.00 | \$4,000.11 | 0003-09800-00-1957-3160-4760-01000-0000 | LCFF Intervention Support | English Learners | | English Learner coordinator assesses and monitors English Learner progress. |
| | Inschool Resource Tchr | | | | 0003-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | | Goal 2 - English Language Arts Ref Id : F00031W | In school resource teacher provides support to Emergent, Newcomer/Immigrant students to accelerate language acquisition. |
| | Inschool Resource Tchr | | | | 0003-30106-00-1109-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | | Goal 2 - English Language Arts Ref Id : F00031Z | In school resource teacher provides support to Emergent, Newcomer/Immigrant students to accelerate language acquisition. |

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The Education Specialists will be included in PLC time and co-plan with general education teachers. The intention of co-planning is to ensure students with disabilities are able to access general educational curriculum. Education Specialists will monitor student progress on IEP goals.

*Major Differences

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

While it was discussed and planned, monitoring of IEP goals did not take place beyond the IEP process. Education Specialist did take part in PLC time as well as general education professional development. Although co-planning time was limited.

*Changes

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.

Collaborate with Education Specialists to establish monitoring process for meeting IEP goals. Provide opportunities for general education teacher and education specialists to plan together. Education specialist needs to know about the general education lessons being taught in order to provide supports to students.

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| *Goal 5- Students with Disabilities | | | | | | |
|--|--------------|------------------------------------|----------------------------|--------------------------|-------------------------------|------------------|
| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
| June 2021 | TK-5th | meet IEP goals | 0 | 85% | Progress Reports on IEP Goals | 3 times/year |
| June 2021 | TK-2 | increase at least 3 reading levels | 0 | 85% | DRA 2 | 3 times/year |
| June 2021 | 3rd-5th | meet or exceed standards on CAASSP | 8.7% | 15% | Other (Describe in Objective) | annually |

***Identified Need**

Some students with special needs have historically scored poorly on state tests such as CAASSP due to their learning disabilities and cognitive ability. A more accurate measure of progress are in the IEP goals which are based on grade level standards and are a more frequent measure of a students' progress. Students with disabilities will participate in all grade level assessments and will continue to use accommodations and modifications to provide access to grade level standards. In 2019, only 8.7% of the 23 students with disabilities met standards on the ELA CAASSP. In Mathematics CAASSP, a 13% increase occurred from 2015-2019 (0% to 13%). There is definitely a need for further growth in both ELA and Mathematics. With a focus on these students by the classroom teacher and Education Specialist, more progress can be made.

***Online Learning Implications**

Implementation of IEP Services in Online Learning Setting.

Educators will receive professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).

All staff will work as a team to support all students to accelerate their learning.

Education Specialists will continue to be a part of grade level planning and professional learning.

| *Annual Measurable Outcomes | | | | | | | |
|------------------------------------|--------------|-------------------------|--|----------------------------|--------------------------|-------------------------------|------------------|
| By Date | Grade | Student Subgroup | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
| June 2021 | TK-5th | English Learner | Dually identified students will meet IEP goals | 0 | 75% | Progress Reports on IEP Goals | Annually |

Professional Learning

***Students to be served by this Strategy/Activity**

Students with disabilities including Dually Identified students (English Learner and Students with disabilities)

***Strategy/Activity - Description**

- Professional development in ELA for general education teachers and Education Specialists
- Professional development in dELD for general education teachers and Education Specialists
- General Education teachers and Education Specialist plan, collaborate, and co-teach students with disabilities

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

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|----|--------------------------------|-----|--------|----------------|---|----------------------------------|--------------------|--|---|
| | Prof&Curriclm Dev Vist Tchr | | | | 0003-30106-00-1192- 1000-1110-01000- 0000 | Title I Supplmnt Prog Imprvmt | | Goal 2 - English Language Arts Ref Id : N0003B | Visiting teachers to release teachers for professional development focused on students with disabilities. |

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

| By Date | Grade | Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|-------|---------------------------|------------------------------|----------------------------|-------------------|--------------------|------------------|
| June 2021 | TK-5 | Black or African American | Increase achievement in ELA | baseline being established | meet or exceed | Grades | trimester grades |
| June 2021 | TK-5 | Black or African American | Increase achievement in Math | baseline being established | meet or exceed | Grades | trimester |

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, Adams Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In the 2020-21 school year, Adams Elementary will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Adams Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. Adams Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.
- ✓ 5. In the 2020-21 school year, Adams Elementary will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Adams Elementary is to maintain or increase the percentage of diverse educators from the current year to the following school year.

| *Identified Need | | | | | | | | | |
|---|------------------------|-----|--------|----------------|---|--------------------------------|--------------------|---|---|
| Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement. | | | | | | | | | |
| At Adams, we understand the need to support our black youth. In looking at our data that has been collected previously, we are currently determining how to best identify and track the educational supports and progress of our African American student group. Our African-American population at Adams is less than 10% of our overall student population; therefore, state level data is not reported. We recognize that our black youth have needs that are not being met by current systems in place and we must work towards moving forward in establishing new systems to better support black youth and all students of color. | | | | | | | | | |
| *Online Learning Implications | | | | | | | | | |
| Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. | | | | | | | | | |
| Intervention | | | | | | | | | |
| *Students to be served by this Strategy/Activity | | | | | | | | | |
| All African American students. | | | | | | | | | |
| *Strategy/Activity - Description | | | | | | | | | |
| Students who are identified as reading below grade level based on data from DRA 2, running records, letter/sound assessment, and sight word knowledge will receive 6-8 week sessions (4 days per week for half an hour) in reading instruction. The strategy expands the Tier 1 small group reading instruction provided by the classroom teacher with an additional reading lesson. | | | | | | | | | |
| *Proposed Expenditures for this Strategy/Activity | | | | | | | | | |
| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
| | Inschool Resource Tchr | | | | 0003-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | | Goal 2 - English Language Arts Ref Id : F00031W | In school resource teacher provides reading instruction for small groups of students. |
| | Inschool Resource Tchr | | | | 0003-30106-00-1109-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | | Goal 2 - English Language Arts Ref Id : F00031Z | In school resource teacher provides reading instruction for small groups of students. |

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

The 2018-2019 SPSA measured families who attended at least two school events, including Parent Teacher Conferences. From the CA Schools Survey for Parents, the Parent Involvement item stating "Gone to a regularly scheduled parent-teacher conference with the child's teacher", 94% of respondents said "Yes" and 6% stated "No". This indicates a high measure of success for this goal. Our discussion at SSC determined that the majority of parents at Adams attend events, such as Parent Teacher Conferences, Family Wednesday, and PTCO Family Nights, but to a lesser degree, volunteer to lead committees or events.

In 2019-2020 we focused on the item, "Served as a volunteer in this child's classroom or elsewhere in the school", as our goal. (Results from 2019, 52% No, 48% yes) Our SSC, SGT, and PTCO agreed that this goal would benefit their committee work but also the school as a whole and specifically student achievement for their child. Communication with parents increased through: Monday Messages, Class Dojo, and Facebook and through School Messenger. In order to increase parent involvement, meetings included food, childcare, and translation services. A continuation of communication will remain for this school year as well as utilizing the new school marquee board for announcements.

*Major Differences

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

The previous goal measured attendance at events, such as Parent Teacher Conferences, and this initiative will continue as part of our school expectations. However, the goal continues to be for families to increase their volunteer time on school committees and events. Data was not previously collected to monitor volunteer time.

| *Changes | | | | | |
|---|--------------|--|---------------------|-------------------|----------------------|
| 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. | | | | | |
| No change in goal, maintain records of volunteer opportunities. | | | | | |
| *Goal 7- Family Engagement | | | | | |
| By Date | Participants | Objective | Baseline Percentage | Target Percentage | Measure of Success |
| June 2021 | Volunteers | increase volunteers so that families volunteer in at least one committee, event, or project within the school year | 48% | 58% | CAL - SCHLS (CSPS) |
| *Identified Need | | | | | |
| On the CA Healthy Kids Survey for Parent Involvement in School, parents indicated for the item stating, "Served as a volunteer in this child's classroom or elsewhere in the school" No 52% Yes 48% | | | | | |
| Our School Site Council, Site Governance Team, and Parent Teacher Community Organization are strategizing to increase the number of parents who volunteer in some capacity this year. | | | | | |
| In addition, in 18-19 a joint School Site Council and English Learner Advisory Committee existed. Although we tried to include the 4 requirements of ELAC within the SSC agenda, it is important that a separate ELAC be formed and functioning to support and inform our families of English Learners. An ELAC was established in 19-20. We recognize the need to strengthen and maintain our ELAC. | | | | | |
| *Online Learning Implications | | | | | |
| <ul style="list-style-type: none"> - All Students will receive a district issued device to ensure access to curriculum while in a distance learning format. - Training for parents and other caregivers - Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise | | | | | |
| *Annual Measurable Outcomes | | | | | |
| By Date | Participants | Objective | Baseline Percentage | Target Percentage | Measure of Success |
| June 2021 | ELAC | to create a functioning ELAC to represent and inform our families of English Learners | 0% | 80% | Committee Attendance |

Increase Parent Involvement

***Families to be served by this Strategy/Activity**

All families are to be served by this strategy. In addition, families of our English Learners will be served by the sub-goal on forming and maintaining a functioning ELAC.

***Strategy/Activity - Description**

Strategies to increase Parent Involvement include:

1. Create a message board and monthly sign-up sheets with volunteer opportunities posted for families to indicate how they can volunteer.
2. Assign Room Parents to serve as a liaison with the families in the class to ask parents how they might want to volunteer for an upcoming event or committee.
3. In collaboration with teachers, PTCO will host monthly school events where families can get involved.
4. Inform parents of volunteer opportunities via the weekly Monday Messages and Class Dojo.

