



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **ADAMS ELEMENTARY** SCHOOL

2022-23

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: *January 24, 2023*

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Adams Elementary PHONE: (619) 362-4200 FAX: (619) 362-4249
(619)
SITE CONTACT PERSON: Decy Piña E-MAIL ADDRESS: dpinal@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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>10/5/22</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 type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/5/22

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

Matt Kuehl
Type/Print Name of SSC Chairperson

Irisa Mendoza
Type/Print Name of ELAC Representative

Christina Casillas
Type/Print Name of Area Superintendent

[Signature] 10/6/22
Signature of School Principal / Date

[Signature] 10/6/22
Signature of SSC Chairperson / Date

IRISA MENDOZA 10/6/22
Signature of ELAC Representative / Date

[Signature] 10/1/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, **Room 3126**

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2021-22 SPSA Assessment and Evaluation

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. At Adams, our mission is for all students to achieve academic excellence in a safe, engaging, supportive environment that is welcoming to families and community and will prepare students to be contribution, highly productive citizens whose decision-making is based on a strong core values in a global society. In order to achieve our vision, the staff, parents, community and educational partners of Adams are committed to a quality education for all students. This SPSA includes goals and strategies that will improve student achievement, attendance, and parent participation.

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.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

Our SPSA process involves input from all stakeholders including parents and staff.

During the budget development process, we held the following meetings to gain insight and gather input:

DATES

February 2022 - Needs Assessment Survey was sent to staff and parents on budget priorities

February 17, 2022- SSC discussed budget priorities from stakeholder needs assessment surveys

February 17, 2022- SSC approves budget for 21-22 school year, pending any changes from ELAC.

February 24, 2022 - ELAC meeting held on the use of English Learner funds and SPSA

April 20, 2022 ELAC meeting #2 held to provide feedback on SPSA

September 29, 2022 - SSC approved School Parent Compact and Parent & Family Engagement Policy.

October 5, 2022 - ELAC provided input on SPSA 22-23 school year goals for English Learners.

October 5 2022 - SSC approved the 22-23 SPSA.

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:

English Language Arts scores 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 38.3% and Math 34.6%, below the district and state average. In 2022, 37% of students met or exceeded grade level standards on the ELA CAASPP, a 1.3% decrease from 2019. 19.8% of students met or exceeded math grade level standards on the 2022 Math CAASPP, a 14.8% decrease from 2019.

Schoolwide Data

ELA: 2022- 37% 2019- 38.3% 2018 - 33.6% 2017 - 41.4% 2016 - 40.6%

Math 2022- 19.8% 2019- 34.6% 2018 - 34.2% 2017 - 36.9% 2016 - 28.5%

Grade Level Data**Grade 3**

ELA: 2022- 31.4% 2019- 31.6% 2018 - 27.5% 2017 - 39.1% 2016 - 36.4%

Math 2022- 22.9% 2019- 46.2% 2018 - 37.5% 2017 - 37.5% 2016 - 29.5%

Grade 4

ELA: 2022- 42.9% 2019- 31.7% 2018 - 37% 2017 - 35.3% 2016 - 40.8%

Math 2022- 28.9% 2019- 30.2% 2018 - 38.3% 2017 - 35.3% 2016 - 32.7%

Grade 5

ELA: 2022- 36.8% 2019- 40% 2018 - 36.7% 2017 - 47.9% 2016 - 44.4%

Math 2022- 7.9% 2019- 29.4% 2018 - 23.3% 2017 - 37.5% 2016 - 22.7%

Subgroups

African American Students - 2022 ELA 10% Math 0%

English Learners - 2022 ELA 7.7% Math 0%

Reclassified Students - 2022 ELA 75% Math 31.3%

Students with Disabilities - 2022 ELA 13.3% Math 13.3%

Curriculum/materials: Since 2019-2020, all teachers used Benchmark Advance and Adelante as their guaranteed and viable curriculum, ensuring all standards are taught and progress is monitored on CAASPP -like items to support students on achieving proficiency as well as teacher collaboration. During the 2021-2022 school year, UTK-2nd grade teachers began participating in the Literacy Acceleration Plan. Teachers received new Okapi guided reading to support their readers. This year they will begin to use the high leverage reading strategy cards to support their instruction as well. In 2022-2023 3rd-5th grade have also received new Okapi guided reading to support small group instruction in their classrooms. Additionally in 21-22 teachers teachers received Leader in Me curriculum and fully began its implementation in September of 2022. Teachers attended professional learning during the summer of 2022.

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 2022-2022, the intervention teacher provided support to novice EL's and struggling students. Challenges included student attendance and not having an intervention teacher at the beginning and end of the school year. Communication between classroom teacher and intervention teacher to address student progress also is an area

of improvement as is data collection from the intervention teacher. This year the Intervention teacher will be supporting novice students and 3rd-5th graders in the area of literacy.

The Library Assistant position was refunded, however for a few months we did not have someone in the position. The Library was open for students to check out books while we had a Library Assistant. When we reopened the new Library Assistant opened weekly for students to check out books. She worked towards creating a space where there was an enthusiasm and passion for books. Students enjoyed visiting the Library and working on additional literacy activities the Library Assistant created. Unfortunately we currently do not have a Library Assistant but are hopeful someone will be in the position within the next few weeks.

The Counseling position is one that continues to be partially funded by the school site. The Counselor provides classroom lessons and small groups in the area of social emotional learning. Additionally the counselor supports parents and meets with them on a regular basis. At the beginning of the school year a needs assessment was sent to all staff members to determine what supports are needed from the counselor during the 22-23 school year.

Chronic Absenteeism: During the 21-22 school year the site attendance team continued monitoring chronic absenteeism. The team included: Counselor, School Clerk, Health Tech and Principal. The team met on a weekly basis and each student was assigned an attendance case manager. The case manager reached out to parents to clear absences and provide support to parents. During the attendance meetings case managers updated the team on interventions that could be put in place. The team developed an intervention plan and data system to monitor sitewide absenteeism. This was the second year that the site had an established Attendance Team, previously the team only met twice a month. An increase in meetings was necessary as we strengthened our procedures. Challenges included team members being absent from meetings. During the 22-23 school year, the team will continue to meet with the Counselor and School Clerk facilitating the meetings.

Professional Learning: To support student progress in both ELA and Math, all teachers, including Education Specialists, will continue to attend professional learning focused on studying and gaining an in-depth understanding of Common Core Standards. Collaboration will occur during PLC's to analyze current data and plan targeted differentiated instruction based on current data. Tier 1 instruction will be strengthened by utilizing Benchmark Advance/Adelante. Common formative and summative assessments will be administered throughout the year. Professional learning will include supporting Multilingual learners and students with disabilities. UTK-2nd grade teachers will participate in Literacy Acceleration Professional Learning and PLC's in the area of literacy. As we see a decrease in Math schoolwide scores, PLC's will analyze data and plan differentiated instruction in mathematics.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Decy Pina	Principal
Gabriela Betancourt	Classroom Teacher
Claudia Holguin	Classroom Teacher
Matt Kuehl	Classroom Teacher
Debbie Sloan	Staff: Other
Sarah Reyes	Parent
Gladys Leon	Parent
Ashley Sanchez	Parent
Alexis Taylor	Parent
Julee Guerrero	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

- A school site attendance team was established and included: Principal, Counselor, School Clerk and Health Tech. Meetings were held weekly to collaborative and monitor attendance. The team worked towards developing and strengthening a system to monitor absenteeism.
- We continued to work to support a safe, collaborative and inclusive culture by focusing on attendance and social-emotional supports and providing opportunities to collaborate with families.
- During various months in the school year, we were impacted by a larger number of absences due to covid and guidelines that kept students from returning to school.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

- Site Attendance Team established and was scheduled to meet weekly.
- Due to COVID illness and guidelines, interventions, supports and goals were adjusted accordingly
- Begin to implement and strengthen attendance team guidelines, implementation of attendance case manager

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

- Attendance team meetings with Counselor, School Clerk, Health Tech and Principal will occur weekly to monitor attendance.
- Continue system of monitoring attendance that was established last school year.
- Interventions for attendance may include: weekly check ins, letters, phone calls, resources for families.
- Counselor and Clerk will meet to monitor attendance prior to site attendance meetings.
- Appropriate notification to address chronic absenteeism will be sent in a timely manner.

*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 California School Dashboard, Adams is 77.3% Socio-economically disadvantaged and 22.7% English Learners.

Chronic absenteeism rate (subgroups)

- Socially Disadvantaged 55.9%
- English Learners 64.38%
- Students with Disabilities 61.7%
- Hispanic 53.21%

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2022	Kinder-5th Grade	Decrease overall school chronic absenteeism rate	52.4%	42.4%	Chronic Absenteeism	trimester
June 2022	Kinder-5th grade Grade	Decrease overall suspension rate	1.7%	0%	Suspension	annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5th Grade	Students with Disabilities	Students with Disabilities will decrease chronic absenteeism	61.7%	51.7%	Attendance	trimester

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2022	TK-5th Grade	English Learner	English Learners will decrease chronic absenteeism	64.38%	54.38%	Attendance	trimester
June 2023	TK-5th Grade	Socioeconomically Disadvantaged	Socioeconomically Disadvantaged students will decrease chronic absenteeism	55.9%	45.9%	Attendance	trimester
June 2023	TK-5th grade	Black or African American	Black or African American students will decrease chronic absenteeism	55.88%	45.88%	Attendance	trimester

Supporting Black Youth - Additional Goals

- ✓ 1. Adams Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Adams is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. [school name]'s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Adams will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Adams will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Adams Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Adams will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Adams will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Attendance Support Team

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

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

***Strategy/Activity - Description**

- Attendance Team
- Meet weekly to include school counselor, principal, school clerk, health tech.
- 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 will determine and identify students needing intervention.
- Specific subgroups (Students with disabilities Black Youth, English Learner, and Socioeconomically Disadvantaged) will be selected to provide supports.
- Interventions may include weekly check-in meetings, meetings with parents and site attendance team.
- Individual counseling, progress monitoring by counselor and intervention teacher to link attendance with student outcomes.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00031X	School Counselor -	0.05000	\$4,477.15	\$6,786.47	0003-09800-00-1210-3110-0000-01000-0000	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 -	0.30000	\$26,862.90	\$40,718.71	0003-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		School counselor to monitor attendance data and provide social emotional supports for students to attend school.
F00031Z	School Counselor -	0.05000	\$4,477.15	\$6,786.47	0003-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		School counselor to monitor attendance data and provide social emotional supports for students to attend school.

