SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

ADAMS ELEMENTARY

Contents

School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Adams Elementary	39686766042501	Original – 01/16/2018 Revision – 05/22/2019 Revision – 12/10/2019	Original – 04/10/2018 Revision – 06/25/2019 Revision –

Purpose and Description

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

In January 2019, Adams Elementary was identified as a Comprehensive Support and Improvement (CSI) school.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Adams Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Adams Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 16, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Adams Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the January 16, 2018 School Site Council meeting.

In school year 2018-2019, also Year 2, Adams Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meeting were held on February 27; March 27, April 24, and May 22, 2019.

In summary, During the first meeting on February 27, 0219, the planning team were divided into four teams to identify areas of need and strengths within the Essential Questions in the areas of Academic Performance for ELA and Math, Student Engagement (Chronic Absenteeism), and Conditions & Climate (Suspensions). The four teams reviewed data from CA Dashboard, MAP Growth Summary Report, and SUSD Continuous Improvement Data. Findings were recorded on the CA Dashboard: Continuous Progress form, one for each area indicated above. Input was then placed on the DMM form with suggested Cause, Design, Assurances, and Implementation Indicators.

In addition, Teacher input from whole school was given at Staff meeting held on February 26, 2019 to help the planning of the 2/27/19 Comprehensive School Improvement Meeting.

During our Second Meeting on March 27, 2019, the planning team formed groups of three and areas of need related to Community, School, and Student needs using the fishbone activity. The Decision Making Model format was used to record and edit previously mentioned indicators.

During the third meeting held on April 24, 2019 teams conducted the 5 Why's and Root Cause activity. Team input was documented on the DMM.

*FINAL Meeting and Approval of Decision Making Model and the Comprehensive Needs Assessment will take place on May 22, 2019.

As a result of the stakeholder involvement and data reviews, Adams Elementary has been able to complete the Decision Making Model (a component of the CNA) during the March and April 2019 Meetings.

a. Decrease the distance from Standards Points by Three (3) points For ALL students and in ALL SUBGROUPS.

b. Increase Percentage of students meeting grade level standards by a minimum of 5% by Spring 2020.

Absenteeism

a. Decrease the percentage of for ALL students and in ALL SUBGROUPS who are chronically absent by 0.5 to 3.0 points, by spring 2020.

b. Decrease Suspensions

c. Increase social emotional and restorative instruction

d. Increase socially responsive curriculum

e. Increase Wrap around services

f. Increase students desire to come to school by providing various intellectual outlets and activities, such the Arts, and Sports.

a. Decrease the distance from Standards Points by Three (3) points
For ALL students and in ALL SUBGROUPS

b. Increase Percentage of students meeting grade level standards by a minimum of 5% by Spring 2020.

Suspensions

a. Decrease the percentage of for ALL students and in ALL SUBGROUPS who are Suspended by 0.3 to 1.0 points, by spring 2020.

Resource Inequities

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

Transitional Kindergarten - Grade * *Average Daily Enrollment 465 2017-18; *Cumulative Enrollment 629 2017-18 *Difference of 164 (this is a 35% Mobility rate).

Current Daily Enrollment is 498 (includes additional overflow 3rd grade class from Zone G) currently have 105 students who are chronically absent = 21%

We are not a neighborhood school, over 90% of our students live within bussing distance, if they miss the bus there is no transportation to get them to school.

Limited participation from various stakeholders places a greater responsibility on the staff to ensure that all students have the opportunity for equitable outcomes.

Students enter school with little or no experience in a classroom setting, this makes it difficult to build a good foundation for learning, when teachers have to spend a lot of time on behavior management instead of academic support.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

Decrease the distance from Standards Points by Three (3) points for ALL students by June/End of 2019-20 School Year.

English Language Arts/English Development SBAC results:

ALL Students – 77.6 Red

English Learners – 82 Red

Socioeconomically Disadvantaged Students – 76.6 Red

Students with Disabilities – 161.4 Red

African American – 116.7 Red

Hispanic – 85.2 Red

Asian – 24 Yellow

Math SMART Goal:

Decrease the distance from Standards Points by Three (3) points for ALL students and ALL SUBGROUPS by June/End of 2019-20 School Year.