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

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---------|--------------------------------|-----|----------|----------------|---|----------------------------|--------------------|-----------|--|
| N000324 | Postage Expense | | \$200.00 | \$200.00 | 0003-30103-00-5920-2495-0000-01000-0000 | Title I Parent Involvement | | | Provide postage in order to mail letters to families as well as attendance letters as needed. |
| N00034D | Other Support Prsnl OTBS Hrlly | | \$301.00 | \$399.70 | 0003-30103-00-2282-2495-0000-01000-0000 | Title I Parent Involvement | | | Provide Spanish translation and American Sign Language interpretation for families. |
| N00037S | Inservice supplies | | \$603.30 | \$603.30 | 0003-30103-00-4304-2495-0000-01000-0000 | Title I Parent Involvement | | | Provide light refreshments for committee members and volunteer appreciation events. |
| N0003AK | Interprogram Svcs/Duplicating | | \$400.00 | \$400.00 | 0003-30103-00-5721-2495-0000-01000-0000 | Title I Parent Involvement | | | Provide printed materials such as handbooks, copies of standards. volunteer opportunities to keep families informed. |

Maintain a functioning ELAC

***Families to be served by this Strategy/Activity**

Families of English Learners

***Strategy/Activity - Description**

To establish and maintain a functioning English Learner Advisory Committee (ELAC) to support our English Learners by becoming informed of the requirements and voice their concerns to support our students.

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

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|----|-------------------------------|-----|--------|----------------|---|----------------------------|--------------------|---|---|
| | Inservice supplies | | | | 0003-30103-00-4304-2495-0000-01000-0000 | Title I Parent Involvement | | Goal 7 - Family Engagement Ref Id : N00037S | Provide light refreshments for ELAC committee meetings and other English Learner family events. |
| | Interprogram Svcs/Duplicating | | | | 0003-30103-00-5721-2495-0000-01000-0000 | Title I Parent Involvement | | Goal 7 - Family Engagement Ref Id : N0003AK | Provide copies of materials such as handbooks, standards for families of EL's. |
| | Other Support Prsnl OTBS Hrly | | | | 0003-30103-00-2282-2495-0000-01000-0000 | Title I Parent Involvement | | Goal 7 - Family Engagement Ref Id : N00034D | Provide Spanish translation and ALS interpretation for families of English Learners. |
| | Postage Expense | | | | 0003-30103-00-5920-2495-0000-01000-0000 | Title I Parent Involvement | | Goal 7 - Family Engagement Ref Id : N000324 | Provide postage in order to mail letters to parents of English Learners. |

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Graduation rates begin in Kindergarten. When students are set up for success from their earliest years in school, they will be ready to be successful in high school and beyond. First, Third and Fifth grades are important markers to indicate a students' progress towards reading at grade level. Extra monitoring and support is needed in grade 1 where strong reading instruction is crucial as well as in third grade where text jumps substantially in complexity. Fifth grade is an indicator that the elementary school learning experience provided the needed instruction and support to prepare students for academic success in middle school. Measures include CAASSP for the upper grades, reading levels for all students, reading assessments and exit slips for closer monitoring and response to student needs.

Currently, scores from 2019 CAASPP for grade 3 proficiency are 31.6% in ELA and 46.2% in Math. Scores from 2019 CAASPP for grade 5 proficiency are 49% in ELA and 29.4% in Math. Goals to improve both areas are supported.

Grade 1 measures will include DRA2; Benchmark Advance and Adelante End of Unit assessments; letters, sounds, and sight word assessments. Monthly monitoring will measure student progress and instructional next steps.

*Major Differences

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

Continue to use grade 1 as an additional marker in addition to grades 3 and 5 only as indicated in previous SPSA goals. Data was unavailable for the school year.

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| *Changes | | | | | | | |
|--|-------|-----------------------------------|---------------------|----------------------------|-------------------------------|---------------------|--------------|
| 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. | | | | | | | |
| Goal to continue to include focus on Grade 1 in addition to Grade 3 and 5. | | | | | | | |
| *Goal 8- Graduation/Promotion Rate | | | | | | | |
| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency | |
| June 2021 | 3rd | meet or exceed standards | 31.6% | 41.6% | CAASPP ELA | annually | |
| June 2021 | 5th | meet or exceed standards | 49.0% | 59% | CAASPP ELA | annually | |
| June 2021 | 1st | read at an instructional level 18 | 52% | 62% | Other (Describe in Objective) | three times/year | |
| *Identified Need | | | | | | | |
| The Identified Need for this goal is that first, third, and fifth graders are crucial years in a student's academic progress, specifically in reading. These grades are important markers for future achievement. Monthly monitoring of | | | | | | | |
| *Online Learning Implications | | | | | | | |
| In school resource, teacher/intervention teacher will provide small group support to students below grade level. Site counselor will hold SST meetings to establish and monitor progress of interventions. School clerk and counselor will monitor attendance interventions. | | | | | | | |
| *Annual Measurable Outcomes (Closing the Equity Gap) | | | | | | | |
| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
| June 2021 | 3rd | English Learner | read at grade level | 56% | 66% | Grade 3 ELA Reading | 3 times/year |
| June 2021 | 3rd | Students with Disabilities | read at grade level | baseline being established | being established | Grade 3 ELA Reading | 3 times/year |
| June 2021 | 3rd | Black or African American | read at grade level | baseline being established | being established | Grade 3 ELA Reading | 3 times/year |

| Professional Learning | | | | | | | | | |
|--|-----------------------------|-----|--------|----------------|---|--------------------------------|--------------------|---|---|
| *Students to be served by this Strategy/Activity | | | | | | | | | |
| Students in grades 1st, 3rd, 5th | | | | | | | | | |
| *Strategy/Activity - Description | | | | | | | | | |
| <ul style="list-style-type: none"> - Professional development for teachers and Education Specialists in ELA. - Grade level planning, implementing and monitoring student progress using Benchmark Advance (English) and Adelante (Spanish) - Principal walk-throughs, feedback, monitoring, and support | | | | | | | | | |
| *Proposed Expenditures for this Strategy/Activity | | | | | | | | | |
| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
| | Prof&Curriclm Dev Vist Tchr | | | | 0003-30106-00-1192-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | | Goal 2 - English Language Arts Ref Id : N0003B | Visiting teachers for release time for general education and education specialists to collaborate and attend professional learning. |
| Intervention | | | | | | | | | |
| *Students to be served by this Strategy/Activity | | | | | | | | | |
| Students in grades 1, 3, and 5 | | | | | | | | | |
| *Strategy/Activity - Description | | | | | | | | | |
| <p>General Education teachers provide small group instruction daily to students reading below grade level.</p> <p>In-School Resource teacher identifies small groups of students who are below grade level in grades 1, 3, and 5 to provide double doses of reading instruction.</p> <p>Student Study Team provide an action plan for students struggling with academics and/or behavioral concerns.</p> | | | | | | | | | |
| *Proposed Expenditures for this Strategy/Activity | | | | | | | | | |
| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
| | Inschool Resource Tchr | | | | 0003-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | | Goal 2 - English Language Arts Ref Id : F00031W | Intervention teacher will provide small group support for students reading below grade level. |
| | Inschool Resource Tchr | | | | 0003-30106-00-1109-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | | Goal 2 - English Language Arts Ref Id : F00031Z | Intervention teacher will provide small group support for students reading below grade level. |
| | School Counselor - | | | | 0003-30100-00-1210-3110-0000-01000-0000 | Title I Basic Program | | Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00031U | Intervention teacher will provide small group support for students reading below grade level. |
| | School Counselor - | | | | 0003-09800-00- | LCFF | English Learners, | Goal 1 - Safe, Collaborative | Counselor will monitor and oversee |

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

| | | | | | | | | |
|--|---------------------------------------|--|--|---|-------------------------------|--------------------------|---|---|
| | Stilwell, Danielle | | | 1210-3110-0000-01000-3104 | Intervention Support | Foster Youth, Low-Income | and Inclusive Culture Ref Id : F00031X | student study team to identify students needing interventions. |
| | School Counselor - Stilwell, Danielle | | | 0003-30106-00-1210-3110-0000-01000-0000 | Title I Supplmnt Prog Imprvmt | | Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F00031Y | Counselor will monitor and oversee student study team to identify students needing interventions. |
| | Classroom Teacher Hrly | | | 0003-30106-00-1157-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmt | | Goal 2 - English Language Arts Ref Id : N00031M | Teachers will provide additional support to students. |

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. How will you foster a culture of STEAM?

Our staff has a tradition of holding a STEAM Open House each spring to involve teachers, parents, and students in STEAM excitement, curiosity, and learning. This initiated 3 years ago in growing teachers understanding of the importance of STEAM. During Professional Learning, STEAM projects happening in TK and K were discussed as well as adding Grade 1 this year. Each teacher voted unanimously to continue the STEAM program to each grade year after year. (Our fifth grade teacher commented that he wanted it sooner.) The STEAM website was share with all teachers and were invited to use the technology resources with their students. Teachers have previously asked for Technology to be a part of our professional learning. In addition, sharing STEAM projects with our families at Family Wednesdays will support their understanding of the curriculum.

2. How will you build capacity to ensure fidelity and sustainability of STEAM?

Teachers in TK, K, and Grade 1 are teaching the lessons 4 days a week. Teachers discuss the lessons before teaching them as well as reflect on how the lessons went. Teachers also take photos and video of the students engaged in lessons and share these moments on Class Dojo so that parents can see their child "in action".

3. How will you support teachers in implementing STEAM lessons a minimum of 4 hours per week?

Teachers routinely talk to each other about upcoming lessons and try to stay on pace with the lessons. Teachers' schedule reflects STEAM daily. Grade level meeting times provide opportunities to support their lesson planning. Observation and feedback also supports teachers in implementing STEAM. Previously, our site has included the STEAM Resource Teacher in various support efforts (observations and feedback, student access to the technology, etc.) as well.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Site administrator will collaborate with ILT members to ensure that the following are in place at the school:

- Progress Monitoring
 - Strengthen monitoring process at PLCs and one-on-one monitoring meetings with teachers.
 - Establish focus students for teacher and principal to provide strategies and monitor progress.
 - Observe and provide feedback to all teachers, including intervention teacher, to improve instructional practice.
 - Calendar observations, one-on-one monitoring meetings to ensure these strategies remain a priority.
 - Meet with intervention teacher frequently to check on progress with small groups and make adjustments as needed.
 - Meet with Student Study Team and Special Education Team regularly to monitor student progress and interventions.