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

School Connectedness

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

All students

***Strategy/Activity - Description**

- Continue restorative approach to educating and supporting students.
- Offer Social Emotional support including small group and 1:1 support.
- Attendance Action Team focus on decreasing absences among sub group.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor -				0003-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F00031X	Provide social emotional support to students.
	School Counselor -				0003-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F00031Y	Provide social emotional support to students.
	School Counselor -				0003-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F00031Z	Provide social emotional support to students.

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

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

- Intervention Supports

- Students identified as below grade level in ELA were provided with 6-8 week sessions of extra reading instruction by an In-School Resource Teacher/Intervention Teacher.

Classroom Supports

- Students had access to additional informational text, both print and online to strengthen reading.
- Teachers are able to monitor progress in a variety of ways through online measures as well as provide informational text for students to read at home.
- Continued need to determine best practice for monitoring use of these items.

Professional Learning

- Teacher's professional learning included reading instruction, analyzing student work, and English Learner assessment.
- Teachers had the opportunity to meet as grade level teams and monitor student progress.
- Full day PLC's were unable to occur as visiting teachers were difficult to secure.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

- Intervention

- Intervention teacher will continue to support students in small group as well as emergent english learners.
- Pre and post data will be collected.
- Intervention team meetings were held once a month but will move to weekly.

Classroom supports

- There is a continued need to determine if the online resources purchased are impacting student achievement in literacy.
- Use of the online resources is inconsistent across the grade levels.
- Professional Learning, although of value, teachers prefer to not write sub plans and plan hourly after their school day.

Professional Learning

- Teachers need more professional learning in the area of English Language Arts to strength Tier 1 instruction.
- A focus on small group instruction / guided reading continues to be an area of growth.
- Teachers will participate in PLC and grade level planning this school year as we secure visiting teachers.

***Changes**

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

- Intervention

- Intervention team will meet once a week. This will include counselor, reading support teacher, intervention teacher and principal.
- All team members will collect pre and post data.
- Intervention teacher will support students in the classroom and collaborate with teachers.

Classroom Supports

- Supports will continue, monitoring systems will be put in place to monitor use of materials and how they are impacting student achievement.

Professional Learning

- To support student progress in both ELA and Math, all teachers, including Education Specialists, will continue to attend professional learning focused on studying and gaining an in-depth understanding of Common Core Standards.
- Collaboration will occur during PLC's to analyze current data and plan targeted differentiated instruction based on current data.
- Common formative and summative assessments will be administered throughout the year.
- Professional learning will include supporting Multilingual learners and students with disabilities.
- A need for analyzing math data and putting supports in place for small group math and differentiated instruction.

***Identified Need - English Language Arts**

- The school's overall CAASPP data shows 37% of all 3rd-5th grade students met or exceeded standards in ELA.
- CAASPP-Students with disabilities show 13.3% of all 3rd-5th grade students met or exceeded standards in ELA.
- CAASPP- English Learners shows 7.7% of all 3rd-5th grade students met or exceeded standards in ELA.
- CAASPP- Black or African American students shows 10% of all 3rd-5th grade students met or exceeded standards in ELA.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	will meet or exceed standards in ELA	37%	47%	CAASPP ELA	annually
June 2023	Kinder-2	Increase percentage of students at or above grade level as measured by the Fountas & Pinnell Benchmark Assessment	39%	49%	Fountas and Pinnell	three times/year

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	students will meet or exceed ELA standards	7.7%	17.7%	CAASPP ELA	annually
June 2023	3-5	Students with Disabilities	students will meet or exceed ELA standards	13.3%	23.3%	CAASPP ELA	annually
June 2023	3-5	Black or African American	students will meet or exceed ELA standards	10%	20%	CAASPP ELA	annually
*Identified Need - Math							
<ul style="list-style-type: none"> - The school's overall CAASPP data shows 19.8% of all 3rd-5th grade students met or exceeded standards in Math. - CAASPP-Students with disabilities show 13.3% of all 3rd-5th grade students met or exceeded standards in Math. - CAASPP- English Learners shows 0% of all 3rd-5th grade students met or exceeded standards in Math. - CAASPP- Black or African American students shows 0% of all 3rd-5th grade students met or exceeded standards in Math. - Math is a huge need for our school. - Tier 1 instruction is inconsistent across grade levels and there are no Tier 2 supports in place for students who struggle. 							
*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	Grades 3-5	students will meet or exceed standards in mathematics	19.8%	29.8%	CAASPP Math	annually	
June 2023	Grades 3-5	Increase percentage of students demonstrating evidence of strength or proficient in DEMI communication	48.1%	58.1%	DEMI	2 times per year	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3-5	English Learner	students will meet or exceed standards in mathematics	0%	10%	CAASPP Math	annually
June 2023	3-5	Students with Disabilities	students will meet or exceed standards in mathematics	13.3%	23.3%	CAASPP Math	annually
June 2023	3-5	Black or African American	students will meet or exceed standards in mathematics	0%	10%	CAASPP Math	annually

*Identified Need - English Learners

- 31% of students at Adams are English Learners.
- 11% of English Learners were reclassified this year.
-
- 7.7% of English Learner students met or exceeded standards in ELA on CAASPP
-
- 0% of English Learner students met or exceeded standards in Math on CAASPP

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	English Learner	students will meet or exceed standards in ELA on CAASPP	7.7%	17.7%	Other (Describe in Objective)	annually
June 2023	3rd-5th	English Learner	students will meet or exceed standards in Math on CAASPP	0%	10%	Other (Describe in Objective)	annually
June 2023	Kinder-5th	English Learner	increase percentage of	11%	22%	Reclassification Rates	annually

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			students being reclassified				
*Identified Need - Graduation/Promotion Rate							
-							
31.4% of 3rd graders met or exceeded standards in ELA on CAASPP							
-							
36.8% of 5th graders met or exceeded standards in Math on CAASPP							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd	students will meet or exceed standards in ELA	31.4%	41.4%	CAASPP ELA	annually	
June 2023	5th	students will meet or exceed standards in ELA	36.8%	46.8%	CAASPP ELA	annually	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	English Learner	students will meet or exceed standards in ELA	??%	35%	CAASPP ELA	annually
June 2023	3rd	Students with Disabilities	students will meet or exceed standards in ELA	0%	10%	CAASPP ELA	annually
June 2023	3rd	Black or African American	students will meet or exceed standards in ELA	18%	28%	CAASPP ELA	annually
Optional School Goal(s)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

Professional Learning

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

- All students
- English Learners
- Students with disabilities

***Strategy/Activity - Description**

- To support student progress in both ELA and Math, teachers will continue to attend professional learning focused on studying and gaining an in-depth understanding of Common Core Standards.
- Collaboration will occur during PLC's to analyze current data and plan targeted differentiated instruction- will include ELA, Math and dELD
- Grade level planning, implementing and monitoring of student progress will occur during PLC.
- Tier 1 instruction will be strengthened by utilizing Benchmark Advance/Adelante
- Common formative and summative assessments will be administered throughout the year.
- Professional learning will include supporting Multilingual learners and students with disabilities.
- All teachers will implement effective strategies in ELA, Math and dELD.
- General Education teachers and Education Specialist plan, collaborate, and co-teach students with disabilities
- Professional development will include general education teachers and Education Specialists
- Principal walk-throughs, feedback, monitoring, and support

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00038R	Prof&Curriclm Dev Vist Tchr		\$11,750.00	\$14,547.68	0003-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Visiting Teachers will release classroom teachers to participate in professional development and PLCs.
N0003AK	Non Clsrn Tchr Hrly		\$3,500.00	\$4,333.35	0003-30106-00-1957-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Provide teachers opportunity to participate in grade level PLC's.
N0003CS	Non Clsrn Tchr Hrly		\$2,000.00	\$2,476.20	0003-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide teachers opportunity to participate in grade level PLC's.

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

Library Assistant - Reading Support

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

- Students will have access to weekly lessons in the library with the library assistant.
- Lessons will focus on motivation in reading and an appreciation for informational and narrative text.
- Library will be open for students to check out books in a space where there is an enthusiasm and passion for books.
- Students will work on additional literacy activities the Library Assistant provides during Library time.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F000320	Library Asst -	0.20000	\$6,025.40	\$8,270.34	0003-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Library Assistant will provide lessons to students, with a focus on motivation of reading, and 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. Purchase of new library books as funds are available.

Intervention Support

*Students to be served by this Strategy/Activity

- Students who are reading below grade level.
- English Learners, specifically Emergent, Newcomer/Immigrant students

*Strategy/Activity - Description

- Intervention teacher will identify students who are reading below grade level based on data from F&P, FAST, running records, letter/sound assessment, and/or sight word knowledge.
- Intervention teacher will provide 6-8 week sessions of small group reading instruction.
- The strategy expands the Tier 1 small group reading instruction provided by the classroom teacher with an additional reading lesson.
- Students' pre and post data will determine next steps for instruction.
- Reading, writing, and/or language assessments may be used to monitor student progress.
- Intervention teacher will be part of the intervention team and provide information for SST meetings.
- Intervention teacher will assist in providing an action plan for students struggling with academics.