Math SBAC results:

Students with Disabilities – 187.5 Red

ALL Students – 91.7 Orange

English Learners – 94.4 Orange

African American – 132.5 Orange

Hispanic – 94.8 Orange

Socioeconomically Disadvantaged Students – 91.3 Yellow

Asian – 42.3 Yellow

Identified Need

California Dashboard:

ELA/ELD:

ALL Students – 77.6 Red

English Learners – 82 Red

Socioeconomically Disadvantaged Students – 76.6 Red

Students with Disabilities – 161.4 Red

African American – 116.7 Red

Hispanic – 85.2 Red

Asian – 24 Yellow

Math:

Students with Disabilities – 187.5 Red

ALL Students – 91.7 Orange

English Learners – 94.4 Orange

African American – 132.5 Orange

Hispanic – 94.8 Orange

Socioeconomically Disadvantaged Students – 91.3 Yellow

Asian – 42.3 Yellow

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard-ELA (All Students)	77.6 points below	74.6 points below
Students with Disabilities / Red	– 161.4	-158.4
African American / Red	– 116.7	-113.7
Hispanic / Red	– 85.2	-82.2

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard-Math (All Students)	91.7 points below	88.7 points below
Students with Disabilities / Red	– 187.5	-184.5
African American / Orange	– 132.5	-129.5
Hispanic / Orange	– 94.8	-91.8

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, including English Learners

Strategy/Activity

TIFA:

Targeted instruction for all (TIFA)

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

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

● Guided Reading

● AVID

● Multi-Tiered System of Supports (MTSS); PBIS, SAP

● Gradual Release model (including DII) that facilitate collaboration

● Differentiated instruction; 1:1 Support, Small groups, Platooning, integrated ELD strategies

● ACE Strategies (both Reading and Math)

● Close Reading

● Writers Workshop

● Integrated language and literacy instruction in all core curriculum

● Adherence to Designated ELD time

To provide students with resources and supports to increase writing proficiency using AVID note taking strategies to meet grade level expectations (e.g., 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).

To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.).

English Learner Progress: Because of the efforts listed below and in addition to the 30 minutes of daily Designated ELD instruction. Students receive targeted instruction through small group and one-in-one instruction focusing on pre-teaching or retreaching instructional concepts to advance language acquisition and English language proficiency resulting in reclassification. Students receive English Learner Academic Hour (ELAH) providing academic support based on individual needs. Students are encouraged to ask for support in concepts from the academic school day. Newcomers are provided Rosetta Stone support. Staff conducts monitoring and observation of ELD instruction to verify implementation of the new curriculum for designated ELD and will implement the Board adopted curriculum with integrity and fidelity.

Additional Tutoring before, during, and after school. Safe School Zone before school tutoring 8:00am – 9:00am. Partner with After School Program support and time sheet teachers.

5 teachers X 4 hours X 3 weeks X $60 = $3,600 (Allocated $1,034 for supplement prior to after school funding was implemented)

Program Specialist (PS) will assist with providing professional development and support to teachers to increase fidelity across the school with AVID strategies in addition to integrated and designated ELD strategies. The Program Specialist will help with collecting evidence to insure AVID certification, plan 3 - 5 AVID family nights throughout the year, and plan the AVID showcase that takes place twice a year. PS will also assist teachers in their PLC to view data and identify what strategies would be helpful in improving student data. Ensures technology is in place to support learning and instructional assessments. Focuses data retrieval and evaluation to target students needing support and progress monitoring of RFEP students.

Teachers will enhance integrated/designated ELA/ELD curriculum through: Interactive KWL, Quick Writes, Text Type Chart, Close Read, Notice and Note, Sentence Pattern Chart, Split Dictation, Text-Based Can-Have-Are-Chart, Jointly constructed sentences and paragraphs, Journal Writes, Signal Word Chart, Test Organization Matrix (TOM), Pictorial Input Chart, Text Reconstruction, Unpacking sentences, Text Puzzles, Comparing Paragraphs, Verb Chant, Note Making, Content Links, Ticket Out the Door, Running Dictation, Sentence Combining, Literacy Stations, Noodle, Expert Groups, Give One, Get One, Rate Your Knowledge, Vanishing Text, Observation Chart, and Interactive Notebooks.

Applicable supplemental instructional materials include: novels/books, white boards, clipboards, dry erase markers, flashcards, games, copy paper, folders/ sleeves, pencils, construction paper, color printer/scanner, printer ink, printer paper, chart paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, envelopes, ball point pens, masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase

markers, crayons, journals, highlighters, sentence strips, pipe cleaners, spiral notebooks, and composition books.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

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

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

64 EL students monitored

13 EL students assessed (initial)

0 EL students reassessed

4 EL students reclassified

23 teachers trained in Integrated and Designated ELD

23 teachers implementing integrated ELD Fully.