Professional learning

- Dual Language teachers will meet regularly to discuss supports needed for Dual Language students.
- Monthly opportunities to analyze student work and determine next instructional steps will be established.
- Grade level planning to include assessment opportunities that grade levels will use to monitor standards.
- Use guiding questions during PLCs:
 - What do we want students to learn (target)?
 - How will we know they have learned it (common exit slip)?
 - What will we do if they do not learn it?
 - What will we do if they do learn it?

Site administrator will ensure that the following is in place:

- Interpersonal Skills and organizational leadership:
 - Model positive and productive relationships with staff, students, parents and community.
 - Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
 - Value mutual respect, multiple cultural perspectives, and experiences.

- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.
- Cultivate positive relationships with parents and community.
- Have clear and open communication with parents/community.
- Provide resources to support parents during Family Wednesday.

Professional Learning Structures

- Ensure that standards-based curriculum is taught via Benchmark Adelante and Advance.
- Ensure that all teachers participate and implement strategies from Professional Learning.
- Meet with ILT with a focus on needs of students via data (share SPSA with ILT to co-present to staff as well as SSC).
- Include monthly SSC agenda item with update of SPSA goals to gather input and insight from teachers and parents.
- Conduct walkthroughs of classrooms and provide feedback about student progress.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Adams Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 80,357.00

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 159,531.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------------------|-------------------------|
| Title I Supplemental (30106) | \$ 38,000.00 |
| [List federal program here] | [\$[Enter amount here]] |
| [List federal program here] | [\$[Enter amount here]] |

Subtotal of additional federal funds included for this school (30106): \$ 36,385.99

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

| State or Local Programs | Allocation (\$) |
|------------------------------------|-------------------------|
| LCFF Intervention (09800) | \$41,174.00 |
| [List state or local program here] | [\$[Enter amount here]] |
| [List state or local program here] | [\$[Enter amount here]] |

Subtotal of state or local funds included for this school (09800): \$ 41,174.00

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$159,531.00

| School | Resource Description | Job Code Title | Account | Account Description | FTE | Budgeted Amount |
|--------------------|--|------------------------|---------|---------------------------------|---------------|----------------------|
| Adams Elementary | 09800 LCFF Intervention Support | Library Asst | 2231 | Other Support Prsnl PARAS | 0.2000 | \$ 5,781.60 |
| | | Library Asst | 3000 | | | \$ 1,923.53 |
| | | School Counselor | 1210 | Counselor | 0.2000 | \$ 17,414.40 |
| | | School Counselor | 3000 | | | \$ 8,622.89 |
| | | | 1957 | Non Clsrm Tchr Hrly | | \$ 3,271.00 |
| | | | 3000 | | | \$ 729.11 |
| | | | 4301 | Supplies | | \$ 3,431.47 |
| | 09800 LCFF Intervention Support Total | | | | 0.4000 | \$ 41,174.00 |
| | 30100 Title I Basic Program | Inschool Resource Tchr | 1109 | Pull/Out Push In | 0.2000 | \$ 19,017.40 |
| | | Inschool Resource Tchr | 3000 | | | \$ 4,346.24 |
| | | School Counselor | 1210 | Counselor | 0.3500 | \$ 30,475.20 |
| | | School Counselor | 3000 | | | \$ 15,090.07 |
| | | | 4301 | Supplies | | \$ 8,825.09 |
| | | | 5733 | Interprogram Svcs/Paper | | \$ 1,000.00 |
| | | | 5841 | Software License | | \$ - |
| | | | 5853 | Contracted Svcs Less Than \$25K | | \$ - |
| | 30100 Title I Basic Program Total | | | | 0.5500 | \$ 78,754.00 |
| | 30103 Title I Parent Involvement | | 2282 | Other Support Prsnl OTBS Hrly | | \$ 301.00 |
| | | | 3000 | | | \$ 98.70 |
| | | | 4301 | Supplies | | \$ - |
| | | | 4304 | Inservice supplies | | \$ 603.30 |
| | | | 5721 | Interprogram Svcs/Duplicating | | \$ 400.00 |
| | | | 5920 | Postage Expense | | \$ 200.00 |
| | 30103 Title I Parent Involvement Total | | | | | \$ 1,603.00 |
| | 30106 Title I Supplmnt Prog Imprvmt | Inschool Resource Tchr | 1109 | Pull/Out Push In | 0.1000 | \$ 9,508.70 |
| | | Inschool Resource Tchr | 3000 | | | \$ 2,173.12 |
| | | School Counselor | 1210 | Counselor | 0.0500 | \$ 4,353.60 |
| | | School Counselor | 3000 | | | \$ 2,155.73 |
| | | | 1157 | Classroom Teacher Hrly | | \$ 6,542.00 |
| | | | 1192 | Prof&Curriclm Dev Vist Tchr | | \$ 6,542.00 |
| | | | 3000 | | | \$ 2,916.42 |
| | | | 4301 | Supplies | | \$ 308.43 |
| | | | 5841 | Software License | | \$ 3,500.00 |
| | 30106 Title I Supplmnt Prog Imprvmt Total | | | | 0.1500 | \$ 38,000.00 |
| Grand Total | | | | | 1.1000 | \$ 159,531.00 |

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Adams Elementary School
TITLE I PARENT ENGAGEMENT POLICY 2020-2021

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

Adams Elementary has developed a written Title I parental involvement policy with input from Title I parents.

- *Discussion at School Site Council Meeting, October 5, 2020 held and revisions 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, as well as sent via Monday Messages to all students' families.*

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 are 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.

- *Meetings are held via Zoom during the school closure:*
- *Family Wednesday monthly on the First Wednesday 9:00-10:00 am*
- *School Site Council monthly on the last Wednesday 2:00-3:00 pm*
- *Site Governance Team monthly 2:00-3:00 pm*
- *Back to School Night 6:00-7:00 pm*
- *STEAM Open House 6:00-7:00 pm*
- *Parent Teacher Community Organization (PTCO) meetings monthly second Thursday 6:00-7:30 pm*

- *Parent Teacher Conferences scheduled for 5 afternoons in the Fall and again in Spring*

- *Hoover Cluster 5 times/year 4:00-6:00 pm*
- *Dual Language Parent Night held 3 times/year 6:00-7:00 pm*
- *English Learner Advisory Committee meetings 4 times/year 3:30-4:30 pm*

- 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 are posted on the school website, through ClassDojo and Monday Messages.*

- 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.

- *Back to School Night (September 16, 2020) teachers provide information about curriculum and assessments to families.*
- *Report Card Conferences held in fall and spring for families to learn about student progress based on grade level measures and State Standards.*
- *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.*
 - 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, 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 collaborate 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 distribution 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.*
 - *Our school goal is for 100% of families to attend Parent Teacher Conferences to ensure that they are aware of their students' progress.*
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- *A survey for parents is discussed and distributed at Family Wednesday and via Monday Messages to all parents. The survey asks parents what learning opportunities they would find beneficial.*

- 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.

- *Teachers participate at PTCO Meetings at least twice/year.*

- *Teachers use ClassDojo to communicate with parents.*

- 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, Hoover Cluster, 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 in English and Spanish is distributed via Monday Message, SchoolMessenger phone calls, emails and texts. In addition, the website, ClassDojo and Adams Elementary Facebook page provide communication venues.*

- The school provides support for parental involvement activities requested by Title I parents.

- *Input on Title I Programs is sought out from all parent groups including SGT, SSC, ELAC, and parent surveys sent home.*

- *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 in a format and language that parents understand are provided.

- *Written communication in English and Spanish provided. Sign language and spanish translation is provided at all Family events (Family Wednesday, Back to School Night, Parent Teacher Conference.*

- *Elevators for Building 300 and 200 provided .*

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 7, 2020 via email and school website.

Decy Piña
Principal

APPENDIX C**SCHOOL PARENT COMPACT**



San Diego Unified School District
Financial Planning and Development

Financial Planning, Monitoring and Accountability Department

ADAMS ELEMENTARY
TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Adams Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact. This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction and the ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]). (ESSA Section 1116[d][2][B]).

How does the school address this?

At Adams Elementary, we address these provisions in the following ways:

High Quality Curriculum and Instruction

- Teachers use a variety of curriculum resources for standards-driven learning. These include using Benchmark Advance (English) and Adelante (Spanish) for English Language Arts, district Math Supports and Envision Mathematics Program. Students can access online supports such as ST Math, Learning A to Z, Newsela (Grade 2-5), Starfall (Grades TK-1). Students in Grades TK-1 also utilize other technology via the STEAM lessons.

(STEAM will continue to each grade in upcoming years).

- Teachers participate in Professional Learning throughout the year to improve teaching and learning for all students, including English Learners and Students with Disabilities. Professional Learning in English Language Arts, English Language Development, Technology, Math Coaching Cycles, STEAM Innovation, and Restorative Justice Practices are scheduled on our Professional Learning Calendar for this year.
- Principal provides instructional walk-throughs and feedback to all teachers. Teachers receive formal evaluations yearly (probationary teachers) or every other year (permanent teachers).
- Parents participate in Conferences with the teacher at least twice yearly to learn about their child's progress and how parents can assist at home. Back to School Night is scheduled the second week of school in order for parents to learn about the curriculum, homework, and ways to support their child.
- Parent Communication takes many forms to accommodate a variety of needs: via ClassDojo, SchoolMessenger phone calls, texts, and emails, Monday Messages, Parent Information Board, phone calls to the office.
- Parents are invited and encouraged to participate through volunteer opportunities such as Family Wednesday (includes visiting child's classroom and Principal Message), School Site Council, Site Governance Team, English Learner Advisory Committee, Hoover Cluster, Parent Teacher Community Organization (PTCO), Room Parent, Parent Resource Center, chaperone on Field Trips, Everyone a Reader tutoring.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

Understanding of standards, assessment and data are discussed at monthly Family Wednesday, School Site Council (SSC)/ English Learner Advisory Committee (ELAC), and Parent Teacher Conferences. Parents can use ClassDojo to communicate with their child's teacher about academic or social-emotional concerns.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

A parent survey with options for learning and social events is distributed for parents to voice their opinion. Principal works to respond to the needs of parents.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

School Site Council/English Learner Advisory, Site Governance Team, Parent Teacher Community Organization (PTCO), Hoover Cluster, and Family Wednesday are venues for parents to voice their opinion.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

Parents are welcome to join the “Parent Center” with Ms. Lani, our Volunteer Coordinator, for various projects at Adams.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

Communication via SchoolMessenger, Email, Text, ClassDojo, and notices are provided in English and Spanish. Sign Language interpretation and Spanish translation are provided for all parent events including Parent Conferences.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

Input on Title 1 Programs is sought out from all parent groups including SGT, SSC, ELAC, Dual Language and parent surveys are sent home.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

Written communication that is sent home is available in English and Spanish. Translation is provided when needed at Special Education IEP meetings. Sign Language is provided at school events such as Back to School Night, Parent Conferences, Family Wednesday.