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Intervention Teacher provides small group dELD to students who are Novice ELs, Newcomers/Immigrants as supplemental support in the classroom.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F000321	Inschool Resource	0.05000	\$4,945.80	\$6,146.98	0003-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		In School Resource Teacher provides 6-8weeks of lessons for students reading below grade level or dELD to newcomer students.
F000322	Inschool Resource	0.30000	\$29,674.80	\$36,881.91	0003-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		In School Resource Teacher provides 6-8weeks of lessons for students reading below grade level or dELD to newcomer students.
F000323	Inschool Resource	0.05000	\$4,945.80	\$6,146.98	0003-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		In School Resource Teacher provides 6-8weeks of lessons for students reading below grade level or dELD to newcomer students.
N000390	Non Clsrn Tchrr Hrly		\$3,500.00	\$4,333.35	0003-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC assessments, monitoring of English Learners.

***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 be used as evidence of next steps for the student.
- With the intervention team, it will be determined if supplemental small group support is: discontinued when the student has made adequate progress, continuing the support as the student would benefit from another 6 week session, or recommending that Student Study Team determine what other supports, including further assessments, might be warranted for the student.

In class Resources / Instructional Supplies

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

All students

***Strategy/Activity - Description**

- Instructional supplies will be used to help close the achievement gap and provide for high quality instruction.
- Students will learn from a variety of texts including online and printed informational and narrative materials.

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Online software includes RazKids, Headsprout, and Starfall.
- Teachers will learn how to monitor student reading progress using the assessments provided within each software resource.
- Scholastic News Magazines will be purchased for UTK-5th grade students to strengthen informational text reading.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0003Y	Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0003-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Paper utilized for curricular resources to support ELA and Math.
N00035A	Supplies		\$1,986.00	\$1,986.00	0003-30106-00-4301-1000-1110-01000-0000	Title I Supplemental Program Improvement	[no data]		Teaching and learning materials purchased to strengthen reading and math skills for students such as scholastic news, classroom books, instructional supplies (journals, paper pencils) etc.
N00035J	Software License		\$5,000.00	\$5,000.00	0003-30106-00-5841-1000-1110-01000-0000	Title I Supplemental Program Improvement	[no data]		Software licenses used as supplemental curricular resource such as head sprout, razkids, star fall, etc.
N000366	Supplies		\$8,877.00	\$8,877.00	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 and math skills for students such as scholastic news, classroom books, instructional supplies (journals, paper pencils) etc.
N0003AA	Supplies		\$11,138.00	\$11,138.00	0003-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Teaching and learning materials purchased to strengthen reading and math skills for students such as scholastic news, classroom books, instructional supplies (journals, paper pencils) etc.

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

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

- In 2022 we will re-establish the parent center at Adams and support families with resources, leadership building and volunteer opportunities.
- During the 20-21 and 21-22 school years parent volunteers were unable to come to campus due to COVID restrictions.
- We held all of our events such as Parent Teacher conferences, Family Wednesday, and Back to School Night virtually.
- Communication with parents increased through: Smore Newsletter published twice a week, Family Wednesday and ClassDojo.
- In order to increase parent involvement, meetings have included light refreshments childcare, and translation services.
- A continuation of communication will remain for this school year as well as utilizing the school marquee for announcements.
- Family Wednesday previously included classroom visits.
- While we were unable to visit classrooms, the counselor and Principal met with families once a month to share a variety of information.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

- The previous goals have measured attendance at events, such as Parent Teacher Conferences, measuring attendance will continue as part of our school expectations.
- Goals previously focused on families to increase their volunteer time on school committees and events.
- Data was not previously collected to monitor volunteer time.
- We will continue to focus on increasing parent participation throughout the school year.
- Cal Schools Parent Survey 2021-22 shows that 46% of parents responded that the "school encourages me to be an active partner with the school in educating my child."
- In addition, 48% of parents responded they strongly agree "Promotion of parental involvement " and 46% Parents feel welcome to participate at this school.

Adams Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- These 3 areas show a similar percentage.
- With COVID restrictions we were unable to welcome parents to campus and involve them during the school year on campus.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

- We will be reopening the campus to volunteers and parents to be involved on campus.
- Family Wednesday will take place on campus and parents will have the opportunity to be on campus.
- We will seek input from parents on opportunities needed for them to partipate and volunteer.
- Translation, childcare will be providing at parent meetings and training opportunities.

***Identified Need**

- Cal Schools Parent Survey 2021-22 shows that 46% of parents responded that the "school encourages me to be an active partner with the school in educating my child."
- In addition, 48% of parents responded they strongly agree "Promotion of parental involvement " and 46% Parents feel welcome to participate at this school.
- These 3 areas show a similar percentage.
- We will seek to get input on how parents feel welcome to participate at the school.
- We will communicate with families ahead of time for them to feel welcome to be active partners with us.
- Attendance at Family Wednesday was low during the 21-22 school year.
- Returning to in person events will increase opportunities for parents to visit classrooms and volunteer on campus.
- There continues to be a need to increase parent involvement during meetings.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	school encourages me to be an active partner with the school in educating my child	46%	56%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Parents feel welcome to participate at this school.	46%	56%	CAL - SCHLS (CSPS)

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Volunteers	To increase the percentage of parents	25%	35%	Meeting Attendance

			that attended a school or class event.						
Increase Parent Involvement									
*Families to be served by this Strategy/Activity									
All families are to be served by this strategy.									
*Strategy/Activity - Description									
Strategies to increase Parent Involvement include:									
<ul style="list-style-type: none"> - Send a newsletter twice a month for parents that allow them to feel part of the school community. Include pictures of staff, students, and events. - In collaboration with teachers, PTCO will host school events where families can get involved. - Family Wednesday in person meetings - Volunteer opportunities in classrooms, parent center, library, lunch and front office. 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0003S	Other Support Prsnl OTBS Hrly		\$300.00	\$411.03	0003-30103-00-2282-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide childcare and translation for parent meetings. Make phone call to facilitate school access.
N000329	Software License		\$149.00	\$149.00	0003-30103-00-5841-1000-1110-01000-0000	Title I Parent Involvement	[no data]		SMORE Newsletter to facilitate communication with families twice a month.
N00032Z	Postage Expense		\$500.00	\$500.00	0003-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide postage to mail letters to families as well as attendance letters as needed. Positive postcards to mail home.
N00033Y	Inservice supplies		\$250.00	\$250.00	0003-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide light refreshments for committee members and volunteer appreciation events. Facilitate parent involvement.
N00036H	Supplies		\$243.00	\$243.00	0003-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies to facilitate parent involvement such as supplies for the parent room, color copy paper for school mailers, laminating material, etc.
N00037L	Interprogram Svcs/Duplicating		\$200.00	\$200.00	0003-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Provide printed materials such as handbooks, copies of standards.

									volunteer opportunities to keep families informed.
--	--	--	--	--	--	--	--	--	----------------------------------------------------

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

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 91,492
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 167,182

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)	\$ 38,800
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 38,800

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)	\$ 36,890
[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): \$ 36,890

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 167,182

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Adams Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	4,945.80	0.05	\$4,945.80
Adams Elementary			3000 Benefits			0	\$1,201.18
Adams Elementary		Inschool Resource Tchr Total				0.05	\$6,146.98
Adams Elementary		Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	6,025.40	0.2	\$6,025.40
Adams Elementary			3000 Benefits			0	\$2,244.94
Adams Elementary		Library Asst Total				0.2	\$8,270.34
Adams Elementary		School Counselor	1210 Counselor	Counselor	4,477.15	0.05	\$4,477.15
Adams Elementary			3000 Benefits			0	\$2,309.32
Adams Elementary		School Counselor Total				0.05	\$6,786.47
Adams Elementary		(blank)	1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	5,500.00	0	\$5,500.00
Adams Elementary			3000 Benefits			0	\$1,309.55
Adams Elementary			4301 Supplies	Supplies	8,877.00	0	\$8,877.00
Adams Elementary		(blank) Total				0	\$15,686.55
Adams Elementary	09800 LCFF Intervention Support Total					0.3	\$36,890.34
Adams Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	29,674.80	0.3	\$29,674.80
Adams Elementary			3000 Benefits			0	\$7,207.11
Adams Elementary		Inschool Resource Tchr Total				0.3	\$36,881.91
Adams Elementary		School Counselor	1210 Counselor	Counselor	26,862.90	0.3	\$26,862.90
Adams Elementary			3000 Benefits			0	\$13,855.81
Adams Elementary		School Counselor Total				0.3	\$40,718.71
Adams Elementary		(blank)	4301 Supplies	Supplies	11,138.00	0	\$11,138.00
Adams Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	1,000.00	0	\$1,000.00
Adams Elementary		(blank) Total				0	\$12,138.00
Adams Elementary	30100 Title I Basic Program Total					0.6	\$89,738.62
Adams Elementary	30103 Title I Parent Involvement	(blank)	2282 Other Support Prsnl OTBS Hrly	Other Support Prsnl OTBS Hrly	300	0	\$300.00
Adams Elementary			3000 Benefits			0	\$111.03
Adams Elementary			4301 Supplies	Supplies	243	0	\$243.00
Adams Elementary			4304 Inservice supplies	Inservice supplies	250	0	\$250.00
Adams Elementary			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	200	0	\$200.00
Adams Elementary			5841 Software License	Software License	149	0	\$149.00
Adams Elementary			5920 Postage Expense	Postage Expense	500	0	\$500.00
Adams Elementary		(blank) Total				0	\$1,753.03
Adams Elementary	30103 Title I Parent Involvement Total					0	\$1,753.03
Adams Elementary	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	4,945.80	0.05	\$4,945.80
Adams Elementary			3000 Benefits			0	\$1,201.18
Adams Elementary		Inschool Resource Tchr Total				0.05	\$6,146.98
Adams Elementary		School Counselor	1210 Counselor	Counselor	4,477.15	0.05	\$4,477.15
Adams Elementary			3000 Benefits			0	\$2,309.32
Adams Elementary		School Counselor Total				0.05	\$6,786.47
Adams Elementary		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	11,750.00	0	\$11,750.00
Adams Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	3,500.00	0	\$3,500.00
Adams Elementary			3000 Benefits			0	\$3,631.03
Adams Elementary			4301 Supplies	Supplies	1,986.00	0	\$1,986.00
Adams Elementary			5841 Software License	Software License	5,000.00	0	\$5,000.00
Adams Elementary		(blank) Total				0	\$25,867.03
Adams Elementary	30106 Title I Supplmnt Prog Imprvmnt Total					0.1	\$38,800.48

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Adams Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Adams Elementary School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Adams Elementary has developed a written Title I parent & family engagement policy with input from Title I parents.