23 teacher implementing designated ELD Fully.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$26,167 - 19101 (.25 FTE Program Specialist)	LCFF - 23020
$8,082 - 30000 (Statutory Benefits)	LCFF – 23020
$78,501 - 19101 (.75 FTE Program Specialist)	Title I – 50643
$24,246 - 30000 (Statutory Benefits)	Title I – 50643
$5,750 - 56590 (Maintenance Agreements - Cannon)	Title I – 50643
$4,901 – 58450 (License Agreements)	Title I – 50643
$34,405 – 43110 (Instructional Materials)	LCFF – 23030
$1,034 – 11500 (Additional Teacher Hourly)	Title I – 50643

Amount(s)	Source(s)
$1,663 – 43200 (Non-Instructional Materials)	LCFF – 23030
$10,797 – 44000 (Equipment)	LCFF – 23030

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide teachers with professional learning opportunities and support that enhance instructional strategies focusing on monitoring student progress toward grade level standards, informed instruction, identify strategic and intensive interventions for students, determine the effectiveness of current instruction and interventions, and identifying best practices through the Professional Learning Community (PLC) process.

Staff Retreat (May 30 – June 1): To evaluate data and identify instructional strategies that will build on collective commitment, and continue to move the site toward AVID certification and academic achievement. Topics: Equity and Culturally proficient/appropriate instructional strategies

Weekly observations with strategies being implemented (fully)

6 trainings provided (on each of the components listed)

6 best practices implemented

25 teachers trained

25 teachers coached

24 hours coaching provided

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

b. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches). Our support staff, listed below, is provided to assist staff members in their ongoing endeavors to become strong instructors. Their roles are to coach teachers, not students. Professional development is throughout the year to ensure that the most current curriculum and instruction are delivered to our students. The PLC teams, academic conferences, and Co-planning/co-teaching are used to identify and help teachers deliver strong instruction, show them how to utilize data to drive instruction, help in the creation of lessons that will increase student engagement and academic success.

• Instructional Coaches (Literacy/Numeracy)

• Program Specialists

• Counselor

- Principal, Assistant Principal
- Curriculum Department
- Language Development Office (LDO)
- Research and Accountability Department

Program Specialist brings back concepts learned from training to support and enhance teacher knowledge at monthly staff meetings.

Teacher Substitutes:

54 days X $200 = $10,800

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$10,800 - 11700 (Substitutes)	LCFF - 23030
$30,000 - 52150 (Conferences)	LCFF – 23030

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

> All Students

Strategy/Activity

> Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.
>
> Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.
>
> PTLW Conference: (district is funding due to initial implementation of PLTW)
>
> Field Trip transportation for buses outside the district's pre-allocated/funded STEM focused trips. ($4,500)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$4,500 – 58720 (Field Trip Non District Trans)	LCFF – 23030

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

*interact with their peers who will attend their kindergarten class promoting social skills,

*establish a connection between the kindergarten teacher and preschooler,

*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and

*attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Centralized Service.	Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

1.1 Full staff implementation of the strategies with three follow-up trainings provided through-out the year.
1.2 Teaching teams have had more opportunities to collaborate and create academic planning for student achievements. Student achievement targets have been more formally communicated to community and interventions have created a larger group in the community tutorial program.
1.3 Through the use of onsite staff El students have received more training and use of instructional strategies resulting in an increase of resignation of EL students.

Site has provided teachers with supplemental materials and resources to support Core Instruction and our intervention programs (e.g. Accelerated Reader) project materials (e.g. markers, folders, post-its, 3" binders, planners etc.) technology (printers, projectors, doc cameras, interactive monitors, devices etc.), etc. Adding in professional onsite development and training to ensure academic student achievement supports for student learning and opportunities at grade level focus. Implementation monitoring continues every trimester to adjust for need and supporting student progress towards grade level standards.

Effectiveness

1.1 Student ELA schools improved grades K-3 focus and moved student achievement up in most subgroups.
1.2 Student attendance, achievement and discipline have improved across grade levels.
1.3 More students have received a high score in testing resulting in an increase of resignations at the site.

Attendance rates and academic achievement have increased in grades (K-6) at Adams through the use of the outlines strategies (e.g. ACE, Daily 5, Close Reading etc.) Furthermore, discipline referrals have been decreased by 15 percent resulting in less suspensions.

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

Material Changes

1.1 Student achievement moved more significantly towards grade level in most subgroups.

1.2 None.
1.3 The use of instructional staff, coaching and professional development on instructional teaming, practices and pedagogy etc. have helps students increase in data reviews consistently.

Overall budget increased for the use of instructional practices and pedagogy to help align data and performances.