This Compact was adopted by Adams Elementary on October 5, 2020, and will be in effect for the period of 2020-2021 school year. The school will distribute the Compact to all parents and family members of students participating on, or before: October 7, 2020

Decy Piña, Principal

September 30, 2020

Revised 9/30/2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

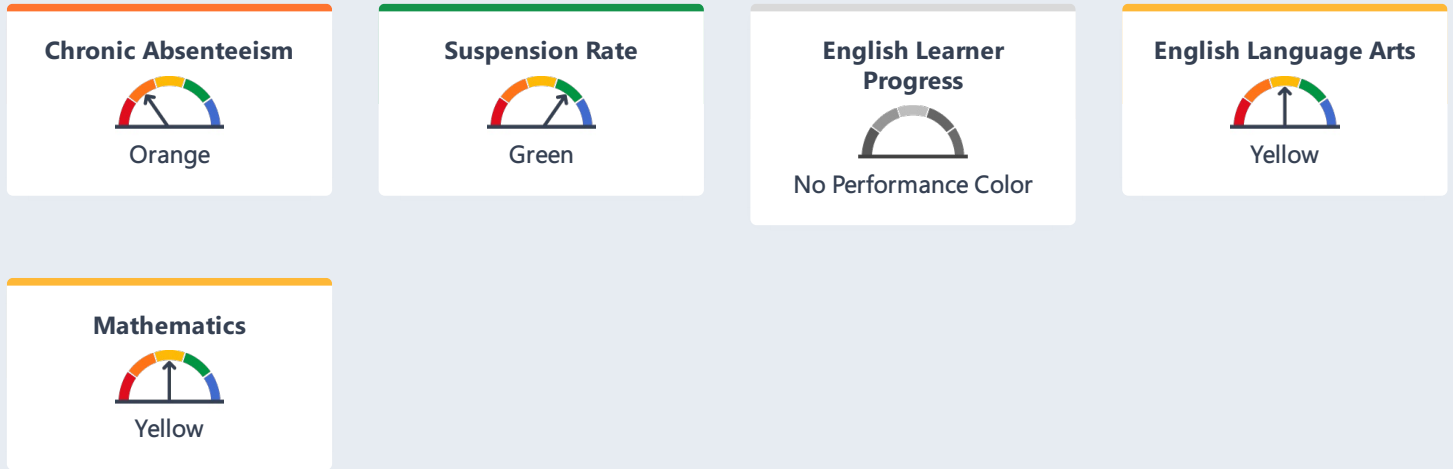
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Adams Elementary

Explore the performance of Adams Elementary under California's Accountability System.

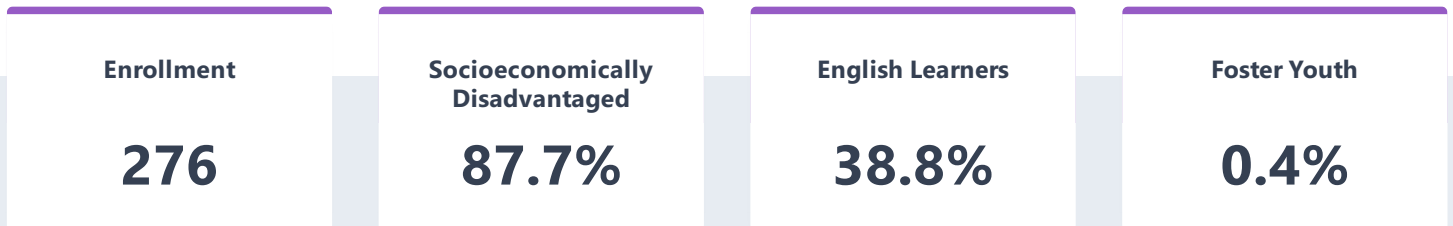


School Details

| | | | |
|---------------------------------|--|---|-----------------------------|
| NAME Adams Elementary | ADDRESS 4672 35th Street San Diego, CA 92116-3536 | WEBSITE http://sandi.net/adams | GRADES SERVED K-5 |
|---------------------------------|--|---|-----------------------------|

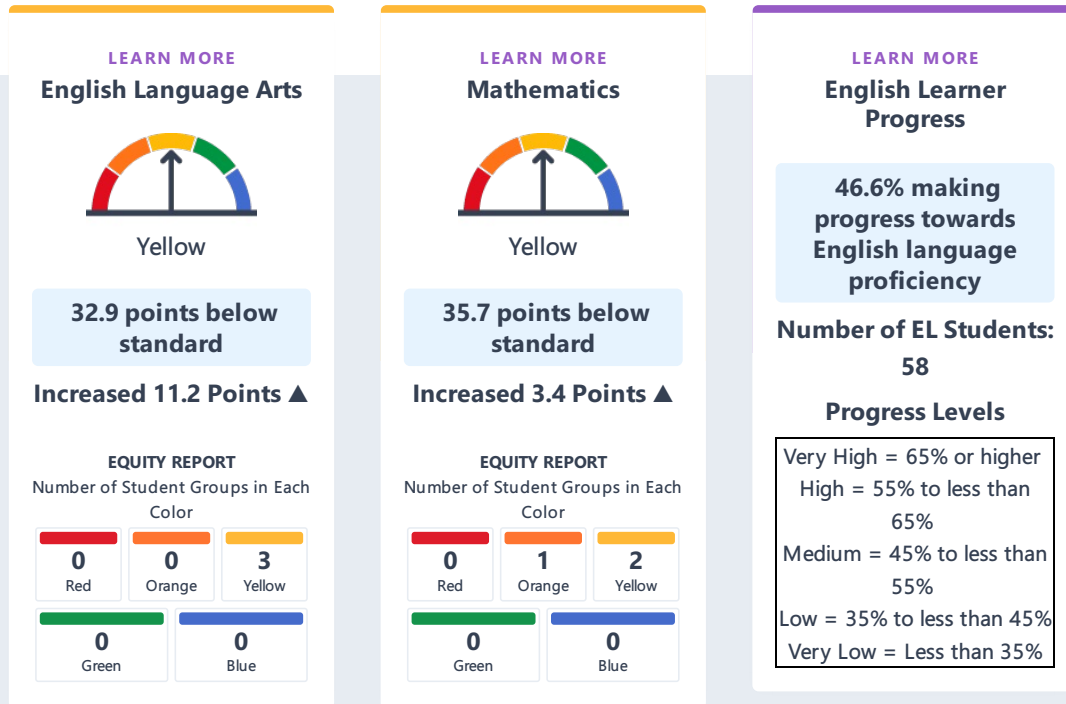
Student Population

Explore information about this school's student population.



Academic Performance

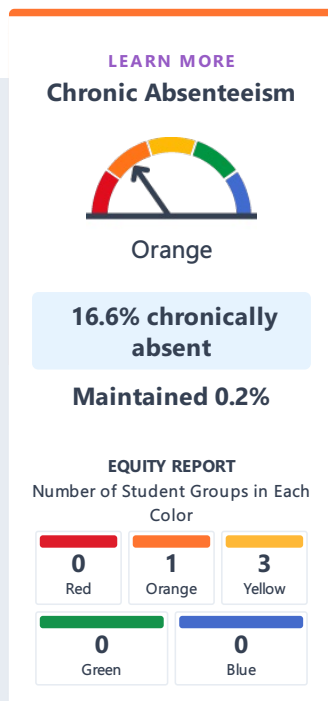
View Student Assessment Results and other aspects of school performance.



ADAMS ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Green

1.3% suspended at least once

Declined 2% ▼

EQUITY REPORT
Number of Student Groups in Each Color

| | | |
|-------------------|--------------------|--------------------|
| 0 Red | 0 Orange | 1 Yellow |
| 2 Green | 1 Blue | |

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

32.9 points below standard

Increased 11.2 Points ▲

Number of Students: 120

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

62 points below standard

Increased 5.7 Points ▲

Number of Students: 13

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

50.5 points below standard

No Data

Number of Students: 13

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Students with Disabilities



No Performance Color

127.7 points below standard

Declined 3 Points ▼

Number of Students: 21

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners



Yellow

24.1 points below standard

Increased 26.9 Points ▲

Number of Students: 58

Hispanic



Yellow

32.9 points below standard

Increased 16.4 Points ▲

Number of Students: 92

Socioeconomically Disadvantaged



Yellow

36.5 points below standard

Increased 15.9 Points ▲

Number of Students: 110

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

| | 2017 | 2018 | 2019 |
|--------------|----------------------------|----------------------------|----------------------------|
| All Students | 19.1 points below standard | 44.1 points below standard | 32.9 points below standard |