- *Discussion at School Site Council Meeting and English Learner Advisory Council held and revisions made based on input from stakeholders.*

It has distributed the policy to parents of Title I students.

- *Through presentation and discussion at Family Wednesday, SSC, and on the school website, as well as sent via ClassDojo to all students' families.*
- *Policy was distributed in electronic format.*
- *Policy is also available on the school website.*
- *Information is provided in both English and Spanish.*

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Adams Elementary School shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

- *Annual meeting occurs as part of the agenda on Family Wednesday and at the School Site Council.*

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

- *Family Wednesday morning meetings*
- *School Site Council monthly*

- *Site Governance Team monthly*
 - *Back to School Night*
 - *Parent Teacher Community Organization (PTCO) meetings monthly*
 - *Parent Teacher Conferences scheduled in the Fall and Spring*
 - *Hoover Cluster Meetings*
 - *Dual Language Parent Nights*
 - *English Learner Advisory Committee meetings 4 times/year*
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])
- *School Site Council and Site Governance Team meet monthly.*
 - *Family Wednesday sessions provide Title I parents with information and input about budget, programs, curriculum, and other pertinent issues.*
- d) The school provides parents of participating children with the following:
- i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
 - *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 and through ClassDojo.*
 - ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])
 - *Back to School Night, teachers provide information about curriculum and assessments to families.*
 - *Parent Teacher Conferences held in fall and spring for families to learn about student progress based on grade level measures and State Standards.*
 - *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.*
 - iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])
 - *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.*

- *Back to School Night, teachers provide information about curriculum and assessments to families.*
- *Parent Teacher conferences are held twice a year.*
- *Meetings are available upon the request of the parent with teacher, principal nurse and/or counselor.*

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

- *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 and provide feedback.*

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- *Back to School Night, teachers provide information about curriculum and assessments to families.*
- *Parent Teacher Conferences held in fall and spring for families to learn about student progress based on grade level measures and State Standards.*
- *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. Information is shared regarding Common Core Standards, state testing, assessment data, attendance data, and other pertinent information to keep parents informed of assessment and curriculum.*
- *Additional learning opportunities for parents are provided and posted throughout the school year.*

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

- *During Family Wednesday and ELAC meeting presentations are given on Common Core Standards, state testing, assessment data, attendance data, and other pertinent information.*

- *Parent Teacher Conferences held in fall and spring for families to provide updates on student progress based on grade level measures and State Standards.*
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])
- *Teachers are encouraged to engage parents in their child's education. Teachers are provided opportunities to schedule student-centered parent-teacher conferences, back to school night, and attend PTCO meetings.*
 - *Parent-Staff connections and relationships including consistent communication strategies are highlighted, modeled, and encouraged for all staff members.*
 - *Teachers connect with parents via Class Dojo to ensure a strong home-school connection and consistent communication.*
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
- *Parents are welcomed onto campus as classroom volunteers to support school and their children.*
 - *A part day state blended preschool, part day ECSE classroom and UTK classroom support our youngest learners and their families.*
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
- *Information in English and Spanish is distributed via SchoolMessenger phone calls and emails.*
 - *The school website, ClassDojo and SMORE newsletter provide communication between families and school staff.*
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
- *Parent input is encouraged and sought out through on-going, regularly scheduled meetings of the School Site Council, School Governance Team, and English Learner Advisory Committee.*

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Adams Elementary School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- *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 Conferences.*

This policy was adopted by *Adams Elementary School* on *September 29, 2022* and will be in effect for the period of *2022-2023 school year*.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: *October 7, 2022*.



Decy Piña
Principal

Date Approved: September 29, 2022

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023
Adams Elementary School

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- *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 support such as RazKids, Headsprout and Starfall.*
- *Teachers participate in Professional Learning throughout the year to improve teaching and learning for all students.*
- *Understanding standards, assessments and data are discussed at Family Wednesday, School Site Council, English Learner Advisory Committee and Parent Teacher Conferences.*

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- *Parents participate in conferences with the teacher at least twice per year to learn about their child’s progress and how parents can assist at home.*
 - *Back to School night is an opportunity for parents to learn about curriculum, homework and ways to support their child.*
2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])
- *Parent communication includes ClassDojo, phone calls and emails.*
 - *Parents can use ClassDojo to communicate with their child’s teacher about academic or social-emotional concerns.*
3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
- *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, Parent Center Volunteer, as well as district meetings such as District Advisory Committee, District English Learner Advisory Committee, and others.*
 - *Parents are welcomed onto campus as classroom volunteers to support school and their children.*
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
- *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 Conferences.*
 - *The school website, ClassDojo and SMORE newsletter provide communication between families and school staff.*

*This Compact was adopted by **Adams Elementary School** on **October 7, 2022** and will be in effect for the period of **2022-2023 school year**.*

*The school will distribute the Compact to all parents and family members of students participating on, or before: **October 7, 2022***