Implementation of professional development as well as staff retreats encouraged the development of team practices and the use of professional collaboration time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 None.
1.2 Added professional development three times a year with three times a year monitoring will provide more data on instructional impact and student learning.
1.3 The need for a full time instructional coach, staff increase professional development days and times for collaborative teaming will be needed to ensure continued data increases are continued. The outlook for the future would be that more students would increase to proficiency in reading and math.

Adams is moving AVID school wide, Kindergarten through Eighth grade. Adding teacher training dates three times a year and on site walk-through of the program implementation focusing on College, Career and Community Readiness. The monitoring process will happen three times a year or once a trimester. Added data will be collected on teacher, student implementation of instructional strategies, (e.g. CFU, Agendas, Organization tools etc.).

Goal 2 – School Climate

Suspension –

Decrease the percentage of for ALL students and in ALL SUBGROUPS who are Suspended by 0.3 to 1.0 points by June/END of 2019-20 School year.

Attendance/Chronic Truancy –

Decrease the percentage of for ALL students and in ALL SUBGROUPS who are chronically absent by 0.5 to 3.0 points by June/END of 2019-20 School year.

Identified Need

California Dashboard:

Suspension –

ALL Students – 10.2 Red

English Learners (EL) – 9.6 Red

Socioeconomically Disadvantaged Students (SED) – 10.5 Red

Asian – 6.7 Red

Hispanic (Hisp) – 10.7 Red

Students with Disabilities (SWD)– 14.9 Orange

African American (AA) – 15.3 Orange

2 Race – 5.1 Orange

White – 5.0 Yellow

Expulsion – None

Attendance/Chronic Truancy –

Chronic Absent:

ALL Students – 25.8 Red

Socioeconomically Disadvantaged Students (SED) – 26.9 Red

Students with Disabilities (SWD)– 34.2 Red

African American (AA) – 47.3 Red

Hispanic – 23.6 Red

2 Race – 23.7 Red

English Learners (EL) – 15.2 Orange

White – 13.2 Yellow

95 students are chronically absent

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	10.2%	9.9%
Chronic Absenteeism (All Students)	25.8%	25.3%
Hispanic / Red	– 10.7	-9.7
Socioeconomically disadvantaged / Red	– 10.5	-9.5
Students with Disabilities / Orange	– 14.9	-13.9

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with basic, academic, behavioral, attendance, and social emotional, supportive resources that positively impacts student learning through, counseling, instructional support, incentives, and structured student engagement activities, such as PLUS (Peer Leaders Uniting Students) program etc.

Increase students desire to come to school by providing various intellectual outlets and activities, such as the Arts, and Sports.

Sports for Learning (lunch time sports) will provide a Science Technology Engineering Math (STEM) & Soccer program during lunch recess with focus on teaching STEM concepts, soccer skills, teamwork, fair play, and physical activity.

95 of students truant

501 of students tardy

383 of students absent 3 or more days

108 of discipline referrals

21 of students suspensions

50 of Student Assistance Program referrals

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$26,100 - 58100 (Consultants - Instructional)	LCFF - 23034

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation
1.1 The programs were implemented through a data monitoring system reviewed by School Site Council and the review of disciplinary data, attendance summary and student interviews from PLUS.

Overall implementation provided a positive school climate for students with basic, academic, behavioral, attendance, and social emotional supportive resources. Student learning through counseling, instructional supports, incentives, and structured engagement activities such as the PLUS program, Character Counts, school performances and recognitions. Teachers, instructional staff and support staff members engage with community after school members to promote a positive school climate focused around Integrity, respect and responsibility.

Effectiveness
1.1 Improvements in behavior and attendance were marked significant from the data team review process.

The overall effectiveness has seen a decrease of suspensions with an increase in attendance and parent participation. Further with connections with the after school program facilitator, students have gained more access to performances, tutorial materials and clubs, focusing on student and school climate and safety.

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

Material Changes

1.1 Attendance has increased as well as a decline in behavior referrals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 Through the use of positive behavior supports and instructional supports, an increase in parent participation in student activities will be seen.

All programs will continue with addition of pairing mentorships with students and community, After School Program supports in clubs and community gardening program, school intermural sports, added counseling giving Adams a half-time added counselor, use of PE buddies in cross grade level sports, and a consultant on school activities including recess sports and activities etc.

Goal 3 – Meaningful Partnerships

Stakeholders are provided with numerous opportunities to provide input and assist in the monitoring and developing of the SPSA, school activities, school culture, and parent involvement opportunities, unfortunately, our site struggles with getting adequate participation from various stakeholders.