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

77.1 points below standard

Increased 19.8 Points ▲

Number of Students: 30

Reclassified English Learners

32.6 points above standard

Increased 26 Points ▲

Number of Students: 28

English Only

51.6 points below standard

Declined 9.2 Points ▼

Number of Students: 57

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

35.7 points below standard

Increased 3.4 Points ▲

Number of Students: 120

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

English Learners



Yellow

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

Asian

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

68.3 points below standard

Declined 19 Points ▼

Number of Students: 13

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

59.2 points below standard

No Data

Number of Students: 13

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Students with Disabilities



No Performance Color

114.2 points below standard

Maintained 2.5 Points

Number of Students: 21

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners



Orange

36.5 points below standard

Maintained 0.2 Points

Number of Students: 58

Hispanic



Yellow

40 points below standard

Increased 8.9 Points ▲

Number of Students: 92

Socioeconomically Disadvantaged



Yellow

41.6 points below standard

Increased 4.7 Points ▲

Number of Students: 110

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

| | 2017 | 2018 | 2019 |
|--------------|----------------------------|----------------------------|----------------------------|
| All Students | 31.4 points below standard | 39.1 points below standard | 35.7 points below standard |

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

73.7 points below standard

Declined 7.9 Points ▼

Number of Students: 30

Reclassified English Learners

3.4 points above standard

Increased 3.4 Points ▲

Number of Students: 28

English Only

45.4 points below standard

Maintained -2.7 Points

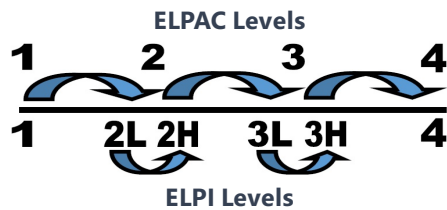
Number of Students: 57

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

46.6% making progress towards English language proficiency

Number of EL Students: 58

Performance Level

Medium

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| | |
|--|-------|
| ELs Who Decreased at Least One ELPI Level | 25.8% |
| ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H | 27.5% |
| ELs who Maintained ELPI Level 4 | N/A |
| ELs Who Progressed at Least One ELPI Level | 46.5% |