Decy Piña
Principal

Date approved: September 29, 2022

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	138	40.6	128	41.4	116	33.6	128	38.3	108	37.0	-3.6	-1.3	137	28.5	130	36.9	117	34.2	133	34.6	111	19.8	-8.7	-14.8
Female	52	42.3	53	39.6	47	34.0	54	44.4	55	41.8	-0.5	-2.6	52	23.1	54	22.2	47	27.7	56	26.8	57	21.1	-2.0	-5.7
Male	86	39.5	75	42.7	69	33.3	74	33.8	53	32.1	-7.4	-1.7	85	31.8	76	47.4	70	38.6	77	40.3	54	18.5	-13.3	-21.8
African American	13	23.1	11	36.4	12	16.7	13	15.4	10	10.0	-13.1	-5.4	13	7.7	12	25.0	13	15.4	14	14.3	12	0.0	-7.7	-14.3
Asian	0	-	0	-	0	-	3	-	1	-	-	-	0	-	0	-	0	-	3	-	1	-	-	-
Filipino	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
Hispanic	103	37.9	104	37.5	85	34.1	99	36.4	74	29.7	-8.2	-6.7	102	27.5	105	34.3	85	32.9	102	33.3	75	13.3	-14.2	-20.0
Native American	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	9	-	5	-	8	-	5	-	15	66.7	-	-	9	-	5	-	8	-	5	-	15	46.7	-	-
Multiracial	10	70.0	6	-	6	-	8	-	8	-	-	-	10	50.0	6	-	6	-	9	-	8	-	-	-
English Learner	41	14.6	38	21.1	31	12.9	34	11.8	26	7.7	-6.9	-4.1	41	14.6	40	20.0	32	18.8	39	15.4	29	0.0	-14.6	-15.4
English-Speaking	97	51.5	90	50.0	85	41.2	94	47.9	82	46.3	-5.2	-1.6	96	34.4	90	44.4	85	40.0	94	42.6	82	26.8	-7.6	-15.8
Reclassified†	31	74.2	26	65.4	24	62.5	29	72.4	16	75.0	0.8	2.6	30	36.7	26	57.7	24	45.8	29	48.3	16	31.3	-5.4	-17.0
Initially Eng. Speaking	66	40.9	64	43.8	61	32.8	65	36.9	66	39.4	-1.5	2.5	66	33.3	64	39.1	61	37.7	65	40.0	66	25.8	-7.5	-14.2
Econ. Disadv.*	122	40.2	120	42.5	103	30.1	115	35.7	94	34.0	-6.2	-1.7	121	26.4	122	36.9	104	30.8	120	29.2	97	16.5	-9.9	-12.7
Non-Econ. Disadv.	16	43.8	8	-	13	61.5	13	61.5	14	57.1	13.3	-4.4	16	43.8	8	-	13	61.5	13	84.6	14	42.9	-0.9	-41.7
Gifted	33	66.7	28	64.3	18	66.7	19	73.7	10	60.0	-6.7	-13.7	33	51.5	28	67.9	18	77.8	19	78.9	10	60.0	8.5	-18.9
Not Gifted	105	32.4	100	35.0	98	27.6	109	32.1	98	34.7	2.3	2.6	104	21.2	102	28.4	99	26.3	114	27.2	101	15.8	-5.4	-11.4
With Disabilities	19	5.3	16	6.3	22	0.0	23	8.7	15	13.3	8.0	4.6	18	5.6	16	6.3	22	9.1	23	13.0	15	13.3	7.7	0.3
WO Disabilities	119	46.2	112	46.4	94	41.5	105	44.8	93	40.9	-5.3	-3.9	119	31.9	114	41.2	95	40.0	110	39.1	96	20.8	-11.1	-18.3
Homeless	10	20.0	13	30.8	10	20.0	15	33.3	8	-	-	-	10	20.0	13	30.8	10	20.0	20	10.0	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Military	3	-	3	-	1	-	3	-	3	-	-	-	3	-	3	-	1	-	3	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	44	36.4	46	39.1	40	27.5	0	-	35	31.4	-5.0	-	44	29.5	48	37.5	40	37.5	39	46.2	35	22.9	-6.6	-23.3
Female	17	41.2	21	33.3	15	40.0	0	-	15	40.0	-1.2	-	17	17.6	22	22.7	15	40.0	15	33.3	15	13.3	-4.3	-20.0
Male	27	33.3	25	44.0	25	20.0	0	-	20	25.0	-8.3	-	27	37.0	26	50.0	25	36.0	24	54.2	20	30.0	-7.0	-24.2
African American	4	-	6	-	4	-	0	-	4	-	-	-	4	-	7	-	4	-	4	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Hispanic	32	31.3	38	36.8	25	28.0	0	-	23	17.4	-13.9	-	32	28.1	39	35.9	25	40.0	33	48.5	23	17.4	-10.7	-31.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	5	-	0	-	5	-	0	-	5	-	-	-	5	-	0	-	5	-	0	-	5	-	-	-
Multiracial	2	-	1	-	4	-	0	-	2	-	-	-	2	-	1	-	4	-	2	-	2	-	-	-
English Learner	16	25.0	21	38.1	11	0.0	0	-	7	-	-	-	16	18.8	23	34.8	11	18.2	11	27.3	7	-	-	-
English-Speaking	28	42.9	25	40.0	29	37.9	0	-	28	39.3	-3.6	-	28	35.7	25	40.0	29	44.8	28	53.6	28	28.6	-7.1	-25.0
Reclassified†	3	-	5	-	4	-	0	-	3	-	-	-	3	-	5	-	4	-	10	60.0	3	-	-	-
Initially Eng. Speaking	25	36.0	20	35.0	25	32.0	0	-	25	36.0	0.0	-	25	28.0	20	40.0	25	40.0	18	50.0	25	28.0	0.0	-22.0
Econ. Disadv.*	38	34.2	42	38.1	37	24.3	0	-	30	30.0	-4.2	-	38	26.3	44	34.1	37	35.1	33	42.4	30	16.7	-9.6	-25.7
Non-Econ. Disadv.	6	-	4	-	3	-	0	-	5	-	-	-	6	-	4	-	3	-	6	-	5	-	-	-
Gifted	7	-	10	70.0	5	-	0	-	10	60.0	-	-	7	-	10	80.0	5	-	5	-	10	60.0	-	-
Not Gifted	37	32.4	36	30.6	35	17.1	0	-	35	31.4	-1.0	-	37	21.6	38	26.3	35	28.6	34	41.2	35	22.9	1.3	-18.3
With Disabilities	19	5.3	5	-	11	0.0	0	-	4	-	-	-	5	-	5	-	11	9.1	6	-	4	-	-	-
WO Disabilities	39	41.0	41	41.5	29	37.9	0	-	31	35.5	-5.5	-	39	30.8	43	39.5	29	48.3	33	51.5	31	25.8	-5.0	-25.7
Homeless	10	20.0	8	-	2	-	0	-	5	-	-	-	4	-	8	-	2	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	-	0	-	0	-	3	-	-	-	2	-	0	-	0	-	2	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	49	40.8	34	35.3	46	37.0	0	-	35	42.9	2.1	-	49	32.7	34	35.3	47	38.3	43	30.2	38	28.9	-3.8	-1.3
Female	18	33.3	13	46.2	21	23.8	0	-	23	47.8	14.5	-	18	27.8	13	15.4	21	23.8	17	35.3	25	32.0	4.2	-3.3
Male	31	45.2	21	28.6	25	48.0	0	-	12	33.3	-11.9	-	31	35.5	21	47.6	26	50.0	26	26.9	13	23.1	-12.4	-3.8
African American	5	-	1	-	6	-	0	-	6	-	-	-	5	-	1	-	7	-	4	-	8	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	36	38.9	30	30.0	36	36.1	0	-	20	45.0	6.1	-	36	36.1	30	33.3	36	36.1	30	30.0	21	14.3	-21.8	-15.7
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	2	-	2	-	1	-	0	-	5	-	-	-	2	-	2	-	1	-	3	-	5	-	-	-
Multiracial	5	-	1	-	1	-	0	-	4	-	-	-	5	-	1	-	1	-	4	-	4	-	-	-
English Learner	17	11.8	8	-	15	26.7	0	-	8	-	-	-	17	17.6	8	-	16	25.0	15	13.3	11	0.0	-17.6	-13.3
English-Speaking	32	56.3	26	46.2	31	41.9	0	-	27	48.1	-8.2	-	32	40.6	26	46.2	31	45.2	28	39.3	27	40.7	0.1	1.4
Reclassified†	6	-	7	-	11	63.6	0	-	5	-	-	-	6	-	7	-	11	54.5	4	-	5	-	-	-
Initially Eng. Speaking	26	46.2	19	36.8	20	30.0	0	-	22	40.9	-5.3	-	26	34.6	19	36.8	20	40.0	24	37.5	22	40.9	6.3	3.4
Econ. Disadv.*	45	37.8	33	36.4	41	34.1	0	-	30	36.7	-1.1	-	45	28.9	33	36.4	42	33.3	40	25.0	33	24.2	-4.7	-0.8
Non-Econ. Disadv.	4	-	1	-	5	-	0	-	5	-	-	-	4	-	1	-	5	-	3	-	5	-	-	-
Gifted	13	69.2	4	-	9	-	0	-	4	-	-	-	13	46.2	4	-	9	-	4	-	4	-	-	-
Not Gifted	36	30.6	30	33.3	37	32.4	0	-	31	35.5	4.9	-	36	27.8	30	30.0	38	28.9	39	23.1	34	20.6	-7.2	-2.5
With Disabilities	8	-	4	-	5	-	0	-	4	-	-	-	8	-	4	-	5	-	10	20.0	4	-	-	-
WO Disabilities	41	46.3	30	40.0	41	41.5	0	-	31	45.2	-1.1	-	41	39.0	30	40.0	42	40.5	33	33.3	34	32.4	-6.6	-0.9
Homeless	4	-	3	-	6	-	0	-	1	-	-	-	4	-	3	-	6	-	6	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	45	44.4	48	47.9	30	36.7	0	-	38	36.8	-7.6	-	44	22.7	48	37.5	30	23.3	51	29.4	38	7.9	-14.8	-21.5
Female	17	52.9	19	42.1	11	45.5	0	-	17	35.3	-17.6	-	17	23.5	19	26.3	11	18.2	24	16.7	17	11.8	-11.7	-4.9
Male	28	39.3	29	51.7	19	31.6	0	-	21	38.1	-1.2	-	27	22.2	29	44.8	19	26.3	27	40.7	21	4.8	-17.4	-35.9
African American	4	-	4	-	2	-	0	-	0	-	-	-	4	-	4	-	2	-	6	-	0	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Hispanic	35	42.9	36	44.4	24	37.5	0	-	31	29.0	-13.9	-	34	17.6	36	33.3	24	20.8	39	23.1	31	9.7	-7.9	-13.4
Native American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	3	-	2	-	0	-	5	-	-	-	2	-	3	-	2	-	2	-	5	-	-	-
Multiracial	3	-	4	-	1	-	0	-	2	-	-	-	3	-	4	-	1	-	3	-	2	-	-	-
English Learner	8	-	9	-	5	-	0	-	11	0.0	-	-	8	-	9	-	5	-	13	7.7	11	0.0	-	-7.7
English-Speaking	37	54.1	39	59.0	25	44.0	0	-	27	51.9	-2.2	-	36	27.8	39	46.2	25	28.0	38	36.8	27	11.1	-16.7	-25.7
Reclassified†	22	63.6	14	64.3	9	-	0	-	8	-	-	-	21	19.0	14	57.1	9	-	15	40.0	8	-	-	-
Initially Eng. Speaking	15	40.0	25	56.0	16	37.5	0	-	19	42.1	2.1	-	15	40.0	25	40.0	16	31.3	23	34.8	19	5.3	-34.7	-29.5
Econ. Disadv.*	39	48.7	45	51.1	25	32.0	0	-	34	35.3	-13.4	-	38	23.7	45	40.0	25	20.0	47	23.4	34	8.8	-14.9	-14.6
Non-Econ. Disadv.	6	-	3	-	5	-	0	-	4	-	-	-	6	-	3	-	5	-	4	-	4	-	-	-
Gifted	13	69.2	14	64.3	4	-	0	-	6	-	-	-	13	46.2	14	57.1	4	-	10	70.0	6	-	-	-
Not Gifted	32	34.4	34	41.2	26	34.6	0	-	32	37.5	3.1	-	31	12.9	34	29.4	26	19.2	41	19.5	32	3.1	-9.8	-16.4
With Disabilities	19	5.3	7	-	6	-	0	-	7	-	-	-	5	-	7	-	6	-	7	-	7	-	-	-
WO Disabilities	39	51.3	41	56.1	24	45.8	0	-	31	41.9	-9.4	-	39	25.6	41	43.9	24	29.2	44	34.1	31	3.2	-22.4	-30.9
Homeless	10	20.0	2	-	2	-	0	-	2	-	-	-	2	-	2	-	2	-	11	18.2	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-

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

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

APPENDIX E

2021-22 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: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Attendance Support Team

***Strategy/Activity - Description**

Support Services:

Attendance Team - meet at least twice a month to include school counselor, principal, school clerk, health tech. 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 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-in meetings, meetings with parents and site attendance team. Individual counseling, progress monitoring by counselor and intervention teacher to link attendance with student outcomes.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Adams Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
School Counselor	0.20000	\$25,882.32	09800-1210	School Counselor to monitor attendance data and provide social emotional supports for students.	<ul style="list-style-type: none"> *Monitored attendance, reported trends and chronically absent students. *Made home visits to chronically absent students. *Attendance team consisted of health tech, school clerk, counselor, Principal. *Established protocol for meetings. *Counselor met with students based on teacher recommendation for 6 weeks. 	<ul style="list-style-type: none"> *Difficult to hold weekly attendance meetings when multiple staff members were absent. *Difficult to get a hold of chronically absent student families. Letters and emails sent with no response. *Students being absent for groups. 	<ul style="list-style-type: none"> *Meetings were scheduled weekly but were not consistent. *Had to make shifts when staff members were not in attendance. *Survey to determine best support will be created.