Identified Need

Levels of parent involvement, specifically active recruitment and retention of ELAC, SSC, and Parent Club (VIPS) board members is limited. This barrier is not necessarily indicative of lack of interest, but rather time demands that are reflective of a working class community. We recognize the value of an active parent community, and continue to seek new ways to create a more active parent population. In addition, there are inadequate Resources available from family, school, district, and community to assist students particularly due to the fact that we are not a community school, the majority of our students are bussed or lack reliable transportation. Chronic Absenteeism is an indicator of these issues resulting in a lack of parent involvement.

Attendance/Chronic Truancy – Chronic Absent:

ALL – 25.8 Red

SED – 26.9 Red

SWD – 34.2 Red

AA – 47.3 Red

Hisp – 23.6 Red

2 Race – 23.7 Red

EL – 15.2 Orange

White – 13.2 Yellow

95 students are chronically absent

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AA / Red	− 47.3	− 46.3
SWD / Red	− 34.2	− 33.2
SED / Red	− 26.9	− 25.9

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parents with support and resources that empowers them be engaged in their student's learning such as parent conferences, communication, and increased parent involvement opportunities. ~~The addition of a Community Assistant who can assist in outreach and parent contact would increase opportunities to make connections between home and school.~~

95 of students truant

501 of students tardy

383 of students absent 3 or more days

108 of discipline referrals

21 of students suspensions

50 of SAP referrals

ALL parents contacted

10 meetings coordinated

15 parents attending

ALL of students served

70% of students making academic growth

70 % of parents attending conference

5 parents training

a. Teachers are provided with a substitute three times a year to meet with parents during Mid-Trimester Academic Conferences. We believe that Mid-Trimester Conferencing allows parents to be informed at the same time giving students an opportunity to improve their grades as necessary.

b. Teachers communicate via class Dojo or other technological applications that allow for documented communications, as well as email and phone calls on a regular basis.

c. Levels of parent involvement, specifically active recruitment and retention of ELAC, SSC, and Parent Club (VIPS) board members is limited. This barrier is not necessarily indicative of lack of interest, but rather time demands that are reflective of a working class community. We recognize the value of an active parent community, and continue to seek new ways to create a more active parent population. In addition, there are inadequate Resources available from family, school, district, and community to assist students particularly due to the fact that we are not a community school, the majority of our students are bussed or lack reliable transportation.

d. Stakeholders are provided with numerous opportunities to provide input and assist in the monitoring and developing of the SPSA, school activities, school culture, and parent involvement

opportunities, unfortunately, our site struggles with getting adequate participation from various stakeholders.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
~~$13,492 - 29101 (Community Assistant)~~	~~LCFF - 23030~~
~~$4,297 - 30000 (Statutory Benefits)~~	~~LCFF - 23030~~
$2,016 - 43200 (Non-Instructional Materials)	Title I - 50647
$250 - 43400 (Parent Meeting)	Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

1.1 Use of technology, parent coffee and outreach was used to help communicate with parents of students on school activities and progress.

Adams continued to provide parents with supports and resources that empower them to engage in their student's learning such as parent conferences, on and off-site communications, and increased parent involvement activities. The parent and community has engaged with Adams through online and on site activities, fundraisers and field trips. Furthermore, parents come to on site activities such as pie for parents, lunch on the lawn and student performances.

Effectiveness

1.1 Parent participation has had a limited increase on site, which helped with student attendance, and success in gains in ELA and Math. This lead to the movement of increasing AVID school wide from grades Kinder to 8th.

Adams has seen a decrease of suspensions with an increase in attendance and some parent participation.

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

Material Changes

1.1 The addition of materials for activities and student engagement changed by a 10 percent increase allocation for materials and communications.

Materials and budget will be modified using to increase the participation and training of staff, students and parents. An allocation increase not less than 10 % will be used to gain technology, student materials (e.g. Binders, planners and technology etc.)

Community partnerships will be added to increase and focus on student sport activities, student outreach and counseling to provide services to student and parents on gaining information and access.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

1.1 Adams will need to add additional classified personnel and outreach personnel to help with parent communications, transportation and activities.

Adams will continue to promote activities using visual, verbal and technology as well as leverage the use of secretarial staff and outreach partnerships to gain communication with parents about school activities, student progress and showcasing of Adams etc.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$116,698
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$269,212

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$116,698

Subtotal of additional federal funds included for this school: $116,698

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

State or Local Programs	Allocation ($)
LCFF	$152,514

Subtotal of state or local funds included for this school: $152,514

Total of federal, state, and/or local funds for this school: $269,212