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Orange

16.6% chronically absent

Maintained 0.2%

Number of Students: 308

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged



Yellow

Students with Disabilities

English Learners

Hispanic



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

African American



No Performance Color

17.4% chronically absent

Increased 17.4% ▲

Number of Students: 23

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

29.4% chronically absent

Declined 10.6% ▼

Number of Students: 34

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

25% chronically absent

Increased 6.3% ▲

Number of Students: 20

White



No Performance Color

7.1% chronically absent

Declined 15.9% ▼

Number of Students: 28

Socioeconomically Disadvantaged



Orange

18.2% chronically absent

Increased 0.7% ▲

Number of Students: 275

Students with Disabilities



Yellow

18% chronically absent

Declined 2.5% ▼

Number of Students: 50

English Learners



Yellow

15.2% chronically absent

Declined 2.3% ▼

Number of Students: 125

Hispanic



Yellow

16.8% chronically absent

Declined 0.5% ▼

Number of Students: 232

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Green

1.3% suspended at least once

Declined 2% ▼

Number of Students: 314

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Students with Disabilities



Green

Hispanic

Socioeconomically Disadvantaged



Blue

English Learners



No Performance Color

African American

American Indian

Asian

Foster Youth

Homeless

Two or More Races

White



African American



No Performance Color

4.3% suspended at least once

Declined 11% ▼

Number of Students: 23

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

0% suspended at least once

Declined 4.3% ▼

Number of Students: 35

Two or More Races



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 20

White



No Performance Color

0% suspended at least once

Declined 3.8% ▼

Number of Students: 29

Students with Disabilities



Yellow

4% suspended at least once

Declined 4.9% ▼

Number of Students: 50

Hispanic



Green

1.3% suspended at least once

Declined 0.9% ▼

Number of Students: 235

Socioeconomically Disadvantaged



Green

1.1% suspended at least once

Declined 1.9% ▼

Number of Students: 278

English Learners



Blue

0% suspended at least once

Declined 1.6% ▼

Number of Students: 125



2015-2019 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 | | 2018 | | 2019 | | 2015 | 2018 | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2015 | 2018 |
| | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % |
| Total | 137 | 36.5 | 138 | 40.6 | 128 | 41.4 | 116 | 33.6 | 128 | 38.3 | 1.8 | 4.7 | 135 | 25.9 | 137 | 28.5 | 130 | 36.9 | 117 | 34.2 | 133 | 34.6 | 8.7 | 0.4 |
| Female | 54 | 37.0 | 52 | 42.3 | 53 | 39.6 | 47 | 34.0 | 54 | 44.4 | 7.4 | 10.4 | 54 | 25.9 | 52 | 23.1 | 54 | 22.2 | 47 | 27.7 | 56 | 26.8 | 0.9 | -0.9 |
| Male | 83 | 36.1 | 86 | 39.5 | 75 | 42.7 | 69 | 33.3 | 74 | 33.8 | -2.3 | 0.5 | 81 | 25.9 | 85 | 31.8 | 76 | 47.4 | 70 | 38.6 | 77 | 40.3 | 14.4 | 1.7 |
| African American | 16 | 31.3 | 13 | 23.1 | 11 | 36.4 | 12 | 16.7 | 13 | 15.4 | -15.9 | -1.3 | 16 | 6.3 | 13 | 7.7 | 12 | 25.0 | 13 | 15.4 | 14 | 14.3 | 8.0 | -1.1 |
| Asian** | 2 | - | 0 | - | 0 | - | 0 | - | 3 | - | - | - | 2 | - | 0 | - | 0 | - | 0 | - | 3 | - | - | - |
| Filipino | 0 | - | 1 | - | 0 | - | 1 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | 1 | - | 0 | - | - | - |
| Hispanic | 93 | 34.4 | 103 | 37.9 | 104 | 37.5 | 85 | 34.1 | 99 | 36.4 | 2.0 | 2.3 | 92 | 23.9 | 102 | 27.5 | 105 | 34.3 | 85 | 32.9 | 102 | 33.3 | 9.4 | 0.4 |
| Indochinese** | 3 | - | 1 | - | 1 | - | 3 | - | - | - | - | - | 3 | - | 1 | - | 1 | - | 3 | - | - | - | - | - |
| Native American | 1 | - | 1 | - | 1 | - | 0 | - | 0 | - | - | - | 1 | - | 1 | - | 1 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 1 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 9 | - | 9 | - | 5 | - | 8 | - | 5 | - | - | - | 9 | - | 9 | - | 5 | - | 8 | - | 5 | - | - | - |
| Multiracial | 12 | 41.7 | 10 | 70.0 | 6 | - | 6 | - | 8 | - | - | - | 11 | 45.5 | 10 | 50.0 | 6 | - | 6 | - | 9 | - | - | - |
| English Learner | 51 | 11.8 | 41 | 14.6 | 38 | 21.1 | 31 | 12.9 | 34 | 11.8 | 0.0 | -1.1 | 51 | 11.8 | 41 | 14.6 | 40 | 20.0 | 32 | 18.8 | 39 | 15.4 | 3.6 | -3.4 |
| English-Speaking | 86 | 51.2 | 97 | 51.5 | 90 | 50.0 | 85 | 41.2 | 94 | 47.9 | -3.3 | 6.7 | 84 | 34.5 | 96 | 34.4 | 90 | 44.4 | 85 | 40.0 | 94 | 42.6 | 8.1 | 2.6 |
| Reclassified† | 26 | 80.8 | 31 | 74.2 | 26 | 65.4 | 24 | 62.5 | 29 | 72.4 | -8.4 | 9.9 | 26 | 42.3 | 30 | 36.7 | 26 | 57.7 | 24 | 45.8 | 29 | 48.3 | 6.0 | 2.5 |
| Initially Eng. Speaking | 60 | 38.3 | 66 | 40.9 | 64 | 43.8 | 61 | 32.8 | 65 | 36.9 | -1.4 | 4.1 | 58 | 31.0 | 66 | 33.3 | 64 | 39.1 | 61 | 37.7 | 65 | 40.0 | 9.0 | 2.3 |
| Econ. Disadv.* | 137 | 36.5 | 122 | 40.2 | 120 | 42.5 | 103 | 30.1 | 115 | 35.7 | -0.8 | 5.6 | 135 | 25.9 | 121 | 26.4 | 122 | 36.9 | 104 | 30.8 | 120 | 29.2 | 3.3 | -1.6 |
| Non-Econ. Disadv. | 0 | - | 16 | 43.8 | 8 | - | 13 | 61.5 | 13 | 61.5 | - | 0.0 | 0 | - | 16 | 43.8 | 8 | - | 13 | 61.5 | 13 | 84.6 | - | 23.1 |
| Gifted | 35 | 60.0 | 33 | 66.7 | 28 | 64.3 | 18 | 66.7 | 19 | 73.7 | 13.7 | 7.0 | 34 | 47.1 | 33 | 51.5 | 28 | 67.9 | 18 | 77.8 | 19 | 78.9 | 31.8 | 1.1 |
| Not Gifted | 102 | 28.4 | 105 | 32.4 | 100 | 35.0 | 98 | 27.6 | 109 | 32.1 | 3.7 | 4.5 | 101 | 18.8 | 104 | 21.2 | 102 | 28.4 | 99 | 26.3 | 114 | 27.2 | 8.4 | 0.9 |
| With Disabilities | 20 | 5.0 | 19 | 5.3 | 16 | 6.3 | 22 | 0.0 | 23 | 8.7 | 3.7 | 8.7 | 20 | 0.0 | 18 | 5.6 | 16 | 6.3 | 22 | 9.1 | 23 | 13.0 | 13.0 | 3.9 |
| WO Disabilities | 117 | 41.9 | 119 | 46.2 | 112 | 46.4 | 94 | 41.5 | 105 | 44.8 | 2.9 | 3.3 | 115 | 30.4 | 119 | 31.9 | 114 | 41.2 | 95 | 40.0 | 110 | 39.1 | 8.7 | -0.9 |
| Homeless | 5 | - | 10 | 20.0 | 13 | 30.8 | 10 | 20.0 | 15 | 33.3 | - | 13.3 | 5 | - | 10 | 20.0 | 13 | 30.8 | 10 | 20.0 | 20 | 10.0 | - | -10.0 |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 5 | - | 3 | - | 3 | - | 1 | - | 3 | - | - | - | 5 | - | 3 | - | 3 | - | 1 | - | 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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 | | 2018 | | 2019 | | 2015 | 2018 | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2015 | 2018 |
| | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % |
| Total | 49 | 32.7 | 44 | 36.4 | 46 | 39.1 | 40 | 27.5 | 38 | 31.6 | -1.1 | 4.1 | 47 | 25.5 | 44 | 29.5 | 48 | 37.5 | 40 | 37.5 | 39 | 46.2 | 20.7 | 8.7 |
| Female | 21 | 23.8 | 17 | 41.2 | 21 | 33.3 | 15 | 40.0 | 14 | 28.6 | 4.8 | -11.4 | 21 | 23.8 | 17 | 17.6 | 22 | 22.7 | 15 | 40.0 | 15 | 33.3 | 9.5 | -6.7 |
| Male | 28 | 39.3 | 27 | 33.3 | 25 | 44.0 | 25 | 20.0 | 24 | 33.3 | -6.0 | 13.3 | 26 | 26.9 | 27 | 37.0 | 26 | 50.0 | 25 | 36.0 | 24 | 54.2 | 27.3 | 18.2 |
| African American | 3 | - | 4 | - | 6 | - | 4 | - | 3 | - | - | - | 3 | - | 4 | - | 7 | - | 4 | - | 4 | - | - | - |
| Asian** | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Filipino | 0 | - | 1 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | 0 | - | 0 | - | - | - |
| Hispanic | 34 | 32.4 | 32 | 31.3 | 38 | 36.8 | 25 | 28.0 | 33 | 30.3 | -2.1 | 2.3 | 33 | 24.2 | 32 | 28.1 | 39 | 35.9 | 25 | 40.0 | 33 | 48.5 | 24.3 | 8.5 |
| Indochinese** | 0 | - | 0 | - | 1 | - | 2 | - | - | - | - | - | 0 | - | 0 | - | 1 | - | 2 | - | - | - | - | - |
| Native American | 1 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 5 | - | 5 | - | 0 | - | 5 | - | 0 | - | - | - | 5 | - | 5 | - | 0 | - | 5 | - | 0 | - | - | - |
| Multiracial | 6 | - | 2 | - | 1 | - | 4 | - | 2 | - | - | - | 5 | - | 2 | - | 1 | - | 4 | - | 2 | - | - | - |
| English Learner | 22 | 22.7 | 16 | 25.0 | 21 | 38.1 | 11 | 0.0 | 10 | 10.0 | -12.7 | 10.0 | 22 | 18.2 | 16 | 18.8 | 23 | 34.8 | 11 | 18.2 | 11 | 27.3 | 9.1 | 9.1 |
| English-Speaking | 27 | 40.7 | 28 | 42.9 | 25 | 40.0 | 29 | 37.9 | 28 | 39.3 | -1.4 | 1.4 | 25 | 32.0 | 28 | 35.7 | 25 | 40.0 | 29 | 44.8 | 28 | 53.6 | 21.6 | 8.8 |
| Reclassified† | 3 | - | 3 | - | 5 | - | 4 | - | 10 | 60.0 | - | - | 3 | - | 3 | - | 5 | - | 4 | - | 10 | 60.0 | - | - |
| Initially Eng. Speaking | 24 | 33.3 | 25 | 36.0 | 20 | 35.0 | 25 | 32.0 | 18 | 27.8 | -5.5 | -4.2 | 22 | 22.7 | 25 | 28.0 | 20 | 40.0 | 25 | 40.0 | 18 | 50.0 | 27.3 | 10.0 |
| Econ. Disadv.* | 49 | 32.7 | 38 | 34.2 | 42 | 38.1 | 37 | 24.3 | 32 | 31.3 | -1.4 | 7.0 | 47 | 25.5 | 38 | 26.3 | 44 | 34.1 | 37 | 35.1 | 33 | 42.4 | 16.9 | 7.3 |
| Non-Econ. Disadv. | 0 | - | 6 | - | 4 | - | 3 | - | 6 | - | - | - | 0 | - | 6 | - | 4 | - | 3 | - | 6 | - | - | - |
| Gifted | 14 | 57.1 | 7 | - | 10 | 70.0 | 5 | - | 5 | - | - | - | 13 | 38.5 | 7 | - | 10 | 80.0 | 5 | - | 5 | - | - | - |
| Not Gifted | 35 | 22.9 | 37 | 32.4 | 36 | 30.6 | 35 | 17.1 | 33 | 30.3 | 7.4 | 13.2 | 34 | 20.6 | 37 | 21.6 | 38 | 26.3 | 35 | 28.6 | 34 | 41.2 | 20.6 | 12.6 |
| With Disabilities | 7 | - | 19 | 5.3 | 5 | - | 11 | 0.0 | 6 | - | - | - | 7 | - | 5 | - | 5 | - | 11 | 9.1 | 6 | - | - | - |
| WO Disabilities | 42 | 38.1 | 39 | 41.0 | 41 | 41.5 | 29 | 37.9 | 32 | 34.4 | -3.7 | -3.5 | 40 | 30.0 | 39 | 30.8 | 43 | 39.5 | 29 | 48.3 | 33 | 51.5 | 21.5 | 3.2 |
| Homeless | 3 | - | 10 | 20.0 | 8 | - | 2 | - | 2 | - | - | - | 3 | - | 4 | - | 8 | - | 2 | - | 3 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 2 | - | 2 | - | 0 | - | 0 | - | 2 | - | - | - | 2 | - | 2 | - | 0 | - | 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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 | | 2018 | | 2019 | | 2015 | 2018 | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2015 | 2018 |
| | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % |
| Total | 51 | 33.3 | 49 | 40.8 | 34 | 35.3 | 46 | 37.0 | 41 | 31.7 | -1.6 | -5.3 | 51 | 23.5 | 49 | 32.7 | 34 | 35.3 | 47 | 38.3 | 43 | 30.2 | 6.7 | -8.1 |
| Female | 17 | 41.2 | 18 | 33.3 | 13 | 46.2 | 21 | 23.8 | 16 | 56.3 | 15.1 | 32.5 | 17 | 23.5 | 18 | 27.8 | 13 | 15.4 | 21 | 23.8 | 17 | 35.3 | 11.8 | 11.5 |
| Male | 34 | 29.4 | 31 | 45.2 | 21 | 28.6 | 25 | 48.0 | 25 | 16.0 | -13.4 | -32.0 | 34 | 23.5 | 31 | 35.5 | 21 | 47.6 | 26 | 50.0 | 26 | 26.9 | 3.4 | -23.1 |
| African American | 7 | - | 5 | - | 1 | - | 6 | - | 4 | - | - | - | 7 | - | 5 | - | 1 | - | 7 | - | 4 | - | - | - |
| Asian** | 0 | - | 0 | - | 0 | - | 0 | - | 2 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 2 | - | - | - |
| Filipino | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Hispanic | 36 | 30.6 | 36 | 38.9 | 30 | 30.0 | 36 | 36.1 | 28 | 28.6 | -2.0 | -7.5 | 36 | 22.2 | 36 | 36.1 | 30 | 33.3 | 36 | 36.1 | 30 | 30.0 | 7.8 | -6.1 |
| Indochinese** | 1 | - | 0 | - | 0 | - | 1 | - | - | - | - | - | 1 | - | 0 | - | 0 | - | 1 | - | - | - | - | - |
| Native American | 0 | - | 1 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 1 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 1 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 2 | - | 2 | - | 2 | - | 1 | - | 3 | - | - | - | 2 | - | 2 | - | 2 | - | 1 | - | 3 | - | - | - |
| Multiracial | 4 | - | 5 | - | 1 | - | 1 | - | 4 | - | - | - | 4 | - | 5 | - | 1 | - | 1 | - | 4 | - | - | - |
| English Learner | 23 | 4.3 | 17 | 11.8 | 8 | - | 15 | 26.7 | 13 | 0.0 | -4.3 | -26.7 | 23 | 8.7 | 17 | 17.6 | 8 | - | 16 | 25.0 | 15 | 13.3 | 4.6 | -11.7 |
| English-Speaking | 28 | 57.1 | 32 | 56.3 | 26 | 46.2 | 31 | 41.9 | 28 | 46.4 | -10.7 | 4.5 | 28 | 35.7 | 32 | 40.6 | 26 | 46.2 | 31 | 45.2 | 28 | 39.3 | 3.6 | -5.9 |
| Reclassified† | 9 | - | 6 | - | 7 | - | 11 | 63.6 | 4 | - | - | - | 9 | - | 6 | - | 7 | - | 11 | 54.5 | 4 | - | - | - |
| Initially Eng. Speaking | 19 | 36.8 | 26 | 46.2 | 19 | 36.8 | 20 | 30.0 | 24 | 37.5 | 0.7 | 7.5 | 19 | 31.6 | 26 | 34.6 | 19 | 36.8 | 20 | 40.0 | 24 | 37.5 | 5.9 | -2.5 |
| Econ. Disadv.* | 51 | 33.3 | 45 | 37.8 | 33 | 36.4 | 41 | 34.1 | 38 | 28.9 | -4.4 | -5.2 | 51 | 23.5 | 45 | 28.9 | 33 | 36.4 | 42 | 33.3 | 40 | 25.0 | 1.5 | -8.3 |
| Non-Econ. Disadv. | 0 | - | 4 | - | 8 | - | 5 | - | 3 | - | - | - | 0 | - | 4 | - | 8 | - | 5 | - | 3 | - | - | - |
| Gifted | 13 | 61.5 | 13 | 69.2 | 4 | - | 9 | - | 4 | - | - | - | 13 | 46.2 | 13 | 46.2 | 4 | - | 9 | - | 4 | - | - | - |
| Not Gifted | 38 | 23.7 | 36 | 30.6 | 30 | 33.3 | 37 | 32.4 | 37 | 24.3 | 0.6 | -8.1 | 38 | 15.8 | 36 | 27.8 | 30 | 30.0 | 38 | 28.9 | 39 | 23.1 | 7.3 | -5.8 |
| With Disabilities | 6 | - | 8 | - | 16 | 6.3 | 5 | - | 10 | 10.0 | - | - | 6 | - | 8 | - | 16 | 6.3 | 5 | - | 10 | 20.0 | - | - |
| WO Disabilities | 45 | 35.6 | 41 | 46.3 | 30 | 40.0 | 41 | 41.5 | 31 | 38.7 | 3.1 | -2.8 | 45 | 26.7 | 41 | 39.0 | 30 | 40.0 | 42 | 40.5 | 33 | 33.3 | 6.6 | -7.2 |
| Homeless | 1 | - | 4 | - | 13 | 30.8 | 6 | - | 4 | - | - | - | 1 | - | 4 | - | 13 | 30.8 | 6 | - | 6 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 1 | - | 0 | - | 2 | - | 0 | - | 0 | - | - | - | 1 | - | 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.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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 | | 2018 | | 2019 | | 2015 | 2018 | 2015 | | 2016 | | 2017 | | 2018 | | 2019 | | 2015 | 2018 |
| | N | % | N | % | N | % | N | % | N | % | % | % | N | % | N | % | N | % | N | % | N | % | % | % |
| Total | 37 | 45.9 | 45 | 44.4 | 48 | 47.9 | 30 | 36.7 | 49 | 49.0 | 3.1 | 12.3 | 37 | 29.7 | 44 | 22.7 | 48 | 37.5 | 30 | 23.3 | 51 | 29.4 | -0.3 | 6.1 |
| Female | 16 | 50.0 | 17 | 52.9 | 19 | 42.1 | 11 | 45.5 | 24 | 45.8 | -4.2 | 0.3 | 16 | 31.3 | 17 | 23.5 | 19 | 26.3 | 11 | 18.2 | 24 | 16.7 | -14.6 | -1.5 |
| Male | 21 | 42.9 | 28 | 39.3 | 29 | 51.7 | 19 | 31.6 | 25 | 52.0 | 9.1 | 20.4 | 21 | 28.6 | 27 | 22.2 | 29 | 44.8 | 19 | 26.3 | 27 | 40.7 | 12.1 | 14.4 |
| African American | 6 | - | 4 | - | 4 | - | 2 | - | 6 | - | - | - | 6 | - | 4 | - | 4 | - | 2 | - | 6 | - | - | - |
| Asian** | 2 | - | 0 | - | 0 | - | 0 | - | 1 | - | - | - | 2 | - | 0 | - | 0 | - | 0 | - | 1 | - | - | - |
| Filipino | 0 | - | 0 | - | 0 | - | 1 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 1 | - | 0 | - | - | - |
| Hispanic | 23 | 43.5 | 35 | 42.9 | 36 | 44.4 | 24 | 37.5 | 38 | 47.4 | 3.9 | 9.9 | 23 | 26.1 | 34 | 17.6 | 36 | 33.3 | 24 | 20.8 | 39 | 23.1 | -3.0 | 2.3 |
| Indochinese** | 2 | - | 1 | - | 0 | - | 0 | - | - | - | - | - | 2 | - | 1 | - | 0 | - | 0 | - | - | - | - | - |
| Native American | 0 | - | 0 | - | 1 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 1 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 2 | - | 2 | - | 3 | - | 2 | - | 2 | - | - | - | 2 | - | 2 | - | 3 | - | 2 | - | 2 | - | - | - |
| Multiracial | 2 | - | 3 | - | 4 | - | 1 | - | 2 | - | - | - | 2 | - | 3 | - | 4 | - | 1 | - | 3 | - | - | - |
| English Learner | 6 | - | 8 | - | 9 | - | 5 | - | 11 | 27.3 | - | - | 6 | - | 8 | - | 9 | - | 5 | - | 13 | 7.7 | - | - |
| English-Speaking | 31 | 54.8 | 37 | 54.1 | 39 | 59.0 | 25 | 44.0 | 38 | 55.3 | 0.5 | 11.3 | 31 | 35.5 | 36 | 27.8 | 39 | 46.2 | 25 | 28.0 | 38 | 36.8 | 1.3 | 8.8 |
| Reclassified† | 14 | 64.3 | 22 | 63.6 | 14 | 64.3 | 9 | - | 15 | 73.3 | 9.0 | - | 14 | 28.6 | 21 | 19.0 | 14 | 57.1 | 9 | - | 15 | 40.0 | 11.4 | - |
| Initially Eng. Speaking | 17 | 47.1 | 15 | 40.0 | 25 | 56.0 | 16 | 37.5 | 23 | 43.5 | -3.6 | 6.0 | 17 | 41.2 | 15 | 40.0 | 25 | 40.0 | 16 | 31.3 | 23 | 34.8 | -6.4 | 3.5 |
| Econ. Disadv.* | 37 | 45.9 | 39 | 48.7 | 45 | 51.1 | 25 | 32.0 | 45 | 44.4 | -1.5 | 12.4 | 37 | 29.7 | 38 | 23.7 | 45 | 40.0 | 25 | 20.0 | 47 | 23.4 | -6.3 | 3.4 |
| Non-Econ. Disadv. | 0 | - | 6 | - | 8 | - | 5 | - | 4 | - | - | - | 0 | - | 6 | - | 8 | - | 5 | - | 4 | - | - | - |
| Gifted | 8 | - | 13 | 69.2 | 14 | 64.3 | 4 | - | 10 | 80.0 | - | - | 8 | - | 13 | 46.2 | 14 | 57.1 | 4 | - | 10 | 70.0 | - | - |
| Not Gifted | 29 | 41.4 | 32 | 34.4 | 34 | 41.2 | 26 | 34.6 | 39 | 41.0 | -0.4 | 6.4 | 29 | 20.7 | 31 | 12.9 | 34 | 29.4 | 26 | 19.2 | 41 | 19.5 | -1.2 | 0.3 |
| With Disabilities | 7 | - | 19 | 5.3 | 16 | 6.3 | 6 | - | 7 | - | - | - | 7 | - | 5 | - | 16 | 6.3 | 6 | - | 7 | - | - | - |
| WO Disabilities | 30 | 56.7 | 39 | 51.3 | 41 | 56.1 | 24 | 45.8 | 42 | 57.1 | 0.4 | 11.3 | 30 | 36.7 | 39 | 25.6 | 41 | 43.9 | 24 | 29.2 | 44 | 34.1 | -2.6 | 4.9 |
| Homeless | 1 | - | 10 | 20.0 | 2 | - | 2 | - | 9 | - | - | - | 1 | - | 2 | - | 2 | - | 2 | - | 11 | 18.2 | - | - |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 2 | - | 0 | - | 0 | - | 1 | - | 1 | - | - | - | 2 | - | 1 | - | 0 | - | 1 | - | 1 | - | - | - |