Goal 2 - English Language Arts

Professional Learning

***Strategy/Activity - Description**

Professional Learning: To support student progress in both ELA and Math, all teachers, including Education Specialists, will continue to attend professional learning focused on studying and gaining an in-depth understanding of Common Core Standards. Collaboration will occur during PLC's to analyze current data and plan targeted differentiated instruction based on current data. Tier 1 instruction will be strengthened by utilizing Benchmark Advance/Adelante. Common formative and summative assessments will be administered throughout the year. Professional learning will include supporting Multilingual learners and students with disabilities.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly		\$4,193.35	09800-1957	Provide teachers opportunity to participate in grade level PLC's.	*Teachers scheduled grade level meetings to	*Staff absences caused PLCs to get canceled.	*Revise structure and protocol for PLCs.

Adams Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					participate in grade level PLCs once a month. *DL team met at least once during the school year. *Ed Specialists met with grade level teams.	*Calendaring of meetings and setting agendas. *Ensuring support staff, including Ed Specialists. *Structure of PLC needed to analyze data for student growth using programs.	*Clarity around purpose of PLC and data to analyze. *Calendar meetings for DL team to meet consistently.
--	--	--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------

Reading Support Library Assistant

***Strategy/Activity - Description**

As available, TK-5 students will have access to at least monthly 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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Adams Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Library Asst -	0.20000	\$7,738.76	09800-2231	Library Assistant will provide lessons to students, with a focus on motivation of reading, and appreciation for text.	*Students were able to visit the Library throughout the year to motivate them to read and encourage a joy for reading.	*The Library was closed for a few months as the Library Assistant resigned. *Consistency in all classrooms coming to the library to check out books.	*Ensure all teachers sign up to visit the library. *Library being open weekly to students.

Additional In class Resources / Instructional Supplies

***Strategy/Activity - Description**

Students will learn from a variety of texts including online and printed informational and narrative articles. Online software includes RazKids, Headsprout, and Starfall. 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. Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instruction time, help close the achievement gap and provide for quality professional development.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

Adams Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$2,686.00	09800-4301	Teaching and learning materials purchased to strengthen reading skills for TK-5th grade students.	*Purchased Scholastic News Magazines that went home monthly. *Books were purchased to build classroom libraries and foster a love for reading. *Teachers requested materials throughout the year to support the curriculum.	*Analyzing how learning materials impacted learning. *Observation of use of Scholastic Magazines and books in classroom libraries.	*Have clear rationale for how materials will support reading skills when teachers are requesting them.

Goal 3 - Mathematics

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. To support student progress in Math, all teachers, including Education Specialists, will continue to attend professional learning focused on studying and gaining an in-depth understanding of Common Core Standards. Collaboration will occur during PLC's to analyze current data and plan targeted differentiated instruction based on current data. Common formative and summative assessments will be administered throughout the year. Professional learning will include supporting Multilingual learners and students with disabilities.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Adams Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	09800-4301	Teaching and learning materials purchased to strengthen mathematical skills.	Teaching and learning materials purchased to strengthen mathematical skills.	*Materials were purchased to strengthen math skills as requested by classroom teachers.	*Analyzing how learning materials impacted learning.
Non Clsrn Tchr Hrly	--	--	09800-1957	Opportunity for teachers to meet in PLC with grade level colleagues.	*Teachers scheduled grade level meetings to participate in grade level PLCs once a month. *DL team met at least once during the school year.	*Staff absences caused PLCs to get canceled. *Calendaring of meetings and setting agendas. *Ensuring support staff, including Ed Specialists. *Structure of PLC needed to analyze data for student growth using programs.	*Revise structure and protocol for PLCs. Focus on EL's within PLC.

Goal 4- Supporting English Learners

Professional Learning

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly	--	--	09800-1957	Teachers will have the opportunity to collaborate with grade level colleagues during PLC.	*Teachers scheduled grade level meetings to participate in	*Staff absences caused PLCs to get cancelled.	*Revise structure and protocol for PLCs. *Focus on EL's within PLC.

Adams Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>grade level PLCs once a month. *DL team met at least once during the school year.</p>	<p>*Calendaring of meetings and setting agendas. *Ensuring support staff, including Ed Specialists are invited to all grade level PLCs. *Structure of PLC needed to analyze data for student growth using programs.</p>	
--	--	--	--	--	----------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Interventions

*Strategy/Activity - Description

Inschool Resource Teacher/Intervention Teacher teaches dELD to small group of students who are Novice ELs, Newcomers/Immigrants 4 days/week. Reading, writing, and/or language assessments monitor student progress.
Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instruction time, help close the achievement gap and provide for quality professional development.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.
-----------------------	-----	----------------	----------------	-----------	--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	-----------------------------------------------------------

Adams Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies	--	--	09800-4301	Teaching and learning materials purchased to strengthen reading and math skills for students.	<ul style="list-style-type: none"> *Purchased Scholastic News Magazines that went home monthly. *Books were purchased to build classroom libraries and foster a love for reading. *Teachers requested materials throughout the year to support the curriculum. 	<ul style="list-style-type: none"> *Analyzing how learning materials impacted learning. *Observation of use of Scholastic Magazines and books in classroom libraries. 	<ul style="list-style-type: none"> *Have clear rationale for how materials will support reading skills when teachers are requesting them. *Determining if these are the best supports for English Learners.

Goal 5 - Supporting Students with Disabilities

Professional Learning

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly	--	--	09800-1957	Teachers able to participate in professional development focused on students with	*Teachers scheduled grade level meetings to participate in grade level PLCs.	*Staff absences caused PLCs to be cancelled.	*Revised budget cancelled. Calendaring of meetings and setting agenda focused on

Adams Elementary

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>disabilities. Opportunity to participate in PLC's.</p>		<p>Calendaring of meetings and setting agendas. Ensuring support staff, including Ed Specialists. *Structure of PLC needed to analyze data for student growth using programs.</p>	<p>students with support disabilities including Special PLC. Structure of PLC analyze data for growth using pro</p>
--	--	--	--	---------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------

Goal 6 - Supporting Black Youth

School Connectedness

***Strategy/Activity - Description**

Continue with restorative approach to educating and supporting students.
Offer Social Emotional support.
Attendance Action Team focus on decreasing absences among sub group.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	--	--	09800-1210	Social Emotional support, attendance monitoring, intervention and support.	*Monitored attendance, reported trends and chronically absent students.	*Difficult to hold weekly attendance meetings when multiple staff	*Meetings were scheduled weekly but were not consistent.

Adams Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>*Made home visits to chronically absent students. *Counselor facilitated SST meetings and follow up meetings. *Met with students to support social emotional well being.</p>	<p>members were absent. *Difficult to get a hold of chronically absent student families. *Data collection (pre/post) for SST meetings. *Structure of SST to continue being strengthened.</p>	<p>*Had to make shifts when staff members were not in attendance. *Students being absent impacted support.</p>
--	--	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

What are my leadership strategies in service of the goals?

- *Continue to analyze data to strengthen support in services of all goals
- *Establish systems and structures to support PLC

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: ADAMS ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Attendance Support Team

***Strategy/Activity - Description**

Support Services:

Attendance Team - meet at least twice a month to include school counselor, principal, school clerk, health tech. 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 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-in meetings, meetings with parents and site attendance team. Individual counseling, progress monitoring by counselor and intervention teacher to link attendance with student outcomes.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
School Counselor	0.35000	\$45,294.03	30100-1210	School Counselor to monitor attendance data and provide social emotional supports for students.	<ul style="list-style-type: none"> *Monitored attendance, reported trends and chronically absent students. *Made home visits to chronically absent students. *Attendance team consisted of health tech, school clerk, counselor, Principal. *Established protocol for meetings. *Counselor met with students based on teacher recommendation for 6 weeks. 	<ul style="list-style-type: none"> *Difficult to hold weekly attendance meetings when multiple staff members were absent. *Difficult to get a hold of chronically absent student families. Letters and emails sent with no response. *Students being absent for groups. 	<ul style="list-style-type: none"> *Meetings were scheduled weekly but were not consistent. *Had to make shifts when staff members were not in attendance. *Survey to determine best support will be created.
School Counselor	0.05000	\$6,470.58	30106-1210	School Counselor to monitor attendance data and provide social emotional supports for students.	<ul style="list-style-type: none"> *Monitored attendance, reported trends and chronically absent students. *Made home visits to 	<ul style="list-style-type: none"> *Difficult to hold weekly attendance meetings when multiple staff members were absent. 	<ul style="list-style-type: none"> *Meetings were scheduled weekly but were not consistent. *Had to make shifts when staff

Adams Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>chronically absent students. *Attendance team consisted of health tech, school clerk, counselor, Principal. *Established protocol for meetings. *Counselor met with students based on teacher recommendation for 6 weeks.</p>	<p>*Difficult to get a hold of chronically absent student families. Letters and emails sent with no response. *Students being absent for groups.</p>	<p>members were not in attendance. *Survey to determine best support will be created.</p>
--	--	--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------