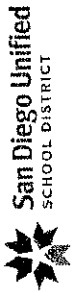
* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION



Adams Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: ADAMS ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

Weekly attendance meetings with school counselor, principal, United Way Senior Impact Manager, United Way Intern, and in contact with School Nurse will analyze attendance data with a focus on chronically absent students as well as the subgroups identified in the Closing the Gap goal. Attendance data from PowerSchool, ORBIT, and United Way Tableau will determine and identify students needing intervention. Specific subgroups (Students with disabilities, Hispanic, English Learner, and Socioeconomically Disadvantaged) will be selected to provide supports. Interventions to include weekly check-ins with United Way Intern, Early Intervention Outreach meetings with parents and attendance team, and SART meetings.

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

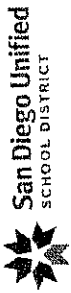
Analysis:

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

Description:

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|---|---------|----------------|----------------|--|---------------------------------------|--|---|
| School Counselor - NEW POSN, SBB2512230 | 0.25000 | \$31,005.92 | 09800-1210 | School Counselor to monitor attendance data and provide social emotional supports for students to attend school. | Prop in Referrals. Attendance data | Keeping Staff checked in on whole class & individual data not showing the difference | Parent income make-up time |

Note/Reminders (optional):



Adams Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 2 - English Language Arts

Strategy/Activity 2

***Strategy/Activity - Description**

All TK-5 students will have access to weekly lessons in the library with our library assistant. These lessons will focus on motivation in reading, appreciation for informational and narrative text, and research skills (upper grades) based on the Library Standards.

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

Analysis:

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

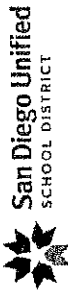
| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|-----------------------------|---------|----------------|----------------|--|--|--|--|
| Library Asst - Reyes, Erika | 0.20000 | \$6,951.71 | 09800-2231 | The library assistant provides weekly opportunities for students to check out books, as well as provides lessons in reading informational and narrative text, research skills for upper grades, and serves as a motivation to encourage reading. | Library assistant is bilingual and can help on for text on I.P.T. by providing evidence for students | Construction prevented library use | Library will reopen soon! working on making transformation |

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Students who are identified as reading below grade level based on data from DRA 2, running records, letter/sound assessment, and sight word knowledge



Adams Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

will receive 6-8 week sessions (4 days per week for half an hour) in reading instruction. The strategy expands the Tier 1 small group reading instruction provided by the classroom teacher with an additional reading lesson. In addition, the intervention teacher will "double up" English Language Development lessons in addition to the dELD provided by the classroom teacher. Students' pre and post data will determine next steps for instruction.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
 Description:
 Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|-----------------------|-----|----------------|----------------|--|---|---|--|
| Non Clsm Tchr Hrly | | \$4,882.01 | 09800-1957 | English Learner Coordinator assesses all English Learners on ELPAC, oversees IPT testing for Spanish speakers, monitors progress for Reclassified students, completes compliance for all ELPAC and Reclassification processes. | Meets Compliance Takes burden off office staff, principal, techno. | new requirements may need more hrs. b/c of cr2 testing all 1-19 | needs to figure hrs. needed for cr2. need to at least to observe test learn about how test |

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Learning: All teachers, including Education Specialists, will attend training in teaching standards using Benchmark Advance (English teachers) and Adelante (Dual Language) teachers. Professional Learning includes supporting English Language Learners. Education Specialists will support students with disabilities through co-teaching with the general education teacher. In addition, Professional Learning will include monthly opportunities to analyze student work and determine next instructional steps as well as grade level planning.