Goal 2 - English Language Arts

Professional Learning

***Strategy/Activity - Description**

Professional Learning: To support student progress in both ELA and Math, all teachers, including Education Specialists, will continue to attend professional learning focused on studying and gaining an in-depth understanding of Common Core Standards. Collaboration will occur during PLC's to analyze current data and plan targeted differentiated instruction based on current data. Tier 1 instruction will be strengthened by utilizing Benchmark Advance/Adelante. Common formative and summative assessments will be administered throughout the year. Professional learning will include supporting Multilingual learners and students with disabilities.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$9,603.97	30106-1192	Provide visiting teacher for classroom teachers to attend	*Teachers were able to only meet for half a day during the school year to	*Securing subs for full day meetings was difficult.	*Each teacher will receive visiting teachers next year.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				professional learning.	meet as a grade level team. *Individual teachers who were able to secure subs had a roving sub.		
Non Clsrn Tch rly		\$5,990.50	30106-1957	Provide teachers opportunity to participate in grade level PLC's.	*Teachers scheduled grade level meetings to participate in grade level PLCs once a month. *DL team met at least once during the school year. *Ed Specialists met with grade level teams.	*Staff absences caused PLCs to get canceled. *Calendaring of meetings and setting agendas. *Ensuring support staff, including Ed Specialists. *Structure of PLC needed to analyze data for student growth using programs.	*Revise structure and protocol for PLCs. *Clarity around purpose of PLC and data to analyze. *Calendar meetings for DL team to meet consistently.
Prof&Curricl m DevHrlyCl srnTchr		\$5,765.26	30106-1170	Provide visiting teacher for classroom teachers to attend professional learning.	*Teachers were able to only meet for half a day during the school year to meet as a grade level team. *Individual teachers who were able to secure subs had a roving sub.	*Securing subs for full day meetings was difficult.	*Each teacher will receive visiting teachers next year.

Additional In class Resources / Instructional Supplies

*Strategy/Activity - Description

Students will learn from a variety of texts including online and printed informational and narrative articles. Online software includes RazKids, Headsprout, and Starfall. 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.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instruction time, help close the achievement gap and provide for quality professional development.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	0.30000	\$34,599.25	30100-1109	In School Resource Teacher provides 6-8weeks of lessons for students reading below grade level to improve reading skills.	*In school resource teacher provided Tier II and Tier III interventions for students reading below grade level *Support was also provided to emergent EL's.	*Support was targeted to specific grade levels. *Unable to support all grade levels and students.	*Strengthen how to structure support and collect data.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Inschool Resource Tchr	0.10000	\$11,533.09	30106-1109	In School Resource Teacher provides 6-8 weeks of lessons for students reading below grade level to improve reading skills.	*In school resource teacher provided Tier II and Tier III interventions for students reading below grade level *Support was also provided to emergent EL's.	*Support was targeted to specific grade levels. *Unable to support all grade levels and students.	*Strengthen how to structure support and collect data.
Software License		\$5,200.00	30106-5841	Software licenses to provide support and practice in reading skills.	*All students had access to RazKids and Headsprout. *Teachers monitored data on RazKids and Headsprout.	*Structure of PLC needs to include analyzing data for student growth using these programs.	*Continue use of RazKids, Headsrout schoolwide. *Purchased Starfall for primary grades use. *Vocabulary program was funded for upper grade.
Supplies		\$1,378.00	30106-4301	Teaching and learning materials purchased to strengthen reading skills for TK-5 th grade students.	*Supplies are purchased and utilized throughout the school year. *These are essential items needed to support core instruction.	*Monitoring of resources being purchased to increase goals.	*Consider system to monitor how resources are supporting students.
Interprogram Svcs/Paper		\$1,000.00	30100-5733	Paper utilized for support of small group instruction materials.	*Yearlong cost of paper for teachers to make copies of materials used for small group instruction.	*Monitoring of what materials are being utilized.	*Continue funding of paper while monitoring use per teacher and grade level.
Supplies		\$13,812.00	30100-4301	Teaching and learning materials purchased to	*Supplies are purchased and	*Monitoring of resources being	*Consider system to monitor how resources are

Adams Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				strengthen reading skills for TK-5th grade students.	utilized throughout the school year. *These are essential items needed to support core instruction.	purchased to increase goals.	supporting students.
--	--	--	--	------------------------------------------------------	--------------------------------------------------------------------------------------------------------	------------------------------	----------------------

--	--	--	--	--	--	--	--

Goal 3 - Mathematics

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. To support student progress in Math, all teachers, including Education Specialists, will continue to attend professional learning focused on studying and gaining an in-depth understanding of Common Core Standards. Collaboration will occur during PLC's to analyze current data and plan targeted differentiated instruction based on current data. Common formative and summative assessments will be administered throughout the year. Professional learning will include supporting Multilingual learners and students with disabilities.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Non Clsrm Tchr Hrly	--	--	30106-1957	Opportunity for teachers to meet in PLC with grade level colleagues.	<ul style="list-style-type: none"> *Teachers scheduled grade level meetings to participate in grade level PLCs once a month. *DL team met at least once during the school year. *Ed Specialists met with grade level teams. 	<ul style="list-style-type: none"> *Staff absences caused PLCs to get canceled. *Calendaring of meetings and setting agendas. *Ensuring support staff, including Ed Specialists. *Structure of PLC needed to analyze data for student growth using programs. 	<ul style="list-style-type: none"> *Revise structure and protocol for PLCs. *Clarity around purpose of PLC and data to analyze. *Calendar meetings for DL team to meet consistently.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teachers provided to release teachers to attend professional development or collaborate in PLCs.	<ul style="list-style-type: none"> *Teachers were able to only meet for half a day during the school year to meet as a grade level team. *Individual teachers who were able to secure subs had a roving sub. 	<ul style="list-style-type: none"> *Securing subs for full day meetings was difficult. 	<ul style="list-style-type: none"> *Each teacher will receive visiting teachers next year.
Supplies	--	--	30106-4301	Teaching and learning materials purchased to strengthen mathematical skills.	<ul style="list-style-type: none"> *Materials were purchased to strengthen math skills as requested by classroom teachers. 	<ul style="list-style-type: none"> *Analyzing how learning materials impacted learning. 	<ul style="list-style-type: none"> *Have clear rationale for how materials will support math skills.
Supplies	--	--	30100-4301	Teaching and learning materials purchased to strengthen	<ul style="list-style-type: none"> *Materials were purchased to strengthen math skills as requested 	<ul style="list-style-type: none"> *Analyzing how learning materials impacted learning. 	<ul style="list-style-type: none"> *Have clear rationale for how materials will support math skills.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				mathematical skills.	by classroom teachers.		
Interprogram Svcs/Paper	--	--	30100-5733	Paper utilized for support of small group instruction materials.	*Yearlong cost of paper for teachers to make copies of materials used for small group instruction.	*Monitoring of what materials are being utilized.	*Continue funding of paper while monitoring use per teacher and grade level.
Prof&Curriclm DevHrlyClstrmTchr	--	--	30106-1170	Visiting teachers provided to release teachers to attend professional development or collaborate in PLCs.	*Teachers were able to only meet for half a day during the school year to meet as a grade level team. *Individual teachers who were able to secure subs had a roving sub.	*Securing subs for full day meetings was difficult.	*Each teacher will receive visiting teachers next year.

Goal 4- Supporting English Learners

Professional Learning

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tchr Hrly	--	--	30106-1957	Teachers will have the opportunity to collaborate with grade level colleagues during PLC.	*Teachers scheduled grade level meetings to participate in grade	*Staff absences caused PLCs to get cancelled.	*Revise structure and protocol for PLCs. *Focus on EL's within PLC.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>level PLCs once a month.</p> <p>*DL team met at least once during the school year.</p>	<p>*Calendaring of meetings and setting agendas.</p> <p>*Ensuring support staff, including Ed Specialists are invited to all grade level PLCs.</p> <p>*Structure of PLC needed to analyze data for student growth using programs.</p>	
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	<p>Visiting teachers provide to release teachers to attend professional development focused on English Learners and/or to collaborate during PLC.</p>	<p>*Teachers were able to only meet for half a day during the school year to meet as a grade level team.</p> <p>*Individual teachers who were able to secure subs had a roving sub.</p>	<p>*Securing subs for full day meetings was difficult.</p>	<p>*Each teacher will receive visiting teachers next year.</p>
Prof&Curriclm DevHrlyClstrmTchr	--	--	30106-1170	<p>Visiting teachers provide to release teachers to attend professional development focused on English Learners and/or to</p>	<p>*Teachers were able to only meet for half a day during the school year to meet as a grade level team.</p> <p>*Individual teachers who were able to</p>	<p>*Securing subs for full day meetings was difficult.</p>	<p>*Each teacher will receive visiting teachers next year.</p>