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

Analysis:

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results |
|--------------------------------|-----|----------------|----------------|---|------------------------------------|--|--|
| Prof&Curriclm Dev Vist Tchr | | \$19,999.09 | 30106-1192 | Provide visiting teacher for classroom teacher to attend professional learning. | PD helpful prefer to work. | Teachers don't want to work plans. | more time for feedback for professional growth |

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

Students who are identified as reading below grade level based on data from DRA 2, running records, letter/sound assessment, and sight word knowledge will receive 6-8 week sessions (4 days per week for half an hour) in reading instruction. The strategy expands the Tier 1 small group reading instruction provided by the classroom teacher with an additional reading lesson. In addition, the intervention teacher will "double up" English Language Development lessons in addition to the DELD provided by the classroom teacher. Students' pre and post data will determine next steps for instruction.

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

Analysis:

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|--|---------|----------------|----------------|--|--|--|---|
| Inschool Resource Tchr - Vacancy, SBB2510744 | 0.10000 | \$11,349.05 | 30106-1109 | In-School Resource teacher provides 6-8 weeks (four times/week) of lessons for students reading below grade level to improve reading skills. Pre and Post data is collected on each student. | NONVIL AS part of support. struggling students address | Schedule is challenging to pull over schedule to get them set with when in need of tutors. Pre and Post data is collected on each student. | |

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Students will learn from a variety of texts including online and printed informational and narrative articles. Online software includes RazKids (TK-5), Newsela (2-5), and Starfall (TK-1). Teachers will learn how to monitor student reading progress using the assessments provided within each resource. Scholastic News Magazines will be purchased for TK-5th grade students to strengthen informational text reading.

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

Analysis:

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|-----------------------|-----|----------------|----------------|-----------|------------------------------------|--|---|
| | | | | | | | |

Account Information: SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

| | | | | | | |
|------------------|-------------|------------|---|--|---|----|
| Supplies | \$13,819.00 | 30100-4301 | Teaching and Learning materials purchased to strengthen reading skills for TK-5th grade students. | Supplies to purchase materials for TK-5th grade students. | note: purchase materials to supplement reading skills for TK-5th grade students. | PD |
| Supplies | \$2,752.00 | 30106-4301 | Teaching and Learning materials purchased to strengthen reading skills for TK-5th grade students. | Supplies to purchase materials for TK-5th grade students. | note: purchase materials to supplement reading skills for TK-5th grade students. | PD |
| Software License | \$4,500.00 | 30106-5841 | Software licenses to provide support and practice in reading skills. | Software licenses to provide support and practice in reading skills. | note: purchase software licenses to provide support and practice in reading skills. | PD |

Note/Reminders (optional):

Handwritten notes:
 - note: purchase materials to supplement reading skills for TK-5th grade students.
 - note: purchase materials to supplement reading skills for TK-5th grade students.
 - note: purchase software licenses to provide support and practice in reading skills.
 - New York (K-5)
 - New York (3-5)

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Development to further mathematics instruction will include release time for teachers to work with a math coach on planning and implementing mathematics lessons, including Number Talks and the district lessons based on the pacing guide. Monthly monitoring of math scores based on the Envision end of topic assessments and exit slips from Number Talks will be used to measure progress and respond to next instructional steps.

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

Analysis:

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|----------------------------------|-----|----------------|----------------|--|-------------------------------------|---|---|
| Prof & Curriclm Dev Vist Tchr | -- | -- | 30106-1192 | Visiting teachers provided to release teachers to attend professional development with math coach for planning lessons and Number Talks. | Number Talks Coaching Circles | Kindly wanted a walk, circle, whole, individual, group activities | K+mts wanted newer slides monitors TKO |

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

*Strategy/Activity - Description

All teachers will learn and implement effective strategies when teaching ELD during professional development.
All teachers will learn and implement effective strategies when teaching integrated ELD during professional development.
Principal will observe and give feedback to teachers during ELD and integrated ELD lessons.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Description: Describe the overall effectiveness of the strategies/activities to achieve the articulated goal.

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|---------------------------------|-----|----------------|----------------|---|--|--|--|
| Prof & Curriculum Dev Vist Tehr | -- | -- | 30106-1192 | Visiting teachers will release classroom teachers and Education Specialist for professional development that includes instructional supports for ELD. | the specialist that is provided for ELD is not enough time. we need more time. we need more support. | we need more support. we need more time. we need more support. | we need more support. we need more time. we need more support. |

Note/Reminders (optional):

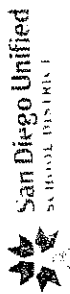
Strategy/Activity 2

*Strategy/Activity - Description

Intervention Teacher teaches DELD to small group of students who are Beginning ELS, Newcomers/Immigrants 4 days/week. Reading, writing, and language assessments monitor student progress.

*Proposed Expenditures for this Strategy/Activity

Analysis:



San Diego Unified
SCHOOL DISTRICT
ACADEMIC ELEMENTARY SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|--|-----|----------------|----------------|--|------------------------------------|--|---|
| Inschool Resource Tchr - Vacancy, SBB2510744 | -- | -- | 30106-1109 | In-School Resource teacher supports beginning/Newcomer/Immigrant English Learners 4 days/week to accelerate English acquisition. | Dr. Ponce Dr. Ponce Student | Schedule went to address needed | |

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

- Professional development in ELA for general education teachers and Education Specialists
- Professional development in DELD for general education teachers and Education Specialists
- General Education teachers and Education Specialist plan, collaborate, and co-teach students with disabilities

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

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

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|--------------------------------|-----|----------------|----------------|--|--|--|--|
| Prof&Curriclm Dev Vist Tchr | -- | -- | 30106-1192 | Visiting teacher releases general education teacher and Education Specialist for professional learning about ELA and Math to support students with disabilities. | to see if we can understand what we are doing better | we are not doing it right. we are not doing it right. we are not doing it right. | we are not doing it right. we are not doing it right. we are not doing it right. |

Note/Reminders (optional):

Handwritten notes:
 we are not doing it right. we are not doing it right. we are not doing it right.
 we are not doing it right. we are not doing it right. we are not doing it right.
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Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Strategies to increase Parent Involvement include:

1. Create a message board and monthly sign-up sheets with volunteer opportunities posted for families to indicate how they can volunteer.
2. Assign Room Parents to serve as a liaison with the families in the class to ask parents how they might want to volunteer for an upcoming event or committee.
3. Host monthly PTCO Playgroups to inform families of volunteer opportunities and encourage them to sign up for a volunteer opportunity.
4. Inform parents of volunteer opportunities via the weekly Monday Messages and Class Dojo.

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

Analysis:

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|-------------------------------|-----|----------------|----------------|--|---|---|--|
| Supplies | | \$200.00 | 30103-4301 | Purchase materials for creating the message board or other signs needed to solicit volunteers. | Communication skills. Parents are very helpful. | Parents are still working on communication skills. Some parents are not signing up. | Continue to work on communication skills. Some parents are not signing up. |
| Inservice supplies | | \$200.00 | 30103-4304 | Provide light refreshments for committee meetings and volunteer appreciation events. | * PTCO Playgroups * PTCO Playgroups * PTCO Playgroups | | |
| Interprogram Svcs/Duplicating | | \$400.00 | 30103-5721 | Provide printed Family Handbooks and | * PTCO Playgroups * PTCO Playgroups * PTCO Playgroups | | |

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

| | | | | | | |
|-----------------|--|----------|------------|--|--|---|
| Postage Expense | | \$200.00 | 30103-5920 | copies of the State Standards so parents are informed of the volunteer opportunities as well as the importance of the content that their child is expected to learn. | <p>Mail to parents regarding volunteer opportunities</p> <p>Use parent contact information for mailing</p> <p>Use parent contact information for mailing</p> <p>Use parent contact information for mailing</p> | <p>Use parent contact information for mailing</p> <p>Use parent contact information for mailing</p> <p>Use parent contact information for mailing</p> |
|-----------------|--|----------|------------|--|--|---|

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**
To create a functioning English Learner Advisory Committee (ELAC) to support our English Learners by becoming informed of the requirements and voice their concerns to support our students.

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

Analysis:

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

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

Proposed Expenditures

FTE

Estimated Cost

Funding Source

Rationale

What is working (effective) & why?

What is not working (ineffective) & why?

Modification based on evaluation results.

| | parents as well as those needed Sign Language. | |
|---|--|--|
| Child center PTCOE re one needed *one needed *one needed → | None | None PTCOE SSC, need * or need still have spans |

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

- Professional development for teachers and Education Specialists in ELA.
- Grade level planning, implementing and monitoring student progress using Benchmark Advance (English) and Adelante (Spanish)
- Principal walk-throughs, feedback, monitoring, and support

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

Analysis:

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

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

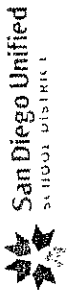
| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|--|---------|----------------|----------------|--|------------------------------------|--|---|
| Inschool Resource Tehr - Vacancy, SBB2510744 | 0.20000 | \$22,698.09 | 30100-1109 | Intervention teacher will provide small group reading instruction to students reading below grade level. Teachers and Education Specialists are released to attend professional learning for ELA and small group instruction. | (Self-reflection) <i>SEE BELOW</i> | <i>SEE BELOW</i> | <i>SEE BELOW</i> |
| Prof&Curriclm Dev Vist Tehr | -- | -- | 30106-1192 | | | | |

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

General Education teachers provide small group instruction daily to students reading below grade level.



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In-School Resource teacher identifies small groups of students who are below grade level in grades 1, 3, and 5 to provide double doses of reading instruction.

Student Study Team provide an action plan for students struggling with academics and/or behavioral concerns.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

| Proposed Expenditures | FTE | Estimated Cost | Funding Source | Rationale | What is working (effective) & why? | What is not working (ineffective) & why? | Modification based on evaluation results. |
|--|-----|----------------|----------------|---|---|---|---|
| Inschool Resource Tchr - Vacancy, SBB2510744 | -- | -- | 30106-1109 | In-School Resource teacher increases reading instruction for small groups of first, third and fifth graders to improve reading instruction. | intervention low to be successful in small groups not possible forwardly planned to be | not working not working not working | not working not working not working |

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

From the
to the
to the