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				collaborate during PLC.	secure subs had a roving sub.		
Interventions							
*Strategy/Activity - Description							
<p>Inschool Resource Teacher/Intervention Teacher teaches dELD to small group of students who are Novice ELs, Newcomers/Immigrants 4 days/week. Reading, writing, and/or language assessments monitor student progress.</p> <p>Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instruction time, help close the achievement gap and provide for quality professional development.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	30100-1109	Support closing the achievement gap in ELA and Math: English	*In school resource teacher provided Tier II and Tier III interventions for	*Support was targeted to specific grade levels.	*Strengthen how to structure support and collect data.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Learners. Also, supporting classroom teachers with tier 1 instruction and specific instructional practices as well as small group interventions.	students reading below grade level *Support was also provided to emergent EL's.	*Unable to support all grade levels and students.	
Inschool Resource Tchr	--	--	30106-1109	Support closing the achievement gap in ELA and Math: English Learners. Also, supporting classroom teachers with tier 1 instruction and specific instructional practices as well as small group interventions.	*In school resource teacher provided Tier II and Tier III interventions for students reading below grade level *Support was also provided to emergent EL's.	*Support was targeted to specific grade levels. *Unable to support all grade levels and students.	*Strengthen how to structure support and collect data.
Interprogram Svcs/Paper	--	--	30100-5733	Paper utilized for support of small group instruction materials.	*Yearlong cost of paper for teachers to make copies of materials used for small group instruction.	*Monitoring of what materials are being utilized.	*Continue funding of paper while monitoring use per teacher and grade level.
Supplies	--	--	30106-4301	Teaching and learning materials purchased to strengthen reading and math skills for students.	*Materials were purchased to strengthen reading and math skills as requested by classroom teachers.	*Analyzing how learning materials impacted learning.	*Have clear rationale for how materials will support reading math skills.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30100-4301	Teaching and learning materials purchased to strengthen reading and math skills for students.	*Materials were purchased to strengthen reading and math skills as requested by classroom teachers.	*Analyzing how learning materials impacted learning.	*Have clear rationale for how materials will support reading math skills.
----------	----	----	------------	-----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	------------------------------------------------------	---------------------------------------------------------------------------

Goal 5 - Supporting Students with Disabilities

Professional Learning

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tch Hrly	--	--	30106-1957	Teachers able to participate in professional development focused on students with	*Teachers scheduled grade level meetings to participate in	*Staff absences caused PLCs to Set cancelled.	*Revised agendas Staff absences cancelled. Calendaring of m *How are we setting agendas. focused on students

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				disabilities. Opportunity to participate in PLC's.	grade level PLCs.	<p>Calendaring of meetings and setting agendas.</p> <p>Ensuring support staff, including Ed Specialists.</p> <p>*Structure of PLC needed to analyze data for student growth using programs.</p>	<p>with disabilities during PLC.</p> <p>Structure of PLC analyze data for growth using programs.</p>	supporting Ed Specialists
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	<p>Visiting teachers to release teachers for professional development focused on students with disabilities.</p> <p>Opportunity to participate in PLC's.</p>	<p>*Teachers were able to only meet for half a day during the school year to meet as a grade level team.</p> <p>*Individual teachers who were able to secure subs had a roving sub.</p>	<p>*Securing subs for full day meetings was difficult.</p>	<p>*Each teacher will receive visiting teachers next year.</p>	
Prof&Curriclm DevHrlyClsrmTchr	--	--	30106-1170	<p>Visiting teachers to release teachers for professional development focused on students with disabilities.</p> <p>Opportunity to participate in PLC's.</p>	<p>*Teachers were able to only meet for half a day during the school year to meet as a grade level team.</p> <p>*Individual teachers who were able to secure subs had a roving sub.</p>	<p>*Securing subs for full day meetings was difficult.</p>	<p>*Each teacher will receive visiting teachers next year.</p>	

Goal 7 - Family Engagement

Increase Parent Involvement

***Strategy/Activity - Description**

Strategies to increase Parent Involvement include:

1. Send a monthly newsletter for parents that allow them to feel part of the school community.
2. Assign Room Parents to serve as a liaison with the families in the class to ask parents.
3. In collaboration with teachers, PTCO will host school events where families can get involved.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Duplicating		\$400.00	30103-5721	Provide printed materials such as handbooks, copies of standards. volunteer	*Able to send materials via ClassDojo. *Some funds were moved to postage.	*Analyzing of what is sent home as paper copies. *Additional funds moved to supplies.	*Consider only sending parent handbook digitally.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				opportunities to keep families informed.			
Inservice supplies		\$658.00	30103-4304	Provide light refreshments for committee members and volunteer appreciation events.	*Materials purchased were used to support parent involvement.	*Funds were used for light refreshments as well as supplies to support parent involvement. *Purchased license for SMORE newsletter.	*Determine how items can support an increase in parent involvement.
Other Support Prsnl OTBS Hrly		\$400.60	30103-2282	Provide Spanish translation and American Sign Language interpretation for families.	*Translation for parents during parent meetings is vital to increase parent participation.	*In person parent meetings were not held, funds moved to supplies.	*Next school year funding will remain as in person meetings will hopefully return.
Postage Expense		\$300.00	30103-5920	Provide postage in order to mail letters to families as well as attendance letters as needed.	*Postage was used to mail letters to families throughout the school year. *Postcards sent to students by teachers.	*Letters were sent home for incorrect addresses. *How to increase positive notes being mailed home.	*Increase amount of postage to continue to increase sending postcards home to families and students.

Maintain a functioning ELAC

***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**

Directions:

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

Guiding Questions:

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

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	30100-1109	Resource Teacher to support and be ELAC Advisor.	*New resource teacher was unable to support this goal.	*With previous resource teacher leaving, the new resource teacher did not have the knowledge to complete this goal.	*Principal led ELAC with support from ELI-RT and OLA department.
Inschool Resource Tchr	--	--	30106-1109	Resource Teacher to support and be ELAC Advisor.	*New resource teacher was unable to support this goal.	*With previous resource teacher leaving, the new resource teacher did not have the knowledge to complete this goal.	*Principal led ELAC with support from ELI-RT and OLA department.

Goal 8- Graduation/Promotion Rate							
Professional Learning							
*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							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tch Hrly	--	--	30106-1957	Support co-planning and data driven instruction.	*Teachers scheduled grade level meetings to participate in	*Staff absences caused PLCs to Set cancelled.	*Revised staff absences and protocols. PLCs. Calendaring of m *How are we setting agendas. focused on students

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					grade level PLCs.	<p>Calendaring of meetings and setting agendas.</p> <p>Ensuring support staff, including Ed Specialists.</p> <p>*Structure of PLC needed to analyze data for student growth using programs.</p>	<p>with disabilities during PLC.</p> <p>Structure of PLC to analyze data for student growth using programs.</p>
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teachers for release time for general education and education specialists to collaborate and attend professional learning and participate in PLC's.	*Teachers were able to only meet for half a day during the school year to meet as a grade level team. *Individual teachers who were able to secure subs had a roving sub.	*Securing subs for full day meetings was difficult.	*Each teacher will receive visiting teachers next year.

Intervention

***Strategy/Activity - Description**

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

Directions:

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

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	30100-1109	Intervention teacher will provide small group support for students reading below grade level.	*In school resource teacher provided Tier II and Tier III interventions for students reading below grade level *Support was also provided to emergent EL's.	*Support was targeted to specific grade levels. *Unable to support all grade levels and students.	*Strengthen how to structure support and collect data.
Inschool Resource Tchr	--	--	30106-1109	Intervention teacher will provide small group support for students reading below grade level.	*In school resource teacher provided Tier II and Tier III interventions for students reading below grade level	*Support was targeted to specific grade levels. *Unable to support all grade levels and students.	*Strengthen how to structure support and collect data.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					*Support was also provided to emergent EL's.		

Goal 6 - Supporting Black Youth

Intervention

***Strategy/Activity - Description**

Students who are identified as reading below grade level based on data from DRA 2, F& P, FAST, 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	--	--	30100-1109	In school resource teacher provides reading instruction for small groups of students.	*In school resource teacher provided Tier II and Tier III interventions for students reading below grade level	*Support was targeted to specific grade levels. *Unable to support all grade levels and students.	*Strengthen how to structure support and collect data.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					*Support was also provided to emergent EL's.		
Inschool Resource Tchr	--	--	30106-1109	In school resource teacher provides reading instruction for small groups of students.	*In school resource teacher provided Tier II and Tier III interventions for students reading below grade level *Support was also provided to emergent EL's.	*Support was targeted to specific grade levels. *Unable to support all grade levels and students.	*Strengthen how to structure support and collect data.

School Connectedness

***Strategy/Activity - Description**

Continue with restorative approach to educating and supporting students.
Offer Social Emotional support.
Attendance Action Team focus on decreasing absences among sub group.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
School Counselor	--	--	30100-1210	Social Emotional support, attendance monitoring, intervention and support	<ul style="list-style-type: none"> *Monitored attendance, reported trends and chronically absent students. *Made home visits to chronically absent students. *Attendance team consisted of health tech, school clerk, counselor, Principal. *Established protocol for meetings. *Counselor met with students based on teacher recommendation for 6 weeks. 	<ul style="list-style-type: none"> *Difficult to hold weekly attendance meetings when multiple staff members were absent. *Difficult to get a hold of chronically absent student families. Letters and emails sent with no response. *Students being absent for groups. 	<ul style="list-style-type: none"> *Meetings were scheduled weekly but were not consistent. *Had to make shifts when staff members were not in attendance. *Survey to determine best support will be created.
School Counselor	--	--	30106-1210	Social. Emotional support, attendance monitoring,	<ul style="list-style-type: none"> *Monitored attendance, reported trends and chronically absent students. 	<ul style="list-style-type: none"> *Difficult to hold weekly attendance meetings when multiple staff 	<ul style="list-style-type: none"> *Meetings were scheduled weekly but were not consistent.

Adams Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				intervention and support	<p>*Made home visits to chronically absent students.</p> <p>*Attendance team consisted of health tech, school clerk, counselor, Principal.</p> <p>*Established protocol for meetings.</p> <p>*Counselor met with students based on teacher recommendation for 6 weeks.</p>	<p>members were absent.</p> <p>*Difficult to get a hold of chronically absent student families. Letters and emails sent with no response.</p> <p>*Students being absent for groups.</p>	<p>*Had to make shifts when staff members were not in attendance.</p> <p>*Survey to determine best support will be created.</p>
--	--	--	--	--------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------

What are my leadership strategies in service of the goals?

- *Continue to analyze data throughout the school year to strengthen support in service of all goes.
- *How are we monitoring growth throughout the year?
- *Establish systems and structures to support PLC
- *Find additional supports for parent involvement